

APPROVAL FORM

- 1) An approval form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Retail Sales Promotion

Sponsor(s) Bruce Bradway Dept. Administrative Studies

Check One { Course X Credit/Level/Title Change or deletion Other \_\_\_\_\_  
 Concentration \_\_\_\_\_ Specialization \_\_\_\_\_ Major Program \_\_\_\_\_ Certification \_\_\_\_\_

Graduate \_\_\_\_\_ Undergraduate X No. of Credits 2

REVIEWS		
Department Curr. Comm.	Division Curr. Comm.	Dean of Division
Reviewed <u>10-29-79</u> Date	Reviewed <u>10/29/79</u> Date	Reviewed <u>10/30/79</u> Date
Approved <del>Not Approved</del> <u>10/29/79</u> Date	Approved <del>Not Approved</del> <u>10/29/79</u> Date	
<u>[Signature]</u> Chairperson Dept. Curr. Comm. Department Chairperson	<u>[Signature]</u> Chairperson Div. Curr. Comm.	<u>[Signature]</u> Signature

SENATE CURRICULUM COMMITTEE

SCC # 1001-01 Proposal Received 10/29/79 Open Hearing Held \_\_\_\_\_

Returned to the department for the following reason(s):

Approved by the Curriculum Committee: Date 12/18/79 with minor changes

Presented to Executive Committee of the Faculty Senate as information: Date 1/25/80

Notifications Forwarded: Vice President for Academic Affairs: Date \_\_\_\_\_

Signature: [Signature] Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled

Course approved Yes X No \_\_\_\_\_

Date

Signature

2-12-80

J. [unclear]

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned 3

Faculty load hours 3

Equalized credit hours 3

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned by Registrar Yes \_\_\_\_\_ No \_\_\_\_\_

Hegis Taxonomy Number \_\_\_\_\_

Signature: Registrar \_\_\_\_\_

Date \_\_\_\_\_

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal might be implemented would be \_\_\_\_\_

Signature: Academic Dean \_\_\_\_\_

Date \_\_\_\_\_

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson, Registrar

## COURSE PROPOSAL

### I. Title of Course: Retail Sales Promotion

- A. Administrative Studies Department proposes this course.
- B. The course sponsor is Marketing Chairperson Bruce Bradway. He also proposes to administer the course under the proposed Retailing Specialization.

### II. Essence

- A. Course: Undergraduate elective (required in the Retailing Specialization).
- B. Semester hour credit: 3 S.H. undergraduate credits
- C. Course level: Junior
- D. Pre-requisites: Principles of Marketing
- E. Suggested time: Spring, 1980

### III. Details

- A. Glassboro State College faculty are available to teach the course. Library resources would be supplemented by printed and audio-visual materials easily available elsewhere. Present classroom space is adequate. No special equipment or supplies would be required.
- B. No course of this type is available at the present time, yet it is a basic part of any retailer's knowledge component. Success or failure in retailing often depends almost entirely on the retailer's ability to produce successful retail promotions. The proposed course offering would, for the first time, give Marketing and Retailing students an overview of the multitude of promotional vehicles that are available to them during their careers.
- C. Specific objectives of the course in relation to student outcomes are as follows:
  - 1. The objective of the course is to make retailing students aware of the variety of sales promotion vehicles that are available to them.
  - 2. Students who complete this course will be able to choose from a variety of promotional techniques and will understand the circumstances under which each of them can be used most fruitfully.
  - 3. Students who complete this course will be able to forecast costs and results of each promotional technique and also evaluate the final outcome to determine reasons for variances.
  - 4. Students who complete the course successfully would be able to create a marketing mix that would help resolve virtually any retail problem or help attain any retail objective.

- D. Students would be evaluated on the normal A-F, P/NC basis. However, no retail student could take the course on a P/NC basis.

#### IV. Topical Outline of Course Content

- A. Management-By-Objectives applied to the promotional mix
- B. The promotional calendar and per cent of sales by month
  - 1. Scheduling events around holidays
  - 2. Creating special events for special purposes
  - 3. Buying and sales seasonality type of merchandise
  - 4. Traditional types of promotional events other than holiday promotions
- C. Developing the annual promotion budget and calendarizing it.
- D. Planning, requesting and securing manufacturer/distributor financial support for retail promotions. Legal constraints in promotion fund solicitations.

## E. Displays

1. Window displays
2. Floor displays
3. Point-of-purchase displays (island, end-of-aisle, shelf-talkers, etc.)
4. Developing exhibits--sources and uses of manufacturer supplied exhibits

## F. Collateral promotional literature

1. Wall charts
2. Consumer folders
3. Flyers, bag stuffers and handbills
4. Fall-outs
5. Developing Spectacolor promotional materials

## G. Mail merchandising

1. Statement stuffers
2. Retail order catalogs
3. The telephone order desk

## H. Warranties and guarantees

1. Manufacturer/distributor responsibilities
2. Retailer responsibilities
3. New legal constraints on using warranties/guarantees in promotional literature

## I. Recent changes in "holder in due course" and its impact on retail promotions

1. Manufacturer/supplier responsibilities
2. Retailer responsibilities
3. Responsibilities of banks handling consumer paper
4. Consumer responsibilities

## J. Promotional guidelines in an era of consumerism

## K. Incentives

1. Purchase incentive offered by manufacturers/suppliers
  - a. Volume discounts
  - b. Carload/truckload discounts
  - c. F.O.B. destination offers
  - d. Special terms/conditions and timing
  - e. The "retailer-request" participatory incentive and its legal implications
  - f. Coupon-in-the-case offers
  - g. Introductory model price/mix incentives
  - h. Manufacturer travel incentives--legal constraints

2. Retail Sales incentives

- a. Merchandise
- b. Travel
- c. Awards
- d. Group incentives
- e. Cash and bonuses
- f. Use of fringes as an employee motivation device

3. Consumer purchase incentives

- a. Coupons--manufacturer/supplier and in-store coupons
- b. Trading stamps
- c. Special offers
- d. Discounts
- e. Sales (post-holiday, clearance, Red Tag, special purchase, Founder's Day, etc.)

L. Premiums and traffic builders

1. In-Pack premiums
2. On-Pack premiums
3. Internal coupon and premium offers
4. Cross-coupons--legal constraints
5. Self-liquidator premiums
6. Advertising specialties and premiums

M. Sales training to improve the personal selling effectiveness of the sales force

1. Determining sales training needs
2. The orientation/instructional training program
3. Sources and uses of training materials
4. Developing in-store training materials
5. The use of programmed instruction in sales training
6. Planning and conducting management training programs
7. Audio-visual techniques in sales training
8. Evaluating sales training effectiveness (mystery shoppers, etc).

N. Planning, developing and conducting the sales meeting

1. Determining the need
2. Developing objectives--types of meetings
3. Establishing no-conflict timing
4. The executive role in the meeting
5. Scripting the meeting
6. Developing audio-visual aids
7. The multi-media presentation simplified
8. Selecting the meeting site for external meetings
9. Writing memoranda of operations for the hotel/motel
10. Negotiating pricing with the hotel/motel
  - a. Negotiating hotel room rates
  - b. Negotiating for public meeting rooms
  - c. Negotiating for meals, receptions, events

11. Checklist for assuring a successful meeting
- O. Techniques for working industry trade shows and exhibits more effectively
- P. Community relations activities
  1. Solicitations handling procedures
  2. Working with schools
  3. Working with charitable groups
  4. Working with police, fire, health and other government agencies
  5. Developing and staffing exhibits at community events
  6. Use of prizes, awards and other devices to build store traffic
  7. Staging fashion shows at community events
  8. The use of college "Junior Boards"
- Q. Evaluating store layout, design and decor annually to determine merchandising appeal
- R. Establishing a trade relations program
  1. The elements of a good supplier relationship
  2. The elements of a good relationship with other community merchants
  3. Participation in business associations, chambers of commerce
  4. Participation in industry associations, conventions and trade shows
  5. Developing a good relationship with local distributors and other competitive retailers
- S. Evaluating competitive promotional efforts
  1. Collecting all competitive promotions, catalogs, special offers, sales announcements, bill stuffers, flyers, handbills, etc. on a quarterly basis
  2. Evaluating competitors quarterly
  3. Developing competitive promotional calendars to determine competitive promotion strategy
  4. Anticipatory planning for next year to seek an advantage over competitors in scheduling promotions
  5. Determining competitive promotional budgets
  6. Competitive pricing analysis and its impact on promotional efforts
- T. Evaluation of each promotion
  1. Setting specific objectives
  2. Making a detailed plan
  3. Setting up a checklist
  4. Determining how performance against promise will be measured
  5. Evaluating each objective
  6. Using successful promotions over and over until they wear out
  7. Abandoning unsuccessful promotions after determining why they failed

## V. Rationale.

The Administrative Studies Department is proposing a new specialization in Retailing, since some observers estimate that as many as 50% of all persons in the work force in the year 2000 will be working in some aspect of retailing. We believe we not only have an obligation to offer a Retailing concentration to our students, but also have a unique opportunity, since no other retailing specialization is offered in our area (the closest, of which we are aware, is offered by Philadelphia College of Textiles).

A course in Sales Promotion is an integral part of the preparation for a career in retail management, since the promotional tools are used many times daily. We feel that Juniors should be exposed to the discipline before they take (as an elective) a retail Internship. The course material and the material covered in Introduction to Advertising are completely discrete, though the objectives are related.

The course also will be useful for Marketing majors who anticipate a career in the promotional area. Last year, we revised the Marketing Logistics course to include coverage of Channel Management. Sales Promotion is one of the most important tools in Channel Management.

As a method of understanding future contacts with the marketing area of companies with which they may be associated, the Sales Promotion course also will be a useful elective with Management, Accounting and Finance majors.

It is possible that Communications majors on the Advertising track also may find the course a useful elective.

The benefits to the college of the Sales Promotion course have been mentioned above. The practical benefit would result from a major effort to enhance the college outreach to the South Jersey business community which has been so successfully pioneered by the Management Institute.

## VI. Consultation.

Since there is no course offered at Glassboro State College which includes any of the material listed in the topical outline, no consultations were felt to be necessary.

However, since this course proposal is part of the Proposed Retailing Specialization, the course sponsor and Dean Beebe did consult with Communications Chairperson Richard Ambacher on both the course proposal and the Proposed Retailing Specialization. Mr. Ambacher concurs with both proposals and indicated he would write two letters to this effect.

More than a year ago our Retailer Council, composed of executives from virtually all major area retail organizations, gave us strong encouragement when they were asked to tell us what they would expect of a student who majored in retailing. A course in Sales Promotion was one of their recommendations.

## VII. Catalog Description

Retail Sales Promotion. This course is designed to identify the many sales promotion techniques that are available to retailers, to show students how to select the important elements of the promotional mix in supporting a retail event, to plan and execute complete retail promotions, and to evaluate their effectiveness.



OFFICE OF THE VICE-PRESIDENT  
FOR ACADEMIC AFFAIRS

FEB 29 1980

State of New Jersey

GLASSBORO STATE COLLEGE

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

ADMINISTRATIVE STUDIES DEPARTMENT  
(609) 445-6025

February 28, 1980

To: Dr. Lawson J. Brown, Vice President for Academic Affairs  
From: Dean Leo C. Beebe, Administrative Studies *LCB*  
Subj: How Retailing Differs From Marketing

You have asked us to indicate how the proposed specialization in Retailing differs from the established specialization in Marketing.

Of the courses required in Marketing and Retailing only two, Research Methods and Consumer Behavior, are required in common. Requirements unique to Retailing include: Retailing, Retail Buying & Merchandising, Retail Sales Promotion, and Introduction to Advertising.

In addition, many courses in the elective category, including Co-op, Internship, Independent Study, Intermediate Accounting, Home Furnishings and Introduction to Textiles (among others) will be tailored to retailing requirements.

A summary of course requirements in the Marketing specialization is attached for comparison purposes.

LCB/shc

Attach.

cc: Bruce Bradway

Economic Specialization (continued)

B. Electives 12 S.H.

Choose any four courses given by the Administrative Studies Department. In addition, business-related courses given in other departments -- such as advertising, economics and computer science -- may be taken as Administrative Studies electives with the approval of the advisor.

Total Credits, Economics Specialization 36 S.H.

Marketing Specialization

A. Required Courses 24 S.H.

0506.402 Business Management Simulation (Prerequisites 0506.101, 0504.300, 0509.300) and seven courses from the following list by arrangement with the advisor:

0509.382 Salesmanship/Sales Force Management (Prerequisite 0509.300)

0509.385 Physical Distribution & Channel Management (Prerequisite 0509.300)

0509.377 Seminar in Marketing (Senior year)

0509.376 Marketing and Consumer Behavior (Prerequisite 0509.300)

0509.374 Research Methods in Marketing (Prerequisite 0509.300, 1703.402)

0509.378 Product, Pricing & New Venture Management (Prerequisite 0509.300)

0509.379 International Marketing (Prerequisite 0509.300)

0604.316 Advertising (Prerequisite 0509.300)

B. Electives 12 S.H.

Choose any four courses given by the Administrative Studies Department. In addition, business-related courses given in other departments -- such as advertising, economics and computer science -- may be taken as Administrative Studies electives with the approval of the advisor.

Total Credits, Marketing Specialization 36 S.H.