

BUSINESS ADMINISTRATION 313
Retailing and Service
Fall 2010

Instructor: Dr. Ed Chung
Office: Hoover 205
Hours: MWF 11am - 12:30 pm; 2-2:30 pm
and by appointment

Office Phone: 361-1597
Email: chung@etown.edu

TURN OFF YOUR CELL PHONES!

COURSE OBJECTIVES

All the hoopla about manufacturing notwithstanding, the US is NOT a manufacturing economy. Not by any stretch of the imagination. The service sector makes up more than 70% of the US economy, and shows no sign of letting up. Indeed, this phenomenon holds true in most “industrialized” (now that’s a misnomer) economies. You are more likely to land a job marketing a service than one marketing a physical product. The basic concepts you learned in a principles of marketing course still work in a service context, but one is better off driving with winter tires in the winter.

One of the key sectors of the Service economy is Retailing. The American Marketing Association defines retailing as “a set of business activities carried on to accomplishing the exchange of goods and services for purposes of personal, family, or household use, whether performed in a store or by some form of nonstore selling.” As long as we consume anything that we didn’t grow or build from scratch, then, we have done business with a retailer. As such, retailing is a most pervasive part of marketing.

This course provides students with an understanding of retail institutions and structures, and the analytical and managerial tools commonly used in the world of retailing. All the while, we couch our understanding in the context of services marketing. Through the use of lectures, exercises, and cases, students will develop a deeper familiarity with the economic sector worth \$3.5 trillion a year. Most pervasive indeed.

STUDENT OUTCOMES OF LEARNING

With the successful completion of this course, students will have acquired:

1. fundamental concepts of retailing and services management, and their application in marketing;
2. quantitative analysis tools as applicable in the retail sector; and
3. note-taking, oral communication, and other similar “soft-skills” which are essential to a success career in business.

TEXTBOOKS

TWO texts are required for this course:

Dunne and Lusch (2008), *Retailing, 6th ed.* South-Western.
ISBN 978-0-324-36279-4

Lovelock, Wirtz, and Chew (2009), *Essentials of Services Marketing*, Prentice-Hall.
ISBN 978-981-06-7955-8

WARNING: LATE ASSIGNMENTS NOT ACCEPTED!

LAME EXCUSES FOR LATE ASSIGNMENTS

I realize sometimes your printer may be broken, or the disk is corrupted, or something like that. Well, if you do not wait till the last minute to print out your report, etc., this is not an issue. Plan accordingly. Top 10 moronic excuses (it's moronic for you to use them; it's moronic for me to accept them):

10. I started looking at the assignment last night and realized how long it would take! (that's why you have a syllabus).
9. This is unfair. There is so much to do! (that's why it's Elizabethtown College and not Elizabethtown Grade School).
8. The printer (or the disk, or some other mechanical stuff) broke this morning. (so don't wait till the last minute).
7. I have other tests and assignments due this week (that's why you have a syllabus).
6. I had to go out of town on the weekend (it's your choice).
5. I left it at home (well, don't!).
4. I didn't feel like doing it (see you back next year!)
3. I don't quite understand what I am supposed to do (ever thought to ask?)
2. Oh, I didn't know it's due today (that's why you have a syllabus).
1. I never read the syllabus (that's your problem).

GRADING SCHEME

Your grade for the course is based on your performance in each of the course components. The following chart shows the relative weight of each of the components, and also how your final letter grade will be assigned. *Note that I do not bell-curve.*

3	tests	@100	=	<u>points</u> 300
1	final exam	@200	=	200
	Class Participation		=	200
3	Assignments	@50	=	150
12	pop quizzes (<i>up to 12</i>)		=	<u>150</u>
		TOTAL		1000 points.

Letter grades are based on the following distribution:

A	941 and above
A-	901 to 940
B+	871 to 900
B	831 to 870
B-	801 to 830
C+	771 to 800
C	731 to 770
C-	701 to 730
D+	671 to 700

D	631 to 670
D-	600 to 630
F	under 600

IN-CLASS TESTS (300 points)

There will be THREE tests to be administered in class (see detailed schedule for dates). These will be about 70 minutes in length, and will be closed book. All assigned readings and material covered in class, including text and articles, cases, presentations, videos, and lectures, can be tested. **In short, everything we do in class is fair game.** These tests, however, are non-cumulative, in that each test will only cover material since the previous test and up to and including the previous class. For the first test, of course, topics covered will be from the first class on. **No make-up tests will be given.** Test format will be a combination of multiple choice, short and long essays, and problem solving questions. Each test is worth 100 points of your final grade.

Test #1 is scheduled on September 27, Test#2 on October 27, and Test#3 on December 1.

FINAL EXAM (200 points)

The final exam for this class is scheduled for December 13, Monday at 7:30-9:30 am. **No make-up final will be given.** The final is cumulative, and will cover all material since day 1 of the course. The final exam format is similar to that of the tests. The final is worth 200 points of your final grade. Plan your travels accordingly. This is NOT Chunski's Travel Service.

POP QUIZZES (150 points)

There will be **up to** twelve pop quizzes during the semester. These will generally be short (probably taking no more than 20 minutes) with just a few short questions. They will cover material from one week up to and including the current session (ie the quiz date). As with the in-class tests, everything we do in class is fair game, as are all readings, cases, presentations, lectures, class discussions, etc. The number of points pertaining to each pop quiz will be determined by the actual total number of pop quizzes that take place during the semester. If there are a total of 10, then each is worth 15 points. If there is only one, then that one is worth 150 points. And so on. *You are well-advised to do your readings prior to class.* There will be no makeup for pop quizzes.

MISSING TESTS AND QUIZZES

You are told about the test dates in the beginning of the semester. Plan accordingly. Having other tests and exams on the same day is not reason enough to ask for a makeup. Out of town trips that can be planned ahead of time constitute inadequate excuse for missing a test. You are of course free to choose whether you want to take the test or not. The consequences, however, come with your decision. A grade of ZERO will be assigned to any test that you miss, unless it is a result of exogenous factors totally beyond anticipation and/or your control. If for some (adequate) reason you have to miss a test, come see me ahead of time and we can come up with a plan B. If the absence is a result of unexpected circumstances, come see me right afterwards.

I know sports is important. But I don't grade you on your sports activities. If you can't miss practice or a game, what makes you think it's okay to miss class or a test? There is no entitlement in my classes.

Because of the nature of the pop quiz (ie *unannounced*), it is not possible for you to plan ahead of time. On the other hand, the pop quizzes happen in class time, and I expect you to be available at quiz time. If some unexpected event has taken place to make you miss a quiz, come see me right afterwards. If the absence is due to a reasonable excuse, I am prepared to drop that from calculating your final grade. Otherwise, a grade of ZERO stands. So what constitutes a reasonable excuse in this case? Verifiable emergencies. Note that in the context of the course, **you are a student first**. The choice, however, is yours, as are the consequences.

ANOTHER ONE OF CHUNSKI'S RULES OF THUMB

Consult your syllabi before making travel plans

CLASS PARTICIPATION (200 points)

This class is run as a seminar, which makes it imperative that you actively participate in discussions. The heavy weight assigned to class participation (20% of your grades) reflects this emphasis.

More specifically, your class participation grade will be affected by the following: absence from class, being late for class, disruptive behavior, and similar behaviors will result in point deductions for each occurrence. Inability and/or unwillingness to participate in class discussions will reduce your participation grade. On the other hand, active and insightful contributions to class participation will have positive bearing on your participation grade. In particular, your contributions in case discussions will weigh heavy in grade assignment. *I will call upon students to answer questions and participate. Come prepared!*

Attendance is not an option. It's a requirement. And I don't mean only that you are physically there. Sleeping in class, balancing your checkbook, making entries into your PDA, studying for another class, reading love letters from your dog, writing love letters to your dog, chit-chatting, texting, reading the horoscopes, and all that juvenile stuff each constitutes an absence. So if I catch you doing any of that, it's an absence.

There are times when you really need to be absent. Catching a flight is not one of them. Scheduling a routine medical appointment is not one of them. Having to go to work is not one of them. A real emergency may be one of them. Consult with me ahead of time. We can try to work things out. But absences are not entitled.

The class lasts only 70 minutes each session. Empty your bladders before class. Unless you have a medical condition, you do not leave the room during class to go to the bathroom or to take a walk. If you do, do not return. Your departure will be counted as an absence. Your return will be equally disruptive, and will be counted as a second absence.

For each class you miss, without proper approval (see above), you lose 25 points. If you are absent three times or more during the semester, **YOU FAIL THE COURSE**.

For each class that you're late (as in I've started but you're not there yet), you lose 15 points. If you are late five times or more during the semester, **YOU FAIL THE COURSE**. Being late in excess of 5 minutes

constitutes an absence (see above).

So, if you are never late, and never absent, and you come to class each day and just sit there wasting your own time but not bothering other people, and you give semi-intelligent answers when asked, you end up with ZERO out of the 200.

How then do you get closer to the 200?

Each class, I ask students to participate in discussions. I may ask a student specifically to answer a question, or to lead a discussion, and so on. When we do exercises and cases, I may ask students to present their findings and analyses, etc. For each class, those who actively and positively contribute to such class discussions (chit-chatting among yourselves is active but not positive; you will lose points for that) will earn a maximum of 2 points for that day. Those who mutter a word here and there, but at least act somewhat interested in the proceedings, will earn a maximum of 1 point for that day. Those who sit there staring at the ceiling or other edifices, who don't as much as utter a syllable, or are otherwise preoccupied with their dinner plans, will earn a maximum of 0 point for that day.

Participation points begin to accumulate on the second day of classes, ie September 1. There are therefore 36 participation sessions (excluding the three test periods). The maximum you can earn out of these 36 sessions is therefore 72 points. At the end of the semester, I tally all the points you earn in the class, and extrapolate it to a base of 200 points. For example, if you earn 60 out of the 72, it is extrapolated to 167 points ($60/72*200$).

ASSIGNMENTS (150 points)

Three assignments are scheduled for this course. Consult detailed course schedule for the specific assignment and due date.

You are to address all the questions in these assignments. They require quantification, and you need to show your work. The assignments are to be submitted in your own handwriting, and must be clear enough for me to read. More on this in class. You can discuss with your colleagues, up to a point, but note that these are INDIVIDUAL assignments and they must therefore reflect your own work. Academic integrity codes apply.

I do NOT accept late submissions for whatever reason. Assignments are due at the BEGINNING of the class period. Make a copy for yourself, since we will be discussing them in class as well.

A WORD ABOUT TEACHING

You can read the text as well as I can. I will only discuss very important or complicated topics in class. I expect you to do the readings prior to class, and be able to contribute to the class discussions. In addition, I will from time to time introduce concepts in my lectures that are not covered in your text. So, be aware that the text will only cover part of the course.

If you want to seek clarifications about the course material, and it is not possible or appropriate to do so in class, *feel free* to visit me at my office, email, or call me. I am more than happy to meet with you and to help if I can. My responsibility to you does not end at the end of class.

Many of your fellow students have found it beneficial to continually consult with me outside of class regarding their cases, projects, studies, etc. I **strongly** encourage you to come talk to me about your various

course components, and I am **not** against giving suggestions to students so that their final output warrants a better grade.

ACADEMIC INTEGRITY

All students are expected to adhere to the Pledge of Integrity, as outlined in the College catalog.

CAVEAT

This syllabus is tentative and may be changed depending on progress and development and as circumstances require.

Special Note:

If you have a documented disability and need reasonable accommodations to fully participate in course activities or to meet course requirements, you must:

- 1.) Contact the Director of Disability Services, Dr. Kristin Sagun, in the Center for Student Success, BSC room 228 by calling 361-1227.
- 2.) Meet with me (the instructor) within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

DETAILED COURSE SCHEDULE*

DATE		TOPIC	ASSIGNMENT
M	8/30	Introduction	S1; R1
W	9/1	Competition	R4
F	9/3	cont'd competition	
M	9/6	<i>Labour Day - Class cancelled</i>	
W	9/8	CB in services	S2
F	9/10	cont'd CB	
M	9/13	Positioning Services	S3
W	9/15	cont'd positioning	
F	9/17	Service products	S4
M	9/20	Service distribution	S5
W	9/22	cont'd distribution	
F	9/24	Supply Chain	R5
M	9/27	TEST 1	
W	9/29	Market selection	R7
F	10/1	cont'd selection	Assign 1 due <i>Planning Your Own p. 248R</i>
M	10/4	Prices	S6
W	10/6	Retail Finance	R8
F	10/8	<i>Fall Break - Class canceled</i>	
M	10/11	cont'd Finance	
W	10/13	cont'd Finance	Assign 2 due <i>Planning Your Own p. 283R</i>
F	10/15	Merchandising	R9
M	10/18	cont'd merchandising	
W	10/20	cont'd merchandising	Assign 3 due <i>Planning Your Own p.319R</i>
F	10/22	Merchandising Pricing	R10
M	10/25	cont'd M Pricing	
W	10/27	TEST 2	
F	10/29	Promoting	S7
M	11/1	Layouts	R13
W	11/4	<i>Conference Engagement - class canceled</i>	
F	11/6	<i>Conference Engagement - class canceled</i>	

DETAILED COURSE SCHEDULE* (cont'd)

DATE	TOPIC	ASSIGNMENT
M 11/8	cont'd Layout	
W 11/10	Service processes	S8
F 11/12	Balancing Demand	S9
M 11/15	Service Environment	S10
W 11/17	cont'd environment	
F 11/19	People	S11
M 11/22	cont'd People	
W 11/24	Loyalty	S12
F 11/26	<i>Thanksgiving Break - class canceled</i>	
M 11/29	cont'd loyalty	
W 12/1	TEST 3	
F 12/3	Complaints	S13
M 12/6	cont'd complaints	
W 12/8	Service Quality	S14
F 12/10	Organization	S15

FINAL EXAM: December 13, Monday, 7:30 - 9:30 am.

**This is a tentative class schedule and is subject to change.*

Codes: S = Services book, R = Retail book.
For example, S1 = Services, Chapter 1.