1. Information about this Course

Unit Number: MKTG205
Unit Title: Business to Business Marketing
Unit Weight: 3 Credit Points
Unit Level: 200
Year and Semester: 2009, Semester 2
Unit convenor: Dr David Gray
Lecturer: Professor Bob Miller
Prerequisites: MKTG101
Contact Hours: 3 hours per week

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult one of the teaching staff in the unit.

- **Units of Credit**: MKTG205 - 3 credit point subject. It is an elective subject for the B.Com Marketing program and the BCom and BBA programs. It is a single semester unit. The number of credit points that a unit is worth is determined by the number of hours that a student is expected to spend each week attending lectures, reading and preparing assignments. For a single semester unit, students are expected to spend at least 24 hours per credit point on work related to the unit. Students are strongly advised to prepare their study timetable accordingly. Successful performance in the exam requires knowledge and understanding of the content of the lectures and set readings.

- In order to successfully complete the Unit you must:
  - Attend and participate in the weekly seminars (at least 80% attendance is required)
  - Obtain a mark of at least 50% in the final exam
  - Satisfactory completion of the Group marketing Strategy Project and the Simulation Game
  - Satisfactory assignment work and attendance may be used to determine a marginal grade

You should take note of all announcements made in lectures or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information.

2. Teaching staff

Convenor: Dr David Gray
Telephone 9850-8453
Email: dgray@efs.mq.edu.au
Room: E4A Room 628

Consultation time: Available by appointment.
Dr David Gray is a Senior Lecturer in Marketing in the Department of Business. David has a Master of Commerce (Economics Honours) degree from University of New South Wales and a PhD in Marketing from the University of New South Wales. He has pursued a business career in marketing and management training holding many senior marketing management positions since that time. David has extensive experience in proposal writing, training, marketing and sales, the management of professional service, finance and insurance businesses. Product knowledge spans professional services, finance, insurance, manufacturing and building materials.

Lecturer Professor Bob Miller
Telephone: 9850-8468
Email: bob.miller@ austreet.com.au
Consultation time: Available by appointment.

After 14 years as marketing chief at Toyota Australia, seven years as an account director at one of Australia's biggest ad agencies, two years in the real world of retail and seven years with Ford Asia Pacific, Bob Miller brings a vast range of experience and lateral thinking to benefit his students. During his tenure as General Manager-Marketing, Toyota Australia achieved outright market leadership for four consecutive years. Most Australians are familiar with his 20 year-running Toyota theme "Oh, What a Feeling!" Millions laughed at the antics of Miller's whacky Camry Chicken as it failed year after year, to be the "chicken that crossed the road". He launched Australia's Lexus luxury car franchise in 1991.

3. Classes:

Students must attend the lecturer plus one of the tutorials:

<table>
<thead>
<tr>
<th>Lecture_1</th>
<th>Class_01</th>
<th>Fri 11-13:00</th>
<th>Room E7B T4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial_1</td>
<td>Class_01</td>
<td>Fri 10:00</td>
<td>E7B 264</td>
</tr>
<tr>
<td></td>
<td>Class_02</td>
<td>Fri 14:00</td>
<td>C5A 232</td>
</tr>
<tr>
<td></td>
<td>Class_03</td>
<td>Wed 10:00</td>
<td>C5A 226</td>
</tr>
</tbody>
</table>

- The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
- Each of the 13 lectures will comprise of 2 hours lecturer plus 1 hour tutorial. Each tutorial will be limited to 50 students approximately.
- The unit timetable can be found on the University web site at: http://www.timetables.mq.edu.au/

4. Required and Recommended Texts and/or Materials

4.1 Course resources/Prescribed Texts

Prescribed text
Recommended supplementary text is:
Bingham, Gomes, Knowles, Business Marketing, McGraw Hill, 3rd edn, 2005
Strategic Decision-Making
(11th Edition), Pearson Education

Additional References - available at the library

Supplementary References


It will be assumed that you will have read the chapters assigned each week prior to attending lectures. The text covers some of the basic material and provides numerous examples.
Other journals and publications of interest include the following:

<table>
<thead>
<tr>
<th>Marketing and Strategy Academic journals</th>
<th>Marketing and Strategy Academic journals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal of Marketing</td>
<td>Australian Journal of Management</td>
</tr>
<tr>
<td>Journal of Marketing Research</td>
<td>Harvard Business Review</td>
</tr>
<tr>
<td>International Journal of Research in Marketing</td>
<td>Sloan Management Review</td>
</tr>
<tr>
<td>Journal of the Academy of Marketing Science</td>
<td>Business Horizons</td>
</tr>
<tr>
<td>Australasian Marketing Journal</td>
<td>Academy of Management Journal</td>
</tr>
<tr>
<td>Business Strategy Review</td>
<td>Journal of Management Studies</td>
</tr>
<tr>
<td>Marketing Intelligence and Planning</td>
<td>Academy of Management Review</td>
</tr>
<tr>
<td>Long Range Planning</td>
<td>Strategic Management Journal</td>
</tr>
<tr>
<td>Industrial Marketing Management</td>
<td>Organisation Studies</td>
</tr>
<tr>
<td>Journal of Business Research</td>
<td>Strategic Change</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Academy of Management Executive</td>
</tr>
<tr>
<td>European Journal of Marketing</td>
<td>Personnel Management</td>
</tr>
<tr>
<td><strong>Other publications</strong></td>
<td>Psychological Review</td>
</tr>
<tr>
<td>The Economist</td>
<td>California Management Review</td>
</tr>
<tr>
<td>Fortune</td>
<td>Journal of Change Management</td>
</tr>
<tr>
<td>B&amp;T Weekly</td>
<td>Business Review Weekly</td>
</tr>
<tr>
<td>Australian Financial Review</td>
<td>The Australian</td>
</tr>
<tr>
<td>Sydney Morning Herald</td>
<td>Marketing Magazine</td>
</tr>
</tbody>
</table>

5. **Unit web page**

The web page for this unit can be found at: [http://learn.mq.edu.au](http://learn.mq.edu.au)

6. **Learning Objectives and Outcomes**

6.1 **Course Aims**

The aims of this course are:

- To introduce students to the role and importance of business marketing and its interweaving relations and networks as key determinants of firms’ and nations’ competitiveness
- To give students an understanding of the factors affecting the nature and development of business marketing, relations and networks.
• To introduce students to the theories and concepts of business marketing of the Industrial Marketing and Purchasing Group

This unit defines and explains the nature of business marketing. It illustrates different types of business markets and how they differ from consumer markets. The demand for business products and services are considered. Different approaches to business marketing are discussed as typified in the relationships between buyers and sellers. The unit will consider the purchasing function, organisational buyer behaviour, business marketing opportunities and strategy, developing a marketing mix in a business market, managing customer relationships, sales and sales management as well as managing the marketing program and customer retention.

These Business to Business markets include producers of goods and services, intermediaries, government, non-profit organisations, and any group who purchases and uses inputs to produce or resell goods and services. This unit examines marketing strategies that will result in achieving the awareness, comprehension, sales response objectives and stable profitable relationships essential to continuity of commercial success of supplier organisations.

In the business to business context this course examines the nature and role of internal and external relations and networks in implementing marketing strategy, their impact on a firm’s marketing performance and how they are managed. The course focuses on various types of business relations including, cross functional, business to business, supply chain, value chain, strategic alliances, and distribution channels.

6.2 Learning Outcomes

The learning outcomes of this unit are to develop knowledge/skills to enable students to:

<table>
<thead>
<tr>
<th>SKILLS AND COMPETENCIES</th>
<th>Opportunity to Develop</th>
<th>Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBJECT SKILLS &amp; COMPETENCIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Understand the firm’s business relations and networks and their impact on competitive advantage</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Assess market business opportunities and to identify and present practical solutions to complex business marketing problems.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Apply business marketing theories, frameworks and concepts to managerial decision contexts</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4. Apply analytical perspectives and decision tools, which underlie creative business marketing decisions in its relevant markets and developing a strategic and sustainable competitive advantage;</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>5. Critically examining problem areas, developing feasible marketing investment decision options, developing key recommendations, and communicating this strategic thinking to others.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**PERSONAL SKILLS AND COMPETENCIES**
The course consists of 13 lecturers of 2 hours each plus 1 hour tutorial. The teaching and learning process will comprise of lectures, case studies, group exercises, and discussions and simulation game. Students are expected to participate in class discussion; read in advance the relevant chapter of the text book; follow current developments in the business sector.

7.1 Relationship of this course to other course offerings

This subject provides an analytical overview of business to business marketing in the broader context of corporate and business unit strategy. It builds on the general marketing knowledge students have gained in MKTG101 Marketing Fundamentals. Topics include: The subject will address the following topics: value chain and gap analysis for marketers; value as the cornerstone of business marketing management; managing the business marketing processes; developing and implementing business marketing strategies; strategic working relationships and business networks; providing business marketing leadership.

7.2 Approach to learning and teaching

MKTG205 takes a participative approach to student teaching and learning. This means that students are expected to be proactive in their learning by thoughtfully reading all set
readings and texts BEFORE each meeting day. This preparation helps to generate a situation where all members of the class can learn through the questions, comments and discussion of others in the class. Students must also expect to prepare assignments and presentations in a clear and logical manner, particularly in the context of the major project. The subject structure consists of four parts.

### 7.3 Learning and teaching activities

Each week a set of readings is assigned and/or discussion questions and case studies, which will form the basis for the class discussion and interaction. Students are expected to read all the assigned readings for each week and to prepare answers to discussion questions and cases as assigned.

### 8. Relationship between Assessment & Learning Outcomes

#### 8.1 Assessment Details

The course offers a number of elements which provide the student the opportunity to demonstrate his or her understanding of the material and ability to apply the concepts of marketing and related fields. All assignment tasks are compulsory. You will need to complete a group assignment and a group case study plus two individual assessment items: i.e. mid-semester exam and final exam. Note: To pass this course you must obtain a pass in the combined individual assessments, regardless of the marks you achieve in the two Group Assignments.

<table>
<thead>
<tr>
<th>Individual Assessment Tasks</th>
<th>Assessment Items</th>
<th>Link to Outcomes/Skills</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1 – Mid Semester Exam</strong></td>
<td>Mid Semester Exam – Week 7 in Class</td>
<td>Review of Sessions 1-7 including case studies. Focused on knowledge, depth of understanding and evaluative skills</td>
<td>20.0%</td>
</tr>
<tr>
<td><strong>Assessment 2 - Final Examination</strong></td>
<td>Final Exam To Be Advised</td>
<td>Focused on knowledge, depth of understanding and evaluative skills. Ability to analyse and critically respond to the exam questions (depth of understanding, level of argument, appropriate language usage)</td>
<td>45.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Assessment Tasks</th>
</tr>
</thead>
</table>
| **Assessment 4 – Group Marketing Project** | Due Date:  
a. Oral Presentations Week 11-12 in Class (10.0%)  
b. Final Report due Friday 13th November (15.0%)  | Refining literacy skills, time management and ability to produce work of a high standard | 25.0%    |
| **Assessment 5- Case Study In–Class Participation & Group Case Study Analysis** | a. PowerPoint Presentation (5.0%)  
b. Written Report (5.0%)  | Refining literacy skills, time management and ability to produce work of a high standard | 10.0%    |
Grades will be awarded according to the normal grading scheme:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Pass Conceded</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>85-100</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>45-49</td>
<td>0-44</td>
</tr>
</tbody>
</table>

8.2 Exams Interim Exam (20%) and Final Examination (45%)

Interim Exam (20% of Course Marks)
There will be an interim-exam in week 7, W/C 14th September, held in class that is worth 20% of the assessment and will cover Sessions 1-11 inclusive. All students are expected to sit for the interim examination at the scheduled time. The exam will incorporate theoretical concepts with case study application(s) studied in class.

Final Exam (45% of Course Marks)
There will be a three-hour examination that is worth 45% of the assessment for the course. All students are expected to sit for the final examination at the scheduled time. The exam will incorporate theoretical concepts with case study application(s) studied in class. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.

http://www.timetables.mq.edu.au/exam

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at http://www.reg.mq.edu.au/Forms/APSCons.pdf. If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. (Individual Divisions may wish to signal when the Division's Supplementaries are normally scheduled). You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester that is the final day of the official examination period.

8.3 Group Case Study - 10% of Course Marks

a. Each group will be assigned one Case Study during the course. For that assigned case study each group is required to submit a short report [Times Roman, 12 point font single spacing, 2.5cm margins] answering each of the case questions assigned to them
(maximum 1500 words excluding tables, figures and appendices). Each report must use the BESS Group Cover Assignment form and ensure that each student signs the second page of the Cover Sheet. Students must keep a copy of their report. **A copy of the group report should be made available to all members of the tutorial.**

b. The case study reports are to be handed to the Seminar Leader in class on the appropriate day.

c. Each project group will present in class a concise PowerPoint Presentation Summary of their Case Study Report (Maximum 15 minutes including questions). A soft copy of your presentation is to be emailed to your seminar leader the day before your presentation is due.

d. All members of the group are expected to participate in the PowerPoint presentation and each group member will be marked for the quality of their individual presentation. The individual presentation mark is worth 2.5 marks. Thus 5.0 marks for the group written report plus 2.5 marks for the Group’s PowerPoint plus 2.5 marks for each individual’s presentation.

e. Your PowerPoint presentation will be assessed using the following criteria:
   - Audience engagement (interaction with the class/entertainment)
   - Expression (spelling, syntax, grammar)
   - Description (accurate, coherent, unambiguous)
   - Argument (valid, logical, reasonable)
   - Relevance and Depth (with respect to each question)
   - Research (demonstration of effective use of relevant literature)

f. Papers which, in the opinion of the instructor, employ disproportionately poor grammar and are poorly structured and written, will be assigned a grade that is one-letter lower than would otherwise be assigned.

g. **The assigned cases are as follows: Case Studies taken from Hutt and Speh pp462 – 602 (Refer Case Planning Guide Page 461 for relevant chapters)**

   | Group 1- | Case 1 Columbia Industries, Inc. |
   | Group 2- | Case 2 Clariant Corporation Marketing |
   | Group 3- | Case 3 Circuit Board Corporation |
   | Group 4- | Case 4 3M Canada: Industrial Business Division |
   | Group 5- | Case 5 FedEx Corp: Structural Transformation through e-Business |
   | Group 6- | Case 6 Clearwater Technologies |
   | Group 7- | Case 7 Barro Stickney, Inc. |
   | Group 8- | Case 8 We’ve Got Rhythm! Medtronic Corporation’s Cardiac Pacemaker Business |
   | Group 9- | Case 9 Total Quality Logistics: Sales Force Management |
   | Group 10- | Case 10 Telezoo (A): Feast or Famine? |
   | Group 11- | Case 11 Van Leer Packaging Worldwide: The TOTAL Account (A) |
   | Group 12- | Case 12 Ethical Dilemmas in Business Marketing |

**8.4 General Assignment Submission Procedure**

Please see separate instructions for submission of each of the assessment tasks
Please check instructions as some work may be required to be sent both in hard copy and electronic form (for checking on Turnitin).

There is a 10 % per day penalty for late submission unless covered by a medical certificate and special consideration documentation.

8.5 Group Assessment Task - B2B Tender Proposal- 25.0% of Course Marks

Due: Written Report Due Friday 13th November, 2009, 4:00pm.

Value: 25% of Course Marks
- 10% Group Oral Presentation of Proposal
- 15 % Group Written Report

You are to form a project team of 3-4 people. You are the marketing and tendering team representing one of the following products/services from a well known brand in the industry. Your next project is to develop a full Tender Proposal to a Commonwealth Government Department. You can select one of the following products/services to form the basis of your proposal.

- Laser Printing /Photocopiers Services
- Legal Services
- Advertising Services
- Public Relations
- Audit and Financial Advisory Services
- Recruitment Services
- Fleet Motor Vehicles
- Management Training Services
- Banking Services-Purchasing Card Services
- Travel Agency Services
- Freight Transport/Courier Services
- Telephone Mobile Services

Your Tender Proposal must be able to demonstrate how your product/service will achieve a strategic competitive advantage in the marketplace compared to your competitors. All organisations tendering for government contracts must be able to demonstrate the following overall benefits as well as relevant product/service benefits:

- value for money
- open and fair competition
- professional integrity
- client service
- management of risks
- accountability
- simplicity
- local industry sourcing.
The proposal must also demonstrate how marketing theory covered during the course has been incorporated into your Report (citing appropriate references using the Harvard Referencing System).

Your team will need to conduct both primary (i.e. interviews/observation/surveys) and secondary research to support your proposal. Secondary research only proposals will score low marks.

8.5.1 Assessment : Group Oral Presentation – PowerPoint – Worth 10.0%

During weeks 11-12 each project team will prepare and present in class a concise PowerPoint Presentation Summary of their Group Proposal (Maximum 15 minutes including questions). A soft copy of your presentation is to be emailed to your lecturer the day before your presentation is due and five marks will be automatically deducted for non-compliance.

All members of the group are expected to participate in the PowerPoint presentation and each group member will be marked for the quality of their individual presentation. The individual presentation mark is worth 5 marks. Thus 5 marks for the group presentation plus 5 marks for each individual’s presentation. Thus, if your group contains members with lower performing presentation all members should assist them to improve their presentation performance.

Your PowerPoint presentation will be assessed using the following criteria:

- Audience engagement (interaction with the class/entertainment)
- Expression (spelling, syntax, grammar)
- Description (accurate, coherent, unambiguous)
- Argument (valid, logical, reasonable)
- Relevance and Depth (with respect to each question)
- Research(demonstration of effective use of relevant literature)

Presentations which, in the opinion of the lecturer, employ disproportionately poor grammar and are poorly structured and written, will be assigned a grade that is one-letter lower than would otherwise be assigned.

8.5.2 Assessment Written Final Group Report – 15.0% Due Friday 13th November, 2009.

The length of the final report [excluding table of contents, figures, tables and appendices] must not exceed 3000 words ± 10%. Final Report due Friday 13th November, 2009. Please ensure that your report is run through a spelling checker and a grammar checker before final submission. You are to assume that you are presenting this report to the Board of Directors and it must be word perfect and professional.

The organisation of your report should be as follows:
### Proposal Layout Structure

The proposal structure below represents the norm; only if client’s requirements dictate different priorities should your proposal diverge from this structure. This structure should be followed for both Short Form proposal letters. However, for Long Form proposals the Proposal Outline should be completed before writing the proposal.

#### The Cover Letter
- Personalized to the client contact/decision maker, signed by the Manager/Managing Director
- Introduces and states the client’s stated requirements
- Introduces our unique selling point

#### Our introduction or purpose
- Summarizes main features of the quotation and turns them into benefits. If anything cannot be made into a benefit, omit it
- Benefits should present a strong argument for selecting our firm

#### Understanding the business - The Problem or Opportunity
- Structured so that our firm’s help is related to each client’s problem/need
- Sometimes you can include: client’s current situation, client’s future plans, future client challenges
- How we can help the client meet the future challenges

#### Technical and Commercial Qualifications supporting your argument
- Technical or professional analysis
- Commercial analysis
- Financial analysis
- Economic Development and Community Service Obligations

#### Our approach to the job - The Benefits and Solution
- Description of the work-plan, emphasising benefits & products
- What will we do on day one
- Timetable
- Reporting/communication features
- our methodology

#### Our Qualifications - Team & resources behind it (where the proposal focuses on skills or labour hire)
- introduction - common points about the team
- single point control - role of the client service manager
- individual resumes - role; problem solving case studies
- relevant resources/backup

#### Our Relevant Experience (where the proposal focuses on company capability)
- introduction - highlight relevant skills/expertise required
- highlight problem solving examples
- are we going to bear the cost of initial learning curve
- provide details of previous jobs completed & referees

#### Price/Cost
- Fixed price vs. hourly or percentage rate
- Specify variation assumptions re change to specification
- Specify payment terms
- For existing client compare rises with inflation
Technical and Commercial Aspects of the Tender Proposal

1. **Technical or professional analysis**, - tests the suitability of the product or service to meet the department’s requirements, including:
   - ability to meet essential and desirable requirements
   - customer service/quality assurance/Capacity
   - past performance
   - strategic issues (such as location and network) and innovation.

2. **Commercial analysis**, - tests the soundness of the tenderers’ business and their ability to reduce a department’s risk, including:
   - financial strength
   - risk management (including insurance)
   - compliance to conditions of contract, including payment terms, delivery obligations, insurance, the sharing of risk, warranties and support obligations and
   - conflict of interest.

3. **Financial analysis**, - The financial evaluation process provides a consistent framework within which to compare tender offers that vary in such critical factors as the timing of payment, contract price adjustment, foreign exchange exposure, initial purchase price and whole of life costs. The aim of financial analysis is to compare the value of each product over its expected useful life or services over the period of the contract using an appropriate Discounted Cash Flow (DCF) technique. The most common measures used are:
   - present value (PV) or net present value (NPV)
   - rate of return per annum
   - payback period.
   - The financial analysis should be conducted separately from all other considerations, and include all matters which can be costed.

4. **Economic Development and Community Service Obligations**
   - Such as impact on employment (e.g. equal opportunity), economic development (e.g. job creation) and the environment (e.g. use of recycled products).

5. **Financial analysis** should include consideration of:
   - Capital costs
     - purchase price,
     - installation costs
     - commissioning costs and
     - training costs
   - Operating costs
     - operating labour costs,
     - maintenance costs,
     - Energy costs and licence fees;
   - Revenue (where appropriate)
     - earnings from operations and
     - net resale value of items upon disposal.
   - Cash Flow
• The amount and timing of payments to be made which should be set out in the standardised financial schedules of the tender document.

• Contract Price Adjustment
  • If relevant, an independently verifiable contract price adjustment formula must be provided by the tenderer in accordance with the standard form set out in the tender document.

• Foreign Exchange Exposure
  • If relevant exchange rate exposure should be identified.

Your written report will be assessed using the following criteria:
  o Expression (spelling, syntax, grammar)
  o Description (accurate, coherent, unambiguous)
  o Argument (valid, logical, reasonable, powerful)
  o Relevance and Depth (with respect to each question)
  o Research (demonstration of effective use of relevant literature)

Additional Report Requirements
• Hard copy submitted to BESS using Group Cover Sheet. Staple your assignment in the top left-hand corner. Make sure that your name, SID, Tutorial Day and Time, Group Number and Project name are clearly legible without opening the report.

• Submit group report to Turnitin at www.turnitin.com. Submit as Word document (i.e. not PDF, PowerPoint, etc). You can submit major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin. Turnitin user name must be Lecturer, Tutorial Time, Group no, Project Name (e.g. Miller Friday 10am_Group 1_Fleet). The class password for Turnitin and the instructions to use it will be provided on Blackboard well before the assignment is due.

• All assignments must be referenced using the Harvard (author, date) method. Failure to follow this method will result in marks being deducted.

• Remember the essay must be your own work. Plagiarism is a serious offence.

General Guidelines for Report Writing:
• Correct referencing is essential. All data, quotes, figures and tables etc must indicate source(s) from which they are obtained. Reports that are submitted with no or very poor referencing will be returned unmarked, attaining a zero grade.

• Include list of interviews with company or other persons conducted in bibliography and refer to them as appropriate in your report. You are to follow the Harvard Referencing Approach and a guide on correct referencing can be found on the following pages of this outline.

• The assignment must be typed. Run your report through a spelling checker and a grammar checker before final submission.

• The emphasis is not on bulk writing but clearly expressed and supported description and analysis. Make sure the report is a coherent argument from start to finish. Use headings and subheadings to organize your report in a logical and coherent manner. Use of bullet points, tables, diagrams and graphs are often helpful in this respect.
If tables, diagrams and graphs are used make sure to label them properly – they do not speak for themselves!

- It is appropriate to assign a group member to be responsible for reading through the complete report to ensure that the various sections of the report gel well. This will enable you to remove duplication of information if any, include additional information if necessary, avoid conflicting interpretations and enhance clarity and lucidity of the report.

The completed report should be something groups would be happy to share with senior managers working in the relevant industry or with business analysts advising investors about the market. It should be of a high standard of business writing and presentation.

**Hints on Successful Group work:**

Past experience has shown that effective groups are those that:
- meet regularly, bond and have fun (part of the learning process here is about working with other people from different backgrounds and experience)
- keep a record of who attends and who is assigned to do what.
- develop and follow a work plan
- divide the work according to each member’s strengths, and as evenly as possible
- encourage open communication, participation and the sharing of ideas.

**WARNING:**

Begin the assignment as soon as possible to achieve the best results and to ensure you don’t leave it to the last minute, thereby getting a poor mark. Please email the lecturer or see the tutor if you have any questions.

**Any student who relies solely or substantially on the Internet to generate information will have her/his assignment returned for rewriting. (no Wikipedia or other general web sites).**

**8.6 University Policy on Grading**

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit. The process of scaling does not change the order of marks among students.
9 Student responsibilities and conduct

9.1 Workload

It is expected that you will spend at least twenty four hours per credit point studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater.

Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Marketing is a very broad field. Often, we will be covering in one or two class sessions a topic that many people spend their lives trying to understand and master. Clearly, we will not have time to cover the nitty-gritty details of every topic. As such, it is critical that students do the readings for each day before you come to class. In class, we will go beyond the readings to highlight critical aspects of each topic. If you have not done the readings or case preparation for the day, you will not get much out of the lecture and discussion and your participation will suffer.

9.2 General Class Behaviour, Honour Code and Marketing Group Interaction

All aspects of MKTG205 are conducted in accord with the following honour code:

1. You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class.

2. As a courtesy to other class members, please come on time and please do not leave before the end of class. University regulations indicate that if students attend less than eighty per cent (80%) of scheduled classes they may be refused final assessment.

3. Past experience indicates that it is difficult to do well in this course if you do not attend class on a regular basis. To provide an accurate measure of class attendance a class roll will be taken.

4. As would be expected, all work must be performed independently by each student or, where appropriate, by the members of the student’s Project Group working together. The sharing of information between Project Groups is not acceptable.

5. The use of materials from other courses or from previous sessions—lecture notes, case analyses, problem solutions, or whatever— is also not acceptable. As on a jet airplane during takeoff, no electronic devices of any kind should be used during class. This includes MP3 players, cell phones, Palm Pilots, and portable radios or
television. It especially includes laptops. To repeat: Please do not take out, open up, turn on, or play with a laptop computer or any other electronic device during this class.

10 Plagiarism (and Submission to Turnitin.com)

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University’s rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the Handbook of Undergraduate Studies or on the web at: http://www.student.mq.edu.au/plagiarism/

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Remember your Group Proposal Assignment must be your own group’s work. Plagiarism is a serious offence. We will be watching. Your group assignment must therefore be submitted to Turnitin at www.turnitin.com

Once in Turnitin, submission of your group’s report must be as a Word document (i.e. not PDF, PowerPoint, etc). To assist each group test for potential plagiarism issues your group can submit their major project more than once up to the due date. Please make sure that only one member of your group submits the report to Turnitin. Students must use their Macquarie University email address as their Turnitin username. The class password for Turnitin and the instructions to use it will be provided well before the assignment is due.

11 Referencing Guide


the 'In-Text' or Harvard method

Referencing is a system that allows you to acknowledge others’ contribution to your writing. Whenever you use ANY words, ideas or information from ANY source in your assignments, you must reference those sources.

There are different ways of referencing. This write-up describes the Harvard method.
General Principles of the Harvard System

Within the Text - In-text citations
The Harvard system of referencing requires you to include three pieces of information about a source within the text of your work. This information is:

- the name of the author or authors
- the year of publication
- the page number (if the information/idea can be located on a particular page; especially when directly quoted)

At the End of the Text:
At the end of your text, you must include a List of References. This is a list of all the books, journal articles and other sources of information you have referred to in your assignments. Full bibliographical information must be included.

How to Cite 'In-Text'
Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

The theory was first developed by Browne (Gibbs 1981).

Another way of including a reference in your text is to integrate the author’s surname into your sentence, followed by the year of publication, in parentheses:

Gibbs (1981) states that Browne was the first to develop the theory of...

An Example:
The following essay is an example of an essay using the Harvard system:

Criticisms aside, Durkheim's work in The Elementary Forms was an extraordinary contribution to the sociology of religion, perhaps more specifically to a greater understanding of the origins of collective morality. Gardner makes an extremely important point about Durkheim when he writes "Durkheim had a lifelong interest in morality . . . For Durkheim morality was ‘the centre and end of his work’ and society itself was ‘the end and source of morality’"(1987, p.74).

For Durkheim, the nature of morality was the nature of social solidarity. In The Elementary Forms Durkheim defined religion as the main expression of the deep moral sentiments inspired by society in individuals. His interest in the moral substratum of the modern social order expressed concern with the moral consequences of modernisation (Toles 1993).
## In-Text Citations: a guide to citing different sources

<table>
<thead>
<tr>
<th><strong>To Cite . . .</strong></th>
<th><strong>How to</strong></th>
<th><strong>Example</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To cite a direct quotation</strong></td>
<td>Write the text word for word and place inverted commas at the beginning and end of the quote. The author, date and page number must be included.</td>
<td>“Australia is a settler society” (Hudson &amp; Bolton 1997, p. 9)</td>
</tr>
<tr>
<td><strong>a quotation or idea from an author who attributes it to another source</strong></td>
<td>You must acknowledge both sources in your text</td>
<td>Graham Gibbs, in his 1981 study into student learning wrote that &quot;because students are aware of their tutor’s mastery of the subject matter, it is quite common for them to assume that their reader has no needs at all&quot; (Gibbs 1981, p.39, quoted in Bowden 1985, p.35).</td>
</tr>
<tr>
<td><strong>the overall content of a work</strong></td>
<td>You do not need to include page numbers because it is the entire work you are referring to</td>
<td>Larsen and Greene (1989) studied the effects of pollution in three major cities...</td>
</tr>
<tr>
<td><strong>from a journal</strong></td>
<td>If the page number is required, as it is for direct quoting</td>
<td>(Entwhistle 1977, p. 23)</td>
</tr>
<tr>
<td><strong>more than one work</strong></td>
<td>Separate the references either with a semicolon or the word and</td>
<td>(Entwhistle 1977; Haddon 1969) or : Entwhistle (1977) and Haddon (1969) both demonstrated that...</td>
</tr>
<tr>
<td><strong>more than one author</strong></td>
<td>Use both names</td>
<td>(Sontag and Paglia 1987)</td>
</tr>
<tr>
<td><strong>more than three authors</strong></td>
<td>Use the surname of the first author and et al. (&quot;and others&quot;)</td>
<td>Browne et al. (1987) argued that... or:</td>
</tr>
<tr>
<td><strong>authors with the same surname who have published in the same year an author who published more than one work in the same year from newspapers</strong></td>
<td>Use their initials to indicate different people</td>
<td>(Browne et al, 1987) The theory was first developed in 1978 (Smith, A.K. 1979, p.654), but later many of its elements were refuted (Smith, J.A. 1979, p.123).</td>
</tr>
<tr>
<td><strong>an author who published more than one work in the same year from newspapers</strong></td>
<td>Attach an a, b, c, d etc. after the year</td>
<td>Dawkins (1972a, 1972b) completed a number of studies on...</td>
</tr>
<tr>
<td><strong>list the name of the newspaper, the date, year and page number</strong></td>
<td></td>
<td>(Sydney Morning Herald 7 Mar. 1994, p.8)</td>
</tr>
</tbody>
</table>
from a privately obtained interview or other personal communication Include the abbreviation 'pers. comm.' in your reference (Daly, B. 1994, pers. comm., 7 Aug.)

a CD-ROM Include the full title and year of publication (CD-ROM, Microsoft Encarta, 1995)

an internet source In-text citations usually require page numbers, but Internet documents rarely contain them. Use the author name and the date created. (Cogdill 1996)

If the author's name is unknown, cite the website URL: (http://www.aaa.unsw.edu.au)

a film or video Include the full title and year of release

The List of References

The List of References in the Harvard system is a list of all the books, journal articles and other sources you have referred to throughout your assignment.

Compiling a List of References

Books
Lay out your list of references alphabetically by author surname.

- The title of the book should be either underlined or in italics. It is up to you which style you choose, but you must be consistent.
- Every main Word in the book's title should begin with a capital letter.
- The title of an article appears between single quotation marks and is written in sentence case - only capitalise the first word of the article heading/subheading and proper nouns (e.g. Australia).
- If bibliographic information exceeds one line of text, then the following lines should have a hanging indent.
- If there is more than one author or editor, all must be listed in the List or References. Don't use et al.

- The Information You Need:
  - Bibliographical Details (or Information about a book)
    Include full bibliographic details, presented in the following order:
    - author surname(s) and initial(s)
    - year of publication
    - title of publication
    - edition (if applicable)
    - publisher
• place of publication
• Examples:

**Articles from a Book Collection**
When a book is a collection of articles, each by different authors, but with an editor(s), use the following layout:


When you use an article from a book collection, the title of the article appears in quotations; the title of the book is either underlined or italicised. Here is an example:


When listing an article from a book collection, place the information in the following order:
1. author name and initial(s)
2. year of publication
3. name of article (between single quotation marks)
4. name of collection (underlined or in italics)
5. edition(s)
6. initial(s) and surname(s) of editor(s)
7. publisher
8. place of publication, if applicable

**Journal Articles**
When referencing journal articles you need to place the information in the following order:
1. author name and initial(s)
2. year of publication
3. title of article (between single quotation marks)
4. title of journal or periodical (underlined or in italics)
5. volume number, if applicable
6. issue number, or month (if applicable)
7. page numbers

**Examples:**

Internet Sources

A Note About Internet Sources:
There are some special problems and demands when referencing Internet sites. In comparison to print material, electronic sources can easily be changed, or vanish altogether. This makes full and accurate information essential. Methods for referencing electronic sources are changing and developing rapidly, so the above are suggestions only. Always check with your lecturer or tutor about their preferred referencing method.

- If an Internet source has no author, use identifying words from the title (e.g. ‘Australian Government Official Website’)
- Avoid dividing an electronic address. Place the Internet address on a single line when possible.

A World Wide Web Page
Author Known:
1. author name and initial
2. year of publication
3. title of site/page (underlined or in italics)
4. [Online]
5. Available:
6. URL or Internet address
7. year, month and day the material was accessed (between square brackets)

Author Unknown:
1. title of site/page (underlined or in italics)
2. [Online]
3. year of publication
4. Available:
5. URL or Internet address
6. year, month and day the material was accessed (between square brackets)

Examples:
**a web page with an author:**

**an unauthored web page:**

12 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at [http://www.student.mq.edu.au](http://www.student.mq.edu.au).
<table>
<thead>
<tr>
<th>Week No. Lecture date</th>
<th>Topic</th>
<th>Readings</th>
<th>Working Session/Discussion</th>
</tr>
</thead>
</table>
| Week 1, 7th August    | Introduction to Marketing Strategy  
- Course Assessment  
- Overview Subject Outline | Hutt & Speh Business Marketing Management: B2B Chapter 1 | |
| Week 2, 14th August   | The Business Market: Perspectives on the Organizational Buyer | Hutt & Speh Business Marketing Management: B2B Chapter 2 | Form Groups (max 4) for Group Case Study and Group Project |
| Week 3, 21st August   | Organizational Buying Behaviour  
The Tendering Process | Hutt & Speh Chapter 3 | |
| Week 4, 28th August   | Customer Relationship Management Strategies for Business Markets | Hutt & Speh Chapter 4 | Groups 1-2 Case study Presentation and written report |
| Week 5, 4th September | Segmenting the Business Market and Estimating Segment Demand | Hutt & Speh Chapter 5 | Groups 3-4 Case study Presentation and written report |
| Week 6, 11th September| 1. Business Marketing Planning: Strategic Perspectives  
2. Business Marketing Strategies for Global Markets | Hutt & Speh Chapter 6  
Hutt & Speh Chapter 7 | Groups 5-6 Case study Presentation and written report |
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7, 18&lt;sup&gt;th&lt;/sup&gt; September</td>
<td><strong>Business Marketing Communications: Advertising and Sales Promotion</strong></td>
<td>Hutt &amp; Speh Chapter 15</td>
<td>Mid-Semester Exam to be held in Tutorial Class</td>
</tr>
</tbody>
</table>
| Week 8, 9<sup>th</sup> October | 1. **Managing Products for Business Markets**  
2. **Pricing Strategy for Business Markets** | Hutt & Speh Chapter 8  
Hutt & Speh Chapter 14 | Groups 7-8 Case study Presentation and written report |
| Week 9, 16<sup>th</sup> October | 1. **Managing Innovation and New Industrial Product Development**  
2. **Managing Services for Business Markets** | Hutt & Speh Chapter 9  
Hutt & Speh Chapter 10 | Groups 9-10 Case study Presentation and written report |
| Week 10, 23<sup>rd</sup> October | 1. **Business Marketing Communications: Managing the Personal Selling Function**  
2. **Managing Business Marketing Channels** | Hutt & Speh Chapter 16  
Hutt & Speh Chapter 11 | Groups 11-12 Case study Presentation and written report |
| Week 11, 30<sup>th</sup> October | **Supply Chain Management** | Hutt & Speh Chapter 13 | Assessment of Tender Proposal:  
Group Tender Proposal Presentation for **Groups 1-6**  
Each Group will make a **15-20 minute** presentation (including questions) that summarises their tender proposal. It is expected that the strategic analysis and thinking conducted during previous weeks will be drawn upon for this presentation. |
| Week 12, 6<sup>th</sup> November | **E-Commerce Strategies for Business Markets** | Hutt & Speh Chapter 12 | Assessment of Tender Proposal:  
Group Tender Proposal Presentation for **Groups 7-12** |
| Week 13, 13<sup>th</sup> November | **Marketing Performance Measurement and Course Review** | Hutt & Speh Chapter 17 | Final Group Tender Proposal Report Due Friday 13<sup>th</sup> November |