Unit Outline*

MKTG8578 / MKTG8778

Client Management

Semester 1, 2011
Crawley

Associate Professor Sharon Purchase

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
This unit is designed to help you analyse and understand your business relationships and business networks in which you operate. Questions will be raised about how you consider your organisation and how it fits within the network in which it is embedded.

Unit content
This unit approaches the issue of managing clients for the long term from both a practical and theoretical perspective. Students cover topics such as relationship development, relationship maintenance, portfolio client management techniques, field sales management, client management within different cultural contexts and network management. Practical skills are developed through coverage of topics including sales/selling strategies, personal selling and business interaction analysis. Upon completion of this unit students have the skills and understanding to develop and maintain a client base which offers the enterprise both short-term profits and long-term growth opportunities.

The goal of the unit
The specific goal of this unit is to develop student’s ability to analyse any business relationships and business networks in which their organisations are embedded. The assessment components for this unit are directly tied to each of the following learning outcomes and educational principles.

Learning outcomes
On completion of this unit, you should be able to:

- Assess and analyse business networks;
- Evaluate relationships with: clients and other stakeholders;
- Consider the resource implications of their relationship strategies;
- Apply strategies to improve networking success.

Educational principles and graduate attributes
In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- Critically evaluate and analyse business networks;
- Develop competencies in analysing business relationships whether they be customers or suppliers.
- Develop competencies to work effectively in teams through completion of a group poster presentation.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
This unit encourages students to consider business relationships and networks through a variety of perspectives. By participating in this unit, students will have the opportunity to engage with many educational modalities which may include, among others:

- Development of research and analysis skills.
- Improvement of communication skills through the development of a poster presentation.

Teaching and learning evaluation
You may be asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.

Attendance
Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes. More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Associate Professor Sharon Purchase</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:sharon.purchase@uwa.edu.au">sharon.purchase@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6488 1812</td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
<td>By appointment</td>
</tr>
<tr>
<td><strong>Lecture day &amp; time:</strong></td>
<td>Thursdays, 5.00pm – 8.00pm</td>
</tr>
<tr>
<td><strong>Lecture venue:</strong></td>
<td>BUSN:242 Case Study Room</td>
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TEXTBOOK(S) AND RESOURCES

Unit website

http://www.webct.uwa.edu.au

Recommended/required text(s)

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>1</td>
<td>Unit Introduction &amp; Business Networks</td>
<td>March 3</td>
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<tr>
<td>2</td>
<td>Different theoretical perspectives on Business Relationships</td>
<td>March 10</td>
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<tr>
<td>3</td>
<td>Interaction and Relationship Substance</td>
<td>March 17</td>
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<tr>
<td>4</td>
<td>Relationship Types and Relationship Stage Theories</td>
<td>March 24</td>
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<tr>
<td>5</td>
<td>Social Capital and Social Networks</td>
<td>March 19</td>
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<tr>
<td>6</td>
<td>Relationship Portfolio Analysis</td>
<td>March 31</td>
</tr>
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<td>7</td>
<td>Key Account Management</td>
<td>April 15</td>
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<td>8</td>
<td>Conflict and Relationship Ending</td>
<td>April 21</td>
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<td>9</td>
<td>Cultural influences on business relationships</td>
<td>May 5</td>
</tr>
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<td>10</td>
<td>Distribution Networks &amp; Innovation Networks</td>
<td>May 12</td>
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<tr>
<td>11</td>
<td>Network pictures and network strategies</td>
<td>May 19</td>
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<tr>
<td>12</td>
<td>Business Networks and Complexity Approaches</td>
<td>May 26</td>
</tr>
<tr>
<td>13</td>
<td>Poster Presentations and feedback</td>
<td>June 2</td>
</tr>
</tbody>
</table>
**Week 1 – Business Networks**

**Description:**
All organisations have relationships with external actors, whether they are suppliers, customers, alliance partners, information brokers etc. Operating in business networks can be confusing and chaotic. Interaction with one business network actor flows through to others via the interconnectedness of relationships. This week the course will discuss the paradoxes of working in business networks, layout of networks and begin to highlight the important concepts which are outlined in later weeks.

**Learning outcomes:**
After completing this week’s class you should be able to:

- Develop a network picture;
- Recognise the diversity of perceptions from network pictures;
- Understand the paradoxes of working within business networks;
- Identify underlying concepts of business networks; and
- Evaluate your position within a business network.

**Essential reading:**
Textbook – Chapters 1 & 2


**Exercise:**
There are no exercises for this week. It is expected that students will prepare for class exercises before class each week.

**Week 2 – Theories of Business Relationships**

**Description:** There are many perspectives on analysing business relationships. This week we will go through the main theoretical approaches to relationship analysis.

**Learning objectives:**
After completing this week’s class you should be able to:

- Understand the concepts of actors, activities and resources within business relationships;
- Understand the uses of business relationships by organisations; and
- Analyse the facets of relationships.

**Essential reading:**
Textbook - Chapter 3 – The Manager and the Relationship

Wilkinson, I. 2008 *Business Relating Business: Managing Organisational Relations and Networks*, Edward Elgar Publishing Ltd, USA. – Chapter 4

Exercise:

Analyse the business network for Tape drives as outlined in Box 2.1 of the textbook (18-22).

Answer the following questions:

- Outline a situation where each of the three network paradoxes applies – justify your choice for each paradox.
- Describe the likely network effects which would propagate from the company actions outlined on page 20.
- Draw a network picture from the perspective of HP.
- Draw a network picture from the perspective of Quantum.
- Analyse the differences in these network pictures and describe why such differences occur.

**Week 3 – Interaction and Relationship Substance**

Description:
The interaction process conducted within business relationships are the foundations upon which business networks are developed and maintained. This week we will explore and discuss interaction and relationship substance. The concepts of actors, resources and activities are developed and expanded upon.

Readings:

Exercise:
&

Show how the ‘Propositions about the Nature of Resources’ (Box 5.1, p. 71 of reading); ‘Propositions about the Nature of Activities’ (Box 6.1, p. 98 of reading) and the revised propositions outlined in chapter 7 (p. 154-159 of reading) apply to a case described in Helander and Möller (2008). Each example needs to be justified and the logic of the argument outlined.
**Week 4 – Relationship Types and Relationship Stage Theories**

**Description:**
This week we begin to develop methodologies for analysing business relationships. These methodologies will be elaborated further during week 5. Importantly, this week we discuss the different types of relationships, stages of relationship development and analyse the costs and benefits of having strong business relationships.

**Learning objectives:**
After completing this week’s class you should be able to:

- Analyse the costs and benefits of relationships;
- Understand the different stages of business relationships;
- Understand the different types of relationships; and
- Develop value scenarios for business relationships.

**Essential reading:**
Chapters 4 & 5 – Relationships with Customers & Relationships with Suppliers


**Exercise (not for assessment):**
Groups are to get together to prepare interview protocols for their main assignment. This exercise will begin with a discussion on the suggested areas to analysis and then groups are to come up with questions for their interviews.

Class will end at 7pm due to the graduation ceremony.

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**Week 5 – Social Capital & Social Networks**

**Description:**
Social capital allows organisations to access a wider resource base for information gathering and innovation. This week we analyse social capital, the use of social networks and how organisations can benefit from accessing wider networks.

**Learning outcomes:**
After completing this week’s class you should be able to:

- Understand the concept of social capital;
- Analyse the uses of social capital within business contexts;
- Develop skills in network building; and
- Identify possible strategies for social capital development.

**Essential reading:**


**Exercise:**


&


**Development of Customer Value Propositions**

Using the table on page 93 of Anderson, Narus & Rossum (2006) develop the value propositions for a supplier firm in the case outlined in Helander and Möller (2008). Customers should be segmented with each customer segment having different value propositions. Rank the value propositions into those which are considered more important and justify your ranking. Substantiate each value proposition into a value word equation (if possible). How are your value propositions: distinctive; measurable and sustainable?

When in class compare your value propositions with those of other students (break into groups of three). Are there any propositions you have missed? Are your points of parity; points of contention & points of difference similar to others?

**Week 6 – Relationship Portfolio Analysis**

**Description:**

This week we develop a methodology that allows organisations to analyse their business relationships into different segments. Segmentation analysis is important when it comes to decisions on resource allocation for relationship management. Portfolio analysis has been developed to give business a mechanism through which they can strategically consider their network.

**Learning outcomes:**

After completing this week’s class you should be able to:

- Segment business relationships into a portfolio matrix;
- Develop a list of segmentation criteria for analysis; and
- Outline strategies for each of the segments developed.

**Essential reading:**

Zolkiewski, J. and Turnbull, P. 2002 "Do relationship portfolios and networks provide the key to successful relationship management?, *Journal of Business and Industrial Marketing*, 17(7), 575-598.

**Exercise:**


Develop a list of segmentation criteria an account manager for a supplier company could use to evaluate the relative attractiveness for each customer segment. Also highlight criteria that would be used by the supplier to adapt their role according to customer capabilities. How would these criteria change over time with the changes in the technological environment? How would these criteria change over time as the customer capabilities change through learning and use of technology?

**Week 7 – Key Account Management**

**Description:**
Sales and key account management is an important boundary spanning activity through which relationships develop. This week we discuss the implications of account management and their role in relationship development.

**Learning outcomes:**
After completing this week’s class you should be able to:

- Determine relevant bases of competitive advantage;
- Conduct a competitive analysis;
- Assess the competitive position; and
- Identify possible positioning strategies for the international environment.

**Essential reading:**


**Exercise:**
Work on your group project.
Week 8 – Conflict & Relationship Ending

Description:
Conflict and dissolution of business relationships is an underdeveloped research area. Many organisations do not want to discuss how they dissolve their relationships, and prefer to focus discussion on their achievements. Yet, many relationships will need to be dissolved and business managers need to understand alternate strategies they can use to make this process as smooth as possible.

Learning objectives:
After completing this week’s class you should be able to:
- Evaluate when relationships need to be dissolved;
- Evaluate possible alternate strategies after the dissolution decision; and
- Understand a number of dissolution antecedents.

Essential Readings


Exercises:
Read the Hallén & Johanson (2004) article and answer the following questions:

- What were the triggers or antecedents that lead to relationship dissolution?
- List the critical events and justify why you considered them critical. Are these events similar to others in the class?
- Could Tipografiya behaviour differently? What would you recommend.
- What survival strategies would you recommend if any?
- Using the typology outlined by Pressey and Matthews (2003) do you think that their approaches to dissolution were reasonable and fair? Justify your answer.
Week 9 – Cultural Influences on Business Relationships

Description:
Culture plays an important role in business relationships. This week we discuss some of the issues surrounding culturally specific aspects of relationships. In particular, we will focus on guanxi and blat, two different but similar aspects of entwining personal and business networks together.

Learning outcomes:
After completing this week’s class you should be able to:
- Understand guanxi and its use in Asian business networks;
- Evaluate culturally specific business relationships; and
- Describe steps you can take to maintain cultural sensitivity.

Essential reading:


Exercise:
Presentation of draft posters. This week’s exercise is not counted in those for grading.

Week 10 – Distribution Networks & Innovation Networks

Description:
This week we discuss how business networks can facilitate the innovation process and the importance of networks within the innovation. In particular we discuss how network structure impacts on innovation and the role of business relationships within the information exchange process.

Learning outcomes:
After completing this week’s class you should be able to:
- Develop strategies to market products and services internationally;
- Appreciate any modifications that may need to occur to suit international markets; and
- Recognise the differences of marketing industrial goods internationally.

Essential reading:
Chapter 6 – Distribution in Business Networks
Chapter 7 – Technology and Business Networks

Exercises:
- How could Uddeholm have improved their embeddedness of their new technologies into the network? – Look at Box 7.1, page 156.
- What information and knowledge did Uddeholm not access which was embedded within the network?
What knowledge did Uddeholm gain through this process that gave them an advantage eventually?

Consider alliance with Billerud. What information and how was their position improved through this alliance?

Apply figure 7.2 to the Uddeholm Case and justify your choice.

**Week 11 – Network pictures and network strategies**

**Description:** This lecture considers the strategies organisations can take when working in business networks. Remember these strategies are not isolated events and flexibility and adaptation to network process it an important component to all future considerations.

**Essential Readings:**
Textbook – Chapters 8 & 9


**Exercises:**

Answer the following questions in relation to the case outlined by Ford and Redwood (2005):

- What were the major events that radically transformed the Booth network or made the Booth family consider changing network composition?

- Describe how the network changed in each situation? Were the changes deliberate?

- Could you foresee any of these major events? Would other network configurations allowed better environmental scanning?

- Relationship dissolution – outline strategies that the Booth family could use in a couple of scenarios.

- Technology change plays an important role in this network. Map technology changes in line with network changes – what do you see?

- Draw the network pictures for the Booth family business after each major event.
**Week 12 – Business Networks and Complexity Approaches**

**Description:**
This is the final lecture for this unit. The lecture attempts to bring all the topics together to develop an understanding of complex business networks. We look at how business networks are aligned with the complexity approaches and consider business networks as complex adaptive systems.

**Learning outcomes:**
After completing this week's class you should be able to:
- Analyse alternative strategies for operating in business networks;
- Understand the benefits and constraints these place on the organisation; and
- Develop an idea of how your network picture evolves and changes over time.

**Essential reading:**

**Week 13 – Poster Presentation**

**Assessment and Evaluation of Posters (120 minutes)**

1. One member of the team will stand next to the poster to answer any questions from the rest of the class (you may use a brief written narrative composed by the team if you choose to). Team members can swap during the duration of the session allowing them to assess other posters also.

2. Other team members will examine all other posters by questioning the presenter, asking for clarification of the information/evidence used, assumptions made, inferences drawn, implications/consequences of the business relationship analysis and the reasoning behind the analysis. Ensure that the presenter keeps track of the questions asked and the examiners keep track of the answers received.

3. All teams have 90 minutes (approximately 10-15 minutes per poster) to examine all the posters presented and identify strengths and weaknesses using the team assignment brief.

4. The teams will have 20 minutes to develop written feedback on one poster (selected by the lecturer) in terms of the information/evidence used, assumptions made, inferences drawn, implications/consequences of the business relationship analysis and the reasoning behind the analysis.

5. The completed comment sheet will be placed on the associated poster. Valid and useful feedback on another team’s poster can earn the team who commented on the poster up to 4 points towards their team project grade.

6. Each team will have 10 minutes to reflect on the feedback provided, assess its validity and write a rebuttal. The team can earn up to 3 points towards their team project grade for the quality of their rebuttal.

7. We will undertake a short debrief of the poster session as a class.
ASSESSMENT MECHANISM

The purpose of assessment

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

Assessment mechanism summary for MKTG8578 (6 point unit)

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Group Workshop Case Submissions</td>
<td>15%</td>
<td>See schedule</td>
</tr>
<tr>
<td>Poster Presentation &amp; Executive Summary</td>
<td>30%</td>
<td>See schedule</td>
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<tr>
<td>Final exam</td>
<td>55%</td>
<td>TBA</td>
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Assessment mechanism summary for MKTG8778 (8 point unit)

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<tbody>
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<td>Group Workshop Case Submissions</td>
<td>15%</td>
<td>See schedule</td>
</tr>
<tr>
<td>Poster Presentation &amp; Executive Summary</td>
<td>30%</td>
<td>See schedule</td>
</tr>
<tr>
<td>Literature Review</td>
<td>15%</td>
<td>13 May</td>
</tr>
<tr>
<td>Final exam</td>
<td>40%</td>
<td>TBA</td>
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Note 1: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

Note 2: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.
Assessment components

Assessment item 1: Group Workshop Case Submissions

Teams will be required to submit 5 exercises from the weekly exercises prior to beginning the session. Each case will be worth 3% of your overall grade. Note that overall there are more than 5 weekly exercises – teams are only required to submit 5. Teams are encouraged to do all workshop exercises – even if they are not going to submit their analysis. Students are expected to read the weekly schedule and determine which 5 exercises they are going to submit. The first 5 submitted will be graded. Submitting extra cases in an attempt to improve their grade will not be accepted.

Each submission should be no more than 5 pages, 12 font, double spaced. Any extra material such as diagrams etc can be included in an appendix if required. All submissions need to use Harvard style referencing – students are expected to follow reference correctly and sloppy referencing style will result in reduced grades. All group exercises are to be submitted via webct.

Assessment item 2: Poster Presentation and Executive Summary

Assignment Goal: The goal of this assignment is to understand relationship development in an industry of your choice and develop a research brief of relationship development practices for that industry.

Assignment Process

Students will form teams of 3 to complete this assignment. Student teams will conduct the following exercises:

1. Conduct high-level research into relationship development practices within the same industry. Teams will need to design a research project including specifying a research focus, research aims and outlining the methods used to conduct the research. It is expected each team will interview at least 3 organisations within the same industry, therefore, teams are expected to develop a list of interview questions which align to the specified research focus. The interview protocol should ask questions pertaining to how do they evaluate their relationships; determine relationship investment practices; actions undertaken to maintain relationships where applicable; and the importance of the different aspects of relationship substance within their industry.

2. Research and the student’s own insights will be used to identify possible new relationship management techniques organisations can use; highlight issues with current relationship management philosophies that can be improved upon and outline possible new business network strategies. Each team should investigate at least three, but no more than six organisations. The teams will not be marked on the number of interviews they conduct, but rather the quality of the assessment.

3. In the workshop during week 9 teams will be asked to present a draft poster (A2 sized, text no smaller than 32 pt) that addresses the following issues:
   1. A brief overview of the research project, its focus, aims and design.
   2. An overview of possible interview questions and potential organisations that the team will / has approached for conducting interviews.
   3. Any results obtained to date.
   4. The team’s current thinking as to what the limitations and potential issues they will face in conducting the research.
This presentation will be used to open your current thinking on the project to the lecturer and class for comment and guidance.

4. In the final session (week 13), teams will be asked to present a poster outlining relationship management practices for their chosen industry. This poster and team discussions relating to their content will be assessed. Teams will also be required to submit an executive summary proposal on June 13 by 3.00pm via WebCT. However, students will still need to submit their poster to the Postgraduate Student Centre on June 13 by 3.00pm. The executive summary will be no more than 10 A4 pages long (excluding appendices), double spaced in 12pt font.

**Executive summary format and assessment**

Students may adopt their own format for the executive summary; however, it is advisable that it roughly follows the format below on which the marking guide is based. Summaries must use appropriate referencing and may use appendices for additional information that will not be counted in the word limit. However, the inclusion of such additional material will be judged on its relevance and ability to add value to the discussion.

1. **Description of the Industry and Organisations Interviewed (20%)**

   - Industry specific characteristics that impacts relationship management practices.
   - Industry network constraints impacting relationship management practices.
   - Organisational characteristics which may differ between interviewees and thus their relationship management practices.

2. **Analysis and Results (30%)**

   - Very brief discussion of the research methods used and the analytical techniques.
   - Discussion on the results, include similarities and differences between interviewees.
   - Data can be displayed in tables and graphs which may be included in the appendix and not counted in the page limit.
   - All assumptions and sources of information used in this assessment must be referenced and can be described in an Appendix exclusive of the word limit.

3. **Implications and Strategy (50%)**

   - Comparison of the results to theories/ approaches covered in the course.
   - New relationship management techniques identified and justification of why they are suggested.
   - Current relationship management philosophies that can be improved upon and justification of why these improvements are considered.
   - Outline possible new business network strategies and the benefits they can generate.

**Team Assignment**

The Team Assignment is worth 30% of the total mark of the unit. The Team Assignment itself will be assessed as follows:

- Poster Presentation (week 13): 20%
- Executive summary: 80%
- Total: 100%
Lodgement

Student teams are required to submit the Executive Summary and any supporting appendices via WebCT. Copies of the two posters are to be submitted to the Postgraduate Student Centre by June 13.

Assessment item 3: Final Exam

The final exam will be scheduled during the exam period. The exam will contain short answer and essay questions and cover all material.

Assessment item 4: Literature Review (only those doing MKTG8778)

Aim: To critique a topic within the content of the unit. This task should develop an in-depth understanding of a particular topic that interests the student. Writing skills in relation to critiquing concepts and ideas will also be developed.

Individuals choose a topic relevant to the unit and conduct a short literature review and critique. Sharon is to approve the topic by week 3 to ensure relevance. To receive topic approval, email Sharon your suggestions. You will receive a reply accepting or rejecting the topic area. Students need to reference at least 10 peer reviewed journal articles or edited book chapters in relation to the topic (not included those in the reading list). For those students who are unaware of how to determine a peer reviewed journal article please contact the librarians at the Business Library.

Length is to be 3000 words, 1.5 spacing, 12 font not including references or title page. An abstract is to be included and students are requested to use headings to highlight different topics. Reference style is to be Harvard and can be found at the Library Web Site. Literature Review is to be submitted via WebCT.
Marking Criteria for Literature Review (15%)

Grade & Comments

<table>
<thead>
<tr>
<th>Professional Report Structure.</th>
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<tbody>
<tr>
<td>Table of contents</td>
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<tr>
<td>Abstract (150 words) – not included in word count</td>
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<tr>
<td>Discussion integrates sections together</td>
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<tr>
<td>Abstract draws conclusions</td>
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<tr>
<td>Clear Signposting – headings, intro sentences.</td>
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<tr>
<td>Tables or Models used extensively for clarifying analysis</td>
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<tr>
<td>Report is fluent &amp; succinct (i.e. A &gt; B &gt; C )</td>
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<tr>
<td>Report shows creativity and style</td>
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<td>Effective paragraph structure</td>
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<td>Legible and professionally presented (typed)</td>
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<td>Correct Grammar &amp; spelling (use checks)</td>
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<tr>
<td>Keeps to length (3000 words)</td>
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<tr>
<td>Appropriate professional layout – (inc spacing)</td>
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<td>References correct</td>
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| Literature Gathering                                                                         | 2% |
| Literature is relevant to the topic chosen                                                   |    |
| All literature sources are peer reviewed                                                     |    |
| Literature is correctly referenced                                                          |    |

| Discussion                                                                                   | 10% |
| Logical flow                                                                                |    |
| Ideas clear, well developed & relevant                                                       |    |
| Discussion covers major points relevant to the topic                                         |    |
| Critical analysis of the topic                                                              |    |
| Accurately presents literature in their analysis                                            |    |
| Development of conclusions on the topic discussed                                            |    |

Submission of assignments

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments).

Student Guild

Phone: (+61 8) 6488 2295
Facsimile: (+61 8) 6488 1041
E-mail: [enquiries@guild.uwa.edu.au](mailto:enquiries@guild.uwa.edu.au)
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)

Charter of Student Rights and Responsibilities

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer [http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).

Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer [http://www.secretariat.uwa.edu.au/home/policies/appeals](http://www.secretariat.uwa.edu.au/home/policies/appeals)).