



College of Commerce
Division of Economic and Financial Studies
Graduate Accounting & Commerce Centre

MKTG 809
Marketing Logistics

Semester 1 – 2006

Lecturer: Dr Andrew KERR **E-mail:** andrewk@itls.usyd.edu.au

Dates:	4th March 2006	Location:	Room E6A 102
	25th March 2006		Room E6A 102
	8th April 2006		Room E6A 102
	29th April 2006		Room E6A 102
	13th May 2006		Room E6A 102
	3rd June 2005		Room E6A 102
	3rd June 2006	Exam	Room E6A133

Course Objectives

Marketing logistics as one of the critical elements which must be considered by enterprises in developing and maintaining a 'sustainable competitive advantage' and successfully implementing corporate strategy in the face of ever-increasing global competition and external pressures. Informed decision making relies on intelligent analysis and interpretation of data within a strategic context involving complex dependencies and relationships.

Participants will develop their analytical and critical thinking skills through reading widely, actively participating in classroom and group exercises involving real-world situations and presenting the results of their deliberations in concise written and oral form.

Topics cover a number of interrelated themes – Corporate Strategy, Marketing & Distribution Channels, Customer Service, Logistics and Supply Chain Management. The relevance of these topics to manufacturing, service and public sector enterprises is addressed, as is the role of current and emerging technologies in shaping the way business will be conducted in the first years of the 21st Century.

Key marketing and logistics concepts and their strategic application in a dynamic, increasingly global market environment are discussed. A variety of techniques and analytical frameworks are used to promote both rigorous analysis and reflective learning. Participants who successfully complete this course should:

- demonstrate a sound understanding of key marketing and logistics concepts and the strategic application of those concepts;
- confidently be able to identify and analyse marketing and logistics issues in relation to the enterprise's position in the marketplace; and
- apply basic analytical skills and knowledge of marketing and logistics to understand, formulate and evaluate possible marketing and logistics strategies in a variety of real-world situations.

Course Philosophy

This course is not intended to make participants subject matter experts in what is a complex and dynamic area of modern business. Rather, it will provide participants with sufficient requisite information to understand the principles involved and their interrelationships, together with some guidelines as to how one might better learn how to learn and therefore perform more effectively. A number of topics under the umbrella concept of 'marketing logistics' are introduced within a context of operations strategy, which covers a broad range of interdependent areas of concern for those working within or managing modern commercial and non-commercial enterprises.

Participants are expected to take full responsibility for managing their own learning, just as they must take responsibility for managing their own careers. This means that your results for this course will in all likelihood reflect the quality of your efforts to come to grips with the principles involved and your understanding of how they might be applied in real-world situations.

As many of the situations covered by this subject are problematic (that is, involving both quantitative and qualitative analysis), there will be few if any precise answers, because even

the underlying assumptions used in quantitative tools are imperfect. Every option will have advantages and disadvantages with implications and strategic ramifications for both action and inaction. Understanding the underlying principles, their theoretical basis and, more importantly, how they may be applied in practice so as to achieve sustainable improvements on the present situation, should be a key objective for participants in this course

Textbook

Participants will be expected to read widely and develop their general research skills (not just use the Internet). Many of the issues covered in the topics can be found in business or academic Journals, newspapers and or business periodicals such as the Asia Wall Street Journal, Far East Economic Review, Australian Financial Review, Business Review Weekly, Sydney Morning Herald, The Age, The Australian, etc. A good starting point to source articles is the reference section of relevant journal articles.

Recommended Textbook

Christopher, M and Peck, H. 2003, *Marketing Logistics* 2nd ed. Butterworth-Heinemann, Oxford.

No single textbook adequately covers all the material covered by this course. Material presented is drawn from a range of texts and journal articles, including:

Ballou, R. H. 1999, *Business Logistics Management* 4th Ed, Prentice Hall, New Jersey.

Bowersox, D. J. and Closs, D. J. 1996, *Logistical Management: The Integrated Supply Chain Process*, McGraw-Hill, Singapore.

Coughlan, A. T, Anderson, E., Stern, L. W. and El-Ansary, A. I.. 2006, *Marketing Channels* 7th Ed, Prentice-Hall, New Jersey.

Harrison, A. and Van Hoek, R. 2005, *Logistics Management and Strategy*, 2nd Ed, Pearson Education, Essex.

Lambert, D. M. and Stock, J. R. 2001, *Strategic Logistics Management* 4th Ed, Irwin, Chicago.

Murphy Jr., P. R. and Wood, D. F 2004, *Contemporary Logistics*, 8th Ed, Pearson Prentice-Hall, Upper Saddle River, N. J.

Pelton, L. E., Strutton, D., and Lumpkin, J. R. 1997, *Marketing Channels: A relationship management approach*, Irwin/McGraw Hill, Boston.

Rosenbloom, B. 1999, *Marketing Channels: A management perspective*, 6th Ed, The Dryden Press, Fort Worth TX.

Simchi-Levi, D., Kaminsky, P. and Simchi-Levi, E. 2003, *Designing & Managing the Supply Chain: concepts, strategies and case studies*, 2nd Ed, McGraw-Hill/Irwin, New York.

The list of articles attached to this outline represent a **starting point** for reading and research. You will need to consult additional reference material to satisfactorily complete the assignments in this unit.

Presentation

Classes will be held during Semester 1, beginning on Saturday, 4th March 2006. Classes will be held on weekend days listed on the front page from 10:00am to 5:00pm. In general, material will be introduced by way of presentation and discussion of the set readings. The discussion which follows, in both syndicate and plenary sessions, will provide an opportunity

to question the assertions (and assumptions) of the material presented and to compare and contrast the experiences of class members. Case studies may also be utilised.

Syndicate Groups

Participants will join a syndicate groups for class presentations on the first day of class. Working in a syndicate group fulfils several teaching objectives:

- intra and inter-enterprise relationships are affected by group dynamics. Syndicates provide a mini environment for participants to observe and cope with these phenomena as they develop in your group during your time together;
- in real organisational life, we are frequently assigned to work groups and have to learn to develop strategies for dealing with the interpersonal behaviour in the group. The syndicate group gives you an opportunity to hone or develop these skills in a 'non career-threatening' environment.

Remember - effective group results require effective group processes.

Course Requirements

Participants are required to complete any assigned reading; prepare for and attend all classes; participate in class discussions; complete the assignments; and complete a final examination. Participants will be expected to **give impromptu presentations** on aspects of the unit, conduct peer assessment of group presentations and actively take part in class discussions if they wish to gain marks from the lecturer's overall assessment (worth 7 per cent of total marks).

Participation is an important contribution to the success of the classroom experience. It is expected that participants will have completed at least the basic reading on each topic and have given some thought to the essential questions posed by the case studies that may have been selected for particular sessions.

(NB **80% attendance** at classes is a prerequisite to passing the course. Please contact the lecturer by email if you are unable to attend classes on a particular day or session.)

Course Assessment

Formal assessment for this course is designed to recognise both individual and team effort, to reflect the business environment where effective teamwork is essential to the achievement of individual, group and enterprise success. The breakdown of the marks and dates for assessment submission are as follows:

Type	Weight	Submission Date
Group project presentation (oral)	10%	Groups 1 to 3 day 2, gps 4-6, day 3, gps 7-9 day 5.
Group project (written report)	20%	Day 4
Examination	60%	Day 6
Lecturer's assessment of contribution	7%	Assessed throughout the unit
Individual (group work) survey	3%	Saturday, 3 rd June– Hand in when entering exam room

Explanation of Assessment

Group project presentation (oral) (10%)

Working within the Syndicate groups formed on Day 1, conduct an analysis of the chosen topic and make an oral presentation of the highlights of the report (Assessment task 2) to senior management. All members of the group are expected to contribute to the preparation and delivery of the presentation. Groups should consider their audience (senior management) and think of innovative ways to involve syndicate members in the presentation's delivery and question time. Failure of a group member to attend their group's presentation (without Special Consideration) may result in them being awarded a zero mark for the assignment. The task and time for oral presentations is given below.

Task	Duration
<ul style="list-style-type: none"> • Introduce the topic of the report • Highlight main theme and objectives of the presentation • Present highlights from your report including implications for management. 	15-20 minutes 5 - 10 minutes questions

Group presentations will be scheduled according to group number: GP1, GP2, GP3, etc. Group presentations will be graded using the grading sheet- '*Presentations Marking Criteria*' which may be found within the WebCT module for this unit.

Notes.

1. Syndicates are to assume that they are presenting to their enterprise's senior executive team and should prepare (and rehearse) accordingly. Time limits will be strictly enforced.
2. Even though the management team will be familiar with the enterprise's operations, Syndicates should ensure that anyone lacking familiarity with the topic would still be able to follow the presentation and the logic of the issues being presented.
3. The marking criteria award considerable marks for how the Syndicate handles question from the management team (rest of the class). It is difficult to award marks against this criterion if no questions are forthcoming. Syndicate members are strongly advised to consider how they might address this issue.
4. All members of the Syndicate should be involved to some extent in the physical presentation.
5. Syndicates are not expected to carry "social loafers" (individuals who gain marks based solely on the efforts of their peers). Therefore, each Syndicate is to attach a one-page summary immediately following the marking criteria (not part of word count), clearly stating the contribution of each Syndicate member and the percentage of the marks the Syndicate feel each individual should receive. If all members contributed equally, then each should receive 100% of the marks awarded. All Syndicate members are to sign this sheet. The lecturer reserves the right to award marks in different proportions if it is clear from the summary or other evidence that individual members have not been fully involved in producing the report.
6. In the real world, coping with group dynamics is a fact of life. We can't always work with those individuals with whom we like. However, the team still has to produce the required outcome within the required timeframe. Failure, to do so may be career limiting. Part of this assessment is to ensure that Syndicate members gain experience in working within a group where they had no say in its composition. Work through the issues yourselves, every member will have strengths and weaknesses, deal with them. However, insoluble issues should be brought to the lecturer's attention (by email) well before the assignment's due date.
7. Cover Sheets and marking criteria are available within the WebCT module for this unit.

Group Research project (written report) (20%)

Working within the Syndicate groups formed on Day 1, select a project from one of the six topics given below. The written report of 2,500-3,000 words (excluding Table of Contents and Synopsis) is to be prepared strictly in accordance with the notes outlined below:

Topics: (no more than 2 groups per topic)

- Marketing logistics at Dell
- Marketing logistics at IKEA
- Marketing logistics at Li & Fung
- Marketing logistics at Zara
- Marketing logistics at Harley Davidson
- Marketing logistics at Airbus Industries

Notes

1. Each Syndicate's **Report** is to be word processed on A4 paper with a 3cm margin all round, using either Arial or Times New Roman, 12 point font, with 1.5 line spacing and a ragged right margin (left justification) and printed on one side of each page. It is to be spell checked using an Australian English Dictionary. The footer of the document is to contain the Group and Syndicate Number (eg. A-5, B-12, etc) on the left of each page and the page number on the right. The finished document plus marking criteria and Cover Sheet is to be stapled in the top left corner (**no binding or plastic covers**).
2. Syndicates are expected to research widely using all forms of contemporary (last 5 to 10 years) literature. A minimum of 12 – 20 different (quality) references would be needed to produce a report truly representative of current thinking and practice. All in-text citations and the list of works cited (References) must follow Harvard style guidelines.
3. Where a deficiency or surplus of data necessitates assumptions, ensure these are explicitly stated in your report together with the underlying rationale for any such assumptions.
4. This assessment task is designed to develop or hone the skills of individual Syndicate members in working in a group that has been thrust upon them by management. It also hones skills in analysing data and issues revealed in a topic with which they are not familiar and summarising the collective view of the Syndicate's members in a report, which is clear, concise and a logical (preferably interesting) document to read.
5. Syndicates are not expected to carry "social loafers" (individuals who gain marks based solely on the efforts of their peers). Therefore, each Syndicate is to attach a one-page summary immediately following the marking criteria (not part of word count), clearly stating the contribution of each Syndicate member and the percentage of the marks the Syndicate feel each individual should receive. If all members contributed equally, then each should receive 100% of the marks awarded. All Syndicate members are to sign this sheet. The lecturer reserves the right to award marks in different proportions if it is clear from the summary or other evidence that individual members have not been fully involved in producing the report.

6. In the real world, coping with group dynamics is a fact of life. We can't always work with those individuals whom we like. However, the team still has to produce the required outcome within the allotted timeframe. Failure, to do so may be career limiting. Part of this assessment is to ensure that Syndicate members gain experience in working within a group where they had little say in its composition. Work through the issues yourselves, every member will have strengths and weaknesses, deal with them. However, insoluble issues should be brought to the lecturer's attention (by email) well before the assignment's due date.

7. Cover Sheets and marking criteria are available within the WebCT module for this unit.

Syndicates are offered the following as a guideline for setting out their report:

Introduction

- Introduce your topic of research.
- Discuss aims and objectives of the research.
- Highlight the plan of the report.

Literature review

- Conduct a thorough search on the topic of research. For this you are required to search journals (academic and trade), books, websites. Your objective is to provide up-to-date information on the topic. See 'Critique' document available within the WebCT module for this unit.
- Organise the materials in a meaningful manner. You may develop/use a conceptual framework for this. Build your arguments based on the evidences from published cases and empirical studies.

Conclusions

- Current status
- Future direction.

References

- Provide a list of references in accordance with Harvard style guidelines (See 'Critique' doc).

Examination (60%)

The examination will cover materials from Day 1 to Day 5. Questions will be drawn from a pool of questions available within the WebCT module for this unit. The paper will consist of six questions with students expected to answer any four of the six questions (300-400 words per question) within the two hour exam. All questions will be of equal value.

Lecturer's Evaluation of Individual Contribution (7%)

This mark is related to the quality (not the quantity) of a student's contribution to class discussion and has no relationship to attendance, which is compulsory. The following criteria will be used to assess class participation:

- are comments relevant to the topic and the stage of the debate?
- do comments reveal thorough preparation for the class?
- do comments reveal knowledge of the course material to date?
- do comments reveal insight and a sense of judgement?
- do comments make a significant contribution to class discussion?

Overcome any reticence to say nothing for fear of being 'wrong'. Your lecturer is looking for signs that you are trying to come to grips with the concepts and not simply sleeping with your eyes wide open. If, at the end of our four days together, your lecturer still cannot put a face to the name (because you have chosen to remain anonymous) do not expect to be awarded many of these marks as they do not relate to attendance, which is compulsory, but to contribution.

Individual (group work) Survey (3%)

Each student is expected to download from the WebCT module for this unit a copy of the Group Work survey. This is an opportunity to objectively comment on many aspects of your group work learning experience whilst undertaking MKTG809. It will be used to hone future group work assignments and may be used to award group marks unequally, if it becomes obvious that certain group members made less than a full contribution to the group's submission. Your individual survey form will be compared to the submission made with the syndicate report for congruence. **Note.** Completed survey forms are to be handed in when entering the examination room on Saturday, 3rd June. Where comments or explanations are called for, it is expected that some detail will be given. Survey forms will not be returned and will not be shown to other students or faculty members.

At the time of handing in group assignments, the group should agree on what percentage of the final mark each person should receive. As part of the written submission, the group is also required to provide, on one page immediately following the cover sheet, a statement of exactly what each member did for the project, signed-off by each member of the group. If there are sizeable discrepancies concerning the contributions within the groups, the lecturer reserves the right to apportion marks unequally. You should indicate this information as follows:

Name of member 1 v%

Name of member 2 w%

Name of member 3 x%

Name of member 4 y%

Name of member n z%

If the group assesses the contribution of each member as equal, each would receive 100% of the final mark. In cases where the group decides that some did not contribute equally, you should reflect this in the percentages (again, if there is a problem in the group, please see the lecturer sooner rather than later to resolve the matter).

Peer Assessment

Participants will collectively (in syndicate groups) critique each syndicate group's presentation using the Peer Evaluation of Syndicate Groups assessment sheet available in the WebCT module for this unit. Verbal, constructive feedback will then be provided to the presenting group. The lecturer will collect peer assessment sheets for review and then provide them to the relevant group on the following class day.

Assessment Criteria

Referencing

References to other publications **must** be in Harvard style. Where articles have been accessed using the World Wide Web, referencing should comply with the Harvard style, but include the Access date together with the complete <URL>. If you are unsure how to reference other publications correctly, ask or find out, do not guess. Part of the assessment relates to your ability to correctly cite other publications in your work.

Submission Guidelines

All submissions are to be typed (Times New Roman or Arial font) 12 point and 1.5 line spacing on A4 paper with a 3.0-cm margin top, bottom and both sides, with a ragged right margin (that is, left justified). Submissions are to be stapled in the top left corner and are **not** to be bound or placed in plastic covers, etc. **Note:** Participants must attach the appropriate Cover Sheet to their assignment and complete and sign the certification. Papers without a correctly completed Cover Sheet **may** not be marked. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

Apart from the requirement to use Harvard style referencing within your submissions, all submissions should be to a standard you would be prepared to submit to the CEO of your enterprise. This will enable participants to develop or hone skills in business writing where the ability to convey ideas or concepts clearly and concisely, is frequently lacking. It will also enable participants to draw together material from many sources and succinctly synthesise this material (whilst appropriately acknowledging their sources).

Individual and group assignments may only be handed in late with prior written (email) permission of the lecturer (don't come with a problem, come with a proposition that can be agreed to, modified or rejected). Unauthorised late submissions will be penalised 20 per cent of the available marks and if more than seven (7) days late, will not be marked.

Marks will be awarded according to the following grading system:

GRADE	High Distinction	Distinction	Credit	Pass	Fail
%	85+	75-84	65-74	50-64	<50

Participants should be aware that their final mark and grade are subject to review and adjustment at the Examinations Committee meeting.

Academic Honesty and Plagiarism

Deliberate breaches of academic honesty constitute academic misconduct. These breaches include; plagiarism, fabrication of data, recycling previously submitted material, engaging someone else to complete an assessment on one's behalf and misconduct during supervised assessments. Plagiarism is the use of another scholar's work as your own. It includes not only the re-presentation of an entire article or section in a paper, but also (most commonly) the paraphrasing or rearrangement of another's material without proper attribution. Summarising someone else's ideas and putting them in your own words does **not** free you from the obligation of acknowledging their work by way of appropriate citation and referencing. Failure to acknowledge material correctly is an offence against professional standards. It also breaches the 1997 Copyright Amendment Bill (Australia), which reinforces the right of authors to be cited for their work and for their work to be treated with integrity (not falsely represented as some 'cut-and-paste' jobs do). Plagiarism is not tolerated and attracts the direst penalties. At a minimum, participants who substantially plagiarise will receive a zero mark for their assignment.

Feedback and Evaluation

Individuals and groups will receive progressive feedback on their performance in class, on an ongoing basis. Written feedback for the Group Reports will be provided on Day 5 and for the Group Presentation during the Review Session prior to the Final Examination.

Syndicate groups will receive feedback following their presentations. The lecturer will make Peer Assessment sheets available to each group on the class day following the group's presentation.

Questions not answered in the Outline and requests for extensions due to illness or exceptional circumstances, etc should be emailed to the lecturer at andrewk@itls.usyd.edu.au. All **emails must** contain the words **MKTG809** followed by participant's Macquarie **SID** in the subject line, otherwise they **will be** filtered out and not read. All communications should be answered within 24 hours.

Detailed Program

Date/Time	1000-1130	1130-1145	1145-1300	1300-1400	1400-1530	1530-1545	1545-1700
Sat 4 th March	Session 01	Break	Session 02	Lunch	Session 03	Break	Session 04
Sat 25 th March	Session 05	Break	Session 06	Lunch	Session 07	Break	Session 08
Sat 8 th April	Session 09	Break	Session 10	Lunch	Session 11	Break	Session 12
Sat 29 th April	Session 13	Break	Session 14	Lunch	Session 15	Break	Session 16
Sat 13 th May	Session 17	Break	Session 18	Lunch	Session 19	Break	Session 20
Sat 3 rd June	Session 21	Break	Session 22	Lunch	1450, 2 Hour Closed-Book Exam		

Day 1 Session 01	Topic:	Unit Introduction
	Activity:	Orientation exercise, syndicate formation, setting of expectations.
	Reading:	Unit Outline
Day 1 Session 02	Topic:	Marketing Logistics and Strategy - Strategic Alignment Model
	Activity:	Presentation / Discussion
	Reading:	Chorn, N. 1991 "Alignment and the concept of strategic fit", <i>Strategy Spotlight</i> , 1 (1), pp. 4-7.
Day 1 Session 03	Topic:	Creating Customer Value
	Activity:	Presentation / discussion
	Reading:	Hurley, M. A. and DuBose, D. S. 2000, "Channel strategy as a value creator in the chemical industry: Shell's journey", <i>Ascet</i> , Vol 2, Montgomery Research Inc. Emerson, C. J. and Grimm, C. M. 1996, "Logistics and marketing components of customer service: an empirical test of the Mentzer, Gnomes and Krapfel model", <i>International Journal of Physical Distribution & Logistics Management</i> , 26 (8), pp. 29-42.
Day 1 Session 04	Topic:	Role and ramification of ICTs
	Activity:	Presentation / discussion
	Reading:	Anderson, D. and Lee, H. 2000, "The Internet-enabled supply chain: from the first click to the last mile" <i>Ascet</i> , Vol. 2, Montgomery Research Inc. Christiaanse, E. and Kumar, K. 2000, "ICT-enabled coordination of dynamic supply webs", <i>International Journal of Physical Distribution & Logistics Management</i> , 30 (3/4), pp.268-285.
Day 2 Session 05	Topic:	Marketing Channels – structure, functions and flows
	Activity:	Presentation / discussion
	Reading:	Magrill, L. 1996 "The development of an analogous channel model", <i>International Journal of Physical Distribution & Logistics Management</i> , 26 (5), pp. 22-30. Mallen, B. 1996a, "Marketing Channels and economic development: a literature overview" <i>International Journal of Physical Distribution & Logistics Management</i> , 26 (5), pp.42-48. Mallen, B. 1996b, "Selecting channels of distribution: a multi-stage process", <i>International Journal of Physical Distribution & Logistics Management</i> , 26 (5), pp. 5-21.
Day 2 Session 06	Topic:	Issue Presentations
	Activity:	Individual and Syndicate Presentations
	Reading:	Five participants each give 3 minute presentations Syndicate 1 – Group presentation
Day 2 Session 07	Topic:	Marketing Channels – role and function of intermediaries
	Activity:	Presentation / discussion
	Reading:	Kumar, N. 1996, "the power of trust in manufacturing-retailer relationships", <i>Harvard Business Review</i> , Nov-Dec, pp. 92-106. Lusch, R. F. and Vargo, S. L. 1998, "Multiplex retailers versus wholesalers: a test of the total value purchasing model", <i>International Journal of Physical Distribution & Logistics Management</i> , 28 (8), pp. 581-598.

Day 2 Session 08	Topic:	Syndicate Presentations
	Activity:	Syndicate Group Presentations / discussion
	Reading:	Syndicate 2 – Group Presentation Syndicate 3 – Group Presentation
Day 3 Session 09	Topic:	Serving regional and global customers, incl KPIs
	Activity:	Presentation / discussion
	Reading:	Lusch, R. F. and Vargo, S. L. 1998, "Multiplex retailers versus wholesalers: a test of the total value purchasing model", International Journal of Physical Distribution & Logistics Management, 28 (8), pp. 581-598. La Londe, B. J. 2001, "Connectivity, collaboration, and customization: new benchmarks for the future", Ascet, Vol 3, Montgomery Research Inc. Daugherty, P. J., Ellinger, A. E. and Gustin, C. M. 1996, "Integrated logistics: achieving logistics performance improvements", Supply Chain Management, 1 (3), pp.25-33.
Day 3 Session 10	Topic:	Issue Presentations
	Activity:	Individual and Syndicate Presentations
	Reading:	Five participants each give 3 minute presentations Syndicate 4 – Group presentation
Day 3 Session 11	Topic:	Marketing Logistics for Hi-tech medical equipment
	Activity:	class discussion
	Reading:	Peruse
Day 3 Session 12	Topic:	Syndicate Presentations
	Activity:	Syndicate Group Presentations / discussion
	Reading:	Syndicate 5 – Group Presentation Syndicate 6 – Group Presentation
Day 4 Session 13	Topic:	Logistics: concept, evolution and implications
	Activity:	Presentation / discussion
	Reading:	Stock, J. R. 2002, "Marketing myopia revisited: lessons for logistics", International Journal of Physical Distribution & Logistics Management, 32 (1), pp. 12-21. Wilkinson, I. F. 1996, "Distribution channel management" power considerations", International Journal of Physical Distribution & Logistics Management, 26 (5), pp.31-41.
Day 4 Session 14	Topic:	Issue Presentations
	Activity:	Individual Presentations
	Reading:	Fifteen participants each give 3 minute presentations
Day 4 Session 15	Topic:	Logistics – facilities & transport options and implications
	Activity:	Presentation / discussion
	Reading:	"The state of retailing online" 2002, The Boston Consulting Group, Aug, pp. 1-6. von Hoek, R. I. 1998, "Logistics and virtual integration: postponement, outsourcing and the flow of information", International Journal of Physical Distribution & Logistics Management, 28 (7), pp.508-523.

Day 4 Session 16	Topic:	Total Logistics Costs – The Haircare Company
	Activity:	Case Study analysis and class discussion
	Reading:	The Haircare Company - Case Study
Day 5 Session 17	Topic:	Inventory – myth vs reality
	Activity:	Group discussion
	Reading:	Farmer, D. F. and MacMillan, K. 1978, "The benefits of reducing opportunism in buyer-supplier relationships" Purchasing and Supply Management, May, pp. 10-13. Fuller, J. B., O'Connor, J. and Rawlinson, R. 1993, "Tailored logistics: the next advantage", Harvard Business Review, May-Jun, pp.87-98.
Day 5 Session 18	Topic:	Issue Presentations
	Activity:	Individual and Syndicate Presentations
	Reading:	Five participants each give 3 minute presentations Syndicate 7 – Group presentation
Day 5 Session 19	Topic:	Outsourcing logistics services
	Activity:	Presentation / discussion
	Reading:	Brown, J. R. Lusch, R. F. and Smith, L. P. 1991, "Conflict and satisfaction in an industrial channel of distribution", International Journal of Physical Distribution & Logistics Management, 21 (6), pp. 15-25. Quinn, J. B. and Hilmer, F. G. 1995, "Strategic Outsourcing", The McKinsey Quarterly, No. 1., pp. 48-70. von Hoek, R. I. 1998, "Logistics and virtual integration: postponement, outsourcing and the flow of information", International Journal of Physical Distribution & Logistics Management, 28 (7), pp.508-523.
Day 5 Session 20	Topic:	Syndicate Presentations
	Activity:	Syndicate Group Presentations / discussion
	Reading:	Syndicate 8 – Group Presentation Syndicate 9 – Group Presentation
Day 6 Session 21	Topic:	Supply Chain Management & emerging channel issues
	Activity:	Presentation / discussion
	Reading:	Loomba, A. P. S. 1996, "Linkages between product distribution and service support functions", International Journal of Physical Distribution & Logistics Management, 26 (4), pp.4-22. Reinartz, W. and Kumar, V. 2002, "The mismanagement of customer loyalty", Harvard Business Review, Jul, pp.86-94. Rafii, F. and Kampas, P. J. 2002, "How to identify your enemies before they destroy you", Harvard Business Review, Nov, pp.115-123.
Day 6 Session 22	Topic:	Course Review
	Activity:	CPD Student Survey
	Reading:	

Selected Readings

Note, the code number does not form part of an article's Harvard style citation.

Articles - Bibliographical Detail – follows Harvard referencing style	Code
Anderson, D and Cryer, P. n.d., "Collaboration: start sleeping with the enemy", <i>Dawson Dialogue</i> , pp. 1-12, Dawson Consulting.	ML_001
Anderson, D. and Lee, H. 2000, "The Internet-enabled supply chain: from the first click to the last mile" <i>Ascet</i> , Vol. 2, Montgomery Research Inc.	ML_002
Lusch, R. F. and Vargo, S. L. 1998, "Multiplex retailers versus wholesalers: a test of the total value purchasing model", <i>International Journal of Physical Distribution & Logistics Management</i> , 28 (8), pp. 581-598.	ML_003
Brown, J. R. Lusch, R. F. and Smith, L. P. 1991, "Conflict and satisfaction in an industrial channel of distribution", <i>International Journal of Physical Distribution & Logistics Management</i> , 21 (6), pp. 15-25.	ML_004
Chorn, N. 1991, "Alignment and the concept of strategic fit", <i>Strategy Spotlight</i> , 1 (1), pp.4-7.	ML_005
Christiaanse, E. and Kumar, K. 2000, "ICT-enabled coordination of dynamic supply webs", <i>International Journal of Physical Distribution & Logistics Management</i> , 30 (3/4), pp.268-285.	ML_006
Daugherty, P. J., Ellinger, A. E. and Gustin, C. M. 1996, "Integrated logistics: achieving logistics performance improvements", <i>Supply Chain Management</i> , 1 (3), pp.25-33.	ML_007
Earnsonn, L. 1998, "Evaluation of suppliers: how to consider the environment" <i>International Journal of Physical Distribution & Logistics Management</i> , 28 (1), pp. 5-17.	ML_008
Emerson, C. J. and Grimm, C. M. 1996, "Logistics and marketing components of customer service: an empirical test of the Mentzer, Gnomes and Krapfel model", <i>International Journal of Physical Distribution & Logistics Management</i> , 26 (8), pp. 29-42.	ML_009
Farmer, D. F. and MacMillan, K. 1978, "The benefits of reducing opportunism in buyer-supplier relationships" <i>Purchasing and Supply Management</i> , May, pp. 10-13.	ML_010
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