



JAIPURIA INSTITUTE OF MANAGEMENT

Course Information

Course Code and title	Distribution and Channel Management
Credits	3
Term and Year	Vth Term, 2018 -19
Course Pre-requisite(s)	Basic understanding of MS- Excel and Sales Management concepts
Course Requirement(s)	Must have basic learning of Sales Management
Course Schedule (day and time of class)	Time Table Slot here
Classroom # (Location)	
Course Instructor	Shubhendra Singh Parihar
Course Instructor Email	Shubhendra.parihar@jaipuria.ac.in
Course Instructor Phone (Office)	
Student Consultation Hours	3.30- 530 PM
Office location	

1. Course Overview

Distribution and channel management play an important role in the marketing system. It varies according to intensity of tasks, demand of products and services, information and the nature of the infrastructure available in a place. Distribution gives strength to the company by helping to increase the reach of the product to various parts of regions, country, or even foreign markets. An effective distribution system helps in making goods available in the right quantity and SKU at the right time when it is required. If properly managed, the marketing system thus gives an opportunity of extending it to a lifelong relationship extending beyond a business relationship. There can be different partners associated with the distribution system like wholesalers, retailers, departmental stores, or supermarkets. It is in the marketing channels that the process and dynamics of competition take place. Some channels are very direct, linking manufacturers or originators of service directly to consumers. Other channels have many intermediate actors. During the distribution process, ownership may transfer a number of times. The channel may operate at one geographic location or in different countries. Different types of products / services require the support of different levels of channel linkages. For example MNCs in the FMCG category try for the factory CFA distributor (wholesale) retailer route. Likewise, for high value products, the key service requirements are high credit, low supply/ lead times/inventories and while for perishable products cold chain transportation and stocking emerge as more critical. Strategic planning and execution are a team effort between sales managers and distribution channels.

2. Course Learning Outcomes (CLO)

At the end of the course, the students should be able to:

- CLO1. Understand the core concepts, channel structures, and functions performed by various types of intermediaries. (K)
- CLO2. Analyse channel issues and resolve conflict situations (S)
- CLO3. Apply channel concepts in channels management decisions (S)
- CLO4. Evaluate the changing business environment and channel design decisions (S)
- CLO5. Designing channel management tools and systems for enhanced channel productivity (S)

Commented [GA1]: 1.Develop course overview: A brief description of course content and coverage, backward and forward linkages with other courses and essential characteristics of the course.

Commented [j2]: 2.Develop CLOs (based on Bloom's Taxonomy)
 3.Number of CLOs to be limited to 3 minimum, and 6 maximum
 4.Please ask yourself is each CLO measurable? (for example how will you measure ethical competence?)
 Can at least some CLOs map on to PLOs and GAs (Kindly keep the list of PLO and GA handy). An example is presented below:

Commented [GA3]: These outcomes (3 to 6) could be mapped to Bloom's taxonomy or Krathwohl's. FOR KSA Mapping- Knowledge and Skills are to be identified with the help of following definitions
Knowledge is what *one knows*, like facts, concepts, frameworks, models, etc. It is usually the type of information found in all text books.
Skills are *things one does*, like calculate using a formula, think critically, use Excel for solving problems, manage conflicts, make effective presentations, lead teams, etc
Attitudes (also called dispositions) are *what one tends to do*. Just because one *can* do something doesn't mean one actually does it—it only specifies what one actually tends to do
 1.Isolate Knowledge (K), Skill (S) and Attitude (A) labels in you CLOs. Please ensure that you have at least one CLO focusing on all three individually (Refer note on KSA framework)

CLO6. Appreciate the role of an effective channel manager (A)

	PLO-1	PLO-2	PLO-3	PLO-4	PLO-5	PLO 6	PLO-7	PLO-8
CLO1					x			
CLO2	x	x						
CLO3			x				x	
CLO4					x	x		
CLO5							x	
CLO6						x	x	x

Commented [GA4]: 1.Communicate effectively and display inter-personnel skills.
 2.Demonstrate Leadership and Teamwork towards achievement of organizational goals.
 3.Apply relevant conceptual frameworks for effective decision-making.
 4.Develop an entrepreneurial mindset for optimal business solutions.
 5.Evaluate the relationship between business environment and organizations.
 6.Discuss sustainable and ethical business practices.
 7.Leverage technologies for business decisions.
 8.Demonstrate capability as an Independent learner.

3. Mapping of CLOs with GAs

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8
CLO 1	x							
CLO 2	x		x	x	x			
CLO 3	x							
CLO 4			x			x		
CLO 5		x			x		x	x
CLO 6						x		x

Blocks in colour are key differentiators

Commented [j5]: Please note that one course may not be able to address all PLOs. Therefore discuss and plot the ones that make sense.

Commented [GA6]: Graduate Attitudes – 8 (Key differentiators 4 highlighted in red)
 Self-initiative

- Self-motivated, confident and self-assured to take up activities by themselves.
- Ability to learn without being prompted by others or the willingness to take a fresh approach (proactive than a reactive learner).

Deep discipline knowledge

- Committed to deep understanding of topics by reading widely, researching and combining information from a variety of sources, personal interactions and discussion of ideas with others especially with active researchers, reflecting on how individual/discrete pieces of information relate to larger patterns and applying the knowledge in real life situations.
- Exhibit an ability to integrate and synthesize information with prior learning beyond just focusing on memorization and application of course concepts which becomes a way of thinking and approaching new phenomena.

Critical thinking and Problem solving

- Actively and skilfully conceptualize, apply, analyze, synthesize, and evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication to solve problems effectively.
- Immersed in research methods and rigour and scientific approach to application of knowledge to real-life situations.

Humility, Team-Building and Leadership Skills

- Modest about their achievements and willing to share credit with others.
- Down to earth, authentic and grounded in their values.
- Far from being 'know it all', they believe there is much more in life worth learning.
- Understand, relate to and be sensitive to others as leaders.

4. VED Framework

For Faculty only

5. Text Book

B.Rosenbloom, 'Marketing Channels-A Management View', Cengage Learning, 8th Edition, Reprint 2013.

Reference Books:

1. Coughlan.A, Anderson.E, Stern.L, El-Ansary.A, Natarajan,R.C, 'Marketing Channels', Pearson, 7th Edition, Fifth Impression, 2011.
2. Julian Dent, " Distribution channels" , Kogan Page, First South Asian edition(2009)
3. Ramendra Singh " Sales & Distribution Management", Vikas Publications (2016)

6. Assessment Tasks:

Assessment Item	Description	Weightage	CLO
Quiz	Two announced Moodle quizzes will be scheduled (each quiz would have 10 MCQs). 1 st quiz in first half of the course and second quiz will be scheduled in second half of the course	10%	CLO-1 and 2
Group Assignment – Field Project report + Presentation		10+10 (20%)	CLO-3,4,5,6
Individual Assignment (Role Play)		20%	CLO-2,3,4
Class Participation and Discussion forum		10%	CLO1,2,3,4,5 and 6
End term exam		40%	CLO-1,2,3,4,5

Field Project Guidelines: Students would be divided into groups and assigned different organizations to study a particular type of company (e.g. Distributors of FMCG, Dealers of FMCD, Retail chains of FMCD, Dealers of Electrical sector etc.)

Role play topics shall be assigned by course instructor and a team of 2 to 3 individuals shall be formed to demonstrate the scenario through roleplay.

Session Plan

Session No.	Topic/Sub Topic	Session Details	
1	Why intermediation Overview of distribution channels Latest trends Need for distribution How distribution adds	Textbook	Chapter-1
		Pedagogy	Class room discussions
		CLO	1

	value	SLO	Participants would be able to explain the value created by intermediaries and latest innovation in distribution.
2.	The environment (economical, competitive, sociocultural, technological) of marketing channels Different Channel Formats Tasks performed by channel members	Text Book	Chapter-2,3
		Pedagogy	Lecture and Discussion
		CLO	2
		SLO	Students will be able to understand the business environment and its relationship with the distribution strategy of organizations
3	Channel design strategy	Text Book	6
		Pedagogy	Case discussion
		CLO	1,2
		SLO	Realizing the complex city of channel design process, able to specify distribution task, familiar with major approaches for choosing channel structure, scenario analysis for channel design decisions
4	Selecting the channel members : Finding prospective members, applying selection criteria	Text Book	7
		Pedagogy	Class room discussion
		SLO	Appreciate the importance of channel member selection, understand the relationship between distribution and channel intensity, sourcing of prospective channel members, selection criteria development and recognize the human side of channel member selection
		CLO	
5	Role Plays	Pedagogy	A team of 2-3 students shall act on the given situation and a post act analysis shall be discussed for derived learning outcome. Each act will be given 5 minutes.
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			given 5 minutes.
7	<ul style="list-style-type: none"> • Channel Power • Co-ordination the balancing of power and exercising power 	Text Book	4
		Reading	
		Pedagogy	Case discussion
		CLO	3
		SLO	Understand the behavioral process and basis of power and how to use them
8	Channels conflicts Major sources of conflicts, Conflict resolution strategies	Text Book	4
		Pedagogy	Class discussion
		CLO	3
		SLO	beware of emerging conflicts in channel management, familiar with channel conflicts and resolving techniques
9	Motivating the channel members : Recognition, Incentives, Finding needs & problems, Training & development of channel member	Text book	9
		Pedagogy	Case discussion scenario based
		CLO	4
		SLO	Understand the basic framework of channel motivation, be cognizant of the need to provide leadership in channels through the effective use of power
10	Guest Talk I (share practical insights from industry about managing marketing channels)		
		CLO	3,4
		SLO	Students will get hand on experience from a practicing manager
11	Distributors' working capital management,	Text Book	Distribution channels by Julian Dent, Chapter-6 : Working capital

	Discussion on W/C, supplier credit and w/c cycle	Pedagogy	Case discussion
		Case	ABC Distributor case from Julian Dent
		CLO	4,5
		SLO	Able to understand the business model of a retailer and wholesaler. How to sell to a retailer and to a wholesaler?
12	Product issues in channel management (1) New product & channel (2) Product life cycle & channel (3) Product differentiation & channel (4) Product positioning & channel	Text Book	10
		Pedagogy	Scenario based discussion
		CLO	3
		SLO	Able to understand the interface between product management and channel management, implications of each stage of PLC for channel management and role of marketing channels in providing product services
13	Pricing issues in Channel Management : (1)Price points, Profit margins, special deals (2)Control in pricing, increasing price through channel (3)dealing with gray market Channel economics	Text Book	11
		Pedagogy	Scenario based discussion
		CLO	3
		SLO	Importance of pricing issues and their devolvement, guidelines for effective channel pricing, be cognizant of some of the most basic and recurring issues in channel pricing policies
14	Promotion through the marketing channel : Pull & Push promotion strategies	Text Book	12
		Pedagogy	Scenario based discussion
		CLO	3
		SLO	Students shall be able to understand the role of channel partners in promotion mix, view promotion through channel members, understand push and pull from channel perspective, understand the basic

			types of promotions which require channel support.
15	Logistics & Channel Mgmt.: Areas of interface between logistics & channel mgmt., Logistics systems, components and costs.	Text Book	13
		Pedagogy	Scenario based discussion
		CLO	3
		SLO	Familiar with the role of logistics, differentiate between logistics and supply chain, recognize the output of logistics system and customer service
16	Evaluating Channel member performance : Deciding performance criteria, Recommending corrective actions	Text Book	14
		Pedagogy	Scenario based discussion
		CLO	4
		SLO	Recognize the importance of channel member performance, differentiate between performance evaluation and day-to-day monitoring, key criteria in channel member performance audit , basic approaches in using evaluation criteria
17	Multi-Channel Mgmt. & challenges, Electronic channels, Direct Mktg. Channels , Omni channels Rural Mktg. Channels	Text Book	15 and chapter-15 from sales & distribution management book by Ramendra Singh, Vikas publication
		Pedagogy	Case based discussion
		CLO	3,4
		SLO	
18	Marketing Channels for Services	Text Book	17
		Pedagogy	Discussion
		CLO	4,5
		SLO	Use of IOT as distribution channel, cost and convenience value of e-channels, expanding role in industry specific channels, product e-channels,

			service e-channels.
19	Franchising, Retailing & Wholesaling	Text Book	15
		Reading	
		Pedagogy	Discussions
		CLO	4,5
		SLO	Retailing and wholesaling , types of franchising
20	International Channel Perspective	Text Book	18
		Pedagogy	Case based discussions
		CLO	4,5
		SLO	Abel to understand International environment and channel design decisions, major facets in international marketing channels
21	Field project presentation	Pedagogy	Group presentation
		CLO	1 to 5
		SLO	Student shall demonstrate the course learning and application of concepts and practice by their report presentation in class
22	Field project presentation	Text Book	
		Pedagogy	Group presentation
		CLO	1 to 5
		SLO	Student shall demonstrate the course learning and application of concepts and practice by their report presentation in class
23	Field project presentation	Text	

		Book:	
		Pedagogy	Group presentation
		CLO	1 to 5
		SLO	Student shall demonstrate the course learning and application of concepts and practice by their report presentation in class
24	Summary , feedback and wrapping up of course	Text Book	All relevant chapters
		Pedagogy	Summary of course by Instructor
		CLO	1 to 5
		SLO	Help students to review and summarize the course content discussed in previous sessions

Time budgeting in course planning:

Please note that while assigning activities and planning teaching schedules following table may be of help. The weightage of items in the table is prescriptive and may vary according to course requirement. Yet it is indicative of how student time per course can be budgeted:

Activity	Description	Time Budgeted
Classes	2-3 hours per week for 12 weeks	30 hours
Reading	Prescribed readings and making notes	25 hours
Preparation of set questions, exercises and problems	Including shared and group exercises	15 hours
Preparation of assignment	Reading and writing	15 hours
Study and revision for test and end of Trimester examination	Self-preparations	15 hours
Evaluation	End term evaluation	10 hours
TOTAL		110 hours

References:

- 1.Coughlan.A, Anderson.E, Stern.L, El-Ansary.A, Natarajan,R.C, 'Marketing Channels', Pearson, 7th Edition, Fifth Impression, 2011.
- 2.Julian Dent, " Distribution channels" , Kogan Page, First South Asian edition(2009)
- 3.Ramendra Singh " Sales & Distribution Management", Vikas Publications (2016)

Internet Resources

www.businessstoday.in

<https://www.thehindubusinessline.com/>

<https://economictimes.indiatimes.com/>

<https://www.mckinsey.com/business-functions/marketing-and-sales/how-we-help-clients/sales-and-channel-management>

Instructions:

Students will be expected to maintain a daily log of their learning and make an action plan. The continuous evaluation tools would be implemented as per schedule and collected for evaluation.

Students are encouraged to visit videos available on Impartus, you tube on TED talks, and readings available at websites like course era, etc.

Rubrics for Assessment Tasks (To be developed as per area requirement)

1. RUBRICS FOR CLO

CRITERIA	LEVEL 1 BEGINING	LEVEL 2 AVERAGE	LEVEL 3 ACCOMPLISHED	LEVEL 4 EXCELLENT
	All blocks to be given a description			

2. RUBRICS FOR QUIZ

Poor Points 0-2	Fair Points 3-5	Good Points 6-8	Excellent Points 9 – 10
UNSATISFACTORY	MINIMAL	PROFICIENT	EXEMPLARY

3. RUBRICS for Role plays

Opening of act	Gaining attention of participants	Learning what scenario wants	Discussion building and relevant points	Closing the act	Role play report	Total
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			covered			
1	1	2	4	3	10	20

4. RUBRICS FOR PRESENTATION

Parameters	Content	Originality	Presentation	Learning facts
Channel structure of the company				
Terms and conditions for appointing channel members				
Growth expectations of the parent company in terms of target				
Payment terms & cash discount policy				
Promotion policy and support from parent company				
Recognition & other motivation done by the parent company				
After sales service of the company				
Accounts reconciliation efforts of the parent company				
Product issues in the company Pricing issues in the company Logistics issues in				

the company				
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5. RUBRICS FOR END TERM

Poor Points 0-2	Fair Points 3-5	Good Points 6-8	Excellent Points 9 – 10
UNSATISFACTORY	MINIMAL	PROFICIENT	EXEMPLARY

Institute’s Policy Statements

It is the responsibility of every student to be aware of the requirements for this course, and understand the specific details included in this document. It is emphasized that this course requires a significant commitment outside of formal class contact. The learning tasks in this course may include classes (lectures or seminars), required reading, the preparation of answers to set questions, exercises and problems, and self-study. In addition, students may be required to complete an assignment, test or examination.

LMS-Moodle/Impartus:

LMS-Moodle/Impartus is used to host course resources for all courses. Students can download lecture, additional reading materials, and tutorial notes to support class participation.

Late Submission

Assessment tasks submitted after the due date, without prior approval/arrangement, will be not be accepted. Requests for extension of time must be made with the faculty member concerned and based on Special Consideration guidelines.

Plagiarism:

Plagiarism is looked at as the presentation of the expressed thought or work of another person as though it is one's own without properly acknowledging that person.

Cases of plagiarism will be dealt with according to Plagiarism Policy of the institute. It is advisable that students should read **Section ... of Student Handbook** for detailed guidelines. It is also advisable that students must not allow other students to copy their work and must take care to safeguard against this happening. In cases of copying, normally all students involved will be penalised equally; an exception will be if the student can demonstrate the work is their own and they took reasonable care to safeguard against copying.

Graduate Attitudes – 8 (Key differentiators 4 highlighted in red)**Self-initiative**

- Self-motivated, confident and self-assured to take up activities by themselves.
- Ability to learn without being prompted by others or the willingness to take a fresh approach (proactive than a reactive learner).

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- Modest about their achievements and willing to share credit with others.
- Down to earth, authentic and grounded in their values.
- Far from being 'know it all', they believe there is much more in life worth learning.
- Understand, relate to and be sensitive to others as leaders.
- Ability to build cohesive teams and develop collaborative and harmonious working relationships with team members.

Open and Clear Communication

- A culture of open, honest and transparent communication where everyone is encouraged to share their ideas and concerns, both positive and negative, giving them the sense that they are valued.

Global outlook

- Develop a global mindset. Develop capacity and disposition to understand and act on issues of global significance. Appreciate the geostrategic, economic, cultural, political, historical and social factors impacting organizations.
- Develop adaptability, self-confidence, resilience and optimism to work in multicultural teams and environments.
- Ability to think not just about one's own existence and prosperity but have the thinking and capability to improve the lives of others.

Ethical competency and sustainable mindset

- Interpret the situation and identify ethical issues-(Ethical sensitivity). Formulate morally ideal course of action by identifying relevant ethical issues and using these principles to consider appropriate actions- (Ethical Reasoning). Deciding and executing the intended course of action- (Ethical motivation and Ethical implementation).
- Develop an approach to business decisions and actions that balance economic, social, cultural and environmental issues for the greater good of the society and planet.

Entrepreneurial and innovative

- Forward looking and proactively seek new opportunities.
- Take calculated risks. Accept and cope with changes and uncertainty in the environment.
- Ability to innovate. Predisposed to engage in creativity and coming up with new ideas.