

**Department of Marketing & Consumer Studies**  
**MCS\*4060\*01 (5804)**  
**RETAIL MANAGEMENT**  
**Winter 2018**

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**Instructor:**           **Brent McKenzie, MBA, PhD**  
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Office Hours: By appointment

**Class Times and Location: Tuesdays and Thursdays**  
**10:00am – 11:20am**  
**MCKN, Room 229**

**Course Description and Objectives:**

This course encompasses a comprehensive view of the retailing sector and an application of marketing concepts in both the domestic and international retail marketplace. Key topics include retail format selection, retail management strategy, target shopper analysis, site selection, and merchandise planning. Additional focus will include the buying, financial analysis, and pricing activities involved in retail operations. The course will also investigate the evolving nature of e-commerce and retail supply chain management issues and opportunities.

To provide the student with key insights and knowledge of contemporary retail management issues. The ability to describe and analyse the way that retail trade works, including key activities and inter-organizational relationships. Specific objectives include:

- *Demonstrate knowledge/recall – the student will be expected to be able to expand their existing knowledge about facts relating to retail operations and management*
- *Demonstrate comprehension/knowledge – the student will be expected to be able to summarize, contrast, estimate, differentiate, discuss different retail formats*
- *Demonstrate the ability to apply facts and knowledge - compute, determine, develop, predict, solve retail management challenges*
- *Demonstrate the ability to analyze - prioritize, differentiate, identify retail operations and management opportunities*
- *Demonstrate the ability to synthesize - create, design, generate, integrate, structure a retail management project*
- *Demonstrate the ability to evaluate - conclude, critique, decide, defend, justify, recommend retail operations and management decisions and recommendations*

**Course Materials and Resources:**

This course uses a variety of materials and resources. One of your primary resources will be the course website (<http://courselink.uoguelph.ca>). All announcements, required and recommended readings, assignments and updates will be posted here. You will also be able to access any handouts you may have missed through this site. Check this site often.



The required textbook is: Stephens, D. (2017), **Reengineering Retail (RR)**, ISBN 9781927958810, Figure 1 Publishing.

There will also be a number of cases – **Harvard Business Publishing - Course Pack** – The link to the cases is found on the CourseLink site (case discussion format and tips on case preparation are also found on the CourseLink site)

### On-Line Communication:

- This course has a website (see <http://courselink.uoguelph.ca/>). Please post any questions you feel are of important to the whole class on this site. If you have questions specifically for me, please email me directly at [bmckenzi@uoguelph.ca](mailto:bmckenzi@uoguelph.ca).
- I will be communicating with you via your central email account from time to time. You are required to check this account on a regular basis. Please be advised that I will not edit my mailing list (nor respond to) non University of Guelph accounts.
- While I endeavour to check my email daily, students can reasonably expect a response from me within 48/72 hours.

### Method and Timing of Evaluation:

Your performance will be evaluated based on the following:

Assignment/Examination	Date	Marks allocated
Individual Online Contribution – based on readings from “Reengineering Retail” (5 graded discussion – total - 25%)	Jan. 23 – Feb. 6	5
	Feb. 6 – Feb. 27	5
	Feb. 27 – Mar. 13	5
	Mar. 13 – Mar. 27	5
	Mar. 27 – Apr. 10	5
Group Retail Strategy Project – Written Report (25%)	Due – Thursday March 29 (prior to start of class)	25
Group Retail Strategy Project – Presentation (15%)	March 29/April 3/5	15
In Class Case Discussions (6 graded cases – total - 24%)	Jan. 18	0
	Jan. 23/25	4
	Jan. 30/Feb. 1	4
	Feb. 6/8	4
	Feb. 13/15	4
	Feb. 27/Mar. 1	4
	Mar. 20/22	4
Individual class contribution (11%)	Throughout the semester	11

The purpose of the varied types of assignments and evaluation methods is to allow the student 2



to experience and develop a number of different skill sets such as written and verbal communication.

**Final examination conflict:** Students are responsible for ensuring that they do not have a time conflict with examinations in other courses. You are not permitted to enrol in this course if you have a time conflict with another course.

*Extensions will only be granted on the basis of extenuating circumstances and must be discussed with the instructor.*

*If you are registered with the Centre for Students with Disabilities and will require some form of accommodation in the completion of the required learning activities for this course, please meet with me during the first week of classes.*

### **Course Philosophy and Approach:**

*As this course is an upper year elective, there is a high expectation that all students wish to, and have, a keen interest in the study of retail operations and management. The philosophy of this course is that there is less concern on specific facts, and more focus on how the student thinks. The expectation is that the student, upon completing this course, will have developed the tools and skills necessary to potentially work directly or indirectly in the retail trade sector.*

*Thus the view for this course is that the most effective and efficient use of classroom time aims at reinforcing or clarifying what the student has tried to learn on an individual basis **before** entering the classroom. For this reason, it will be assumed that the student has carefully read the assigned material and made a reasonable effort to prepare solutions to the assigned problems **PRIOR** to the class. These materials will be **DISCUSSED** in class.*

*In this course, much of your time will be spent in-group interaction. This enables you to share ideas and to improve communication skills. Through interaction, you will discover for yourself the meaning of concepts, the subtleties inherent in everyday business situations, and the rationales for various solutions to managerial problems. To achieve effective interaction, I have three expectations:*

- 1. **Attendance.** Because interaction is central, and also because your fellow group members will be relying on you for ideas, I expect you to attend every class. Valid reasons for absence include serious illness and family emergencies. Studying for exams and completing assignments are not valid reasons to miss class.*
- 2. **Preparation.** You are expected to read assigned material in advance and to be fully prepared for class discussion. You may be called upon to begin the class and to contribute to discussion at any time. Unsupported opinion will not*

substitute for informed discussion. Adequate preparation is the only way to avoid embarrassment.

3. **Group work.** You will participate in-group work during the term. The group should address group problems or conflict in a timely fashion. I am available to assist groups who experience any challenges in this area.

**Course Schedule and Key Dates:**

Class	Date	Topic	Pre-Class Activities/Readings/Online Discussions	In-Class/Online Activities and Assessments
1	Tuesday Jan. 9	Introduction to Course – Review Course Syllabus – Term Project	Think about Group formation	Personal Retailing experiences
2	Thursday Jan. 11	Lecture: Why should we care about the retail sector?	Group formation/Group Names	Personal Retailing experiences
3	Tuesday Jan. 16	Lecture: Retail History/Non-traditional Retailing - <b>Lecture: Category Management/OmniChannel Retailing</b>		
4	Thursday Jan. 18	<b>Practice Retail Case</b>	Read Case and Prepare for class discussion	Practice Case – Sections A and B - to be discussed in class by all students - <b>Abercrombie and Fitch</b>
5	Tuesday Jan. 23	<b>Retail Repositioning</b>	Group names and presentation dates/Lecture <b>Part 1 – Online Discussion Retail is Dead Ch. 1-5</b> questions on CourseLink	Case #1 – Section A <b>Macy’s Department Store Repositioning</b>
6	Thursday Jan. 25			Case #1 – Section B <b>Macy’s Department Store Repositioning</b>
7	Tuesday Jan. 30	<b>E-Retailing Competitive Strategy</b>	Read Case and Prepare for class discussion	Case #2 – <u>Section A</u> <b>eBay Inc. and Amazon.com (A)</b>
8	Thursday Feb. 1		Read Case and Prepare for class discussion	Case #2 – <u>Section B</u> <b>eBay Inc. and Amazon.com (A)</b>
9	Tuesday Feb. 6	<b>Retail Sustainability</b>	<b>Part 2 - Media is the Store Ch. 6-12 – RR– ALL STUDENTS – ONLINE –</b> questions on CourseLink	Case #3 – Section A <b>Building Sustainable Distribution at Walmart Canada</b>
10	Thursday Feb. 8		Read Case and Prepare for class discussion	Case #3 – Section B <b>Building Sustainable Distribution at Walmart Canada</b>



11	Tuesday Feb. 13		Read Case and Prepare for class discussion	Case #4 – Section A <b>Target Corporation: The Grocery Business in the Bull's Eye</b>
12	Thursday Feb. 15	<b>Sustainability and Retail</b>	- Read Case and Prepare for class discussion	Case #4 – Section B <b>Target Corporation: The Grocery Business in the Bull's Eye</b>
	Feb. 19-23	<b>READING WEEK</b>	NO CLASSES	
13	Tuesday Feb. 27		<b>Part 3 – The Store is Media Ch. 13-17 – RR — ALL STUDENTS – ONLINE</b> – Questions on CourseLink Read Case and Prepare for class discussion	Case #5 – Section A <b>J.C. Penney's "Fair and Square" Pricing Strategy</b>
14	Thursday Mar. 1		Read Case and Prepare for class discussion	Case #5 – Section B <b>J.C. Penney's "Fair and Square" Pricing Strategy</b>
15	Tuesday Mar. 6	<b>Lecture - Qualitative Research in Retailing – Field Research Assignment</b>		
16	Thursday Mar. 8	<b>Work on Field Assignment</b>		
17	Tuesday Mar. 13	<b>Field Assignment Class Presentations: How do people shop – Findings</b>	<b>Part 4 – Reengineering Retail Ch. 18-22 – RR — ALL STUDENTS – ONLINE</b> – Questions on CourseLink -	
18	Thursday Mar. 15	<b>Lecture – Technology and In-store Retailing</b>		
19	Tuesday Mar. 20	<b>Retail Growth</b>	Read Case and Prepare for class discussion	Case #6 – Section A <b>Starbucks: A Story of Growth</b>
20	Thursday Mar. 22		Work on Projects - Read Case and Prepare for class discussion	Case #6 – Section B <b>Starbucks: A Story of Growth</b>
21	Tuesday Mar. 27	<b>Lecture - Careers in Retailing In-class Activity</b>	<b>Part 5 – Reengineering Retail Ch. 23-25 - RR – ALL STUDENTS – ONLINE</b> – Questions on CourseLink -	
22	Thursday Mar. 29	<b>Written Project Report Due</b> – All groups prior to start of class	Presentations –	Project Presentations



23	Tuesday Apr. 3		Presentations –	Project Presentations
24	Thursday Apr. 5		Presentations	Project Presentations

Note: The schedule of learning activities may require modification from time to time. Any changes will be announced in class and/or on the CourseLink site.

### **Policies and Regulations**

All students are expected to abide by the University's academic regulations in the completion of their academic work, as set out in the undergraduate calendar (see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/index.shtml>). Some regulations are highlighted below:

#### **Academic Misconduct:**

The University of Guelph is committed to upholding the highest standards of academic integrity and directs all members of the University community – faculty, staff and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. The University of Guelph takes a serious view of academic misconduct and it is your responsibility as a student to be aware of and to abide by the University's policy. Included in the definition of academic misconduct are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission.

To better understand your responsibilities, read the Undergraduate Calendar at: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml> You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor, teaching assistant, Academic Advisor or Academic Counsellor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion from the University can be imposed.

#### **Academic Consideration:**

Students who find themselves unable to meet course requirements by the deadline or criteria expected because of medical, psychological or compassionate circumstances beyond their control, should review the regulations on Academic Consideration in the Undergraduate Calendar ([http://www.uoguelph.ca/undergrad\\_calendar/c08/c08-ac.shtml](http://www.uoguelph.ca/undergrad_calendar/c08/c08-ac.shtml)) and discuss their situation with the instructor, Program Counsellor or Academic Advisor as appropriate.

#### **Religious Holidays:**

Should a student need to miss scheduled tests, mid-term examinations, final examinations, or requirements to attend classes and participate in laboratories for religious reasons, please advise the instructor within two weeks of the distribution of this course outline so that alternate arrangements can be made. For further information see <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-accomrelig.shtml>



## University Grading Scheme:

This course follows the University grading scheme outlined in the University Calendar:

A+ A A-	90-100% 85-89 80-84	<b>Excellent:</b> An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.
B+ B B-	77-79 73-76 70-72	<b>Good:</b> A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.
C+ C C-	67-69 63-66 60-62	<b>Acceptable:</b> An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.
D+ D D-	57-59 53-56 50-52	<b>Minimally acceptable:</b> A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.
F	0-49	<b>Fail:</b> An inadequate performance.

### Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, College of Business and Economics at the University of Guelph, you are a member of a scholarly community committed to improving the effectiveness of people and organizations, and the societies in which they reside, through ground breaking and engaging scholarship and pedagogy. We seek to promote a comprehensive, critical and strategic understanding of organizations, including the complex interrelationship between leadership, systems (financial and human) and the broader social and political context. Furthermore, we prepare graduates for leadership roles in which organizational objectives, self-awareness, social responsibility and sustainability are primary considerations.

In keeping with this commitment, we expect all of our students (indeed – all members of our community) to act in a professional and respectful manner to fellow students, staff and faculty, as well as to members of the broader university and local community. This expectation is very much in keeping with your preparation for a professional career.

The following conduct is expected of all of our students:

1. Come to class prepared to learn and actively participate (having completed assigned readings, learning activities etc.).
2. Approach your academic work with integrity (avoid all forms of academic misconduct).
3. Arrive on time and stay for the entire class. If you happen to be late, enter the classroom as quietly as possible. At the end of class, apologize to the faculty member for the interruption. If you have to leave class early, alert the faculty member in advance.
4. If you know in advance that you are going to miss a class, send an email to the faculty member letting him/her know that you will be absent, with a brief explanation.
5. While in class, refrain from using any written material (e.g., newspaper) or technology (e.g., the Internet, computer games, cell phone) that is not relevant to the learning activities of that class. Turn off your cell phone at the start of each class.

7



6. Listen attentively and respectfully to the points of view of your peers and the faculty member. Don't talk while others have the floor.
7. Raise your hand when you wish to contribute and wait to be called upon. Challenge others appropriately, drawing on reason and research rather than unsubstantiated opinion, anecdote and/or emotion. Keep an open mind and be prepared to have your point of view challenged.
8. When sending emails to faculty, apply principles of business writing; use a professional and respectful style (use a formal salutation, check for spelling and grammatical errors, and avoid slang and colloquial short forms).
9. **When making a presentation, wear business apparel if possible.**
10. Provide thoughtful feedback at the completion of all courses (we are committed to continuous improvement but need your input to help us decide what to focus on).

