



Teaching Guide				
Identifying Data				2024/25
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	Salido Andrés, Noelia	E-mail	noelia.sandres@udc.es	
Lecturers	Losada López, José María Rey García, Marta Salido Andrés, Noelia	E-mail	jose.maria.losada@udc.es marta.reyg@udc.es noelia.sandres@udc.es	
Web				
General description	<p>The general goal of this course on Retail Management 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.</p>			

Study programme competences / results	
Code	Study programme competences / results
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 / results		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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).</li> <li>- 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.</li> <li>- To understand the implications for both customers and retailers of the different types of commercial formats, both offline and online.</li> <li>- To acquire knowledge of the commercial tools, including personal sales, available for building a successful retailing strategy.</li> <li>- To analyse assortment decisions, distributor or private label strategies, retail pricing strategies, logistics decisions and merchandising decisions in a retailing context.</li> <li>- 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.</li> </ul>	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	<p>Distribution channel flows</p> <p>A typology of distribution channels according to the degree of integration</p> <p>Advantages and disadvantages of global sourcing and vertical integration</p> <p>Alternative manufacturer and vendor strategies, conflict and collaboration, manufacturer brands and private labels</p>
TEMA 4: COMMERCIAL INTERMEDIARIES AND FORMATS	<p>Assortment decisions</p> <p>Definition of commercial formats</p> <p>Formats associated with ownership forms (and degree of channel integration)</p> <p>Retailing strategies</p> <p>Formats Associated with the retailer strategy mix</p> <p>Evolution and trends in retailing formats</p> <p>Retail life cycle and format reinvention</p>
TEMA 5: MERCHANDISING	<p>Introduction, concept and types</p> <p>Placement and store layout</p> <p>Establishing retail image: visual merchandising</p> <p>Elaborating a merchandise plan: merchandise selection and management, performance evaluation</p> <p>Promotional strategies</p>
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 / Results	Teaching hours (in-person & virtual)	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>

## Assessment

Methodologies	Competencies / Results	Description	Qualification
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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"><li>- 10% of final grade comes from individual attendance and/or participation of students to each and every session of the course, be it theoretical or interactive, including team project presentations and seminars/guest lectures. Participation may be randomly checked.</li><li>- 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.</li></ul>	40
Multiple-choice questions	A4 A5 B4 B6 B9 B10 C1	<p>A multiple-choice type of test exam, that may be administered via Campus Virtual in the classroom, where only one option is correct, will be taken. Wrong answers entail a penalty of one third of the value of correct ones. It is strictly necessary to pass the exam (with a grade equal or superior to 5,00 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

## Assessment comments



## A) ASSESSMENT NORMS AND REGULATIONS

1. Assessment conditions: 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 (mobile phones, smart watches, etc.).

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2. Identification of students: each student must demonstrate its identity according to prevailing norms.

## B) TYPES OF GRADES

1.GRADE OF "NO  
PRESENTADO"

It corresponds to students

who only participate in assessment activities that are worth under 20% of the final grade, regardless of their grade.

#### 4. STUDENTS WHO ARE ACKNOWLEDGED WITH PART-TIME REGISTRATION AND " DISPENSA ACADÉMICA DE EXENCIÓN DE ASISTENCIA"

For those students with  
part-time registration and "dispensa académica de exención de asistencia", 100% of their final grade  
will originate from their results in the multiple-choice test exam.

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## C. ASSESSMENT OPPORTUNITIES

### 1. FIRST AND SECOND OPPORTUNITY

The aforementioned evaluation system and the official examination dates will apply to all students registered in the course, including Erasmus and other exchange students.

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In the case

of students who obtained a ?Not present? or ?Failed? grade in the first opportunity (?failed? = final grade < 5,00, either because of insufficient grade in the continuous evaluation or because a failed test exam -the second opportunity cannot be used to improve the grade of the first opportunity), for the second opportunity the highest grade among the following two will be chosen:

A) Final grade = 100% of the grade

obtained in the test exam of the 2nd opportunity,

B) Final grade = sum of continuous

evaluation grade (of the first opportunity, 40%) and the grade obtained in the test exam of the 2nd opportunity (60%) only if the grade obtained in the exam is equal to or greater than 5,00.

In both

cases only students with a final grade equal to or greater than 5,00 will pass the course.

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2.ANTICIPATED CALL
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Assessment conditions for the anticipated opportunity (Art. 19 of the "Normas de Avaliación, Revisión e Reclamacións das Cualificacións dos Estudos de Grao e Mestrado Universitario") will be specific for that opportunity. It will be assessed through a multiple-choice questions type of exam that will be worth 100% of the final grade.

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## D. OTHER ASSESSMENT COMMENTS

Those students who fail the multiple-choice exam will receive the exam grade as final course grade in any of the opportunities.

The grade obtained by students from continuous evaluation, coming from their team projects (30%) and attendance checks (10%), will be valid only for the ongoing academic year.

Fraud or cheating in any of the exams or assignments will directly result in a grade of failed "0" in the corresponding opportunity of the course, therefore invalidating any grade already obtained in any of the assessment activities towards the extraordinary opportunity.

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## Sources of information

<b>Basic</b>	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, MadridArtículos, capítulos, informes y casos indicados en el campus virtual.GRUPO BILINGÜE 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 the campus virtual.
<b>Complementary</b>	BIBLIOGRAFÍA COMPLEMENTARIA <a href="http://catedrafundacionarecesdcuniovi.es/publicaciones-libros-publicados-es.html">http://catedrafundacionarecesdcuniovi.es/publicaciones-libros-publicados-es.html</a> 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.Digitalización / Kotler, P. (2020). Retail 4. 0: 10 Reglas para la Era Digital. Almuzara.Logística / Soret Los Santos, Ignacio (2010): Logística y operaciones en la empresa, ESIC, MadridGRUPO BILINGÜE COMPLEMENTARY SOURCES McNulty, J. P. (2018). The Ultimate Retail Manual: Strategies for Retailers to Thrive & Succeed in the Digital World. New Retail Ethos Publications.Deloitte reports on "Global Powers of Retailing"

## 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

- According to the different regulations applicable to university teaching, this subject must incorporate the gender perspective (non-sexist language will be used, bibliography of authors of both sexes will be used, student participation in class will be encouraged...)- Work will be done to identify and modify sexist prejudices and attitudes and to influence the environment to modify them and promote values of respect and equality.-Situations of gender discrimination should be detected and actions and measures will be proposed to correct them.

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(\*)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.