

Course form to fill in (2020-2021)

Course title:

Experiential Retail Strategy

Staff responsible for the course:

Farah Arkadan

Lecturers:

First Name + Name
Farah Arkadan

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

- Illustrate how a product differs from a service and an experience
- Discuss in detail the unique characteristics of online vs. physical retail channels from a customer's point of view
- Develop a clear understanding of the strategic role of experiential retail in building brand equity
- Identify and discuss the pitfalls of experiential retail and their sources
- Understand good experiential retail practices, tools and techniques and how to apply them
- Understand and discuss how the global 2020 Coronavirus pandemic is shaping retail experiences
- Formulate and present a clear retail experience strategy that is anchored in the fabric of genuine customer needs and wants.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

There are no prerequisites for this course but a basic understanding of marketing concepts would be useful.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

Physical retail channels are losing customers to online channels as customers are increasingly doing their functional shopping online. As online shopping becomes more ubiquitous, an emphasis on customer experience becomes ever more important. Companies are thus handing over valuable floor space to elaborate exhibits and special events that deliver personal and memorable experiences. In this course, students learn the difference between a product, service and experience, the strategic role of experiential retail in building brand equity, the pitfalls of experiential retail and how to avoid them by introducing retail experiences that are anchored in the fabric of genuine customer needs and wants.

In order to apply key concepts learned in class, students will have the opportunity to visit retail stores in Paris and develop their own experiential retail strategy for an existing French brand.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- Magistral Course	8	
- Interactive Course	8	
- Tutorials		
- Coaching		
- PBL Course		
<u>Training from a distance</u>		
- Video-conferences		
- Webinars		
<u>Self-learning</u>		
- Books 'readings	2	
- E-learning		
- Research	2	
<u>Outdoors-training</u>		
- In firms		
- Internship		
<u>Personal work</u>		
- Group Projects	6	
- Individual Projects		
- Personal work		
Total working time for the student	26	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- ☐ Coaching
- ☐ Case Study
- ☐ E-Learning and/or Self-learning
- ☒ Interactive courses
- ☒ Presentations
- ☒ Projects
- ☒ Research
- ☐ Seminars
- ☐ Tutorials
- ☐ Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

Assessment is through participation in a number of group in-class exercises, a field trip, and a final project presentation. Project quality will be evaluated in terms of completion, understanding of key concepts, depth of thinking, and overall creativity.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment			
	Mid-term exam			
	Participation			10
	Oral presentation			
	MCQ			
<u>Final exam</u>	Oral final exam			
	Written final exam			
<u>Others</u>	Case study			
	Group Project		1	40
	Individual Project			
	Written assignment			
	Exercises	5	5	50
Total				100%

5) RECOMMENDED READING

Name of books *(indicate only three or four must-read references)* / Name of reviews:

Reference book (appellation reserved for books selected by the School and necessarily bought by all the students):

Class books :
Berry, L. L., Carbone, L. P., & Haeckel, S. H. (2002). Managing the total customer experience. MIT Sloan management review, 43(3), 85-89.
Pine, B. J., & Gilmore, J. H. (1998). Welcome to the experience economy. Harvard business review, 76, 97-105.
Brynjolfsson, E., Rahman, M., & Hu, Y. (2013). Competing in the Age of Omnichannel Retailing. MIT Sloan Management Review

Reviews :
Stage Experiences or Go Extinct. Business of Fashion, July 2016
To Save Retail, Let It Die – Business of Fashion Sep, 2017

The Unlikely Partnership That's Driving Consumers Back to Retail – Business of Fashion April, 2019
The Pitfalls of Investing in Experiential Retail. Business of Fashion February 2019
Could the Pandemic Make Retail Better? Business of Fashion June 2020
How an Exodus from Cities will Reshape Retail - Business of Fashion June 2020

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL