

Retail Operations

Primary Career Cluster:	Marketing, Distribution & Logistics
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C31H04
Prerequisite(s):	<i>Marketing & Management I: Principles</i> (C31H00)
Credit:	1
Grade Level:	11-12
Focused Elective Graduation Requirements:	Completion of one credit of <i>Retailing Operations</i> satisfies the <i>Economics</i> requirement for graduation. This course satisfies one of three credits required for an elective focus when taken in conjunction with other <i>Marketing</i> courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in an approved program of study.
Programs of Study and Sequence:	This is the fourth and final course in the <i>Marketing Management</i> program of study.
Aligned Student Organization(s):	DECA: http://www.decatn.org FBLA: http://www.fblatn.org
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html .
Teacher Endorsement(s):	030, 035, 039, 052, 054, 152, 153, 158, 202, 204, 311, 430, 435, 436, 471, 472, 474, 475, 476, 952, 953, 958
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html Best for All Central: https://bestforall.tnedu.gov/

Course-at-a-Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference, DECA and FBLA Fall Leadership Camps, FBLA Regional and State Leadership Conferences, and DECA Emerging Leader Summit to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in conferences that promote career development such as DECA Career Pathways and Career Development Conferences
- Participate in FBLA career competitive events that highlight career development, including developing an electronic career portfolio, interviewing skills, career exploration, and crafting an elevator speech
- Participate in DECA competitive events such as Apparel & Accessories Marketing Series, Buying and Merchandising Operations Research, Buying and Merchandising Team Decision Making, Integrated Marketing Campaign – Event, Product, and/or Service, Professional Selling, Retail Merchandising Series, Virtual Business Challenge – Fashion, and Virtual Business Challenge - Retail
- Participate in FBLA competitive events such as E-business, Marketing, Sales Presentation, and Social Media Strategies

For more ideas and information, visit Tennessee DECA at <https://www.decatn.org/> and Tennessee FLBA at <https://www.fblatn.org/>.

Using Work-based Learning (WBL) in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standard 2** | Guest speakers from the retail industry to discussion merchandising and client services.
- **Standard 4** | job shadowing and informational interviews with retail industry professionals to learn the necessary skills, training, and other requirements needed for a career in retail.
- **Standards 8-9** | Integrated project with multiple interactions with retail industry professionals for students to practice conducting, analyzing, and employing marketing research for a real-world scenario and/or problem.

- **Standards 14-16** | Job shadowing with retail industry professionals for students to master the principles and practices behind location, layout, and visual merchandising in a retail setting.
- **Standards 17-19** | Integrated project with multiple interactions with retail industry professionals for students to design and implement a marketing plan for a student-run enterprise, virtual business, or another similar venue.
- **Standards 21-23** | Guest speakers from human resources to discuss workplace policies, issues, and concerns in a retail setting.

Course Description

Retail Operations is designed to challenge students with the real world of supply chain management and merchandising services. The standards in this course are designed to prepare students with skills and knowledge related to buying, selling, human resource management, business operations, product management, promotion, and customer service. Decision-making skills, financial management, customer relations, ethics and legal issues are also addressed. Upon completion of this applied knowledge course, proficient students will have skills essential for entering careers as retail associates at entry and mid-level management as well as be prepared to enter postsecondary programs in business and marketing. The content lends itself to both work-based learning and school-based enterprises opportunities.

Program of Study Application

This is one of three potential capstone courses in the *Marketing Management* program of study. Marketing programs are encouraged to offer one or more capstones based on teacher background, community need, and student interest. For more information on the benefits and requirements of implementing this program in full, please visit the Marketing career cluster website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/cte-cluster-marketing.html>.

Course Standards

Introduction to Retailing

- 1) Investigate the origins of retailing in the United States. Research emerging trends in retailing, including the expansion of e-tailing, the growth of mobile marketing, the inclusion of social media, and the embrace of green marketing, among others. Create a timeline citing specific textual evidence outlining the historical evolution of retailing in the U.S. including significant changes in the last decade. Make a prediction about the impact of current technological and cultural shifts on the future of retailing.
- 2) Identify local retailers and justify their categorization as a merchandise and/or service retailer. Defend the categorization by identifying the definitions, differences and similarities of each. Describe the services that are performed by each type of retailer and propose different methods for maintaining and building the clientele of each.
- 3) Discuss the importance of customer experience in a retail environment by evaluating characteristics about the experience (online/in-store) that makes a customer loyal to that

retailer. Document a list of reasons a customer may enjoy shopping in a specific environment, including specific characteristics that differentiate the experience from other retailers.

Retail Careers

- 4) Using print, online, and/or personal interview sources, develop a career profile for at least three occupations (managerial level or above) found in national or international retail businesses. Capture, at minimum, the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, high school through postsecondary (colleges of applied technology, community colleges, and four-year universities)
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and other
 - f. Benefits such a travel, free samples, etc.
 - g. Salaries, bonuses, payment methods (including salary and commissions)
 - h. Employment outlook

Economics of Retailing

- 5) Research and explain the economic function of retailing in the local, state, national, and global economy. Explore the impact of government regulations on the retail industry, citing specific examples from legislation such as the Food, Drug, and Cosmetic Act or the Consumer Product Safety Act. Develop a claim about a particular trade practice governed by law and draw conclusions about the impact of that practice without laws to govern retailing. For example, explore a trade practice deemed unfair and investigate the impact of the practice on retail operations and the economy prior to legislation banning the practice.
- 6) Investigate and chart the impact of business cycles on the retail environment using past and present economic data, case studies and information from multiple professional journals and/or news articles. Predict the impact that forecasted economic trends will have on the retail environment and retail opportunities in shifting economies in both short term (1 year or less) and long term (5 years) analysis.
- 7) Summarize how businesses make and review pricing decisions based on four key market factors: cost and expenses, supply and demand, consumer perception, and competition. Analyze each factor and determine and describe how each relates to pricing goals of earning a profit, gaining market share, and being competitive.

Marketing Research

- 8) Explain the need for both primary and secondary market research data in the retail industry. Identify and evaluate types of data available through electronic tracking methods (e.g. warranty registrations, sales records, online surveys, website cookies, and loyalty cards) and illustrate

how this information could be used by the retailer by constructing a pivot chart to draw conclusions about customers from data gathered from one of the above tracking methods.

- 9) Address a chosen marketing question, including outlining methodology used to gather data by developing a written or electronic survey targeting a local retailer or school-based enterprise. Survey may address topics such as: determining possible new products/services, measuring brand awareness and brand loyalty, determining consumer perception, etc. Analyze data and present findings and recommendations to the class and/or a local business owner using professional presentation techniques.

Security and Risk Management in Retail

- 10) Evaluate the types of risk present in the retail environment including security concerns and construct a plan for a local retailer or school-based enterprise to manage these risks. Analyze the various methods of controlling losses resulting from shrinkage, vendor collusion, and theft. Include cost in the analysis.

Inventory, Buying, and Pricing

- 11) Research the concept of inventory planning, stock turnover rates, and the buying process. Develop a six-month merchandise plan and open-to-buy for a retail department or product category. Prepare a scenario summary accounting for current inventories, current purchases, current expenses, and best- and worst-case scenarios based on six-month merchandise plan and sales forecast analysis.
- 12) Explain standard procedure for ordering and invoicing purchases used in the retail industry. Evaluate and compare the basic types of inventory and Point of Sale (POS) systems used in retail and make a recommendation citing research for best suited tracking methods and vendors for a small retailer or school-based enterprise.
- 13) Calculate retail prices for specific products using cost-plus, mark-up, and mark-down formulas include calculation for overall margin mix. Summarize prices through a detailed explanation of the concept of cost and profits used to establish budgets and prices.

Location, Layout, and Visual Merchandising

- 14) Investigate the factors businesses use when selecting a physical location for a retail store. Evaluate the local community and make a claim about an ideal retail location, citing data and evidence from research. Include an analysis of traffic (foot and vehicle) and target markets in the area.
- 15) Compare and contrast the types of retail store layouts and prepare recommendations for when each should be used. Research the use of plan-o-grams to maximize floor space and select an appropriate product and create a plan-o-gram for a retail store or department. Present plan with explanation for peer review to class members.

- 16) Investigate the aspects of visual merchandising and relate them to developing a store/brand image. Conduct a study of a local retail store's use of location, layout, and visual merchandising and evaluate the effectiveness of their plan. Make recommendations for improving their use of these elements to attract a specific target market.

Retail Product, Promotion, and Selling

- 17) Construct a marketing plan for a virtual business, school store venue, or career and technical student organization (CTSO) project. Include basic elements such as: a mission statement, SWOT analysis, marketing strategies, product selection, and evaluation process. Describe the marketing mix variables and how they relate to the implementation of the marketing plan.
- 18) Research the importance of personal selling in the retail environment and explain the impact the salesperson has on image, customer service, and profit. Distinguish between the types of selling (inside, outside) to determine how various selling techniques can influence customer-buying decisions. Create a training plan for new sales employees. Incorporate relationship marketing methods and the importance of conveying product value to the customer in the training.
- 19) Evaluate a retail store's promotional campaign for increases in sales and customer traffic by developing and utilizing a social media campaign. Research current events and case studies illustrating the use of social media. Create an original social media campaign based on a local retailer or school-based enterprise.
- 20) Research three retailers who are promoting green products or green promotional efforts. Analyze their claims of producing environmentally friendly products or services and develop a presentation supporting or opposing their "green" marketing position.

Human Resource Management

- 21) Analyze the staffing needs for a medium size retail store considering departments, security, and hours of operation. Create a staffing schedule for one month to maximize coverage and minimize payroll cost. Calculate daily payroll cost and revise presentation based on findings.
- 22) Construct the agenda for a sales staff meeting. Relate the elements of a positive working environment and motivational techniques to minimize employee turnover. Develop written human relations policies and guidelines to generate a positive retail work environment. Role-play workplace situations surrounding the promotion of a positive work environment for presentation in the meeting.
- 23) Explore legal issues relating to staffing and the impact they have on the business, employees, and customers (minimum wage, medical insurance requirements, equal opportunity, harassment, etc.). Research national and international labor issues (i.e. the demand for a raise of the minimum wage) relating to the retail industry. Write an informative essay exposing the issue, citing evidence from research.

Ethics in Retailing

- 24) Evaluate principles of ethics in retailing. Construct an essay describing an ethical challenge retailers face, such as theft of customer personal information, pressure sales tactics, psychological pricing, justifying charging higher prices for sustainable products, or undocumented product claims. Construct a project management toolkit for managers with steps to take and resources available as a guide to making decisions involving ethical issues.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.