MKTG 328—RETAILING MANAGEMENT

This course deals with that part of the distribution process called retailing. Topics include retail environment, location and store design, merchandise planning and control, selecting merchandise resources, pricing, sales promotion and display, and customer service.

This course examines store, catalog and online retail marketing strategies from a managerial perspective.

Spring 2017 • 3 Credits • CRN 22019 • Section 328-001 • RSS 104 • 4:00-6:45pm Monday

COURSE OBJECTIVES

- Make sure, that, as a College of Charleston Marketing major, you understand the role of retailing in our global marketplace; and are prepared upon graduation to seek your place in the business world—making a significant contribution to advance the profession, ethically represent your company, and satisfy customers. Also, to make your school proud and pay-it-forward by helping other students.

- Build marketing application skills by exploring how the role of retail marketing has evolved and how it is likely to change, by examining the practices of existing organizations succeeding in a very competitive environment.

- Gain team building, writing and presentation skills through a variety of means, including demonstrating project management skills through a team project.

- Equip you with an acceptable resume, interviewing techniques, and the confidence to land that first or next job. You will be the product that you market by selling your skills and accomplishments.

- Span the contexts of product and service marketing, using the marketing mix and market-driven strategic planning, with emphasis on the role of changing technology in e-commerce retailing.

- Develop marketing application abilities through teacher/student interaction and student/student collaboration to simulate the business-world dynamics of boss/employee and colleague/colleague interactions.
COURSE PREREQUISITES

Successful completion of MKTG 302 (Marketing Concepts), ECON 200 (Principles of Microeconomics), and ECON 201 (Principles of Macroeconomics), and Junior or Senior standing. If you have questions about your eligibility, please see an academic advisor.

TEXT


Options:
1) Direct Purchase—Go to the Connect Section URL: http://connect.mheducation.com/class/f-kaplan-retailing-management-spring-2017 and buy Connect Plus access code for $125. Then, you can also purchase the loose-leaf Retailing Management text there for $25 (for a total of $150 plus tax and free shipping). If needed, this link will walk you through step-by-step http://connectstudentsuccess.com/.

2) From CofC/Barnes & Noble Bookstore—Purchase the on-the-shelf package (#9781259699726) of Retailing Management loose-leaf text and Connect Plus access code for approximately $248 including tax.

3) On Chegg.com, you can rent the book for about $19 but will still have to also purchase Connect Plus for $125.

Through Connect/Learn Smart, you will have access to videos, quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. It’s up to you to use them.

SCHOOL OF BUSINESS LEARNING GOALS

Communication Skills: Students will demonstrate the ability, via both written and spoken word, to effectively present, critique, and defend ideas in a cogent, persuasive manner.

Quantitative Fluency: Students will demonstrate competency in logical reasoning and data analysis skills.

Global and Civic Responsibility: Students will identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students integrate knowledge & skills in addressing these issues.

Intellectual Innovation and Creativity: Students will demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis: Students will integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

In this course, students will work on assignments individually, as well as in groups; will present projects written and oral; will demonstrate knowledge through discussions, quizzes, and exams; will improve their resume as a marketing tool; will demonstrate technological skills by creating a Power Point presentation; will research & utilize online resources; will interact with professional retailers outside of class, guest speaker(s) in class, and off campus at a retail outlet.
HONOR CODE
All students are to abide by the College of Charleston Honor Code as specified in the CofC Student Handbook.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignments is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

Student Responsibilities
For a summary of relevant school policies, see:
http://catalogs.cofc.edu/professionalstudies/students-responsibilities-and-rights.htm

My Expectations for You: To arrive on time; be prepared; attentive; participate; stay the duration; and attend every class. You are all adults and will be treated as so. You will be treated as a marketing professional since you are one, will be one, or will interact with them. To be knowledgeable, inquisitive and interact respectfully with classmates, guests, and me.

Your Expectations for Me: To arrive on time; be prepared; adhere to the syllabus; impart academic principles & case studies, and contemporary practices that will prepare you for your next class and/or job. To be knowledgeable and passionate about my experiences and the career of marketing. To inspire you to succeed at whatever you want.

Course activities and daily processes: Read assigned chapters prior to attending class and complete chapter quizzes. For exams, you are responsible for all assigned chapters (whether covered in class or not), materials in the text, lectures, presentations, guest speakers’ comments, and in-class discussions. If there is a definition, concept or anything you do not understand, it is your responsibility to ask for clarification.

Exam Processes: You will take two, closed book, closed-notes exams in this course. Any use of electronic devices during testing times can be interpreted as a violation of the College’s Honor Code. These devices
include cell phones, electronic translators, calculators, computers, and similar tools. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Dean of Students. Refer to sections 9, 10 & 34 of the Student Handbook.

Exam make-ups: Only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned weddings, vacations and discounted airfares are not acceptable absences. There are no make-up exams or adjustments to satisfy the convenience of students.

Grades: You will get what you deserve. That is, you will get what you earn. Like a job, it’s the results, not the effort that counts. No extra credit is offered to anyone. All students are graded with the same standard.

Late Work: Individual written assignments may be delivered to the next class, with a 10% grade penalty. No written assignments will be allowed beyond one class session past the original due date.

Center for Student Learning: I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843) 953-5635.

Prerequisites and Registration: Successful completion of MKTG 302 (Marketing Concepts), ECON 200 (Principles of Microeconomics), and ECON 201 (Principles of Macroeconomics), and at least Junior standing. If you have questions about your eligibility, please see an academic advisor.

Unforeseeable Circumstances: Due to unpredictable weather, there may be a day when I am unable to attend class. During such a rare case, check your CofC e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. If delayed, I will try to get word to the office but please wait an appropriate amount of time in case of delays.

Disability: Students with disabilities that require special accommodation should contact the Center for Disability Services, and also inform me of your needs, within the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Classroom Professionalism and Civility: Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you be respectful with your verbal and non-verbal choices? If you use a laptop, iPad or similar device for taking notes, it is expected that you will be typing notes and not emailing or surfing the Web.

Teams: Some assignments may be conducted through group interactions. Teamwork is always a challenge. On one hand, there are domineering people who refuse to listen to the thoughts of others, and, alternatively, there are free riders not pulling their share. Each member has the responsibility to make the team successful. Like life, sometimes you have to lead and sometimes you have to follow—it’s important to know when.

Use of E-Mail: Consistent with College rules, I do not respond to non-CofC e-mail with confidential information. I respond only to yourID@g.CofC.edu e-mail and won’t open attachments unless I requested them.

Cell Phones: Emergencies may require contacting you during class so cell phones and other electronic devices may be on but should be set to “vibrate” and then taken outside of the classroom to answer. These distractions during class should be kept to a minimum. If able, please turn phone off during class. And, of course, no use of phones during exams.
TIPS FOR SUCCESS:

- For all written assignments: Yes, neatness counts. You are a college student and marketer. Presentation makes an impression. Be sure that all assignments turned in are typed (single-spaced, standard margins), stapled, and your name at the top of every page. Use a dictionary; use Spell Check, and review for proper grammar & punctuation.

- Guest lecturers may visit so be on time, pay attention, ask probing questions, and take advantage of their experiences.

- Use what you learn in this course to promote yourself. You are the first product that you will market.

- Start thinking about a SWOT analysis for everything in your life. When you’re stopped at a traffic light…what’s the SWOT for that store on the corner? You’re thinking about going out on a date…what’s the SWOT for deciding to go or not? You watch a TV commercial…what’s the SWOT for that product?

- Be aware of your world. Reading theSkimm or your browser’s headlines aren’t the full story. Watch cable news; listen to talk radio; read newspapers; and know current events.

- Be aware of your “retail” world. Go to stores; watch TV commercials; scrutinize ads; read magazines, websites and blogs. Consider a free subscription to Internet Retailer at https://subscribe.internetretailer.com/sub/?p=irm&f=new. Apply teachings from class to the stores and messages you observe.

ABOUT YOUR INSTRUCTOR

Ferris D. Kaplan has 30 years of senior marketing experience at large for-profit and nonprofit companies. He is currently a marketing and business development consultant. Until recently, he was a Specialist at the Apple Retail Store on King Street in Charleston.

Previously, he was the marketing and sponsorship director for Fair Oaks Mall in Fairfax, Virginia, for 11 years. Fair Oaks is among the top 40 largest retail shopping centers in the nation, featuring five department stores and 190 specialty stores. He was in charge of all advertising, public relations, customer services, events, and website.

After earning a bachelor’s degree in journalism and a master’s degree in broadcasting, both from the University of Southern California (USC), Kaplan taught there for two years while working at the National Broadcasting Company (NBC) in Burbank.

Kaplan worked in Los Angeles as a network and studio executive, buying, selling and programming television series and movies. At The Walt Disney Company, he was in charge of sales administration for the world’s largest home video company. Kaplan oversaw an office staff of 19 to process more than $600 million of video sales generated by a national network of 35 salespeople.

The Humane Society of the United States hired (ask him how) and moved Kaplan to Washington, D.C., to establish and run their marketing department. After three years of licensing nationally distributed merchandise, he was hired by the American Red Cross to establish and run their business development and marketing department. His team created and promoted new courses and products for the 1,600 Red Cross chapters nationwide. His favorite creation was “Pet First Aid,” a book that has sold more than 250,000 copies.

Kaplan then worked as Group Senior Vice President for Strategic Planning for the American Advertising Federation, an association of the nation’s largest advertisers, advertising agencies, and media.

He has been a panelist and workshop presenter for many organizations; is a Certified Professional Resume Writer; and was formerly: Chair of Northern Virginia Community College’s Marketing Program Executive Board; on the
Marketing Advisory Board for Fairfax County Public Schools; on the Marketing Advisory Committee for the Fairfax County Convention & Visitors Corporation; and a member of the Citizens Advisory Committee for the Fairfax County Police Department. Details are at ferriskaplan.com.

Kaplan has been an adjunct marketing professor at the College of Charleston since 2014; taught at American University in 2013; Marymount University in 2011; George Mason University from 2008-2013; and Northern Virginia Community College from 2005-2012. He also owns a resume writing business at BestOfYouResumes.com.

GRADED COMPONENTS

QUizzes

18% (180 points)
Everyone learns differently. The weekly quizzes are another touch point of the textbook’s material, and a means for you to evaluate what you’ve learned. If you read each chapter, listen to my lecture about each chapter, take each chapter’s quiz until successful, use each chapter’s tools on Learn Smart, and review each chapter before the exam, then you’ve had at least five exposures to the material—sufficient to be prepared for the exam.

There will be 12 quizzes for 12 chapters. Each chapter’s quiz will be available for one week after its date in the syllabus. After that expiration date, you will not be able to access it—no exceptions. Before expiring, you can take each as many times as you’d like to get highest score; Each chapter’s Learn Smart tools will available all semester. You will receive up to 15 points for each quiz, for a maximum total (12 quizzes x 15 pts.) of 180 points. The last quiz (for Chapter 18) must be completed by 4:00pm on May 1.

Servicescapes: The Impact of Physical Surroundings

15% Written Paper (150 points)
We are fortunate, in Charleston, to be surrounded by many diverse retailers. As a marketing practitioner, you should interact with these professionals in our urban laboratory.

For this assignment, choose TWO [similar] retail establishments from one of these categories:

- RETAIL (apparel, books, sporting goods)
- HOSPITALITY (hotels)
- RESTAURANTS
- BEVERAGE (bars, coffee shops)
- SERVICE (salons, dry cleaners, health clubs)

Read “Servicescapes: The Impact of Physical Surroundings on Customers” by Mary Jo Bitner, which is posted in the Content tab for our course on The Oaks. You should then visit your two places of business to observe the physical environment of each. You are not required to speak to anybody, but you may want to introduce yourself, especially if a smaller business.

On the due date (see in syllabus), you should turn in a TWO-PAGE, SINGLE-SPACED, typed paper. Page ONE must include your name, and the name & addresses of the businesses, and the date, time & length of your visit. This page should succinctly recap your observances of surroundings, and the overall experience from the customers’ perspective.

Page TWO should be an analysis using the “Servicescapes” concepts to:

- Compare & contrast the retailers’ physical environments against each other, and
- Offer changes you’d make to improve each retailer for better impact on customers
TEAM PROJECT: MARKETING AUDIT OF RETAILER’S WEBSITE
20% Team Project (200 points)
Marketing is not for the meek. You must be demonstrative if shy and persuasive if uncertain. Public speaking can be scary but it’s a necessary skill that you can learn and practice. Early in the semester, we will select teams of about 4 students. Each team will conduct a marketing audit in which to analyze a local or national retailer’s website.

How does the site reflect their business, stores, e-commerce, catalogs, and other marketing efforts? Start thinking of companies that excite you; that you want to research, and possibly visit; and would make for a good case study. I reserve the right to approve all teams and selection of retailers.

You are the consultants hired by your selected company to report on what the company is doing and what it should be doing to increase its market share by improving its website. Easy to navigate? Locate stores? Quickly find policies on returns, methods of payment, gift cards, contacting customer service?

You will apply course textbook and lectures to demonstrate an understanding of that retailer’s positioning and recommended changes. Is your company the category leader? Should it follow other competitors? Your audience (the class) is the company’s senior leadership. Your references should be “we” and not “they.” Present and convince us to approve your plan of action to improve the company’s website.

Each team will have 20 minutes to summarize the case—company history, current status and marketing efforts, SWOT analysis, marketing mix, etc., and most importantly…what suggestions you have to make the website better. Demonstration of analysis to justify your recommendations is critical.

It's okay to pick a retail chain but not a department store or mega-corporation. Examples: American Eagle sells clothes for teens, whereas, Macy's has dozens of different departments for all demographics; and, Nike is too diverse for you to affect much change. Select a retailer that you like; we know; and want to improve.

Teams SHOULD NOT contact the store/retailer they select. You may want to visit/observe to understand them better but don't bother their staff for information. You are consultants for the retailer and expected to present recommendations to improve its website. Be realistic but think big!

Being a college student and marketer, you should have at least basic [and hopefully, advanced] skills at creating a Power Point (or Prezi or Keynote) presentation. This project requires that each team present a Power Point of text and visuals. Access it in class through your email and deliver it on a flash drive to be loaded on the classroom’s computer at your presentation. “Technical difficulties” happen, so be prepared...the leadership team has flown in so don’t disappoint them.

There is NO separate, written paper to be turned in, BUT one set of “Handouts (2 slides per page)” of the Power Point slides should be printed out in black & white and turned in at beginning of the presentation. Names of all team members should be listed on the first slide. A slide of references used should be at the end. No other visuals or tools required.

Grading will be based on: 1) Presenting to 20 minutes 2) Following these expectations 3) Quality of Power Point 4) Content 5) Knowledge of your client 6) Recommendations 7) Answering questions from class & me. Grading will be the same for all teammates UNLESS it’s obvious to me or made known by you that some members did a lot more or a lot less than others. The team must write and create the PowerPoint, and each member must present orally. TIP: We can all read the slides on the screen so don’t recite them verbatim to us.

Up to 20 minutes may seem long but without planning, scripting and rehearsal, you will run over. All teammates should participate equally. Be prepared to answer questions. Use or don’t use notes or podium—be stationary or move around. Be organized, insightful and convincing. Look out into the eyes of your audience, be passionate and speak confidently. Craft a case about your company’s website they can follow, accept, and support.
EXAMS
2 x 15% = 30% (300 points)
There will be two exams throughout the semester. Each covers the textbook chapters assigned up to the point of that exam. Though some chapters assigned may not be discussed in class, students are still responsible for the content, per the syllabus. Questions from lectures, class discussions, multi-media shown, handouts, field trips, and guest speakers are also likely to be on the exams. Exams are closed book, no notes; and are multiple-choice and/or true-false questions. Bring pencils; a Scantron sheet will be provided.

ATTENDANCE
5% (50 points)
Until you graduate, you are a professional student—this is your job. Attending classes is part of your job and where you need to be to succeed. Points will be awarded as follows:
Attend all classes = 50  Miss one = 45  Miss two = 40  Miss three = 35  Miss 4 or more = 0

CLASS PARTICIPATION
12% (120 points)
The instructor will evaluate your in-class participation so don’t be shy. Marketing is about communicating. This class will be interactive and lecture. Written & oral communications are essential for a marketer to promote anything successfully, including yourself. Think creatively, plan strategically, present passionately, and have fun! Shared experiences, probing questions and respect for the opinions of others will make this a rewarding course for everyone.

Your responsiveness to questions, emails, and quality of contributions during discussions, will help distinguish you in my evaluation. So will your texting, I.M.-ing, and not paying attention. If, by the end of the semester, I can’t recall you having spoken often with intelligent contributions, then you will have squandered the points available by your lack of participation.

SEMESTER GRADING SCALE

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# SPRING 2017

## January 16
**IN CLASS:**  
*Martin Luther King, Jr. Holiday—No Class*

Jan. 18: Last day to drop/add class or request to Audit or Pass/Fail

## January 23
**BEFORE CLASS:**  
Read Chapter 1—Introduction to the World of Retailing

**IN CLASS:**  
Introduction and overview of the course, syllabus, expectations  
“Servicescapes” assignment—getting started  
Discuss chapter (with Power Point)

**AFTER CLASS:**  
Make sure you have the textbook & register for Connect Plus  

## January 30
**IN CLASS:**  
Read Chapter 2—Types of Retailers

**IN CLASS:**  
Questions about syllabus?  
Survey of Learning  
Definitions of marketing  
Discuss chapter  
“Servicescapes” assignment questions & tips  
Consider teams

## February 6
**BEFORE CLASS:**  
Read Chapter 3—Multichannel Retailing

**IN CLASS:**  
Discuss chapter  
Set teams

**AFTER CLASS:**  
Keep working on “Servicescapes” assignment

## February 13
**BEFORE CLASS:**  
Read Chapter 4—Customer Buying Behavior

**IN CLASS:**  
Discuss chapter  
5pm Guest Speaker—Steve Litvin, CofC Hospitality, “Hotels as Retailers”  
Teams meet—consider retailers/websites

**AFTER CLASS:**  
Volunteers bring in resume next week for critique

## February 20
**BEFORE CLASS:**  
Read Chapter 5—Retail Market Strategy

**IN CLASS:**  
Servicescapes paper DUE  
Discuss chapter  
Resume Tips/Critique Resumes  
Teams meet/set teams’ retailers/websites
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| February 27 | BEFORE CLASS: Read Chapter 7—Retail Locations  
Bring pencils for exam |
|            | IN CLASS: Discuss chapter  
Exam #1 (on chapters 1, 2, 3, 4, 5, 7) |
| March 6    | IN CLASS: Spring Break—No Class                                       |
| March 13   | BEFORE CLASS: Volunteers bring in resume for critique  
Read Chapter 12—Managing the Merchandise Planning Process |
|            | IN CLASS: Discuss chapter  
Critique Resumes  
Return & review Exam #1  
Teams meet |
| March 20   | BEFORE CLASS: Stay in touch with team for project                     |
|            | IN CLASS: Guest speakers—Michael Varnadore & Bryan Korte from Stuart Laurence Salon  
Teams meet |
| Mar. 23: Last day to withdraw with a grade of “W” |
| March 27   | BEFORE CLASS: Read Chapter 13—Buying Merchandise                      |
|            | IN CLASS: Discuss chapter 13  
Return & discuss “Servicescapes” papers  
Determine order of team presentations  
Teams meet |
| April 3    | BEFORE CLASS: Read Chapter 15—Retail Communications Mix               |
|            | IN CLASS: Discuss Chapter 15  
Discuss Chapter 6—Financial Strategy  
Discuss Chapter 8—Retail Site Location  
Discuss Chapter 9—Human Resource Management  
Discuss Chapter 10—Information Systems and Supply Chain Management  
Discuss Chapter 11—Consumer Relationship Management  
Discuss Chapter 14—Retail Pricing  
Teams meet |
April 10
BEFORE CLASS: Arrange for your transportation to RiverDogs (Can take free CARTA bus #213 from Calhoun & St. Philip to Joseph P. Riley Stadium)

IN CLASS: 4:30p Field Trip at Charleston RiverDogs Official Store—meet at Joseph P. Riley, Jr. Baseball Stadium, 360 Fishburne St, Charleston, SC 29403—You’ll receive a ticket to see the RiverDogs’ 7pm game, if you want to stay!

April 17
BEFORE CLASS: Read Chapter 16—Managing the Store

IN CLASS: Teams 1-4 Presentations DUE (order TBD) Discuss chapter

April 24
BEFORE CLASS: Read Chapter 17—Store Layout, Design, and Visual Merchandising

IN CLASS: Teams 5-8 Presentations DUE (order TBD) Discuss chapter

AFTER CLASS: Bring laptop to next class for course evaluation

April 26 Wednesday (make-up day for Jan. 16)
BEFORE CLASS: Read Chapter 18—Customer Service Bring laptop to class for course evaluation

IN CLASS: Discuss chapter Team Dynamics/Return Team Projects Stephen Covey’s “8 Habits of Highly-Effective People” Job Interview tips, questions and role-playing Course Evaluation

AFTER CLASS: Complete Chapter 18’s quiz by 4:00pm on May 1 Study for Exam #2

May 1 4:00pm
BEFORE CLASS: Bring pencils for exam

IN CLASS: Exam #2 (on chapters 12, 13, 15, 16, 17, 18)

AFTER CLASS: Celebrate your accomplishments. Enjoy your time off!