

VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wananga o te Upoko o te Ika a Maui*



# MARK 203

# Marketing Information Management

## Course Outline

2006



**Welcome to MARK 203!** Thanks for enrolling in this paper, I am very much looking forward to working with you on the course. Much of the course will be interactive, where your contribution of knowledge and ideas in class sessions and lectures is critical. Enthusiasm, creativity and active participation will make this course a great learning experience for all participants.

I hope you enjoy this paper and find it useful, both in your academic life and future career.

Sincerely,

Dr Janet Carruthers

July 2006.

## MARK 203 CONTACT DETAILS

**COURSE LEADER:**  
**JANET CARRUTHERS**  
RH 1119 EXT 6917  
Email: [Janet.Carruthers@vuw.ac.nz](mailto:Janet.Carruthers@vuw.ac.nz)



**ADMINISTRATIVE ASSISTANT:**  
**JESSIE JOHNSTON**  
RH 1121 EXT 5330  
Email: [Jessie.Johnston@vuw.ac.nz](mailto:Jessie.Johnston@vuw.ac.nz)

**Please note: Tutors contact details will be posted on Blackboard**

The course leader will be available in RH 1119 (Rutherford House) for **OFFICE HOURS ON WEDNESDAY BETWEEN 10–12**. The reception hours at SMIB are 8.30 – 4.30 Monday to Friday. In order to avoid unnecessary time spent trying to track staff down for simple queries, remember to check the course Blackboard site regularly.

### **Course Tutors**

If you wish to discuss your progress in MARK 203 it is recommended that you contact your course tutor or course coordinator. If you need to contact them outside core course hours, **email** is the preferred method. If you want to make an appointment to see the course coordinator outside of office hours it is best to email/call in advance to arrange this. Please be specific about the nature of your query and if you leave a message and do not forget to leave contact details.

### **Access to MARK 203 Information**

All important information regarding the course will be posted on the MARK 203 Blackboard website <http://blackboard.vuw.ac.nz>

### **Course Description**

The gathering, analysis, interpretation and presentation of information are an essential part of the marketing decision-making process in any organization. It is imperative that marketing staff in all types of organisations understand and effectively utilize the latest techniques and methodologies involved in the collection and analysis of information about their customers (both existing and potential), competitors, and the environment within which they operate. MARK 203 is designed to build student understanding of the concepts and theories of marketing information management.

### **Major themes will include:**

- √ Problem Identification – A critical component of effective research
- √ Appropriate Methodology – The information must be collected in a way suitable to the problem and its subjects

- √ Information as the basis of change – Marketing research is the basis for decision making within an organization. It implies the need for appropriate analysis and interpretation. Research does not predict the future but allows decisions for the future to be made in an informed way.

MARK 203 provides the opportunity to apply the concepts in a practical manner to gain greater understanding of the concepts under discussion. Emphasis is placed also on understanding what characterizes good market research and the use and interpretation of primary and secondary data in supporting market research decisions.

**What you will achieve:**

You will emerge from this course more informed and knowledgeable about how to collect, manage and apply marketing information having acquired skills and competencies normally sought from a marketing manager and/or consultant. The course will be of value to students planning careers in many areas including marketing, management consulting, eCommerce, tourism, and who have an interest in how information and market research can be used to inform marketing decisions. The concepts learned will have application in both private and public sector organizations.

**Course Format**

The course will comprise a mix of formal lectures, tutorials and reading. The tutorials will be based on material prepared by group members. The course thus requires commitment, enthusiasm and a willingness to participate fully.

**Guest Speakers**

As the course progresses guest speakers will be introduced. Full details will be posted on Blackboard.

**Course Assessment**

MARK 203 will be assessed on the basis of coursework and a final exam. The coursework consists of two parts, a group project and an individual assignment. Mark allocations for each assessed component are as follows:

<b>Activity</b>	<b>Percentage</b>
<b>Group Assignment</b>	<b>30%</b>
<b>Individual Assignment</b>	<b>20%</b>
<b>Final group project presentation</b>	<b>10%</b>
<b>Final Exam</b>	<b>40%</b>

**Dates for submitting assessed coursework**

Both pieces of assessed coursework must be **SIGNED IN** at Room RH 1119 OR at reception floor 11 (Rutherford Building) on the following days:

## **Individual Assignment – Friday 15<sup>th</sup> September**

## **Group Project – Friday 13<sup>th</sup> October**

Only one member of the group need sign in the **group project** but all members must ensure that they have signed the **project marks declaration** and the **marks declaration form** pages prior to submitting their group project (refer to pages 10 and 11)

Ensure that when you hand in your assessed work your **TUTORS NAME** is **WRITTEN CLEARLY ON THE FRONT COVER**.

**NOTE:** It is NOT your tutors responsibility to collect in pieces of assessed work, neither should they be left in the school office or in the staff pigeon holes.

### **ALL assessed course work MUST be SIGNED IN**

#### **Recommended Textbook**

**Marketing Research - the Pacific Rim Edition by Aaker, Kumar, Day and Lawley. Printed by Wiley, ISBN 0-470-80502-1. Available at the University bookshop.** This is an excellent text for the course because it addresses both the broader information requirements required of organisations these days, and the important elements associated with designing and carrying out sound market research. The learning objective summaries, definitions of key terms and market research illustrations are also well designed to assist student learning.

We will also be using **Marketing Research Within a Changing Information Environment (2<sup>nd</sup> Edition 2003), by Joseph Hair, Robert Bush and David Ortinau, McGraw-Hill Irwin: Sydney. Copies available in the library.**

#### **Tutorial Participation**

Lectures and tutorials are compulsory and provide the opportunity to discuss both group and individual assignments. The benefits derived from tutorials are directly related to the extent to which students have prepared prior to the sessions and a willingness to participate in discussion. Tutorial participation forms an integral part of MARK 203.

#### **Attendance**

Your group will be allocated a tutor and tutorial time by the end of **Week 2** and tutorials **will start week 3**. All the tutorial rooms have presentation facilities. The entire group must attend the tutorial session when a group presentation is taking place. They are expected to stay for the duration of the session to listen and comment on the work of other groups.

During those weeks when there are no group presentations the groups are expected to undertake the practical work necessary to complete the group project. If you cannot attend a lecture or tutorial session alert your course tutor and group as soon as possible.

### **Final Exam**

The exam will consist of one **3 hour exam** at the end of the semester and will draw upon work covered in the lectures and tutorials. The exam will **be closed book**.

### **Attendance**

At the end of **week 2** you will be asked to organise yourselves into groups of **not more than five** and submit names and contact details of your group members to the course leader. Group details will be placed on the blackboard site later in the week. **Group meetings start week 3**. If you cannot attend a lecture or tutorial session alert your course tutor and group as soon as possible.

## **IMPORTANT ASSIGNMENT INFORMATION**

1. **Late Penalty:** In fairness to other students, work submitted after the deadline will incur a penalty for lateness. Late assignments will carry a **penalty of 5% for each day late**. In the event of unusual circumstance *e.g. serious illness, family bereavement, students should discuss waiver of the penalty with the course lecturer.*
2. **Referencing:** Proper and accurate referencing is required in these assignments. Students are encouraged to use the lectures or tutorials for example, or by the lecturer/tutor concerned at a pre-arranged time and place. '*SMIB Guidelines for Written Material and Referencing*' for information as to how to present, submit, organize and reference their work. These guidelines, including examples of appropriate essay, report, and academic research formats are contained in this course outline (pages 14-22)
3. **Returning Assignments:** Where possible assignments will be returned to students in class (during lectures or tutorials for example), or by the lecturer/tutor concerned at a pre-arranged time and place. In accordance with University policy, all uncollected assignments will be held by the SMIB office (RH 1121) for three months following the end of term, and then disposed of.

### **Terms Requirements**

To obtain terms in MARK 203, students must:

1. Attend 7 out of the 9 scheduled tutorial sessions (*tutorials will run weeks 3-11*) to meet with your group.
2. Submit the individual assignment on the due date
3. Participate in the final group project presentation
4. Submit the group project on the due date

**NOTE:** Failure to meet terms requirements will mean that you will receive an ungraded "Fail" (K) for the course, whether or not you choose to sit the final examination.

**MARK 203**  
**Lecture and Tutorial Timetable 2006**

<b>Lecture Date</b>	<b>Lecture Theme</b>	<b>Tutorial</b>
10/07/06 <b>Week 1</b>	Course Introduction & Overview The Role of Marketing Information	<b>No tutorial</b>
17/07/06 <b>Week 2</b>	The Research Process Ethical Considerations	<b>No tutorial</b>
24/07/06 <b>Week 3</b>	The Centrality of Databases Decision Support Systems	<b>Tutorial</b> Class discussion
31/07/06 <b>Week 4</b>	Secondary Data Sources	<b>Tutorial</b> Class discussion
07/08/06 <b>Week 5</b>	Conducting Exploratory Research	<b>Tutorial</b> Practical group work
14/08/06 <b>Week 6</b>	Descriptive Research	<b>Tutorial</b> Practical group work
04/09/06 <b>Week 7</b>	Observation & Experimental Methods	<b>Tutorial</b> <b>Group Presentations</b>
11/09/06 <b>Week 8</b>	Computer Packages & Market Research	<b>SPSS Workshop*</b> <b>Hand in Individual Assignment</b>
18/09/06 <b>Week 9</b>	Coding, Editing and Preparing	<b>Tutorial</b> Practical group work
25/09/06 <b>Week 10</b>	Data Analysis	<b>Tutorial</b> <b>Group Presentations</b>
02/10/06 <b>Week 11</b>	Communicating Market Research	<b>Tutorial</b> Practical group work
09/10/06 <b>Week 12</b>	<b>FINAL GROUP PRESENTATION</b>	<b>No tutorial</b> Hand in group project

## **Lecture and tutorial times and location**

All Lectures will take place at **RH LT 2 on Monday's between 8.30 – 10.20**

The **tutorials** will commence from **Week 3**

The course leader will let you know via Blackboard which room and time you have been allocated for tutorials by **week 2**

### **\*SPSS Workshop**

During **Week 8** the tutorial session will be replaced with a practical computer session to introduce the data analysis computer package **SPSS**. The time and date will be announced later in the course.



# MARK 203

## GROUP PROJECT

### 30% Course Assessment

#### **Teamwork**

The group project is a major focus of the course and as such teamwork is encouraged. Within any business environment teams and team working have become essential elements in problem solving and in helping business move forward into the future. As complexities increase, solutions themselves become more complex. Individual working is less efficient than the collaboration of several individual's creativity. In situations that require a combination of multiple skills, experiences and judgments, a team achieves better results than individuals working within confined job roles and responsibilities. Different persons with different backgrounds can find something new. It is anticipated that you will develop skills in the areas of listening to others, decision-making and negotiation.

#### **Group composition**

At the end of the **Week 2 lecture** you will be asked to organize yourselves into groups of not more than five and submit names and contact details for your group members to the course leader. They will be placed on the blackboard site later in the week. We will try to accommodate your requests re group composition.

As a participant of MARK 203 you should be available for core course hours to facilitate the activities on the course. It is also likely that you will also need to arrange times to meet outside these hours however to discuss group issues. It is thus important that you identify your group members and establish ways of contacting each other as quickly as possible.

#### **Project Development and Feedback**

You will receive feedback on your project at various stages throughout its development and implementation and you are expected to meet deadlines specified in the course handbook regarding research proposals and the interim report.

Your group may be penalized for failing to meet these deadlines. The final product of your research project will be your group's project portfolio.

#### **Starting the project**

A suggested approach to get started would involve meeting with your team as early as possible to discuss the nature and scope of the project you wish to undertake. Issues to consider may include: Is the project feasible given the time frame you are working within? Is the sample easily available? Do you want to use more than one data collection tool?

By **Week 7** you will be expected to give the first of your **10-minute presentations** at the tutorial session, outlining in as much detail as possible your project idea followed by questions. Each member of the group must be in attendance at these presentations. Ensure that you plan the timing of your presentations as well as the content. In fairness to the other presenters, your tutor will halt the presentation after 10 minutes. Please note that you do not need to re-invent the wheel at each presentation and in each weekly report. Clearly you have limited time and so you do not need to

reiterate your brief, objectives and development process at every stage. Keep these to a short summary.

**NOTE: Minutes/reports of group meetings must be submitted to your tutor each week, starting Week 4.**

### **Group Project Portfolio Format**

The final product of your research project will be your groups project portfolio. The following components are the basis on which your report will be evaluated:

- 1) Research proposal – What are you going to research?
- 2) Qualitative research - Include the interim report
- 3) Data collection tool – Questionnaire/focus group
- 4) Implementation of the research programme - Issues encountered
- 5) Sampling – Who, how many?
- 6) Data analysis – How did you analyse the data?
- 7) Interpretation / conclusions – What did you find out?
- 8) Project management
  - i. Minutes of group meetings e.g. what was discussed, decisions made?
  - ii. A description of the roles and contributions of group members e.g. who devised the questionnaire, collected data, wrote up results.
- 9) Project report
- 10) The marks allocation forms
- 11) Appendices. To contain **ALL DATA** collected via questionnaire/focus group etc
- 12) Contents page!

### **Marks allocation Sheets**

The project marks allocation (Form 1) should be completed by the group and submitted along with the coursework. The marks allocation (Form 2) should be completed by each student separately. The marks for the group project may be evenly distributed but you may feel that some group members have made an exceptional contribution (or an unexceptional one). Make every effort to agree these proportions by negotiation. The course leader will make the final decision and will be available to listen to individuals who dissent from the groups view.

### **Group Project Ideas.**

During the **Week 4** lecture a list of group projects will be handed out and your group will be asked to select the two you are most interested in. Once again the course coordinator will do their best to accommodate your choice. Groups may also submit their own project ideas to the course coordinator for approval.

### **The data collection tool & pilot study**

Before you issue your data collection tool i.e. questionnaire, interview schedule to the respondents it is important that you ask your tutors for their advice and possibly pilot the study using your tutors and other group members. This will ensure that the questions you ask and the style of the questions will be user friendly which will improve your response rate.

Form 1

**MARK 203**

**PROJECT MARKS ALLOCATION DECLARATION**

**Group Name:** -----

**Research Project Title:** -----

<b>Full name</b>	<b>Signature/Date</b>	<b>Relative performance</b>
<b>1</b> -----	-----	----- %
<b>2</b> -----	-----	----- %
<b>3</b> -----	-----	----- %
<b>4</b> -----	-----	----- %
<b>5</b> -----	-----	----- %
		----- <b>100%</b>

*Tick one of the following: -*

All members of the group are awarded **EQUAL** marks

All members of the group are awarded **PROPORTIONAL** marks as detailed above

Form 2

**MARK 203**

**MARKS ALLOCATION DECLARATION**

**To: ----- (Tutor / Course leader)**

**From: -----**

**Group Name -----**

**Project Title -----**

*Tick one of the following: -*

**I am satisfied** with the group's assessment of the relative performance of individual group members and agree with the allocation of marks submitted by the group

I am concerned about the allocation of marks in my group and **I would like to meet with the tutor individually** to discuss this

I am concerned about the allocation of marks in my group and I would like the tutor to **meet with the group** to discuss this

**Signature -----**

**Date -----**

***Submit this form with your group's portfolio or contact your tutor privately regarding this matter.***

# MARK 203

## IMPORTANT DEADLINES

### Week 7

In - tutorial Group Presentation

### Week 8

Hand in Individual assignment

### Week 8

SPSS Workshop

### Week 10

In - tutorial Group Presentation

### Week 12

In - Lecture Final Group Presentation

## ASSESSED COURSEWORK

All coursework, which includes group portfolios and individual assignments to be SIGNED IN by 12 Noon @ Room 1119 OR at reception floor 11, Rutherford Building on the following days:

Individual assignment  
Friday 15<sup>th</sup> September

Group assignment  
Friday 13<sup>th</sup> October

It is imperative that you hand in your assessed coursework by the specified dates and times, otherwise they cannot be counted towards your final mark. If anyone needs to discuss this with their course tutor or the course leader, they should do so before the deadline.

## **General University Policies and Statutes**

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

### **Student Conduct and Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct).

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct).

### **Academic Grievances**

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website: [www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances).

### **Academic Integrity and Plagiarism**

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows: Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

#### ***Plagiarism is not worth the risk.***

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct

([www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

*Find out more about plagiarism and how to avoid it, on the University's website at:*

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html).

### **Students with Disabilities**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz). The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

### **Student Support**

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course coordinator, or Associate Dean who will either help you directly or put you in contact with someone who can. The Student Services Group is also available to provide a variety of support and services. Find out more at [www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz).

**VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz).**

## **School of Marketing and International Business Guidelines for Written Material**

### **Page Layout**

All written material submitted in SMIB courses must be typed using 12 pt. Font. Either Times Roman or Arial font may be used. Whichever is used, it must be used consistently throughout the document, including tables and figures. Two point five centimetre (one inch) margins should be used at the top, bottom, and both sides of the document. Use double spacing, or 1.5 spacing, between lines. Add an additional line space between paragraphs, OR indent the first line of each paragraph.

## Referencing Style

All SMIB written documents must use the APA referencing style. The reference style is provided in at the end of this document.

- References should be placed **at the end** of the document in a separate section (*not as footnotes or endnotes*).
- **Every** source that is cited in the text **must** have the complete reference in the reference section. Conversely, every source appearing in the reference section **must** appear -- at least once -- in the text. Author's names must be spelled the same in the text and reference section. The dates given must be the same in the text and reference section.

## Appendices

You may use appendices to place supplementary material, which does not directly relate to the text of your essay/report. If something is important then it should be included in your discussion proper. Reference must be made to the appropriate appendices in your text (i.e., refer Appendix A). A single appendix should be titled APPENDIX. Multiple appendices are titled APPENDIX A, APPENDIX B, etc. Appendices appear in the order that they are mentioned in the text of the essay/report, for example, the first appendix to be referred to will be Appendix A.

## Tables and Figures

- Tables and Figures should be inserted in the text of the document.
- A table is something that contains an array of numbers or text (such as a SWOT table). Use the MSWord table option to create a table, or create the table in Excel and insert it in the document. Other possibilities are to cut and paste tables from the output of other programs. For example, SPSS output is in the form of tables that may be cut and pasted into a document. Check for spelling in material you insert from other sources!
- A figure is something that contains graphical content. Typical content for a figure consists of graphs created in Excel, organisational diagrams created in Power Point, or graphs created by programs such as SPSS. Charts and graphs created by these programs may be cut and pasted into a document. Word cannot check spelling in graphical material.
- Each table or figure should be inserted below **two, centred lines of text**. The first line of text should identify the table or figure (Table 1 or Figure 3, for example). Below this line there should be a line describing what is in the table or figure (e.g., "GDP of New Zealand, 1988 – 2002," or "Market Shares of Firms (2003).") The identification and explanation lines should separately be entered as text preceding the table or figure. The table or graph is inserted and centred below. (Including the two lines in a figure reduces the relative size of the figure and, furthermore, sizing the figure to fit the page will change the font size of the identification and title lines).
- If a table or figure is included in a document, then there **must** be text that refers to it! The text should refer to it by name ("As Table 1 shows..."). The text should also explain what the table or figure shows. Do **not** leave it to the reader to try to figure out why you included the table or figure in your document!
- Tables and figures should supplement and clarify the text, not completely duplicate it. Avoid repetitive figures (e.g., pie charts, histograms), which could be summarized more succinctly by one or two tables, or simply covered in the text.



- Sufficient information should be contained in the table or figure so that the reader can understand it without having to consult the text. Footnotes immediately underneath the table or figure should be used to explain all abbreviations and symbols used. Do not forget to give the source of your material with your table/figure.

### Use of covers

It is **not** necessary to put plastic (or other types of covers) on assignments turned in *during* the semester. A simple cover sheet with a staple in the upper, left corner of the document will suffice. Your instructor will tell you whether major assignments turned in *at the end* of the semester should have covers (and if so the nature of the cover).

### Organisation and Writing Style

A good way to start a written document is to make an outline of its structure, for example, using Word outline. That gives you a check on logical flow. You should be able to tell from the outline whether the paragraphs are in the proper order and whether one leads to the next in a logical fashion.

- Generally, the first sentence of the paragraph should cover the main point or purpose of the paragraph. If the paragraph has more than one purpose, try to break it into two or more paragraphs.
- Next in order are material, arguments, or evidence that support the main point.
- *Examples* that illustrate supporting material, arguments, or evidence are placed at the end of the paragraph.
- Regarding the structure of sentences, the noun and verb should occur as closely together as possible. (*The PLC is important. **Not:** The PLC, which has been around a long time, and has seen wide use, in many contexts, continents, industries, product categories, and so forth, is important*).
- Place the material you want to emphasize at the stress position in the sentence. The stress position is at the end of a sentence. You want to emphasize **new material** typically. For example, assuming you have introduced the PLC, and the point you want to make is that it is important, you would have as a first sentence of a paragraph (*The PLC is important. **Not:** An important concept is the PLC*).
- In the above illustration, when you start the paragraph with the sentence “*The PLC is important*” you have accomplished two things. First, you have made the point that the purpose of the paragraph is to argue that the PLC is important. Second, the notion that it is important is *no longer new information*. Subsequent sentences should provide new information that supports that point.
- The next sentence, for example, might be: (*It is important because it explains why firms must develop new products; Or: It is important for three reasons. The first reason is .....: Or, It is important for many reasons. One important reason is ....*). Note that the stressed part of the previous sentence is no longer new and has been moved to the front of the current sentence. The new information in the current sentence is a reason for why the PLC is important. The reason is placed in the stress position.
- The same pattern applies to the following sentence. (*The PLC is important. It is important because it explains why firms must develop new products. New products must be developed*

*because competitors enter the firm's markets, offerings become more homogeneous, prices decrease, and margins are reduced.*

- Avoid terms or usages that are or may be interpreted as denigrating to ethnic or other groups. Be particularly careful to use gender-neutral terms. For example, use plural pronouns (e.g., clients...they) rather than gender-specific pronouns (e.g., client...he).
- Using the first person is discouraged in academic writing. For example it is better to say "In the author's opinion....." rather than "In my opinion.....", or "the author believes...." rather than "I believe...". Alternatively, reword your sentence to avoid using these terms.

## Footnotes

Footnotes should be used sparingly. Points that are important can usually be integrated into the text. Avoid footnotes or endnotes for referencing (see Referencing below).

## Two final points:

Proofread your document before turning in for marking. It **always** is best to let a few days pass between your last writing and your proofreading of a document. Use the spelling/grammar checker on your document before turning it in for making.

## SMIB Referencing Style Guidelines For Referencing For All Assignments

### Purpose

The effective use of a referencing system enables you to acknowledge the source of your ideas, to provide support for your arguments, to avoid plagiarism, and to allow your readers to consult original readings. It is strongly recommended that you use the American Psychological Association (APA) style of referencing, a widely-used and well-documented style in the social sciences and management. This brief introduction to referencing covers the basics of in-text referencing, reference lists and bibliographies.

### American Psychological Association (APA) Style

The American Psychological Association (APA) style of referencing is widely used in the social sciences (including commerce). The manual for this style is held in the University Library (Publication manual of the American Psychological Association), or for the latest tips on citing electronic sources see the APA web page at <http://www.apastyle.org/elecref.html>.

### In-text referencing system

When using the APA format, follow the author-date method of in-text citation. This means that the author's last name and the year of publication for the source should appear in the text, and a complete reference should appear in the reference list at the end of the paper.

This system replaces the use of endnotes or footnotes for references. You use brackets ( ) in the text to supply the surname of the author(s), the year of publication, and, if a direct quote is used, give the page number. For example:

Correct referencing allows the reader to follow up interesting references (Jones, 1992). Correct referencing gives what Jones has called 'an impression of competence' to a piece of academic writing (Jones, 1992, p. 35).

If a paper has only **one or two authors**, quote the name(s) in brackets as shown above, for example: (Smith & Jones, 1993).

When a paper has three to five authors, cite all authors surnames the first time. Subsequent citations only include the surname of the first author followed by et al. (not italicised and with a period after "al") and the year. For example an article authored by Smith, Brown and Jones would be cited in the text as (Smith, Brown & Jones, 1990) in the first instance and (Smith et al., 1990) in subsequent citations.

If the paper has **six or more authors**, state the first surname only followed by the words "et al.". For example a paper authored by Smith, Brown, Haley, LeBlanc, Morris and Jones would be listed in the text as (Smith et al., 1990).

If you have cited **two or more publications by the same author written in the same year**, these need to be differentiated in the text and in the reference list (or bibliography) by using lowercase letters following the date. For example, the first reference in the text to the author's 1993 work will be (Akoorie, 1993a). A second paper written by Akoorie in 1993 is cited later in the text as (Akoorie, 1993b).

If the reference has **no author** (or editor, company/organisation name) cite the first few words of the reference list entry (usually the title) and the year of publication in the text. Include a page number if a direct quote is used, for example: ("Dairy industry...", 1995, p. 13). Also see the section on 'citing electronic references', for references with no authors (see below).

If the reference is an **electronic reference**, use the same method as for other references, i.e. (Surname of author, year of publication). If there is no author (or editor, company/organisation name) is given cite the first few words of the reference list entry (usually the title of the document). A similar study was done of students learning to format research papers ("Using APA", 2001).

If the reference has **no author and no date**, use the first few words from the title, and the abbreviation n.d. (for "no date"). For example, ("Using APA", n.d.).

If the reference is a **personal communication**, such as telephone conversations, interviews and various types of electronic communication such as e-mail, discussion group and bulletin board postings, these should be referenced in the text but *not included in the reference list*. This is because the reader is often unable to access the source of the information due to lack of information, publication etc. Citing personal communications in the text should use the following format: (Name, title/company, personal communication, day/month/year). For example: (Don Brash, Reserve Bank of New Zealand, personal communication, 14 November, 1997). (Tommy's Home Page, <http://www.waikato.ac.nz/personnel/tommy.html>, 4 June 1997).

Note: the in-text reference includes (at least) the home page title, home page address and date of access. An **e-mail message** should include the sender, sender's e-mail address, date, subject of message, recipient's e-mail address:

Day, Martha (MDAY@sage.uvm.edu). (30 July 1995). Review of film - *Bad Lieutenant*. E-mail to Xia Li (XLI@moose.uvm.edu).

At the end of your paper you then list details of each reference (except personal communications) in a reference list or bibliography.

## Quotations

Quotations are used to support specific points you wish to make. They should readily fit with the idea you are discussing and should thus need no further explanation. Generally, two types of quotations are used - the short quotation (a few words of clarification) and long quotations (a full sentence or two that makes a specific point by itself).

A **short quotation** (fewer than 40 words) should be incorporated in the text and enclosed by double quotation marks. It may include whole sentences or part of a sentence. For instance: The use of adequate referencing is "absolutely essential" for professional report-writing (Hughes, 1990, p. 456).

A **long quotation** (40 words or more) should be displayed in a free standing block (like this one!), double indented from the margins, without quotation marks. Spacing in long quotes is reduced to one line (single spacing). This paragraph is an example of a long quotation (Author, year, p. xx).

Make sure you cite the reference for the quotation, including the page number. This may take several forms, for example:

According to Jones (1998), "Students often had difficulty using APA style" (p. 199).

## Preparing a reference list or bibliography

Your reference list or bibliography should appear at the end of your paper. It provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper.

Where in-text or cited references only are given at the end of an essay or report, the list is titled '**References**' or '**Reference List**'. Each source you cite in the paper must appear in your reference list; likewise, each entry in the reference list must be cited in your text.

A bibliography is generally a reading list - for instance, a list supplied with course material to show suggested readings. Sometimes students wish to include a bibliography in assignments, to acknowledge items that they have read, but that are not included as in-text references. A single list including both in-text references and other reading material is usually used for academic assignments, and is titled '**Bibliography**'. In other words, the bibliography includes **ALL references** to other material that you have gathered during your research, whether they are cited in your assignment or not. The format for a Bibliography is the same as for the Reference list.

List details of each reference at the end of your paper, listed in ALPHABETICAL order. Each entry begins with the author's name and the publication date, allowing the reader to find it easily. The reference supplies full publication information about the item, for example:

## REFERENCES – An Example

- Holmes, T. H. & Rahe, R. H. (1967). The social readjustment rating scale. *Journal of Psychometric Research*, 11, 213-218.
- Jantsch, E. (1980). *The self-organising universe: Scientific and human implications of the emerging paradigm of evolution*. New York: Pergamon.
- Kim, Y.Y. (1985). Communication, information, and adaptation. In B. D. Ruben (Ed.), *Information and behaviour*, New Brunswick, NJ: Transaction Books, 32-34.
- Lum, J. (1982). Marginality and multiculturalism. In L. Samovar, B. R. Porter (Eds.), *Intercultural communication: A reader* (3rd ed.). Belmont, CA: Wadsworth.

### Points to note when referencing

- The order and style used for authors' names (last name first, initials only).
  - The year of publication in brackets ( ).
  - That a full stop follows the date, followed by the title, then full stop again.
  - That the title of the book or journal (i.e. the publication) is either italicised or underlined. Only the first letter of the first word (and first word following a colon) is capitalised. [Proper Nouns are also capitalised, i.e. China, English].
  - The place of publication, followed by a colon.
  - That the name of the publisher comes last, followed by a full-stop;
  - And that all but the first line of each reference is indented (this is called a hanging indent, in MS Word under Format, paragraph)
- Furthermore,
- Do not use 'et. al.,' in the reference list, all authors must be listed for each reference.
  - If there is **no author** (or editor, organisation/company) for your reference, move the title to the author position (before the date of publication). Example: "Dairy industry haggles over future". (1995). *The Independent*, 11 August, 13. *Merriam-Webster's collegiate dictionary* (10th ed.).(1993). Springfield, MA: Merriam Webster.
  - If there are **two or more publications by the same author(s)**, order them by publication date, oldest to newest.
  - If you have cited **two or more publications by the same author written in the same year**, these need to be differentiated in the text and in the reference list by using lowercase letters following the date. For example, the first and second references cited in the text will appear in the reference list as: Akoorie, M. (1993a). Patterns of foreign direct investment by large New Zealand firms. *International Business Review*, 2(2), 169-189. Akoorie, M. (1993b). Pragmatism and performance: International business in the development of two small economies: Singapore and New Zealand. In O. Yau and W. Shepherd (Eds.), *Proceedings of the Academy of International Business Southeast Asia Regional Conference*, June. Brisbane, 5-11.

### If the reference is a chapter in an edited book, use the following format:

Higgins, M. (1990). Social network analysis: Its implications for business and business communication. In F. Sligo (Ed.), *Business communication New Zealand perspectives*. Palmerston North: Software Technology, 168-179. (Note that it is the book title that is either italicised or underlined, not the title of the article, and that the page numbers of the specific chapter are given at the end.)

- Where the reference is a **journal article** the publisher and place of publication are not included, for example: Georgoff, D., & Murdick, R. (1986). Manager's guide to forecasting. *Harvard Business Review*, 64(1), 110-120.  
(Note that the journal title is either italicised or underlined, and that capital letters are used as in the original journal title; page numbers are given without 'pp.'; volume and issue number are given as 64(1), instead of vol. 64, no. 1; a month or season is given with the year of publication if there is no volume or issue number.)
- If the reference is an **electronic reference**, use the following formats:

### Article in an Internet Periodical

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of journal, volume number*(issue number if available). Retrieved month day, year, from http://Web address.  
Kenneth, I. A. (2000). A Buddhist response to the nature of human rights. *Journal of Buddhist Ethics*, 8(4). Retrieved February 20, 2001, from: <http://www.cac.psu.edu/jbe/twocont.html>

### Nonperiodical Internet Document (e.g., a Web page or report)

Author, A. A., & Author, B. B. (Date of publication). *Title of article*. Retrieved month date, year, from http://Web address.  
The Foundation for a Better World. (2000). Pollution and banana cream pie. In *Great chefs cook with chlorofluorocarbons and carbon monoxide* (Chap. 3). Retrieved July 13, 2001, from: <http://www.bamm.com/cream/pollution/bananas.htm> **NOTE:** When an Internet document is more than one Web page, provide a URL that links to the home page or entry page for the document. Also, if there isn't a date available for the document use (n.d.) for no date.

### Part of Nonperiodical Internet Document

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or larger document* (chapter or section number). Retrieved from http://Web address.  
If **no author**/editor or company/organisation name is given move the title of the document to the author position (before the date of publication).

## OTHER SOURCES

### A Television Broadcast or Television Series

Producer, P. P. (Producer). (Date of broadcast or copyright). *Title of broadcast* [Television broadcast or Television series]. City of origin: Studio or distributor.  
Important, I.M. (Producer). (1990, November 1). *The Nightly News Hour*. [Television broadcast]. New York: Central Broadcasting Service.

### Work discussed in a secondary source

Coltheart, M., Curtis, B., Atkins, P., & Haller, M. (1993). Models of reading aloud: Dual-route and parallel-distributed-processing approaches. *Psychological Review*, 100, 589-608.

**NOTE:** Give the secondary source in the references list; in the text, name the original work, and give a citation for the secondary source. For example, if Seidenberg and McClelland's work is cited in Coltheart et. al., and you did not read the original work, list the Coltheart et. al., reference in the References. In the text, use the following citation:

In Seidenberg and McClelland's study (as cited in Coltheart, Curtis, Atkins, & Haller, 1993),  
...

#### **A government publication**

National Institute of Mental Health. (1990). *Clinical training in serious mental illness* (DHHS Publication No. ADM 90-1679). Washington, DC: U.S. Government Printing Office.

#### **A translated work and/or a republished work**

Laplace, P. S. (1951). *A philosophical essay on probabilities* (F. W. Truscott & F. L. Emory, Trans.). New York: Dover. (Original work published 1814).

**NOTE:** When you cite this work in text, it should appear with both dates: Laplace (1814/1951).

#### **A review of a book, film, television program, etc.**

Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*]. *Contemporary Psychology*, 38, 466-467.

#### **An entry in an encyclopaedia**

Bergmann, P. G. (1993). Relativity. In *The new encyclopaedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopaedia Britannica.

Personal communications should not be included in your reference list.

Further details on writing style and referencing can be found in the APA's Publication Manual, available in the University Library.