



Institute of Transport and Logistics Studies

144 Burren Street, Newtown, Sydney

Directions and map: <http://sydney.edu.au/business/itls/about/directions>

Note: ITLS is not on the main campus

Please see the ITLS website for other important details about units at ITLS:

http://sydney.edu.au/business/itls/courses/transport_and_logistics

ITLS student enquiries office:

Email: business.itlsinfo@sydney.edu.au

Office: Room 312B, Level 3, ITLS, 144 Burren Street, Newtown

Assessment collection / viewing: Monday to Friday 12pm to 1.30pm ONLY

Timetable:

Please note that the timetable provided in this outline is subject to change. You should check your timetable on MyUni for final dates and to see which group you have been assigned to, see: <http://myuni.usyd.edu.au/>



TPTM6380

Retail Logistics Management
Summer Semester 2012

Unit of study outline

Unit Coordinator: Professor David Walters
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Consultation times: By appointment via email

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Consultation times: By appointment via email

Class times: 9:00AM to 5:00PM

Venue: LT1, Level 3, ITLS Building, 144 Burren Street, Newtown

Class	1	2	3	4	5	6
Day	Wednesday	Wednesday	Thursday	Wednesday	Wednesday	Wednesday
Date	11 January 2012	18 January	25 January	01 February	08 February	15 February

See Section 7 for more information about each class and other important dates.

1. Unit of study information

1.1. School handbook description

Logistics management in retailing organisations is a critical activity. For many fast moving consumer goods retailing companies, logistics management is a major process in delivering customer value and containing operating costs. Typically retailers operate on low margins and as logistics costs are a large proportion of their total costs the topic is of extreme importance. This unit considers a number of related decision areas such as; the changing retail environment and its implications for logistics management; developing and implementing a merchandise strategy; sourcing and procurement; deciding upon store outlet numbers and their catchment locations, in-store format strategies; the role of customer service; and, customer communications decisions. For each of these key decision areas the implications for logistics is an important consideration. The unit will also present current approaches to information management and performance management and evaluation.

1.2. Pre-requisite units

The pre-requisite unit of study for this course is either TPTM6155 Logistics and Supply Chain Management or TPTM5001 Logistics and Supply Chain Management (TPTM6155 has been replaced by TPTM5001 in 2011).

1.3. Workload requirement

It is expected that you will spend an average of 9-12 hours of work per week per 13 week semester and produce approximately 4,500-6,000 words or equivalent of work. Equivalent workloads apply to units taught in flexible mode like summer school. This time should be made up of reading research, working on exercises and problems and participating in classes. In periods where you need to complete assignments or prepare for examinations, the required workload may be greater.

See sydney.edu.au/business/learning/staff/unit_coordinators/unit_of_study_outline/1.0_unit_of_study_information

2. Learning aims and outcomes

2.1. Aims of the unit

This unit aims to provide a high level of knowledge and understanding of trends in retailing and the impact of these trends on logistics and value chain management. Topics considered include: retailing as a value chain, customer relationship management and demand chain management, and supplier relationship management and supply chain management, strategy decisions such as, location and format strategies, merchandise strategies, customer service, and communication strategies and their logistics implications. In addition, the unit reviews structural developments in international retailing and the logistics implications for logistics and supply chain management.

2.2. Learning outcomes

Learning Outcomes

On successful completion of this unit of study, students should be able to:

1. Understand the concepts and vocabulary of the logistics and supply chain management discipline applied to retailing.
 2. Develop and apply research skills appropriate to the requirements of the unit and discipline.
 3. Understand how the concepts of related management disciplines are applied in the development of logistics and supply chain management problems in retailing.
 4. Understand and apply the concepts learnt to retailing logistics and supply chain management problems and support their solutions with logical argument.
 5. Communicate an understanding of the unit's concepts and their application in written and verbal / presentation media.
 6. To develop individual intellectual enquiry and application skills.
 7. To demonstrate the realisation of these outcomes by achieving an adequate overall standard in the assessment process.
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2.3. Links between learning outcomes and learning and teaching methods

Lectures are used to introduce a topic for each session. Learning points will be addressed using examples and/or **case studies**, drawn from the current business media and academic literature. Each session, has been **assigned readings** (available on the blackboard) and it is assumed that these will have been read prior to the commencement of each session as the lecture will expand on their content. Students will be expected to monitor the media and introduce examples from the media and discuss them in the context of the readings that have been assigned. Retailing is a business activity that is dynamic and reflects many aspects of social and cultural change; often it is the first companies to detect these changes that are the most successful. Therefore the greatest benefits will be gained by students who engage in discussions based upon their observation of the live world of retailing. The focus will be on developments in retailing and the implications of these changes for logistics management.

Guest lecturers will be invited to provide insights into industry practices. These have been popular with students in the past so make sure you are there.

Incomplete lecture notes will be placed on Blackboard 3 days prior to the lecture; treat these as an outline to read before the lecture and fill in the gaps during or afterwards.

2.4. Links between learning outcomes and assessment

The links between learning outcomes and assessment are discussed in Section 3.1 below.

3. Assessment

Assessment items	Relevant unit learning outcome/s	Word length	Weight	Due Date*
In class quiz (1) (Individual)	1, 3, 4, 5, 7	Not applicable (n/a)	5%	25 January 2012
Individual essay	1,2,3,4,5,6,7	2,500	30%	01 February
In class quiz (2) (Individual)	1, 3, 4, 5, 7	n/a	5%	08 February
Group project	1,2,3,4,5,6,7	4,000	20%	15 February
Group presentation	5	n/a	10%	15 February
Final Exam (Individual)	1,2,3,4,5,7	1 x short case study (400 words) 2 x short answer questions (400 words) 1 x long answer question (800 words)	30%	18 February
Academic honesty module **	6	Not applicable	0%	18 January

* The due date is also the closing date. This means that assessment items will not be accepted after the due date except by prior agreement.

** Students must complete the academic honesty module in Blackboard with a mark above 80%, or an Absent Fail (AF) grade will be given for the entire unit. Students can complete the module multiple times until this grade is achieved. Students who completed the module with a score of 80% or above last semester do not need to do it again.

All assignments must be submitted electronically via Blackboard. Assignments submitted electronically do not require cover sheets. Ensure that your student ID number (SID) is in the top right hand corner of each page for individual assignments and the Group name or number plus SID of all members is in the top right hand corner for group assignments. Full information about how to prepare assignments for electronic submission can be found at

http://blackboard.econ.usyd.edu.au/modules/_1454_1/Turnitin%20Student%20Guide%20%285.2%29%20280610.pdf.

Should submission problems occur, students should contact Faculty eLearning Support first on 903 66433 or business.elearning@sydney.edu.au or the Unit Coordinator as soon as possible.

3.1. Detailed assessment information

Essay (30%) Due before class 01 February 2012

An individual essay of 2,500 words on a retail value chain related question based on a recent press article. There will be two articles to choose from. Each article will come with a question. Both articles and questions will be released on the first day of class.

The criteria used to mark this assignment will be

- Quality of your answer to the question 10 marks
- Demonstration of understanding of value chain theory 10marks
- Depth and quality of referencing 5 marks
- Spelling, grammar, syntax and general written style 5 marks

Individual Class Tests x 2 (5% each = 10% total), 27 January and 09 February 2012

Designed to test your knowledge of the material presented in Sessions 1 to 4 and 5 to 8 respectively. Each test will last 30 minutes and contain a mixture of short case study and multiple-choice questions.

Group Project (20%) Due before class 16 February 2012

Select one of the following organisations and using publicly available information identify the organisation's value chain. Identify target customers, the organisation's value proposition, and partners it collaborates with as the means by which the value proposition is "delivered" to the customers. You need to pay particular attention to how the logistics system of these retailers serves the value proposition

Coles Supermarkets
7-11 (Australia)
Top Shop (UK)

John Lewis (UK)
Costco
Apple

Body Shop
Uniklo (Japan)
Carrefours

It is intended that each group research a separate company. Extra companies will be added to this selection should enrolments necessitate it. Tables, graphs and appendices are not included in the word limit.

The criteria used to grade this assignment will be

- Description of the organisations value chain 7 marks
- Analysis of the degree to which the value chain design supports the organisations value proposition 7 marks
- Depth of research and referencing 3 marks
- Spelling, grammar, syntax and general written style 3 marks

n.b. Peer assessment review forms will be placed on Blackboard and should be submitted by 5PM on 14 February 2012 by each student. Forms should be filled out independently of other group. This means that students should not show anybody else the peer review forms that they submit. The mark for the group project that each student receives may be adjusted as a result of the peer review process.

Group Presentation (10%) In Class 15 February 2012

Working within the Syndicate groups formed on Day 1, make an oral presentation of the highlights of the group project. Each presentation should take approximately 15 minutes including questions from the audience. All members of the group are expected to contribute to the preparation and delivery of the presentation. Groups should consider their audience to be the senior management of the company chosen for analysis. The criteria used to grade this assignment will be

- Clarity of ideas presented 2 marks
- Persuasiveness of the argument 2 marks
- Creativity employed in presentation 2 marks
- Smooth flow 2 marks
- Adherence to time guidelines 2 marks

n.b. Half of the marks will be given for the group and half for your individual performance in the presentation. 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.

Final Exam (30%) In class 18 February 2012

The final exam will be two and a half hours in duration and consist of a short case study, short answer and long answer questions. The exam will be closed book and no calculators will be allowed. All material from the course will be examined. More detail on the content of the exam will be given during the course.

3.2. Referencing style and style guide

For this unit the referencing style is Harvard. The following web address will take you to a description of the Harvard method.

<http://www.lib.monash.edu.au/tutorials/citing/harvard.html>

Students should download and adhere to the 'How to write a paper at the Institute of Transport and Logistics Studies' report available at

http://sydney.edu.au/business/itls/courses/transport_and_logistics/student_resources.

3.3 Feedback on assessment

Timely feedback is intended to help you to improve your learning during the unit. In this unit you will receive the following types of feedback. **Marks** will be posted into the Blackboard gradebook when all results for an assessment (excluding the final exam) have been compiled. Marks will not be given by telephone. Marks for the two quizzes will be available on the day of the test. Feedback for all other pieces of assessment will be provided within 21 days of the due date.

Errors made in your work are identified typically on the paper. **Qualitative feedback** on individual and group assignments will be provided via a detailed marking sheet. For each assessment task you will get an overall comment as well as an indicator against the level of achievement against each of the assessment criteria. If you would like further feedback on the assessment task, you are encouraged to ask during the lecturer. This can be done in pairs or groups if you have similar issues to raise. **Peer assessment** will apply to the group project.

3.4. Academic honesty, plagiarism, legitimate cooperation and group work

Commencing students should complete the academic honesty module available via Blackboard before their first assessment submission. Students should refer to Faculty and University policies on academic dishonesty and plagiarism

(sydney.edu.au/business/currentstudents/student_information/student_administration_manual), copyright (sydney.edu.au/senate/policies/Intellectual_Property_Rule.pdf) and the 'All your own work website' (sydney.edu.au/student_affairs/plagiarism_index.shtml) for information about legitimate cooperation, group work, how to reference correctly and how to avoid plagiarism.

Academic honesty is important to protect students' right to receive due credit for work submitted for assessment. It is clearly unfair for students to submit work for assessment that dishonestly represents the work of others as their own and gain marks and degrees, which are not based on their own efforts and abilities. 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.

The penalties for academic misconduct may include: a mark of zero on the assessment; a fail grade in the unit of study, additional assessment (including an unseen exam), and reference of the matter to the University Registrar.

All assessments will be checked for plagiarism. Where plagiarism is suspected, the assessment will be fully checked and monitored using manual process, Google checks and also electronic plagiarism detectors. In order to do this, the Faculty may reproduce the assessment, provide a copy to another member of faculty, and/or communicate a copy of this assignment to a plagiarism checking service (which may then retain a copy of the assignment on its database for the purpose of future plagiarism checking).

Academic dishonesty involves more than just copying material. Cooperation and helping other students may at times trigger academic dishonesty proceedings if it appears you have worked too closely with another student.

In this unit, the group presentation and the group report are the only pieces of assessment that are not individual tasks.

Individual assignments must be written and prepared alone. You may consult with other students about ideas and possible research sources but the analysis and writing of the assignment must be done alone. Group assignments should be prepared within the group. Students should contribute fully to the group and take part in all group activities, contributing ideas, analysis and writing to the final product. While students within the group should assist each other freely, students should not carry this level of cooperation outside the group. One group may cooperate and help another group about ideas and possible research sources but the analysis and writing of the assignment must be done by the group alone.

4. Texts and other resources

There is no textbook for this course however the following papers will be made available for each lecture on the blackboard.

1. *The development of the retailing environment*

1. *Rural retailing: a sector in decline?* Andrew Paddison, Eric Calderwood. International Journal of Retail and Distribution Management. Bradford:2007. Vol. 35, Iss. 2, p.136-155
2. *Internet retailing: the past, the present and the future* Neil F. Doherty, Fiona Ellis-Chadwick International Journal of Retail & Distribution Management Volume: 38 Issue: 11/12 2010
3. *Wal-Mart's new normal is here: is everyone ready to accept the future?* Ray R Serpkenci, Douglas J Tigert. International Journal of Retail and Distribution Management. Bradford:2006. Vol. 34, Iss. 1, pp. 85-100
4. *Motivations for developing direct trade relationships* Melina Parker, Kerrie Bridson, Jody Evans. International Journal of Retail and Distribution Management. Bradford: 2006. Vol. 34, Iss. 2/3, pp.121-134
5. *Implementing e-value strategies in UK retailing* Alex Nicholls, Anna Watson. International Journal of Retail and Distribution Management. Bradford:2005. Vol. 33, Iss. 6/7, pp.426-443
6. *The current use of marketing in UK retailing* David Gilbert, Fiona Sumner. International Journal of Retail and Distribution Management. Bradford:2004, Vol. 32, Iss. 4/5, pp.242-251

The Retail Value Chain: a Coalition of Stakeholders

3. *The retail value chain: customer relationship management (Demand chain management)*

7. *Consumer characteristics and demand for store brands* George Baltas, Paraskevas, C. Argouslidis, International Journal of Retail and Distribution Management, Bradford:2007. Vol. 35, Iss. 5, pp. 328-341
8. *Building brand webs: Customer relationship management through the Tesco Clubcard loyalty scheme* Jennifer Rowley. International Journal of Retail and Distribution Management. Bradford: 2005, Vol. 33, Iss. 2/3, pp.194-206
9. *Channel collaboration and firm value proposition* Matti Tuominen, International Journal of Retail and Distribution Management, Bradford:2004. Vol. 32, Iss. 4/5, pp,178-189
10. *The role of market orientation on company performance through the development of sustainable competitive advantage: the Inditex-Zara case*
Andreas Mazaira, E. Gonzalez, Ruth Avendanao. Journal: [Marketing Intelligence & Planning](#)
Year: 2003 Volume: [21](#) Issue: [4](#) Page: 220 - 229

4 The retail value chain: supplier relationship management (Supply chain management)

11. *Understanding the causes of the bullwhip effect in a supply chain* Seung-Kuk Paik, Prabir K. Bagchi, International Journal of Retail and Distribution Management. Bradford:2007, Vol. 35, Iss. 4, pp.308-324

12. *Fashion clothing - where does it all end up?* G. Birtwistle, C.M. Moore, International Journal of Retail and Distribution Management, Bradford:2007, Vol. 35, Iss. 3, pp.210-216

13. *Sourcing ethics and the global market: The case of the UK retail clothing sector* Mike Pretious, Mary Love, International Journal of Retail and Distribution Management. Bradford:2006, Vol. 34, Iss. 12, pp. 892-903

14. *Economic efficiency in supermarkets: evidences in Spain* Ricardo Sellers-Rubio, Francisco Mas-Ruiz, International Journal of Retail and Distribution Management, Bradford:2006. Vol. 34, Iss. 2/3, pp.155-171

15. Blanchard, C, Clare L. Comm, Dennis F.X. Mathaisel, 2008, "Adding value to service providers: benchmarking Wal-Mart", *Benchmarking: An International Journal*, vol. 15, no. 2, pp 166 – 177.

16. *An exploratory study of SME local sourcing and supplier development in the grocery retail sector* Beverly A Wagner, Ian Fillis, Ulf Johansson, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 10, pp.716-733

17. *Justice in UK supermarket buyer-supplier relationships: an empirical analysis* Andrew Fearn, Rachel Duffy, Susan Hornibrook, International Journal of Retail and Distribution Management, Bradford:2005. Vol. 33, Iss. 8/9, pp.570-582

18. *A new approach for understanding hindrances to collaborative practices in the logistics channel* Dominique Bonet, Gilles Paché, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 8/9, pp.583-596

19. *Power imbalanced relationships: cases from UK fresh food supply* Martin K Hingley, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 8/9, pp.551-569

20. *Radio frequency identification (RFID) in China: Opportunities and challenges* Fujun Lai, Joe Hutchinson, Guixian Zhang, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 11/12, pp.905-916

21. *Creating agile supply chains in the fashion industry* Martin Christopher, Robert Lowson, Helen Peck, International Journal of Retail and Distribution Management, Bradford:2004, Vol. 32, Iss. 8/9, pp.367-376

Retail Strategy Decisions and their Logistics Implications

5. Retail location and format strategies

22. *Shelf space assigned to store and national brands: A neural networks analysis* Mónica Gómez Suárez, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 11/12, pp.858-878

23. *Perspectives on retail format innovation: relating theory and practice* Jonathan Reynolds, Elizabeth Howard, Christine Cuthbertson, Latchezar Hristov, International Journal of Retail and Distribution Management, Bradford:2007, Vol. 35, Iss. 8, pp. 647-660

24. *Corporate brand image, satisfaction and store loyalty: A study of the store as a brand, store brands and manufacturer brands* Rita Martenson, International Journal of Retail and Distribution Management, Bradford, 2007. Vol. 35, Iss. 7, pp. 544

25. *The Body Shop and the role of design in retail branding* Tony Kent, Dominic Stone, International Journal of Retail and Distribution Management, Bradford:2007, Vol. 35, Iss. 7, pp.531

26. *Developments in information and communication technologies for retail marketing channels* Alexis K J Barlow, Noreen Q Siddiqui, Mike Mannion, International Journal of Retail and Distribution Management, Bradford:2004, Vol. 32, Iss. 2/3, pp.157-163

6. Merchandise and service strategies

27. *Private label brand image: its relationship with store image and national brand* Archana Vahie, Audhesh Paswan, International Journal of Retail and Distribution Management, Bradford:2006, Vol. 34, Iss. 1, pp.67-84

28. *Shelf management of store brands: analysis of manufacturers' perceptions* Mónica Gómez, Natalia Rubio, International Journal of Retail and Distribution Management, Bradford:2008, Vol. 36, Iss. 1, pp.50-70

29. *Private labels for premium products - the example of organic food* Astrid Jonas, Jutta Roosen, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 8/9, pp. 636-653

30. *A dedicated follower of fashion: the expansion strategy of David Linley and Co. Ltd* Stephen A Doyle, Jenny Reid. International Journal of Retail and Distribution Management. Bradford:2005. Vol. 33, Iss. 4, p. 249-255 (7 pp.)

31. *Category management tactics: an analysis of manufacturers' control* Arto Lindblom, Rami Olkkonen, International Journal of Retail and Distribution Management, Bradford:2006, Vol. 34, Iss. 6, pp.482-496

8. Omnichannel Retailing

32. *The influence of virtual communities on distribution strategies in the internet* Carlos Flavián, Miguel Guinaliú, International Journal of Retail and Distribution Management, Bradford:2005. Vol. 33, Iss. 6/7, pp.405-425

33. *Online shopping portals: an option for traditional retailers?* Aileen Kennedy, Joseph Coughlan, International Journal of Retail and Distribution Management, E-commerce Bradford:2006, Vol. 34, Iss. 7, pp.516-528

34. *The UK grocery business: towards a sustainable model for virtual markets* Ray Hackney, Kevin Grant, Grete Birtwistle, International Journal of Retail and Distribution Management, Bradford:2006. Vol. 34, Iss. 4/5, pp. 354-368

35. *A guide to developing and managing a well-integrated multi-channel retail strategy* Barry Berman, Shawn Thelen, International Journal of Retail and Distribution Management, Bradford:2004, Vol. 32, Iss. 2/3, pp.147-156

36. *Developing a framework for measuring physical distribution service quality of multi-channel and "pure player" internet retailers* Yuan Xing, David B Grant, International Journal of Retail and Distribution Management. Bradford:2006, Vol. 34, Iss. 4/5, pp.278-289

37. *Multi-channel shopping: channel use among rural consumers* Kim K.P. Johnson, Jeong-Ju Yoo, Jongeun Rhee, Sharron Lennon, Cynthia Jasper, Mary Lynn Damhorst, International Journal of Retail and Distribution Management, Bradford:2006, Vol. 34, Iss. 6, pp.453-466

38. *Multi-channel retailing in Korea: Effects of shopping orientations and information seeking patterns on channel choice behavior* Jayoung Choi, Jihye Park, International Journal of Retail and Distribution Management, Bradford:2006, Vol. 34, Iss. 8, pp.577-596

International Retailing and their Logistics Implications

9. Customer expectations and Entry Options

39. *Consumer co-operatives and retail internationalisation: problems and prospects* Keri Davies, Steve Burt, International Journal of Retail and Distribution Management, Bradford:2007, Vol. 35, Iss. 2, pp.156-177

40. *The role of retail internationalisation in the establishment of a European retail structure* Hayley Myers, Nicholas Alexander, International Journal of Retail and Distribution Management, Bradford:2007, Vol. 35, Iss. 1, pp.6-19

41. *Product and brand: Critical success factors in the internationalisation of a fashion retailer* Stephen M Wigley, Christopher M Moore, Grete Birtwistle, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 6/7, pp.531-544

42. *Retail internationalisation: Marks and Spencer in Hong Kong* Paul Jackson, Leigh Sparks, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 10, pp.766-783

43. *Auchan's entry into Russia: prospects and research implications* Graham H Roberts, International Journal of Retail and Distribution Management, Bradford:2005, Vol. 33, Iss. 1, pp.49-68

44. *Retail multinational learning: a case study of Tesco* Mark Palmer, International Journal of Retail and Distribution Management, Bradford: 2005, Vol. 33, Iss. 1, pp. 23-48

10. International Retail strategies

45. *Fashion retailers rolling out across multi-cultural Europe* Eric Waarts, Yvonne M. van Everdingen, International Journal of Retail and Distribution Management, Bradford:2006, Vol. 34, Iss. 8, pp. 645-657

46. *Linking practices reflective of "Asian values" and relationship marketing in the grocery distribution channels in Malaysia* Rosmimah Mohd Roslin, T C Melewar, International Journal of Retail and Distribution Management, Bradford:2004, Vol. 32, Iss. 1, pp.33-44

47. *The characteristics of supermarket shoppers in Beijing* Li-Wei Mai, Hui Zhao, International Journal of Retail and Distribution Management, Bradford:2004, Vol. 32, Iss. 1, pp.56-62

Students will be expected to have read the relevant reading material prior to each session.

5. University and Faculty policies and support

5.1. Faculty policies

Faculty policies are contained in the Administration Manual for Students:

sydney.edu.au/business/currentstudents/student_information/student_administration_manual.

It is crucial that you take the time to consult this manual early in your studies in order to familiarise yourself with policies and procedures relating to critical issues such as the Faculty's policy on special consideration (including requirements and timelines. e.g. lodging applications five working days after a missed assessment), appeals (lodge within 15 working days of the decision) and other policies such as enrolment, credit etc. Assistance is available from the Faculty's Student Information Office (sydney.edu.au/business/student_information_office).

5.2. University policies

- **University policies:** sydney.edu.au/policy
- **Assistance** is available from the University's Student Centre: sydney.edu.au/current_students/student_administration
- **The code of conduct** is an important policy which outlines the University's expectations about treating all staff employees and students with respect, dignity, impartiality, courtesy and sensitivity and refrain from acts of discrimination, harassment or bullying: sydney.edu.au/ab/policies/Student_code_conduct.pdf

5.3. Student resources and services

Links to other student services and resources are included on Blackboard and on the learning and teaching section of the Faculty website: sydney.edu.au/business/learning

6. Continual improvement of the Unit

6.1. Past Feedback

Positive comments and suggestions for improvement from previous students and teachers of the unit include

- Including more case material in the lectures
- Including peer assessment in the group project
- Including more on retail logistics best practice

6.2. Improvements made

All of the above have been incorporated in to the unit for this session

6.3. How feedback will be collected

Your feedback on this unit of study will be collected via a unit of study evaluation. The evaluation will be conducted electronically via Blackboard at the end of the course. Feedback will be used to make changes to improve the unit of study.



7. Topic schedule

Topic	Date	Materials (e.g. readings)	Lecture content	Tutorial/workshop content	Assessments Due
1	11-Jan	Readings 1-7	Introduction The evolution of the Retail Environment	Group Formation Video: Wal Mart	
2		Readings 8-14	Retail Location and format Strategies (a)	Shopping Centre Exercise (Guest Speaker)	
3	18-Jan	Readings 15-20	The Retail Value Chain (1) Customer expectations, customer relationship management (Demand Chain Management)		
4		Readings 21-27	The Retail value Chain (2) Supplier Relationship Management (Supply Chain Management)	Case study exercise	
5	25-Jan	Readings 28-32	Retail Strategy Decisions and their Logistics Implications (1) Retail location and format strategies (b)	Computer Lab Exercise	In Class Quiz (1)
6			Retail Strategy Decisions and their Logistics Implications (2) Merchandise Strategy	Guest Speaker	
7	1-Feb	Readings 33-37	Retail Strategy Decisions and their Logistics Implications (3) Service Strategy	Class Exercise	Individual Essay
8			Retail Strategy Decisions and their Logistics Implications (4) Omnichannel Retailing	Class Exercise	
9	8-Feb	Readings 38-44	International Retailing and its Logistics Implications (1) Customer Expectations and Entry Options	Guest Speaker	In Class Quiz (2)
10		Readings 45-47	International Retailing and its Logistics Implications (2) International Retail Strategy	Case Study	
11	15 th Feb		Project Presentations		Group Project
12			Course Review		
	18 th Feb		Final Exam		