



MARKETING CHANNELS AND STRATEGIC PARTNERSHIPS

MKTG 4520. FALL 2019

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COURSE DESCRIPTION

Examination of strategic issues involved in managing marketing channels. Topics include channel design, supply chain management and the external channels environment. Marketing channel strategy is extended to the use of strategic alliances and other collaborative distribution relationships for global competitive advantage. Special attention is directed to resource and technology interdependencies, exchange governance and relationship bench-marking. MKTG 3650 or approval of the department chair is a prerequisite for this course (3 credit hours).

COURSE INTRODUCTION

Many consumers and business practitioners alike underestimate the importance of marketing channels in their everyday lives. Yet, the very origins of marketing as a discipline evolved from the distribution of goods from the point-of-production to the point-of-consumption. This may sound quite dated in today's market setting. Yet, the very first courses in marketing addressed the matching of supply and demand as goods - largely produced in the rural communities across America - followed the movement of consumers flocking to emerging cities during the Industrial Revolution in the U.S.A. The distribution of goods was a critical part of the evolution of marketing and marketing channels. From farms to the very first retailers in urban cities, the matching of supply and demand, the development of intermediaries, and the physical distribution that collectively created value in the exchange process was the essence of marketing channels. Consider John Wanamaker, a retail pioneer who opened department store in Philadelphia. Back in 1896, John Wanamaker proudly asserted that *“When a customer enters my store, forget me. The customer is king.”*

The next time you visit a *Target*, consider its origins date back to J.L. Hudson's first department store in 1893, which existed as Dayton-Hudson until the end of the 20th-century! This classic axiom is the mainstay of the customer relationship perspective that underscores this course in contemporary marketing channels strategy. Does this adage sound familiar to you? In fact, the role of the customer is not limited to the consumer. As you remember from marketing principles, there are a multitude of buyer-seller relationships that create value in the movement of goods and services. Today, channel intermediaries - the organizations that create value in the movement of goods and provision of services from raw materials to purchases to managed returned products - are seminal role players in the marketing process. Similarly, the absence of channel intermediaries (*disintermediation*) is pervasive throughout today's technology-connected, global marketplace. In this course, we will critically explore how individuals and

organizations leverage resources to maximize the delivery of value in marketing channels. In the 21st-century perspective of marketing channels, you will discover that a technology-enabled, globally-connected marketplace requires that marketers reconsider extant tactics and strategies to improve the efficiency and effectiveness of the flows of market offerings to enhance value to its customers.



One of the most compelling challenges confronting all organizations and consumers is the unprecedented options for sourcing goods and services from both physical as well as virtual channels. We call this multi-channel or omnichannel distribution. While the concept of “marketing channels” may not arouse your interest, you may reconsider after reflecting on how and where you buy (transaction consummation) and return purchases (retrologistics). You likely do not consider the “back-end” transaction costs that impact the entire supply chain. In this course, we will critically examine the flows of goods and services between buyers and sellers, including business-to-business (B2B), business-to-consumer (B2C) and consumer-to-consumer (2C) transactions.

COURSE LEARNING OBJECTIVES

After completing this course, you should be able to attain each of the following learning objectives. These are general learning outcomes that will be tested on your assessments (quizzes and experiential exercises):

1. To define marketing channels.
2. To discuss the evolving role of marketing channels in the marketing mix strategy.
3. To understand the role of marketing channels in creating value for buyers and sellers.
4. To relate marketing channels to the marketing concept.
5. To provide examples of technologies that impact value chain creation.
6. To explain the role of cooperation, collaboration and commitment in building channel relationships.
7. To articulate the various channel role sets, and the dynamics that relate to these role sets in the global marketplace.
8. To explain the difference between intermediation and disintermediation in marketing channels.
9. To describe how the channels environment impacts organizational and individual decision-making.
10. To discuss the various types of marketing channel structures that have emerged in the 21st-century.
11. To explain the dynamic role of transportation and logistics in creating value chain relationships.
12. To understand the mechanisms for evaluating value chain management (VCM) performance outcomes

COURSE DELIVERY

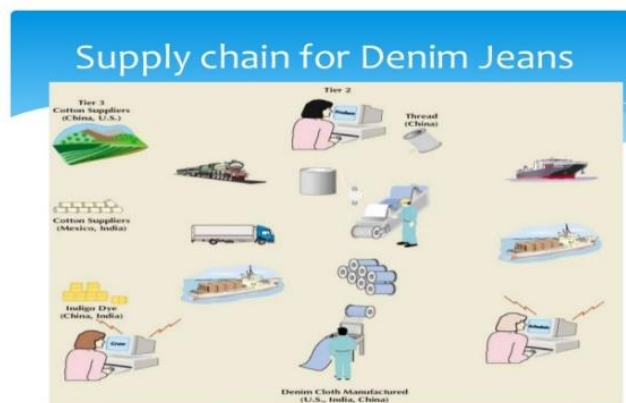
- **Video-on-Demand Course Content.** There will be assigned videos to watch that add value to the course topics and will be tested on the scheduled quizzes.
- **Experiential Exercises.** - The classroom and other “team rooms” are available for your assigned teams to work on graded experiential exercises.
- **Quizzes.** All quizzes are administered online.
- **Assigned Readings.** A set of readings will be used to supplement the topics we cover throughout the semester.

COURSE RELEVANCE

“Forever in Blue Jeans.” Not a big fan of 1970s pop classics like Neil Diamond’s *Forever in Blue Jeans*? Never mind, the title highlights an example of a product worn by consumers worldwide. At some time in your life, you have likely purchased a pair of jeans. This seemingly innocuous purchase truly involved a set of complex marketing channel issues. A fairly common part of any American consumer’s wardrobe actually was invented by the French in Nîmes, France; in fact, the name *denim* actually translates into *de Nîmes*. So, how did this French-created *bleu de Gênes* or blue jean become such a staple of Americana, an intrinsic part of popular American culture?

Though this denim garment spread through Europe during the Renaissance Period, it was a clever U.S.-based dry goods merchant named Levi Strauss who popularized dungarees or working jeans through the mining towns of California in the 19th-century. Yet, it was actually one of Levi Strauss’s long-time customers - Jacob Davis - who modified the simple design to include copper rivets, extra stitching and the button fly. Who would have imagined that the “Levi’s” reinforced work pant and denim overalls - patented back in 1873 - would become a mainstay of the apparel market sector and Americana? While *Levi’s* and other early American jeans brands like *Lee* and *Wrangler* may have been displaced by today’s more popular brands like *Calvin Klein*, *Diesel*, *Gap*, *True Religion*, and *Seven for All Mankind*, there are literally hundreds of branded jeans that populate the closets of consumers worldwide.

Now, let’s consider the complexities of this fashion apparel featured on designers’ catwalks, retailers’ racks and e-tailers’ Web sites. It is a global marketing channel from its initial stages to final sale. Cotton denim starts from the



fields and is processed into ginned cotton and cotton yarn. Packed in tightly condensed bales, the incoming raw material is cleaned, disentangled, straightened and gathered after inspection. This is just the start of those favorite pair of blue jeans. Jeans are usually packaged according to the customers’ requirements (often “rack ready”) along with affixed price tags. Then, they are shipped from factories on pallets into large containers and shipped to wholesalers, retailers, and other intermediaries. The entire process is long and arduous, and far more complex than window-shopping or channel surfing for the best fit, style and price that matches your individual preferences. Jeans are products that we all wear, but we do not likely consider the global sourcing, production and distribution that delivers assortment (choice), convenience, pricing and other factors that ultimately impact our purchase decision and customer satisfaction. Throughout the course, you will garner an appreciation for how marketing channels create value for buyers and sellers in the flow of goods and services.

LEARNING SUPPORT

Course Materials. In this course, you will not need to purchase a textbook. The course content, PowerPoints, videos and all other supplemental materials are available on the Canvas course Web site (<http://unt.instructure.com>), and they are adapted from the forthcoming textbook: Pelton, Lou E. and Stephen Wang (2017), *Marketing Channels: Value-Chain Relationships in a Global Economy*, Draft Edition, NY, NY: Oxford University Press.

Canvas. If you ever encounter any difficulty with the Canvas system, it is your responsibility to contact the Help Desk. Your instructor has no authority or control over the operating system, University servers or software platform.

Accordingly, you must take responsibility for understanding the Canvas interface. There are on-line help sessions and workshops available for all students. For more information, contact the Help Desk.

You must begin this course by completing all of the steps in “START HERE” on the Canvas web site.

COURSE POLICIES

Academic Integrity. It is expected that each student enrolled in the course ascribes to the policies articulated in the University of North Texas “Academic Integrity Policy.” The policy is posted on the Canvas course Web site under an icon titled “Academic Integrity.” You are required to read and understand the policy. If you have any questions, please contact me or the University of North Texas Academic Integrity Office.

UNT COB Student Ethics Statement. As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. “

“I understand that I am responsible reviewing the policies as provided by link below before participating in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy. I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another’s thoughts or words without proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case I will abide by the specific directives of the instructor regarding group participation. While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users’ data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer ‘hacking’ or in any other manner.”

Student Standards of Academic Integrity

http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

Code of Student Conduct and Discipline

http://conduct.unt.edu/sites/default/files/pdf/code_of_student_conduct.pdf

Computer Use Policy

<http://policy.unt.edu/policy/3-10>

Canvas Course Platform. It is the student’s responsibility to learn how to use the University of North Texas – Denton Canvas course platform available at <http://unt.instructure.com>. If you experience a difficulty with any online quiz, DO NOT contact the professor! **You should always contact the Canvas Help Desk first!** In the event that any interruption occurs during a quiz or any Canvas assignment, contact the Help Desk. They will issue you a service ticket number that should be sent via email to Professor Bergestuen to reset a quiz.

Course Content Issues or Process Issues. All course content issues can be easily addressed by contacting me by telephone: 817.372.8759 (cell) or face-to-face at my office (BLB 304-F). If you cannot reach me, please call Course Coordinator, Dr. Lou E. Pelton at 940.565.3124 (office) or 972.333.3132. Dr. Pelton’s email address is pelton@unt.edu

Written Communications Support. Because written communications proficiency is an important part of grading in this course, your ability to write correctly and effectively is important. One tool available to everyone – and at no cost – is www.grammarly.com. It is a great way to identify writing errors and help you fix them. Also, another helpful web site is www.citefast.com. They have been very helpful to students. There is also The Writing Lab in Sage Hall, Room 152,

940.565.2563. This is a great resource for all University of North Texas – Denton students.

COURSE ASSESSMENT OF LEARNING

*“In the long run, we shape our lives, and we shape ourselves.
The process never ends until we die.
And the choices we make are ultimately our own responsibility.”
— Eleanor Roosevelt*

Professor Bergestuen will do everything possible to enable your success in MKTG 4520; however, you must take responsibility for following directions, reading and listening to assigned content, and studying all assigned materials. In this course, there will be several opportunities for you to demonstrate your learning outcomes:

Experiential Exercises. These are real-world, relevant and timely living cases that ask you to discuss questions about a marketing channels decision scenario. The platforms afford you an opportunity to evaluate a scenario with information, apply marketing channels principles and construct a well-developed, thoughtful discussion. The grading rubric for this assignment is provided on Canvas.

You will work in teams on each Experiential Exercise. NO INDIVIDUAL SUBMISSIONS ARE ACCEPTABLE! Your team will develop, refine and submit each of the Experiential Exercises via Canvas. No submissions will be accepted via email. Your grades on each Experiential Exercise will be posted to Canvas. Each Experiential Exercise is worth 100 points or a total of 30% of your course grade. The due dates and assignment directions are available on each posted assignment.

Quizzes. There will be three, online multiple choice quizzes that test all materials in each of the modules of course content (Module I, II and III). You may retake each quiz a second time to improve your grade. The highest of your graded attempts will be posted on Canvas and count toward your final grade. *Any materials on this syllabus may be on a quiz, and any materials posted on Canvas may also be included on a quiz!*

Experiential Exercise 1	Experiential Exercise 2	Quiz 1	Quiz 2	Quiz 3	SONA
150	150	200	200	200	100

The computation of final letter grades are based on this table, and distribution of letter grades are as follows. Letter grades are NOT posted to Canvas. To see your final letter grade, you should check **my.unt.edu**:

F	D	C	B	A
<600	600-699	700-799	800-899	>899