Faculty of Businesss
School of Marketing

MARK3081
DISTRIBUTION STRATEGY AND RETAIL CHANNELS

COURSE OUTLINE
SESSION 1, 2007

Note: This is a preliminary outline.
The final outline will be handed out in week 1 of class
1. COURSE STAFF

*Course coordinator and lecturer:* Dr Rita Di Mascio
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1.1 Communication with Staff
For contact outside of class time, please consult with staff during consultation times, email or telephone staff, or consult with staff during my consultation times.

2. Information about the course

2.1 Teaching times and Locations
Updated information regarding class time and location can be found on the School of Marketing website. Please check the website for most current information.

2.2 Units of Credit
MARK3081 is a 6 credit-point subject.

2.3 Relationship of this course to other course offerings
MARK3081 is a core course for students wishing to complete a major in marketing within the BCom and provides students with knowledge of analytic, strategic and managerial aspects of distribution strategy and retail channels. The course draws on concepts learnt in Accounting and Financial Management, Quantitative Methods A and B, Marketing Fundamentals and Marketing Communications. Knowledge gained in this course will be used in the Strategic Marketing Management.

It is your responsibility to ensure that you have successfully completed all prerequisite courses. Any work done in courses for which prerequisites have not been fulfilled will be disregarded (unless an exemption has been granted), and no credit given or grade awarded.

2.4 Approach to learning and teaching
The lectures, text and reading materials cover the core concepts of the course. To provide practical examples of these concepts, the lectures will draw on the experiences of students, teaching staff, and occasionally industry practitioners. The project and tutorial exercises have been designed to give students the opportunity to apply the concepts to case studies.

3. Course Aims and Outcomes
The course aims to:
1. develop knowledge about: the structure and functions of a marketing channel; channel design, implementation and management; and major institutional forms of marketing channels
2. understand how channel strategy affects and is affected by the other strategic components of the marketing mix.
3. enhance skills of analysis and synthesis of information and issues from several perspectives.
3.2 Student Learning Outcomes
By the end of the course, you should be able to:
1. describe channels flows and participants
2. assess strategies for the selection, motivation and evaluation of channel members
3. apply channel design principles
4. critically analyse channel structure in the light of segmentation, positioning and targeting objectives, and environmental constraints
5. appraise the role of product, pricing, promotion and logistics variables to secure cooperation from channel members.
6. describe and analyse the major institutional channel forms.
7. formulate and assess strategic, operational and tactical channel decisions.

The outcomes are related to the university graduate attributes. Outcomes 1-7 aim to engage you with the relevant disciplinary knowledge in its interdisciplinary context (graduate attribute 2). Additionally, learning outcomes 2 – 6 aims to enhance the capacity for analytical and critical thinking and for creative problem solving (graduate attribute 3); and learning outcome 7 aims to enhance your capacity for enterprise, initiative and creativity (graduate attribute 6).

3.3 Teaching Strategies
This course will be conducted on a lecture, tutorial and project basis.

The lectures will present the main concepts of distribution strategy, real-world examples and their managerial implications. To illustrate the concepts with practical examples, lectures will draw on the experiences of teaching staff, students and occasionally industry practitioners. Lectures are designed to achieve Course Aims 1 and 2.

The tutorials will be used to reinforce material covered in lectures. We will usually have a group exercise such as a case- or situation analysis. The purpose of the group activities is to allow you to:
- apply the concepts in the text and readings to a practical example
- enhance critical thinking and analysis skills
- enhance presentation skills; and
- engage with others in the class.

The tutorial work supports Learning Outcomes 1-6.

The project will give you an opportunity to integrate the concepts covered in the lecture and apply them to the management of an operating business. You will need to formulate strategic, operational and tactical distribution decisions, and assess the impact of these decisions on business performance. The project supports Course Aim 2, and Learning Outcomes 2, 4, 5, 6 and 7.

4. Student responsibilities and conduct
For information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing’s website. [link to website]

4.1 Attendance
Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment.
5. Learning Assessment

5.1 Formal Requirements
In order to pass this course, you must:
* achieve a composite mark of at least 50%; and
* gain at least half (ie 32.5 marks) of the 65 marks allocated to the mid- and final examinations combined. If you gain less than 32.5 marks for the combined exams, you will receive a UF grade.

5.2 Assessment Details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial exercises</td>
<td>10%</td>
</tr>
<tr>
<td>Project</td>
<td>25%</td>
</tr>
<tr>
<td>Examination</td>
<td>5%</td>
</tr>
<tr>
<td>- midsemester</td>
<td>5%</td>
</tr>
<tr>
<td>- final</td>
<td>60%</td>
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</tbody>
</table>

**Tutorial exercises** (worth 10%)
This assessment component comprises a group-based presentation of a case/situation analysis, and tutorial participation. The exact number in the group for the case/situation presentation depends on the tutorial size. Group members and topic/case allocation will be done in the first two weeks of tutorials. Each case/situation analysis will require you to apply concepts discussed in the lectures of previous weeks to a practical situation. Assume that the class has read the case/situation materials. The presentations aim to support Learning Outcomes 1-6.

The group presenting the workshop will be expected to:
- Present their analysis and findings in a 30 minute presentation. Allow for about 10 minutes for questions and feedback. In this presentation, emphasis should be placed on communication and class involvement to increase the class’ understanding of the topic area. This involvement may be in the form of activities and exercises.
- Provide a write-up of the case (>1000 words) incorporating class feedback from the workshop. This write-up should be emailed to the tutor two weeks after the workshop. (Groups presenting in Weeks 6 and 7 can email their write-up to the tutor in weeks 9 and 10 respectively). This write-up will then be posted on Vista so that your tutorial class can view the case analysis.

The tutorial exercises will be assessed on:
* Identification of case issues, and their relative importance.
* Options for resolving the case issues identified; rationale provided for choosing the option(s)
* Appropriate additional research material is presented
* Presentation: well-organised; appropriate use of exhibits and visual aids.
* Audience involvement: audience involvement encouraged; presentation appropriate for audience.
* Creativity of presentation
* The perception of group cohesion and equity in all aspects of the tasks.
* Willingness to participate in tutorials.

**Project** (worth 25%)
In this project, you will be responsible for a given hypothetical business, and make distribution-related decisions such as channel promotion, pricing and logistics decisions. The project supports Course Aim 2, described in Section 3.1, and Learning Outcomes 2, 4, 5 and 7.

**Project results** (worth 17%, due end of week 13)
More details of the assessment will be provided on Web-Vista.
**Distribution strategy poster (worth 3%, due in week 14 lecture)**
This assessment component requires you to prepare a poster describing the strategy adopted in their business, the rationale for the chosen strategy, and any feedback used in implementing the strategy. Details of the poster will be provided on Web-Vista. Please bring this to the week 14 lecture as it will be used in the debrief session in Week 14.

**Individual reflection (worth 5%, due in Week 14 lecture)**
Write a reflection (>1000 words) about your experience in the project, and what you learnt from this experience. Areas to include are:
- what you tried to achieve in channel management, including ideas from the text or lectures that you tried to implement, what you actually achieved, and your assumptions about how the business operated
- your reflections on how the project went, what worked, what didn't and why.
- what you learnt about yourself working on the project
- what you might do differently if you had the chance to do the project again.

The reflection will be assessed¹ on:
- evidence of critical reflection on own experience.
- where a specific incident is reflected on, the incident is described in sufficient detail to make the reflections meaningful.
- original views of understandings: sometimes reflections produce new understanding of distribution. This criterion is used to acknowledge this when it happens.
- logical flow and clear presentation of ideas.

**Examinations (worth 65%)**
The examinations are designed to provide an individual assessment of the depth of your knowledge of customer relationship management. The examinations aim to support Learning Outcomes 1-8, described in Section 3.2.

The exams comprise:
- A mid-semester exam (worth 5%) will be held in the lecture in Week 8. More details will be posted on Web-Vista
- The final exam (worth 60%) will be held during the formal exam period. It will be a three-hour closed-book exam. More details will be posted on Web-Vista later in the semester. Be aware that the final examination may fall at any time during the formal examination period. The scheduling of examinations is controlled by the University administration. No early examinations are possible. The University's key dates relating the formal examinations, as well as other key dates, are located at: [https://my.unsw.edu.au/student/resources/KeyDates.html](https://my.unsw.edu.au/student/resources/KeyDates.html)

### 5.3 Assignment Submission Procedure
Unless otherwise indicated on Web-Vista, assignments are to be handed in to the lecturer in class on the due date. Please keep a copy of all work submitted.

### 5.4 Late Submission
Information about late submission of assignments, including penalties, is available on the School of Marketing’s website

### 5.5 Special Consideration and Supplementary examinations
Details relating to procedures for special consideration and supplementary exams can be found at:

¹ This assessment criteria is adapted from criteria used to assess reflection in PHCM9401 Introduction to University Learning and Teaching.
NOTE: You only have 3 days from the due date of the assessment/exam in which to lodge a special consideration form.

5.6 Assignment Format
All written work should be typed in 12 point-font, be single spaced, and should contain appropriate headings throughout and an appropriately annotated bibliography.

6. Academic Honesty and Plagiarism
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: www.my.unsw.edu.au/student/atoz/Plagiarism

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.
7. STUDENT RESOURCES

7.1 Course Resources

Prescribed text
> This text is available in the university bookshop.

Web-Vista
Assignment instructions, course announcements and some additional material will be posted on Web-Vista throughout the semester. Please check Web-Vista regularly, and at least twice a week.

Additional content resources
Many journals contain articles about service operations management. Examples that can be found in the library include: *California Management Review* *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 Industrial Marketing Management* *Journal of Macromarketing* *Journal of Marketing* *Journal of Marketing Channels* *Journal of Marketing Research* *Journal of Retailing* *Journal of the Academy of Marketing Science*

Many newspapers and trade magazines also contain articles related to service operations. Examples that can be found in the library include: *Australian Financial Review* *B&T Magazine* *Business Review Weekly* *Sydney Morning Herald (Business)* *The Australian*

7.2 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:
- Learning and study support;
- Counselling support;
- Library training and support services;
- Disability support services.

In addition, it is important that all students are familiar with University and Faculty policies and procedures in relation to such issues as:
- Examination procedures and advice concerning illness or misadventure;
- Supplementary Examinations;
- Occupational Health and Safety policies and expectations;

For information and links relating to the above services, please see the School of Marketing homepage.

8. CONTINUAL COURSE IMPROVEMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students.
### 9. Course Schedule (Provisional – final schedule to be handed out in week 1)

<table>
<thead>
<tr>
<th>Week -beginning -</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1 February 26</td>
<td>Overview of course Introduction&lt;br&gt;Rosenbloom Chapter 1</td>
</tr>
<tr>
<td>2 March 5</td>
<td>Channel participants&lt;br&gt;Rosenbloom Chapter 2</td>
</tr>
<tr>
<td>3 March 12</td>
<td>Target markets&lt;br&gt;Rosenbloom Chapter 8</td>
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<tr>
<td>4 March 19</td>
<td>Channel environment&lt;br&gt;Rosenbloom Chapter 3</td>
</tr>
<tr>
<td>5 March 26</td>
<td>Designing the marketing channel&lt;br&gt;Rosenbloom Chapters 5 and 6</td>
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<tr>
<td>6 April 2</td>
<td>Selecting channel members&lt;br&gt;Rosenbloom Chapters 7 and 4</td>
</tr>
<tr>
<td>Break April 9</td>
<td>No lecture</td>
</tr>
<tr>
<td>7 April 16</td>
<td>Product issues&lt;br&gt;Rosenbloom 10</td>
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<tr>
<td>8 April 23</td>
<td>Mid-session quiz</td>
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<tr>
<td>9 April 30</td>
<td>Pricing issues&lt;br&gt;Rosenbloom Chapter 11</td>
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<tr>
<td>10 May 7</td>
<td>Promotion issues&lt;br&gt;Rosenbloom Chapter 12</td>
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<tr>
<td>11 May 14</td>
<td>Motivating channel members&lt;br&gt;Rosenbloom Chapter 9</td>
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<tr>
<td>12 May 21</td>
<td>Evaluating channel members&lt;br&gt;Rosenbloom Chapter 14</td>
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<tr>
<td>13 May 28</td>
<td>Logistics&lt;br&gt;Rosenbloom Chapter 13</td>
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<tr>
<td>14 June 4</td>
<td>Project debrief&lt;br&gt;Exam revision</td>
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</tbody>
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1 Readings are from Rosenbloom text.

**Changes to this outline**, if required, will be discussed in class and/or announced on Web-Vista.