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 2015 • 3 Credits • CRN 23820 • Section 328-001 • RSS 103 • 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 changed from the last century (15 years ago) 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 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 standing. If you have questions about your eligibility, please see an academic advisor.

TEXT


Through Connect/Learn Smart, you will have access to tutorials, videos, Power Points, quizzes, and more. These tools are to help you better understand the materials, customizing them to the ways that you learn best. It is 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 and 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 and exams; will create their resume as a marketing tool; will demonstrate technological skills by creating a Power Point presentation, will research & utilize online resources; will interact with a professional retailer outside of class, a guest speaker 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; timely return assignments; 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 and cases prior to attending class. 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, approximately one hour each. 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 pages 10, 11 & 80 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.
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 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. Please afford any guests the same courtesy that is expected when I am there. 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 efforts. 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.

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

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 I do not open attachments unless I specifically request an attachment. Use plain text only.

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.
• 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 headlines on your browser’s home page aren’t enough and just Jon Stewart or Fox News isn’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.

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

ABOUT YOUR INSTRUCTOR

Ferris D. Kaplan has 30 years of senior marketing experience at large for-profit and nonprofit companies. He is currently a Specialist at the Apple Retail Store at King Street (Charleston, South Carolina), and is also a business development consultant for Washington, D.C. companies.

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 at night 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 until recently: 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 2015; taught at American University in 2013; Marymount University in 2011; George Mason University since 2008; and Northern Virginia Community College since 2003. He also owns a resume writing business at BestOfYouResumes.com.
**GRADED COMPONENTS**

**INTERVIEW WITH A RETAILER**

**20% Written Paper**

“Learn from those who have gone before you.” “Don’t make the same mistakes.” “No need to re-invent the wheel.”

All good reasons for you to select a current retail practitioner and interview him/her in-person for 20-30 minutes. We will discuss possible questions in class. Students should identify potential candidates immediately and schedule an appointment with them.

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 of the interviewee, title, company, their contact phone number & e-mail, relationship to you, how contacted, how long interview took, and where & when conducted. This page should succinctly recap the interview, using quotes & paraphrases, and observances of surroundings, and the overall experience. Which “P” of the “marketing mix” that they feel is most important to their business?

**Page TWO** should explain, “What you learned” from this person and how it will/may affect your feelings about retail marketing—such as: what you may want to do in retail; their influence as to what types of companies for whom to work; whether this person is a good contact for future networking; confidence in your choice of marketing as a major and as a career.

This paper is NOT to be a transcript of questions and answers. It is to relate the conversation you had with the retailer. It should reflect how their answers may or may not impact your job or career plans. The questions you ask them should be ones that will also help clarify things for you. You may use quotes or paraphrase but all should be put into context of their current position and what you’ve learned from this experience.

**TEAM PROJECT: MARKETING AUDIT OF RETAILER’S WEBSITE**

**20% Team Project**

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 15 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 their 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 (6 slides per page)” of the Power Point slides should be printed out and turned in at the beginning of the presentation. Names of all team members should be listed on a slide near the beginning. A slide of references used should be at the end. No other visuals or tools required.

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 15 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 20% = 40%*

There will be two exams throughout the semester. Each covers the textbook chapters assigned up to the point of that exam. So, the first exam will cover approximately the first half of the book, and the second exam will cover the second half. 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, 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 a pencil; Scantron sheets will be provided.

**RESUME**
*10%*

You must sell yourself before selling for someone else. You should always have an updated resume because you never know when you’ll meet someone or have an opportunity for which you will need one. There will be lectures, tips, and discussions in class to help you create or improve your resume. As a “Certified Professional Resume Writer,” I will guide you to present the Best of You. Your resume should be turned in on due date in a professional format and be a maximum of TWO PAGES. Sell yourself; show your brand!

**CLASS PARTICIPATION**
*10%*

Your in-class participation will be evaluated by the instructor 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 attendance, questions, answers, and contributions during discussions will help distinguish you in my evaluation. If, by the end of the semester, I can’t recall you having spoken often with intelligent contributions, then your lack of participation will have squandered the points available in this category.
SEMESTER GRADING SCALE

Overall course grade will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Interview A Retailer Paper</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Exam #1</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Resume</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Team Project: Oral/Power Point Presentation</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Exam #2</td>
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<tr>
<td>Class Participation</td>
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<td><strong>TOTAL</strong></td>
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Point scale for the above elements:

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<th>Grade</th>
<th>Minimum Average</th>
<th>Maximum Average</th>
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<td>90% - 100%</td>
<td>180 - 200 pts.</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
<td>160 - 179 pts.</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
<td>140 - 159 pts.</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
<td>120 - 139 pts.</td>
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Final course grade:

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<tr>
<td>A</td>
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<td>B</td>
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SPRING 2015

January 12
BEFORE CLASS: Read Chapter 1—Introduction to the World of Retailing

IN CLASS: Introduction and overview of the course, syllabus, expectations.
“Interview With a Retailer” tips
Discuss Chapter 1—Introduction to the World of Retailing

AFTER CLASS: Make sure you have the textbook & register for Connect
http://connect.mheducation.com/class/f-kaplan-library-course

January 19
IN CLASS: Martin Luther King, Jr. Holiday—No Class

Jan. 20: Last day to drop/add class or request to Audit or Pass/Fail

January 26
BEFORE CLASS: Read Chapter 2—Types of Retailers

IN CLASS: Questions about syllabus, assignments?
Discuss chapter
Questions for Interviewing A Retailer assignment
Resume tips & Consider teams

AFTER CLASS: Volunteers bring in resume next week for critique

February 2
BEFORE CLASS: Read Chapter 3—Multichannel Retailing

IN CLASS: Critique resumes
Discuss chapter
Set teams

February 9
BEFORE CLASS: Read Chapter 4—Customer Buying Behavior

IN CLASS: Discuss chapter
Interview With A Retailer paper DUE
Teams meet—consider retailers/websites

February 16
BEFORE CLASS: Read Chapter 5—Retail Market Strategy

IN CLASS: Discuss chapter
Resume tips
Teams meet/Finalize teams’ retailers/websites
<table>
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<th>Date</th>
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| **February 23** | **BEFORE CLASS**  
Read Chapter 7—Retail Locations  
Read Chapter 8—Retail Site Location |
|          | **IN CLASS:**  
Discuss chapters  
Return & discuss Interview With A Retailer papers  
Exam #1 (on chapters 1, 2, 3, 4, 5, 7, 8) |
| **March 2** | **IN CLASS:**  
*Spring Break—No Class* |
| **March 9** | **BEFORE CLASS:**  
Read Chapter 12—Managing the Merchandise Planning Process |
|          | **IN CLASS:**  
Discuss chapter  
Critique resumes  
Return & review Exam #1  
Teams meet |
| **March 16** | **BEFORE CLASS:**  
Read Chapter 13—Buying Merchandise |
|          | **IN CLASS:**  
Discuss chapters  
Critique resumes  
Teams meet |
| **March 23** | **BEFORE CLASS:**  
Read Chapter 14—Retail Pricing |
|          | **IN CLASS:**  
4:30p Field Trip to retail store TBD |
| **March 25** | *Last day to withdraw with a grade of “W”* |
| **March 30** | **BEFORE CLASS:**  
Read Chapter 15—Retail Communications Mix |
|          | **IN CLASS:**  
Discuss chapters 14 & 15  
Questions for speaker  
Resume DUE  
Teams meet |
| **April 6** | **BEFORE CLASS:**  
Read Chapter 16—Managing the Store |
|          | **IN CLASS:**  
Discuss chapter  
Guest speaker [TBD] |
April 13
IN CLASS: Discuss Chapter 6—Financial Strategy
Discuss Chapter 9—Human Resource Management
Discuss Chapter 10—Information Systems and Supply Chain Management
Discuss Chapter 11—Consumer Relationship Management
Teams 1-5 Presentations DUE

April 20
BEFORE CLASS: Read Chapter 17—Store Layout, Design, and Visual Merchandising

IN CLASS: Return resumes
Discuss chapter
Stephen Covey’s “8 Habits of Highly-Effective People”
Teams 6-10 Presentations DUE

April 27
BEFORE CLASS: Read Chapter 18—Customer Service

IN CLASS: Discuss chapter
Job Interview tips, questions and role-playing
Team Dynamics/Return Team Projects
Course Evaluations

AFTER CLASS: Study for Exam #2

May 4
IN CLASS: Debrief/Review course
Exam #2 (on chapters 12, 13, 14, 15, 16, 17, 18)

AFTER CLASS: Celebrate your accomplishments.
Enjoy the summer!