




200091 Business to Business Marketing

School of Marketing | Learning guide

Spring 2010

HOW TO USE THIS LEARNING GUIDE

ICON KEY

	Reading
	Activity
	Important information
	Deadline
	Online activity
	Warning
	Hint
	Toolkit
	Checklist

This learning guide supplements the unit outline and is designed to help you navigate through the unit. It will help you focus on what you need to do for classes and the various assessment tasks. You should consult the relevant section of the learning guide as you plan your study – it will highlight the main things that you should be getting out of the resources available and provide guidance on teaching activities and class preparation.

The learning guide also offers some study tips to assist you in developing the skills and techniques of an effective learner at university level. In addition to acquiring information and skills relevant to this unit, you should also focus on developing the habits and tools of a successful university student. As an adult learner you need to take control of your own learning and ensure your own success. This learning guide is specifically designed to help you achieve this.

A standard set of icons is used throughout the learning guide to make navigation easier. Use the icons to quickly identify important information, things you need to do and hints for doing them.

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CONSULTATION ARRANGEMENTS

Parramatta campus

Monday, 2.00-4.00pm (ED.G.83)

Campbelltown campus

Tuesday (in class)

For consultation at other times please email the unit coordinator

Edition: Spring 2010

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About Business to Business Marketing

An introduction to this unit

This unit examines the basic business to business (B2B) concepts, constructs, models, tools and processes necessary for gaining and sustaining competitive advantage in today's B2B marketing and business environment. Students will be introduced to B2B theoretical constructs, analytical frameworks, models, marketing strategies and programs that are essential to understand, explain and predict the success or otherwise of B2B marketing and/or business decisions. At the same time, they would be exposed to critical yet systematic thinking approach expected from them in this module.

Textbook

Dwyer, R & Tanner, J 2009, *Business marketing: connecting strategy, relationships and learning*, 4th edn, McGraw-Hill Irwin.

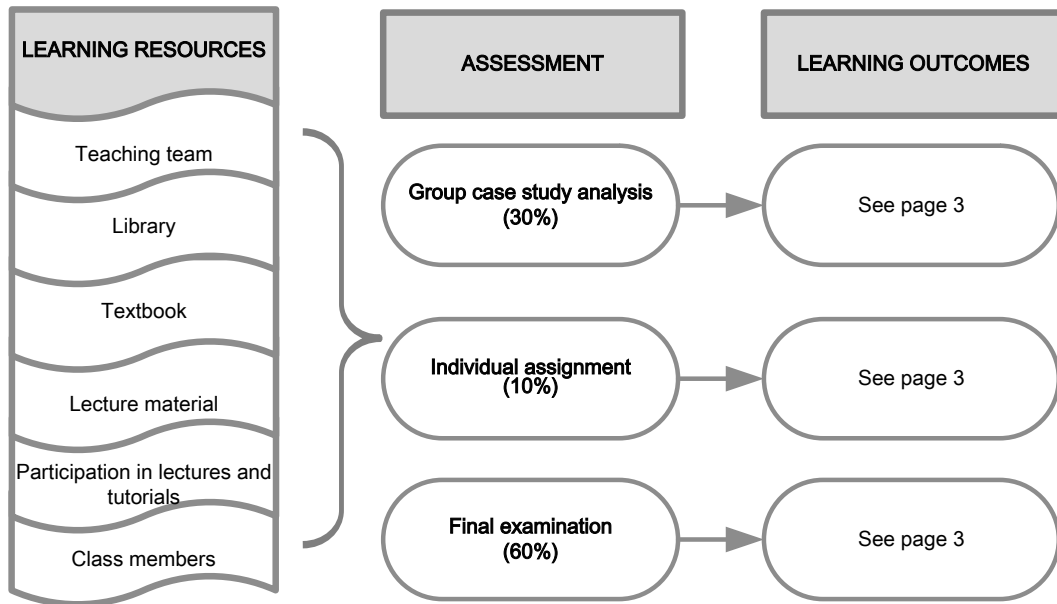
Approach to teaching

The educational philosophy underpinning the unit is such that the following aspects outlined in the table below are deemed important.

Important aspects of the educational philosophy underpinning this unit:

1. Students will be treated as adult learners, as such they should attend all classes and tutorials, and be prepared to contribute actively and voluntarily to class discussions and activities.
2. Students are interested in marketing and motivated to learn.
3. Face-to-face class time is a vital aspect of the learning process; students should do a considerable amount of work outside class reading, revising, researching and discussing B2B theory and the application of theory with other people, including students.
4. Students should see learning in the unit in terms of understanding, explaining and predicting the impact of their B2B marketing and business decisions
5. Students should see the unit as an opportunity to prepare for life after university, rather than viewing it as just another unit to complete in order to obtain a degree.

Overview of resources, assessments and learning outcomes in this unit



Assessment details

Learning outcomes and assessment

ASSESSMENT	LEARNING OUTCOMES
Group case study	<p>Demonstrate understanding and the provision of analytical insights of the issues and/or questions, individually and collectively. Understanding, however, does not equate with mere regurgitation or citation of facts from the case.</p> <p>Application of relevant B2B marketing concepts to solving the problems and challenges found in the case. Application, however, does not equate with mere recital or definitions of the concepts and theories. Note that this is a case study. It is not a literature review.</p> <p>Providing recommendations that are consistent with the group's overall analysis of the case and response to all questions in the case. That requires sound understanding of the case's issues and dynamics.</p> <p>Analysis, insights, recommendations must be coherent, well structured and documented with no "bullet-points" presentations and "analysis" unless accompanied by explanations and analysis.</p>
Individual assignment	<p>Demonstrated understanding with substantive, analytical insights, given your position taken in response to the question. Do not merely regurgitate concepts from the text.</p> <p>Application of relevant, important B2B concepts, constructs, theories and themes to the analysis. This however is not an exercise in literature review.</p> <p>Analysis, explanation and discussion that are company and industry specific [where relevant].</p> <p>Demonstrated normative insights as a result of the analysis.</p> <p>A focused and structured approach in presentation of analysis, critique and application of concepts.</p>
Final examination	<p>Demonstrate a clear and sound understanding, explanation and application of the relevant principles and concepts of B2B marketing within the context of the question, and its issues.</p> <p>Discussion, evaluation, critique, analysis and conclusion that is consistent, coherent, and logical within the context of the question, and its issues.</p>

Assessment summary

Assessments in this unit	Assessment 1: Group case study analysis Due: 28 September [Tuesday lecture session]; 1 October [Friday lecture session]	30%
	Assessment 2: Individual assignment Due: 24 August [Tuesday lecture session]; 27 August [Friday lecture session]	10%
	Assessment 3: Final examination Due: During formal examination period	60%
	Total assessment: 100%	

Note: Before you receive your results for each piece of assessment they may be moderated. Moderation is a process whereby the unit coordinator regulates the marking of individual markers to achieve consistency in the application of unit objectives, performance standards and marking criteria. Marks for an individual piece of assessment will not be changed after you have your results. You should note that, consistent with the Criteria and Standards Based Assessment policy, the final marks for the cohort may be also adjusted if marks are very high or low or there are inconsistencies between groups.

Note: To pass this unit, you must obtain an overall mark of 50 per cent.

Assessment 1: Group case study analysis (30%)

Overview

Groups of between 3-4 students will be formed from students comprising each tutorial class. The groups must analyse and submit a written analysis of all the questions for the case study.

Details

Group case study	Ingersoll Rand: Managing Multiple Channels, 1985
Group case study questions	<p>Q1: What grade [Good, Average, Poor] would you give to Ingersoll-Rand for its management of distribution policy? Why?</p> <p>Q2: How should Ingersoll-Rand distribute Centac-200? Why?</p> <p>Q3: How would distributors benefit from Centac-200? Why?</p> <p>Q4: How would the sales force benefit from Centac-200? Why?</p> <p>Q5: Which of the two organisations, fully demarcated or fully integrated, would you advocate for Ingersoll-Rand? Why?</p> <p>Q6: What are the advantage and disadvantages of each of these organisations?</p>


Note: The case study is available on the Business to Business Marketing vUWS website.

Submission requirements	<p>The case study report should be typed, 1.5 line spacing, with one-inch (25mm) margins.</p> <p>Numbering of pages is essential.</p> <p>There should be no more than 10 pages of text [2500 words]. This limit includes any tables, diagrams or references.</p> <p>The report must have a cover sheet.</p> <p>Note: Do not under any circumstances, surf the web or do any secondary or primary research other than what is found in the case.</p>
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Group work and peer assessment

Group work is included in many university courses as training for the “real world” of business, where networking, relationship marketing and sharing of ideas, tasks and responsibilities are the norm. It is therefore up to you to make a group activity work. Please bear in mind that an appeal at the end of a semester that “I failed because of my group” – usually falls on deaf ears!

Tips for successful group work	<p>Start with the attitude that you will respect and enjoy working with your colleagues.</p> <p>Appoint a team leader and respect the directions of that leader.</p> <p>Agree to regular meeting times and place – and show up!</p> <p>Find ways to make meetings fun.</p> <p>Try to work out a reasonable division of labour – based on each of your respective skills but do not subdivide the overall task so it appears incoherent.</p> <p>Do not delay the start of group work.</p> <p>Complete written work in time for cohesive editing and collating of all materials (the excuse that “the printer has broken down” or “Fred has the main report and is held up in traffic” has been heard too many times to receive sympathy from lecturers).</p> <p>Team member evaluations will be undertaken if need arises.</p> <p>① Note: Try to resolve problems that arise within the team but inform the tutor immediately when serious problems begin to occur. Your tutor may request a meeting of all members to find a resolution. There is no point in blaming your group for your failure on an appeal form at semester’s end.</p>
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 **Warning:** Great teamwork enhances group outcomes. However, in the event of a person in a group project being deemed by the majority of team members to have under-contributed to the project or when one or a minority of people in the group in circumstances where the majority of team members have under-contributed to the project, peer assessment may be invoked. This assessment may be used by your unit coordinator to determine the final project mark for each person in your team. A sample copy of the peer assessment is on vUWS. On formation of the team, examine the participation criteria carefully. Think about how you will contribute to the group effort and discuss this as a team.

Marking criteria and standards

CRITERIA	HIGH DISTINCTION (8.5 +)	DISTINCTION (7.5-8.4)	CREDIT (6.5-7.4)	PASS (5-6.4)	FAIL (BELOW 5)
Understanding and provision of analytical insights of the issues and /or questions - individually and collectively	Demonstrated sound understanding and provided sound analytical insights – individually and collectively.	Demonstrated very good understanding and provided very good analytically insights - individually and collectively.	Demonstrated good understanding and provided good insights – individually and collectively.	Demonstrated some basic understanding, provided some basic insights, individually.	Demonstrated minimal understanding, shown minimal insights, individually.
Application of relevant B2B marketing concepts to analysis	Sound application of relevant theories and theoretical frameworks to analysis.	Very good identification of very good use of relevant theories and theoretical frameworks to analysis.	Good use of theories and theoretical frameworks superficially linked to the analysis.	Limited basic use of theories and theoretical frameworks incorrectly applied to analysis.	No use of theories and theoretical frameworks to analysis.

CRITERIA	HIGH DISTINCTION (8.5 +)	DISTINCTION (7.5-8.4)	CREDIT (6.5-7.4)	PASS (5-6.4)	FAIL (BELOW 5)
Conclusions that are consistent with sound understanding of the case's issues and dynamics	Sound conclusions consistent with sound understanding of case's issues and dynamics.	Conclusions are consistent with good understanding of the case's issues and dynamics with some gaps.	Conclusions are consistent with some understanding of the case's issues and dynamics with some minor gaps.	Major gaps in conclusions despite some understanding of the case's issues and dynamics.	Conclusions are mere assertions with very limited understanding of the case's issues and dynamics.
Coherence of analysis, insights and conclusions that are logical & easy to follow	Sound coherent analysis, insights and conclusions, systematically and logically presented and very easy to follow.	Very good coherent analysis, insights, and conclusions, systematically and logically presented and easy to follow.	Analysis, insights and conclusions are coherent, logical and easy to follow but could be better structured.	Analysis, insights and conclusions somewhat coherent and logical, at times at difficult to read and follow.	Analysis, insights and conclusions are all over the place, illogical and very difficult to follow.
Writing style: sentence structure, grammar, spelling, paragraphing, layout etc.	Sound, tightly structured, effective and engaging writing style.	Very good, tightly structured effective and engaging writing style.	Efficient throughout to present engaging writing style.	Writing style represent acceptable logical steps and layout.	Writing style and illogical paragraphing makes report incoherent or illogical.

Assessment 2: Individual assignment (10%)

Students must address the following question:

“Business marketing is characterised as marketing directed toward organisations, while consumer marketing is characterised by efforts directed toward individuals and households.” Do you think this difference is sufficiently enough to justify the separate study of business marketing? Explain your answer with reference to an example [company and industry].

Submission requirements	<p>The individual assignment should be typed, 1.5 line spacing, with one-inch (25mm) margins. Numbering of pages is essential</p> <p>There should be no more than 1000 words. This limit includes any tables, diagrams or references.</p> <p>The assignment must have a cover sheet.</p>
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Marking criteria and standards

CRITERIA	HIGH DISTINCTION (8.5 +)	DISTINCTION (7.5-8.4)	CREDIT (6.5-7.4)	PASS (5-6.4)	FAIL (BELOW 5)
Understanding and provision of analytical insights of the issues in response to the question.	Demonstrated sound understanding and provided sound analytical insights.	Demonstrated very good understanding and provided very good analytical insights.	Demonstrated good understanding and provided good insights.	Demonstrated some basic understanding, and provided some basic insights.	Demonstrated minimal understanding and shown minimal insights.
Application of relevant B2B marketing concepts to analysis	Sound application of relevant theories and theoretical frameworks to analysis.	Very good identification and very good use of relevant theories and theoretical frameworks to analysis.	Good use of theories and theoretical frameworks linked to the analysis.	Limited basic use of theories and theoretical frameworks incorrectly applied to analysis.	No use of theories and theoretical frameworks to analysis.
Conclusions are consistent with the analysis.	Sound conclusions consistent with analysis.	Good conclusions consistent with analysis with some gaps	Conclusions generally consistent with analysis but with some minor gaps.	Major gaps in conclusions despite analysis.	Conclusions are mere assertions with very limited analysis.
Coherence of analysis, insights and application of concepts	Sound, coherent analysis, insights and application of concepts, systematically and logically presented and very easy to follow.	Very good coherent analysis, insights and application of concepts, systematically and logically presented and easy to follow.	Analysis, insights and application of concepts are coherent, logical and easy to follow but could be better structured.	Analysis, insights and application of concepts are coherent, logical but at times at difficult to read and follow.	Analysis, insights and application of concepts are all over the place, illogical and very difficult to follow.
Writing style: sentence structure, grammar, spelling, paragraphing, layout etc.	Sound, tightly structured, effective and engaging writing style.	Very good, tightly structured effective and engaging writing style.	Efficient throughout to present engaging writing style.	Writing style represent acceptable logical steps and layout.	Writing style and illogical paragraphing makes report incoherent or illogical.

Assessment 3: Final examination (60%)

A three-hour, closed-book final examination (as scheduled by the Examinations Unit) covering all topics in the unit, will count for 60 per cent of the overall unit assessment. The final examination will consist of two parts. Part A consists of 50 multiple choice questions, with a total value of 10 per cent. Part B consists of seven questions. Students need to answer five out of these seven questions. Each question is worth 10 per cent. Total value for Part B is 50 per cent.

Marking criteria and standards

The marking criteria and standards will be available on the Business to Business Marketing vUWS website. Guidelines for undertaking the exam, including sample questions, will also be provided on the vUWS website.

General assessment requirements

Referencing

The school's referencing requirement is Harvard style. A full range of resources for searching and citing references is available at <http://library.uws.edu.au/training.phtml>.

Resubmission

No resubmission of assignments is permissible.

Late submission

Although no late submission arrangements apply in this unit, one page presentation sheets must be distributed to tutorial classmates. Failure to do so may result in a group's presentation result being withheld until the requirement is met.

Extension of due date for submission

If students need to apply for a short extension of time to complete an assessment item they should complete the Request for Extension form available on the UWS website. Students should note an application for an extension does not automatically mean that an extension will be approved, and that requests for extension must be submitted no later than three working days prior to the due date of the assessment. After this period students will need to apply for special consideration (see below).

Special consideration

Where students believe that special consideration should be taken into account in the course of the semester they should complete an Application for Special Consideration form available on the UWS website. Students should note that a submission of an Application for Special Consideration does not automatically mean that it will be approved.

Return of assessment material

Marked presentation rating sheets will be returned in the final week's tutorial classes after all but the final presentation have staged. Teams presenting in the final class should provide the lecturer with a relevant email address to which a scanned copy of the assessment sheet can be sent to the team for further distribution to all team members.


Teaching activities

Schedule of activities

This semester teaching begins on Monday, 26 July 2010. The intra session break begins on 20 September 2010 (Week 9). There is one public holiday this semester: Labour Day on 4 October 2010 (Week 11).


WEEK	LECTURE	TUTORIAL	STUDENT ACTIVITIES
1 26 -30 July	Lecture 1: Unit introduction, case study, and assessment	No tutorial	Reading: Chapter 1
2 2- 6 August	Lecture 2: Introduction to business marketing	Tutorial 1: Chapter 1 (Q5-Q7) Team formation for case study	Reading: Text – Chapter 2
3 9-13 August	Lecture 3: The character of business marketing	Tutorial 2: Chapter 2 (Q5, Q8)	Reading: Text – Chapter 3 and 4
4 16-20 August	Lecture 4: The purchasing function; organisational buying behaviour Note: Brief review of individual assignment before commencement of lecture	Tutorial 3: Chapter 3 (Q4, Q6) and Chapter 4 (Q1)	Reading: Text – Chapter 6 and 7
5 23-27 August	Lecture 5: Marketing strategy; weaving marketing into the fabric of the firm	Tutorial 4: Chapter 6 (Q4) and Chapter 7 (Q2, Q5)	Reading: Text – Chapter 8 Due: Individual assignment. Hand in hard copy in lecture class and soft copy by COB.
6 30 August-3 September	Lecture 6: Developing and managing offerings: what do customers want?	Tutorial 5: Chapter 8 (Q6, Q9)	Reading: Text – Chapter 9
7 6-10 September	Lecture 7: Business marketing channels: partnerships for customer service	Tutorial 6: Chapter 9 (Q3, Q8)	Reading: Text – Chapter 10
8 13-17 September	Lecture 8: Creating customer dialogue Note: Brief review of group case study before commencement of lecture	Tutorial 7: Chapter 10 (Q2, Q3, Q6)	Reading: Text – Chapter 11
9 20-24 September	INTRA SESSION BREAK	INTRA SESSION BREAK	INTRA SESSION BREAK

WEEK	LECTURE	TUTORIAL	STUDENT ACTIVITIES
10 27 September- 1 October	Lecture 9: Communicating via advertising, trade shows, and PR	Tutorial 8: Chapter 11 (Q1, Q3, Q5)	Reading: Text – Chapter 13 Due: Group case study assignment. Hand in hard copy in lecture class and soft copy by COB.
11 4-8 October	Lecture 10: Sales and sales management	Tutorial 9: Chapter 13 (Q1, Q4, Q5)	Reading: Text – Chapter 14
12 11-15 October	Lecture 11: Pricing and negotiating for value	Tutorial 10: Chapter 14 (Q4, 7)	Reading: Text – Chapter 15 & 16
13 18-22 October	Lecture 12: Evaluating marketing efforts; customer retention and maximisation	Tutorial 11: Chapter 15 (Q6), Chapter 16 (Q5)	Reading: Revision
14 25-29 October	Lecture 13: General revision	Tutorial 12: General revision	Reading: Revision
15 1-5 November	STUVAC	STUVAC	STUVAC

 **Note:** Scheduling of coverage of chapters and tutorial questions may vary.


Lectures and tutorials

This unit is taught by way of a two-hour lecture and a one-hour tutorial. As far as mode of delivery is concerned for Spring 2010, this unit is only taught on a face-to-face basis at the Parramatta campus. The unit is not offered online or by distance modes such as the University's e-learning site.

 **Note:** Students must register for a tutorial class using Platform Web. Some scheduled tutorials will only be opened if there is sufficient demand. Please note, once class registration limits have been reached students should not request preferential treatment to attend classes either side of the lecture slot because of work or social arrangements.

In the event of public holidays, affected classes will be informed about coverage of material by the lecturer. Any topics not covered in class, due to public holidays, should be studied as part of out of class student workload.

Essential equipment and/or resources

 **Note:** Students are requested to bring the current unit textbook to every lecture and tutorial class, as material from it will constitute essential source material for class work. PowerPoint slides relating to textbook material will be made available from the unit's university e-learning site. However, the availability of this material should not be influence class attendance. Rather than being a substitute to attending classes or reading the textbook, PowerPoint slides are provided to support learning. Moreover, it is likely that some customised supplementary slides will also be shown in class that will not be available on the vUWS site.

Learning resources

Overview of learning resources and assessment


RESOURCE	ASSESSMENT 1: GROUP CASE STUDY ANALYSIS	ASSESSMENT 2: INDIVIDUAL ASSIGNMENT	ASSESSMENT 3: FINAL EXAMINATION
Teaching team	Your tutor should always be your first point. But if you need more help you can make an appointment to meet with the unit coordinator.	Your tutor should always be your first point. But if you need more help you can make an appointment to meet with the unit coordinator.	Your tutor should always be your first point. But if you need more help you can make an appointment to meet with the unit coordinator.
Library	See the library home page to get help from a librarian http://library.uws.edu.au/	The Library Search Box is a great library resource that will help you find information for this assessment http://library.uws.edu.au/	
Textbook	Undertake prescribed readings.	Undertake prescribed readings.	
Lecture material	This material contains valuable information and activities designed to assist students to successfully complete the assessment tasks.	This material contains valuable information and activities designed to assist students to successfully complete the assessment tasks.	
vUWS	Notes and materials can be downloaded from the Business to Business Marketing vUWS website.	Notes and materials can be downloaded from the Business to Business Marketing vUWS website.	
Participation	Attend and participate in lectures and tutorials.	Attend and participate in lectures and tutorials.	Attend and participate in lectures and tutorials.
Other students	Meet regularly with team members		

 **Note:** Wikipedia articles should not be used in assessment tasks.

Recommended reading

Textbook	Dwyer, R & Tanner, J 2009, <i>Business marketing: connecting strategy, relationships and learning</i> , 4th edn, McGraw-Hill Irwin.
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Recommended reading	<p>Hutt, M & Speh, T 2009, <i>Business marketing management: B2B</i>, 10th edn, Thomson Publication. [or latest edition]</p> <p>Ford, D, Gadde, L, Hakansson, H, & Snehota, I 2006, <i>The business marketing course: managing in complex networks</i>, 2nd edn, Wiley Publication.</p> <p>Rangan, K, Shapiro, B, and Moriarty, R 1995, <i>Business marketing strategy: cases, concepts and applications</i>, Irwin Publications.</p> <p><i>Industrial Marketing Management</i></p> <p><i>Journal of Business to Business Marketing</i></p> <p><i>Journal of Business and Industrial Marketing</i></p> <p><i>Journal of Business Research</i></p> <p><i>Journal of Business Market Management</i></p>
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 **Note:** It will be assumed that students will have read through the chapters/readings assigned each week prior to attending lectures and tutorials. The text covers most of the basic materials and provides numerous examples.

Referencing requirements

This unit uses the Harvard referencing system. Examples of the Harvard system are available on the library website <http://library.uws.edu.au/citing.php>

Other resources that might help with university life

University life	<p>Find out about life outside the lecture theatre – news and events, services and facilities, career information and more!</p> <p>http://www.uws.edu.au/currentstudents/current_students/university_life</p>
E-Learning	<p>Check your vUWS sites regularly for unit announcements and to keep up with online discussions. If you do not have access to vUWS please contact e-learning on http://elearning.uws.edu.au</p>
Disability Service	<p>Students with a disability should visit:</p> <p>http://www.uws.edu.au/currentstudents/current_students/getting_help/disability_services</p>
Course and unit rules	<p>This site provides information on pre-requisites, co-requisites and other matters concerning how your course is structured.</p> <p>http://www.uws.edu.au/currentstudents/current_students/managing_your_study/enrolment/course_and_unit_rules</p>
Student Learning Unit	<p>The Student Learning Unit (SLU) can offer you assistance in writing good exam essays. Visit: http://www.uws.edu.au/campuses_structure/cas/services_facilities/slu</p>
Policies	<p>This site includes the full details of policies that apply to you as a UWS student.</p> <p>http://www.uws.edu.au/policies/a-z</p>

You and this unit

What is expected of you

Unit credits and workload

For a 10-credit point unit, students would be expected to work 10 hours per week. For example, as class time totals three hours per week (two-hour lecture and one-hour tutorial) students are expected to work for seven hours out of class per week.

Assumed knowledge

It is assumed that students will have a basic knowledge of marketing concepts, theories and frameworks. As the unit is at level three, it is generally recommended that students enrolling in the unit should be in their second or final year of study.

Attendance

Attendance at tutorials will be recorded for consideration in any subsequent grade review process. Students unable to attend should provide details to the unit coordinator, supported by a doctor's certificate or other appropriate documentation.

Online learning

Students should access the Business to Business Marketing vUWS website as well as check their student email account on a regular basis. The website will be used to provide students with PowerPoints, marking criteria and standards for the final exam.

Student responsibilities and conduct

Student responsibilities	<p>Familiarise yourself with university policies on assessment and examinations.</p> <p>Ensure that you understand the requirements, including timetables, for examinations and other assessments tasks.</p> <p>Ensure you read and understand the assessment requirements and note the submission dates, and seek assistance from the lecturer and/or unit coordinator when needed.</p> <p>Notify relevant staff (e.g. lecturer, unit coordinator, disability adviser) as soon as possible prior to, or at the beginning of, the semester to have special requirements accommodated.</p> <p>Submit your own individual and unassisted assessment work, except as otherwise permitted. Cheating, plagiarism, fabrication or falsification of data will be severely dealt with.</p> <p>Behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student. Where group work is assigned, ensure that every group member has the opportunity to contribute in a meaningful way to the assignment.</p>
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Student conduct and behaviour	<p>Attend all lectures and tutorials – failure to attend is often the main cause for low final grades.</p> <p>Respect the needs of other students who are participating in any class activities.</p> <p>Pay attention in lectures and tutorials – these provide key information for all examinable material.</p> <p>Do not use mobile phones during the lecture and tutorials and do not have ongoing conversations with fellow students during the lecture or if another student is presenting work in the tutorials.</p> <p>Please use notebooks for taking notes, not surfing the net or checking email.</p> <p>Use vUWS discussion boards constructively – they are there for interaction between the students and between teaching staff and the students. Unfounded criticisms will be removed from the relevant discussion board.</p> <p>If issues arise with other students, or teaching staff, please see the unit coordinator in the first instance rather than broadcasting your concerns in a public forum.</p>
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What you can expect from the teaching team

The Marketing of Services teaching team is committed to assisting students to achieve their learning goals, consistent with the UWS Teaching and Learning – Fundamental Code (<http://policies.uws.edu.au/view.current.php?id=00139>). As part of this commitment, the Marketing of Services teaching team can be expected to:

- Prepare for each teaching session.
- Start and end class on time.
- Treat all students with respect and courtesy.
- Be open to constructive input from students in the course.
- Ensure that students understand subject requirements and material.
- Ensure that opportunities to participate are enjoyed equally by all students in the course.
- Be available to assist students during set consultation times.
- Provide constructive feedback on assessments.

Academic staff carry out their teaching responsibilities under the authority of the Executive Dean and Head of School. The responsibilities of staff are outlined below.

Staff responsibilities	<p>Assess students' work fairly, objectively and consistently and when in doubt consult with the unit coordinator or head of program.</p> <p>Provide students with appropriate, helpful and explanatory feedback on all work submitted for assessment.</p> <p>Make reasonable accommodation (e.g. length of time to complete) in assessment tasks and examinations for students with special requirements and to seek assistance from the Disability Advisor and Counsellor where appropriate and needed.</p> <p>Ensure deadlines for the submission of examination papers to the Academic Registrar are met.</p> <p>Immediately report any issues or concerns related to student academic and non-academic misconduct to the Head of Program or Head of School.</p>
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Feedback

The Business to Business Marketing teaching team is committed to assisting students to achieve their learning goals, consistent with the UWS Teaching and Learning – Fundamental Code

(<http://policies.uws.edu.au/view.current.php?id=00139>). As part of this commitment, the teaching team can be expected to:

- Prepare for each teaching session.
- Ensure that students understand subject requirements and material.
- Be available to assist students during set consultation times.
- Provide constructive feedback on assessments.

The University values student feedback in order to improve the quality of its educational programs. As a result of student feedback, a learning guide for students has been produced and adjustments of topics have recently been made.

Policy and how it affects you

The University has a number of policies that relate to teaching and learning. Important policies affecting students include:

- Assessment Policy
- Examinations Policy
- Special Consideration Policy
- Review of Grade Policy
- Assessment Practice – Fundamental Code
- Misconduct – Student Academic Misconduct Policy (see extract below)
- Misconduct – Student Non-academic Misconduct Policy (see extract below)
- Enrolment Policy (includes a section on the UWS Student Email Account)
- Bullying Prevention Policy and Guidelines
- Sexual Harassment Prevention Policy

There are two policies that relate to misconduct – academic and non-academic misconduct. Breaches of these policies can have very serious consequences. It is essential that you are familiar with these policies and how to avoid misconduct of any type.

What is academic misconduct?

Academic misconduct may involve plagiarism, collusion or cheating. Plagiarism involves submitting or presenting work in a unit as if it were the student's own work when, in fact, it was not. Collusion includes inciting, assisting, facilitating, concealing or being involved in plagiarism, cheating or other academic misconduct with others. Cheating includes dishonest conduct (or attempted dishonest conduct) in exams.

For the full definition of academic misconduct and the consequences of such behaviour, you are advised to read the Misconduct – Student Academic Misconduct Policy in its entirety (refer to <http://policies.uws.edu.au/view.current.php?id=00051>).

There are many resources to help you avoid academic misconduct. Library staff can help you with referencing and the Student Learning Unit can assist with academic writing and plagiarism. If you are unsure about any of your work you should also ask your tutor or lecturer for advice and feedback. The University also has text matching software (called Turnitin) which can help you check to see if your work might have problems. You can access Turnitin on the vUWS site for this unit.

What is non-academic misconduct?

Non-academic misconduct includes unlawful activities and crimes, falsifying documents (like a medical certificate or academic records), harassing other students (or staff), stealing or damaging university property (like library books or computers) and disrupting other students or staff. These are just some of the types of academic misconduct and while these things are rare they do happen. If you believe you have been the victim of non-academic misconduct or you are aware of any academic misconduct it is very important that you report it.

You should report all matters of non-academic misconduct directly to the Head of School of Marketing or the head of the relevant section of the University. For example, you can report matters to the Manager of Security on your campus or to the Campus Provost or the dean of your college. You must do this in writing. You may write to the Head of School of Marketing on HOSmktg@uws.edu.au.

Raising concerns

If you have a concern about this unit please contact your lecturer or tutor in the first instance. If the matter is not resolved, then you may contact the unit coordinator (see inside front cover). If you would prefer to speak to someone else, you are advised to contact your Head of Program (see the online handbook to identify your Head of Program and their contact details <http://handbook.uws.edu.au/hbook/>). Concerns can also be raised directly with the Head of School (HOSmktg@uws.edu.au).

More information about resolving complaints is available on the UWS website. http://uws.clients.squiz.net/opq/planning_and_quality/complaints_management_and_resolution
The University also has a confidential Complaints Resolution Unit (see link above for contact details). You may contact this unit of the University at any time however we would appreciate the opportunity to resolve the complaint in the first instance.