

YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

RETAIL SALES/MARKETING (MERCHANDISING)

CBEDS Code: 4107

<u>JOB TITLES</u>	<u>DOT NO.</u>
Sales Clerk (Retail Trade)	290.477-014
Cashier I	211.362-010
Cashier-Checker	211.462-014
Displayer, Merchandise	298.081-010
Customer-Service Clerk	299.367-010
Stock Clerk	299.367-014

Course description:

This course is intended to teach students skills related to retail merchandising in the areas of display, sales, check out, inventory, receiving, cashier, & other areas. They will work in various stations of a local store & will rotate through workstations to obtain a range of experiences in marketing. There will also be in-store classroom work, which will cover various sales techniques, use of the cash register, making proper change, store security, customer relations, & receiving/checking methods. Students will meet in a classroom and work in stores located throughout the community.

Recommended Prerequisites: None

DURATION: total hours

CREDIT: Units

MEETS GRADUATION REQUIREMENTS IN:

REQUIRED FOR GRADUATION: No

SCHOOLS OFFERED:

MEETS UNIVERSITY OF CALIFORNIA ENTRANCE REQUIREMENTS: No

MEETS CALIFORNIA STATE UNIVERSITY REQUIREMENTS: No

ARTICULATED WITH POSTSECONDARY INSTITUTIONS: No

INSTRUCTIONAL MATERIALS (MCS)

Basic Text(s):

Marketing Essentials. Farese, Kimbrell, & Woloszyk; Glencoe Macmillan/McGraw Hill. Latest edition.

Supplementary Texts:

Fashion Contemporary Visual Merchandising. Diamond & Diamond; Glencoe Publishing, 1990.

Visual Merchandising: Planning & Techniques. Samson & Little; South-Western Publishing Co., 2nd edition, 1985.

Advertising: Planning & Techniques. Samson; South-Western Publishing, 3rd ed., 1992

IDECC LAPS. Economics, Human Relations, Selling.

Mathematics: Marketing Math. Still; South-Western Publishing, 3rd ed., 1990

Personality Development for Work. South-Western Publishing, 6th ed., 1989

Appropriate software as available.

Instructional Content:

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

1. Job Readiness/Attitudes.	Goal: The student will develop & demonstrate knowledge, skills, & competency in job search & acquisition skills, lifelong career planning in jobs & careers related to marketing, & career development.	Anchor/ CR	CTE	CL	CC
<ol style="list-style-type: none"> 1. Writing resumes, cover letters & developing personal networking to obtain employment. 2. Job application forms. 3. Interviewing with employers: content & technical aspects. 4. Appropriate grooming & dress for the jobsite. 5. Career areas in marketing & distribution management. 6. Personal strengths inventory. 7. Writing a research paper describing three careers in which student has an interest. 8. Using a college catalog to compile a list of all college majors in the business field. 9. Course requirements for business majors. 10. Transferable skills. 11. Motives in work. 	<ol style="list-style-type: none"> A. Write a resume & cover letter for an interesting job & orally discuss the value of the resume & personal networking in obtaining employment. B. Complete a legible job application form. C. Participate in a classroom interview with an employer & orally discuss the content & technical aspects of the interview. D. Demonstrate the ability to groom & dress appropriately for the jobsite. E. Identify at least five career areas in marketing & distribution management. F. Identify personal strengths by completing a personal inventory form. G. Research & prepare a well-written report describing, in detail, three careers in which he or she has an interest. H. Locate & use a college catalog to write a list of all college majors in the business field (accounting, finance, marketing, economics). I. Research course requirements for business majors & write descriptions of the business courses common to these majors. J. List at least 10 abilities or qualities gained from working in marketing that would easily transfer to another field of work. K. Explain the motives for work from those listed, & indicate which ones are the most compelling reasons for work: money, recognition, responsibility, self-fulfillment, authority, & personal growth. 	3.1-3.9 1.0 2.1-2.6 11.5 CR 1,3,2,7, & 8	A1.8 A1.7 A1.3 A1.4 A1.2 A1.1 B3.6 B4.1- 6 B2.4 B3.3 B3.6- 7	10	
2. Merchandising Systems. <ol style="list-style-type: none"> 1. Price tickets. 2. Price codes, merchandise numbers & season codes. 3. Counting back change; the seven steps of change making. 4. Authorizing checks. 5. How to use common merchandising equipment, including cash register, credit card imprinter. 	Goal: The student will develop & demonstrate knowledge in merchandising systems. <ol style="list-style-type: none"> A. Demonstrate an understanding of various types of price tickets by explaining the use of each type listed with 80% accuracy. B. Identify price codes, merchandise numbers, & season codes with 100% accuracy. 	1.0 2.1-2.6 5.2 5.1 5.4 4.2 7.1-7.4 7.6 8.3 8.4 8.5 8.7 8.8 10.2	A8.2 A8.3 A8.4 A8.5 B1.2	10	

Instructional Content:

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

2. Merchandising Systems. (Continued)	C. Demonstrate the ability to count back change to the instructor using the seven steps of changemaking. D. Demonstrate the steps to follow when authorizing checks. E. Demonstrate how to use common merchandise equipment such as cash register, credit card imprinter, & labeling machine. F. Demonstrate knowledge of handling cash take, cash send, employee discount, charge & lay-away. G. Demonstrate the ability to correct a pricing error in a transaction & avoid an overring slip. H. Demonstrate the ability to transact routine exchanges & returns by completing necessary forms. I. Demonstrate a knowledge of inventory procedures by counting merchandise & recording the count on a physical inventory.	Anchor/CR 10.6 10.10 10.11 10.13 CR 2,5,8,1,3 ,4,5,9,10 & 11	CTE	CL	CC
3. Human Relations. 1. Prioritizing tasks. 2. Body language & speech in introductions. 3. Theoretical scenario of a manager dealing with an employee who is consistently late for week. 4. Planning a meeting for the above situation & developing an agenda for the meeting. 5. Appropriate clothing in an interview. Demonstration of student in listening oral directions, taking appropriate notes & seeking clarification. 7. Maslow's Hierarchy of Needs. 8. Applying Maslow's Hierarchy of Needs to specific needs & satisfactions. 9. Role of personal appearance & characteristics in success. 10. Effects of personal actions on a person's reputation. 11. Employee responsibility when employer is violating the law. 12. The importance of honesty.	Goal: The student will develop & demonstrate knowledge of leadership skills, personal interaction skills, awareness of self-understanding, personal traits, self-development, & problem solving skills. A. Identify importance of various tasks in order of priority & explain the need to be receptive to priority changes. B. Greet & introduce others using appropriate body language & speech. C. Write a brief explanation of how a manager might handle the situation with an employee who is consistently late for work. D. Plan & develop an agenda for the meeting. E. Orally discuss the types of clothing that project a successful image on the job or at an interview. F. Demonstrate the ability to actively listen to oral directions for a class assignment, take notes if necessary, ask appropriate questions & follow directions. G. Explain each step in Maslow's Hierarchy of Needs. H. Apply Maslow's Hierarchy of Needs to a list of 15 needs & satisfactions. I. Explain the role of personal appearance & personal characteristics in success. J. Demonstrate how personal actions enhance a person's reputation as a responsible marketing employee.	1.0 2.1-2.6 5.1-5.4 7.2 7.3 7.4 7.7 8.1 8.3 8.4 8.5 8.6 8.7 8.8 9.6 9.7 9.1 10.2 10.13 CR 1,2,7,8, 3,4,6,9,a nd 12	A3.3 A4.7 B3.3 B3.6 B3.7	10 - 15	

Instructional Content:
Instruction will include:

Student Outcomes
At the end of instruction, the student will be able to:

Hours
CL=Classroom
CC=Comm. Class.

3. <i>Human Relations (Continued)</i>	K. Explain employee responsibility when an employer is violating the law or regulation & the implication for "blowing the whistle." L. Explain that honesty is always the best policy in business as well as in personal affairs.	Anchor/ CR	CTE	CL	CC
4. <i>Selling Techniques</i> 1. The seven steps in the selling process. 2. Selling suggested related items. 3. Locating product information. 4. Effectively describing features of a product. 5. Opening sales conversations with customers. 6. Comments to use in the selling process.	Goal: The student will demonstrate competency in sales skills & techniques. A. Give a sales demonstration utilizing the seven steps in the selling process. B. Demonstrate the sale of suggested related items, as accessory items or larger quantities to customer. C. Demonstrate how product information can be secured from the product or product packaging. D. Describe the features of a product in terms of its benefits to the customer. E. Demonstrate the use of merchandise information in opening a sales conversation with a customer. F. Explain how comments from satisfied customers, testimonials, & store managers could be used in the selling process.	1.0 2.1-2.6 4.1-4.6 5.1-5.4 7.1-7.8 8.1-8.8 9.1-9.4 9.7 10.1-10.4 10.8-10.11 10.13 CR 1,2,4, and 3	A8 A3.3 A3.6 A4.3 A4.4 A5.2 A5.4 A5.6 A5.7 A6.8 B3.3 B3.6 B2.4 B4.2 B4.3 B4.5	20	
5. <i>Communications.</i> 1. Base forms of person-to-person communication in business. 2. Credit plans & applications	Goal: The student will demonstrate basic communications skills in marketing. A. Describe & illustrate the base forms of person-to-person communication in business. B. Explain the different types of credit plans available at a given store, & assist customers in completing the application.	1.0 2.1-2.6 3.1-3.2 CR 1,2,7,9 and 12	B7.1 B7.2 B7.3	10	
6. <i>Store Operations.</i> 1. Store employment policies. 2. Required housekeeping: receiving, checking, & marking costs. 3. Displaying merchandise in the store. 4. Writing up sales tickets. 5. Verifying identification on credit. 6. Making correct change. 7. Customer attitudes. 8. Impact of credit expansion for marketing organizations. 9. Security measures. 10. Routine security precautions.	Goal: The student will develop knowledge of store policies & procedures; use correct procedures in sales transactions; demonstrate knowledge of marketing operations; understand basic security procedures; & use correct procedures & methods in stockkeeping & inventory control practices & procedures. A. Determine & follow employment policies of a store. B. Perform required housekeeping: receiving, checking, & marking costs. C. Display merchandise, as required by the employer. D. Demonstrate the ability to write up a sales ticket. E. Explain how a clerk verifies identification on credit. F. Demonstrate ability to consistently make correct change. G. Recognize & deal with specific attitudes of customers.	1.0 2.1-2.6 4.1 4.2 5.1—5.4 7.1-7.7 8.1-8.8 9.1-9.7 10.1-10.15 11.1 CR 1,2,5,9, 11, and 12	B8.1 B8.2 B6.1 B7.3 B8.1 B8.2	10-15	

Instructional Content:

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

6. Store Operations (cont.) 11. Using an inventory sheet. 12. Importance of stock turnover to profit.	H. Explain how the use of credit expands opportunities for marketing organizations. I. Demonstrate knowledge of security measures that are frequently maintained in stores & warehouses. J. Identify & explain routine security precautions. K. Demonstrate the ability to accurately count & record the price, stock number, quantity, & season of merchandise on an inventory sheet. M. Calculate stock turnover & explain its importance to profit.	Anchor/ CR	CTE	CL	CC
7. Visual Merchandising, Advertising, & Promotion. 1. Major methods of promotion & their inter-relationship. 2. Preparing an ad layout & its components. 3. Creating a visual presentation.	Goal: The student will demonstrate an understanding of advertising, visual merchandising, & sales promotions & techniques used in retailing. A. Demonstrate an understanding of the major methods of promotion & their inter relationship. B. Prepare an ad layout utilizing all the components. K. Create a visual presentation (display) that is consistent with a given theme & promotional plan.	1.0 2.1-2.6 4.1-4.4 5.1 CR 1,2,4,5,9, 10, & 12	A4.11 B4.2 B4.7	10	
8. Computer Uses In Retailing. 1. Use of computers in maintaining inventory control. 2. Retail accounting systems.	Goal: The student will demonstrate knowledge in the use & function of computers in marketing. A. Explain the use of computers in maintaining inventory control. B. Demonstrate an understanding of retail accounting systems.	1.0 2.6 2.2 2.4-2.6 3.3-3.5 3.8 4.1-4.6 5.4 7.1 7.2 7.6 8.1 8.3 8.4 8.5 8.8 10.4 10.5 CR 10,8,7,4, 2 & 1	B7.3 B8.2 B4.6	10	

Instructional Content:

Instruction will include:

Student Outcomes

At the end of instruction, the student will be able to:

HoursCL=Classroom
CC=Comm. Class.

9. Mathematics.	Goal: The student will demonstrate knowledge of basic mathematics.	Anchor/ CR	CTE	CL	CC
1. Computing retail transactions: cash sales; store & national credit cards; personal checks; merchandise return for cash or credit. 2. Solving mathematics problems in addition, subtraction, multiplication & division.	A. Demonstrate the ability to compute retail transactions accurately, including: - cash sales; - store credit cards offered in payment; - national credit cards offered in payment; - sale with a personal check given in payment; - return of merchandise for cash refund; - return of merchandise for credit. B. Solve problems covering the functions of addition, subtraction, multiplication & division, using decimals, fractions & percentages.	1.0 2.6 4.1-4.3 5.1-5.4 7.1 7.2 7.6 8.4 8.5 8.8 9.7 11.1 11.2 CR 1,4,8, & 9	B2.4 B8.1 B8.2	10	
10. Economic Understanding. 1. Defining "supply" & "demand" & their effect on prices. 2. How consumer demand affects the goods & services available.	Goal: The student will demonstrate an understanding of basic economic concepts. A. Define the terms "supply" & "demand" & indicate how these factors help to determine the price of goods & services. B. Explain how consumer demand affects the amount, types, & quality of goods & services that are available for purchase.	1.0 3.7 4.1-4.6 5.1-5.4 7.1-7.6 7.8 9.5 10.1 10.15 CR 1,4,5, &12	A2.1 A2.3 A2.4 A2.5 A2.6 A2.8 A2.12 A2.13 A5.2 A5.4 A5.5 A5.6 A5.7 A6.1 A7.1- A7.9 B1.2	10	
11. Visual Merchandising & Community Classroom On-the-Job Training. 1. Use of the cash register. 2. The importance of merchandising procedures. 3. The importance of housekeeping & recovery tasks. 4. Utilization of visual merchandising as a promotion tool. 5. Using proper steps in selling. 6. Importance of effective human relations. 7. Store operation policies & procedures. 8. Effective communication skills.	Goal: The student will train or work in a retail store. A. Demonstrate proficiency in the use of the cash register. B. Explain the importance of merchandising procedures. C. Explain & demonstrate the importance of housekeeping & recovery tasks in business. D. Demonstrate the utilization of visual merchandising as a promotion tool. E. Demonstrate skill in using the proper steps in selling. F. Explain the importance of practicing effective human relations in business. G. Define policies & procedures & explain their value to store operation. H. Demonstrate effective communication skills with employers, co-workers & customers.	1.0 2.1-2.6 5.1-5.4 6.1-6.7 7.3-7.7 8.1-8.8 9.3 9.5-9.7 10.2-10.4 10.6 10.7- 10.11 10.13 10.14 11.1-11.5 CR 1-12	A4.1 A4.2 A4.3 A6.7 B1.2 B2.4 B3.3 B3.6 B3.7 B4.1- B4.6 B6.1 B6.2 B7.1- B7.3 B8.1 B8.2	120	240