Faculty of Business

COURSE OUTLINE

SESSION ONE, 2007

MARK 5812
DISTRIBUTION, RETAIL CHANNELS AND LOGISTICS
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1. TEACHING STAFF

Lecturer

Mohammed A Razzaque (Course Co-ordinator)
ma.razzaque@unsw.edu.au or phone: 9385 1435
Room: John Goodsell 320A
Consultation Time: Thursday, 16:00 – 17:00 (or by appointment)

Tutors

Dr. Vinh LA
vinh.la@unsw.edu.au or phone: TBA
Room: TBA
Consultation Time: (or by appointment)

Ms Tan Lay Peng
laypeng@student.unsw.edu.au or phone: 9385 2637
Room: John Goodsell 246
Consultation Time: (or by appointment)

1.1 Communication with Staff

If you need to consult me or your tutor outside the listed consultations hours, call and make
an appointment. Alternatively feel free to email us and we would try to get back to you as
soon as possible.

Please note that your email message to any of your lecturer or tutors MUST originate from
your official UNSW email account (z12345@student.unsw.edu.au). This confirms the
identity of the student sending the email and protects the confidentiality and sensitivity of
information.

2. INFORMATION ABOUT THE COURSE

2.1 TEACHING TIMES AND LOCATIONS

Lectures

Wednesday Class 6767  18:00 – 19:30  Civil Engineering (CE) 101

Tutorials

Wednesday Class 6768  16:30 – 18:00  CE 101  TLPeng
Wednesday Class 6769  19:30 – 21:00  CE 101  LAVinh
2.2 Units of Credit
The course MARK5817 is worth 6 OC.

2.3 Relationship of this course to other course offerings
MARK5812 – Distribution, Retail Channels and Logistics – is about the elements and management of marketing channels. Distribution is one of the elements of the marketing mix and a distribution channel is an inter-organizational system involved with making goods/services available for consumption by enhancing their time, place, and possession utilities. The aim of this course is to develop a systematic approach for addressing issues and problems pertaining to distribution and channels in a variety of settings by focusing on how firms can effectively and efficiently transmit things of value from points of production to points of consumption. It provides students with the tools and background necessary to think through marketing problems in a broader perspective. They develop a critical appreciation of the basic concepts and techniques of marketing management and strategy with an emphasis on creating customer value and building customer relationships. A study of MARK5812 complements the wider array of subjects taught in the MComm, marketing specialisation, and the MComm in general.

2.4 Approach to learning and teaching
Mark 5812 has been designed to provide students with a general understanding of distribution and channel issues. It intends to develop and enhance the student’s ability to understand the principles, concepts and theories of distribution and channel, apply them in real life situation and evaluate its impact and implications for marketing practice, research and performance.

The various issues to be covered in the course will be presented in their appropriate context and perspective through brief lectures, tutorials, class discussions, problem solving and case analysis. The emphasis is on experience-based learning; it will draw upon the experience of both students and teaching staff to gain an understanding of the implication of the various issues discussed. The diverse cultural mix of students will be used to gain additional knowledge of culture-specific interpretation and implication of the various issues discussed. Assignments and class presentations will be used to reinforce concepts in both a cross cultural and contextual settings.

3. COURSE DESCRIPTION AND OUTCOMES
Distribution is about making products available in their markets and the distribution channel is the route along which a product and its title [i.e., rights of ownership] flow from production to consumption. In most industrially developed economies the costs of distribution account for an increasing proportion of gross national product. Various surveys on the relative costs of distribution seem to suggest that these costs represent about 15 per cent of sales turnover for a typical company. The ever growing complexities of business and dynamic nature of the business environment in the new millennium make the management of distribution function particularly important in marketing and logistics management all over the world.

Channels of distribution are essentially chains of different institutions. Together, these institutions facilitate the types of exchanges that take place between producers of goods and their consumers. The extent to which a distribution channel creates an efficient flow of goods from the producer to the consumer is a major concern for management. The producer’s
objective is to obtain optimum performance of the various activities in the distribution function. As markets change, so do marketing channels. It is no wonder that management guru Peter Drucker viewed channel relationships as the door to sustainable market value. Effective and efficient management of distribution channels is, indeed, critical to the overall success of any organisation.

Managing the distribution function is clearly a task of strategic importance. Decisions taken about the nature and type of channel to use in the distribution of a particular product will considerably affect its profitability. Keeping this in view, this basic course integrates the fundamentals of marketing principles, logistics concepts and issues, behavioural considerations, and analytical tools into the decision process underlying distribution through marketing channels. The marketing organizations and institutions involved in distribution are identified, and their roles and functions probed. Product flows through the various kinds of channels and channel members are studied, the nature of channel planning and control is discussed, and characteristic channel problems are analyzed. The course adopts a holistic, systems approach in discussing the various issues pertaining to distribution and channels.

3.1 Learning Outcomes
On successful completion of this course, you should:

- gain a general understanding of the basic concepts underlying marketing channel systems and analyses.
- be familiar with the issues involved in the development and management of marketing channels in a dynamic world of post-modern marketing.
- be able to appreciate the inter-linkages between distribution and other elements of the marketing mix
- understand the inter-relationship of target market, strategy, channel design and how they create ‘value’ for the firm and for the customer.
- be familiar with some emerging perspectives of marketing channels
- learn how to apply a range of conceptual and theoretical frameworks to the analysis of real-world channel problems.

3.2 Course Schedule
The Course Schedule is presented on page 5.

3.3 Tutorial Schedule
The tutorial schedule would be announced later. Check the WebCT Vista during early week 2.
### TENTATIVE COURSE SCHEDULE

**MARK 5812: DISTRIBUTION, RETAIL CHANNELS AND LOGISTICS**  
(Changes, if any, would be announced in the WebVista)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Chapter In Book</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>Channel Concepts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logistics and Channel Management</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Channel Participants</td>
<td>2</td>
<td>Group Formation</td>
</tr>
<tr>
<td>2</td>
<td>07 Mar</td>
<td>Channel Environment</td>
<td>3</td>
<td>Submission of Group Names</td>
</tr>
<tr>
<td>3</td>
<td>14 Mar</td>
<td>Behavioural Process in Channels</td>
<td>4</td>
<td>Tutorial 1</td>
</tr>
<tr>
<td>4</td>
<td>21 Mar</td>
<td>Strategy in Marketing Channels</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designing Marketing Channels</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28 Mar</td>
<td>Target Market and Channel</td>
<td>8</td>
<td>Tutorial 2</td>
</tr>
<tr>
<td>6</td>
<td>04 Apr</td>
<td>Selecting Channel Members</td>
<td>7, 9</td>
<td></td>
</tr>
</tbody>
</table>

**Handout**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Topic</th>
<th>Chapter In Book</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>18 Apr</td>
<td>Product Issues in Channel</td>
<td>10</td>
<td>Tutorial 3</td>
</tr>
<tr>
<td>8</td>
<td>25 Apr</td>
<td><strong>Public Holiday: No Lecture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>02 May</td>
<td>Pricing &amp; Promotion Issues in Channel</td>
<td>11, 12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Marketing Channels</td>
<td>15, 16,</td>
<td>Tutorial 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Direct Marketing Channels</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>09 May</td>
<td>Channels for Services</td>
<td>17</td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retailing Issues I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16 May</td>
<td>Retailing Issues II (Guest Lecturer Ms Tan Lay Peng)</td>
<td></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td>International Channel Perspectives (Guest Lecturer Dr. Vinh L.A.)</td>
<td>18</td>
<td>Tutorial 5</td>
</tr>
<tr>
<td>12</td>
<td>23 May</td>
<td></td>
<td></td>
<td>Submit Major Project by Friday, 1800 hrs.</td>
</tr>
<tr>
<td>13</td>
<td>30 May</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>07 June</td>
<td>Channel Performance</td>
<td>14</td>
<td>Tutorial 7</td>
</tr>
</tbody>
</table>
4. APPROACH TO LEARNING

Learning is a complex process that begins with intellectual stimulation of mind resulting in an excitement and urge to learn. The process is facilitated and enhanced in an environment that encourages critical thinking, openness to difference and challenges the learner to new ideas and concepts, conflicting theories and approaches, and diversity of experience. The responsibility for creating such a conducive learning environment, however, depends on both learners and their facilitators, i.e., lecturers.

4.1 Lectures

The lectures in the course set out the main ideas, theories and conceptual frameworks for the course. In most lectures, power point presentations, video or DVD clips are used. Overheads are available on the course WebCT Vista site.

4.2 Tutorials

Tutorial sessions are structured with a view to provide you with an interactive environment in which to enhance your learning and enjoyment of the course. Your role in tutorial sessions is to learn through listening, sharing ideas through discussion and reflecting. Your learning is a function of four ‘P’s’ - preparation, presence, passion and participation.

Tutorials start from Week 3 and takes place on designated days. In each tutorial session, we will undertake various activities based on the lecture of the previous weeks. Prior to each tutorial, please carefully read, analyze, and prepare your responses to cases or questions assigned which can be found in this document.

Active participation in the tutorial is very important and is strongly encouraged. Tutorial activities are often undertaken within groups. Active participation in the group discussions is essential not only for your own learning but also for your group members’ learning.

4.3 Student Responsibilities and Conduct

For information on your responsibilities regarding workload and keeping informed, please refer to the School of Marketing’s website.


4.3.1 Attendance

Your regular and punctual attendance at lectures and tutorials 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.

4.3.2 Workload

You are expected to spend at least ten hours per week studying this course which includes attending classes, reading, doing research and working on exercises and problems. In periods where you need to complete assignments or prepare for the exam, 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.
4.3.3 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

5. Learning Assessment

5.1 Assessment Scheme

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>10</td>
</tr>
<tr>
<td>Case Assignment</td>
<td>15</td>
</tr>
<tr>
<td>Major Project</td>
<td>30</td>
</tr>
<tr>
<td>Final Examination</td>
<td>45</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

5.2 Formal Requirements:

- In order to pass this course, you must:
  - perform satisfactorily in all assessment tasks
  - achieve a composite mark of at least 50; and
  - gain at least 50% of the allocated marks in the final exam.

5.3 Class participation (10% of course grade)

Class participation is very important as it helps you develop an important skill that will serve you well in your business career. You will have many opportunities to contribute to class discussions and presentations.

Please remember that attendance in class is NOT participation. Attendance in all the tutorials would only give you 3 marks. Other seven marks come from your active participation. 100% attendance but poor course contribution can result in just 3 marks for this component of the course.

To grade your class participation, which is necessarily subjective, the system explained below would be used. Immediately following each tutorial session each student will be evaluated on the following basis:

- 0.5 = Present, but no contribution (one absence in condoned)
- 0.3 = You said something that makes sense.
- 0.7 = Your responses clearly demonstrated that you have read the relevant material before coming to class and understood the material covered.
- 1.0 = You have demonstrated superior knowledge and understanding of the topic by relating it to other concepts, theories and issues

At the end of the course, the marks would be added to determine your overall participation marks.
5.4 Case Assignment– Tutorial Cases (10% + 5% = 15% of course grade)

The first assignment is a written, case analysis of 1000 words (15 marks) and its presentation in the class (5 marks) by a group of two (2) students. You will be asked to analyse a specific case by applying, drawing the concepts and frameworks taught in the course. Your analyses must include answers to the case questions. However, you may have to touch on important case related issues not covered by the questions. Hence, you are advised to read the questions VERY CAREFULLY before undertaking this assignment. You must submit your assignment on the day of presentation.

5.5 Major Project (20% + 10% = 30% of the course grade)

The second assignment is a group project of 2,500 words. In preparing this project you need to form yourselves into groups of not more than four (4). Two case-groups may like to combine themselves into a major project group. This should be organised in the first few weeks of the course.

As a group it is important that you seek to allocate the division of labour for the project early on and that all group members have a clear understanding of who is doing what, and when it is required.

When you are involved in a group project, you MUST try to manage your efforts so that every group member contributes equally to the project. Each member of the group would be asked to fill in a peer evaluation form to be submitted with each group work. You should honestly report any lack of contributions so that submissions will be graded fairly.

5.5.1 Guidelines for the Major Project

A major project can be in any of the following general areas:

- **Current Issues**: A study of current major channel management issues such as (i) The role of information sharing in managing distribution channels; (ii) Electronic channels and disintermediation; (iii) Forming successful electronic channels.
- **Surveys**: A study of channel practices in a selected industry to evaluate the risks, benefits and best practices involved with them.
- **Business Ideas**: Identify a business opportunity (real or hypothetical but reasonable such as establishing a reverse logistics company) and develop a plan focusing on distribution and channel issues. Note that implementation details and follow up issues must be included.

5.5.2 Assignment Format

**Written Report (20%)**

- Your report should be typed only on one side of the page in 12 point Times Roman font, double spaced, and have 1.00” margin in all four sides.
- It should contain appropriate headings and sub-headings. The project must not exceed 2500 words excluding the cover page, the content page, appendix and bibliography.
- The assignment cover sheet (available from the course Web-CT Vista site) must be completed in full and attached to the assignment;
- Retain a second printed copy plus, if written on computer, a floppy disc version saved prior to the submission time.
Important note for Major Project

You can find useful assistance regarding your report writing skill from; The Faculty of Business (FB) Education Development Unit (EDU) http://education.fce.unsw.edu.au
The UNSW Learning Centre http://www.lc.unsw.edu.au/

A copy of the Evaluation Criteria is contained on the following page.

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**Evaluation Criteria for Major Project Report**

<table>
<thead>
<tr>
<th>Background Research [30%]</th>
<th>Excel- lent 85% +</th>
<th>Very Good 75-85%</th>
<th>Good 65-74%</th>
<th>Fair 50 - 64%</th>
<th>Poor &lt; 50%</th>
</tr>
</thead>
</table>

- Statement of project objective [10%]
- Depth of explanation of relevant concepts and theories [10%]
- Conducted a critical review of the literature [10%]

<table>
<thead>
<tr>
<th>Critical Analysis [50%]</th>
<th>Excel- lent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

- Analyses of the key aspects [20%]
- Creativity and insightfulness [10%]
- Use of charts and other visuals [10%]
- Soundness of analysis [10%]

<table>
<thead>
<tr>
<th>Report Structure and Presentation [20%]</th>
<th>Excel- lent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

- Logical sequence, use of heading/subheading [10%]
- Ability to maintain reader’s interest. [5%]
- Correct referencing of sources [5%]

5.5.3 Presentation (worth 10%)

You are to make an individual in-class presentation (as part of a group) on a topic to be assigned to you and lead the class-discussion. A written report is required.

Presentation Time: 10 minutes, with 5 minutes for questions. A copy of the Evaluation Criteria is contained on the following page.

The key criteria for a good PowerPoint presentation are:

- Engage your audience with eye contact and the spoken word. PowerPoint only supports your words.
- Don’t over-complicate your slides with too much information.
- Minimise the number of slides and keep the slides simple.
- Don’t simply read the PowerPoint.

Presentation Time: 20 minutes, with 10 minutes for questions.

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A copy of the Evaluation Criteria for presentation is presented here.

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA for CASE PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identification of Issues</td>
</tr>
<tr>
<td>*Issues accurately and completely identified? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Relative importance of issues described? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Adequate background information provided? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>2. Issues Effectively Addressed Using Marketing Concepts/Models/Frameworks</td>
</tr>
<tr>
<td>*Concepts integrated with marketing knowledge. 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Depth of analysis 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Appropriate external material presented? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>3. Presentation</td>
</tr>
<tr>
<td>*Well-organised and presented? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Appropriate and effective use of exhibits and visual aids? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Convincing and interesting? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>4. Audience Involvement</td>
</tr>
<tr>
<td>*Effectively encouraged audience involvement? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>*Presentation tailored to target audience? 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>5. General Creativity</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>

TOPIC: ____________________________

STUDENT: __________________________________________________________________

MARK: _________________________

5.5.4 Assignment Submission Procedure
Assignments are to be dropped in the designated Drop Box in the School on the due date before 5:30 pm.

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


5.5.6 Assignment Submission Procedure
Report for the major report must be submitted by 6:00 pm of the last working day of week 13 (June 1, 2007). It is the responsibility of the student to submit all pieces of assessment on time and via the appropriate procedure. Drop your reports in the designated ‘Drop Box’ located on the Third Floor of John Goodsell Building. As you approach the School of Marketing offices, you will find the assignment box on your right (opposite the
notice Board containing staff photographs). Assignments may NOT be submitted by e-mail or fax.

Before submitting your assignment, please make a printed copy of the paper and keep that copy, until your marked paper is returned to you.

5.6 Plagiarism and Academic Misconduct

Plagiarism involves using the work of another person and presenting it as one's own. That is, if you use other people's work and do not provide a source for the information, this will be viewed as an act of plagiarism, whether intentional or accidental.

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

5.7 End of Semester Exam (45% of the course grade)

The end of semester examination will be held during the examination period and comprises 50 percent of the overall mark for this course. The date and time of the examination is determined by the University and announced later in the session.

6. STUDENT RESOURCES

6.1 Course Resources

Prescribed text


Journals

UNSW subscribes to a large number of Marketing Journals which the students should find useful.

Additional Readings

May be assigned from time to time.

6.2 WebCT Vista

This course uses WebCT Vista as its on-line environment. The following information will be made available on the WebCT Vista site:

- Course Outline
- Topic Notes
- Lecture slides
- Assignment Questions
- Other related materials
When you are enrolled in this course, you will be automatically registered for WebCT Vista for MARK5812, and can access to it at http://vista.elearning.unsw.edu.au after 24 hours since enrolment.

If you face technical problems regarding WebCT Vista, you can seek assistance by ringing Central Computing Helpdesk at 9385-1333. Also, you can find assistance from the following web page: http://support.vista.elearning.unsw.edu.au/6.3 Other Resources, Support and Information

The University and the Faculty provide a wide range of support services for students, including:

- Learning and study support; The UNSW Learning Centre http://www.lc.unsw.edu.au/
  The Faculty of Business (FB) Education Development Unit (EDU) http://education.fce.unsw.edu.au
- Counselling support; http://www.counselling.unsw.edu.au/
- Library training and support services;
  http://info.library.unsw.edu.au/skills/skillshome.html
- Disability support services;
  http://www.unsw.edu.au/gen/ced/accessibility.html

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;
- Special consideration - illness or misadventure;
  https://my.unsw.edu.au/student/atoz/SpecialConsideration.html
- Occupational Health and Safety policies and expectations;
  http://www.riskman.unsw.edu.au/ohs/policies.shtml

7. 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 (http://www.ltdu.unsw.edu.au/ref4-5-1_catei_process.cfm) 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.