

MGT 485 – Retailing Management

Spring Semester 2016

Instructor: Linda Shul, MBA **office phone:** 224-4000 x50021 **email:** lshul@unm.edu

Length: 16 week course - 3 credits Location: ASM 1068

Class Meeting Time: Wednesday 5:30 – 8:00 p.m.

Office Hours: Wednesday 5:00 p.m.-5:30 p.m.; 8:00-8:30 p.m. (in the classroom)

Department Assistant: Bobbie Murray 277-8438

Required Text: Retail Management, a Strategic Approach, by Barry Berman and Joel Evans, Prentice Hall, **12th edition**

Also, The Wall Street Journal. Students are responsible for reading articles from The Wall Street Journal that pertain to class topics. The print version of the WSJ is available in the periodicals section of Parish Library or you may purchase a discounted 15 week student subscription for yourself.

<http://wsjstudent.com/>

COURSE OBJECTIVES:

Following are the course objectives. They are intended as broad guidelines for study.

The objectives of this course are to expose students to and help them develop an understanding of:

1. The implications of an appropriate marketing philosophy,
2. The strategic management of marketing within the organization,
3. The dynamic environment(s) in which marketing decisions must be made,
4. The increasing importance of international influences on marketing decisions,
5. The role of research and information systems in supporting marketing decisions,
6. The conditions necessary to define a market, market segment, and target market; and the variables and techniques used to segment markets,
7. Factors influencing the behavior of buyers in both consumer and organizational markets,
8. The relationships among the elements of the marketing mix,
9. The role of the product in the marketing mix, including: the product life cycle, the relevance of product innovation, and product classifications,
10. The role of channel and supply chain activities in the marketing mix, including: functions of intermediaries, intensity of channel coverage, and total cost of logistics,
11. The role of promotion in the marketing mix, including: the communication process, the promotional mix, advantages and disadvantages of using advertising, publicity, personal selling and sales promotion,
12. The role of price in the marketing mix, including: pricing objectives, pricing policies, and pricing methods.

Course Evaluation Process

Grading is not personal. It is only an imperfect evaluation of the relative merit of the work submitted. Grades cannot reflect effort, intuitive knowledge, or ability over and above that shown on the paper. Students are advised to keep all graded assignments and exam score sheets that are returned to them until their course grade has been finalized. In the unlikely event that an item has been recorded incorrectly in the instructor's grade book, students will need to refer to these papers to resolve any discrepancies.

Grading Scale: (No plus/minus/fractionalized grading)

A = 90-100%

B = 80- 89%

C = 70- 79%

D = 60- 69%

F = 59 and below

A grade of "D" or "F" is not acceptable for courses required for graduation. A grade of "D" or "F" dictates repeating the course. A grade of "I" indicates that a student may complete required test or assignments within 10 school days of the beginning date of the following term and has the "I" removed from the transcript. Failure to convert an "I" grade to an "A, B, or C" grade dictates repeating the course.

NO LATE ASSIGNMENTS WILL BE ACCEPTED

Grading:	Chapter Exams	= 35%
	Case Study	= 20%
	Final Project	= 30%
	Assignments given by Instructor (See course outline)	= 15%
		100%

Exams: All exams will be online. Students will log into BB Learn and take an exam for each chapter. Students have two attempts per chapter exam and two hours per attempt. Half of the chapter exams will be turned off mid-semester (before spring break).

Case Study: Students are responsible for creating, analyzing and presenting a case. The goal of the case study is to enhance students' ability to solve business problems, using a logical framework. Students may solve the case study with a partner if they choose (no more than two to a group). Students will make a 15 minute presentation and hand in a typed report. Students are expected to research the case in detail and to present that information during their presentation. A grading rubric will be used in grading the case study. Topics and more information will be discussed the first day of class.

Project: Students will work in groups of three to develop a retail strategic plan for a local client. More details in class.

Class Participation / Attendance Policy

Please come to class on time. Students are expected to read assigned materials, prepare for, and actively participate in class discussion. Students may find that missing classes may harm their grades since work done in class cannot be made up. **Students MUST also attend all fieldtrips.** The audible feature of wireless phones should be turned off for the duration of the class. If you must take a call during class, please step outside quietly to minimize class disruption.

ACADEMIC INTEGRITY

Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON'S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>

Academic dishonesty is a violation of UNM's Student Code of Conduct. Academic dishonesty as defined by that Code, includes, but is not limited to: "dishonesty in quizzes, tests or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records."

The instructor will advise the University to investigate any violations of the above stated policy. Possible sanctions include, but are not limited to, taking course exams at a UNM-approved testing center, adjustment of course grade, withdrawal from course, and/or expulsion.

ADA Statement

Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

Revisions

Any component of this syllabus is subject to change at the discretion of the instructor. All changes will be announced during a scheduled class period/online session before taking effect.

This syllabus is subject to change - please keep informed!

Name(s) _____ Date _____

Chapter/Topic: _____ Company: _____

CRITERIA	1	2	3	4	POINTS
Organization	Sequence of information is difficult to follow	Audience has difficulty following presentation because presenter jumps around	Student presents information in logical sequence which can be followed	Information is in a logical, interesting sequence which can be followed	
Presentation Skills	Student reads from his/her paper	Student does not make eye contact and read partially	Student makes some eye contact and is comfortable with presenting material	Student uses paper as a guide, makes good eye contact, appropriately uses non-verbal skills	
Presentation of the Facts Surrounding the Case	Student does not have grasp of information; student cannot answer questions about the subject	Student is uncomfortable with content but is able to demonstrate basic concepts	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required)	
Identification of the key issues in regard to topic assigned	Student does not have grasp of information; student cannot answer questions about the subject	Student is uncomfortable with content but is able to demonstrate basic concepts	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required)	
Questions developed pertaining to assigned topic	Student does not have grasp of information; student cannot answer questions about the subject	Student is uncomfortable with content but is able to demonstrate basic concepts	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required)	
Evaluation of	Student does	Student is	Student is at	Student	

topic answers as part of class discussion	not have grasp of information; student cannot answer questions about the subject	uncomfortable with content but is able to demonstrate basic concepts	ease with content, but fails to elaborate	demonstrates full knowledge (more than required)	
Case Conclusions following class discussion	Student does not have grasp of information; student cannot answer questions about the subject	Student is uncomfortable with content but is able to demonstrate basic concepts	Student is at ease with content, but fails to elaborate	Student demonstrates full knowledge (more than required)	
				TOTAL-----	

Instructor comments: