

**The Hong Kong Polytechnic University**

<b>Subject Code</b>	HTM4332
<b>Subject Title</b>	Merchandising and Retailing
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	The overall objective is to (1) provide students with the major concepts and principles of retailing and merchandising and (2) demonstrate the learning by applying it to merchandising and retailing within a theme park.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>A. Professional Competence</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to understand the concepts and principles in running a retail firm.</li> <li>▪ Students will be able to demonstrate the learning of the concepts and principles in the context of the theme park.</li> </ul> <p><b>B. Critical Thinkers</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to display creative and analytical skills: sound judgments in planning and design of retailing establishments in a theme park.</li> </ul> <p><b>C. Effective Communicators</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to explain and demonstrate the learning of key concepts and principles.</li> </ul> <p><b>D. Innovative Problem Solvers</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to appraise, analyze, and evaluate concepts and principles for merchandising and retailing and apply the learning and knowledge gained in class to theme park retailing and merchandising through a group project.</li> </ul> <p><b>E. Lifelong Learners</b></p> <ul style="list-style-type: none"> <li>▪ Students will be able to apply the learning to merchandising and retailing within a theme park.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>a. Introduction to the world of retailing</p> <p>b. Consumer behavior</p> <p>c. Retail market strategy</p> <p>d. Retail locations</p>

	<p>e. Consumer relationship management</p> <p>f. Customer service</p> <p>g. Managing merchandise assortment &amp; pricing</p> <p>h. Retail communication mix</p> <p>i. Store layout, design visual merchandising</p>																																																														
<p><b>Teaching/Learning Methodology</b></p>	<p><b>I. Interactive Lectures</b> with discussions in class and illustration of real cases will be used.</p> <p><b>II. Guest speaker or speakers</b> will be invited to give lectures/seminars on specific issues related to theme park retailing and merchandising in order to enhance students' understanding of the theories learnt and their applications.</p> <p><b>III. Field trip</b> may be used to allow students to have an appreciation of the operation for theme park retailing and merchandising and relate it to relevant theories studied in the classroom.</p>																																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="451 926 1429 1486"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th></th> </tr> </thead> <tbody> <tr> <td>i. Class participation</td> <td>4%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>ii. Mid-term test</td> <td>18%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>iii. Group case study</td> <td>8%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>iv. Group project</td> <td>30%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> </tr> <tr> <td>v. Final test</td> <td>40%</td> <td>√</td> <td>√</td> <td></td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><b>Group project</b> is designed for students to demonstrate fundamental knowledge and skills and work collaboratively within a team whereby students have an understanding of leadership and be prepared to lead a team.</p> <p><b>Test</b> is designed for students to revisit the concept and principle of the course they learned in the class and demonstrate their understanding of in-class learning.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						A	B	C	D	E		i. Class participation	4%	√	√	√	√			ii. Mid-term test	18%	√	√			√		iii. Group case study	8%	√	√	√	√	√		iv. Group project	30%	√	√	√	√	√		v. Final test	40%	√	√			√		Total	100%						
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<b>Student Study Effort Required</b>	Class contact:	
	▪ Mass lecture	39 Hrs.
	Other student study effort:	
	▪ Preview, review and exercises	42 Hrs.
	▪ Group project	42 Hrs.
	▪ Total student study effort	123 Hrs.

<b>Reading List and References</b>	<p><b><u>Textbook</u></b></p> <p>1. Levy &amp; Weitz (2006). <i>Retailing Management</i> (6<sup>th</sup> ed.). McGraw-Hill/Irwin.</p> <p><b><u>Suggested Readings</u></b></p> <p>1. Food supply chain management: Issues for the hospitality and retail sectors. Oxford: Butterworth-Heinemann, 2001.</p> <p>2. Global tourist behavior New York: International Business Press, c1994.</p> <p>3. Retailing in Hong Kong: A strategic entry report, 2000. San Diego, CA: ICON Group International, Inc., 2000.</p> <p>4. Schultz, Howard, and Dori Jones lang. Pour your heart into it: How Starbucks built a company one cup at a time. New York: Hyperion, 1997.</p> <p>5. Ady, M. (2001). The future of the theme park and attraction industry: A management perspective. <i>Journal of Travel Research</i>, 40, 139-147.</p> <p>6. Atila, Y. (2004). Shopping experience evaluation: A case of domestic and international visitors. <i>Tourism Management</i>, 25(6), 751-759.</p> <p>7. Anne, Magi (2003). Share of wallet in retailing: The effects of customer satisfaction, loyalty cards, and shopper characteristics. <i>Journal of Retailing</i>, 79(2), 97-106.</p> <p>8. Soyoung Kim and Mary A. Littrell (2001). Souvenir buying intentions for self versus others. <i>Annals of Tourism Research</i>, 28(3): 638-657.</p>
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