



Retail Operations

Primary Career Cluster:	Marketing
Consultant:	Joy Smith, (615) 532-6248, Joy.Smith@tn.gov
Course Code(s):	5938
Course Substitution:	Completion of one credit of a core course in the Marketing career cluster satisfies the Economics requirement for graduation if the teacher is Highly Qualified to teach Economics (3431).
Recommended Prerequisite(s):	One Marketing credit in a core course*
Credit:	½ - 1*
Grade Level:	10-12
Aligned Student Organization(s):	DECA: www.decatn.org FBLA: www.fblatn.org Sarah Williams, (615) 532-2829, Sarah.G.Williams@tn.gov
Teacher Resources:	http://www.tn.gov/education/cte/Marketing.shtml

Course Description

This course offers a comprehensive view of retail from general information about retailers, consumers and buying behavior to specific management, buying, systems and retail strategy.

*Standards to be completed for ½ credit are identified with one asterisk.

**Additional standards to be completed for 1 credit are identified with two asterisks.

***A paid, credit-generating work-based learning component is recommended for advanced students for up to two (2) additional credits. This standard is identified by three asterisks.

Course Standards

Standard 1.0

The student will describe and understand marketing foundations related to retailing.

The student will:

- 1.1 Examine the history of retailing.
- 1.2 Analyze why retailing continues to undergo changes in the marketplace i.e. online retailing.
- 1.3 Differentiate between product and service retailing in the changing marketplace.

- 1.4 Demonstrate the importance of planning and management in retailing.
- 1.5 Analyze demographics, psychographics, and economic trends in a retail environment.
- 1.6 Analyze the legal and ethical behavior of retail businesses. (to include green marketing)
- 1.7 Examine the role of customer service in retailing.
- 1.8 Study primary and secondary research of customer buying behavior.
- 1.9 Understand the importance of customer service in retail businesses.

Sample Performance Task

- Complete a detailed analysis of a local retail business or evaluate a retail business through a case study.

Standard 2.0

The student will identify economic concepts fundamental to retailing.

The student will:

- 2.1 Examine types of retailing in government and economic systems.
- 2.4 Examine the importance of business cycles to retail planning.
- 2.3 Analyze the impact of the global economy on retailing.
- 2.4 Demonstrate the significance of the cost/profit relationship for retailers.
- 2.5 Compare and contrast differences in national vs. international business operations.
- 2.6 Know the difference between cost and profit in a retail business.

Sample Performance Task

- Select three local businesses. The student will compare different methods of competition (price and non-price) using the local businesses and present the findings to the class.

Standard 3.0

The student will analyze marketing information systems and their importance to retailing.

The student will:

- 3.1 Evaluate research methods used in retail decision-making.
- 3.2 Analyze steps of the marketing research process.

Sample Performance Tasks

- The student (in group or individual activity) should evaluate a source of retail market information (i.e., trade journal) and identify three pieces of information that may be important to a local retailer.)
- Complete group activities in MBA Research LAPs.

Standard 4.0

The student will examine financial concepts and methods to control risks in retailing.



The student will:

- 4.1 Interpret the importance of a merchandise budget and analyze a six-month merchandise plan.
- 4.2 Analyze the uses of income statements, balance sheets, and cash flow statements.
- 4.3 Analyze the various methods of controlling losses resulting from shrinkage, vendor collusion, and theft.
- 4.4 Evaluate the importance of human resource activities used in staffing, directing, and compensating employees.
- 4.5 Develop a safety plan for retailing.

Sample Performance Task

- Review current laws by accessing the EEOC's website (<http://www.eeoc.gov>) and list five circumstances in which sexual harassment might occur and identify conditions under which an individual could waive rights under the Age Discrimination and Employment Act.

Standard 5.0

The student will compare and contrast distribution strategies as well as inventory methods used in retail businesses.

The student will:

- 5.1 Demonstrate an understanding of channels of distribution.
- 5.2 Understand the overall cost of stock shrinkage to business.
- 5.3 Compare the different types of inventory systems.
- 5.4 Apply external and internal security procedures to a retail business.
- 5.5 Assess the influence of technology on inventory control and distribution strategies.

Sample Performance Task

- Create a bulletin board or display showing technological advances in storage, shipping, and inventory control.

Standard 6.0

The student will identify and analyze buying and pricing activities involved in retailing.

The student will:

- 6.1 Demonstrate an understanding of the buying process.
- 6.2 Assess methods of ordering, invoicing, and evaluating purchases in a retail business.
- 6.3 Examine the effects of technological advances and global sourcing in retailing.
- 6.4 Analyze and compare pricing concepts.
- 6.5 Understand the importance of visual/graphic comparisons in presentations.
- 6.6 Calculate pricing math related to mark-up, mark-down, and discount calculation.

Sample Performance Task

- Using a DECA role-play event, make decisions about products to purchase and how to price the merchandise for a specific retail business.



Standard 7.0

The student will examine the importance of the promotional mix in the retail business.

The student will:

- 7.1 Evaluate strengths and weaknesses of advertising media.
- 7.2 Examine and calculate media cost.
- 7.3 Design an effective sales promotion.
- 7.4 Analyze how a retailer's promotional objectives relate to visual merchandising, publicity, personal selling, and customer service.
- 7.5 Analyze the impact of technology on promotion.

Sample Performance Task

- Conduct a promotional activity related to the school store, the training station, or a school-wide campaign. Document your use of time management, human and resource management, and success level upon completion. Document the following skills: time management, human and resource management, and goal achievement.

Standard 8.0

The student will analyze the selling process in the retail business.

The student will:

- 8.1 Distinguish inside sales from outside sales.
- 8.2 Examine sources of product information.
- 8.3 Analyze selling techniques that influence customer-buying decisions.
- 8.4 Analyze the ethical and social responsibilities of selling.
- 8.5 Demonstrate an understanding of selling and customer service situations.
- 8.6 Analyze mathematical computations in calculating customer purchases.

Sample Performance Tasks

- Create a list or visual depiction of the product knowledge needed and the sources of the product knowledge used for products specific to high school students.

Standard 9.0

The student will evaluate career opportunities in retailing.

The student will:

- 9.1 Examine career opportunities in retailing.
- 9.2 Assess educational and training requirements in retailing.
- 9.3 Model the personal traits important to retailing.



Sample Performance Tasks

- Utilize the World Wide Web to access websites of retailers and their job boards. Once this is completed the student will select two-three jobs and evaluate the employment requirements.
- The student will then look at area colleges to see what educational requirements could be completed at various two-four year institutions.

Standard 10.0

The student will demonstrate organizational and leadership skills.

The student will:

- 10.1 Demonstrate knowledge of DECA.
- 10.2 Utilize critical thinking in decision-making situations.
- 10.3 Identify and develop personal characteristics needed in leadership situations.

Sample Performance Tasks

- Join and participate in DECA.
- Make a passing score on an oral or a written evaluation on DECA and leadership.
- Compete in regional, state, and national DECA competitive events.
- Run for state or national DECA office.
- Participate in group projects.
- Organize a DECA project.

Standard 11.0

The student will demonstrate the importance of academic integration in the area of retailing.

The student will:

Language and Fine Arts

- 11.1 Compose a written report using correct format.
- 11.2 Design an oral presentation using appropriate communication and language art skills.
- 11.3 Conduct an interview using correct language arts skills.

Mathematics

- 11.4 Perform computations related to retailing using mathematical formulas.

Science

- 11.5 Understand the importance of product material composition, as well as packaging and temperature importance in transportation and storage.
- 11.6 Analyze impact of green marketing on the environment.

Social Studies

- 11.7 Evaluate geographic, social, and economic factors relating to retailing using social studies foundations.



Business Education

- 11.8 Apply basic computer and business education principles to the retailing industry.

Art and Performing Arts

- 11.9 Utilize the principles of art in preparing visual presentations.

Sample Performance Tasks

- Implement a demographic study.
- Choose a retail career and present an oral presentation using visuals.
- Calculate projected sales for a one-year period.

Standard 12.0

The student will review and analyze safety guidelines and regulations as related to Retail Operations.

The student will:

- 12.1 Complete a general safety test with 100% accuracy as related to Retail Operations.

Standard 13.0

The student will demonstrate Retail Operations in a work-based learning experience.

The student will:

- 13.1 Apply principles of retailing to a work-based situation.
- 13.2 Integrate time management principles in organizing the student's schedule, including school, work, social, and other activities.
- 13.3 Evaluate and apply principles of ethics as they relate to the work-based experience.
- 13.4 Employ the principles of safety to the work-based experience.

Sample Performance Tasks

- Compose and maintain a journal that includes general experiences at the work site, management of time, and evaluation of ethical behavior.

Suggested Resources

Various Search Engines
National Retail Merchants Association
Area Chamber Partnerships
Career and Technical Advisory Committees
Marketing Essentials; Glencoe
Marketing Practices and Principles; Glencoe
Marketing Foundations and Functions; Southwestern
MBA Research Lap Modules
Opportunities in Retailing; MBA Research Catalogue Retail Careers



Rose Petal Retailing Software Package; Southwestern
Retail Merchandising - Consumer Goods and Services; Southwestern
Retail Marketing: For Employers, Managers and Entrepreneurs; Glencoe
Retail Buying: From Staples to Fashion to Fads
Basic Retail Selling Skills - Video
Not for Sales: Ethics in the American Workforce – Video/DVD
Shrinkage - Video
Retailing, 3rd Edition, Dunn & Lusch-Dryden Press,
Various government Websites
Child Labor Laws - Tennessee Employment Services
Various Trade Journals with industry-specific articles on human resources
Chamber of Commerce
Small Business Administration
National DECA
MBA Research – Marketing Education Resource Center
DECA Guide

