



**SPORT SCIENCE & MANAGEMENT
SS3618 SPORTS RETAIL MANAGEMENT**

Pre-requisites	SS2104 Sport Marketing and Sponsorship
No of AUs	3
Contact Hours	Total hours: 39 Lecture: 26 Laboratory: 13

Course Aims

The learning objective is for you to learn about retail management theories and apply them to the sporting goods industry. In addition, you are expected to extend your understanding of sports marketing theories into the retail industry. In particular, you will also learn the basics of working in a retail store or starting your own sports retail business.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. List the various forms of retail institutions
2. Describe consumer behaviour theories in retail management
3. Describe the marketing strategies adopted by sports retailers
4. Explain the unique human resource environment in sports retailing
5. Prepare a sports retail business plan
6. Design a retail promotion campaign

Course Content

The following topics will be covered:

- Consumer Behaviour
- Retail Operations
- Merchandising
- Promotional Strategies

Assessment (includes both continuous and summative assessment)

Component	Course ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment rubrics
1. Retail Promotion Campaign	2, 3, 6	A1, A2, A3, B1, B2, B4, C1, D1	40%	Individual	Appendix 1
2. Retail Business Plan	1-5	A1, A2, A3, B1, B2, B3, B4, B5, C1, D1, E1	50%	Individual	Appendix 1
3. Class Participation	1-6	A2, B1, C1, C2, D1, E1	10%	Individual	Appendix 1
Total			100%		

Graduates of the SSM programme should show:

Competence

A1: {Understanding}	process and interpret information, evidence and methodologies related to sport science or sport management
A2: {Self-discipline}	independently apply themselves to solve relevant problems
A3: {Modern Tool Usage}	use technology to communicate and provide feedback on sports activities, improve sports performance, monitor and increase physical activity, provide exercise prescription, solve problems for disadvantaged athletes/sportspeople, and commercialize and innovate sports products, events and services

Creativity

B1: {Critical Thinking}	critically assess the applicability of sport science and sport management tools toward problems and in the workplace
B2: {Analytical Thinking}	critically analyse data from a multitude of sources
B3: {Interdisciplinary Thinking}	connect the subfields of sport science and sport management to tackle problems

B4: {Innovation}	be able to develop new applications or improve existing techniques
B5: {Entrepreneurship}	develop new ideas and plans for sport science, businesses and events
Communication	
C1: {Effective Communication}	present findings or ideas from sport science and sport management research logically and coherently at the appropriate level for the intended audience and in all forms of communication
C2: {Teamwork}	work in teams on projects that require sport science or sport management application, and communicate results via demonstration, verbally and in written form
Civic-Mindedness	
D1: {Professionalism}	act in a manner that respects the profession and meets the expectations of the sport science and sport management industry
D2: {Inclusiveness}	promote sport and physical activity in all individuals to bring people together and improve physical, social and psychological outcomes
Character	
E1: {Ethical behaviour}	act with integrity and in a socially responsible and ethical manner in line with societal and legal expectations in relation to collecting and analysing data of people and protecting personal data with appropriate computer security
E2: {Sportpersonship}	demonstrate appropriate safety, concern and good conduct in sport situations towards other individuals involved in the activity

Formative feedback

You will receive formative verbal feedback on your understanding of the theories during class discussion. You will also be given a summative group feedback on the examination following the conclusion of the module.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lectures/Tutorials	Lessons will adopt the following approaches. <ul style="list-style-type: none">• Lectures to provide information for key learning concepts and theories• Class discussions to engage you in a deeper understanding of the theories and applying them in real-life contexts• Video clips to provide an alternative mode of instruction• Case studies to demonstrate the application of the theories in real-life contexts• Industry visits
Online learning	Time will be given for learning from online materials as a part of flip teaching approach. These materials will support key concepts covered in class.

Reading and References

- Barry Berman, *Retail Management*, 12th Edition, Pearson, 2012.
- Michael Levy, Barton Weitz, Dhruv Grewal, *Retailing Management*, 9th Edition, McGraw-Hill, 2013.
- Richard Clodfelter, *Retail Buying*, 5th Edition, Fairchild Books, 2015.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for classes you have missed. You are expected to participate in all class discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

(3) Absence Due to Medical or Other Reasons

If you are sick and not able to attend a quiz or midterm, you have to submit the original Medical Certificate (or another relevant document) to the administration to obtain official leave. In this case, the missed assessment component will not be counted towards the final grade. There are no make-up quizzes or make-up midterm.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Course Instructors

Instructor	Office Location	Phone	Email

Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Categories of Retail Institutions	LO1	
2-3	Consumer Behaviour in Retailing	LO2, LO5, LO6	
4-7	Retail Operations	LO2, LO3, LO4, LO5	
8	Recess		
9-12	Retail Marketing	LO2, LO3, LO5, LO6	
13	Presentation	LO5, LO6	

Appendix – Marking rubric

RETAIL PROMOTION CAMPAIGN

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Understanding retail marketing theories (50)	Demonstrates a very good understanding of the theories.	Demonstrates a good understanding of the theories.	Demonstrates a basic understanding of the theories.	Demonstrates a weak understanding of the theories.	Does not demonstrate any understanding of the theories.
Empirical data used (30)	There is extensive evidence of appropriate empirical data used in creating the promotion campaign.	There is evidence of appropriate empirical data used in creating the promotion campaign.	There is some evidence of appropriate empirical data used in creating the promotion campaign.	There is little evidence of appropriate empirical data used in creating the promotion campaign.	There is no evidence of appropriate empirical data used in creating the promotion campaign.
Understanding visual presentation theories (20)	Demonstrates a very good understanding of the theories. The advertisement is visually very appealing,	Demonstrates a good understanding of the theories. The advertisement is visually appealing,	Demonstrates a basic understanding of the theories. The advertisement is visually appealing,	Demonstrates a weak understanding of the theories. The advertisement is visually appealing,	Does not demonstrate any understanding of the theories. The advertisement is not visually appealing,

RETAIL BUSINESS PLAN

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Definition of Business Problem (20)	Demonstrates a very good understanding of the business problem and the associated retail management theories.	Demonstrates a good understanding of the business problem and the associated retail management theories.	Demonstrates a basic understanding of the business problem and the associated retail management theories.	Demonstrates very little understanding of the business problem and the associated retail management theories.	Does not demonstrate an understanding of the business problem and the associated retail management theories.
Business Plan (50)	Able to produce a business plan that is very likely to be viable.	Able to produce a business plan that is likely to be viable.	Able to produce a business plan that is likely to be viable	Able to produce a business plan that is likely to be viable in a	The business plan that is not likely to be viable.

			viable in some parts.	small number of areas.	
Financial Analysis (30)	The pro forma statements are very well prepared with no errors.	The pro forma statements are well prepared with few errors.	The pro forma statements are well prepared with some errors.	The pro forma statements are with errors.	The pro forma statements are not acceptable.

CLASS PARTICIPATION

	A+, A, A-	B+, B	B-, C+, C	D+, D	F
Class Participation (10)	Participates actively in class, demonstrating a deep understanding of the content.	Participates actively in class, demonstrating a good understanding of the content.	There is some participation during class, demonstrating an adequate understanding of the content.	There is little participation in class.	There is an absence of any participation in class.