

MK 451 - Retail Marketing

Sellinger School of Business and Management
Loyola College in Maryland
Fall 2007

Instructor Information

Instructor: Mrs. Hope B. Corrigan, MS, MBA
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Class Time: Tuesday and Thursday, Section 01 - 12:15 p.m. to 1:30 p.m.
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Course Description

This upper-level marketing course examines the strategic role of retailing in the distribution of consumer goods and services. Students learn why consumer insight and superior execution are critical factors for building retail brands that will be successful in the future. Key topics of the course include Retail Formats, Multichannel Retailing, Merchandise Assortment, Retail Locations, Supply Chain Management, Store Layout and Design, Retail Communication Mix, and Customer Service.

Case analysis is used to reinforce course topics and develop analytical skills by examining the retailing strategy of leaders in the industry such as Abercrombie & Fitch, Build-A-Bear, Circuit City, Costco, Dollar General, Giant Food, Home Depot, Kohl's, L.L. Bean, Men's Wearhouse, Nordstrom, Pier1 Imports, Subway, Talbots, Target and Wal-Mart. This course utilizes a variety of learning tools including the textbook, lectures, written assignments, team projects, and exams. Discussion of videos, cases, and articles will support lecture materials and give students real-world examples.

Required Text

Levy, Michael and Barton A. Weitz. Retailing Management, sixth edition. Boston: McGraw-Hill Irwin, 2007.

Course Learning Objectives

1. Analyze the growing diversity of retail formats.
2. Examine opportunities and challenges that retailers face when interacting with customers through multiple channels.
3. Determine how consumers select a retailer when purchasing merchandise.
4. Investigate successful international retailing strategies used to enter new markets and build a sustainable competitive advantage.
5. Collect and analyze financial data that is used in retail decision-making and strategic planning.
6. Study how retailers are using technical innovations to improve operations and deliver value to their customers.
7. Enhance written and verbal communication skills via the various assignments.
8. Develop interpersonal and team-building skills via the group projects.

Other Materials

A textbook used in the introductory level marketing course should be available as a resource to independently review basic marketing concepts as needed. Students are expected to have a copy of A Writer's Reference by Diana Hacker or similar guide to writing research papers, utilizing correct grammar, and footnoting sources with the accepted Modern Language Association (MLA) format.

Each student will be given a copy of the Course Materials Book. This spiral bound book contains the syllabus, course schedule, individual and team assignments, and worksheets for the articles, cases and videos for the entire semester. Occasionally handouts will be either distributed in-class or posted on the electronic Blackboard. Please bring the Course Materials Book to every class.

Students should feel comfortable navigating the Library's business databases to access and read assigned articles.

Academic Honesty

Students are expected to maintain the highest standards of academic honesty. All students of the College are expected to understand the meaning of the Loyola College Honor code. Ignorance of the Code is not a valid reason for committing an act of academic dishonesty. The following will constitute violations of the Code: cheating, stealing, lying, plagiarism and the failure to report a violation. This Honor Code automatically binds all registered undergraduate students. You will write and sign the honor pledge on all written work for this course:

"I understand and will uphold the ideals of academic honesty as stated in the Honor Code."

Documenting Sources for an Academic Research Paper

As stated by Diana Hacker, the author of A Writer's Reference, "In academic research papers and in any other writing that borrows information from sources, the borrowed information – quotations, summaries, paraphrases, and any other facts or ideas that are not common knowledge – must be documented."¹ Be careful not to copy words or paraphrase thoughts from the text, readings, or other sources. Copying is **plagiarism and violates Loyola's Honor Code**. If you do use words or paraphrase thoughts from readings, text or other sources, you must properly document and cite your source of information.

Use a writing style book, writers reference or a guide to writing research papers for specific guidelines for complete citations for books, articles, government publications, company annual reports, home pages, etc. As a general rule, provide as much information about the source as possible including author, editor, title, publication, publisher, date published, etc.

Marketing Tool Kit

The professor developed a Marketing Tool Kit that includes the major marketing tools that were taught in the introductory level marketing course. The Tool Kit contains the types of data that students should know how to collect, analyze and present.

The Tool Kit provides students with examples of the proper way to reference a variety of sources of information collected for an academic research paper including books, web pages, newspapers, company annual reports and government publications.

A copy of the Tool Kit can be found on the electronic Blackboard.

Blackboard

The electronic Blackboard will be used frequently in this course. The professor will post PowerPoint lecture slides and other course materials. The professor will post weekly Announcements (usually on Sundays) on the class homepage that will include information to help students prepare for the classes that week.

¹ Hacker, Diana. A Writer's Reference. Fourth Edition. Boston: Bedford/St. Martins, 1999, p. 326.

Course Requirements

*Standards for Student Writing*²

Business managers and educators agree that written and oral communication skills are necessary for business success. Written Assignments are designed to reinforce concepts learned in class and have students apply them to "real-world" situations.

Students are expected to write business English accurately and clearly. The writing standard for assignments is a maximum of one gross writing error per page of double-spaced typescript. Examples of gross errors are: improper punctuation; incorrect capitalization; mistaken tense; lack of paragraph structure; misspelled words; to confuse "its" and "it's"; to confuse plurals and possessives, "companies" versus "company's"; and so forth. Other common errors encountered are writing in the first person and using slang instead of business terminology. Slight differences of style, such as use or absence of commas in some instances, are not gross writing errors.

If more than one gross writing error per page is discovered, the highest possible grade that the assignment can receive will be 79 percent. A and B grades will be preserved for well-written papers.

With modern word processors, attention to composition and careful proofreading, the suggested writing standards are not difficult to meet. Use a writer's reference or writing style guidebook for assistance with effective writing.

Written assignments are to be submitted with letter quality printing. Follow the guidelines for page length for each of the written assignments.

Please note: **No late assignments will be accepted.** Assignments must be submitted in person, during the class period on which they are due.

Individual Written Assignment

You are required to hand in one individual written assignment. For this three to four-page written assignment you will describe the similarities and differences between your shopping behavior and your grandparent's shopping behavior. This assignment is based on an article entitled, "Confessions of a Cross-Shopper" written by Myra Stark and published in the July 12, 1999 issue of Brandweek (Business & Company Resource Center database). Specific instructions for this assignment are included in the Course Materials Book.

² Kruegel, David. "Standards For Student Writing." Prairie View A&M University, Available: <http://www.swcollege.com/marketing/gitm/gitm4e08-37.html>

Team Assignment

The team assignment consists of a written report and an oral presentation. The goal of this assignment is for each team to become the expert consultants on a specific retailer, and then share this knowledge with the rest of the students.

Each team will research and write a 20-page paper that thoroughly describes the selected retailer and give a 20-minute presentation (using PowerPoint slides) to the rest of the class during one of the class meetings this semester. Detailed instructions for this paper are included in the Assignments section of the Course Materials Book.

A peer evaluation form will be used to evaluate each student's contribution to the team project. If there is evidence of non-contribution, grades will be lowered.

For the presentation, your team will e-mail your PowerPoint slides to the professor by 5:00 p.m. the day prior to your talk to allow time for the slides to be reviewed by the professor and posted on Blackboard for the entire class. The professor will respond to each team via e-mail stating that the slides are either acceptable or still need to address specific questions. Slides received after the 5:00 p.m. deadline will receive a highest possible grade of 79 percent for the presentation.

Exams

There will be three examinations as part of the course requirements. All exams will be non-cumulative. Exams are designed to evaluate your ability to integrate and apply the theoretical concepts learned in class to typical problems/opportunities encountered by Retail Marketing managers. The exams will consist of multiple-choice, short answer and essay questions as well as explaining terms and distinguishing between concepts. Exam questions will be based on the text, lectures, articles, class exercises, handouts, and videos. The instructor will retain graded exams.

Individual Attendance and Class Participation

You are expected to attend all classes. It is important for students to hear the lectures, watch the videos, engage in class discussions, ask questions, and contribute to in-class exercises. This is only possible if you are prepared for and attend class. Students are expected to read the assigned materials before coming to class, be on time for class, stay the entire class period and participate actively in all class activities and discussions.

Absences will result in the following penalties:

# of times absent	Highest possible grade for Attendance
1	A range
2	B range
3	C range
4 or more	F

The professor does not distinguish excused from unexcused absences. In other words, every absence counts as an absence no matter why you are not in attendance. It is assumed that every time a student misses class, the student has a good reason. Of course, all legitimate emergencies will be handled on an individual basis. If you have to miss class for an **official college related or emergency reason**, notify the professor in a **proactive** manner either directly or through the Center for Academic Services and Support (x5547). Please note, you are responsible for all material covered and any announcements made in class, whether you are present or not.

Your class participation grade will evaluate your professionalism and involvement in class discussions. Randomly, the professor will collect worksheets from the videos, articles, cases and in-class exercises to assess participation as well as observe how often you contribute to class discussions.

Grading

The breakdown of points to determine your grade is as follows:

Team Evaluation

Project Day Submission	50 points	Draft of paper with List of References
Paper	250 points	20 page written report
Presentation	100 points	20 minute presentation

Individual Evaluation

Individual paper	100 points	Short written paper
Attendance	100 points	See page 5 of syllabus
Participation	100 points	Contribution to in-class discussions
Exam 1	100 points	
Exam 2	100 points	
Exam 3	<u>100 points</u>	
Total	1,000 points	

Final grades will be given on the basis of the following final point totals:

A	930 points and above	C+	770 points and above
A-	900 points and above	C	730 points and above
B+	870 points and above	C-	700 points and above
B	830 points and above	D+	670 points and above
B-	800 points and above	D	630 points and above
		F	Less than 630 points

Team Time

Your team is expected to meet and work on the group paper and presentation on your own time. Successful teams meet at least once per week to make adequate progress.

Library Resources

Students are expected to be comfortable using secondary marketing resources (library databases and reference books) available at the Loyola Notre Dame Library to collect the information necessary to complete the course assignments. Many of the reading assignments require students to go to the library's business databases and search for a specific article. Frequently using the library databases to find assigned articles will improve your ability to collect information necessary to complete research assignments later in the semester, in future courses and upon entry into the business work environment³.

Students should know how to search for company financial data, product information, economic indicators, competitive data, and consumer statistics. Students are expected to use a wide variety of sources in their research this semester including: company annual reports and homepages, trade journals, industry publications and associations, newspapers, magazines, government reports and statistics, economic indicators, financial data and reference material, books, and personal interviews.

The professor selected books from the library's collection that will assist you with assignments for this course. These books are on reserve at the circulation desk and may only be used while working in the library. The list of books on reserve is included in the Course Materials Book.

³ Harrison, Nigel (1999), *How to Design Self-Directed and Distance Learning Programs*, New York: McGraw-Hill.

Class Schedule

Date	Topic	Reading Assignments Chapters and Articles
September 4	Introductions - Instructor and Students Course Expectations and Syllabus Building Retail Brands to Drive Value - Video	
September 6	Introduction to the World of Retailing Build-A-Bear - Video Collect & Discuss Favorite Retailer & Retail Career	Chapter 1 Discussion Questions - 1 & 8 Retail Image - Handout
September 11	Types of Retailers Collect & Discuss Franchises Store Choices - In-class Exercise	Chapter 2 NAICS codes - Handout Get Out and Do It - 6
September 13	Customer Buying Behavior Bring the textbook to class Collect & Discuss Geographic Classification of Customers Is Wal-Mart in Vogue? - Case Analysis	Chapter 4 Get Out and Do It - 5
September 18	Multichannel Retailing Due - Teams and choices for group project Collect & Discuss E-Commerce Sales Trends	Chapter 3 Reading Assignment - USA Today article and Census data
September 20	Multichannel Retailing Due - Individual written assignment Bring the textbook to class Segmentation of Online Customers - In-class Exercise Internet Shopping - Video	
September 25	Retail Market Strategy Giant Food and Competitive Advantage - In-class Exercise	Chapter 5
September 27	Financial Strategy Bring the textbook and a calculator to class Collect & Discuss Retail Performance Measures Circuit City - In-class Exercise	Chapter 6 Discussion Question - 1

Date	Topic	Reading Assignments Chapters and Articles
October 2	Retail Locations & Site Selection Bring the textbook to class Discussion Questions - In-class Exercise Suburban Regional Malls - Video Exam Review	Chapters 7 & 8
October 4	Exam 1	
October 9	Human Resource Management Ethical Hiring Decisions - In-class Debate	Study Guide - Handout Hiring for Looks - Reading Assignment
October 11	Project Day Due - Draft paper and List of References Retailing in Europe - Video Mid-term grades due	
October 16	Information Systems and Supply Chain Management Collect & Discuss Supplier Managed Inventory Optimizing the Value Chain - Video	Chapter 10 Minding the Store - Reading Assignment
October 18	Guest Speaker Dan Perlak, Loyola Class of 2004 Eric Holmes Barcoding Incorporated	
October 23	Customer Relationship Management Bring the textbook to class CRM Discussion Questions - In-class Exercise	Chapter 11
October 25	Managing Merchandise Assortments Bring the textbook to class Collect & Discuss Planning and Managing Merchandise Men's Wearhouse - Case Analysis	Chapter 12 Discussion Questions - In CMB

Date	Topic	Reading Assignments Chapters and Articles
October 30	Merchandise Planning Systems Collect & Discuss Merchandise Performance Low-carb trend - In-class Exercise Exam Review	Chapter 13 Key Terms & Discussion Questions 6, 9 -11
November 1	Exam 2	
November 6	Buying Merchandise Is the Price Right? - In-class Exercise Changing the Face of Private Labels - In-class Exercise	Chapter 14 Store Brands Today - Handout
November 8	Retail Pricing Collect & Discuss High/Low Pricing, EDLP and Market Basket of Goods Factors in Pricing - Video	Chapter 15 Talbots and Wal-Mart - Reading Assignments Get Out and Do It - 6
November 13	Team Papers and Presentations	Teams 1 & 2
November 15	Team Papers and Presentations	Teams 3 & 4
November 20	Team Papers and Presentations Peer Evaluations	Teams 5 & 6
November 22	Thanksgiving Break - Go Shopping	
November 27	Retail Communication Mix Collect & Discuss In-store Advertising Brand Associations - In-class Exercise	Chapter 16 In-store Advertising - Reading Assignment Media Comparison - Handout
November 29	Retail Supply Chain Management Collect & Discuss Channels of Distribution for Diamonds Nature's Most Dazzling Creation – Video Course Evaluations	Diamonds: From Mine to Market - Reading Assignment

Date	Topic	Reading Assignments Chapters and Articles
December 4	Store Layout, Design and Visual Merchandising Collect & Discuss Mature Approach to Store Design Supermarket Persuasion - Video	Chapter 18 Mature Approach to Store Design - Reading Assignment Elements of Store Atmosphere - Handout
December 6	Customer Service Collect & Discuss Service Quality Exam Review	Chapter 19 Lessons from Nordstrom - Handout Discussion Questions - 1, 6 & 10
Thursday, December 13	Final Exam - 10:00 a.m.	