

**COURSE OUTLINE: BM2513 Channel Value Creation**

<b>Academic Year</b>	AY2022-23	<b>Semester</b>	2
<b>Course Coordinator</b>	Eunsoo Kim		
<b>Course Code</b>	BM2513		
<b>Course Title</b>	Channel Value Creation		
<b>Pre-requisites</b>	AB1501 Marketing		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	3hrs x 13 weeks = 39 hrs		
<b>Proposal Date</b>	2 November 2022		

**A) Course Aims**

Marketing Channel is one of the most important assets in the organization's overall marketing strategy in this era where there exists much congestion in the market for similar products. Organizations must reach their consumers effectively but then how should we approach them? Innovation can come from "place" in 4Ps. This course is designed to help you understand the key elements of the marketing channels and appreciate the value of the question "how do my customers want to buy?" Also, help future marketers (you) to apply the channel concepts into a real world.

By taking this course, you will be provided with a foundation and framework in auditing/designing marketing distribution strategies. More specifically, you be equipped with conceptual tools to audit the current channel design and framework to create the explosive channel value, which involve both consumer-centric perspectives as well as firm-centric perspective. You will also be exposed to management issues in distribution channels.

**B) Intended Learning Outcomes (ILO)/Objectives**

The overall objective of this course is to build your knowledge base in managing distribution channels. The course will develop in a systematic manner, a set of consistent frameworks in the planning and designing of a channel, which can deliver explosive channel value.

Specifically, this course will provide you with the skills and knowledge to:

1. Describe the key players in marketing channels and components designing channel structures and strategies
2. Explain ways to create explosive channel value from both consumers' and firms' perspective
3. Apply these concepts to the analysis of real marketing problems
4. Audit current channel strategies and develop appropriate and creative marketing/marketing channel strategies

**C) Course Content**

Please refer to the planned weekly schedule for the course content details.

**D) Assessment (includes both continuous and summative assessment)**

<b>Component</b>	<b>ILO Tested</b>	<b>NBS Learning Goal (Refer to Annex E for list)</b>	<b>Weighting</b>	<b>Team/Individual</b>	<b>Assessment Rubrics (Please insert rubrics as Appendix)</b>
1. Participation	ILO1-4	Oral Communication	15%	Individual	Class Participation Rubric (Annex A1)

2. Individual presentation	ILO 2-4	Oral Communication	10%	Individual	Individual Presentation Rubric (Annex A4)
3. Case	ILO3	Critical Thinking	5%	Team	Critical Thinking Rubric (Annex A2)
4. Group Project A	ILO4	Critical Thinking	15%	Team	Critical Thinking Rubric (Annex A2)
5. Group Project B	ILO2,4	Problem-Solving & Decision-Making	10%	Team	Problem-Solving and Decision-Making Rubric (Annex A3)
		Teamwork and Interpersonal Skills	5%	Individual	Teamwork and Interpersonal Skills Rubric (Annex A5)
6. Quiz 1	ILO1,2	Acquisition of knowledge	20%	Individual	N.A
7. Quiz 2	ILO1,2	Acquisition of knowledge	20%	Individual	N.A
Total			100%		

**Important Notes:**

For group presentation, it is mandatory that every member in the group presents one part.

A mandatory peer group evaluation will be performed to evaluate the group member performance across all the group-based assignments. Students failing to meet group requirements will have their grades lowered accordingly.

**E) Formative feedback**

You will receive verbal/written feedback both from your classmates and from me about your presentations. Group project has two parts, part A and B, such that you can receive mid-feedback in response to your proposals. Through in-class quiz, you will be able to check your level of understanding along the way.

**F) Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Lectures	The interactive lecture session allows me to get the concepts clearly through the entire class by involving you for your understanding. The lecture session allows you to think critically and share their ideas with peers in class.
Article presentation	Articles allow you to apply concepts learned in class, analyze, and deliver materials in a guided manner.
Quiz 1 and 2	To receive feedback on your level of understanding, there will be two in-class quizzes.
Group projects A and B	The course is designed to link the academic work that we learn in class and what happens in the industry. Group project A and B will allow you to apply the concepts learned in class to the real world. Group project A involves auditing, whereas B involves coming up with ideas to improve the current channel offerings.

**G) Reading and References**

(PES) Marketing Channel Strategy, Global Edition, 8th Edition, Robert W. Palmatier, Louis W. Stern, Adel I. El-Ansary (2015), Routledge  
ISBN: 9781292060460

Additional course material (e.g., lecture slides) and announcements will be posted on NTUlearn. Students are expected to check NTUlearn on a regular basis.

**Other Resources**

(AS) A Field Guide to Channel Strategy: Building Routes to Market, 1st Edition, Anne T. Coughlan, Sandy D. Jap (2016), CreateSpace Independent Publishing Platform  
ISBN: 978-1539987741

(BR) Marketing Channels: A Management View, International Edition, 8th Edition, Bert Rosenbloom (2013), South-Western, Canada  
ISBN: 9780538477604

**H) Course Policies and Student Responsibilities****(1) General**

You are expected to complete all assigned pre-class readings and activities (if any), attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

**(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email *prior* to the start of the class. It is your responsibility to make-up the materials that are missed.

**I) Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of

academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website.

<http://academicintegrity.ntu.edu.sg> for more information. Students are required to follow the following protocols with respect to academic integrity:

Read the Student Academic Integrity Policy and Procedures carefully at the following links:

For Undergraduate Students who need to take and pass the Academic Integrity course:

<http://www.ntu.edu.sg/ai/ForStudents/Pages/index.aspx>

For Exchange Students:

<http://www.ntu.edu.sg/ai/ForEveryone/Pages/AGuidetoAcademicIntegrity.aspx>

#### J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Eunsoo Kim	S3-B1C-88	6790 4830	eunsoo@ntu.edu.sg	By prior appointment via email

#### K) Planned Weekly Schedule (tentative)

Week	Topic	ILO	Readings/ Activities
1	Course Overview	ILO 1	
2	Understanding Marketing Channel System Key differences between channel and marketing strategy	ILO 1 2 3	PSE Ch1
3	Explosive value creation concept Customer experiences, End User Interface, Service output I	ILO 1 2 3	PSE Ch2, CJ Ch2-3
4	Service output II, One heuristic for ideal channel structure, Service output Audit	ILO 1 2 4	PSE Ch2, CJ Ch3-4
5	E-learning week		
6	Quiz1 Retailing I: Multi- Omni- channel, Customer journey mapping	ILO 1 2 3	PSE Ch6
7	Retailing II, Channel Functions and cost	ILO 1 2 4	PSE Ch6, PSE Ch3, CJ Ch 5-6
8	Auditing the work of channel Channel Alignment	ILO 1 3	PSE Ch3
9	Own or buy channel analysis I	ILO 1 3	PSE Ch4
10	Own or buy channel analysis II	ILO 1 3	PSE Ch 8, PSE Ch 11
11	Channel Intensity decision	ILO 1 3	PSE Ch5, PSE Ch 10
12	Group project B presentation	ILO 2 3 4	
13	Quiz2		

**ANNEX A1: ASSESSMENT CRITERIA FOR CLASS PARTICIPATION RUBRIC**

Traits	Performance		
	1	2	3
<b>Engagement</b>	Hardly focuses in class (e.g. using mobile phone, unnecessary chatting); Not present	Occasionally engages in distracting activities (e.g. using mobile phone, unnecessary chatting) in class; Present in class	Engages fully in class; Present in class
<b>Contribution frequency &amp; quality</b>	Does not speak up/contribute in class activities	Occasionally speaks up/contributes in class activities	Speaks up/contributes in class activities in a constructive manner

**ANNEX A2: ASSESSMENT CRITERIA FOR CRITICAL THINKING RUBRIC**

Traits	Performance									
Identifies & summarizes the focal entity, the product or service under the consideration	<b>Not Yet</b> Does not identify & summarize the focal entity, product or services	<b>Substantially Developed</b> Adequately identifies & summarizes the focal entity, product or services								
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>									
Identifies problems & opportunities of the focal entity, product, or service in the market	<b>Not Yet</b> Does not identify problems & opportunities of the focal entity, product, or service in the market. Does not have a clear sense of scope and context	<b>Substantially Developed</b> Identifies problems & opportunities of the focal entity, product, or service in the market. Have a clear sense of scope and context.								
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>									
Identifies and provides the supporting data/evidence and conduct a thorough analysis related to the issue.	<b>Not Yet</b> Lack of analysis on the current state and fails to draw additional information from different sources that are important to the analysis of the focal entity, product, or service.	<b>Substantially Developed</b> Addresses current states drawn from outside information that are useful to the analysis of the focal entity, product, or services.								
	<b>Evaluation: Not Yet</b> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> <b>Substantially Developed</b>									

References:

- Critical Thinking Rubric by Washington State University <http://wsuctproject.cltl.wsu.edu/rf.htm>
- Facione, Noreen C. Facione (1994). *Holistic Critical Thinking Scoring Rubric*. California Academic
- Press Developing Multi-Channel Strategy by Cranfield University <http://www.som.cranfield.ac.uk/som/dinamic-content/media/Yvonne/Developing%20Multichannel%20Strategy%20Feb06v5%20A4%20for%20WEBSITE%20EMAILING.pdf>

**ANNEX A3: ASSESSMENT CRITERIA FOR PROBLEM-SOLVING AND DECISION MAKING RUBRIC**

Traits	Performance	
<b>Define the Problem</b>	<b>Not Yet</b> Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	<b>Substantially Developed</b> Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Devise Strategies to Solve the Problem</b>	<b>Not Yet</b> Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	<b>Substantially Developed</b> Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision-making process; identifies alternatives that reflect an in-depth understanding of the situation.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	
<b>Evaluate Outcomes</b>	<b>Not Yet</b> Reviews results superficially in terms of the problem defined with no consideration of need for further work; Does not identify areas of risk and possible side-effects.	<b>Substantially Developed</b> Reviews results relative to the problem defined with thorough, specific considerations of need for further work; considers areas of risk and provides insights in addressing possible side effects.
	Evaluation: Not Yet <u>1</u> 2 3 4 5 6 7 8 9 <u>10</u> Substantially Developed	

References:

- [Pólya, George](#) (1957). *How to Solve It*. Garden City, NY: Doubleday.
- *Rubric for Problem-Solving Strategies - Hostos Community College*. Retrieved from [http://www.hostos.cuny.edu/oaa/pdf/genedf09\\_problem%20solving%20rubric.pdf](http://www.hostos.cuny.edu/oaa/pdf/genedf09_problem%20solving%20rubric.pdf)
- *Problem Solving Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/ProblemSolving.pdf>

**ANNEX A4: ASSESSMENT CRITERIA FOR INDIVIDUAL PRESENTATION**

Traits	Performance	
<b>Clarity of communication</b>	<b>Not Yet</b>  Central message is not explicitly stated in the presentation, and main points are not clearly identified.	<b>Substantially Developed</b>  Central message is precisely stated, and main points are clearly identified.
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	
<b>Ability to build rapport with audience</b>	<b>Not Yet</b>  Vocal delivery is too soft or too fast to understand; Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.	<b>Substantially Developed</b>  Speech rate, volume, and tone facilitate audience comprehension; Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.
	Evaluation: Not Yet <u>1</u> 2    3    4    5    6    7    8    9 <u>10</u> Substantially Developed	



**ANNEX A5: ASSESSMENT CRITERIA FOR TEAMWORK & INTERPERSONAL SKILLS RUBRIC (FOR PEER RATING)**

Traits	Performance	
<p><b><u>Roles and Responsibility (RR)</u></b> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team’s goal.</p>	<p><b>Not Yet</b> Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p><b>Substantially Developed</b> Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
	<p align="center"><b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b></p>	
<p><b><u>Communication (CM)</u></b> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p><b>Not Yet</b> Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p><b>Substantially Developed</b> Modes of communication are appropriate, and maintain timely communication and correspondence with team members.</p>
	<p align="center"><b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b></p>	
<p><b><u>Contributions (CT)</u></b> Contributes positive input for the team; effectively utilizes one’s knowledge and expertise.</p>	<p><b>Not Yet</b> Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p><b>Substantially Developed</b> Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
	<p align="center"><b>Evaluation: Not Yet 1 2 3 4 5 6 7 8 9 10 Substantially Developed</b></p>	