

Course form to fill in (2021-2022)

Course title:

Experiential Retail

Staff responsible for the course:

Farah Arkadan

Lecturers:

Farah Arkadan

1) COURSE PRESENTATION

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

1. Discuss in detail the unique characteristics of online vs. physical retail channels from a customer's point of view
2. Develop a clear understanding of the strategic role of experiential retail in building brand equity
3. Identify and discuss the pitfalls of experiential retail and their sources
4. Understand good experiential retail practices, tools and techniques and how to apply them
5. Formulate and present a clear retail experience strategy that is anchored in the fabric of genuine customer needs and wants.

Prerequisites:

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

Course contents:

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

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>	8	
- <i>Interactive Course</i>	8	
- <i>Tutorials</i>		
- <i>Coaching</i>		
- <i>PBL Course</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>	2	
- <i>E-learning</i>		
- <i>Research</i>	3	
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>	6	
- <i>Individual Projects</i>		
- <i>Personal work</i>		
Total working time for the student	27	

3) EDUCATIONAL METHODS

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

4) ASSESSMENT

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

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment			
	Mid-term exam			
	Participation			
	Oral presentation		1	20
	MCQ			
<u>Final exam</u>	Oral final exam			
	Written final exam			
<u>Others</u>	Case study			
	Group Project		1	30
	Individual Project			
	Written assignment			
	Exercises		4-5	50
Total				100%

5) RECOMMENDED READING

Reviews :
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 Could the Pandemic Make Retail Better? Business of Fashion June 2020