

Retail Merchandising

COURSE OUTLINE

1. **Course Title:** Retail Merchandising
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:

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 Counter 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. Understand the key concepts of professional sales and marketing including the various types of selling, steps in the selling process, selling techniques, branding and customer buying motives.
2. Understand the theories and basic functions of sales management including the importance of tracking sales figures and preparing reports, and setting prices in terms of profit, business ethics, technology and legal concerns.
3. Demonstrate how to access and use marketing information to enhance sales including identifying a target market, explain the factors affective pricing decisions, acquire product information, and create a Marketing Plan.
4. Understand the distribution concept, and describe the processes needed to move, store, locate and transfer ownership of good or services.
5. Understand the role of and demonstrate the proper use of technology.

6. Understand the role and impact of government in the free enterprise system and describe common ways in which fiscal and monetary policies affect the economy.

Pathway

Recommended Sequence	Courses
Introductory	Computer Foundations
Skill Building	Retail Merchandising
Advanced Skill	Retail Merchandising Coop

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: Computer Foundations or consent of instructor

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

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

<p>incorporate input, process, outcome and feedback components.</p> <ol style="list-style-type: none"> 3. Use critical thinking skills to make informed decisions and solve problems. 4. Apply decision-making skills to achieve balance in the multiple roles of personal, home, work and community life. <p>D. Health and Safety.</p> <ol style="list-style-type: none"> 1. Know policies, procedures, and regulations regarding health and safety in the workplace, including employers' and employees' responsibilities. 2. Understand critical elements of health and safety practices related to storing, cleaning and maintaining tools, equipment, and supplies. <p>E. Responsibility & Flexibility.</p> <ol style="list-style-type: none"> 1. Understand the qualities and behaviors that constitute a positive and professional work demeanor. 2. Understand the importance of accountability and responsibility in fulfilling personal, community, and workplace roles. 3. Understand the need to adapt to varied roles and responsibilities. 4. Understand that individual actions can affect the larger community. <p>F. Ethics and Legal Responsibilities</p> <ol style="list-style-type: none"> 1. Know the major local, district, state, and federal regulatory agencies and entities that affect the industry and how they enforce laws and regulations. 2. Understand the concept and application of ethical and legal behavior consistent with workplace standards. <ol style="list-style-type: none"> a. Contact a business and obtain a copy of their rules for employment. b. Role play difference ethical scenarios. 3. Understand the role of personal integrity and ethical <p>G. Leadership and Teamwork.</p> <ol style="list-style-type: none"> 1. Understand the characteristics and benefits of teamwork, leadership, citizenship in the school, community, and workplace settings. 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. 3. Understand how to organize and structure work individually and in teams for effective performance and attainment of goals. 4. Know multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace. 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. 				
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Instructional Units and Competencies	Hours	Model Curr. Standards.	CA Academic Standards	CAHSEE
<p>I. Marketing Math Students will:</p> <p>A. Apply calculation skills to applications using whole numbers, percents and decimals.</p> <ol style="list-style-type: none"> i. Students will demonstrate proficiency by preparing purchase orders and invoices, credit memos, balance statements, track sales and complete a Payroll Register. ii. Students will demonstrate proficiency in operating a cash register including handling money and making correct change, processing credit card transactions and handling returns and exchanges. iii. Calculate discounts, markups, commissions, and profit. <p>B. Use charts, symbols, graphs, tables, and diagrams to interpret information.</p>	20	Professional Sales & Marketing Pathway D2.4	MI.1 (1.3) (1.6) (1.7) (2.5) ELA 9-10; LS; 1.1, WO; 1.1, 1.3, 1.4	M 7; NS; 1.2, 1.3, 1.6 ELA 8; R; 2.1 9-10; W; 2.6a,b,c
<p>II. Customer Service Students will:</p> <p>A. Understand and use effective communication skills with customers and coworkers.</p> <ol style="list-style-type: none"> i. Students will role play a variety of scenarios to demonstrate their communication skills. <p>B. Discuss the importance and different ways that communicate the best image – appearance, body language, vocabulary, and voice tone.</p> <ol style="list-style-type: none"> i. Students will research and complete a project with examples of appropriate and non-appropriate images. <p>C. Demonstrate elements of good customer service common among businesses and industries.</p> <p>D. Understand the importance of professionalism and phone etiquette in the workplace.</p> <ol style="list-style-type: none"> i. Students will practice with partners various telephone situations. 	40	Marketing, Sales & Service Industry Sector Model Curriculum Standards 7.0, 9.5, 10.5		
<p>III. Retailing Students will:</p> <p>A. Discuss types of retailers and merchandise lines.</p> <p>B. Discuss the effects of location on business.</p> <ol style="list-style-type: none"> i. Students will contact a local business to determine how the location was selected. 	40	Marketing Sales & Service Industry Sector Model Curriculum Standards 10.6, 10.7		

Instructional Units and Competencies	Hours	Industry Standards.	CA Academic Standards	CAHSEE
<ul style="list-style-type: none"> C. Understand organizational structures. D. Understand the concept of loss management. E. Demonstrate product pricing. F. Demonstrate effective visual marketing. G. Discuss distribution concepts and inventory with regard to channels, controls, receiving/shipping, and stock management. <ul style="list-style-type: none"> i. Students will complete shipping labels, Bills of Lading, Receiving Reports, and Returned Goods Vouchers. ii. Students will take an inventory. H. Understand types of services. I. Students will create a Marketing Plan. 		Entrepreneurship Pathway B2.3 Professional Sales & Marketing Pathway D1.2, 2.3	ELA 9-10; LS; 1.3 ELA 9-10; R; 2.3	(7)NS1.2 6,1.7 (6)P2.5 (7)MR2 .1
IV. Selling Students will: <ul style="list-style-type: none"> A. Identify the steps of selling. B. Demonstrate the techniques used in the selling process. C. Understand the benefits of product knowledge. D. Understand buying motives and customer decision making. E. Discuss elements which enhance selling and increase customer satisfaction. 	40	Entrepreneurship Pathway B4.1 Professional Sales & Marketing Pathway D1.3, 1.5, 1.6		
V. The Economy Students will: <ul style="list-style-type: none"> A. Identify the government's role in the economy. B. Explore the local business climate. <ul style="list-style-type: none"> i. Students will research and identify the local employment rate and opportunities for new business growth. ii. Students will identify the number of bankruptcies in the local economy. C. Explain the relationship between the Federal Reserve and money supply. <ul style="list-style-type: none"> i. Students will complete an activity demonstrating how inflation impacts consumers' purchasing power. 	20	Entrepreneurship Pathway B2.5, 5.2, 5.6		
VI. The Consumer: Students will: <ul style="list-style-type: none"> A. Prepare a personal financial statement based on maintaining a standard of living locally. <ul style="list-style-type: none"> 1. Students will research housing costs, travel expenses, food and other necessities and identify the level of income needed. 	10	Marketing Sales & Service Industry Sector Model Curriculum Standards 3.4		

<p>2. Students will identify their discretionary income available based upon their financial statement.</p> <p>B. Explore different retirement options and create a plan for retiring.</p> <p>C. Explore Union Apprentices Programs.</p>				
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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