



GRADUATE ACCOUNTING AND COMMERCE CENTRE

DIVISION OF ECONOMIC AND FINANCIAL STUDIES

RETAIL OPERATIONS & STRATEGY
MKTG 810

UNIT OUTLINE

1ST Semester, Year 2007

ABOUT THIS UNIT

Assumed knowledge

Fundamental knowledge of the 7 “P’s”

Credit points

This is a single semester (half-year) 4-credit point unit. The number of credit points that a unit is worth is determined by the number of hours that a student is expected to spend each week attending lectures, reading and preparing assignments. For a single semester unit, students are expected to spend 4 hours per credit point each week on work related to the unit. Students are strongly advised to prepare their study timetable accordingly.

Course Objectives

This unit considers current approaches to strategy formulation as it relates to the retailer in the distribution system. Recent and current approaches to retail strategy will be explored including electronic retailing, communication technology and the globalisation of retailing. The retail format, merchandise strategy and marketing communication strategies will be also discussed as they relate to the retail environment. The role of operations management will be explored in relation to planning and control of operational performance and managing for shareholder and customer value. The importance of profitability, productivity and cash flow will be considered from a retail perspective. The financial evaluation of proposed retail strategy options will also be considered.

Throughout the course, the emphasis is on the analysis process: identifying information needs, acquiring the necessary information, interpreting it and using it as the basis of your recommendations. The course will have practical, hands on approach where students will have to report on how well (bad) retailers execute strategy in Australia.

This course will enhance the generic skills (critical thinking, independent work, teamwork, writing skills and problem-solving skills) that you have been developing from your studies at Macquarie University.

TEACHING STAFF

Jack Hanrahan <mailto:jackh@netro.com.au>

CLASSES

Six days from 10 am to 5 pm. The timetable for classes can be found on the GACC web site at: <http://www.gacc.mq.edu.au/ttable.htm>

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

You will need to purchase or have access to the text throughout the semester:
Walters, D. & Hanrahan, J., Retail Strategy Planning and Control Macmillan Press 2000

Additional Text for background.

Berman, B. & Evans, J., Retail Management 9th Edition Pearson Prentice Hall 2004.

Available at the University Co-op Bookshop. Students are advised to make use of books, journals and other texts when preparing for the assignments and studying for the exam.

UNIT WEB PAGE

- WebCT <http://online.mq.edu.au>

LEARNING OUTCOMES

The Macquarie experience is designed to lead students to a career in the city and a place in the world. It encourages life-long learning and links teaching to cutting-edge research.

Macquarie seeks to develop generic skills for students, building flexible outcomes for life and for the workplace over a life's career. These skills include:

- foundation skills of literacy, numeracy and information technology;
- self-awareness and interpersonal skills, such as the capacity for self-management, collaboration and leadership;
- communication skills for effective presentation and cultural understanding;
- critical analysis skills to evaluate, synthesise and judge;
- problem-solving skills to apply and adapt knowledge to the real world; and
- creative thinking skills to imagine, invent and discover.

TEACHING AND LEARNING STRATEGY

In order to successfully complete the Unit you must:

- Attend and participate in the lectures (min 80%);
- Read the set readings for each week in preparation for the lecture;
- Successfully completing assignments;
- **Participate** in class discussion of case studies;
- Students must participate in group projects & presentations; follow current developments

2007 Lecture Timetable

Date	Time	Topic	Textbook
11 th March 2007 C5A 232	1000 – 1700	Briefing and introduction Retail Environment, Strategic & Operational Background, and Performance Evaluation	Chapters 1, 2, 3, 4, 5, 6
	Task	Is 'e-commerce' an opportunity or a threat to conventional store based retailing? Using the financial reports of Ajax analyse their performance within the context of the Du Pont/strategic profit model.	15 marks
1st April 2007 C5A232	1000 – 1700	Merchandise Strategy & Operations	Chapters 7, 8
	Task	Review the merchandise range and comment on the details and the key features on selected store.	
15 th April 2007 E5A116	1000 – 1700	Customer Service Strategy & Operations	Chapters 9, 10, 15
	Task	Report on what activities/roles staff are required/needed to do to ensure effective implementation.	
6th May 2007 C5A 232	1000 – 1700	Trading Environment & Customer Communications Strategy & Operations	Chapters 11, 12, 13, 14
	Task	Report on your chosen store on its format and communications strategy using pictures to support your argument.	
20 th May 2007 C5A 232	1000 – 1700	Managing Logistics, Information and IT in Retail	Chapters 16, 17
	Task	A critique on your selected store encompassing all aspects of their strategy and implementation and use pictures to accentuate your points.	20 Marks
10 th June 2007 C5C T1	1000 – 1700	Human Resources & Course Review	Chapters 9, 10, 15
<u>EXAM</u>			

4 'Ps' of Students

- **Preparation.** If the student does not read and analyse the case, and then formulate an action plan, the case discussion will mean little.
- **Presence.** If the student is not present, she or he cannot learn and, more importantly, cannot add her or his unique thoughts and insight to the group discussion.
- **Promptness.** Students who enter the classroom late disrupt the discussion and depreciate the decorum of the process.
- **Participation.** Each student's learning is best facilitated by regular participation. More important, the student has the responsibility to share his or her understanding and judgement with the class to advance the group's collective skills and knowledge.

All assessment tasks are compulsory.

Assignment One

Word Limit: 500 words

Due: 15/4/2007

Weighting 15%

There are a number of components and processes involved in developing retailing strategy. These are:

- Determining a *mission*, or the scope of the business
- Deciding upon *strategic positioning*
- Developing a *strategic direction* and its themes, attributes and activities

The starting point for any strategic planning is a clear view of what the business actually is. For all large multiple retailers, the positioning of their retail offer (i.e., merchandise, trading environment, customer service and customer communication) must conform to what the business is. Activities reinforce both these statements as merchandise, format and service strategies are honed into standardised reflections of effective marketing activities.

For your selected retailer:

Identify its mission, positioning, strategic direction, theme, attributes and activities.

Assignment Two

Weighting: 35%

Due: Weekly Class Presentation of Key Tasks/Questions

Attend and participate in the lectures (min 80%). Participants are required to form international syndicate groups of 5-6 students (dependent upon class numbers). Each group is allocated a task/question each week. Answers should demonstrate an understanding of the underlying principles. Each group must produce a 5-minute presentation on their group's answers and handle questions from class. Each group **MUST** ask two questions of each presenting group and marks will be deducted at lecturer's discretion. All team members must participate equally and marks will be allocated according to the group's assessment of each member's contribution.

Evaluation: Please see attached sheets which should be included with each presentation handout.

EXAMINATION

Exam Due: 10th June

Weighting 50%

- Exam duration 2 hour exam
- Format of exam, short answers, essay questions.
- A pass in the exam is required for a pass in the unit irrespective of accumulated marks.
- Electronic dictionaries are **NOT** permitted in the exam.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.reg.mq.edu.au/Forms/APSCon.pdf>

You are advised that it is Macquarie University policy not to set early or delayed examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official University examination period, and can attend the exam at the designated time and place.

GENERAL

Assignments are to be submitted with the name of the subject and the assignment on the front cover and are to be typed in a 12-point font, double-spaced with 2.0 cm margins on one side of page only. Your names and SID(s) are to be clearly identified in the top right hand corner of the front cover of each assignment. Staple your assignment in the top left-hand corner. **Do not put the report in a binder or individual pages in separate plastic holders** - you will not get the binder or plastic sleeve back and they may not be marked or you may not get comments on your assignment.

Any assignment received after the due date will lose 10 marks for each working day or part thereof, that it is late. No assignment will be accepted after two weeks after the due date, that is, you will receive a Fail grade for the assignment. No assignments will be returned until all assignments are submitted or till after two weeks after the due date.

Students should note that those who ask for their assignments to be remarked may obtain a mark that is lower than the original mark. If you ask for a remark, the new mark is the one that will be used - even if it is lower than the original mark. Requests of a reconsideration of a grade must be made in writing and signed.

Lost assignments: All students must keep a copy of their assignment in case the submitted copy is mislaid.

All assignments must be referenced using the Harvard (author, date) method. Failure to follow this method will result in marks being deducted. Using footnotes or endnotes will also incur a loss of marks.

WRITING YOUR ASSIGNMENTS

Remember, when writing an assignment, you need to do more than to "cut and paste" ideas taken from different sources, even if they are acknowledged. This information taken from other sources needs to be used as an illustration of a more general point you have made, or as an indication of substantiating evidence, or as a starting point from which you make further elaboration. Even definitions often require some contextualising or further statements on significant aspects.

You are the one who has to develop the thesis or argument of your assignment and who has to demonstrate you are thinking about the meaning of what you have been reading.

Good assignments will include:

- An introductory passage that engages with the question posed and which establishes the writer's argument or position, in other words, the introduction should be indicative of the argument and analysis that you will present;
- Evidence of well organised thoughts that systematically develop an argument;
- Evidence of an understanding of relevant concepts;
- Evidence of thought about the connection between the work being critiqued and its relation to other sources that you have consulted;
- **Remember to answer the question.**

GRADE DEFINITIONS

High Distinction (HD) and Distinction (D)

For a High Distinction or a Distinction, your approach should be to:

- Identify the problem clearly;

- Apply practical and theoretical knowledge in problem solving;
- Analyse;
- Explain causes;
- Reflect; and
- Theorise.

You should demonstrate skills and competence in:

- Describing, comparing and contrasting results from using different models, concepts and theories;
- Relating analysis results to theory or theories that you have shown are relevant;
- Relating analysis results to the practical problem - including making decisions and recommendations on the basis of the analysis;
- Well balanced arguments and explanations how your position was obtained and its justification is expected; and
- Report writing - to award a Distinction or High Distinction the Lecturer will be looking for a well-presented report, with clear explanations of the situations examined, properly labelled Figures, Tables and Diagrams, if used. Recommendations must be sensible, practical and appropriate.

A High Distinction will be awarded for exceptionally insightful and/or creative work in fulfilment of these criteria.

Credit (Cr)

For a credit your approach should be to:

- Identify the problem clearly;
- Apply practical theoretical knowledge in problem solving;
- Analyse; and
- Explain.

You should demonstrate skills and competence in:

- Describing, comparing and contrasting results from using different models, concepts and theories;
- Relating analysis results to theory;
- Relating analysis results to the practical problem; and
- Assignment writing - to award a Credit the Lecturer will be looking for a well-presented assignment, with clear explanations of the situations examined, correctly labelled Figures, Tables and Diagrams, if used, and concise interpretations of the analysis carried out. Recommendations must be sensible, practical and appropriate.

Pass (P)

For a Pass your approach should be to:

- Identify the problem clearly;
- Apply practical and theoretical knowledge in problem solving; and the
- Describe the problem and its solution.

You should demonstrate skills and competence in:

- Describing analysis results;

- Simple analysis of results; and
- Assignment writing - to award a Pass the Lecturer will be looking for a well-presented assignment, with clear explanations of the situations examined, correctly labelled Figures, Tables and Diagrams, if used, and concise interpretations of the analysis carried out. Recommendations must be sensible, practical and appropriate.

Conceded Pass (PC)

Denotes performance which meets unit objectives only marginally, and which is therefore unlikely to be adequate preparation for further studies in the area.

Fail (F)

No evidence of achieving a Pass (P) level understanding of the material. Repeating material from the lectures without adding insight or meaning based on your own interpretation of the material will result in a fail grade.

PLAGIARISM

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Postgraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see
<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

STUDENT SUPPORT SERVICES

Macquarie University provides a range of Academic Student Support Services. Details of these services can accessed at
<http://www.student.mq.edu.au>

**STUDENT EVALUATION OF MEMBER PARTICIPATION
SEPARATE FORM TO BE COMPLETED BY EACH STUDENT**

In order to encourage equal participation on the part of all group members, each group member will complete and turn in an evaluation of the group members. This evaluation will indicate the percentage of contribution of each group member to the group's over all performance. An evaluation will accompany each group presentation and the written research project report.

Name of assessment component: _____

Group Number: _____

Student's Name: _____

Project Mark: _____

Student's name	% Participation

The average of the awarded percentages should equal 100%. Individual marks are calculated by multiplying paper grade by the percentage awarded by peers. For example, If Joe Black was awarded 90% for his contribution to the project and the group received 36 out of 40 points for the project, Joe's mark would be 32.4%. However no individual can exceed the maximum points for the project.

Students can give each of the group members 100%. If this is done, each student receives the mark that was awarded to the total project (in the above example 36 points). No student should receive zero unless they really did nothing to contribute to the completion of the project (EG, did not go to meetings, did not complete assigned tasks, and did not contribute to the conceptualisation of the project).

In completing this form take into account:

1. Willingness of the individual to carry out jobs assigned
2. Ability of the individual to meet deadlines
3. Cooperation with other team members
4. Quality of the individual's work

Mark Sheet For Group Presentation

Group Number: _____

Mark: _____

Topic:

Specific Comments:

	Excellent (HD) >85%	Very Good (D) 75-84%	Good (C) 65-74%	Acceptabl e (P) 50-64%	Fail (F) <50%	
Clear objectives						No clear objectives
Topic Covered in depth						Superficial
Key concepts critiqued						Lacks key concepts
Logical argument						Hard to follow
Accurate analysis and interpretation						Description only
Appropriately referenced						No references
Original and creative approach						Little evidence of originality
Media resources used well						Inadequate use of media resources
Excellence in presentation skills						Presentation was read
Very entertaining						Uninteresting , boring
Led class discussion well						Unable to lead class discussion

Appropriate Length **Yes / No**

(Note marks will be deducted for presentations that run over time)

Overall Grading: 70% weighting to content/30% to presentation skills

MACQUARIE UNIVERSITY

Assignment Coversheet Declaration

Unit Assignment

Name..... Student number

I certify that:

- This assignment is my own work, based on my personal study and/or research
- I have acknowledged all material and sources used in the preparation of this assignment, including any material generated in the course of my employment
- If this assignment was based on collaborative preparatory work, as approved by the teachers of the unit, I have not submitted substantially the same final version of any material as another student
- Neither the assignment, nor substantial parts of it, have been previously submitted for assessment in this or any other institution
- I have not copied in part, or in whole, or otherwise plagiarised the work of other students
- I have read and I understand the criteria used for assessment
- The assignment is within the word and page limits specified in the unit outline
- The use of any material in this assignment does not infringe the intellectual property / copyright of a third party
- I understand that this assignment may undergo electronic detection for plagiarism, and a copy of the assignment may be retained on the database and used to make comparisons with other assignments in future

Signature **Date**

This declaration is a summary of the University policy on plagiarism. For the policy in full, please refer to Student Information in the Handbook of Undergraduate Studies or <http://www.student.mq.edu.au/plagiarism/>

Mark Sheet

Student Name: _____ Question _____

Student Number _____ Mark: _____

General Comments:

	Excellent	Very Good	Good	Acceptable	Fail
Answer covered in depth					Superficial
Key concepts identified					Lacks key concepts
Relevant examples					Superficial examples or none at all
Logical argument					Hard to follow
Relevant conclusion					None or only a superficial comment

Specific Comments: