MKTG.6325 3.0: Retail Marketing Strategies
Summer 2025

Section M: Thursdays, 8:30am – 11:30am EST, beginning on May 8, 2025. **SSB W133**

<mark>PLEASE NOTE: Class 2 (May 15, 2025) and Class 5 (Jun 5, 2025) will be held Virtually via Zoom.
This course includes an OPTIONAL extra class on Sunday July 13 that consists of a "Guided Retail Store Tour"
at an easily-accessible off-campus location; details TBC.</mark>

Instructor	Assistant
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David Pullara Biography:

David Pullara is a senior business leader with over 25 years of diverse experience in marketing strategy, brand management, and innovation. He's spent over a decade of his career working with well-known consumer-centric organizations like Starbucks, Yum! Brands, Coca-Cola, and Google. David currently serves as the Principal of dp Ventures, a firm offering consulting, advising, training, and fractional CMO services. He is the author of Tom Talent and the Terrible, Horrible, No-Good, Very Bad Recruitment Process, a book that outlines how bad recruitment process harm a company's business and brand. David earned his Honors BBA (marketing) and MBA (strategic management, international business) from York University's Schulich School of Business. He serves on the American Marketing Association's Toronto Chapter Advisory Council and the Harvard Business Publishing Educator Advisory Team. To learn more, visit his LinkedIn profile or the About Me section of his website. For marketing, advertising, and leadership insights, visit his blog at dpThoughts.ca.

Brief Description:

This course examines omnichannel retail strategies on several fronts and provides students with the knowledge required to assess and develop retail strategies within and beyond the Canadian context.

<mark>Prerequisites: MKTG 5200 (No exceptions, no concurrent enrollments permitted)</mark>

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Course Learning Outcomes

Welcome to Retail Marketing Strategies… although it would be more accurate to call this course "Omnichannel Retail" because that's really what we're going to spend 12 weeks examining. If you're interested in a retail-related career path or have an interest in creating your own omnichannel retail company, this course is for you.

In this course, we're going to explore some of the most critical aspects of succeeding in an omnichannel retail environment, including learning about the different types of retail structures and strategies, identifying and understanding retail consumers, and understanding the essential components of a strong retail brand. We'll also learn about each of the four retail value propositions and dive deep into each one of them via classes on product selection (category management), pricing and promotion, convenience, and customer experience. Finally, in the second half of the course, we'll look at the importance of people and culture in an omnichannel environment, why loyalty and retention are important for retailers (and how to foster them), how your store's layout (both physical and online) can contribute to your success, and how direct-to-consumer and subscription businesses can offer a viable alternative to physical stores. In our final class, we'll talk about "The Future of Retail" and try to envision how technology will impact (for better or worse) omnichannel retail in the future.

The content of this course is applicable to any omnichannel retailer, but since this course is being taught in Canada, it will primarily use North American examples to illustrate the concepts.

Expected Learning Outcomes:
1. Students will have a comprehensive understanding of omnichannel retail's most critical elements and be able to apply these ideas and concepts to retail organizations.
2. Students will be able to analyze academic research and popular business literature and determine its applicability to the retail industry.
3. Students will improve their management skills specific to retail and be able to offer specific, viable, and actionable recommendations for omnichannel retailers looking to improve their businesses.

Course Material

Textbook: There is no textbook for this course.

Books: Students will be required to read the following book as part of their asynchronous learning:

1. Kinni, T. "**Be Our Guest: Perfecting the Art of Customer Service, Revised and Updated Edition**". Disney Editions. 2011

This title can be easily found for sale **online** in both printed and electronic versions.

Other required readings: This course will primarily use published articles, which better achieve depth in core concepts. Most of these articles will be available through the library's electronic resources (http://www.library.yorku.ca) or publicly available on the internet.

In a few instances, articles have been assigned that are not currently available via the library; these are all available to be read online and most required readings have been hyperlinked in the Class-By-Class Syllabus section **for your convenience**, but students are responsible for finding and reading all assigned material prior to class. (Broken link? Search the e-library or Google the title of the article in quotations.)

Assignments: Summary

Assignment	Group/ Individual	Total % of Final Grade
Course Contribution	Individual	20
Pre-Class Quizzes	Individual	20
Consultant Report - Individual / Small Group	Individual / Small Group	30
Presentation Report - Group	Group	30
		100%

Assignments: Descriptions

***Course Contribution (20% of final grade)*:**
Active student participation is critical to the learning process and to the success of the class; it will lead to greater learning, better internalization of the material, and a more enjoyable class experience.

Students who participate in many facets of the discussion (cases, articles, news, lecture material, etc.) demonstrate a more comprehensive ability, and when coupled with consistent contributions to class can expect to earn higher-than-average grades. **A student who attends all classes but does not participate in classroom discussions can expect to earn a poor grade for class participation.**

Asking questions, sharing insightful analyses of the course material, sharing work and consumer experiences with the class, presenting the results of any breakout sessions with the class on behalf of your group, and actively participating in class discussions of readings / cases / current events are all examples of quality participation that will earn higher scores. (Note that a good participation grade is based on quality and breadth of contributions, not on quantity.)

At the end of each class, the Instructor will evaluate each student's participation and assign a grade between 0 and 3, based on the following scale:

> 0 = Was not in attendance (Virtual class: logged in, kept camera off, didn't actively participate)
> 1 = Attended, but did not contribute to class discussion
> 2 = Contributed to class discussion
> 3 = Outstanding contribution to class discussion ← This means QUALITY, not QUANTITY

Students late to class or late returning from a break will have their participation score reduced by 1 point per occurrence.

Note that a participation grade will not be awarded for the first class, and the lowest score each student earns will be omitted from the participation calculation; as such, each student will have the opportunity to earn a maximum of 30 points (i.e. 3 points per class for 10 classes) throughout the term. At the end of the term, each student's per-class scores will be added, and the sum will be divided by 3 and then multiplied by 2; the result will be the student's final participation grade out of 20.

Pre-Class Quizzes (20% of final grade):

There is a significant amount of pre-class preparation involved with this course and students are expected to review all material assigned each week (including assigned cases and podcasts). If you don't plan on doing the work required to prepare for each class, you should seriously consider choosing a different elective. This asynchronous learning enables a greater understanding of the material that will be covered in class (not all of which will come from assigned readings) and allows for class time to be spent discussing the implications of the material rather than deep-diving into assigned content.

In order to appropriately recognize students who are willing to put in the effort required to get the most from this course, there will be a "Pre-Class Quiz" assigned for all but the first and last classes of the term.

- Quizzes will be available on Canvas and published at least five days before they are due.
  - After reading all the material assigned for the week, students may complete each week's quiz at any point between when it is published and when the following class begins.

- Each quiz will involve answering a series of multiple-choice questions that are based on all required readings for each class (including cases and assigned books). Although students are encouraged to read the Recommended Readings each week, questions will not be taken from Recommended readings.

- Students will only have a set amount of time to complete each quiz, which will be specified at the beginning of each quiz.
  - **Each quiz is intentionally designed such that students who choose not to complete the assigned readings for the week will have difficulty earning a passing grade.** Students who have read and taken the time to understand all the required readings for the class should not have trouble answering the questions correctly in the allocated time.

- The number of questions per quiz will vary depending on the number of assigned readings each week. There will be 10 quizzes to complete throughout the term. All quizzes together will be worth 20% of your final grade, but each quiz is not worth the same value: quizzes with a greater number of questions will be worth slightly more than 2% and quizzes with fewer questions will be worth slightly less than 2%.

- Students are expected to complete each quiz independently, without the help of other students; please refer to the Academic Honesty policy found on page 9 of this syllabus.

- Student results (and the correct responses for each question) will be available for a single viewing once the quiz deadline has passed and the quiz is closed. Results will be available until the following day.

QUIZZES MUST BE COMPLETED AND SUBMITTED THIRTY MINUTES PRIOR TO THE START OF EACH CLASS. As this is a fully automated process available through Canvas, late submissions cannot be accepted.

Challenges resulting from computer errors while taking/submitting weekly quizzes are the responsibility of the student.

A quiz will not be given prior to the first or the last class of the course; thus, each student will have the opportunity to earn a maximum of 20 points throughout the term. At the end of the term, each student's quiz scores will be summed, and the result will be the student's final Pre-Class Quizzes grade out of 20. **Unlike your participation scores, your lowest quiz score is NOT dropped from your final grade calculation.**

Consultant Report – Individual / Small Group (30% of final grade):

For your "Consultant Report", you are acting as a consultant hired by a retailer to enhance the customer experience in its locations. To complete this assignment, you are expected to:
1. Choose a Canadian retailer (or a retailer with operations in Canada) you believe could significantly improve their business by making their "customer experience" a top strategic priority.
   ○ Students may choose any retailer with Canadian operations **EXCEPT for retailers included on the "Restricted Retailers" list**, which will be posted on Canvas sometime during the term.
2. Read **Be Our Guest: Perfecting the Art of Customer Service, Revised and Updated Edition**
3. Use the lessons from "Be Our Guest" (**paying particular attention to the concept of the "Quality Service Compass" and its components**) to provide appropriate and actionable recommendations.

Please note:
● The assignment requires students to leverage the key lessons and principles from their chosen book to provide <u>specific</u>, <u>viable</u>, and <u>actionable</u> recommendations for the retailer to implement. **Details matter!**
   ○ As an example, "invest in training" is not specific and may not be viable. Students making such a recommendation would need to specify the type of training and what is intended to be achieved by implementing it, the proposed scale of investment (i.e. how much would this training cost to implement?), what choices must the company make in order to pay for it, etc.

● This assignment may be completed either individually or in groups of up to three students. The number of students working on the assignment will not negatively impact how the paper is graded, but the expectation is for all group members are contributing to the report equally, and failure to do so will be considered Academic Dishonesty; see Page 9 of this syllabus.

● ChatGPT isn't yet smart enough to get you a passing grade on this assignment. (Trust me, I've checked.) But to avoid having students fail miserably, I'll clearly state the use of A.I. tools to write any part of this assignment is not allowed and will be considered academic dishonesty. AI tools may be used for grammar-editing purposes (i.e. tools such as Grammarly, etc.) and for creative mock-ups and illustrations (i.e. Dall-E, Midjourney, Canva, etc.) without the risk of academic consequences.

Deliverable:
● <u>Maximum</u> 4-page report, 1.5 spaced, 12-point font, 1-inch margins.
   ○ Writing clearly and concisely is an important business skill; papers that exceed the page limit and/or attempt to "game" spacing/fonts/margins will be penalized.
   ○ How you communicate is often just as important as what you say: papers need to be structured logically and written using formal language with proper spelling and grammar. Papers with multiple spelling or grammatical errors will be penalized.
   ○ **All sources must be properly referenced (i.e. full and proper citations) using footnotes (i.e. not in-text citations) and hyperlinked to the original source wherever possible.**

● Up to 5 additional pages may be added for exhibits that would support your recommendations.
   ○ Do not try to use exhibits to increase the length of your paper or add additional arguments; **all exhibits/appendices must be appropriately referenced in the body of the report**.
   ○ Extra pages in the appendices that do not add extra value to the report will be penalized.

● **This paper is due in Week 7 and must be submitted to Canvas 30-minutes BEFORE class starts.**
   ○ **Late submissions will be either heavily penalized or not accepted (at the Instructor's sole discretion) unless a mutual agreement is reached in advance of the due date and time.**

Presentation Report - Group (30% of final grade):

Note: this assignment will be completed in groups of 3 - 7 students, depending on the class size. To ensure all team members contribute to the assignment, part of each student's grade will be an average peer evaluation score awarded by the other members of the team. (Please refer to page 8 of this document for details.)

Students will take on the role of a consulting firm to a major retailer advising the CEO. Students will choose their retailer from a list of companies provided by the Instructor via a lottery system.

Students will perform an analysis of the retailer's current situation and strategy (as gathered from publicly available information) and make recommendations for the future strategy and implementation. Decisions regarding aspects taught throughout the course (i.e. target markets, product selection, private label, customer experience, convenience and loyalty, etc.), as appropriate, must be supported by course material, in-class discussions throughout the term, and external research (including a review of the company's online presence).

Your report should present a compelling vision of how your recommended actions will help the company achieve a sustainable competitive advantage and win against the competition.

Format - "Presentation Report":
Unlike good presentations (which aim to have few words per slide and are generally used as a complement to a good presenter), Presentation Reports are stand-alone documents that don't require an explanation from a presenter to be understood.

Presentation Reports are much more visual than text-based documents, but often contain much more text than you might see on a slide used by a formal speaker. If you're looking for a target, try for slightly more detail than what you'll find on the slides contained in each of the Class Summaries that will be posted on Canvas each week.

People often find it difficult to achieve the right balance of words and graphics (charts, data tables etc.) in order to effectively convey the context of their ideas. **Your ability to do this will be part of your grade.**

Presentation Report Expectations:
- Your recommendations are expected to consider all aspects studied throughout the course.

- You will be expected to become very familiar with the company, using its corporate websites, publicly available financial information, and recent articles from the press to properly assess the company's situation and guide your areas of focus/recommendations.
    - You are expected to thoroughly review each company's Canadian website.
    - Although a visit to a physical location may not be feasible, you are encouraged to draw upon any previous store visits team members may have conducted to inform your recommendations.

- You are to focus on the Canadian operations of the business only. Canadian financials may not be readily available, but where cost projections are appropriate/required, you may make reasonable assumptions based on the financials that you are able to secure.

- The expectation is that all team members will contribute equally to the development of the final report, and the Peer Evaluation process outlined on page 8 will be used to ensure this happens.

● ChatGPT isn't yet smart enough to get you a passing grade on this assignment. (Trust me, I've checked.) But to avoid having students fail miserably, I'll clearly state the use of A.I. tools to write any part of this assignment is not allowed and will be considered academic dishonesty. AI tools may be used for grammar-editing purposes (i.e. tools such as Grammarly, etc.) and for creative mock-ups and illustrations (i.e. Dall-E, Midjourney, Canva, etc.) without the risk of academic consequences.

Deliverable:
● <u>Maximum</u> 20-slides in the form of a presentation report.

   ○ Students are given latitude on the look and feel of their report, including font choices and sizes, margins, etc. But the goal is to appropriately balance visuals and texts such that the information is clearly conveyed in an attractive manner. This is not a 20-page report pasted into a slide deck: presentation slides that are deemed too "text-heavy" (at the sole discretion of the instructor) will be penalized. ==**Slides should be visually appealing and easy to read.**==

   ○ Writing clearly and concisely is an important business skill; papers that exceed the slide limit will be penalized.

   ○ How you communicate is often just as important as what you say: papers need to be structured logically and written using formal language with proper spelling and grammar. Papers with multiple spelling or grammatical errors will be penalized.

   ○ The slides you use for a title page, a table of contents, and to designate the start of your appendix/bibliography will not count towards your 20-slide limit. Any other "transition slides" you use WILL be counted… so consider not using them.

   ○ ==**All sources must be properly referenced (i.e. full and proper citations) using footnotes (i.e. not in-text citations) and hyperlinked to the original source wherever possible.**==

● Up to 10 additional slides may be added for exhibits that would support your recommendations.

   ○ Do not try to use exhibits to increase the length of your paper or add additional arguments; **all exhibits/appendices must be appropriately referenced in the body of the report**.

   ○ Extra pages in the appendices that do not add extra value to the report will be penalized.

   ○ An Appendix is not required, and groups will not be penalized for not having one… but in all the years I've taught this course, I have yet to see a report that hasn't benefitted from the additional detail a carefully considered Appendix allows.

● ==**This paper is due in Week 12 and must be submitted to Canvas 30-minutes BEFORE class starts.**==
   ○ ==**Late submissions will be either heavily penalized or not accepted (at the Instructor's sole discretion) unless a mutual agreement is reached in advance of the due date and time.**==

Group Grade Allocations:

Your challenge both in this course and as a marketing professional is to ensure your team benefits from teamwork.

To ensure all group members are contributing fully and appropriately to all parts of the assignment, each group member will be asked to rate their peers after all components have been submitted. Assuming the instructor believes the assigned grades are consistent and appropriate, each student's grade will be the sum percentage of what their peers allocated to them. The expectation is that students will be able to provide detailed explanations and documentation in instances where they are assigning a student a lower grade.

For example:

	Barry	Bruce	Clark	Diana	Hal	Total
Barry	**30**	20	20	**10**	20	100
Bruce	**30**	20	20	**10**	20	100
Clark	**30**	20	20	**10**	20	100
Diana	20	20	20	20	20	100
Hal	20	20	20	20	20	100
Total	**130**	**100**	**100**	**70**	**100**	-

In the example above, three out of five group members (i.e. Barry, Bruce, and Clark) believed that Barry contributed more than his fair share of work to the total assignment, and Diana contributed less than her fair share. If this turns out to be the case, then the grade the group earns on the assignment would be weighted accordingly: if the group earned 24/30 on the assignment, Barry would earn 31.2/30 (i.e. 130% of the grade) and Diana would earn 16.8/30 (i.e. 70% of the grade). Everyone else would earn 100% of the grade, or 24/30. If everybody contributed equally to the assignment (i.e. everybody is assigned the same contribution score), everybody would receive the same grade.

Group Grade Allocations are intended to be used as input only; final grade allocations are at the sole discretion of the Instructor.

Note that in the example above, Hal appears to disagree with Barry, Bruce, and Clark: he did not indicate that Diana contributed less than the other teammates. When a grade allocation is not unanimous or seems unusual in any way, the Instructor reserves the right to follow up individually with students to better understand the group situation / dynamic before allocating grades.

It is in the group's best interests to ensure they contribute equally, and that all team members are aligned with respect to their relative contributions PRIOR to the Group Grade Allocation submission.

Please note: the group project is worth 30% of your final grade and, unfortunately, there have been students who have failed this entire course in the past by not contributing fairly to their group project and then getting penalized for their lack of contribution by other group members. Don't let this happen to you.

Written Assignments: Evaluation

Assignments are to be uploaded to Canvas for evaluation and are due **30 MINUTES BEFORE THE START OF CLASS** on the due date specified. Unless prior accommodation has been arranged with the instructor, late assignments will not be accepted.

Grammar, spelling and professional report-writing are important skills in the workplace and contribute to your credibility. As such, errors of these types will be penalized.

Class Preparation

Readings are assigned for each class that cover the theories and models used in this course. Students are expected to read and prepare the following prior to class:

- Identify the key theme(s) or main finding(s) of the article(s). Think big picture.
- Identify the managerial implications for retailers; these are often the tactics of employing key theme learning(s).
- Scope and usefulness of each article's key findings. How could they apply to different retail sectors than those outlined in the article(s), for example? For older articles, think about if/how anything might have changed since the article's publication.

When cases are assigned for discussion, students are expected to read and analyze the case and come to class with a clear understanding of the key problem(s) to be solved and an appropriate solution (including rationale).

General Academic Policies: Grading, Academic Honesty, Accommodations

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy on academic honesty, which may be found on the Schulich website:
http://schulich.yorku.ca/current-students/academic-honesty/

Accommodations

For accommodations sought due to exam conflicts, religious reasons, unavoidable absences or disabilities, please refer to the Student Handbook or contact Student Services. For counselling & disability services, contact Student Services or see http://www.yorku.ca/cds/.

Calculating Course Grades

Grades at Schulich are based on a 9-value index system. To keep final grades comparable across courses, **graduate** elective courses are normally expected to have a mean grade between 5.2 and 6.2.
(i.e. Approximately between 71% - 76%)

Schulich does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the Instructor. For assignments (i.e. excluding Course Contribution grades), this course will use the following:

Grade	Grade Point / Index Value	Percentage Equivalent
A+	9	90% to 100% (Exceptional)
A	8	85% to < 90%
A-	7	80% to < 85%
B+	6	75% to < 80%
B	5	70% to < 75% (Competent)
B-	4	65% to < 70%
C+	3	60% to < 65%
C	2	55% to < 60%
C-	1	50% to < 55%
F	0	0% to < 50% (Failing)

Assignments earn numerical grades (i.e. 24 / 30) not letter grades or percentages, so calculating your final grade will be straightforward. For example, suppose a student was to receive the following grades as outlined in the "Assignment Grade" column:

Assignment	Assignment Grade	Assignment % of Final Grade	Weighted Grade
Course Contribution	19.0	20	19.0
Pre-Class Quizzes	17.9	20	17.9
Consultant Report - Individual	19.0	30	19.0
Presentation Report - Group	24.0	30	24.0

Using this example, the student's final grade would equal 79.9 (i.e. 19.0 + 17.9 + 19.0 + 24.0), which according to the scale above, would be equivalent to a B+ (7.0). **Final grades will not be rounded under any circumstances.**

For more details on the school's index, grading policy, and grade point average (GPA) requirements, please consult your student handbook.

Class-by-Class Syllabus

The preparation expected for all classes is to read <u>all</u> required readings and identify the key themes and managerial implications from the articles. Optional readings will provide additional context and material for those interested in having it but are not required and will be covered at a high level in class. If any changes in this schedule become necessary, notifications will be posted on Canvas.

<mark>Please ensure you are aware of all the readings required each week, as in some cases, the assigned reading list is continued on the following page. Please note weeks when assignments are due; late submissions will not be accepted.</mark>

Week 1 May 8, 2025	**Topics:** ● **Introduction / Course Administration** ● **Introduction to Retail** ● **Retailing Structures & Strategies**
Week 2 May 15, 2025 <mark>**CLASS TO BE HELD VIA ZOOM**</mark>	**Topics:** ● **The Impact of Amazon** ● **"Amazon Empire: The Rise and Reign of Jeff Bezos" (Video Documentary)** ○ We will watch this documentary in class and discuss the impact Amazon has had on Retail; the film may be accessed for subsequent viewings using this link. Required Reading: (Note: these will have been discussed in Week 1, but Week 2's quiz questions will come from here) 1. Brynjolfsson, E. et al. "Competing in the Age of Omnichannel Retailing". MIT Sloan Management Review. Summer 2013. Volume 54, No 4. 2. Israeli, Ayelet et al. "Should Your Company Sell on Amazon?". Harvard Business Review. September/October 2022, Vol. 100 Issue 5, p38-46. 3. Stephens, Doug. "How to Survive the Future of Retail'. The Business of Fashion. Accessed March 2021. <mark>(Public Link; Free Account Creation may be required)</mark>
Week 3 May 22, 2025	**Topics:** ● **Identifying & Understanding the Retail Consumer** ● **The Essential Components of a Strong Retail Brand** Required Reading: 1. Ahrendts, A. "Burberry's CEO on Turning an Ageing British Icon into a Global Luxury Brand". Harvard Business Review. January-February 2013. 2. Almquist, E. et al. "The Elements of Value: Measuring - and delivering - what consumers really want". Harvard Business Review. September 2016. Pg 47-53. 3. Berry, L.L., Seltman, K.D., "Building a strong services brand: Lessons from Mayo Clinic". Business Horizons, 2007 (50). pp. 199-209. 4. Howe, Ben Ryder. "How Costco Hacked the American Shopping Psyche." The New York Times. August 20, 2024. Recommended Reading: 5. The Complete History & Strategy of Costco (Acquired Podcast, Season 13, Episode 2) 6. Cox, A. et al. "Reassessing the Pleasure of Store Shopping", Journal of Business Research, 2005, 58(3), Pg 250-259. 7. Lecinski, J. "ZMOT: Winning the Zero Moment of Truth". Google. 2011. <mark>(Public Link)</mark> 8. Pollak, T. et al. "ZMOT Handbook: Ways to Win Shoppers at the Zero Moment of Truth". Google. 2012. <mark>(Public Link)</mark>

Week 4 May 29, 2025	**Topic:** ● **Winning on Selection: The Art & Science of Category Management** Required Reading: 1. Category Management 101 (PDF posted on Canvas) 2. Dhar, Sanjay K., Hoch, Stephen J. and Kumar, Nanda, (2001) "Effective Category Management Depends on the Role of the Category" Journal of Retailing 77 pp. 165-184. 3. Gourville, J and Soman, D. "Overchoice and Assortment Type: When and Why Variety Backfires", Marketing Science, 2005, 24(3), pg 382-395. 4. Lee, J. "Knockoffs No Longer: Store Brands Get Fancy in a Private-Label Revolution". The Wall Street Journal. June 21, 2024. 5. Palmiera, Mauricia M., Dominic Thomas, "Two Tier Brands: The Benefic Impact of a Value Brand on Perceptions of a Premium Brand", Journal of Retailing, 4, pp.540-548. 6. Yoon, E. "Store Brands Aren't Just About Price". HBR.org. April 15, 2015. (See Page 15 for Access Instructions)
Week 5 Jun 5, 2025 **CLASS TO BE HELD VIA ZOOM**	**Topic:** ● **Winning on Convenience** ● **Retail Metrics** Required Reading: 1. Ariely, D. "Time Pressure: Behavioral Science Considerations for Mobile Marketing". ThinkwithGoogle.com. May 2016. (Public Link) 2. Seiders, K. et al. "Attention Retailers! How Convenient Is Your Convenience Strategy", Sloan Management Review, 2000, 41(3) pp. 79-89. 3. Omnichannel Retail Metrics (PDF "Cheat Sheet" Published to Canvas)
Week 6 Jun 12, 2025	**Topics:** ● **Winning on Price: Pricing and Promotion** Required Reading: 1. Chandon, P. et al. "A Benefit Congruency Framework of Sales Promotion Effectiveness". Journal of Marketing; Oct 2000; 64, 4; ABI/INFORM Global, pg. 65 2. Dolan, R. "How Do You Know When the Price is Right?" Harvard Business Review. September-October 1995. 3. Gelb, B. et al., "A Strategic Perspective on Sales Promotions", MIT Sloan Management Review, 2007, 48(4), Pg. W1-W7. 4. Haddon, H. "Surge Pricing Is Coming to More Menus Near You." Wall Street Journal. March 10, 2024. 5. Israeli, Ayelet, and Eugene F. Zelek Jr. "Pricing Policies That Protect Your Brand". Harvard Business Review. March/April 2020, Vol. 98 Issue 2, p76-83. 6. Michaels, D. and Pacheco, Inti. "FTC to Examine if Companies Raise Prices Using Consumer Surveillance." The Wall Street Journal. July 23, 2024. Recommended Reading: 7. The Complete History & Strategy of Walmart (Acquired Podcast, Season 11, Episode 1)

Week 7 Jun 19, 2025	**Topic:** • **Winning on Customer Experience** Required Reading: 1. **BOOK:** Kinni, T. "Be Our Guest: Perfecting the Art of Customer Service, Revised and Updated Edition". Disney Editions. 2011 2. Chase, R.B. and Dasu, S. "Want to Perfect your Company's Service? Use Behavioural Science." Harvard Business Review. June 2001. 3. Frei, F. "The Four Things a Service Business Must Get Right". Harvard Business Review, April 2008. 4. Fuller, S.L. "How return policies fit into retail customer experience". RetailDive. July 30, 2024. 5. Nirell, L. "3 Ways Companies Get Customer Experience Wrong." HBR.org. April 7, 2023. (See Page 15 for Access Instructions) 6. Pine, B.J., Gilmore, J.H., "Welcome to the Experience Economy". Harvard Business Review, July-August 1998. 7. Stephens, D. "Why Retail Is Getting 'Experience' Wrong". BusinessofFashion.com, March 1, 2017. (Public Link; Free Account Creation may be required) Recommended Reading: 8. Stein, A., Ramaseshan, B. "Towards the identification of customer experience touch point elements". Journal of Retailing and Consumer Services, 30 (2016.) pp. 8-19. 9. Zeithaml, V. et al., "Communication and Control Processes in the Delivery of Service Quality", The Journal of Marketing, Vol. 52, No. 2 (Apr. 1988), pp. 35-48. Due: • **Individual Consultant Report Due ("Be Our Guest")**
Week 8 Jun 26, 2025	**Topic:** • **The Importance of People: Building a competitive advantage through HR** Required Reading: 1. Dixon, Matthew, et al. "Kick-Ass Customer Service." Harvard Business Review, 2017, p. 1. 2. Groysberg, Brois, et al. "The Leader's Guide to Corporate Culture: How to Manage the Eight Critical Elements of Organizational Life. (Spotlight: Leading Culture)." Harvard Business Review, vol. 96, no. 1, 2018, p. 44. 3. Heskett, J. et al., "Putting the Service Profit Chain to Work", Harvard Business Review, 2008, July/August, Pg. 118-129. 4. Mady, E. "How Luxury Brands can Motivate Service Employees." HBR.org. November 2, 2015. (See Page 15 for Access Instructions) 5. Meyer, E. "Build a Corporate Culture That Works". Harvard Business Review. July-August 2024. Accessed October 30, 2024. (See Page 15 for Access Instructions)

Week 9 Jul 3, 2025	**Topic:** ● **Store Layout and Design** Required Reading: 1. Store Layout & Design (PDF posted on Canvas) 2. Rigby, D.K., Vishwanath, V. "Localization: The Revolution in Consumer Markets". Harvard Business Review. April 2006. 3. Spence, C. et al. "Store Atmospherics: A Multisensory Perspective", Psychology and Marketing, July 2014, 31(7), Pg. 472-488. Recommended Reading: 4. Dolbec, P., Chebat, J. "The Impact of a Flagship vs. a Brand Store on Brand Attitude, Brand Attachment and Brand Equity". Journal of Retailing, 89 (4, 2013). pp. 460-466. 5. Howland, D. "What's in a flagship?" Marketing Dive. Accessed March 2021. (Public Link)
Week 10 Jul 10, 2025	**Topic:** • **Loyalty and Retention** Required Reading: 1. Lafley, Ag, and Roger Martin. "Customer Loyalty Is Overrated." Harvard Business Review, 2017, p. 1. 2. O'Brien, Louise, and Charles Jones. "Do Rewards Really Create Loyalty?" Harvard Business Review, vol. 73, no. 3, 1995, p. 75. 3. Shin, J., Sudhir, K. "Should You Punish or Reward Current Customers?". MIT Sloan Management Review. Fall 2013. 4. Tax, Stephen S., et al. "How to Prevent Your Customers from Failing: Customers Frequently Play Key Roles in the Delivery of Services. But If Customers Fail in Those Roles, Their Experiences May Be Unsatisfactory for Them--and for the Companies with Which They Do Business." *MIT Sloan Management Review*, vol. 47, no. 3, 2006, p. 30 Recommended Reading: 5. Grainer, Marc, et al. "What Unhappy Customers Want. (Understanding Your Customers: Customer Complaints)." *MIT Sloan Management Review*, vol. 55, no. 3, 2014, p. 31. 6. Umashankar, Nita & Bhagwat, Yashoda & Kumar, V. "Do loyal customers really pay more for services?" Journal of the Academy of Marketing Science. July 13, 2016.
Week 10 Jul 13, 2025 OPTIONAL SUNDAY CLASS	• A Retail Experience Tour (led by industry experts) at an off-campus location. • Sign-up will be required; students who sign up will be expected to attend. • Further details to be provided later in the term. • **THIS "EXTRA CLASS" IS OPTIONAL: STUDENTS WILL NOT BE PENALIZED IN ANY WAY IF THEY ARE UNABLE OR UNWILLING TO ATTEND THIS TOUR.**

| Week 11
Jul 17, 2025 | **Topic:**
● **Direct-to-Consumer & Subscription Businesses**

Required Reading:
1. Calder, N. et al. "Building a Direct-to-Consumer Strategy Without Alienating Your Distributors." Harvard Business Review Online. December 14, 2018. (See Page 15 for Access Instructions)
2. Chen, T. et al. "Thinking inside the subscription box: New research on e-commerce consumers." McKinsey.com. February 9th, 2018. Accessed March 2021. (Public Link)
3. Choi, Michele et al. "Sign up now: Creating consumer—and business—value with subscriptions." McKinsey & Company. May 26, 2021. (Free Account may be required)
4. Eyal, Nir. "3 Reasons Subscription Services Fail". Harvard Business Review Online, October 11, 2022.
5. Kasturi Rangan, V. et al. "How Direct-to-Consumer Brands Can Continue to Grow." Harvard Business Review. November/December 2021. (See Page 15 for Access Instructions) |
| Week 12
Jul 24, 2025 | **Topic:**
● **Course Wrap-Up / "The Future of Retail" (Industry Expert Guest Panel)**

Required Reading:
1. Haddon, H. "Rise of the Restaurant Robots: Chipotle, Sweetgreen and Others Bet on Automation." The Wall Street Journal. July 11, 2024.
2. Pine, B. Joseph et al. "How Starbucks Devalued Its Own Brand". Harvard Business Review Online. June 26, 2024. (See Page 15 for Access Instructions)

Recommended Reading:
3. The Complete History of Starbucks (with Howard Schultz) (Acquired Podcast, Season 14, Episode 5)

Due:
● **Group Presentation Report Due** |

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