

THE UNIVERSITY OF
NEW SOUTH WALES



Australian School of Business
School of Marketing

MARK5812
Distribution Strategy, Retail Channels, and Logistics

Dr Jack Cadeaux
Session 1, 2009

*This public web version outline is **not** the complete outline as distributed to students enrolled in the course. The complete outline containing the lecture and tutorial timetables and the channel design proposal guidelines is **only** available to students enrolled in the course **or** to prospective students who contact the coordinator directly.*

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About the Course

Course Philosophy and Objectives

This course presents an integrated approach to distribution strategy, retail channel management, and selected aspects of logistics. Distribution involves the creation of product and service availability through marketing channels, retailing involves the management and marketing of assortments of merchandise for direct sale to the consumer, and logistics involves the creation of targeted levels of customer service through the distribution system. Students will focus on the distribution activities involved in getting consumer and business goods and services to market as well as consider a) some unique characteristics associated with the retail marketing of merchandise assortments and b) selected strategic aspects of logistics as a marketing tool. In marketing management, quality products and good promotion efforts are not enough. Product and service assortments and availability levels must competitively match the wants of target market customers.

Units of Credit

MARK5812 is a 6 UOC course

Enrolment Requirements and Relation to Other Courses:

The student must have previously completed, been exempted from, or be concurrently enrolled in MARK5800 or MARK5801. This course builds on knowledge of basic marketing concepts and complements this knowledge by developing a deeper understanding of strategic managerial and marketing aspects of distribution, retail channels and logistics.

Lecture and Tutorial Times and Places

Full class sessions (e.g., lectures) will be held in weeks 1, 9, and 12 from 6pm-9pm in CLB 5. In all other weeks, lectures will be held from 6pm-7.30pm (also in CLB 5) with tutorials scheduled either at 4.30pm-6pm before the lecture or from 6pm-7.30pm after the lecture. The 4.30pm tutorial takes place in CLB 4 and the 7.30pm tutorial in CLB 5. On days when tutorials are scheduled, students attending the 4.30pm-6.00pm tutorial will be allowed a five-ten minute break before the 6.00pm lecture commences. On days when lectures run from 6pm-7.30pm, we will try to finish the lecture about five minutes early in order to allow students not attending the evening tutorial to leave the classroom and to allow those remaining to have a short break. Enrolment in tutorials is via MyUNSW. In order to balance enrolments across tutorials, the lecturer may have to reallocate some students. Any reallocation should be complete by Week 2.

Learning Methods and Teaching Strategies

The class consists of informal lectures combined with tutorial discussions of assigned text readings and cases. The purpose of lectures is to present a critical discussion and assessment of assigned text readings supplemented by a presentation of additional conceptual material. While the emphasis in lectures is the presentation of theory, the emphasis of tutorials is the *application* of this theory in the discussion of business cases. Lectures and tutorials are *not* a substitute for reading the assigned text chapters and cases. The teaching strategy is to present a critical overview of conceptual, empirical and case material with an emphasis on theories and findings that are based on research evidence and coherent argument rather than the opinions and views of practitioners, be they successful or not. In pairs, students will develop and submit a formal channel design proposal for an industry or organisation of their choice. The purpose of this assignment (as should be evident from the detailed assignment content and structure described later in this outline) is to allow the student to extend and reinforce their understanding of a wide range of conceptual material *within* a particular business or industry setting (to complement the *cross-business* and industry approach generally taken in the text and in most of lectures and tutorials). By doing so, this assignment component adds a second dimension to the learning process, that of focused application of concepts and analytic methods. In a number of places, text and lecture presentations will consider formal models for depicting strategies and processes for distribution channel management. All students should expect to gain some practice in applying such models, when appropriate, in tutorial discussions and the channel design proposal assignment. Students must also expect to prepare formal written assignments in a clear and logical manner. Thus, this course aims not only to develop the student's critical understanding of a range of substantive strategic marketing phenomena, but also to encourage the student to present their analyses in a logical and convincing manner and to clearly show how their conclusions are based on evidence acquired through research (particularly, secondary research).

Student Learning Outcomes

In light of the teaching strategies described above and the topics to be covered in the timetable for lectures and tutorial described later in this outline as well as the required readings and assignments, the expected *learning outcomes* of this course are as follows:

1. To develop a mature and critical understanding of concepts, theories, and evidence for effective distribution channel management from a marketing perspective.
2. To understand the components of channel design and to develop an ability to assess alternative channel designs against channel performance criteria.
3. To gain a basic exposure to logistics management from a strategic marketing as opposed to an operational perspective.
4. To understand the core retail merchandising functions of category and assortment management in so far as these relate to supplier product and channel management.

5. To gain further specialised experience and advance professional skills in managerial decision making in a marketing channels and retailing context [through formal case analysis and a project-based exercise].
6. To understand the productive function of a marketing distribution system in a developed economy.
7. To understand the public policy constraints in which a marketing distribution system must operate.

The table below shows how the above seven learning outcomes are related to five of the six attributes for graduates of the Australian School of Business:

Course Learning Outcomes	ASB Graduate Attributes
1	1. Critical thinking and problem solving
5	2. Communication
6, 7	3. Social, ethical and global perspectives
1, 2, 3, 4, 6, 7	4. In-depth engagement with relevant disciplinary knowledge
2, 5	5. Professional skills

Staff and contacts

Course Coordinator, Lecturer, and Tutor: Dr Jack Cadeaux

Email address: j.cadeaux@unsw.edu.au

Telephone: 9385-1436

Location: Quad Building Rm. 3024

Consultation Hours: Friday 1pm-3pm

Dr. Jack Cadeaux has a PhD in Marketing from the University of California, Berkeley. He has taught marketing at such institutions as the University of the Pacific, the University of Alabama, and the University of New South Wales. His research lies in distribution channels, retailing, macromarketing, strategic marketing of product and service innovations, and marketing strategy. He has authored articles published in the *European Journal of Marketing*, the *Journal of Strategic Marketing*, *Journal of Macromarketing*, *Journal of Business Research*, *Industrial Marketing Management*, *Journal of Business and Industrial Marketing*, *Journal of Nonprofit and Public Sector Marketing*, *Journal of Marketing Channels*, *International Journal of Retail and Distribution Management*, the *International Review of Retail, Distribution, and Consumer Research* and the *International Journal of Financial Services Management*. He has presented papers at academic conferences such as the AMA, ANZMAC, EIRASS, EAERCD, AIB, and Macromarketing in the United States, Canada, Australia, New Zealand, the Netherlands, and Belgium. He is on the Editorial Board of the *Australasian Marketing Journal* and on both the Editorial Policy Board and the Editorial Board of the *Journal of Macromarketing*. He was Editor for the 1999 ANZMAC Conference and Co-Chair and Editor for the 2002 Macromarketing Conference.

Tutor: Dr Simon Kwok

Email Address: sk_link@hotmail.com

Dr Simon Kwok has a BCom (Honours) and PhD in Marketing from the University of New South Wales. He has research interests in the areas of marketing FMCGs, customer loyalty, retailing, Chinese consumers, country of origin effects and the marketing of higher education. He has taught at both the undergraduate and postgraduate levels at UNSW and other institutions. He has also published in the *Journal of Business Research*, the *Journal of Product and Brand Management*, the *International Review of Retail Distribution and Consumer Research*, and the *Asia Pacific Journal of Marketing and Logistics*.

He is currently engaged in the marketing of Australian education to international students. Previously, Simon has also worked as a Senior Consultant for TNS, covering market research projects for clients in a wide range of industries.

Resources

The Core Resources

The prescribed materials for this course are:

- Anne Coughlan, Erin Anderson, Louis Stern, and Adel El-Ansary, *Marketing Channels*, Seventh Edition, Pearson, 2006
- MARK5812 Custom Casebook (McGraw-Hill custom publication)

Other Sources (referred to in lecture)

- Bert Rosenbloom, *Marketing Channels: A Management View*, (7th edition), 2004, Thomson-Southwestern. (on reserve)
- Manfred Krafft and Murali Mantrala, (eds.), *Retailing in the 21st Century: Current and Future Trends*, Heidelberg: Springer, 2005 (on reserve)
- *Distribution and Services Management* (ISBN 7777774395), A custom publication from McGraw-Hill containing four chapters from the UK text: Peter McGoldrick, *Retail Marketing*, Second Edition, 2002. (copies on reserve)

Journals

Research articles about distribution channels and retail marketing can be found in the following journals, to name a few

European Journal of Marketing
International Journal of Physical Distribution and Logistics Management
International Journal of Research in Marketing
International Journal of Retail and Distribution Management
International Review of Retail, Distribution, and Consumer Research
Journal of Business Research
Journal of Macromarketing
Journal of Marketing
Journal of Marketing Channels
Journal of Marketing Research
Journal of Retailing
Journal of the Academy of Marketing Science
Management Science
Marketing Letters
Marketing Science

The following articles referred to in the lectures and/or the timetable are available to download using the Sirius e-journal system:

Cadeaux, J. M., (1994), "Flexibility and Performance of Branch Store Stock Plans for a Manufacturer's Product Line," *Journal of Business Research*, 29, (3) 207-218.

Cadeaux, J. M., (1997), "A Closer Look at the Interface between the Product Lines of Manufacturers and the Assortments of Retailers," *International Journal of Retail and Distribution Management*, 25 (6), 197-203.

Dhar, S. K., S. J. Hoch, and N. Kumar (2001), "Effective Category Management Depends on the Role of the Category," *Journal of Retailing*, 77, 165-184.

Hart, C. and M. Rafiq (2006), "The Dimensions of Assortment: A Proposed Hierarchy of Assortment Decision Making," *International Review of Retail, Distribution and Consumer Research*, 16 (3), 333-51.

e-Learning Vista

The e-Learning Vista (WebCT) site for this course may include such resources as lecture notes, timetables, updates, and announcements.

Assessment

Summary of requirements

<i>Component</i>	<i>Value</i>	<i>ASB Grad. Attribute**</i>
<i>Participation in tutorial discussion</i> of conceptual readings and cases (as recorded by participation tokens in account).	15%	1, 2, 4
Cooperative* or Individual Assignment: <i>Channel design proposal</i> (See comprehensive requirements later in this outline.) This assignment is a written proposal (max 2500 words) due <i>in class</i> on Week 10.	35%	1, 2, 5, 6
<i>Research participation</i> or article critique (see details below)	5%	4
<i>Final examination: Three Hours</i> (Essay Format. Study questions available in Week 11 and discussed in Week 12)	45%	1, 3, 4

*Maximum size of cooperative team=2, *no exceptions*. Channel Design Proposal can be done individually. The assignment defaults to an *individual* assignment if no voluntary team partner is available for any reason including but not limited to reasons such as odd class size, scheduling difficulties, or inability to form a compatible match. Team members' names must be given to lecturer or individual option must be selected by week 4.

**This column indicates the ASB Graduate Attribute to which the assessment component corresponds.

Final Examination

The final exam will be a 3-hour closed book written paper applying conceptual material to the assigned cases. All exams are scheduled and conducted in accordance with the UNSW Rules for the Conduct of Examinations and it is the student's responsibility to be familiar with these rules. For more information, refer to the UNSW examination website at:

http://www.studentadmin.unsw.edu.au/academiclife/assessment/examinations/examination_rules.shtml

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Tutorial Participation Component

Students are required to not only attend tutorials but to have read and analysed carefully all of the assigned readings, cases, and discussion questions for each tutorial. Thus, students are expected to participate in tutorial discussion and be able to comment thoughtfully on the material provided. *At the tutor's sole discretion*, "participation token" sheets will from time to time be given to students who make particularly thoughtful comments, answers, and remarks during the tutorial session. The student must record their name and student number on the token paper and return it to the tutor immediately at the conclusion of the tutorial. The tutor will use the accumulated account of tokens received for each student as a major input in preparing the final tutorial assessment mark.

Research Participation Component

Students have a choice of participating in a faculty run research project when such a project becomes available. Available research projects will be announced in class. If a student decides to participate, the student will receive 5% credit in the course for taking part in the research project. Alternatively, if the student decides *not* to participate in the research project, the student will hand in a two page review of two academic articles that relate to one of the topics of lecture 5 (Distribution Intensity). The article review should critically discuss the main findings and arguments put forward in each paper. The two articles may not include any articles assigned as reading for this course. The student will receive 5% credit in the course for reasonably attempting the alternative assessment. If attempted, this critique is due in class no later than Week 11.

Background and School Policy for Research Participation in Class:

The faculty at the UNSW School of Marketing, in addition to their teaching interests, are actively engaged in pursuing original research interests that push the boundaries of the Marketing discipline. Such research has implications for improved understanding of consumers, management practices, corporate organisation, and social policy directives. The established findings of academic research are the core basis of teaching and knowledge dissemination at the University. Being part of the university culture students are encouraged to explore the research environment at UNSW and experience the process of knowledge generation by participating in faculty administered research projects. These projects will likely relate closely to the topics studied in the course and represent the cutting edge of research in the topic area.

Participation in the faculty administered research projects is encouraged, but is not compulsory. Students who choose to participate in a faculty run research project are entitled to 5% credit in the course. To receive the 5% credit students must return a research participation receipt, signed by both the student and the research invigilator, to the lecturer in charge. The receipt acts as a record of a student's participation in the research project.

Students should not participate in more than one research project in any one course. Students who choose not to participate in a research project earn the 5% credit by doing a piece of assessment, which is the standard requirement in the course.

Student Rights and Responsibilities

ASB Policy and Process for Special Consideration and Supplementary Exams

Consult the ASB and School of Marketing website for the current policies regarding granting special consideration and supplementary exams.

Plagiarism (text below is from various UNSW sources)

Plagiarism is considered academic misconduct and, as such, will be severely penalised. Plagiarism involves using the work of another person and presenting it as one's own. Acts of plagiarism include copying parts of a document without acknowledging and providing the source for each quotation or piece of borrowed material. These rules against plagiarism apply whatever the source of the work relied upon may be, whether printed, stored on a compact disc or other medium, found on the World Wide Web or Internet.

Similarly, using or extracting another person's concepts, experimental results or conclusions, summarising another person's work or, where, there is collaborative preparatory work, submitting substantially the same final version of any material as another student constitutes plagiarism.

It is your responsibility to make sure you acknowledge within your writing where you have "sourced" the information, ideas and facts etc.

The basic principles are that you should not attempt to pass off the work of another person as your own, and it should be possible for a reader to check the information and ideas that you have used by going to the *original source material*. Acknowledgment should be sufficiently accurate to enable the source to be located speedily. If you are unsure whether, or how, to make acknowledgment consult your lecturer.

To repeat, the University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see:

<http://www.lc.unsw.edu.au/plagiarism/index.html>

Specifically:

Plagiarism is the presentation of the thoughts or work of another as one's own.*

Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer

program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;

- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

General Student Responsibilities and Conduct

All students are expected to adhere to university policies in relation to class attendance and general conduct and behaviour. In addition, students are expected to understand their obligations in relation to workload and keeping informed. Information and policies on these topics can be found at: www.my.unsw.edu.au .

Workload

“It is expected that you will spend at least **ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.”

Attendance and participation

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. **Unless excused in advance, attendance at 80% of tutorial sessions is required in order to pass this course.** Active participation in tutorials is a component of assessment and is measured by participation tokens in the student's account.

Academic honesty

Students and staff are governed by the normal laws which regulate our daily lives. But in addition the University has its own code of rules and conduct. This is because good conduct and academic honesty are fundamental to the mission of the University as an institution devoted to the pursuit of excellence in scholarship and research, and to the service of society. These principles apply not only to students but to the whole University community, including staff engaged in research. They have been developed over many years and are widely supported by staff and students. Staff and students are committed to good conduct and academic honesty and are keen to see that these values and principles are upheld.

The University Council has defined student misconduct as follows (29th August 1994): Student misconduct includes student academic misconduct and also encompasses conduct which impairs the reasonable freedom of other persons to pursue their studies or research or to participate in the life of the University.

It is the responsibility of all students to familiarise themselves with the rules that govern student and academic misconduct. For more information, please see: http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml

General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. ***Conduct which unduly disrupts or interferes***

with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: www.my.unsw.edu.au

Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

Learning and Study Support:

- **ASB Education Development Unit**

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business.

The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.
- The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

- **EDU Contact Details**

Location Room GO7Ground Floor,
West Wing, Australian School of Business Building
Telephone: 02 9385 5584
Email: Edu@unsw.edu.au
Website www.business.unsw.edu.au/edu

- **UNSW Learning Centre** (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. .

Other UNSW Services and Policies

- **Library training and search support services:** <http://info.library.unsw.edu.au>
- **UNSW IT Service Desk:** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: 9385 1333.
Website: www.its.unsw.edu.au/support/support_home.html
- **UNSW Counselling Service** (<http://www.counselling.unsw.edu.au>)
Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as 'Coping With Stress' and 'Procrastination'.
Office: Level 2, Quadrangle East Wing ; Ph: 9385 5418
- **Student Equity & Disabilities Unit** (<http://www.studentequity.unsw.edu.au>)
Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
Office: Ground Floor, John Goodsell Building; Ph: 9385 4734

In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- **Examination procedures** and advice concerning illness or misadventure
<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>
- **Occupational Health and Safety** policies and student responsibilities; UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>