

**SPORT SCIENCE & MANAGEMENT
SS3334 SPORT RETAIL MANAGEMENT**

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|---------------------------|-------------------------|-----------------|---|
| Academic Year | 2025-26 | Semester | 2 |
| Course Coordinator | | | |
| Course Code | SS3334 | | |
| Course Title | Sport Retail Management | | |
| Pre-requisites | - | | |
| No of AUs | 3 | | |
| Contact Hours | 39 | | |

Course Aims

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

Intended Learning Outcomes (ILO)

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

1. examine the various forms of retail institutions.
2. explore and apply consumer behaviour theories in retail management and the marketing strategies sports retailers adopt.
3. explain the unique human resource environment in sports retailing.
4. prepare a sports retail business plan.
5. design a retail promotion campaign.

Course Content

The following topics will be covered:

1. Consumer Behaviour
2. Retail Operations
3. Merchandising
4. Promotional Strategies

NTU Competencies & Graduate Attributes

NTU Competencies

| | |
|-------------------|---|
| Character | √ |
| Competence | √ |
| Cognitive agility | √ |

NTU Graduate Attributes

| | |
|-----------------------|---|
| Graduate Attributes | Level (i.e., basic, intermediate, advanced) |
| 1. Collaboration | Intermediate |
| 2. Communication | Intermediate |
| 3. Ethical Reasoning | Advanced |
| 4. Global Perspective | Intermediate |

Assessment (includes both continuous and summative assessment)

| Component | ILO Tested | Weighting | Team/ Individual | Assessment Rubrics |
|------------------------------|------------|-----------|------------------|--------------------|
| 1. Retail Promotion Campaign | 2,5 | 40% | Individual | Appendix 1 |
| 2. Retail Business Plan | 1-4 | 50% | Individual | Appendix 2 |
| 3. Participation | 1-5 | 10% | Individual | Appendix 3 |
| Total | | 100% | | |

Formative Feedback

You will receive formative verbal feedback on your understanding of the theories during class discussion and written individual feedback on your assignments.

Learning and Teaching Approach

| Approach | How does this approach support you in achieving the learning outcomes? |
|-----------------|---|
| Lectures | 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 the flip teaching approach. These materials will support key concepts covered in lectures and laboratories. |

Reading and References

NIE Research and Publications

Nil

Other Readings and References

1. Barry Berman, Retail Management, 12th Edition, Pearson, 2012.
2. Michael Levy, Barton Weitz, Dhruv Grewal, Retailing Management, 9th Edition, McGraw-Hill, 2013.
3. 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 – lecture and laboratory – punctually, submit all scheduled assignments and take tests by due dates. You are not allowed to swap laboratory groups without express permission from the course coordinator. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for sessions they have missed. You are expected to participate in all discussions and class activities unless there is a valid medical reason not to do so.

(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 complete a test or submit an assignment, you have to submit the original Medical Certificate (or another relevant document) to the Sport Science & Management (or Home School) administration to obtain official leave. Without this, the missed assessment component will not be counted towards the final grade. There are no make-ups allowed.

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 recognise 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 [NTU Student Academic Integrity Policy and Procedures link](#) in the Student Portal for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Special note: Generative AI tools will be allowed to the extent stipulated for each assignment in the assignment instructions, and any such use must be duly referenced or disclosed.

Course Instructors

| Instructor | Office Location | Phone | Email |
|------------|-----------------|-------|-------|
| TBA | | | |
| | | | |

Planned Weekly Schedule

| Week | Topic | ILO | Readings/ Activities |
|-------------|---------------------------------------|------------|----------------------|
| 1 | Categories of Retail Institutions | 1 | |
| 2 | Consumer Behaviour in Retailing | 2, 4, 5 | |
| 3 | Consumer Behaviour in Retailing | 2, 4, 5 | |
| 4 | Retail Operations | 2, 3, 4, 5 | |
| 5 | Retail Operations | 2, 3, 4, 5 | |
| 6 | Retail Operations | 2, 3, 4, 5 | |
| 7 | Retail Operations | 2, 3, 4, 5 | |
| Recess Week | | | |
| 8 | Retail Marketing | 2, 3, 4, 5 | |
| 9 | Retail Marketing | 2, 3, 4, 5 | |
| 10 | Retail Marketing | 2, 3, 4, 5 | |
| 11 | Retail Marketing | 2, 3, 4, 5 | |
| 12 | Presentations of Retail Business Plan | 2, 3, 4, 5 | |
| 13 | Presentations of Retail Business Plan | 2, 3, 4, 5 | |

Appendix 1: Assessment Criteria for Retail Promotion Campaign (40% of Final Grade – marked out of 100)

| | 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. |

Appendix 2: Assessment Criteria for Retail Business Plan (50% of Final Grade – marked out of 100)

| | 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 will likely be viable in some parts. | Able to produce a business plan that will likely be viable in a few areas. | The business plan is not likely to be viable. |
| 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. |

Appendix 3: Assessment Criteria for Participation (10% of Final Grade)

| | 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. |