# Retail Design Lab

# Thinking across channels
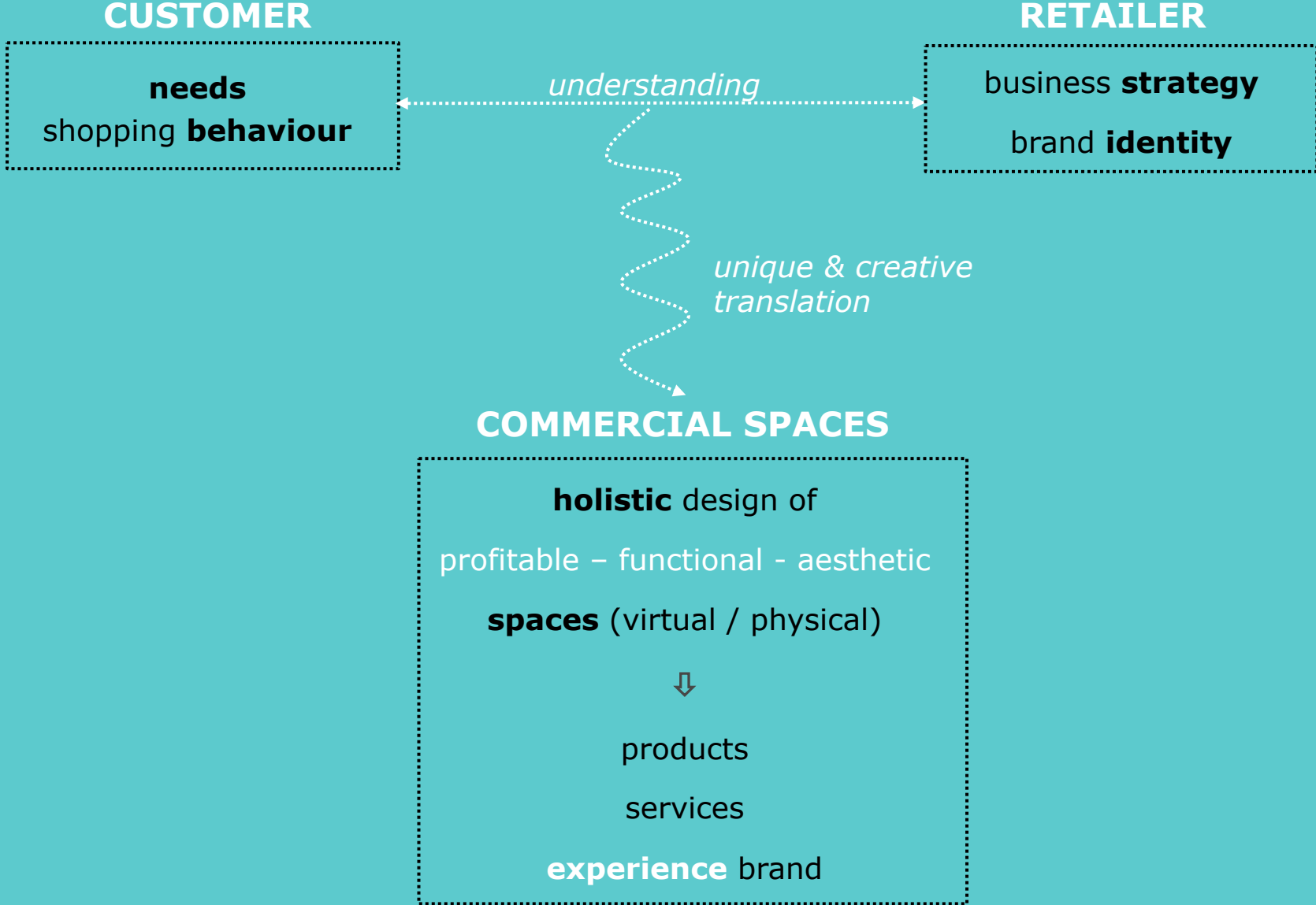
Retail designers' competencies
in the context of omnichannel in retail
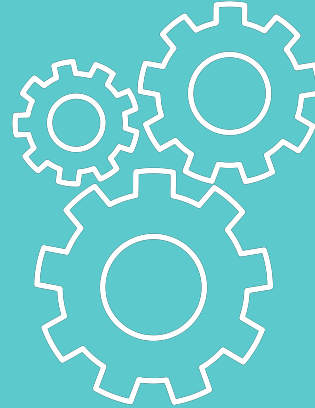
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# Retail Design

**CUSTOMER**

**needs**
shopping **behaviour**

*understanding*

**RETAILER**

business **strategy**

brand **identity**

*unique & creative translation*

**COMMERCIAL SPACES**

**holistic** design of

profitable – functional - aesthetic

**spaces** (virtual / physical)

⇩

products

services

**experience** brand

# technological & digital developments

## CUSTOMER

**shopping behaviour**

## RETAILER

business **strategy**

## COMMERCIAL SPACES

**holistic** design of

profitable – functional - aesthetic

**spaces** (virtual / physical)

⇩

products

services

**experience** brand

**omnichannel**

**multichannel**

**seamless retail**

**onlife retail**

**phygital retail**

**life retail**

**360° retail**

**...**

- customer-centric approach

- integrate commercial channels

- simultaneously and interchangeably usable during buying process

- seamless and personalised shopping experience

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**RETAIL** - - -> **RETAIL DESIGN** - - -> **RETAIL DESIGN EDUCATION**

"How should we train future retail designers in the context of current developments in the field of retail?"

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# Retail design education @ Hasselt University

- Since 2008 → part of the interior design programme (4 years)
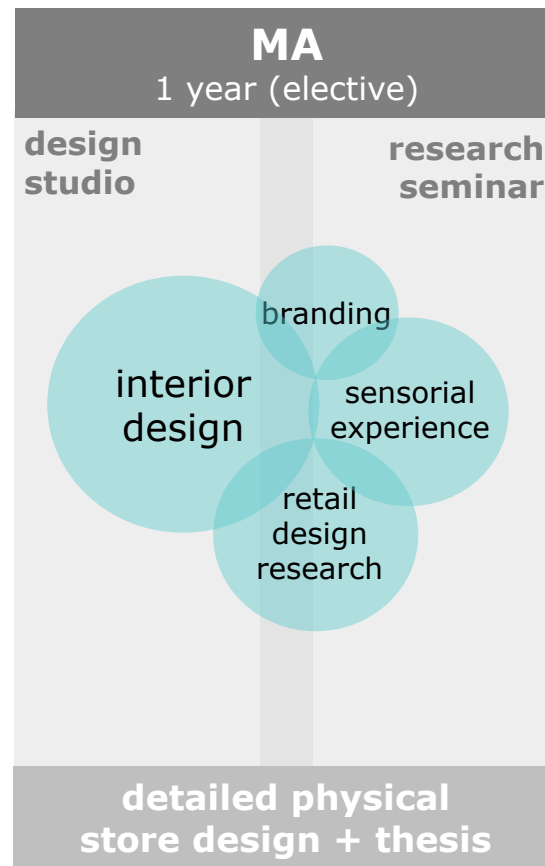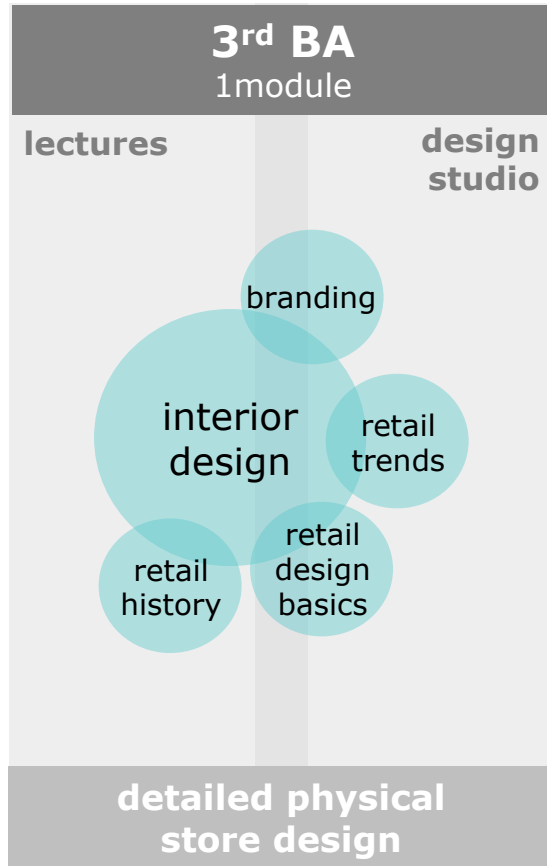
# What is the future profile of a retail designer?
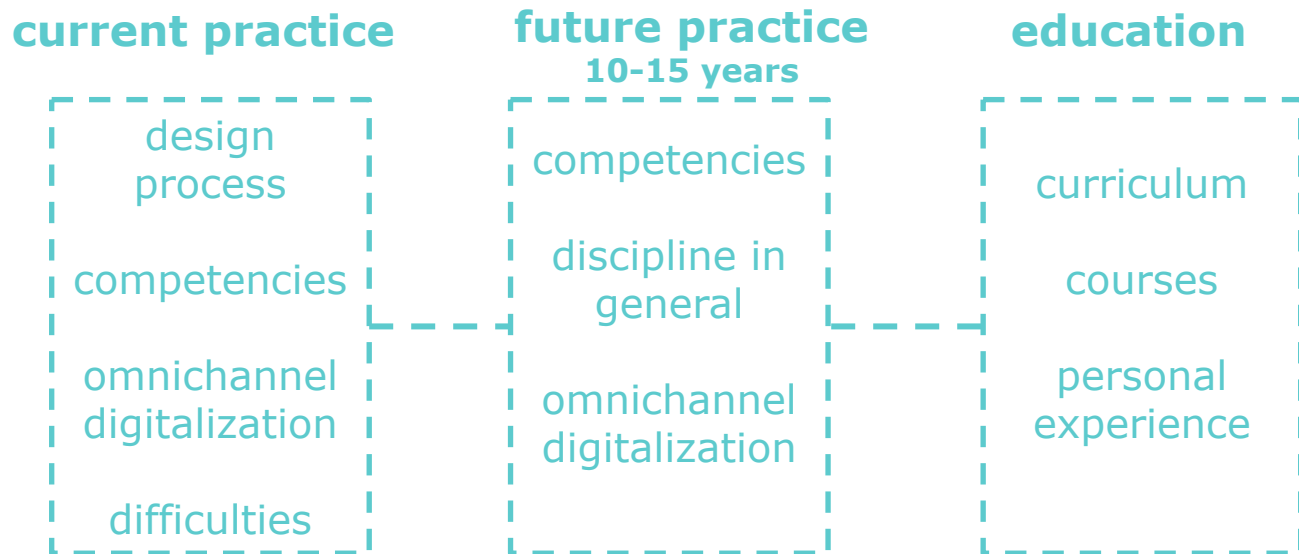
# What are the required competencies?

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# Research methodology

**What?**        the practice of retail design

**Who?**         practitioners involved in the development of the
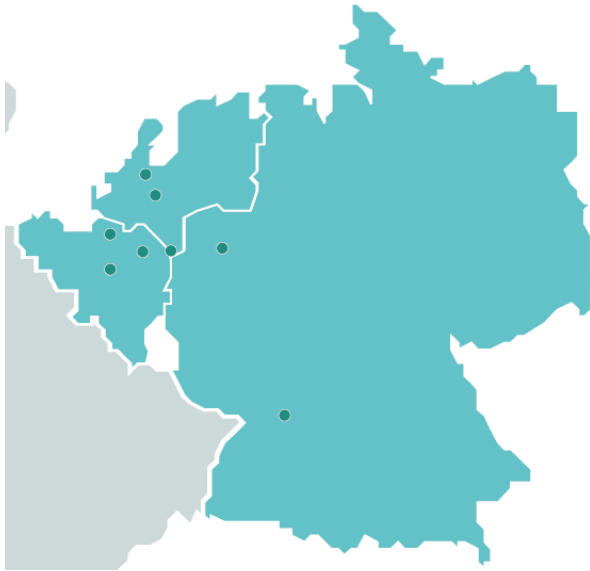                 physical store

**How?**         semi-structured interviews

**Topics?**      **"How should we train future retail designers?"**

| current practice | future practice 10-15 years | education |
|---|---|---|
| design process | competencies | curriculum |
| competencies | discipline in general | courses |
| omnichannel digitalization | omnichannel digitalization | personal experience |
| difficulties | | |

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# Participating retail design agencies

## 17 participating agencies



### Located in 3 countries

- Belgium: 5
- Germany: 4
- The Netherlands: 8

## 31 respondents

- 18 senior designers (+ 10 years exp.)
- 11 junior designers
- 2 non-designers

## 30 interviews

- 30-90 min./interview
- voice recorded
- 26 face-to-face interviews
- 4 Skype interviews

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# Analysis process

## Objective?

- development of a **retail design competence framework**

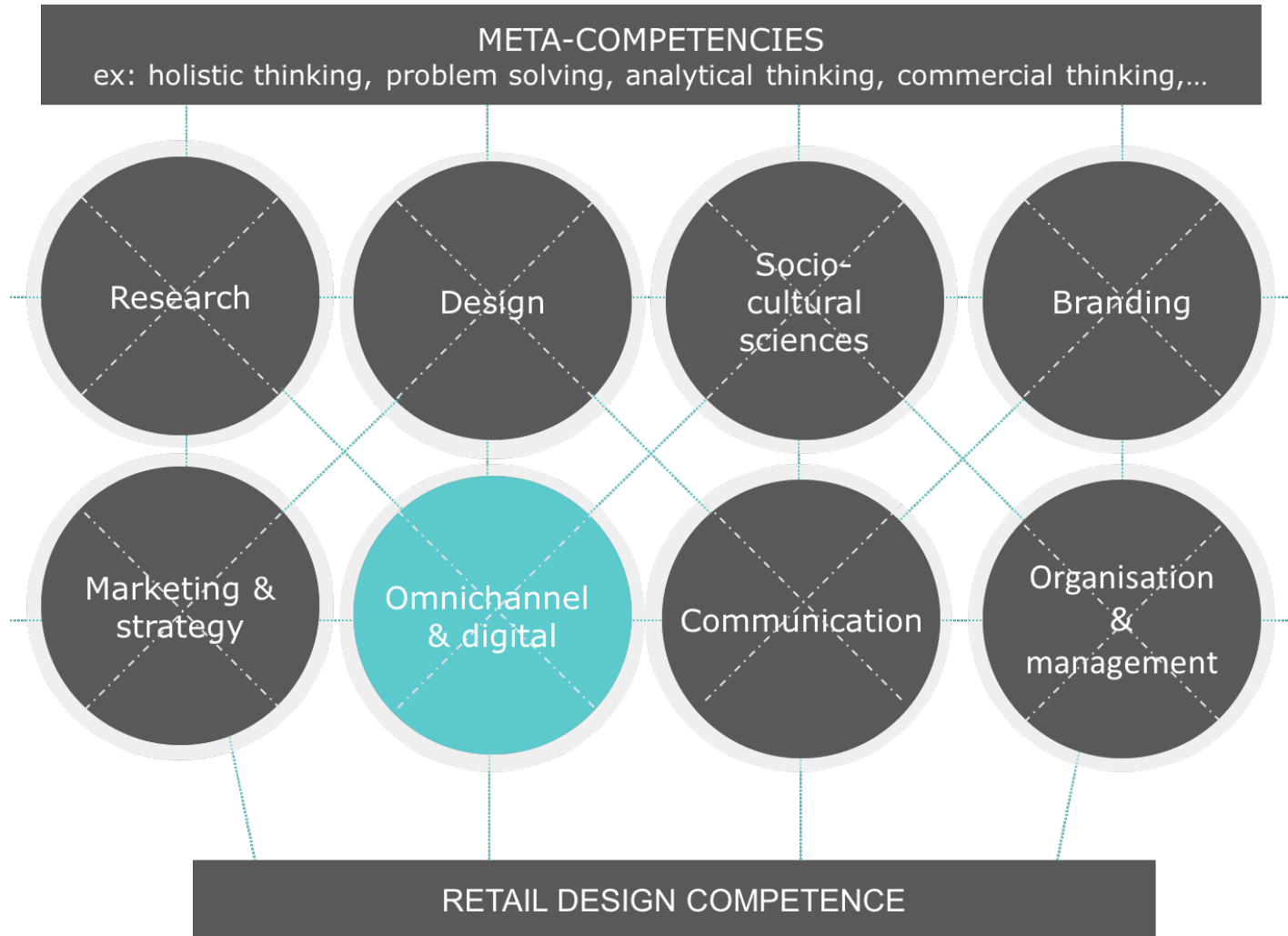- define the **required competencies** of future retail designers

## Methodology

- Grounded Theory

- coding interview transcripts (NVIVO)

- defining thematic competency categories

- categorisation of K-S-A into theoretical competence framework

  *"The holistic model of professional competence"*

  (Cheetham & Chivers, 1996)

# Retail design competence model



META-COMPETENCIES
ex: holistic thinking, problem solving, analytical thinking, commercial thinking,…

Research

Design

Socio-cultural sciences

Branding

Marketing & strategy

Omnichannel & digital

Communication

Organisation & management

RETAIL DESIGN COMPETENCE

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## Omnichannel & digital

1. awareness of digital developments understanding the functioning and application of digital solutions

2. the ability to think across channels

3. the ability to integrate digital applications into the store design

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# Awareness of digital developments & solutions understanding their functioning/application

## Why?

- to be able to **think/design** differently & **generate ideas**

- to be able to **communicate** with others
  e.g. external partners/agencies

- to be able to **advise** the retailer
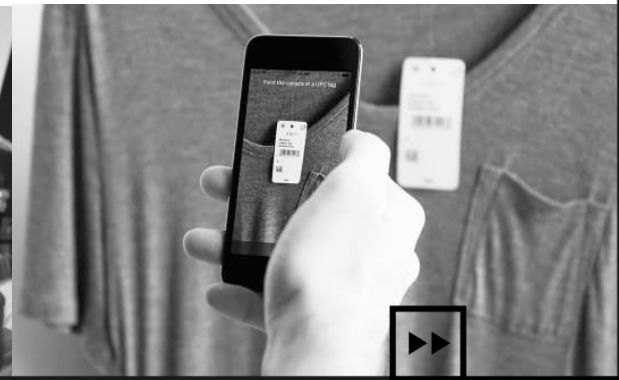
# The ability to think across channels

## What?

- consider all consumer touchpoints during the process

## How?

- channel **integration** (online → offline)

- create **consistency** between channels
  *e.g.: consistent brand story/experience or visual identity across channel*

- rethink **role/function** of the physical store
  *e.g.: pick-up point ↔ experience center?*

## When?

- at the beginning of the process
  → using customer journey maps & personas

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# The ability to integrate digital applications into the store design

## Retail designers should consider:

- routing & lay-out of the store

- role of the staff (supporting ↔ minimizing role)

- changing function of in-store elements (ex: check-out)

- technics (e.g. cables, electrical conduits)

- added value of application (commercial tools ↔ gadget)

- digital content

- aesthetics

- consumer needs and their shopping behaviour

- the brand (values & identity)

# Implications for retail design education

## Retail design curriculum

- 16 respondents → integrate the topic 'omnichannel & digital'

### theoretical component

knowledge of digital developments

understanding application & functioning

### practical component

thinking across channels
⇩
customer journey mapping & personas

idea generation
⇩
seamless store concepts

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# Implications for retail design education

**Retail design education...**

- needs to respond to these developments in retail

- should not only focus on physical/interior design aspects of retail design

- needs to train future retail designers to create relevant brand experiences in seamless world of retail

- needs to be multidisciplinary on the level of:
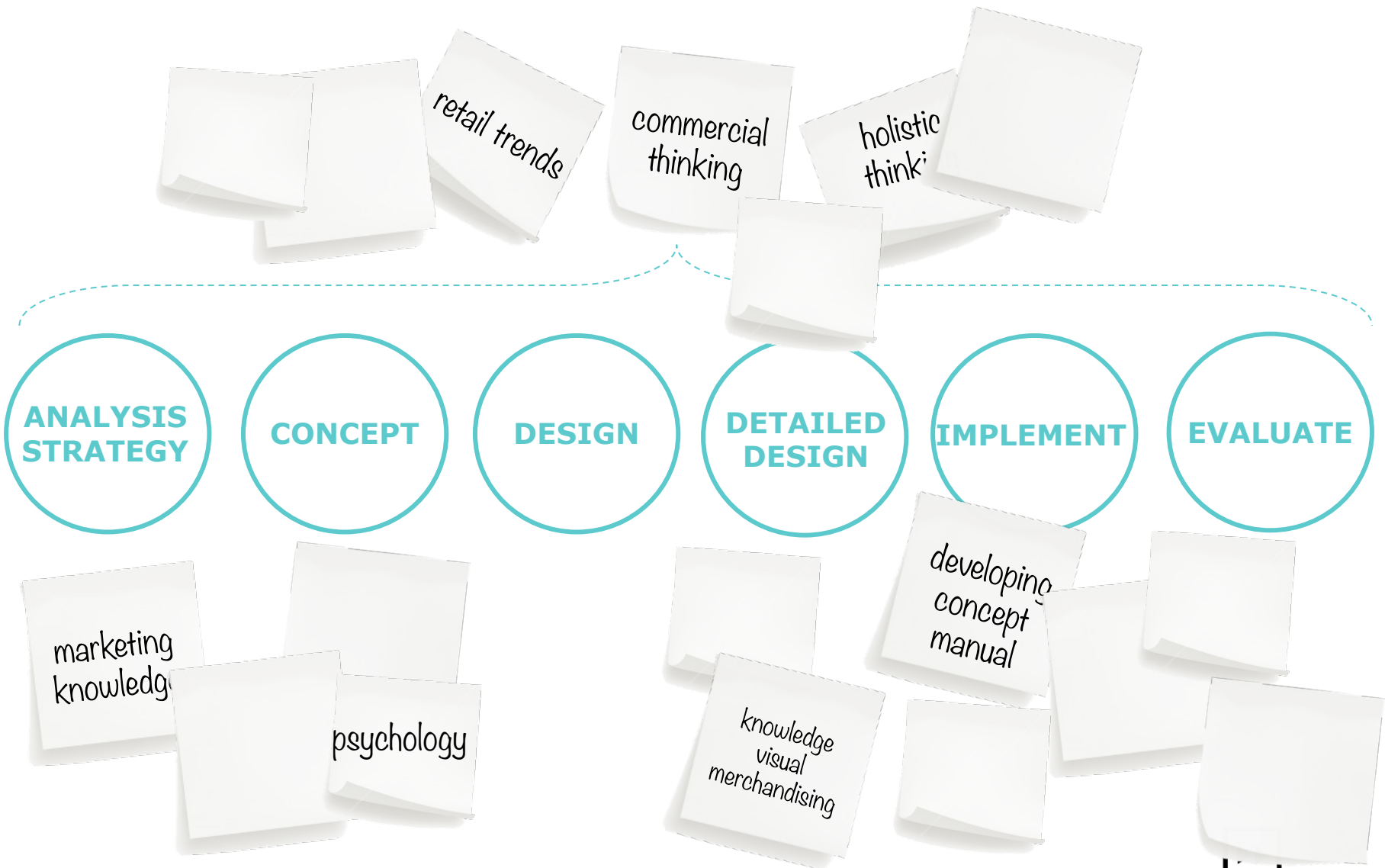    - curriculum
    - mix of students

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# Future research

## Ambition

Reflect on a **concept for a retail design programme** in which students can acquire the competencies as defined in the retail design competence model.

retail design curriculum

retail design learning tools

# Defining competencies at key moments in RD process

retail trends

commercial thinking

holistic thinki~

**ANALYSIS STRATEGY** **CONCEPT** **DESIGN** **DETAILED DESIGN** **IMPLEMENT** **EVALUATE**

marketing knowledg~

psychology

knowledge visual merchandising

developing concept manual

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# International benchmark Retail Design education

## Objective

- What is the current offer of retail design programmes (internationally)?

- What type of retail designer do they educate?

  → vision on retail design & the retail designer?

  → learning objectives & key competencies

  → subject areas

  → didactic methodologies (e.g. learning tools?)

**retail design competence model =**

**lens to study and compare programmes**

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# International benchmark Retail Design education

## Questionnaire

- Contacted 38 schools

- Focus:

  - General characteristics
    *e.g. course subjects, student admissions, level, duration, programme focus, etc.*

  - Key competencies that students will acquire

## Aim

- Expectations retail design practice ⇔ objectives programme

- Learn from best-practice examples → on site

- International collaboration



Retail design competencies

On the next pages you will see an overview of different retail (design) competencies that retail designers/experts might possess. The competencies are divided into 10 categories (13.1 - 13.10) which indicate the theme of the competencies.

**13 ) Which are the most important competencies that students will have acquired after successfully finishing your programme?**
**Or in other words: which are the most important competencies that need to be acquired during the programme?**
NOTE: If a category and the listed competencies are not relevant, you may skip to the next page.
In the next part, we will ask you to make a selection of the 10 most important competencies. You may now select more than 10 competencies and select the most important ones later.

**Tip**: The competencies marked with an * contain additional information. Place your mouse on the competency to see the information.

**13.1) Generic competencies**
*These competencies are more generic in nature and can be transferred to other job contexts.*

- ☐ Analytical thinking & problem solving skills
- ☐ Spatial reasoning skills*
- ☐ Innovative thinking*
- ☐ Commercial awareness and understanding
- ☐ Holistic thinking*
- ☐ Practical and functional thinking*
- ☐ Conceptual thinking
- ☐ Empathy*

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# Thank you

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# Analysis process

## Objective?

- development of a **retail design competence framework**

- define the **required competencies** of future retail designers

## Competence → holistic approach

- an integrated cluster of **knowledge, skills and attitudes**

- required to **perform** job related tasks & to function **effectively**

- defined in relation to realistic professional **tasks**

- defined in **context** of the actual profession

(Mulder et al., 2008; Gonzi & Hager, 2010)

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# Analysis process

## The holistic model of professional competence
Adapted and simplified from Cheetham & Chivers (1996)
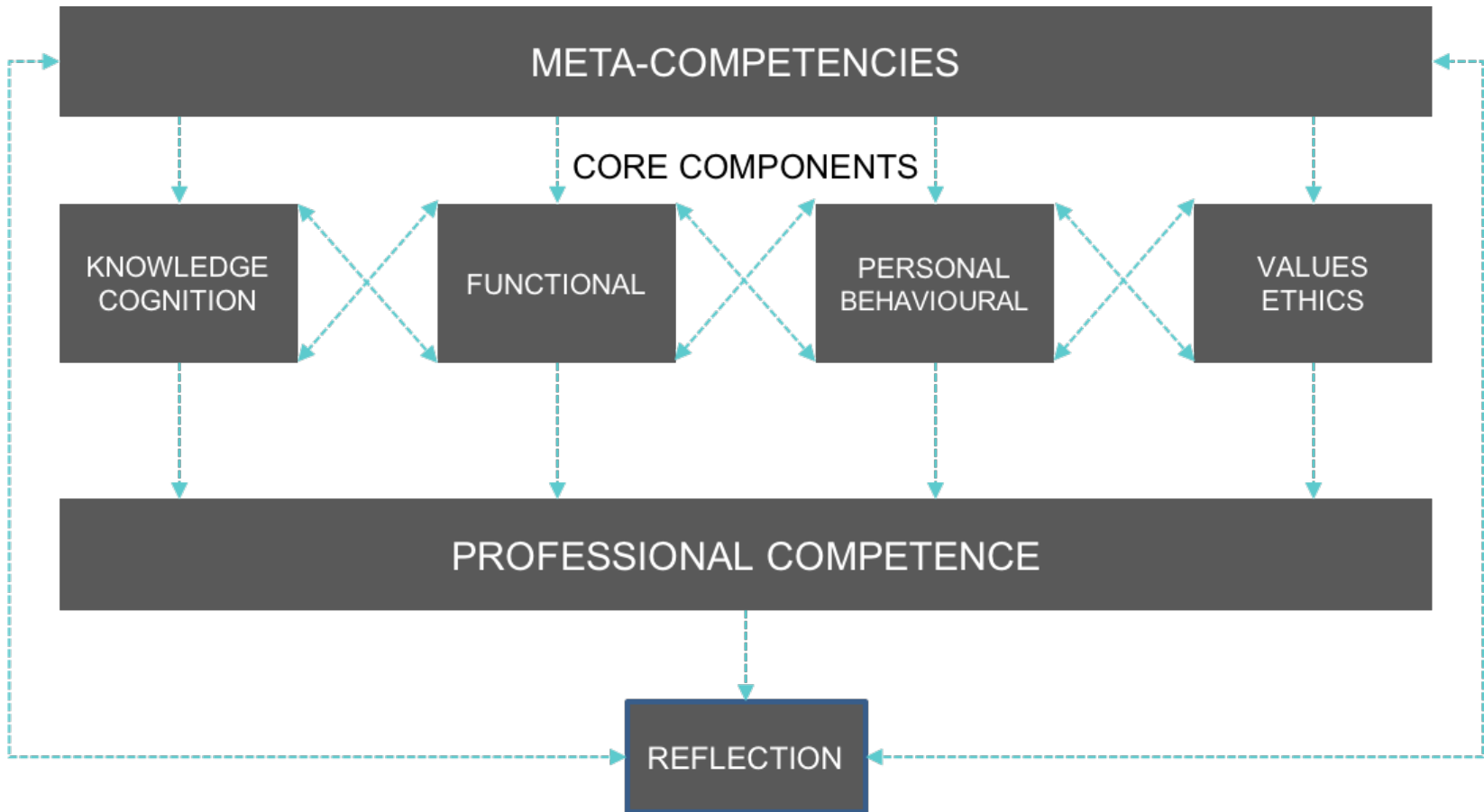
# What is best-practice?
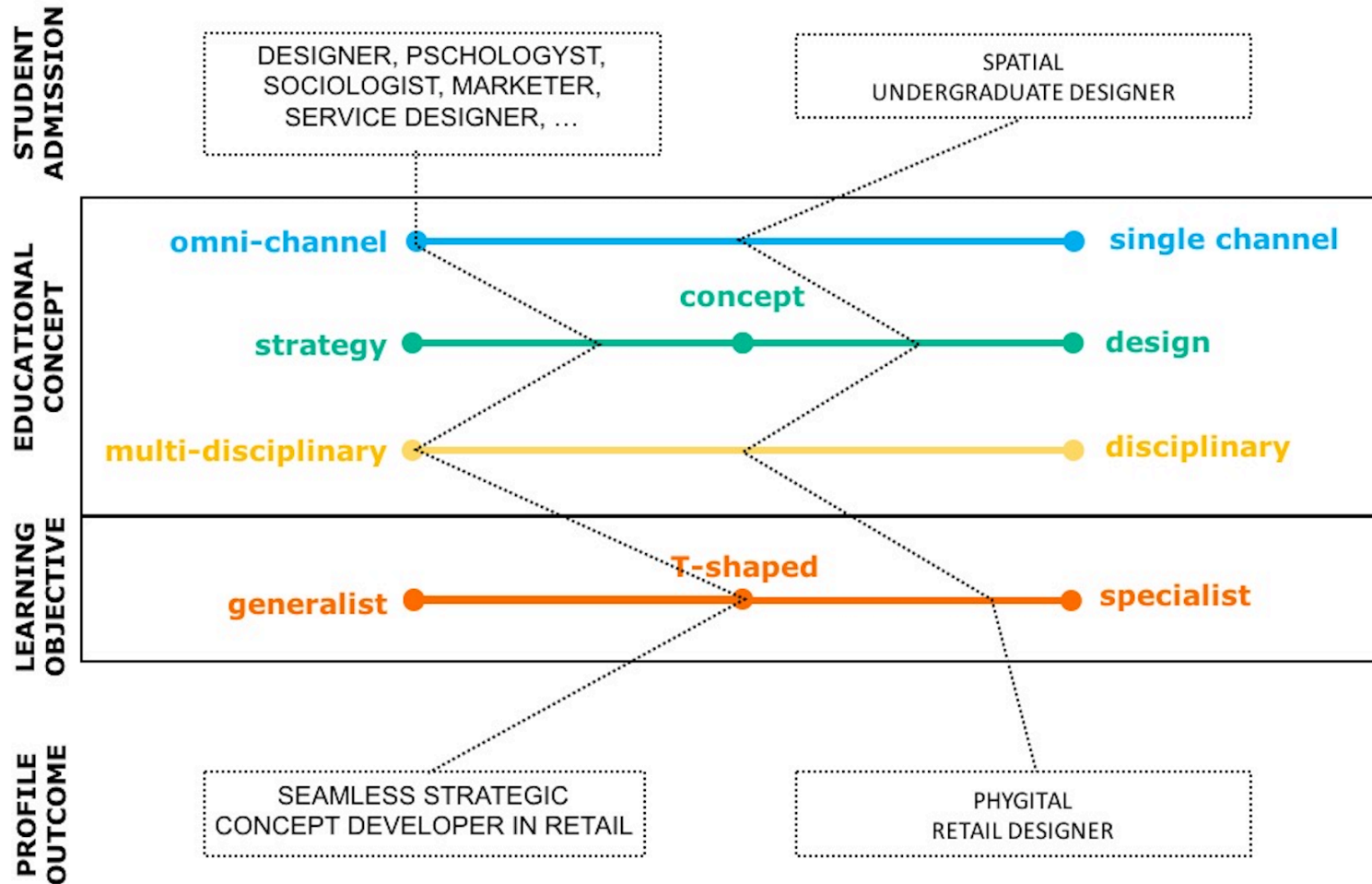
# Bachelor vs. Master @ Hasselt University
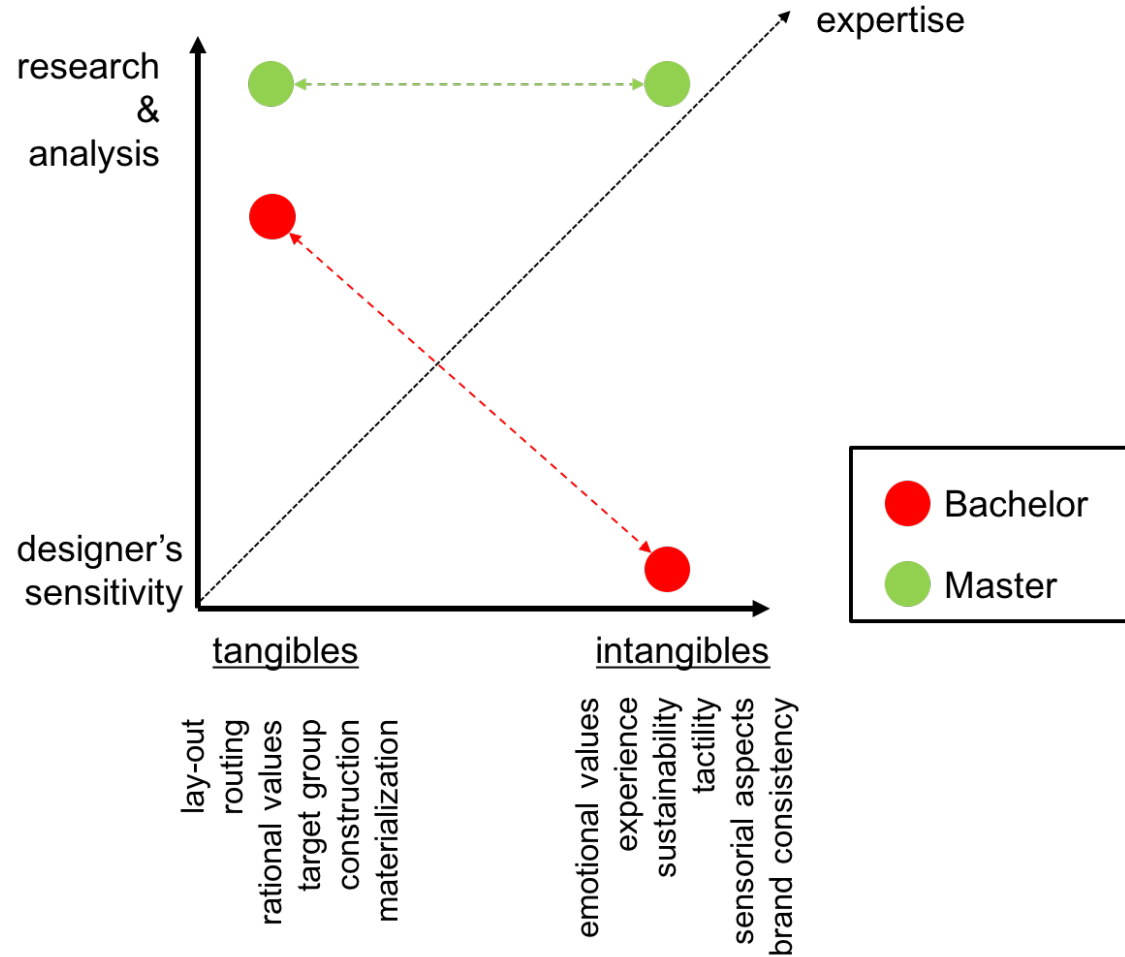
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Tools ⌄      Readings ⌄      Case studies      Audit      Training

## Tools

### Designer tools

———

Ben jij een ontwerper en je kan wel enkele tools gebruiken om tot meer belevingsgerichte winkels te komen? Bekijk hier ons aanbod.

**BEKIJK DE TOOLS**

### Retailer tools

———

Je hebt een eigen winkel en bent op zoek naar handige tools om je winkel te verbeteren, bekijk hier hoe wij je kunnen helpen.

**BEKIJK DE TOOLS**

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## Zintuigenmatrix

| | MW1 | MW2 | MW3 | MW4 | product (type product dat verkocht wordt) | ruimte (kwaliteit/ meerwaarde van het pand) |
|---|---|---|---|---|---|---|
| **Geur** | | | | | | |
| **Artificieel** (geurverstuiving) | | | | | | |
| **Aanwezig** (geuren van producten, materialen,…) | | | | | | |
| **Geluid** | | | | | | |
| **Muziek** (radio, playlist, live muziek,…) | | | | | | |
| **Akoestiek** (pratende mensen, voetstappen,…) | | | | | | |
| **Voelen** | | | | | | |
| **Touch** (materiaal kassa, paskamer, kapstokken,…) | | | | | | |
| **Klimaat** (temperatuur van de ruimte, zuiverheid,…) | | | | | | |
| **Smaak** | | | | | | |
| **Dienst (gratis)** (koffie/water aanbieden, proevertjes,…) | | | | | | |
| **Producten (verkopen)** | | | | | | |

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## Papers

Zoeken

Alle    Exterieur    Interieurschelp    Ruimtelijke invulling    Sensorische aspecten



### Blauw versus oranje

Babin, Hardesty & Suter voerden in 2003 een onderzoek naar het gebruik van kleur in een winkelinterieur. In deze samenvatting wordt de toepassing van blauw (koele kleur) tegenover oranje (warme kleur) geplaatst waarbij de effecten van verschillende soorten licht hierop tevens verklaard worden.

⊙ Lees meer

### Aantrekkelijke kleuren

Hoewel er al veel onderzoek uitgevoerd werd naar de effecten van kleur, is er maar een klein deel dat uitgevoerd werd in een retail context. Bellizzi, Crowley & Hasty deden in 1983 een studie naar het gebruik van kleur in winkelinterieurs.

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