

MKT 430: Retail Management

Syllabus—Spring 2020—MW—2pm-3.50pm – JFF316

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Office Hours: by appointment (In-Person or Skype)

COURSE DESCRIPTION

The retail industry is undergoing a massive disruption. Digitalization and changes in consumer behavior have shaken up the traditional concept of retailing already for many years, forcing retailers to rethink and adjust their business strategies and approaches. With many new technologies on the horizon, the pace of change in the retail industry is likely going to increase even more. Blockchain Technology, Artificial Intelligence, and Mixed Reality are technologies that will likely reshape and transform the entire industry, offering novel retail experiences to consumers who are increasingly concerned about the privacy of their personal data.

The world's leading retailers will need to embrace change in order to stay relevant as new retail formats and businesses enter the scene. Retail businesses will need to combine success factors of traditional retailing with new elements. In this context, understanding customer needs will be essential for sustainable success in retailing.

This course will approach the discipline of Retail Management in a holistic way: it will create a strong understanding of traditional retailing fundamentals and focus particularly on new developments and approaches in the retail industry (e.g. the use of blockchain technology in retailing).

In this course, you will familiarize yourself with frameworks to analyze retail firms and their environment, focusing on the dynamics within a retailer's competitive, industry, and macro environments. You will discover, discuss, and learn to apply novel approaches to retailing facilitated via new, digital technologies. The course will be theory-led, interactive and application-oriented, featuring a variety of activities that include amongst others case studies and student projects.

LEARNING OBJECTIVES

By the end of this class, you will be able to:

- Understand fundamentals of and traditional approaches to retailing
- Articulate and contrast current challenges and opportunities for the retail industry
- Examine the consumer perspective on retailing to infuse a strong understanding of consumer needs into strategic retailing decisions
- Differentiate and combine traditional and novel approaches to retailing
- Evaluate the use of new, digital technologies in different retailing settings
- Recognize and value the importance of branding and pricing for retailing
- Apply retailing theories to real world retailing situations
- Discuss and assess future trends in the retail industry

REQUIRED MATERIALS

Required reading includes the text cited below as well as articles and cases. Some of these articles/ cases may be distributed in class via Blackboard during the semester.

- **Textbook:** Barry R. Berman; Joel R. Evans; Patrali M. Chatterjee (2018). *Retail Management: A Strategic Approach*, 13th edition, Pearson.
- **Cases and exercises:** You will be able to acquire the required cases at a discount from the Harvard Business School site through the link posted on Blackboard. Please note that according to the HBS Publishing terms, it is illegal for students to share course readers. Each student must buy his or her own.
 - Amazon Go: Venturing into Traditional Retail
 - Eataly: Reimagining the Grocery Store

OFFICE HOURS

Office hours are by appointment only – please grab a pre-set slot on my office hours schedule. The link to the meeting sign-up site will be available on Blackboard. Each month, I set aside a weekly block of slots, and then add slots whenever those fill up. If none of the remaining slots work for you or they are all full, please just let me know and we will arrange something ourselves.

PREREQUISITES AND RECOMMENDED PREPARATION

In addition to computer and language skills, I assume an ability to perform basic research as part of this course.

My goal is to help you gain an in-depth understanding of the most pressing topics in retail management. Therefore, my objective is to prepare you for a successful career in retail management and retailing related areas. If you prepare for and attend all classes, participate actively in activities and discussions, and complete all assignments conscientiously, you will improve your skill level.

Copies of PowerPoint lectures will be available through your Blackboard account.¹ You should use the spell-checking and grammar-checking features built into Microsoft Office for any written deliverables including your own Word or PowerPoint documents. I will ask that you challenge yourself to include charts, video, sound, and external links into your deliverables.

GRADING AND ASSIGNMENT OVERVIEW²

Your final grade is based on the following components:

Class Participation ³	10%
In-Class Quizzes/ Case-Study Write-Ups	15%
Pre-Class Surveys and Post-Class Polls	10%
Mid-Term Exam	10%
Retail Experience Memo	5%
Team Project Presentation ⁴ and Annotated Slide Deck	20%
Course Reflection Paper	10%
Final Exam	20%
TOTAL	100%

¹ Course materials produced by course instructors that are the intellectual property of the instructor and of the University of Southern California. Students shall not produce, reproduce, distribute, or make available any lectures, course materials, discussions, podcasts, or any other materials that are available to them due to their status as a USC student or guest speaker/participant. This includes video recordings of themselves, student teams, and other course members. Failure to comply with this agreement may result in academic disciplinary action and/or criminal prosecution.

² On-time attendance, full participation, and professionalism are baseline expectations. All assignments and activities, in-class and otherwise, are also required. Failure to submit and/or attend and participate in any one of these assignments or activities will result in a deduction in your grade (for each missed assignment). In-class work cannot be made-up. Extra credit is not available. Any assignment turned in late (after due date and time) will receive a deduction of one letter grade (B quality work will be graded with a C). Technical issues are not accepted excuses; it is your responsibility to ensure that your assignments are turned in and/or uploaded BEFORE the time indicated. Late assignments must be turned in within one week of the original due date or you will receive an “F” for this assignment. The grade on any assignment will be determined by its overall impact on its specified audience.

³ You do not receive credit for simply attending all classes. I assume that you will be present and on time for every class and ready to begin work at the time class is scheduled to start. Should you need to be absent I expect to receive an e-mail from you PRIOR to the start of class. Keep in mind that a message in advance of class does not “excuse” your absence – it simply shows me that you are taking responsibility for choosing to do something else during class time. Multiple absences, even when accompanied by conscientious notification, may be viewed as unprofessional behavior and negatively impact your engagement/participation grade. To receive top points for engagement/ participation you will need to take an active role in class discussions, volunteer for leading in-class exercises, bring relevant news stories to the attention of the class, lead in-class discussion based on these news stories, etc.

⁴ The team project presentation will consist of both an individual grade and a group grade and will include a written deliverable.

GRADING

Final grades represent how you perform in the class relative to other students. The Department of Marketing follows the grading policies of the USC Marshall School of Business. Your grade will not be based on a mandated target, but on your performance. The average grade for this class is expected to be about B+. Three items are considered when assigning final grades:

1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

A Working Definition Of ‘A’ Quality Work

Outstanding or exceptional work represents an ‘A’ in terms of *absolute* quality. ‘A’ work reflects mastery of course concepts, tools, and techniques, plus a solid understanding of implications, applications, or interrelationships, as may be appropriate.

‘A’ work also reflects your ability to apply and express that understanding with meaningful language. In business, this would mean your manager would accept the work with no revision, be willing to put his or her name on it, and send it forward.

Review Of Grades

If an assignment is returned to you and you believe that some error has occurred in the grading, you can, within one week of the date the assignment is returned, request that I re-evaluate the assignment. If necessary, I am glad to clarify my commentary on returned assignments (after you have had time to digest the commentary), but if you wish to discuss your grade, you must initiate the discussion with a memo. Any reference and discussion of grades (written or otherwise) must be initiated and conducted with diplomacy and thoughtfulness.

If you are requesting a grade review, the original assignment or presentation evaluation form should be attached to your memo. The memo should fully and carefully explain why you think the assignment should be re-evaluated. Arguing that “I worked hard and put in a lot of time” or simply saying “I don’t understand why I received this grade” are neither full nor careful explanations. Remember that the re-evaluation process can result in three types of grade adjustments: positive, none, and negative.

ASSIGNMENT SPECIFICS AND LOGISTICS

Questions Related To Assignments

Please have your assignment-related questions prepared at least by the class session preceding the due date for the assignment. It is not possible for me to answer individual, complex questions related to assignments via e-mail the night before an assignment is due. In addition to the assignments posted on Blackboard, we will discuss each assignment multiple times; it benefits everyone to discuss questions in the classroom.

Of course, you can also make appointments to discuss questions and ideas in office hours—but please book these appointments as far in advance as possible. I hold generous office hours, but I cannot guarantee I will have time to meet with you if you request an appointment at the last minute. If we meet to discuss assignments, I am here to help. However, remember that I expect you to generate specific questions and ideas regarding your work versus just asking me to “look it over” or asking me to tell you “if you’re on the right track.”

Written Assignment Logistics

The Marshall School of Business computing environment supports the Microsoft Office bundle of productivity tools. All assignments must be prepared with these tools – or tools that produce compatible files – and printed on a laser or inkjet printer.

All assignments should be prepared on an 8 ½” x 11” paper. I expect all of your written work to be formatted with 1” margins, and using a 12-point typeface. Most written deliverables will be submitted electronically. If I require a hardcopy, all parts of multi-page assignments should be stapled together in the upper left corner. Please do not enclose any of your work in binders or folders. Please indicate your full name on all deliverables.

Your written assignments should be free of spelling, punctuation, or grammar errors. Any errors in mechanics reduce the effectiveness of written communication and will dramatically lower your grade.

Oral Assignments Tips and Insights

You learn as much from observing and critiquing presentations as you do from making presentations. Be an attentive, active listener when others are making presentations.

You will be asked to critically evaluate the performance of your classmates as well as yourself throughout the semester. My assessment of your level of overall professionalism in class will be deeply influenced by the thoughtfulness with which you listen to and evaluate the work of others—and the astuteness of your self-evaluations.

In-Class Quizzes/ Case-Study Write-Ups

In-Class Quizzes will be used to assess whether you completed the required readings and followed in-class discussions carefully. Dates for In-Class Quizzes will not be communicated beforehand. Contents of Case-Study Write-Ups as well as their due dates will be communicated to you in class at the beginning of the semester.

Pre-Class Surveys and Post-Class Polls

The links to Pre-Class Surveys and Post-Class Polls will be shared with you in class. Generally, these surveys/ polls consist of a short questionnaire that aims at grasping the point of view of the class in certain topics. There are no right or wrong answers. Each survey/ poll has to be completed by a specific date in order to receive full credit. Due dates for surveys/ polls will be communicated to you in class.

In-Class Tech Guidelines

Please note that there are no laptops or other electronics in class: To help you focus on our discussions and participate as fully as possible in them, unless you are directed otherwise by me (e.g., for an exercise during which you need to complete surveys), we will be a low-tech classroom. Please bring printed copies of any cases or materials you prepared, take notes on paper.

COURSE SCHEDULE⁵ (subject to change)

DATE	TOPIC	TEXTBOOK READINGS ⁶ (done before class)	DUE DATES/ DELIVERABLES
1/13	Course Introduction Syllabus Review Introduction to Retailing		Before first class: order textbook
1/15	Introduction to Retailing	Chapter 1 (pp. 2-19)	
1/20	<i>MLK – no class</i>		
1/22	Building and Sustaining Relationships in Retailing	Chapter 2 (pp. 24-39)	
1/27	Strategic Planning in Retailing	Chapter 3 (pp. 51-70)	
1/29	Retail Institutions by Ownership and by Store-Based Strategy Mix	Chapter 4 (pp. 90-99) Chapter 5 (pp. 110-125)	
2/3	Direct Marketing	Chapter 6 (pp. 131-141)	
2/5	E-Commerce	Chapter 6 (pp. 144-151 & 156-159)	
2/10	Identifying and Understanding Consumers	Chapter 7 (pp. 168-189)	
2/12	Identifying and Understanding Consumers		
2/17	<i>President's Day – no class</i>		
2/19	Information Gathering and Processing in Retail	Chapter 8 (pp. 191-210)	
2/24	Blockchain Technology in Retailing		
2/26	Blockchain Technology in Retailing		
3/2	Mixed Reality in Retailing		
3/4	Mid-Term Exam		
3/9	Choosing a Store Location: Trading-Area Analysis	Chapter 9 (pp. 220-233)	
3/11	Choosing a Store Location: Site Selection	Chapter 10 (pp. 244-261)	3/11, 10am: Retail Experience Memo
3/16	<i>Spring Break – no class</i>		
3/18	<i>Spring Break – no class</i>		
3/23	Establishing and Maintaining a Retail Image	Chapter 18 (pp. 440-459)	
3/25	Branding Strategy in Retailing		
3/30	Branding Strategy in Retailing		
4/1	Pricing in Retailing	Chapter 17 (pp. 407-430)	
4/6	Pricing in Retailing		
4/8	Team Meetings		
4/13	Promotional Strategy	Chapter 19 (pp. 462-486)	

⁵ Lecture slides, this syllabus, and additional course information will become available through your black-board account. Please note that the syllabus is subject to change at any time throughout the semester. Changes to this syllabus – if any – will be announced and explained in class. Your attendance and attention are therefore important.

⁶ Additional readings (cases, articles, etc.) will be communicated in class together with due dates for these readings.

4/15	Artificial Intelligence in Retailing		
4/20	Team Presentations		4/19, 10am: Team Presentation and Annotated Slide Deck
4/22	Team Presentations		
4/27	The Future of Retailing		
4/29	Course summary Q&A Course evaluations		4/29, 10am: Course Reflection Paper
5/11	Final Exam		

MARSHALL GUIDELINES

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the Schedule of Classes (classes.usc.edu) to see if a space becomes available.

Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Marshall Grading Guidelines

Course Grading Policy: Marshall's target mean GPA is 3.0 for required classes and 3.3 for electives. The mean target for graduate classes is 3.3. Assignment/Exam Grading Policy: the instructor determines what qualifies as an accurate grade on an assignment, exam, or other deliverable, and the instructor's evaluation of the performance of each individual student is the final basis for assigning grades for the course.

Final exams and all other graded work which affected the course grade will be retained for one year after the end of the course if the graded work has not been returned to you, i.e., if I returned a graded paper to you, it is your responsibility to file it, not mine.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Assignment Submission Policy

Assignments must be turned in on the due date and at the time specified. Any assignment turned in late, even if by only a few minutes, will receive a *full* grade deduction as a starting point (for example, if your work is a B+ grade, you will initially be given a C+ grade). Technical issues are not accepted excuses, it is your responsibility to ensure that your assignments are turned in and/or uploaded BEFORE the time indicated. Additionally, unless arrangements have been made in advance with the professor, items will not be accepted more than one week after the due date. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work

You may regard each of your assignments as an “exam” in which you apply what you have learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If, however, you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. For presentations, explain fully and carefully based providing me with examples per the timer countdown of the video why you think the presentation should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Students may appeal a grade according to university policy as set forth in SCampus. Faculty may initiate a change in grade if there is an error in the calculation of a grade. However, a faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found on page 125 of SCampus and at:

http://www.usc.edu/dept/publications/SCAMPUS/gov/disputed_academic_evaluation_procedures.html.

USC Statement on Academic Conduct and Support Systems

Academic Conduct:

Students are expected to make themselves aware of and abide by the University community's standards of behavior as articulated in the [Student Conduct Code](#). Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention and Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Campus Support & Intervention (CSI) - (213) 740-0411
<https://campussupport.usc.edu/>

A team of professionals here to assist students, faculty, and staff in navigating complex issues. Whether you are here seeking support for yourself or someone else, we are available to help you problem solve, understand options, and connect with resources. Please note that we are not an emergency resource and are not available 24/7.

Office of Equity and Diversity (OED)- (213) 740-5086 | *Title IX* – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity |Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

uscsa.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Students with Disabilities

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the Office of Disability Services and Programs (www.usc.edu/disability). DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

Appendix I



Undergraduate Program Learning Goals and Objectives (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.

- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as business managers and leaders in the 21st century's evolving work and organizational structures.

- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators to facilitate information flow in organizational, social, and intercultural contexts.

- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities and aspire to add value to society.

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions so as to anticipate new opportunities in any marketplace.

- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction to effectively manage different types of enterprises.

- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices