

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>Retail 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
Coordinating Work-Based Learning:	Teachers who hold an active WBL certificate may offer placement for credit when the requirements of the state board's WBL Framework and the Department's WBL Policy Guide are met. For information, visit https://www.tn.gov/content/tn/education/career-and-technical-education/work-based-learning.html .
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 1.1** | job shadowing and informational interviews with retail industry professionals to learn the necessary skills, training, and other requirements needed for a career in retail.

- **Standard 2.1** | Guest speakers from the retail industry to provide practical tips on managing and operating a retail enterprise.
- **Standards 2.3-2.5** | Guest speakers from the retail industry to discuss merchandising and client services, as well as safety standards and practices in the retail industry.
- **Standards 3.1-3.2** | 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 5.1-5.3** | 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 6.1-6.3** | 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 7.1-7.3** | 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 knowledge and application of supply chain management and merchandising services. The standards in this course 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. In this course, students will gain work-based learning (WBL) experience by managing and operating a school-based enterprise or student-led startups under supervision of the instructor or in collaboration with a business incubator. The standards in this course can also be used to promote student participation in a work-based learning (WBL) experience through an internship or other off-campus or virtual arrangement. Upon completion of this 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.

Course Requirements

This capstone course aligns with the requirements of the Work-Based Learning Framework (established in Tennessee State Board High School Policy), with the Tennessee Department of Education's Work-Based Learning Policy guide, and with state and federal Child Labor Law. As such, the following components are course requirements:

Course Standards

1. Personalized Learning Plan

- 1.1 Personalized Learning Plan: A student will have a **Personalized Learning Plan** that identifies their long-term goals, demonstrates how the Work-Based Learning (WBL) experience aligns with their elective focus and/or high school plan of study, addresses how the student plans to meet and demonstrate the course standards, and addresses employability skill attainment in the following areas:
 - a. Application of academic and technical knowledge and skills (embedded in course standards)
 - b. Career knowledge and navigation skills
 - c. 21st-century learning and innovation skills
 - d. Personal and social skills

2. Retailing and Retail Careers

- 2.1 School-Based Enterprise: Manage and operate an **existing or new school-based enterprise** that uses a school campus, facilities, equipment, and/or other resources to provide goods and services to the community. Apply and implement knowledge and skills learned from the course standards to operate and manage the enterprise.
- 2.2 Historical Evolution and Trends: Investigate both the **origins and emerging trends of retailing in the United States**, including the historical evolution of retailing, the expansion

of e-tailing, the growth of mobile marketing, the inclusion of social media, the embrace of green marketing, and other current technological and cultural shifts in retailing.

- 2.3 Retail Safety Standards: Research local, state, and national laws governing workplace **occupational safety standards**, particularly in the retail industry. Execute appropriate health, safety, and environmental procedures for retail occupations aligned with the school-based enterprise or student-led startup experience.
- 2.4 Merchandise and Service Retailers: Identify **local retailers** as a merchandise and/or service retailer, describe the **services** each type of retailer offers, and propose new methods for **maintaining and building the clientele** of each.
- 2.5 Customer Experience: Discuss the importance of **customer experience** in a retail environment. Assess what makes a **loyal customer** and why a customer may enjoy shopping in a specific environment.
- 2.6 Retail Career Profile: Using print, online, and/or personal interview sources, develop a **career profile for** at least three **national or international retail occupations** (managerial level or above). 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 as a travel, free samples, etc.
 - g. Salaries, bonuses, payment methods (including salary and commissions)
 - h. Employment outlook

3. Economics of Retailing

- 3.1 Economic Functions: Research and explain the **economic function** of retailing in the local, state, national, and global economy. Analyze the effect of **government regulations** on the retail industry (e.g., the Food, Drug, and Cosmetic Act or the Consumer Product Safety Act).
- 3.2 Business Cycles: Investigate the effect 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 effect of forecasted **economic trends** on the retail environment and opportunities in both the short (1 year or less) and long term (5 years).
- 3.3 Pricing Decisions: Determine how businesses use the **four key market factors**—cost and expenses, supply and demand, consumer perception, and competition—to make and review

pricing decisions. Analyze how each factor relates to earning profit, gaining market share, and market competition.

4. Marketing Research

4.1 Marketing Research and Data: Explain the need for both **primary and secondary research data** in the retail industry. Evaluate the types of data available through **electronic tracking methods** (e.g., warranty registrations, sales records, online surveys, website cookies, and loyalty cards) and illustrate how a retailer may use this information to learn about their customers.

4.2 Retail Marketing Question: Develop a **survey** to address a specific **marketing question** for a local retailer or school-based enterprise (e.g., 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.

5. Inventory, Buying, and Pricing

5.1 Six-Month Merchandise Plan: Research inventory planning, stock turnover rates, and the buying process and develop a **six-month merchandise** and **open-to-buy plan** for the school-based enterprise or product category within the school-based enterprise. Prepare a **scenario summary accounting** for current inventories, purchases, expenses, and best- and worst-case scenarios.

5.2 Ordering and Invoicing: Explain the standard procedure in retail for ordering and invoicing purchases used in the retail industry. Evaluate the basic **types of inventory** and **Point of Sale (POS) systems** and recommend the best **tracking methods** and **vendors** for a small retailer or school-based enterprise.

5.3 Retail Prices: Use **cost-plus, mark-up, and mark-down** formula to calculate retail prices for both specific products and the overall **margin mix**. Explain the use of cost and profits to establish budgets and prices.

6. Location, Layout, and Visual Merchandising

6.1 Store Location Selection: Investigate the key factors to select a **physical location** for a retail store. Evaluate the local community to determine an ideal retail location, including an analysis of traffic (foot and vehicle) and target markets.

6.2 Retail Store Layouts: Evaluate various **retail store layouts** and use **plan-o-grams** to maximize floor space. Select a product and create a plan-o-gram for a small retail store, department, or school-based enterprise, presenting the plan to the class for feedback.

6.3 Visual Merchandising: Study and evaluate a local retail store or school-based enterprise's use of location, layout, and visual merchandising to investigate the role of **visual merchandising** in developing a **store/brand image**. Recommend improvements to help the store attract a specific target market.

7. Retail Product, Promotion, and Selling

7.1 Personal Selling: Analyze **personal selling** in retail and the influence the salesperson has on image, customer service, and profit. Distinguish the **types of selling** (e.g., inside, outside) to determine how various **selling techniques** can influence **customer-buying decisions**.

7.2 Social Media Campaigns: Design an original **social media campaign** for a local retailer or school-based enterprise with the goal to increase sales and customer traffic for the store.

7.3 Green Products and Promotions: Analyze the claims of three retailers that produce **environmentally friendly** products or services and deliver a presentation supporting or opposing their "**green**" **marketing** position and promotional efforts.

8. Human Resource Management and Risk Management

8.1 Staffing: Analyze the staffing needs for a **medium-size retail store**, taking into consideration departments, security, and hours of operation. Calculate daily **payroll cost** and create a **one-month staffing schedule** to maximize coverage and minimize payroll cost.

8.2 Human Relations Policies and Guidelines: Develop written **human relations policies and guidelines** that promote a positive retail work environment and minimize employee turnover. Role-play workplace scenarios that involve **motivational techniques** and promote a **positive work environment**.

8.3 Staffing Legal Issues: Explore **legal issues** related to staffing, including national and international labor issues (e.g., the demand for a raise of the minimum wage) and their effect on the business, employees, and customers (e.g., minimum wage, medical insurance requirements, equal opportunity, harassment, etc.).

8.4 Retail Security Concerns and Risks: Evaluate the various **security concerns and risks** in retail. Construct a plan, including a cost analysis, for a local retailer or school-based enterprise to manage these risks. Analyze the methods to **control losses** that result from shrinkage, vendor collusion, and theft.

8.5 Ethical Challenges: Evaluate the **ethical challenges** 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 action steps and resources to guide decision-making on ethical issues.

9. Career Preparation and Portfolio

9.1 Job Application and Job Interview: Complete an authentic **job application** as part of a career search or work-based learning experience and participate in a **mock job interview**. Prior to the interview, update a personal resume, research tips on dress and grooming, most commonly asked interview questions, appropriate conduct during an interview, and recommended follow-up procedure. Upon completion of the interview, write a thank you letter to the interviewer.

9.2 Career Portfolio: Create a **portfolio**, or similar collection of work, that illustrates **mastery of skills and knowledge** learned in the previous courses and applied in the course. The following documents will reside in the career portfolio.

- a. Career and professional development plan
- b. Resume
- c. List of responsibilities undertaken throughout the course
- d. Examples of merchandise plan and supporting materials developed and used in the course
- e. Sources of support, including mentors, financial, in-kind, and other
- f. Periodic journal entries reflecting on tasks and activities
- g. Feedback from instructor and/or supervisor based on observations

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.