

# Retail Merchandising Cooperative Vocational Education

## COURSE OUTLINE

**1. Course Title:** Retail Merchandising Cooperative Vocational Education

**2. CBEDS Title:** General Merchandising Retailing

**3. CBEDS Number:** 4107

**4. Job Titles:**

Cashier	Purchasing Managers, Buyers &
Cost Estimator	Purchasing Agent
Counter & Rental Clerk	Retail Salesperson
Insurance Sales Agent	Sales Representative, Wholesale &
Order Clerk	Manufacturing
Procurement Clerk	Sales Worker Supervisor
	Stock Clerk & Order Filler

**5. Course Description:**

This Cooperative Vocational Education (CVE) course provides students a combination of related classroom instruction and paid or unpaid instruction in a business/industry setting. The importance of on-the-job training as a highly effective means of developing solid job skills has long been recognized. Students participate in CVE internships that take place at business/industry sites while they receive related instruction at school. The purpose of this course is to expand occupational training opportunities by utilizing existing sites and facilities other than those of the traditional classroom. Each student's vocational preparation is therefore, jointly planned and supervised with the educator and the business. This shared responsibility is facilitated through a written Individualized Training Plan (ITP). The ITP ensures that each intern experiences a progression of learning activities at the training sites.

Students understand basic concepts pertaining to professional sales and marketing. Employees working in occupations in retail and related services enjoy working with others and have the tact and patience to deal with difficult customers, have an interest in sales work, a neat appearance, and the ability to communicate clearly and effectively. The majority of sales positions are in a variety of retail establishments including department stores and clothing/accessories stores. Occupations with similar skill patterns include Medical, Instrument and Agricultural Sales Representatives, Customer Service Representatives, Telemarketers, Driver/Sales Workers, and County and Rental clerks.

Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, and workplace safety, technology and employment literacy, and connection to core academic standards.

**Course Objectives:**

Students will:

1. Explore in greater depth the functional areas of the retail organization such as merchandising, promotion, operations and finance.
2. Examine retail concepts as they apply to apparel and non-apparel merchandise.

3. Calculate percentages, trade discounts, mark-ups and mark-downs, price lines, budgeting and inventory control systems.
4. Demonstrate leadership and employability skills through effective written and oral communication; commitment to quality; interpersonal skills; work habits and attitudes; attendance and punctuality, professionalism and business ethics.
5. Conduct a job search through career research creating a resume and cover letter, completing a job application and participating in mock interviews.
6. Recognize and act appropriately in response to different personality styles, body language, generational and cultural differences.
7. Recognize and apply appropriate security and safety measures to create a safe work environment.

### **Pathway**

<b>Recommended Sequence</b>	<b>Courses</b>
<b>Introductory</b>	Computer Foundations
<b>Skill Building</b>	Retail Merchandising or Entrepreneurship or Marketing
<b>Advanced Skill</b>	<b>Retail Merchandising Coop</b>

**6. Hours:** *Students receive up to 76 hours of classroom instruction and up to 494 hours of work-based learning at community classroom/cooperative vocational education sites.*

**7. Prerequisites:** Retail Merchandising or consent of instructor

**8. Date (of creation/revision):** July 2010

## 9. Course Outline

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Upon successful completion of this course, students will be able to demonstrate the following skills necessary for entry-level employment.				
<b>Instructional Units and Competencies</b>	<b>Course Hours</b>	<b>Model Curr. Standards</b>	<b>CA Academic Content Standards</b>	<b>CAHSEE</b>
<p><b>I. CAREER PREPARATION STANDARDS</b></p> <p><b>A. Career Planning and Management.</b></p> <ol style="list-style-type: none"> <li>1. Know the personal qualifications, interests, aptitudes, knowledge, and skills necessary to succeed in careers.               <ol style="list-style-type: none"> <li>a. Students will identify skills needed for job success</li> <li>b. Students will identify the education and experience required for moving along a career ladder.</li> </ol> </li> <li>2. Understand the scope of career opportunities and know the requirements for education, training, and licensure.               <ol style="list-style-type: none"> <li>a. Students will describe how to find a job.</li> <li>b. Students will select two jobs in the field and map out a timeline for completing education and/or licensing requirements.</li> <li>c. Students will research the professional organizations to find out what courses and certifications they offer.</li> </ol> </li> <li>3. Develop a career plan that is designed to reflect career Interests, pathways, and postsecondary options.               <ol style="list-style-type: none"> <li>a. Students will conduct a self—assessment and explain how professional qualifications affect career choices.</li> </ol> </li> <li>4. Understand the role and function of professional organizations, industry associations, and organized labor in a productive society.               <ol style="list-style-type: none"> <li>a. Contact two professional organization and identify the steps to become a member.</li> </ol> </li> <li>5. Understand the past, present and future trends that affect careers, such as technological developments and societal trends, and the resulting need for lifelong learning.               <ol style="list-style-type: none"> <li>a. Students will describe careers in child-related fields.</li> <li>b. Students will identify work-related cultural differences to prepare for a global workplace.</li> </ol> </li> <li>6. Know the main strategies for self-promotion in the hiring process, such as completing job applications, resume writing, interviewing skills, and preparing a portfolio.               <ol style="list-style-type: none"> <li>a. Students will write and key a resume, cover letters, thank you letters, and job applications.</li> <li>b. Students will participate in mock job interviews.</li> </ol> </li> </ol> <p><b>B. Technology.</b></p> <ol style="list-style-type: none"> <li>1. Understand past, present and future technological advances as they relate to a chosen pathway.</li> <li>2. Understand the use of technological resources to gain access to, manipulate, and produce information, products and services.</li> <li>3. Understand the influence of current and emerging technology on selected segments of the economy.</li> <li>4. Use appropriate technology in the chosen career pathway.</li> </ol> <p><b>C. Problem solving and Critical Thinking.</b></p> <ol style="list-style-type: none"> <li>1. Apply appropriate problem-solving strategies and critical thinking to work-related issues and tasks.</li> <li>2. Understand the systematic problem-solving models that incorporate input, process, outcome and feedback</li> </ol>	<p>10</p> <p>Additional hours are integrated throughout the course.</p>	<p>Marketing, Sales &amp; Service Industry Sector Model Curriculum Standards</p> <p>3.0, 4.0, 5.0, 6.0, 7.0, 8.2, 8.3, 9.0, 10.4, 10.5, 11.0</p>	<p><u>Language Arts</u> (8)</p> <p>R 1.3, 2.6 W1.3, 2.5, LC 1.4,1.5 1.6 LS1.2, 1.3, (9/10) R2.1,2.3,2 W2.5 LC1.4 LS 1.1, 2.3 (11/12) R2.3 W2.5 LC1.2</p> <p><u>Math</u> (7)</p> <p>NS1.2, 1.7 MR 1.1,1.3 2.7,2.8, 3.1</p>	<p><b>Lang. Arts R 8.2.1 (9/10) R 2.1, 2.3 W2.5 Math (7) NS 1.2, 1.3, 1.7 MR 1.1, 2.1, 3.1</b></p>

<p>components.</p> <ol style="list-style-type: none"> <li>3. Use critical thinking skills to make informed decisions and solve problems.</li> <li>4. Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life.</li> </ol> <p>D. Health and Safety.</p> <ol style="list-style-type: none"> <li>1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities.</li> <li>2. Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies.</li> </ol> <p>E. Responsibility &amp; Flexibility.</p> <ol style="list-style-type: none"> <li>1. Understand the qualities and behaviors that constitute a positive and professional work demeanor.</li> <li>2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.</li> <li>3. Understand the need to adapt to varied roles and responsibilities.</li> <li>4. Understand that individual actions can affect the larger community.</li> </ol> <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> <li>1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations.</li> <li>2. Understand the concept and application of ethical and legal behavior consistent with workplace standards.       <ol style="list-style-type: none"> <li>a. Contact a business and obtain a copy of their rules for employment.</li> <li>b. Role play difference ethical scenarios.</li> </ol> </li> <li>3. Understand the role of personal integrity and ethical</li> </ol> <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> <li>1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings.</li> <li>2. Understand the ways in which professional associations, such as the National Retail Federation and competitive career development activities enhance academic skills, career choices and contribute to employability.</li> <li>3. Understand how to organize and structure work individually and in teams for effective performance and attainment of goals.</li> <li>4. Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.</li> <li>5. Understand how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</li> </ol>				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I. Merchandising Students will:</p> <p>A. Describe the elements of visual merchandising</p> <ol style="list-style-type: none"> <li>i. Storefront</li> <li>ii. Store Layout</li> <li>iii. Interior Displays</li> </ol> <p>B. Identify the important display features that contribute to a store's image</p> <ol style="list-style-type: none"> <li>i. Open and closed displays</li> <li>ii. store decorations</li> <li>iii. point-of-sale displays</li> <li>iv. architectural displays</li> </ol> <p>Activity: Students will write a report that compares and contrasts two types of retailers who sell the same types of items but have two totally different images.</p> <p>C. Explain the importance of artistic design for visual displays that attract customers and keep them coming back.</p> <ol style="list-style-type: none"> <li>i. Brainstorming activity: Ask students how to attract attention in a nonverbal way if they only had three to eight seconds.</li> </ol>	10	Marketing, Sales & Service Industry Professional Sales & Marketing Pathway D1.4 D1.6 D2.3  Entrepreneur Pathway B4.2	ELA 9-10; LS; 1.1, WO; 1.1, 1.3, 1.4	<b>M 7;</b> <b>NS; 1.2, 1.3, 1.6</b>  <b>ELA 8;</b> <b>R; 2.1 9-10;</b> <b>W;</b> <b>2.6a,b,c</b>
<p>II. Promotion Students will:</p> <p>A. Define promotion</p> <p>B. Identify the four basic types and list the characteristics</p> <p>C. Explain the importance of promotion in gaining customer acceptance</p> <ol style="list-style-type: none"> <li>i. Brainstorming activity: Ask students to list the ways they would make their buying decisions and any limitations they encounter in making this decision.</li> </ol>	10			
<p>III. Human Resources</p> <p>A. Identify major personnel policies (compensation, benefits, employee evaluation, work schedule, labor relations, communication)</p> <ol style="list-style-type: none"> <li>i. Activity: (1) Students list benefits available to retail employees (2) Explain the value in flex-time</li> </ol>	5			
<p>IV. Operations Students will:</p> <p>A. Describe human resources and employee services, building maintenance, receiving and handling merchandise, security and parking</p>	10			

Instructional Units and Competencies	Hours	Industry Standards.	CA Academic Standards	CAHSEE
<p>V. Finance</p> <p>Students will:</p> <p>A. Describe ways a person can become owner of a retail business</p> <p>B. Describe the kinds of information lending agencies want when considering granting a loan</p> <p>C. Identify the major sources of capital that are available to most store owners.</p>	5	<p>Entrepreneurship Pathway B1.2 B1.6 B5.2</p> <p>E-Commerce A1.5 A2.4 A4.5</p>	<p>ELA 9-10; LS; 1.3</p> <p>ELA 9-10; R; 2.3</p>	<p>(7)NS1.2, 1.3, 1.6, 1.7</p> <p>(6)P2.5, 3.5</p> <p>(7)MR2.1</p> <p>(10)WA 1.1, 1.2</p> <p>(8)R2.1</p> <p>(10)R2.4</p> <p>(10)R2.7</p>
<p>VI. Basic Retail Concepts</p> <p>Students will:</p> <p>A. Discuss the production and distribution of merchandise</p> <p>B. Describe different types of retail businesses</p> <p>C. Describe different types of business ownership</p> <p>D. Describe how to obtain business space</p>	10			
<p>VII. Retail Math</p> <p>Students will:</p> <p>A. Calculate percentages, trade discounts, mark-ups, and identify price lines</p> <p>B. Prepare budgets</p> <p>C. Quantify inventory shrinkage and identify inventory control systems</p>	10			
<p>VIII. E-Commerce</p> <p>A. Identify common e-market research activities and the type of information each provides.</p> <p>B. Know the techniques used by marketers in an online environment to position products and services.</p> <p>C. Know the main components of relationship marketing in an e-commerce environment.</p>	5			

10. Additional recommended/optional items

a. Articulation: None

b. Academic credit: None

c. Instructional strategies:

Methods of Instruction:

a. Lecture

b. Audio Visual Materials

c. Research Readings and Written Presentations

d. Homework Assignments

e. Group & Individual Activities

f. Quizzes, Tests & Final Exam

g. Internet Exploration

d. Instructional materials:

Marketing: An Introduction by Hutt & Stahl, Southwestern Publishing

Touch Operation of the Electronic Calculator by Jones; Southwestern Publishing

Video Dynamics: A Simulation Using Business Forms; H&M Rowe Publishing

Employer Relations & Job Performance; Advantage Press

Co worker Relations; Advantage Press

Customer Relations; Advantage Press

e. Certificates: None