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

MKTG 809
Marketing Logistics

Semester 2 – 2006

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

Dates:  
6th August 2006  Location: Room E7B100  
27th August 2006  Room E7B100  
10th September 2006  Room E7B100  
1st October 2006  Room E7B100  
15th October 2006  Room E7B100  
5th November 2005  Room E7B100  
5th November 2006  Exam  Room E7B100
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**


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:


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 Sunday 6th August 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:

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Submission Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group project presentation (oral)</td>
<td>10%</td>
<td>Groups 1 to 3 day 2, gps 4-6, day 3, gps 7-9 day 5.</td>
</tr>
<tr>
<td>Group project (written report)</td>
<td>20%</td>
<td>Day 4</td>
</tr>
<tr>
<td>Examination</td>
<td>60%</td>
<td>Day 6</td>
</tr>
<tr>
<td>Lecturer’s assessment of contribution</td>
<td>7%</td>
<td>Assessed throughout the unit</td>
</tr>
<tr>
<td>Individual (group work) survey</td>
<td>3%</td>
<td>Sunday 5th November-- Hand in when entering exam room</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce the topic of the report</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>• Highlight main theme and objectives of the presentation</td>
<td>5 - 10 minutes questions</td>
</tr>
<tr>
<td>• Present highlights from your report including implications for management.</td>
<td></td>
</tr>
</tbody>
</table>

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 topic (theme, issue, etc) of interest to the group from the article Markillie, P. 2006, “The physical internet: a survey of logistics” The Economist, 17 June 2006. (copy supplied on Day 1) Research the topic using the contemporary academic, business and popular literature and prepare a Management Brief of 2,500-3,000 words 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. 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 should consult the guideline for setting out their report supplied on Day 1.

**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 Sunday 5th November. 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. Were 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 agree 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:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
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<tr>
<td>%</td>
<td>85+</td>
<td>75-84</td>
<td>65-74</td>
<td>50-64</td>
<td>&lt;50</td>
</tr>
</tbody>
</table>

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

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<th>Date/Time</th>
<th>1000-1130</th>
<th>1130-1145</th>
<th>1145-1300</th>
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<th>1400-1530</th>
<th>1530-1545</th>
<th>1545-1700</th>
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<tbody>
<tr>
<td>Sun 6th Aug</td>
<td>Session 01</td>
<td>Break</td>
<td>Session 02</td>
<td>Lunch</td>
<td>Session 03</td>
<td>Break</td>
<td>Session 04</td>
</tr>
<tr>
<td>Sun 27th Aug</td>
<td>Session 05</td>
<td>Break</td>
<td>Session 06</td>
<td>Lunch</td>
<td>Session 07</td>
<td>Break</td>
<td>Session 08</td>
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<td>Session 09</td>
<td>Break</td>
<td>Session 10</td>
<td>Lunch</td>
<td>Session 11</td>
<td>Break</td>
<td>Session 12</td>
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<td>Sun 1st Oct</td>
<td>Session 13</td>
<td>Break</td>
<td>Session 14</td>
<td>Lunch</td>
<td>Session 15</td>
<td>Break</td>
<td>Session 16</td>
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<tr>
<td>Sun 15th Oct</td>
<td>Session 17</td>
<td>Break</td>
<td>Session 18</td>
<td>Lunch</td>
<td>Session 19</td>
<td>Break</td>
<td>Session 20</td>
</tr>
<tr>
<td>Sun 5th Nov</td>
<td>Session 21</td>
<td>Break</td>
<td>Session 22</td>
<td>Lunch</td>
<td>1450, 2 Hour Closed-Book Exam</td>
<td></td>
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</tr>
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</table>

#### Day 1

**Session 01**

**Topic:** Unit Introduction  
**Activity:** Orientation exercise, syndicate formation, setting of expectations.  
**Reading:** Unit Outline

**Session 02**

**Topic:** Marketing Logistics and Strategy - Strategic Alignment Model  
**Activity:** Presentation / Discussion  

**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”, Ascet, Vol 2, Montgomery Research Inc.  

**Session 04**

**Topic:** Role and ramification of ICTs  
**Activity:** Presentation / discussion  

#### Day 2

**Session 05**

**Topic:** Marketing Channels – structure, functions and flows  
**Activity:** Presentation / discussion  
<table>
<thead>
<tr>
<th>Day 2</th>
<th>Session 06</th>
<th>Topic:</th>
<th>Issue Presentations</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Activity:</td>
<td>Individual and Syndicate Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading:</td>
<td>Five participants each give 3 minute presentations</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Syndicate 1 – Group presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic:</td>
<td>Marketing Channels – role and function of intermediaries</td>
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<td>Activity:</td>
<td>Presentation / discussion</td>
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<tr>
<td>Day 2</td>
<td>Session 07</td>
<td>Topic:</td>
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<tr>
<td></td>
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<td>Activity:</td>
<td>Syndicate Group Presentations / discussion</td>
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<tr>
<td></td>
<td></td>
<td>Reading:</td>
<td>Syndicate 2 – Group Presentation</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Syndicate 3 – Group Presentation</td>
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<tr>
<td>Day 3</td>
<td>Session 09</td>
<td>Topic:</td>
<td>Serving regional and global customers, incl KPIs</td>
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<tr>
<td></td>
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<td>Activity:</td>
<td>Presentation / discussion</td>
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<td>Day 3</td>
<td>Session 10</td>
<td>Topic:</td>
<td>Issue Presentations</td>
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<td>Activity:</td>
<td>Individual and Syndicate Presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading:</td>
<td>Five participants each give 3 minute presentations</td>
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<tr>
<td></td>
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<td>Syndicate 4 – Group presentation</td>
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<tr>
<td>Day 3</td>
<td>Session 11</td>
<td>Topic:</td>
<td>Marketing Logistics for Hi-tech medical equipment</td>
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<tr>
<td></td>
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<td>Activity:</td>
<td>class discussion</td>
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<tr>
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<td>Session 12</td>
<td>Topic:</td>
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<tr>
<td></td>
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<td>Activity:</td>
<td>Syndicate Group Presentations / discussion</td>
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<tr>
<td></td>
<td></td>
<td>Reading:</td>
<td>Syndicate 5 – Group Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Syndicate 6 – Group Presentation</td>
</tr>
</tbody>
</table>
| Day 4  | Session 13 | Topic: **Logistics: concept, evolution and implications**  
Activity: Presentation / discussion  
| 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  
| 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  
| 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  
| 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

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Supply Chain Management &amp; emerging channel issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Presentation / discussion</td>
</tr>
</tbody>
</table>

Day 6 Session 22

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Course Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>CPD Student Survey</td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
</tr>
</tbody>
</table>

Selected Readings

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

Articles - Bibliographical Detail – follows Harvard referencing style


Holmström, J, Hoover Jr., W. E., Louhiiluoto, P. and Vasara, A. 2000, “The other side of the
Articles - Bibliographical Detail – follows Harvard referencing style


Hurley, M. A. and DuBose, D. S. 2000, “Channel strategy as a value creator in the chemical
industry: Shell’s journey”, Ascet, Vol 2, Montgomery Research Inc.

Kumar, N. 1996, “the power of trust in manufacturing-retailer relationships”, Harvard

the future”, Ascet, Vol 3, Montgomery Research Inc.

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.

value purchasing model”, International Journal of Physical Distribution & Logistics
Management, 28 (8), pp. 581-598.

Magrill, L. 1996 “The development of an analogous channel model”, International Journal of

Mallen, B. 1996a, “Marketing Channels and economic development: a literature overview”


market entry”, International Journal of Physical Distribution & Logistics
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