

LINGNAN UNIVERSITY
Department of Marketing and International Business
MScMIB Programme
Course Description and Schedule
2nd Term 2023-2024

MIB604 – SALES AND RETAIL MANAGEMENT

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Office: SEK209/3

Office Hours: Tue 2:30-4:30pm
 Thur 2:30-4:30pm

Time and Venue Thur 10:00am-1:00pm MBG06

Credit Hours: Three hours per week

Brief Course Description and Objectives

The field of retailing and sales management presents the complexities involved in retailers' relationships with both the consumers and other channel members. By engaging in strategic retail management, the retailer is urged to study competitors, suppliers, economic factors, consumer changes, marketplace trends, legal restrictions, and other elements, and to manage a retail business from a broader perspective of managing a channel that can bridge the gaps between the consumers and the suppliers. Retail sales management focuses on the practical application of sales techniques and the management of a retail firm's sales operation.

The objectives of this course are to introduce students to the basic principles of strategic planning and the decisions for managing a retail business with a special focus on sales management. The topics to be examined include: customer relationships and channel relationships, the value chain, strategic planning for retail business, the impact of technology on retail relationships, emerging retailing approaches, the types and the characteristics of retail institutions, as well as marketing and sales management issues involved in retailing. The ultimate goal is to provide students with the knowledge and ability needed in retail management. Throughout the course, students will be encouraged to apply the concepts learnt to analyse real business situations and make decisions accordingly.

Learning Outcomes

On completion of this course, students will be able to:

1. Learn the basic concepts, principles and issues in sales and retail management (LO1);
2. Identify the challenges and the issues in running a retail business (LO2);
3. Apply what they have learnt in class to handle the issues and challenges in retail businesses (LO3);

4. Integrate the concepts and principles by developing a business plan for setting up a retail business (LO4);
5. Present the findings and recommendations effectively for the business plan developed in a concise and logical way (LO5).

Teaching Methods

This course utilizes cases, experiential exercises, and lectures. Class meetings will be devoted to topics that the average student can readily comprehend on the basis of self-study. For some topics, a lecture will precede any assignment or case. Most of the time, however, students will be required to prepare the assignment or case by studying the materials on their own. In either case, students will be encouraged to participate and ask questions. Active participation is expected and students are encouraged to apply what they have learnt in the classes to analyze, evaluate and solve the problems and challenges identified in the class works assigned. Students are encouraged to make use of the resources available in the library and in the community, and to share their experiential learning with other classmates.

Measurement of Learning Outcomes

There will be continuous assessment based on case studies, individual assignments, experiential exercises, project presentations, and a final examination as outlined below. Marks for continuous assessment are commensurate with effort. Group project will be graded for presentation, content, and effort. A peer evaluation will be conducted at the end of the term to evaluate individual contribution to each of the group assignments.

(1) Class Participation (5%) (LO1, LO2 and LO3)

A number of cases are selected from the textbook and other sources as examples to illustrate the major issues and challenges in retail management. These cases serve as a basis for class discussions. If you never contribute in the class or if you miss several classes, you will receive low marks for class participation. If you must miss a class, you should submit a written explanation in advance. Such written responses do not count as much as participation, but they will help if your grade is a borderline case.

(2) Individual Assignment (20%) (LO1, LO2 and LO3)

The purpose of the individual assignment is to help students review what they have learnt in class. A case study will be provided and the students are required to identify the key issues or problems in the case scenario and to make recommendations accordingly. This assignment will mainly focus on students' understanding and applications of the concepts learnt.

(3) Experiential Exercise (10%) (LO1, LO2 and LO3)

The students will be organized into several teams. Each student team (5-6 members) will visit a chosen retail store in Tuen Mun Town Centre (e.g., Adidas, Biotherm, Bonjour, Chocoolate,

Habitue, Hong Kong Bank, G2000, H&M, etc.) or any other choice in a shopping centre, and observe the retail mix adopted by the store regarding merchandise, location, customer service, store design, pricing and promotion. The team should further examine the competitive advantages compared to other stores that sell similar merchandise. You may purchase some products by yourself and analyse the purchase experiences to assist your evaluation of the retail mix. You may also interview the store manager or some employees/customers to provide you the needed information. Each team will require to submit a report which summarizes the findings and recommendations on how the chosen retailer might improve the retail mix so as to achieve sustainable competitive advantages. The report should be in PowerPoint format, rather than Word format. This exercise may serve as a pilot study for your group project.

(4) Group Project (20%) (LO3, LO4 and LO5)

Some of you may think of running your own business after graduation. There are many reasons to do this, such as to be your own boss, to enjoy the full control and flexibility of your own works, and to reap the full benefits of your hard efforts spent. Starting a retail business can be a rewarding and challenging career, and one of your most important life choices. Of course, you may also come across numerous risks and very few new retail businesses indeed could still survive after five years. Therefore, starting your retail business requires a viable business concept and a carefully thought business plan. You need to spend a lot of efforts in implementing the plan and have patience in dealing with the difficulties encountered. This group project is going to provide you with a warm-up exercise for determining your future career choice. You are asked to spot a retail opportunity in Hong Kong (or your home country) and develop a business plan to capture this opportunity. There is no need to prepare written report. Only group project presentation is required (about 25 minutes). Please hand in your PowerPoint materials right before your presentation. A project guideline will be distributed in due course.

(5) Final Examination (45%) (LO1, LO2 and LO3)

The 2-hour final examination will cover all of the materials discussed throughout the course. The format of the examination will include essay questions and case study. Active participation in the learning activities designated in this course will be essential for good performance.

The following table summarizes how the leaning outcomes are assessed:

Measurement of Learning Outcomes	Weights	Learning Outcomes				
		LO1	LO2	LO3	LO4	LO5
Class Participation	5%	√	√	√		
Individual Assignment	20%	√	√	√		
Experiential Exercise	10%	√	√	√		
Group Project	20%			√	√	√
Final Examination	45%	√	√	√		

Assessment

Continuous Assessment

Class Participation	5 %
Individual Assignment	20 %
Experiential Exercise	10 %
Group Project	20 %
Final Examination	45 %
Total	100%

Note: Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.

Remarks

Course materials can be obtained from the Moodle learning platform.

Students should keep themselves updated with the recent developments by reading journal articles and periodicals. The supplementary readings are optional. They serve as a guide to assist those students who want to pursue further in addition to the topics studied in the class.

Required Textbooks

Levy, M. and Grewal, D. (2023), *Retailing Management*, 11th edition, McGraw-Hill.

Johnston, M. W. and Marshall, G. W. (2021), *Sales Force Management: Leadership, Innovation, Technology*, 13th edition, Routledge.

Suggested Supplementary Readings

Reference Books

Berman, B. Evans, J. R. and Chatterjee, P. M. (2018), *Retail Management: A Strategic Approach*, 13th edition, Pearson.

Rosenbloom, B. (2013), *Marketing Channels: A Management View*, South-Western/Cengage Learning.

Tanner, J., Honeycutt, E. D. and Erffmeyer, R. C. (2014), *Sales Management: Shaping Future Sales Leaders*, 2nd edition, Pearson Education.

Hair, J. F., Anderson, R. E., Mehta, R. and Babin, B. J. (2010), *Sales Management: Building Customer Relationships and Partnerships*, South-Western: Cengage Learning.

Spiro, R. L., Rich, G. A. and Stanton, W. J. (2008), *Management of a Sales Force*, 12th edition, McGraw-Hill.

Zentes, J. (2017), *Strategic Retailing Management: Text and International Cases*, 3rd edition, Springer Gaibler.

Levy, M. and Weitz, B. A. (2014), *Retailing Management*, 9th edition, McGraw-Hill. Clark,

J. (2015), *Fashion Merchandising: Principles and Practice*, Palgrave.

Fernie, J. and Sparks, L. (2014), *Logistics and Retail Management: Emerging Issues and New Challenges in the Retail Supply Chain*, 4th edition, Kogan Page.

Journals/Magazines/Newspapers/Webs

Journal of Retailing

Journal of Marketing Channels

International Journal of Retail & Distribution Management

Marketing News

The Economist

The Wall Street Journal

Fortune

Business Week

Local newspapers and other relevant periodicals

Hong Kong Retail Management Association (HKRMA): <http://www.hkrma.org>

Important Notes:

- (1) Students are expected to spend a total of 6 hours (i.e., 3 hours of class contact and 3 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

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Peer Evaluation Form

Student Name: _____

Group: _____

Assume that you have \$100 to divide among the members of your team (including yourself) based on each member's overall contribution to the experiential exercise and group project. The team member whose contribution was the greatest should receive the largest share of the \$100. The member whose overall contribution was smallest would receive the smallest amount. In the space below, please write the names of your team members - *including yourself* - and the dollars you feel they deserve:

<u>Name</u>	<u>Experiential Exercise</u>	<u>Group Project</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
TOTAL	\$100	\$100

Now, use the following space to write a few sentences explaining the major strengths of the strongest member of your team and the major weaknesses of the weakest member of your team (*excluding yourself*):

Strongest member's name: _____

Comments: _____

Weakest member's name: _____

Comments: _____

MIB604 – Sales and Retail Management
Course Schedule (2nd Term, 2023-24)

Week	Topics	Activities	Chapter
Week 1 (Jan 18)	Introduction to the World of Retailing	Case 2 – Making Technology Personal: How Wayfair Is Leveraging High-Tech Tools to Connect with Consumers	1
Week 2 (Jan 25)	Types of Retailers and Digital Retailing	Case 4 – Find “Good Stuff Cheap” at Ollie’s Bargain Outlet Case 6 – Fast Fashion and Fast Digital Upgrades by H&M	2 & 3
Week 3 (Feb 1)	Retail Market Strategy <i>Chinese New Year Holidays: Feb 5-16</i>	Case 22 – Starbucks’s Expansion into China	6
Week 4 (Feb 22)	Retail Locations and Retail Site Location	Case 25 – Choosing a Store Location for a Boutique Case 26 – Hutch: Locating a New Store	8 & 9
Week 5 (Feb 29)	Customer Relationship Management	Case 30 – Sephora Loyalty Programs: A Comparison between France and the United States	11
Week 6 (Mar 7)	Managing the Merchandise Planning Process and Buying Merchandise	Case 35 – Developing an Assortment Plan for Hughes Case 37 – American Furniture Warehouse Sources Globally	12 & 13
Week 7 (Mar 14)	Retail Pricing and Communication Mix	Case 38 – How Much for a Good Smell? Case 39 – Promoting a Sale <i>Experiential Exercise due: Mar 15 (Fri)</i>	14 & 15
Week 8 (Mar 21)	Human Resource and Managing the Store	Case A1 – Diamond in the Rough	16
Week 9 (Mar 28)	Organizing the Sales Force	Mini-Case 1: Fondren Publishing, Inc.	Johnston & Marshall Ch. 4
Week 10 (Apr 4) No Class	Determinants of Salesperson Performance <i>Ching Ming Festival: Apr 4</i> <i>Make-up class will be arranged</i>	Mini-Case 2: Land Escape Vacation Club <i>Individual Assignment due: Apr 5 (Fri)</i>	Johnston & Marshall Ch. 6 & 7
Week 11 (Apr 11)	Sales Training and Performance Evaluation	Mini-Case 3: West Midlands Restaurant Appliances	Johnston & Marshall Ch. 10 & 13
Week 12 (Apr 18)	Store Layout, Design, and Visual Merchandising	Case A2 – A Musical Quandary in an Italian Restaurant	17
Week 13 (Apr 25)	<i>Group Project</i>	<i>Group Project Presentation I</i> <i>(Groups 1-6)</i>	
Week 14 (May 2)	<i>Group Project, Course Review and Exam Briefing</i>	<i>Group Project Presentation II</i> <i>(Groups 7-9)</i>	