MKTG 332—RETAILING & E-COMMERCE MANAGEMENT

Examination of retailing as a specialized economic and social institution within the distribution process and as it relates to society, fashion, and overall marketing activities. The planning and implementing of store and non-store (catalog, Internet) retail marketing strategies are addressed. Critical decision alternatives, variables, forces, and processes are considered from a managerial perspective.

Spring 2012 • CRN 11507 • East Bldg. 122 • 4:30-7:10pm Wednesday

COURSE OBJECTIVES

- Make sure, that as a GMU Marketing major, you are prepared upon graduation to seek your place in the business world—making a significant contribution to advance the profession, ethically represent your company and satisfy customers. Also, to make your school proud and pay-it-forward by helping other students.

- Explore how the role of retail marketing has changed from the last century (12 years ago) and how it is likely to change in the next few years and beyond. Build marketing application skills by examining the practices of real-world organizations.

- Equip you with an acceptable resume, interviewing techniques and the confidence to land that first or next job. You will be the product that you market.

- Span the contexts of product marketing, using the marketing mix and market-driven strategic planning, with emphasis on the role of technology in e-commerce.

- Develop marketing application abilities through teacher/student interaction and student/student collaboration to simulate the business-world dynamics of boss/employee and colleague/colleague interactions.

COURSE PREREQUISITES

“C” or higher in MKTG 301, “Principles of Marketing.” Students who do not meet this requirement may be dropped from the course. If you have questions about this policy, please see an academic advisor in ENT 008.

TEXT

ASSURANCE OF LEARNING

Documenting how this course is responsible for adding to students’ competence in the discipline is key for the School of Management. The measures to accomplish this goal are based on two exams, a team project, out-of-class research, resume creation, and class participation. This course addresses the following School of Management Learning Goals:

1. Our students will be competent in their discipline.
   Discipline competence will be measured in this course using exams, presentations, in-class exercises, homework assignments, and class participation. Emphases will be placed on improving understanding of the real world environment and preparing students for a career in business. Students will be encouraged to apply marketing knowledge to real world business situations through a cohesive, integrated marketing plan.

2. Our students will be aware of the uses of technology in business.
   This course will require students to send and receive e-mail, access and navigate the Blackboard learning system, access and view streaming media, conduct online research, and create Word and Power Point project documents.

3. Our students will be effective communicators.
   This course requires all students to demonstrate their writing and speaking skills by composing and presenting written & oral assignments to the teacher and classmates. Active class participation is also a key for success.

4. Our students will have an interdisciplinary perspective.
   Introductory marketing draws upon many sister disciplines including psychology, sociology, economics, public policy and regulation, law, accounting, finance, information systems, management, and statistics. This academic knowledge should be expanded beyond domestic implications and considerate of global situations.

5. Our students will be knowledgeable about global business and trade.
   The course content explores mostly domestic retailing issues but international applications are presented in the lectures and textbook’s case studies. The team project involves analysis and comparison of real-world companies’ domestic and international marketing practices.

6. Our students will recognize the importance of ethical decisions.
   The team project involves analysis of existing companies and if/how they practice socially and ethically responsible marketing. Morals & ethics will be discussed, allowing discussion in a respectful forum about decisions and consequences. Creation of students’ resumes should be accurate, truthful, and demonstrate passion & integrity.

7. Our students will be knowledgeable about the legal environment of business.
   Many chapters include regulatory and legislative initiatives that affect sales & marketing practices. Lecture and case discussions will cover topical legal issues.

8. Our students will be knowledgeable about team dynamics and the characteristics of effective teams.
   Students will be part of a group working on a project that requires field visits, conducting research and making recommendations. Each team’s work requires communication, cooperation, leadership, decision-making, and group consensus building. Whether leading or following, listening is the key.

9. Our students will understand the value of diversity in the context of business.
   Class discussions about market and consumer analysis will underscore group and individual differences based on language, age, geography, ethnicity, gender, and income. Students will likely interact in class and on their team with a diverse range of students from various countries. Lectures and case studies will include discussions about cultural diversity of consumers and managers.

10. Our students will be critical thinkers.
    Examinations, assignments and discussions requires students to understand, apply and synthesize a variety of marketing issues, concepts, approaches, and principles in a comprehensive, strategic approach. Discussions, assignments and the team project will necessitate rational explanations and defenses of actions advocated. Students will also learn to quantitatively and qualitatively analyze financials and research facts. Students will be challenged to answer questions and make decisions as a marketing practitioner as well as a consumer.
Student Responsibilities

For a summary of relevant university policies, see:
http://catalog.gmu.edu/content.php?catoid=17&navoid=1316  General Policies
http://catalog.gmu.edu/content.php?catoid=17&navoid=1310  Rights & Responsibilities

My Expectations for You: To arrive on time; be prepared; attentive; participate; stay the duration; and attend every class. You are all adults and will be treated as so. You will be treated as a marketing professional since you are one, will be one, or will interact with them. To be knowledgeable, inquisitive and interact respectfully with classmates, guests and me.

Your Expectations for Me: To arrive on time; be prepared; timely return assignments; impart academic principles & case studies, and contemporary practices that will prepare you for your next SOM class and/or job. To be knowledgeable and passionate about my experiences and the career of marketing. To inspire you to succeed at whatever you want.

Course activities and daily processes: Read assigned chapters and cases prior to attending class. For exams, you are responsible for all assigned chapters (whether covered in class or not), materials in the text, lectures, presentations, guest speakers’ comments, and in-class discussions. If there is a definition, concept or anything you do not understand, it is your responsibility to ask for clarification.

Exam Processes: You will take two closed-book, closed-notes exams in this course, approximately one hour each. Any use of electronic devices during testing times can be interpreted as a violation of the University Honor Code. These devices include cell phones, electronic translators, calculators, computers, and similar tools. Any student using such devices during an exam or any form of cheating during exams will result in a grade of zero for the test and will be referred to the Honor Council.

Exam make-ups: Consistent with University policy, only provable (i.e., documented) absences due to personal illness or family emergency constitute acceptable bases for missing exams. Preplanned weddings, vacations and deep discount airfares are not acceptable absences. There are no make-up tests or adjustments to satisfy the convenience of students who are enrolled in this class. No extra credit is offered to anyone. All students are graded with the same standard.

Prerequisites and Registration: Prerequisites for the course are a “C” or higher in MKTG 301; Students are not officially added or dropped from a course section until the drop or add slip is processed by the Registrar. This course requires a minimum grade of “C” to satisfy SOM degree requirements, and students will not be permitted to make more than three attempts to achieve a C or higher in this course. If you have questions about this policy, please see an academic advisor in ENT 008.

Unforeseeable Circumstances: Due to unpredictable weather, there may be a day when I am unable to attend class. During such a rare case, check your GMU e-mail by noon the day of class. Assume that there will be a substitute or guest lecturer unless I inform you differently by e-mail. Please afford any guests the same courtesy that is expected when I am there. If delayed, I will get word to the office.

Disability: Students with disabilities that require special accommodation should contact the Office of Disability Services, and also inform me of your needs, within the first two weeks of the semester.

Religion: Students who will miss class for religious reasons should inform me of their anticipated absences during the first two weeks of the semester.

Classroom Professionalism and Civility: Think about this class as a job interview—Would you arrive on time? Would you be prepared for the pertinent discussion? Would your cell phone be turned off? Would you be respectful with your verbal and non-verbal choices? If you use a laptop, iPad or similar device for taking notes, it is expected that you will be typing notes and not emailing or surfing the Web.
Teams: Some assignments may be conducted through group efforts. Teamwork is always a challenge. On one hand, there are domineering people who refuse to listen to the thoughts of others and alternatively, there are free riders not pulling their share. Each member has the responsibility to make the team/class work. Like life, sometimes you have to lead and sometimes you have to follow—it’s important to know when.

Late Work: Written assignments may be delivered to the next class, with a 10% grade penalty. No assignments will be allowed beyond one class session past the original due date.

Honor Code: Students are expected to follow the Honor System and Code as presented in the University's publications. Assignments and exams that are determined to be in violation of University Honor Code with result in a grade of zero. Infractions or appeals may be referred to the Honor Council for resolution.

Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.

http://catalog.gmu.edu/content.php?catoid=15&navoid=1039#Honor

Use of E-Mail: Consistent with federal privacy laws, I do not respond to non-GMU e-mail with confidential information. I respond only to yourID@gmu.edu e-mail and I do not open attachments (unless I specifically request an attachment). Use plain text only.

Cell Phones: Emergencies may require contacting you during class so cell phones and other electronic devices may be on but should be set to “vibrate” and then taken outside of the classroom to answer. These distractions during class should be kept to a minimum. If able, please turn phone off during class. And of course, no use of phones during exams.

TIPS:

• For all written assignments: Yes, neatness counts. You are a university student and marketer. Presentation makes an impression. Be sure that all assignments turned in are typed (single-spaced, standard margins), stapled, and your name at the top of every page. Use a dictionary; use Spell Check, and review for proper grammar & punctuation.

• Guest lecturers may visit so be on time, pay attention, ask probing questions, and take advantage of their experiences.

• Start thinking about a SWOT analysis for everything in your life. When you’re stopped at a traffic light…what’s the SWOT for that store on the corner? You’re thinking about going out on a date…what’s the SWOT for deciding to go or not? You watch a TV commercial…what’s the SWOT for that product?

• Be aware of your world. Reading headlines on your browser’s home page aren’t enough and Jon Stewart’s perspective isn’t the full story. Watch cable news; listen to talk radio; read newspapers; know current events.

• Be aware of your “retail” world. Go to stores; watch TV commercials; scrutinize ads; read magazines, websites and blogs. Apply teachings from class to the stores and messages you observe.

• Use what you learn in this course to promote yourself. You are the first product that you will market.
GRADED COMPONENTS

INTERVIEW WITH A RETAILER

20% Written Paper

“Learn from those who have gone before you.” “Don’t make the same mistakes.” “No need to re-invent the wheel.” All good reasons for you to select a current retail practitioner and interview him/her in-person for 20-30 minutes. We will discuss possible questions in class. Students should identify potential candidates immediately and schedule an appointment with them.

On the due date (see in syllabus), you should turn in a TWO-PAGE, typed paper. Page ONE must include your name, and the name of the interviewee, title, company, their contact phone number & e-mail, relationship to you, how contacted, how long interview took, and where & when conducted. This page should succinctly recap the interview, using quotes & paraphrases, and observances of surroundings, and the overall experience. Which “P” of the “marketing mix” is most important to their business? Page TWO should explain, “What you learned” from this person and how it will/may affect your feelings about retail marketing—such as: what you may want to do in retail; their influence as to what types of companies for whom to work; whether this person is a good contact for future networking; confidence in your choice of marketing as a major and as a career. Be realistic but think big!

TEAM PROJECT: MARKETING AUDIT OF RETAILER

20% Team Project

Marketing is not for the meek. You must be demonstrative if shy and persuasive if uncertain. Public speaking can be scary but it’s a necessary skill that you can learn and practice. Early in the semester, we will select teams of [approx.] 4-6 students. Each team will conduct a marketing audit in which to analyze a national retailer’s business, stores, e-commerce/website, catalogs, and other marketing efforts. Start thinking of companies that excite you, you want to visit, and would make for a good case study. I reserve the right to approve all teams and selection of retailers.

You are the consultants hired by your selected company to report on what the company is doing and what it should be doing to increase its market share. You will apply course textbook and lectures to demonstrate an understanding of that retailer’s positioning and recommended changes. Is your company the leader? Should it follow other competitors? Your audience (the class) is the company’s senior leadership. Present and convince us to approve your plan of action to improve the company’s market position.

Each team will have 20 minutes to summarize the case—company history, current status and marketing efforts, SWOT analysis, marketing mix, etc., and most importantly... what suggestions you have to make them better. Demonstration of analysis to justify your recommendations is critical.

Being a college student and marketer, you should have at least basic [and hopefully, advanced] skills at creating a Power Point presentation. This project requires that each team to present a Power Point of text and visuals. Access it through your email and deliver it on a flash drive to be loaded on the classroom’s computer at your team’s presentation. “Technical difficulties” happen, so be prepared...the leadership team has flown in so don’t disappoint them.

There is no separate, written paper to be turned in BUT one set of “Handouts (6 slides per page)” of the Power Point slides should be printed out and turned in at the beginning of the presentation. Names of all team members should be listed on a slide near the beginning. No other visuals or tools are required.

Grading will be the same for all teammates UNLESS it’s obvious to me or made known by you that some members did a lot more or a lot less than others. The team must write and create the PowerPoint, and each member must present orally. TIP: We can all read the slides on the screen so don’t recite them verbatim to us.

Up to 20 minutes may seem long but without planning, scripting and rehearsal, you will run over. All teammates should participate equally. Be prepared to answer questions. Use or don’t use notes or podium—be stationary or move around. Be organized, insightful and convincing. Look out into the eyes of your audience, be passionate and speak confidently. Craft a story they can follow, accept and support.
EXAMS
2 x 20% = 40%
There will be two exams throughout the semester. Each covers the textbook chapters assigned up to the point of that exam. So, the first exam will cover about the first half of the book, and the second exam will cover the second half. Though some chapters assigned may not be discussed in class, students are still responsible for the content. Questions from lectures, class discussions, multi-media shown, handouts, and guest speakers are also likely to be on the exams. Exams are closed-book, no notes; and are multiple-choice and/or true-false questions, so bring a Scantron and pencils.

RESUME
10%
You must sell yourself before selling for someone else. You should always have an updated resume because you never know when you’ll meet someone or have an opportunity for which you will need one. There will be lectures, tips, and discussions in class to help you create or improve your resume. As a “Certified Professional Resume Writer,” I will guide you to present the Best of You. Your resume should be turned in on due date in a professional format and be a maximum of TWO PAGES. Classmates will give feedback and I will critique in class. Show your brand!

CLASS PARTICIPATION
10%
Your in-class efforts will be evaluated by the instructor so don’t be shy. Marketing is about communicating. This class will be interactive and lecture. Written & oral communications are essential for a marketer to promote anything successfully, including yourself. Think creatively, plan strategically, present passionately, and have fun! Shared experiences, probing questions and respect for the opinions of others will make this a rewarding course for all.

Your questions, answers and contributions during discussions will help distinguish you in my evaluation. If, by the end of the semester, I can recall you having spoken, then your lack of participation will have squandered the points available in this category.

SEMESTER GRADING SCALE:
Overall course grade will be based on:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Interview A Retailer Paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #1</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Resume</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Team Project: Oral/Power Point Presentation</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Exam #2</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1000</td>
<td>100%</td>
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Point scale for the above criteria and final grade:

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<thead>
<tr>
<th>Grade</th>
<th>Course</th>
<th>200pts.</th>
<th>100pts.</th>
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<tr>
<td>A</td>
<td>90%-100%</td>
<td>180-200</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
<td>160-179</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
<td>140-159</td>
<td>70-79</td>
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<td>D</td>
<td>60%-69%</td>
<td>120-139</td>
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## SPRING 2012

### January 25

**IN CLASS:** Introduction and overview of the course, syllabus, expectations.
“Interview With a Retailer” tips
Discuss Chapter 1—Introduction to the World of Retailing

**AFTER CLASS:** Make sure you have the textbook.
Read Chapter 1—Introduction to the World of Retailing

*Last day to add class: Jan. 31*

### February 1

**BEFORE CLASS:** Read Chapter 2—Types of Retailers
Read Chapter 3—Multichannel Retailing

**IN CLASS:** Questions about syllabus, assignments?
Discuss chapters

### February 8

**BEFORE CLASS:** Read Chapter 4—Customer Buying Behavior
Read Chapter 5—Retail Market Strategy

**IN CLASS:** Set teams
Discuss chapters
Questions for Interviewing A Marketer assignment

**AFTER CLASS:** Volunteers bring in resume next week for critique

### February 15

**BEFORE CLASS:** Read Chapter 6—Financial Strategy

**IN CLASS:** Review volunteers’ resumes
Discuss chapters
Teams meet

### February 22

**BEFORE CLASS:** Read Chapter 7—Retail Locations
Read Chapter 8—Retail Site Location

**IN CLASS:** Interview With A Retailer paper DUE
Discuss chapters
Teams meet

*Last day to drop class: Feb. 24*

### February 29

**BEFORE CLASS:** Read Chapter 9—Human Resource Management

**IN CLASS:** Discuss chapter
Resume tips
Set teams’ topics
March 7  
**BEFORE CLASS:**  Read Chapter 10—Information Systems and Supply Chain Management

**IN CLASS:**  Return & discuss Interview With A Retailer papers
Discuss chapter
Exam #1 (on chapters 1, 2, 3, 4, 5, 7, 8, 9, 10)

March 14  
*Spring Break—No Class*

March 21  
**BEFORE CLASS:**  Read Chapter 11—Consumer Relationship Management
Read Chapter 12—Managing the Merchandise Planning Process

**IN CLASS:**  Discuss chapters
Resume DUE
Resumes reviewed by classmates
Return & review Exam #1

March 28  
**BEFORE CLASS:**  Read Chapter 13—Buying Merchandise
Read Chapter 14—Retail Pricing

**IN CLASS:**  Discuss chapters
Resumes critiqued in class
Teams meet

April 4  
**BEFORE CLASS:**  Read Chapter 16—Managing the Store

**IN CLASS:**  Discuss chapter
Guest speaker

April 11  
**IN CLASS:**  [optional] Field trip to retail store

April 18  
**BEFORE CLASS:**  Read Chapter 15—Retail Communication Mix
Read Chapter 17—Store Layout, Design, and Visual Merchandising

**IN CLASS:**  Discuss chapters
Job Interview tips, questions and role-playing
Return resumes
Teams meet

April 25  
**IN CLASS:**  Team Project presentations DUE
May 2
BEFORE CLASS: Read Chapter 18—Customer Service

IN CLASS: Discuss chapter
Steven Covey’s “8 Habits of Highly-Effective People”
Debrief/Review course
Return Team Projects

AFTER CLASS: Study for Exam #2

May 9
IN CLASS: Exam #2 (on chapters 11, 12, 13, 14, 16, 15, 17, 18)

AFTER CLASS: Celebrate your accomplishments.
Enjoy the summer!

ABOUT YOUR INSTRUCTOR

Ferris Kaplan has 25 years of senior marketing experience at large for-profit and nonprofit companies. He is currently a consultant working on business development strategies for AARP and other companies.

Until recently, he was the marketing & sponsorship director for Fair Oaks Mall in Fairfax, Virginia, for nearly 11 years. Fair Oaks is among the top 40 largest shopping centers in the nation, featuring five department stores and 190 specialty stores. He oversaw a full-time staff of four & a part-time staff of 12; and was in charge of all advertising, public relations, customer services, promotions, events, and the website (ShopFairOaksMall.com).

After earning a bachelor’s degree in Journalism and a master’s degree in Broadcasting, both from the University of Southern California, Mr. Kaplan taught there at night for two years while working at the National Broadcasting Company in Burbank.

Mr. Kaplan worked in Los Angeles as a network and studio executive, buying, selling and programming television series and movies. At The Walt Disney Company he was in charge of sales administration for the world’s largest home video company. Mr. Kaplan oversaw an office staff of 19 to process more than $600 million of video sales generated by a national network of 35 salespeople.

In 1992, The Humane Society of the United States hired [ask him how] and moved Mr. Kaplan to Washington, DC to establish their marketing department. After three years of licensing nationally distributed merchandise, he was hired by the American Red Cross to establish their business development & marketing department. His team created and promoted new courses and products for the 1,600 Red Cross chapters nationwide. His favorite creation was “Pet First Aid,” a book that has sold more than 250,000 copies.

Mr. Kaplan then worked as Group Senior Vice President for Strategic Planning for the American Advertising Federation, an association of the nation’s largest advertisers, advertising agencies and media.

He has been a panelist and workshop presenter for many organizations; is a Certified Professional Resume Writer; chair of NVCC’s Marketing Program Executive Board; on the Marketing Advisory Board for Fairfax County Public Schools; on the Marketing Advisory Committee for the Fairfax County Convention & Visitors Corporation; and is a member of the Citizens Advisory Committee for the Fairfax County Police Department.

Mr. Kaplan has been an adjunct marketing professor at George Mason University since 2008; at Marymount University since 2011; and at Northern Virginia Community College since 2003.