

**BA in Management Program
&
Sabancı MBA Program**

Spring 2020

**MKTG 412 & MKTG 512– Marketing Channel Management &
Retailing**

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Office Hours: Tuesday 13:40-14:30

Type	Time	Days	Where
Class	09:40 am - 12:30 pm	T	Online

Course Objective:

This course is designed to give you the knowledge and skills to design, develop, implement, and critically evaluate the retail and marketing channel management strategy for a company. Accordingly, we will review both the strategic and operational aspects of go-to-market channels and cover the tactical considerations of the management of marketing channels through which products and services are moved from their point of origin to their point of consumption.

Learning Outcomes:

Upon completion of this course, you should be able to

- develop a thorough understanding of how a manufacturer develops its “go-to-market” strategy.
- analyze, discuss, and integrate retail and channel management theories to evaluate the likely outcomes of product, place, price, and promotion decisions of channel members.
- evaluate the evolution of the retailing industry, understand the drivers of change, and interpret the possible consequences of recent retail trends for retailers, manufacturers, and consumers.
- gain insights into how channel members use information systems, big data, and analytical methods to improve decision making in retailing.
- apply marketing theories and concepts to business cases.

In addition, the course also aims to promote critical and analytical thinking, enhance decision-making, team-working, and communication skills.

Course Material:

1. Business articles in course reader
2. Articles in Scholarly and Managerial Journals (see reading list)
3. Assignment Instructions and Lecture Notes (posted on course webpage)

List of Cases

Case 1	Date:
	Case: Château Margaux: Launching the Third Wine
	Type: paper
	Subject: Distribution Decisions
	Teamwork?: Yes
	Grading: Individual

Optional Reading Material:

Goworek, H., & McGoldrick, P. (2015). Retail Marketing Management: Principles and Practice. Pearson Higher Ed. ISBN: 9780273758747

Course Web:

Students are expected to check the course website frequently as assignments, lecture notes, and grades will be posted on the website.

Instructional Design:

We will have a variety of learning activities including the presentation of concepts and principles by the instructor, discussion of current practices and trends in the business environment which relate to the topic (as presented in selected newspapers and magazines), and discussion of the implications of latest scholarly research and case studies.

Each lecture will have a theme, and we will learn about it through videos, articles and discussion. You are required to read the assigned articles in advance of the lectures. In a typical session, I will first explain and clarify key theories and concepts of retail and channel management. Next, we will have a discussion or debate in which we will apply theories and concepts to business cases. These classroom discussions will provide an opportunity for further exploration of the concepts and examples. Students are encouraged to find and use outside resources (cases, press readings, examples) to enhance their understanding and judgment of the course topics. Advancing other students' collective skills and knowledge by sharing a research finding, an opinion, an illustrative example or a case in class is highly encouraged. Although the lectures address the material in the articles, we also introduce a substantial amount of new material during class time.

Grading:

Term Project and Presentation (teamwork)	: 35%
In-class Learning Activities in Discussion Sessions (includes participation in case discussions and debates)	: 15%
Capstone Case write-up	: 10%
Quizzes	: 10%
Final Exam	: 30%

Peer Evaluation in Teamwork

Students will be asked to provide an evaluation of the members of their team in the course project. Each student will rate the performance of the members of her team, including herself. This evaluation should reflect that person's judgment of the contribution of the members of her team. The scores should not be merely functions of time spent by each member, but they should be measures of the "contribution;" their relative contribution to the idea generation, research, analysis, writing, oral presentation, report writing, etc. If the team was highly functional, and each member did what they committed themselves to, then the student can assign the same mark to each member of the team. If, on the other hand, some members of the team did not fulfill their commitments and did not contribute as much as the others, then points can be distributed unevenly.

The points submitted by all members of the team will be aggregated by the instructor. Every student will be given his/her aggregate peer evaluation, without disclosing the individual peer evaluations to the students.

In case there is no consensus among the team, for example, if three students divide the marks evenly and the fourth one divides them unevenly, then the instructor will use his/her judgment to assign peer evaluation marks--possibly after meeting with the members of the team.

In cases where there are conflicting marks, it is most likely that the instructor will meet with the team members and provide a mark based on an interview. For example, in a group of four, if Students A and B believe they did most of the work, and Students C and D believe otherwise, the team may be called in for an interview in order to be fair to everyone. Past experience indicates that in most groups points will be distributed evenly. There will be a few groups where peer evaluations will play a role in the marks. The primary goal of this exercise is to avoid giving undeserved credit to individuals who did not help their teams. However, it is possible to have upwards adjustments of marks in case of students who have done more than what the group expected of them.

The peer evaluation will have a direct impact on your project grade. To give a simple example, if the group mark is 25 out of 30, and if your peer evaluation indicates that your contribution was less than what was expected, then your project mark will be less than 25 out of 30. There are no simple rules for adjustment.

Requirements:

Term Project & Presentation: Students are expected to identify a business problem that is relevant to marketing channel managers. After discussing the problem with the instructor, students should review both the academic and managerial literature and conduct interviews with business professionals to gain insight into many facets of the topic. Next, students should carefully synthesize and evaluate different viewpoints, choose their own viewpoint, show why they think it is appropriate, how it is different from others, and why they think it best addresses the problem. This assignment will culminate in a video clip, an in-class discussion, and a report to be handed in at the term's end. Each team is expected to have at least one meeting with the instructor before the final presentation.

In-class Learning Activities (includes in-class exercises, case discussions, and debates): Discussion sessions will provide an opportunity for further exploration of the concepts and examples. Students are expected to be prepared at all times to contribute to and comment in any class discussion. The assessment of your contribution will be based on your ability to communicate your ideas effectively and how much you advance other students' skills and knowledge by sharing a research finding, an opinion, an insightful observation, or an illustrative example.

Capstone Case Write-up: We will discuss a capstone case in Week#11. This case touches on several fundamental issues in channel design and how distribution strategy should be aligned with branding strategy. Students (in teams of 3) are expected to hold a team meeting work on a set of questions that relate to the case. Following the initial discussion within the team, each team member is expected to synthesize the discussion, and then provide a one-page (font size 12 point, spacing 1.5, and normal margins) written response to each question. The assignment will promote effective classroom discussions and enable us to use time more effectively.

Quiz: There will be 1 announced quiz which will be given in Week 5 (10%). The quiz will be primarily over reading material. There will be a review session before the quiz.

Final Exam: Final exam will be given at the end of the course in the final exams period. The exam questions are designed to distinguish those who have learned something in this class from those who have not. Accordingly, your responses reveal the extent to which you are able to use concepts and theories to improve (deepen, sharpen, make more accurate, and insightful) your answer as compared to what they could have said before taking this class. That is, what you learned in this course should have become a part of your judgment and allow you to make better decisions. Basically, you should demonstrate the ability to frame a situation given in the question, identify what class materials apply to that particular situation, and to make a correct application to enhance your judgment/interpretation/evaluation of the situation. There will be a review session before the final exam.

Academic Honesty:

Learning is enhanced through cooperation and as such you are encouraged to work in groups, ask for and give help freely in all appropriate settings. At the same time, as a

matter of personal integrity, you should only represent your own work as yours. Any work that is submitted to be evaluated in this class should be an original piece of writing, presenting your ideas in your own words. Everything you borrow from books, articles, or web sites (including those in the syllabus) should be properly cited. Although you are encouraged to discuss your ideas with others (including your friends in the class), it is important that you do not share your writing (slides, MS Excel files, reports, etc.) with anyone. Using ideas, text and other intellectual property developed by someone else while claiming it is your original work is *plagiarism*. Copying from others or providing answers or information, written or oral, to others is *cheating*. Unauthorized help from another person or having someone else write one's paper or assignment is *collusion*. Cheating, plagiarism and collusion are serious offenses that could result in an F grade and disciplinary action. Please pay utmost attention to avoid such accusations.

Classroom policies and conduct

Sabancı BA and MBA in Management Program values participatory learning.

Establishing the necessary social order for a participatory learning environment requires that we all:

- Students are not allowed to record lectures.
- Camera and microphone must be turned on during exam
- Oral exam will be applied in case necessary
- Course content created by instructors is considered the instructors' intellectual property, it should not be distributed, shared in any public domain, or sold without prior written consent.
- Come prepared to make helpful comments and ask questions that facilitate your own understanding and that of your classmates. This requires that you complete the assigned readings for each session before class starts.
- Come to class on time.
- It is the policy of this class for students to turn their cell phones off during the class. If you need an exception, please contact me.
- Attendance: Attendance is a key part of the learning experience. You are expected to attend at least 70% of all class sessions. Please read the following WSJ article, "The Case Against Cutting Class". <https://www.wsj.com/articles/the-case-against-cutting-class-1534374214>
- Students with Disabilities: Any student with a disability is encouraged to contact me to discuss special accommodation needs. I will make every effort to help.
- Assignments: All assignments are due at the beginning of class. They must be submitted in the pdf format. Late assignments and projects will have 20% per day deducted up to five days late. All assignments should be submitted via SuCourse. Emailed assignments will not be accepted.
- Grading Criteria: All assignments will be evaluated using the following criteria: critical thinking, precision, clarity, brevity, relevance, importance, completeness, and originality.

Course Schedule:

Week 1	Date: 23.02
	Topic: Setting the Scene
	Requirements: Assigned Readings
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Week 2	Date: 02.03
	Topic: Channel Design
	Requirements: Assigned Readings
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Week 3	Date: 09.03
	Topic: Multichannel Strategy
	Requirements: Assigned Readings
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Week 4	Date: 16.03
	Topic: Channel Coordination
	Requirements: Assigned Readings
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Week 5	Date: 23.03
	Topic: Review Session & Quiz
	Requirements:
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Week 6	Date: 30.03
	Topic: Assortment Decisions
	Requirements: Assigned Readings
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Week 7	Date: 06.04
	Topic: Private Labels
	Requirements: Assigned Readings
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Week 8	Date: 13.04
	Topic: Retail Location, Market, Format Decisions
	Requirements: Assigned Readings
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Week 9	Date: 20.04
	Topic: Retail Pricing and Promotion Decisions
	Requirements: Assigned Readings
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Week 10	Date: 27.04
	Topic: Individual Team Meetings for Term Project
	Requirements: Case Write-Up (due 5pm, 30.04)
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Week 11	Date: 04.05
	Topic: Capstone Case
	Requirements: Term Project Report & Video (due 5pm, 07.05)
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Week 12	Date: 18.05
	Topic: Term Project Presentations
	Requirements:
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Week 13	Date: 25.05
	Topic: Review Session
	Requirements: Peer Evaluation Report (due 5pm, 28.05)
