



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

**MKTG 809**  
**Marketing Logistics**

**Semester 2 – 2007**

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

<b>Dates:</b>	<b>5<sup>th</sup> August 2007</b>	<b>Location:</b>	<b>Room E6A102</b>
	<b>26<sup>th</sup> August 2007</b>		<b>Room E6A102</b>
	<b>9<sup>th</sup> September 2007</b>		<b>Room E6A102</b>
	<b>30<sup>th</sup> September 2007</b>		<b>Room E6A102</b>
	<b>14<sup>th</sup> October 2007</b>		<b>Room E6A102</b>
	<b>4<sup>th</sup> November 2007</b>		<b>TBA</b>
	<b>4<sup>th</sup> November 2007</b>	<b>Exam</b>	<b>TBA</b>

## 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 – The changing marketing environment, managing channel relationships, creating customer value, time-based competition, demand-driven supply channels and dealing with global markets. 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 21<sup>st</sup> 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* 2<sup>nd</sup> 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* 4<sup>th</sup> 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* 7<sup>th</sup> Ed, Prentice-Hall, New Jersey.

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

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

Murphy Jr., P. R. and Wood, D. F 2004, *Contemporary Logistics*, 8<sup>th</sup> 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*, 2<sup>nd</sup> Ed, McGraw-Hill/Irwin, New York.

## **Presentation**

Classes will be held during Semester 1, beginning on Sunday, 5<sup>th</sup> August 2007. 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. 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%	Day 5.
Group project (written report)	20%	Day 4
Examination	50%	Day 6
Individual reflective diary (re- group work)	10%	Day 5
Lecturer's assessment of contribution	7%	Assessed throughout the unit
Individual (group work) survey	3%	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 your Group's 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) will result in them being awarded a zero mark for this assignment. The task and time for oral presentations is given below.

Task	Duration
<ul style="list-style-type: none"><li>• Introduce the topic of the report</li></ul>	15-20 minutes
<ul style="list-style-type: none"><li>• Highlight main theme and objectives of the presentation</li></ul>	5 - 10 minutes questions
<ul style="list-style-type: none"><li>• Present highlights from your report including implications for management.</li></ul>	<b>NB</b> Any group that exceeds the 20 minute presentation time will be penalised 20% of the marks awarded for this assessment.

Group presentations will be scheduled according to group number: GP01, GP02, GP03, etc. Group presentations will be graded using the grading sheet- '*Presentations Marking Criteria*' which will be handed out in class on Day 1

### 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. Syndicates should **not** assume that the management team is familiar with the topic and 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 pack of material handed out on Day 1. Failure to attach the appropriate Cover Sheet or Marking Criteria to the slides will result in a penalty of 10% of the marks awarded for this assignment. A hard copy of the PowerPoint presentation containing **two (2)** slides per page must be handed to the lecturer immediately prior to the group's presentation.

### **Group Research project (written report) (20%)**

Working within the Syndicate groups formed on Day 1, research the topic allocated to the group using the contemporary academic, business and trade literature including electronic sources in the public domain (government, trade association, etc. and corporate websites). Prepare a **Report for Management** of 2,500-3,000 words (see guidelines handed out on Day 1) strictly in accordance with the notes outlined below.

#### **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. The report is to be spell checked using an **Australian English** Dictionary. The footer of the document is to contain the Group and Syndicate Number (eg. D05, E12, etc) on the left of each page and the page number on the right. The finished document, **Cover Sheet plus marking criteria and contribution sheet** is to be stapled in the top left corner (**no binding or plastic covers**).
2. Reports should comply with the assignment specifications, Note 1 and the guidelines handed out on Day 1.

3. Syndicates are expected to research widely using all forms of contemporary (last 5 - 7 years) literature. A minimum of 15 – 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. The **References** section of the document is to be word processed using **single** line spacing with the second and subsequent lines of each entry indented by 1.0cm. The next entry should start on the next free line (the indenting ensures the starting point of each entry is clearly identified. For example:

Pearson, J.N. and Semeijn, J. 1999, 'Service priorities of small and large firms engaged in international logistics', *International Journal of Physical Distribution & Logistics management*, 29(3), 181-191.

Walter, G and Spengler T. 2005, 'Impact of WEEE-directive on reverse logistics in Germany', *International Journal of Physical Distribution & Logistics management*, 35(5), 337-361.

4. 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.
5. 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.
6. 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.
7. 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.

8. The standard of layout and written expression should be of a standard that would be acceptable to a senior management team of a major public or private sector enterprise. Whilst it is accepted that English is not the first language for many students, it is expected that each group will ensure that these aspects of their report have been independently reviewed and appropriate adjustments made, prior to submission.
9. Cover Sheets and marking criteria are included in the material handed out on Day 1.

### **Group work Reflective Diary (Individual 10%)**

Each student is expected to keep a diary which summarises their group work experience. Shortly after each group meeting, students should detail (from their perspective) what took place and reflect upon the experience (what worked, what didn't) and how things might be improved upon or repeated in future meetings. An important element of this assessment is the student's ability to reflect (think about) what took place during the meeting and what made it (or didn't make it) a useful learning experience. Key to this reflection is the student's action plan to reinforce the good elements of the group process and eliminate or minimise any unproductive behaviours.

Guidelines for preparing an individual reflective diary are included in the material handed out on Day 1.

The diary of each group meeting together with a summary of the major lessons learnt (summary 500-600 words) is to be accompanied by an Individual Assignment Coversheet (part of the material handed out on Day 1) and handed in on the due date. **Note.** Diaries that **give the impression** of being compiled long after the event or in consultation with other group members **WILL** receive a mark of zero marks out of ten.

### **Examination (50%)**

A two hour (closed book) examination will cover materials from all teaching Sessions. The paper will consist of two mini-cases (each worth 25%), which will require students to address a number of issues relating to the unit. The marks relating to each issue will be clearly marked on the paper and students will need to comply with the instructions regarding how each issue is to be answered (short answer, list, description, diagram, etc.). The purpose of the exam is to test the student's in-depth grasp of the underlying principles covered in the unit and their application in a real-world (mini case) environment. **Note.** This is **NOT** a test of memory and rote answers that do not indicate a real grasp of what is being asked will be heavily penalised. Similarly, students who simply provide a "data dump" (write everything they know about a topic) but with no direct link to the questions asked, will also be heavily



penalised. A sample mini-case will be made available (mid-semester) and questions will be worked through in class.

### **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 time 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. Similarly, participation in class discussion does not by itself constitute contribution. As the guidelines indicate, it is your considered (i.e. informed) view that is valued, not simply the first thing that comes into your head without the benefit of any reading, research or real world practical experience.

### **Individual (group work) Survey (3%)**

Each student is expected to complete a copy of the Group Work survey (handed out on Day 1). 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. 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.

## 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.

### Timing of Submissions

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 and Reflective Diaries during the Review Session (session 17) prior to the Final Examination on Day 6.

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](mailto: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

Day	Morning 10.00 – 1.00	Afternoon 2.00 – 5.00
1	Sessions 1 and 2	Sessions 3 and 4
2	Sessions 5 and 6	Sessions 7 and 8
3	Sessions 9 and 10	Sessions 11 and 12
4	Sessions 13 and 14	Sessions 15 and 16
5	Presentations Groups 1-5	Presentations Groups 6-10
6	Session 17 and exam	

## UNIT SUBJECT GUIDE

Session	Detail / Theme
01	Unit introduction, class orientation, expectations and syndicate group formation.
02	<b>Theme 1</b> – Marketing + Logistics = Marketing Logistics?
03	<b>Theme 2</b> – To build or not to build – the changing role of relationships.
04	Group discussion regarding syndicate projects – detailed project briefing.
05	<b>Theme 3</b> – Creating Customer Value.
06	In-class group exercise related to themes 1 and 2
07	<b>Theme 4</b> – Time: a new basis for competition and competitive advantage?
08	In-class group exercise related to themes 3
09	<b>Theme 5</b> – Marketing Logistics and demand driven supply chains.
10	<b>Theme 6</b> – Managing Marketing Logistics
11	Group exercise related to themes 4, 5 and 6
12	Groups review progress on projects in agreed format 10 minutes per group
13	<b>Theme 7</b> – Serving global customers.
14	Group exercise based on theme 7
15	<b>Theme 8</b> – Contemporary issues and future directions in marketing logistics
16	Group exercise related to theme 8 – Bluntstone, Briefing regarding presentations
17	Feedback on Group Presentations and Individual Reflective Diaries

### List of items handed out on Day 1 of classes

- Cover Sheet – Individual Assignment
- Cover Sheet – Group Assignment
- Marking Criteria – Management Brief
- Marking Criteria- Group Presentation
- Marking Criteria – lecturer’s expectations
- Guidelines for preparing a Management Brief
- Guidelines and critique for written assignments
- Assignment – overall feedback and critique
- Guidelines for maintaining a reflective diary
- Group Work – Individual Survey
- Group project – assignment specification
- PowerPoint slides of teaching sessions