



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Commercial Distribution		Code	611G02030
Study programme	Grao en Administración e Dirección de Empresas			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6
Language	SpanishEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Rey García, Marta	E-mail	marta.reyg@udc.es	
Lecturers	Rey García, Marta Salido Andrés, Noelia	E-mail	marta.reyg@udc.es noelia.sandres@udc.es	
Web				
General description	The general goal of this course is to introduce students to the practical aspects of the retailing sector, with a focus on the strategic management of this marketing area, and on the opportunities it entails for the competitive advantage of organizations and for the satisfaction of their clients. In order to fulfill it, the theoretical and institutional framework, the trends coming from internationalization and the introduction of new information and communication technologies, and the expectations of stakeholders for a more sustainable supply chain management, will be first introduced. In such context, the operations and dynamics of different types of commercial channels, intermediaries and formats; the relevance of merchandising and retail logistics; and the ethical implications and legal framework of retail, will be discussed.			
Contingency plan	1. Modifications to the contents No changes will be made 2. Methodologies *Teaching methodologies that are maintained -Lectures/Guest lectures/Keynote speeches (will be held online, preferably via Teams) - Interactive sessions to develop and present case studies ((will be held online, preferably via Teams) - Multiple-choice test exam (will be held online, preferably via Moodle) *Teaching methodologies that are modified - The requirement to attend face-to-face sessions will be eliminated after face-to-face activity is cancelled 3. Mechanisms for personalized attention to students - Moodle: will be used to consult course materials, request personalized attention and follow-up case studies - Teams: will be used for individual and small group tutoring 4. Modifications in the evaluation No changes will be made *Evaluation observations: Those already included in the teaching guide will be maintained, except for control of attendance to face-to-face sessions, that will be exerted only for the face-to-face sessions held until suspension of face-to-face activity 1. SITUATIONS Those already included in the teaching guide will be maintained 2. REQUIREMENTS TO PASS THE COURSE Those already included in the teaching guide will be maintained 5. Modifications to the bibliography or webgraphy No changes will be made			

Study programme competences

Code	Study programme competences
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A1	Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses
A2	Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned
A3	Evaluate and foreseeing, from relevant data, the development of a company.
A4	Elaborate advisory reports on specific situations of companies and markets
A5	Write projects about specific functional areas (e.g. management, marketing, financial) of the company
A6	Identify the relevant sources of economic information and to interpret the content.
A8	Derive, based on from basic information, relevant data unrecognizable by non-professionals.
A9	Use frequently the information and communication technology (ICT) throughout their professional activity.
A11	To analyze the problems of the firm based on management technical tools and professional criteria
A12	Communicate fluently in their environment and work by teams
B1	CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study
B2	CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work
B3	CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical
B4	CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled
B5	CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy
B6	CG1-Perform duties of management, advice and evaluation in business organizations
B7	CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization
B8	CG3- Know how to make decisions, and, in general, assume leadership roles.
B9	CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results
B10	CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities.
C1	Express correctly, both orally and in writing, in the official languages of the autonomous region
C2	To be fluent in the oral expression and written comprehension of a foreign language.
C4	To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good
C5	Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs
C6	Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions
C7	Assume as professionals and citizens the importance of learning throughout life.
C8	Assess the importance of research, innovation and technological development in the economic and cultural progress of society.

Learning outcomes

Learning outcomes	Study programme competences
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<ul style="list-style-type: none"> - To value the importance of commercial distribution within the economy and to value placement in general and retailing in particular for its strategic nature within marketing strategies, as a source of competitive advantage for all types of organizations, including the services sector. - To understand the current situation and future trends of retailing, with a special focus on concentration and internationalization processes, on the impact of new information and communication technologies (digital transformation), and on sustainable supply chain management (CSR). - To understand the implications of the choices for different types of channel strategies and the different types of retail channels and commercial intermediaries, both offline and online. To understand the implications of omnichannel strategies. - To understand the implications for both customers and retailers of the different types of commercial formats, both offline and online. - To acquire knowledge of the commercial tools, including personal sales, available for building a successful retailing strategy. - To analyse assortment decisions, distributor or private label strategies, retail pricing strategies, logistics decisions and merchandising decisions in a retailing context. - To acquire knowledge about the legal environment surrounding retail at a European, national and regional level and to understand the ethical implications of retailing strategies, with special emphasis on sustainability, circular economy and CSR of retailers. 	A1	B1	C1
	A2	B2	C2
	A3	B3	C4
	A4	B4	C5
	A5	B5	C6
	A6	B6	C7
	A8	B7	C8
	A9	B8	
	A11	B9	
	A12	B10	

Contents	
Topic	Sub-topic
TEMA 1: THEORETICAL AND CONCEPTUAL FRAMEWORK OF RETAIL	Basic bibliography and information sources Key concepts Retailing functions in the context of marketing strategies Introduction to the history of contemporary retailing The role of commercial distribution in the economy and society Global trends in retailing
TEMA 2: DESIGNING AND SELECTING DISTRIBUTION CHANNELS	Distribution channels: definition, functions, types Advantages and disadvantages of intermediaries Designing and choosing a channel: goals, stages and off-line and online alternatives Multichannel and omnichannel strategies
TEMA 3: CHANNEL DYNAMICS	Distribution channel flows A typology of distribution channels according to the degree of integration Advantages and disadvantages of global sourcing and vertical integration Alternative manufacturer and vendor strategies, conflict and collaboration, manufacturer brands and private labels
TEMA 4: COMMERCIAL INTERMEDIARIES AND FORMATS	Assortment decisions Definition of commercial formats Formats associated with ownership forms (and degree of channel integration) Retailing strategies Formats Associated with the retailer strategy mix Evolution and trends in retailing formats Retail life cycle and format reinvention
TEMA 5: MERCHANDISING	Introduction, concept and types Placement and store layout Establishing retail image: visual merchandising Elaborating a merchandise plan: merchandise selection and management, performance evaluation Promotional strategies



TEMA 6. SUPPLY CHAIN MANAGEMENT AND LOGISTICS IN RETAIL	<p>Supply chain management areas and key performance indicators</p> <p>Managing retailing logistics: collaboration between retailers and vendors; inventory, warehouse and transportation management</p> <p>Strategic relevance of SCM: global examples and reverse logistics</p> <p>Information and merchandise flows: commercial coding systems and traceability</p>
TEMA 7. SUSTAINABLE DISTRIBUTION, CORPORATE SOCIAL RESPONSIBILITY AND LEGAL FRAMEWORK OF RETAILING	<p>Sustainability</p> <p>Corporate social responsibility of retailers</p> <p>Sustainable supply chain management and ethical sourcing</p> <p>Circular economy and responsible consumption</p> <p>Basic legal framework: European norms for reverse logistics, food security and product traceability</p>

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Case study	A12 B8 C2 C8	25	50	75
Seminar	C4 C5 C6 C7	4	0	4
Multiple-choice questions	A4 A5 B4 B6 B9 B10 C1	1	0	1
Guest lecture / keynote speech	A1 A2 A3 A6 A8 A9 A11 B1 B2 B3 B5 B7	17	51	68
Personalized attention		2	0	2
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Case study	<p>Different learning materials will be used (cases, audiovisuals, readings); both in the classroom in order to complement theoretical and theoretical-practical teaching (individual practical assignments), and outside the classroom in order for students to prepare the group practical assignments that are subject to continuous evaluation.</p> <p>The professor responsible for coordinating the course will elaborate a weekly planning for students to prepare the practical assignments in advance, and to follow up on them. Participation in all sessions of the course, group practical assignments and guest lectures included, is strongly recommended given that their contents can be subject to evaluation.</p>
Seminar	Questions about the course in general and about the group practical assignments in particular will be solved in small tutoring groups (max. 15 students)
Multiple-choice questions	A test examination will be held, a multiple choice type where only one option is correct and incorrect answers entail a penalty.
Guest lecture / keynote speech	<p>The fundamentals of the course will be explained in the classroom in theory-based sessions and utilizing audiovisual aids, guided discussions, cases and other interactive methodologies.</p> <p>The professor responsible for coordinating the course will elaborate a weekly planning for students to prepare the lectures in advance, and to follow up on them. Participation in all sessions of the course, individual practical assignments and guest lectures included, is strongly recommended given that their contents can be subject to evaluation.</p>

Personalized attention	
Methodologies	Description



Case study Seminar	<p>Personalized attention (individual and small group tutoring) will be delivered via Teams, following an email/Moodle request.</p> <p>Personalized attention will be provided in order to solve for specific questions about course contents, to recommend additional sources of information in order to enhance case preparation, and to follow up on the group practical assignments with small student groups. Furthermore, the seminars may be used to discuss relevant questions individually, beyond collaborative learning.</p> <p>The cases and other learning materials required to facilitate students' follow up of interactive sessions and the course calendar will be detailed/uploaded in the virtual platform of the UDC. Materials will be discussed in the classroom in an interactive way. Cases will be assigned to student groups so that they are firstly presented in the classroom by the responsible group, and then discussed with all students attending the course. It is strongly recommended that all students prepare the materials in advance and participate in the session. Furthermore it is strongly recommended that students utilize tutoring hours in order to solve their questions about the assignments that are subject to continuous evaluation in a personalized way.</p> <p>The goal of the personalized attention will consist in solving questions about preparation of team projects and case studies, both for students registered as full-time and as part-time.</p>
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Assessment			
Methodologies	Competencies	Description	Qualification
Case study	A12 B8 C2 C8	<p>The grade corresponding to continuous evaluation comes from adding up the following:</p> <ul style="list-style-type: none">- 10% of final grade comes from individual and physical attendance of students to each and every session of the course, be it theoretical or interactive, including team project presentations and guest lectures.- 30% of final grade comes from the grade obtained by each student participating in the group practical assignment (practical project), prepared in teams outside the classroom according to the guidelines provided by the coordinating professor, and presented in the classroom in a plenary session. This practical assignment deals with cases or recommended readings, complemented with other relevant sources of information. Specific tutoring will be provided for this assignment if necessary. All students participating in the same team will obtain the same project grade.	40



Multiple-choice questions	A4 A5 B4 B6 B9 B10 C1	<p>A multiple-choice type of test exam administered via Moodle, where only one option is correct, will be taken. Wrong answers entail a penalty. It is strictly necessary to pass the exam (with a grade equal or superior to 5, in a 0-10 grading system) in order to pass the course.</p> <p>All materials and contents addressed in the classroom, both face-to-face and virtually, either in the lectures or in the theoretical and/or practical sessions, in the discussion of individual assignments or in the presentation of group assignments, are subject to be asked about in the exam. Thus knowledge about contents of all team practical projects may be assessed in the exam.</p> <p>It is important that students prepare individually for the exam utilizing all materials available in the virtual platform (visual aids, individual assignments, suggested readings, legislation), and the notes they took in the classroom in order to better understand the real examples used to illustrate course contents.</p> <p>It is key that students complement these materials with the individual revision of suggested textbooks, in order to clarify any remaining question.</p> <p>Students taking the English exam (bilingual section) are exempt from memorizing Spanish and Galician commercial distribution legislation. However, those questions will be substituted by additional questions relative to international and European legislation and norms, including CSR and sustainability norms and standards; so that their test exam is fully comparable to the one taken by the rest of sections in the course</p>	60
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Assessment comments

The aforementioned evaluation criteria will apply to both the first and the second opportunity, including Erasmus and exchange students. Those students who fail the multiple-choice exam will receive the exam grade as course grade. The grade of "Not present" will only be given to students who only participated in course activities worth under 20% of the final grade. The grade obtained by students for their continuous evaluation will be valid only for the ongoing academic year. If a student in such situation fails to pass the complete course in either 1st opportunity or 2nd opportunity, his/her final grade will be "Fail", implying that he/she will have to re-take the whole course during incoming academic years. Students taking the anticipated December opportunity will be subject to the same criteria as those applying to second opportunity (i.e. exam is worth 60% and continuous evaluation is worth 40%). It is forbidden to access the classroom with any device allowing for data transmission and/or warehousing when any of the evaluations is taking place (e.g. mobile phones, smart watches, etc.). In the case of students registered as part-time and "dispensa académica" the weight of the exam grade will be 100%.

Sources of information

Basic	<p>BIBLIOGRAFÍA BÁSICA Vázquez Casielles, R., Trespalacios Gutiérrez, J.A. (2006): Estrategias de distribución comercial. Diseño del canal de distribución y relación entre fabricantes y detallistas, Thomson Paraninfo, Madrid</p> <p>Artículos, capítulos, informes y casos indicados en moodle GRUPO BILINGÜE</p> <p>Recommended textbooks: Berman, Barry R. & Evans, Joel R. (2013): Retail Management: A Strategic Approach, Prentice Hall. Levy, Michael & Weitz, Barton A. (2012): Retailing Management, McGraw-Hill. Papers, chapters, reports and cases indicated in moodle</p>
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Complementary	BIBLIOGRAFÍA COMPLEMENTARIA http://catedrafundacionarecesdcuniovi.es/publicaciones-libros-publicados-es.html Vázquez Casielles et al. (coord.) (2010) Distribución Comercial y Comportamiento del Consumidor, Cátedra Fundación Ramón Areces de Distribución Comercial Vázquez Casielles et al. (coord.) (2011): Estrategias competitivas en canales de distribución comercial tradicional versus on-line Díez de Castro, Enrique y Navarro García, Antonio: ¿Naturaleza de la distribución comercial? Díez de Castro, E.C., Landa Bercebal, F.J., Navarro García, A. (2006): Merchandising. Teoría y práctica, Pirámide, Madrid. Logística / Soret Los Santos, Ignacio (2010): Logística y operaciones en la empresa, ESIC, Madrid
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Recommendations

Subjects that it is recommended to have taken before

Introduction to Marketing/611G02015

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.