

**City University of Hong Kong
Course Syllabus**

**offered by Department of Media and Communication
with effect from Semester A 2017/18**

Part I Course Overview

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| Course Title: | <u>Strategic Retail Communication Management</u> |
| Course Code: | <u>COM5406</u> |
| Course Duration: | <u>1 Semester</u> |
| Credit Units: | <u>3</u> |
| Level: | <u>P5</u> |
| Medium of Instruction: | <u>English</u> |
| Medium of Assessment: | <u>English</u> |
| Prerequisites: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Precursors: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Equivalent Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |
| Exclusive Courses: <i>(Course Code and Title)</i> | <u>Nil</u> |

Part II Course Details

1. Abstract

This course aims to:

- provide students with key concepts of retail management and marketing including roles of retailing business, consumer behaviour in retailing, retailing marketing environments and the retail marketing mix;
- equip students with essential retailing management and marketing skills in analyzing and solving business issues in retailing context;
- familiarize students with marketing concepts in developing strategies and brands in retailing context.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Describe the roles and importance of a retailer in distribution channel together with its characteristics; | | ✓ | | |
| 2. | Explain basic principles of retailing and fundamental marketing concepts applied in retailing context; | | ✓ | | |
| 3. | Apply various retailing and marketing tools in understanding retail customers, measuring customers' satisfaction and evaluating the effectiveness of retailers' strategies and brand; | | | ✓ | ✓ |
| 4. | Apply retailing and marketing concepts in identifying business problems and develop solutions with application in Hong Kong and global retailing business environment | | | ✓ | ✓ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | Hours/week (if applicable) |
|------------------------|--|----------|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | |
| Seminar | Key concepts and knowledge of retailing management and marketing are explained and discussed. To assist students in understanding the taught concepts, discussion exercises and real case studies are used in lecture. Videos are used to demonstrate how retailers apply the retailing and marketing concepts to improve their business performance and build their brands. | ✓ | ✓ | ✓ | ✓ | |
| Business Leader Forums | Senior executives of renowned retailers are invited to share their practical experience on marketing and managing retailing business. The purpose is to enable students to comprehend how retailing principles and marketing concepts are applied in real life situations. | ✓ | ✓ | ✓ | ✓ | |
| Readings | Reference readings are provided to increase students' knowledge on retailing and marketing concepts. | ✓ | | ✓ | ✓ | |
| Consultation | Consultation with lecturer is organized so that students can have either individual based or team based discussion and sharing. | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | Weighting | Remarks |
|--|----------|---|---|---|-----------|---------|
| | 1 | 2 | 3 | 4 | | |
| Continuous Assessment: 70% | | | | | | |
| Class discussion: Class discussion exercises are given to assess students' understanding and knowledge on retailing management and marketing concepts. | ✓ | ✓ | ✓ | ✓ | 20% | |
| Group Project: The project is divided into 3 phases. Students are required to submit a project proposal at the end of phase one to describe their objectives and plan for the project. In phase two, students need to conduct research and data analysis. At the end of phase two, they are required to conduct an oral presentation on the findings and analysis, problems identified and recommendation. At the end of phase three, students are required to submit a written report to present their ideas professionally. | | ✓ | ✓ | ✓ | 50% | |
| Examination: The examination is designed to gauge students' understanding on retailing and marketing concepts and knowledge, as well as the ability to apply them to solve business problems and evaluate the effectiveness of retailing strategies. | | ✓ | ✓ | ✓ | 30% | |
| Examination: 30% (duration: 2 hours) | | | | | | |
| | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---------------------|---|---|--|--|--|-----------------------------------|
| 1. Class Discussion | <ol style="list-style-type: none"> 1. Able to present and communicate retail management and marketing ideas in oral and/or written format to analyze customers, competitors and other retailing issues in weekly classes; and 2. Participate in class discussion by offering innovative and quality ideas and asking questions related to the practice of retailing marketing strategy and concepts | <ol style="list-style-type: none"> 1. Able to always present and communicate retail management and marketing ideas excellently in oral and/or written format to analyze customers, competitors and other retailing issues in weekly classes. 2. Proactively participate in class discussion by offering innovative and quality ideas and asking questions related to the practice of retailing marketing strategy and concepts. | <ol style="list-style-type: none"> 1. Able to frequently present and communicate retail management and marketing ideas acceptably in oral and/or written format to analyze customers, competitors and other retailing issues in weekly classes. 2. Proactively participate in class discussion by offering some quality ideas and asking questions related to the practice of retailing marketing strategy and concepts. | <ol style="list-style-type: none"> 1. Occasionally present and communicate retail management and marketing ideas in oral and/or written format to analyze customers, competitors and other retailing issues in weekly classes. 2. Occasionally participate in class discussion by offering some ideas and asking questions related to the practice of retailing marketing strategy and concepts. | <ol style="list-style-type: none"> 1. Occasionally present and communicate retail management and marketing ideas fairly in oral and/or written format to analyze customers, competitors and other retailing issues in weekly classes. 2. Reactively participate in class discussion by offering very limited ideas and asking very few questions related to the practice of retailing marketing strategy and concepts. | Not even reaching marginal levels |

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|----------------------|--|---|---|--|---|-----------------------------------|
| 2. Group Project | <ol style="list-style-type: none"> 1. Able to apply market research to identify all business problems and recommend innovative and/or quality solutions; 2. Command of managerial and analytical skills to current retailing issues; and; 3. Demonstrate project management skills, and oral and written communication skills | <ol style="list-style-type: none"> 1. Able to apply market research to identify all business problems excellently and recommend innovative and/or quality solutions. 2. Show excellent command of managerial and analytical skills to current retailing issues. 3. Demonstrate effective project management skills, and excellent oral and written communication skills. | <ol style="list-style-type: none"> 1. Able to apply market research to identify most business problems and recommend quality solutions. 2. Show good command of managerial and analytical skills to current retailing issues. 3. Demonstrate good project management skills, good oral and written communication skills. | <ol style="list-style-type: none"> 1. Able to apply market research to identify some business problems and recommend some quality solutions. 2. Show acceptable command of managerial and analytical skills to current retailing issues. 3. Demonstrate acceptable project management skills, acceptable oral and written communication skills. | <ol style="list-style-type: none"> 1. Able to apply market research to identify a few business problems and recommend fair solutions. 2. Show marginal command of managerial and analytical skills to current retailing issues. 3. Demonstrate fair project management skills, fair oral and written communication skills. | Not even reaching marginal levels |
| 3. Final Examination | <ol style="list-style-type: none"> 1. Recognize all of the retailing management and marketing concepts; and 2. Command of retailing management and marketing knowledge in | <ol style="list-style-type: none"> 1. Able to recognize all of the retailing management and marketing concepts. 2. Show excellent command of retailing management | <ol style="list-style-type: none"> 1. Able to recognize most of the retailing management and marketing concepts. 2. Show good of retailing management and marketing | <ol style="list-style-type: none"> 1. Able to recognize some of the retailing management and marketing concepts. 2. Show acceptable command of retailing management | <ol style="list-style-type: none"> 1. Able to recognize a few of the retailing management and marketing concepts. 2. Show marginal command of retailing management and | Not even reaching marginal levels |

| | | | | | | |
|--|-----------------------------|---|---|---|---|--|
| | analyzing business problems | and marketing knowledge in analyzing business problems. | knowledge in analyzing business problems. | and marketing knowledge in analyzing business problems. | marketing knowledge in analyzing business problems. | |
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Roles and Importance of Retailers / Retail Consumer Decision Model / Fundamental Concepts of Retailing / Retail Organization Structure and Management / Retail Marketing Mix / Merchandising and Buying / Retail Loyalty Program and Relationship Management / Retail Strategies / Retailer Brand

2. Reading List

2.1 Recommended Reading

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | Barry Berman & Joel R. Evans, “Retail Management, A Strategic Approach”, 10 th edition, Prentice Hall 2007. |
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2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Michael Levy & Barton A Weitz, “Retail Management”, 6th ed., McGrawHill, 2007. |
| 2. | Patrick M Dunne, Robert F. Lusch, David A. Griffith, “Retailing”, 5th ed., Harcourt 2004. |
| 3. | Barry J. Davis & Philippa Ward, “Managing Retail Consumption”, John Wiley & Sons, 2002. |