MCS\*4060 Retail Management

Fall 2019  
0.5 Credits

# General Course Information

**Instructor Dr. Brent McKenzie, MBA, PhD**

***Email*** [bmckenzi@uoguelph.ca](mailto:bmckenzi@uoguelph.ca)

**Office Location** MINS 201A

***Office Hours*** By Appointment

***Department/School*** Marketing and Consumer Studies

**Teaching Assistant** TBD

**Class Schedule** Mon/Wed – 10:00am-11:20am

**Room:** MACS 121

**Pre-requisites 14.00 credits including MCS\*3600**

**Restriction(s): Registration in BCOMM.MKMN, BCOMM.MKMN:C. This is a Priority Access Course. Some restrictions may apply during some time periods.**

# Course Description

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 analyze the way that retail trade works, including key activities and inter-organizational relationships.

# Course Learning Outcomes

The learning outcomes for this course 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 Resources

## Required Text and Other 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 pertaining to the 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. (this book is the source for the online written submissions – additional details are found on the CourseLink site).

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).

**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.

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.

# Course Assessment

## Method and Timing of Evaluation

Your performance will be evaluated based on the following:

## In-class Case Discussions

See CourseLink for Details – 24% of Final Grade (5 cases - top 4 scores - 6 points each)

*Monday Groups – (1) Monday October 7th (2) Monday October 21st (3) Monday November 11th (4) Monday November 18th (5) Monday November 25th*

*Wednesday Groups – (1) Wednesday October 9th (2) Wednesday October 23rd (3) Wednesday November 13th (4) Wednesday November 20th (5) Wednesday November 27th*

## Textbook Readings

## See CourseLink for Details – 24% of Final Grade (5 submissions - top 4 scores - 6 points each)

*Monday Groups – (1) Wednesday October 9th (2) Wednesday October 23rd (3) Wednesday November 13th (4) Wednesday November 20th (5) Wednesday November 27th*

*Wednesday Groups – (1) Monday October 7th (2) Monday October 21st (3) Monday November 11th (4) Monday November 18th (5) Monday November 25th*

## Final Written Report

See CourseLink for Details – 30% of Final Grade

*ALL GROUPS – Monday November 4th*

## Project Presentation

See CourseLink for Details – 15% of Final Grade

*Monday Groups – Monday November 4th*

*Wednesday Groups – Wednesday November 6th*

## In-class Overall Contribution

See CourseLink for Details – 7% of Final Grade

*Throughout the semester*

The purpose of the varied types of assignments and evaluation methods is to allow the student 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 enroll 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:*

***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.*

***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.*

***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.*

# Tentative Course Schedule

| **Class** | **Date** | **Topic** | **Readings/Preparation/Assignments** |
| --- | --- | --- | --- |
| 1 | September 9th | Introduction to Course – Course Project Introduction/In-class Cases/Online Assignments | Review of course syllabus – prepare to discuss your personal retail experiences |
| 2 | September 11th | Lecture: Why should we care about the retail sector? | Prepare to discuss your thoughts on the retail sector – Preliminary Group Formation |
| 3 | September 16th | Lecture: Retailing History/Non-traditional Retailing | FINALIZATION OF MONDAY/WEDNESDAY GROUPS |
| 4 | September 18th | Lecture: Retail Practice PRICE | Be prepared to discuss the similarities/differences of the PRICE variable in retailing in comparison to other marketing environments |
| 5 | September 23rd | Lecture: Retail Practice  PRODUCT | Be prepared to discuss the similarities/differences of the PRODUCT variable in retailing in comparison to other marketing environments |
| 6 | September 25th | Lecture: Retail Practice  PROMOTION | Be prepared to discuss the similarities/differences of the PROMOTION variable in retailing in comparison to other marketing environments |
| 7 | September 30th | Lecture: Retail Practice  PLACE | Be prepared to discuss the similarities/differences of the PLACE variable in retailing in comparison to other marketing environments |
| 8 | October 2nd | Case  Practice Case | CASE – TBD – Read case and prepare for class discussion |
| 9 | October 7th | Case #1  Monday Groups | Graded Case #1 – Monday Groups  Graded Textbook Readings #1 – Wednesday Groups |
| 10 | October 9th | Case #1  Wednesday Groups | Graded Case #1 – Wednesday Groups  Graded Textbook Readings #1 – Monday Groups |
|  | ***October 14th*** | ***Thanksgiving Holiday – no class*** | ***Rescheduled FRIDAY NOVEMBER 29th*** |
| 11 | October 16th | Lecture: Technology and Retailing | Be prepared to discuss your experiences and thoughts about the role of technology in retailing |
| 12 | October 21st | Case #2  Monday Groups | Graded Case #2 – Monday Groups  Graded Textbook Readings #2 – Wednesday Groups |
| 13 | October 23rd | Case #2  Wednesday Groups | Graded Case #2 – Wednesday Groups  Graded Textbook Readings #2 – Monday Groups |
| 14 | October 28th | In-class Retailing Activity |  |
| 15 | October 30th | Lecture: Category Mgmt. and OmniChannel Retailing | See CourseLink – for readings |
| 16 | November 4th | Project Presentations  Monday Groups | ALL WRITTEN PROJECTS DUE NO LATER THAN 10:00am FOR ALL GROUPS  Complete Project Presentation Evaluations |
| 17 | November 6th | Project Presentations  Wednesday Groups | Complete Project Presentation Evaluations |
| 18 | November 11th | Case #3  Monday Groups | Graded Case #3 – Monday Groups  Graded Textbook Readings #3 – Wednesday Groups |
| 19 | November 13th | Case #3  Wednesday Groups | Graded Case #3 – Wednesday Groups  Graded Textbook Readings #3 – Monday Groups |
| 20 | November 18th | Case #4  Monday Groups | Graded Case #4 – Monday Groups  Graded Textbook Readings #4 – Wednesday Groups |
| 21 | November 20th | Case #4  Wednesday Groups | Graded Case #4 – Wednesday Groups  Graded Textbook Readings #4 – Monday Groups |
| 22 | November 25th | Case #5  Monday Groups | Graded Case #5 – Monday Groups  Graded Textbook Readings #5 – Wednesday Groups |
| 23 | November 27th | Case #5  Wednesday Groups | Graded Case #5 – Wednesday Groups  Graded Textbook Readings #5 – Monday Groups |
| 24 | November 29th | Wrap up and Retail Activity |  |

*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.*

# Course Policies

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, plagiariChapter, 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 Counselor.

Students should be aware that faculty have the right to use software to aid in the detection of plagiariChapter 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>) 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:

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| --- | --- | --- |
| A+ | 90-100% | **Excellent:** 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. |
| A | 85-89 |
| A- | 80-84 |
| B+ | 77-79 | **Good:** 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. |
| B | 73-76 |
| B- | 70-72 |
| C+ | 67-69 | **Acceptable:** 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. |
| C | 63-66 |
| C- | 60-62 |
| D+ | 57-59 | **Minimally acceptable:** 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. |
| D | 53-56 |
| D- | 50-52 |
| F | 0-49 | **Fail:** An inadequate performance. |

## Code of Conduct – The Top Ten

As a student in the Department of Marketing and Consumer Studies, Lang School 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.  And, 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 contribute (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.
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 attire.
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).

# Reviewed and approved by Chair of Department of Marketing and Consumer Studies

MCS\*4060 Retail Management

Fall 2019

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| --- | --- |
| **Date Submitted to Chair:** |  |
| **Chair Signature (Approval):** |  |
| **Date Approved by Chair:** |  |

**Do not post this page for students or on Course Link**