

# **Grade 10 Retailing (20S)**

A Course for  
Independent Study





GRADE 10 RETAILING (20S)

A Course for Independent Study

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# GRADE 10 RETAILING (20S)

## Module 1

### Introduction to Retailing

This module contains the following:

- Introduction
- Lesson 1: Introduction to Grade 10 Retailing
- Lesson 2: The World of Retailing
- Lesson 3: Employment Opportunities in Retailing



# MODULE 1: INTRODUCTION TO RETAILING

## Introduction



Welcome to the first module of Grade 10 Retailing. In Module 1, which is made up of three lessons, you will read a description of the course components and expectations. In addition, you will learn general retail principles and look at employment opportunities in retailing. You will also complete two assignments, which you will send to your tutor/marker when you have finished Module 1.



## Assignments

The assignments you will have to complete in Module 1 are listed below.

### Assessment Checklist

- Lesson 1      There is no assignment in Lesson 1.
- Lesson 2      Assignment 1.1: The World of Retailing
  - Part 1: Telephone Interview with Your Tutor/Marker
  - Part 2: Comparing Retail Outlets
  - Part 3: Uncontrolled Variables
- Lesson 3      Assignment 1.2: Employment Opportunities in Retailing
  - Part 1: Career Interest Inventories
  - Part 2: Are You a Self-Starter?
  - Part 3: It's up to You
  - Part 4: Interview with a Store Manager

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## Notes

# LESSON 1: INTRODUCTION TO GRADE 10 RETAILING

## Overview



The first lesson of Grade 10 Retailing describes what the course is about and what you will need to do to complete the course requirements. It's like the first few days of school, when the teacher tells you about your course and what you are going to learn. A description of the course components and expectations follows.

## What Will You Learn in This Course?

In this retailing course you will learn about the various activities involved in selling goods or services directly to consumers. This course consists of the following eight modules:

- Module 1: Introduction to Retailing
- Module 2: Store Policies
- Module 3: Analyzing Target Markets
- Module 4: The Buying Process
- Module 5: Inventory
- Module 6: Pricing
- Module 7: Store Image, Layout, and Displays
- Module 8: The Selling Process

Each module has one or more lessons that focus on specific aspects of retailing. In most lessons you will read a few pages, and then complete one or more learning activities and/or assignments. You will learn about retailing mainly by doing things.

## What Is a Lesson Focus?

Each lesson begins with a Lesson Focus, which describes what you will be learning. It includes a list of the specific learning outcomes (SLOs) addressed in the lesson. The SLO numbers (e.g., SLO 1.2.3) are for the tutor/marker, so you can ignore them.

## What Will You Need for This Course?



To complete this course, you should have access to

- a computer with Internet access. If you do not have a computer with Internet access, you will still be able to complete the course, but you need to figure out different ways of accessing information.
- a computer with a spreadsheet program such as Excel, or a calculator, to help you work with numbers
- a calculator
- several retail businesses, such as restaurants and stores
- several business managers or owners whom you will interview
- a photocopier so that you can photocopy your assignments before sending them to your tutor/marker for assessment
- flyers and newspapers
- businesses with window displays
- a video camera or another device to record sound



If you do not have access to one or more of these resources, contact your tutor/marker.

## Who Can Help You with This Course?

There are two people who can help you be successful in this course: your tutor/marker and your learning partner.

### Your Tutor/Marker

The first person who can help you is your tutor/marker. Tutor/markers are experienced teachers who tutor independent study students and mark assignments and examinations. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Feel free to contact your tutor/marker at any time during this course. If you are not sure how to contact your tutor/marker, phone the Independent Study Option office at 1-800-465-9915.

## Your Learning Partner



The next person who can help you with this course is your learning partner. A learning partner is **someone you choose** who will help you learn. It may be someone who knows something about retailing, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule, check your work, read the course with you, look at your learning activities and respond to them, and make sense of assignments. You may even study for your final examination with your learning partner.

## What Is a Learning Activity?



The learning activities in this course will help you to review and practise what you have learned in the lessons. **You will not submit the completed learning activities to your tutor/marker for assessment.** In other words, you will complete the learning activities and check your answers yourself, using the Learning Activity Answer Keys found at the end of the applicable modules.

Make sure you complete the learning activities, because doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments and final examination successfully.

## How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the assignments and the final examination.

## Assignments



Each module in this course contains assignments that you will complete and mail or email to your tutor/marker for assessment. All the assignments are worth a total of 75% of your final mark for this course.

### Note

To complete this course, you will be required to visit retail outlets and interview business owners or store managers.

Please note that many assignments are accompanied by marking rubrics, which your tutor/marker will use to assess your completed assignments. The rubrics will help you to complete your assignments and receive the best marks possible.

## Final Examination



The course contains a final examination, which you will write after completing Module 8, the final module in the course. You will write the final examination under supervision. It is worth 25% of your final mark for this course.

In order to write your examination, you will need to apply for it, as described below:

- **If you are attending school**, ask your school's Independent Study Option (ISO) Facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to the next scheduled examination week.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write your examination, fill in the Examination Request Form and mail or fax it to

ISO Registration  
555 Main Street  
Winkler MB R6W 1C4  
Fax: 204-325-1719  
Toll-Free: 1-800-465-9915

## How Much Time Will You Need for This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and can choose how quickly you will complete the course. You don't have to wait for your teacher or classmates, and you can work as quickly as you want. You can also complete as many lessons at a time as you want. Read the next few pages to get an idea of how to pace yourself.



You will spend a minimum of 110 hours on this course. That means you will need to spend at least 45 minutes per school day to complete the course in a regular school year, or at least 90 minutes daily in a semester. Look at the following three charts and decide which chart best describes the time of year when you want to begin and complete this course.

### Chart A: Semester 1

Here is a suggested timeline that you can follow if you start this course in September and need to complete it by the end of January.

| Module   | Completion Date |
|----------|-----------------|
| Module 1 | mid-September   |
| Module 2 | late September  |
| Module 3 | mid-October     |
| Module 4 | late October    |
| Module 5 | mid-November    |
| Module 6 | late November   |
| Module 7 | mid-December    |
| Module 8 | mid-January     |

## Chart B: Semester 2

Here is a suggested timeline that you can follow if you start this course in January and need to complete it by June.

| Module   | Completion Date |
|----------|-----------------|
| Module 1 | mid-February    |
| Module 2 | late February   |
| Module 3 | mid-March       |
| Module 4 | late March      |
| Module 5 | mid-April       |
| Module 6 | late April      |
| Module 7 | mid-May         |
| Module 8 | late May        |

## Chart C: Full School Year (Not Semestered)

Here is a suggested timeline that you can follow if you register for this course in September and would like to complete it by June.

| Module   | Completion Date |
|----------|-----------------|
| Module 1 | late September  |
| Module 2 | late October    |
| Module 3 | late November   |
| Module 4 | late January    |
| Module 5 | late February   |
| Module 6 | late March      |
| Module 7 | late April      |
| Module 8 | late May        |

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. Remember, it might take over a week for your work to travel through the mail, so make sure you leave enough time for that. It may also take a few weeks for your tutor/marker to mark everything and send the marks to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by June 1.

## When Do You Send in Your Assignments?

You will mail or email your completed assignments to your tutor/marker for assessment. Each time you submit something, you must include the applicable Module Cover Sheet (found at the end of Module 1, Lesson 1). The following chart shows exactly what you will be submitting to your tutor/marker.

| Module          | Assignments You Will Submit                      |
|-----------------|--|
| Module 1        | Assignments 1.1 and 1.2                          |
| Module 2        | Assignments 2.1 and 2.2                          |
| Modules 3 and 4 | Assignments 3.1 to 3.3, Assignment 4.1           |
| Modules 5 and 6 | Assignments 5.1 and 5.2, Assignments 6.1 and 6.2 |
| Modules 7 and 8 | Assignments 7.1 and 7.2, Assignment 8.1          |

### Mailing Assignments



If you choose to mail your completed assignments, please photocopy all materials so that you can keep a copy for yourself. In preparation for mailing assignments, please organize your materials in the order described at the end of the applicable modules.

Place all the materials in an envelope and address it to

ISO Tutor/Marker  
555 Main Street  
Winkler MB R6W 1C4

### Emailing Assignments

Students who have access to the Internet may submit assignments electronically if this has been arranged in advance with their tutor/marker. Please be advised that this option is not appropriate for some subject areas, and permission to submit assignments electronically is at the discretion of the tutor/marker.

To submit your completed assignments electronically, you will need to do one of the following:

- **If you are attending school**, please ask your ISO Facilitator (person who signed your ISO Admission/Registration form) for permission to email your assignments and to determine your school's procedure for emailing assignments.
- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically.

### How to Submit Your Work (files must not exceed 5 MB)

Depending on the file type, please submit your work as shown below:

- **Written work:** Microsoft Word (doc) or as an rtf
- **Spreadsheet assignments:** Microsoft Excel (xls)
- **Picture and graphic files:** jpeg, gif
- **Scanned file:** pdf (save multiple pages in one file)
- **Audio file:** wav
- **Video file:** wmv

### How to Send Your Email

1. Use the following format to compose your email.

---

**To:** distance.learning@gov.mb.ca  
**Cc:** (email address from your ISO Facilitator, if required)  
**Subject:** My Name Grade 10 Retailing  
**Attach:** lesson 1\_mod 1\_assign 1.doc

**Message:**

Lesson 1, Module 1, Assignments 1.1 and 1.2

My tutor/marker is \_\_\_\_\_

My school is \_\_\_\_\_

2. Attach your files (files must not exceed 5 MB).
3. Email your assignments to <distance.learning@gov.mb.ca> only. Do **not** email your assignments directly to your tutor/marker. Email sent directly to the tutor/marker will be returned unread.

**Your tutor/marker will return your marked work to you by email.**

## What Are the Guide Graphics For?

Guide graphics appear in the margins of the course to identify a specific task. Each graphic has a specific purpose to guide you, as described below:



**Assignment:** This guide graphic tells you to complete an assignment, which you will send to your tutor/marker for assessment.



**Internet:** If you have access to the Internet, you can use it to get more information. Internet access is optional.



**Learning activity:** Complete this learning activity to help you review or practise what you have learned and to prepare for your assignments and final examination. You will not send the completed learning activities to your tutor/marker. Instead, you will check your answers yourself, using the answer keys provided.



**Learning partner:** Ask your learning partner to help you with this task.



**Mail-in assignment:** It is now time to mail or email your completed assignment(s) to your tutor/marker for assessment.



**Time:** This graphic gives you an idea of the approximate amount of time you will need to complete a lesson or an assignment. The actual time it takes to complete an assignment varies from student to student, so the suggested times are just rough guides. If you complete an assignment in much less time than is suggested on the graphic, you may need to spend more time on it. If you find you are spending much more time than indicated, it may be time to move on.



**Video:** Videotape something to send to your tutor/marker.



**Examination preparation:** This graphic refers to content in the course that is likely to be found on the final examination. So, make sure that you learn it well.

## LESSON 2: THE WORLD OF RETAILING

### Lesson Focus

#### After completing this lesson, you will be able to

- define retailing (SLO 1.1.1)
- describe the history of retailing (SLO 1.1.2)
- identify the controlled and uncontrolled variables found in retailing (SLO 1.1.3)

### Introduction



This lesson begins with a brief discussion of what retailing is, followed by a description of the history of retailing and some variables found in retailing.

### What Is Retailing?

*Retailing* consists of the activities involved in selling goods or services directly to consumers. It is the process of planning what product or service, price, promotion, and place to use to create and maintain relationships that will satisfy the needs of both the customer and the retail company.

Throughout the eight modules of this course, you will find the terms *products* (goods, merchandise) and *services*. For example, a retail clothing store is a business that sells only goods (clothing). A fast food business sells only goods (food). A courier business sells only a service (delivery). An employment agency sells only a service (employees). Hairdressing businesses sell both goods (hairdressing supplies) and services (haircuts and styles). Some businesses sell *both* goods (variety of merchandise) and services (e.g., vehicle repairs).

By studying retailing, you will be introduced to the skills and practical applications required to get a part-time job or a full-time job in that area. Retailing offers you the opportunity to **start your own business** or to work at an entry-level position that offers the potential for growth or promotion.

Retailing offers many career opportunities in areas such as the following:

- management
- purchasing
- information systems
- inventory control
- distribution
- e-commerce
- human resources
- financial and internal auditing
- marketing
- sales
- promotions
- public relations

You will learn more about careers in retailing later in this course.

## A Brief History of Retailing



To understand how retailing works today, you need to have some idea of how it developed in the past. The history of retailing can be broken down into four main eras:

### 1. Production Era – 1840s to 1920s

In this era, production created its own demand; that is, products would sell themselves because the customer (consumer) was demanding them, so companies focused on supply (producing things), not on selling things.

### 2. Sales Era – 1920s to 1960s

In this era, production outgrew demand. In other words, customers no longer demanded all the products that companies were producing. Since companies were still producing just as many products, their solution was to hire salespeople to find new customers to buy their products.

### 3. Marketing Concept Era – 1960s to 1990s

In this era, companies began to conduct research to find out exactly what customers needed and wanted, and then designed their products and services to match their customers' needs and wants.

### 4. Marketing Orientation Era – 1990s to Present

In this era, companies are continually collecting information about competitors, trends, and their customers in order to increase sales.

## Variables in Retailing



Different variables (things that are changeable) affect a retail operation. There are two kinds of variables: controlled and uncontrolled.

### Controlled Variables

Variables that can be controlled and changed by companies at any time are known as the **4 Ps** or the marketing mix:

- **Product/Service:** You can control what you sell.
- **Price:** You can control at what price to sell your product/service.
- **Place:** You can control where and how to sell your product/service (your channel of distribution).
- **Promotion:** You can control what promotional activities to use.

### Uncontrolled Variables

Variables that companies cannot control or change must be monitored because they can affect a company in either a positive or a negative way.

- **Technology:** To stay competitive, companies must keep up to date with technological changes. For example, computers affect every aspect of our lives—homes and businesses. Through technology, businesses have access to databases of current and potential customers, opportunities to become connected globally throughout the world, and opportunities to determine what inventory is in stock and what inventory needs to be ordered.
- **Social trends:** Companies must watch for, and adapt to, changes in social trends (e.g., fashion, fitness, health, environment, two-income families).
- **Customers:** Companies have a variety of clientele (e.g., repeat and loyal customers, customers always looking for different and better products, customers who never come back).
- **State of the economy:** Companies must watch for, and have a plan to adapt to, changes in the economy (e.g., a recession or depression when prices are increasing faster than people's incomes [inflation], which results in fewer purchases and higher unemployment).
- **Competition:** Companies should monitor their competitors' products, prices, and promotions in an effort to maintain their current customers and to attract new ones. They have no control over whether new competitors (e.g., other businesses offering the same products or services) open next door, or when and how they have sales or promotional activities. Be prepared to compete.

- **Government regulations:** Federal, provincial, and municipal governments are constantly changing business dynamics with regulations (e.g., related to minimum wage increases, goods and services tax [GST], provincial sales tax [PST], workers compensation, smoking bylaws, businesses covering costs of employment insurance [EI] and Canadian pension plan [CPP], making remittances to Canada Revenue Agency [CRA], North American Free Trade Agreement [NAFTA]).
- **Disasters:** Companies could face a variety of disasters (e.g., floods, hurricanes, tornadoes, fires). Companies should follow the rule, “Do not risk more than you can afford to lose.” If potential losses resulting from disasters will put a company out of business, it may be advisable to purchase insurance.

## Lesson 2 Summary

In this lesson, you learned about the

- definition of retailing
- history of retailing
- controlled and uncontrolled variables that affect retailing



### Assignment 1.1

#### The World of Retailing, Parts 1 to 3

It is now time for you to complete Assignment 1.1, which is found on the following pages and is made up of three parts.

- Part 1 consists of a telephone interview with your tutor/marker.
- Part 2 provides a chart in which you will describe the differences between different types of retail outlets and restaurants.
- Part 3 gives you a chance to list your ideas about the effects of controlled and uncontrolled variables in retailing.



**This assignment (along with all other assignments) is worth marks. You will mail or email the completed assignment to your tutor/marker when you have finished Module 1.**

## Marking Rubrics

After some of the assignments, you will find a marking rubric, which your tutor/marker will use to mark your assignments. You can also use the rubrics to help you complete your assignments and to get the best marks possible.

Assignment 1.1, Part 1, does not have a marking rubric. You will receive *10 marks* for participating in the telephone interview with your tutor/marker.



### Assignment 1.1, Part 1

#### The World of Retailing

#### Part 1: Telephone Interview with Your Tutor/Marker (10 marks)



This first part of your first assignment is really easy. All you need to do is phone your tutor/marker and talk about yourself and this course. Your tutor/marker is interested to find out about you, and this short phone conversation will help you complete the course as smoothly as possible.

Your tutor/marker's phone number came with the letter that was attached to this course. If you can't find it, contact the Independent Study Option office at 1-800-465-9915.

Phone your tutor/marker and be prepared to talk about the following topics:

- Who are you? What kind of student are you? What are your goals and aspirations?
- Are you attending school? If so, which one?
- Why did you decide to take Grade 10 Retailing through independent study?
- Is this your first independent study course?
- Do you have any concerns about the course? If so, what are they?
- When do you expect to complete Module 1? When do you expect to complete the entire course?



## Assignment 1.1, Part 2

### The World of Retailing

#### Part 2: Comparing Retail Outlets (35 marks) (SLOs 1.1.1, 1.1.2)



**Choose only one** of the following six options. Visit and compare the retail outlets suggested or some other similar retail operations.

1. Compare a *local family* restaurant to a *fast food* restaurant (e.g., McDonald's, Wendy's).
2. Compare a *local sporting goods* store to a *brand name* store (e.g., SportChek, Source for Sports).
3. Compare a *local family fashion* store to a *big box* store (e.g., Winners, Zellers).
4. Compare a *local hardware* store to a *big box* store (e.g., Rona, Home Hardware).
5. Compare a *local technology* store to a *big box* store (e.g., Future Shop, Visions).
6. Compare a *local tanning salon* to a *brand name* salon (e.g., Fabutan, Tan FX).

Complete the chart on the following pages. Compare the different types of stores (using the criteria provided in Column A) by writing in the applicable information in Columns B and C. One example has been completed for you.

Remember to use the marking rubric provided to help you complete the assignment.

*continued*

## Assignment 1.1, Part 2 (continued)

| Comparison of Retail Outlets  |  |   |
|---|--|---|
| Column A<br>Comparisons   | Column B<br>Locally Owned Store<br>(Usually Smaller)<br>Name: _____  | Column C<br>Big Box or<br>Brand Name Store<br>Name: _____   |
| <p><b>Example:</b><br/>Treatment of Customers<br/>(How do the salespeople treat the customers?)</p>   | <ul style="list-style-type: none"> <li>■ Felt very welcomed and comfortable.</li> <li>■ Was approached by a salesperson upon entering the small and cozy store, received help when needed, felt valued as a customer.</li> </ul> | <ul style="list-style-type: none"> <li>■ Too big, very impersonal, didn't feel comfortable, felt lost, received no greeting or assistance. OR</li> <li>■ Great atmosphere, very personable, helpful staff, excellent variety, really liked the experience.</li> </ul> |
| 1. Types and Prices of Products/Services  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>   |
| 2. Quality of Products/ Services (e.g., top, medium, poor quality; falls apart after purchased; recommended by someone, Internet, TV, newspaper)                      | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>   |
| 3. Location (e.g., convenience/ accessibility—close to bus stops, downtown, at a shopping mall or kiosk, close to competition, to parking, to surrounding businesses) | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul>   |

*continued*

## Assignment 1.1, Part 2 (continued)

| Comparison of Retail Outlets (continued)   |   |   |
|--|---|---|
| Column A<br>Comparisons  | Column B<br>Locally Owned Store<br>(Usually Smaller)<br>Name: _____                             | Column C<br>Big Box or<br>Brand Name Store<br>Name: _____                                       |
| 4. Customers/Demographics<br>(e.g., age, rural or urban,<br>male or female, income<br>level, education level,<br>family size, marital<br>status, occupation,<br>ethnicity) | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> |
| 5. Personal Service<br>(e.g., nature of service,<br>people skills, customer<br>service skills,<br>communication skills,<br>attitude)                                       | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> |
| 6. Image and Atmosphere<br>(e.g., cleanliness,<br>lighting, colour, scent,<br>music, visual appeal)  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> |
| 7. Conveniences Offered<br>(e.g. carts, delivery<br>service, email, phone,<br>discounts, coupons)  | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> | <ul style="list-style-type: none"> <li>■</li> <li>■</li> <li>■</li> <li>■</li> <li>■</li> </ul> |

## Assignment 1.1, Part 2: Marking Rubric

| Comparisons                               | 5 Marks<br>5 or more points of comparison are listed in Column B and Column C | 3 Marks<br>3 or 4 points of comparison are listed in Column B and Column C | 1 Mark<br>1 or 2 points of comparison are listed in Column B and Column C | Marks      |
|---|---|--|---|------------|
| 1. Types and Prices of Products/ Services |   |  |   | /5         |
| 2. Quality of Products/Services           |   |  |   | /5         |
| 3. Location                               |   |  |   | /5         |
| 4. Customers/ Demographics                |   |  |   | /5         |
| 5. Personal Service                       |   |  |   | /5         |
| 6. Image and Atmosphere                   |   |  |   | /5         |
| 7. Conveniences Offered                   |   |  |   | /5         |
| <b>Total</b>                              |   |  |   | <b>/35</b> |



## Assignment 1.1, Part 3

### The World of Retailing

#### Part 3: Uncontrolled Variables (10 marks) (SLO 1.1.3)



If you need help completing this assignment, speak to the manager or owner of a retail outlet (whom you will be contacting in Part 4 of Assignment 1.2) or contact your tutor/marker.

**Choose only one** of the following uncontrolled variables:

1. Social trends
2. Customers
3. State of the economy
4. Competition
5. Government regulations (e.g., GST)
6. Disasters

Complete the table on the next page. List the uncontrolled variable you have chosen (in Column A). Then list **five positive effects** that you think this uncontrolled variable can have on a retail company (in Column B). Then list **five negative effects** that this uncontrolled variable can have on a retail company (in Column C). Technology is provided as an example for you to follow.

Remember to check the marking rubric provided to help you complete the assignment.

*continued*

## Assignment 1.1, Part 3 (continued)

| Positive and Negative Effects of Uncontrolled Variables                             |   |  |
|---|---|--|
| Column A<br>Uncontrolled<br>Variable  | Column B<br>Positive Effects on a Company   | Column C<br>Negative Effects on a Company  |
| <p><b>Example:</b></p> <p><b>Technology</b><br/>(Name of Uncontrolled Variable)</p> | <p>Technology provides opportunities to</p> <ol style="list-style-type: none"> <li>1. sell products on the Internet</li> <li>2. computerize office systems for efficiency, keeping names of customers in the computer</li> <li>3. keep track of quantity of product on hand</li> <li>4. find suppliers faster by using the Internet</li> <li>5. check out competitors and what they are offering</li> <li>6. sell globally (around the world), thereby reaching a much larger market</li> </ol> | <p>Technology may result in</p> <ol style="list-style-type: none"> <li>1. expenses involved in putting technology systems in place</li> <li>2. cost and time needed to train employees</li> <li>3. downtime—technology systems crash, something has to be replaced or fixed</li> <li>4. loss of jobs—technology may replace employees</li> <li>5. constant need for upgrading of technology systems to remain competitive, which incurs costs</li> <li>6. stress—dealing in the global marketplace can be overwhelming to a company</li> </ol> |
| <p>(Name of Uncontrolled Variable)</p>  | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>  | <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>   |

### Assignment 1.1, Part 3: Marking Rubric

| Comparisons   | 5 Marks<br>5 or more effects<br>are clearly described | 3 Marks<br>3 or 4 effects<br>are clearly described | 1 Mark<br>1 or 2 effects<br>are clearly described | Marks      |
|---|---|--|---|------------|
| <b>Positive Effects</b><br>of Uncontrolled<br>Variable on a<br>Company (Column B) |   |  |   | /5         |
| <b>Negative Effects</b><br>of Uncontrolled<br>Variable on a<br>Company (Column C) |   |  |   | /5         |
| <b>Total</b>  |   |  |   | <b>/10</b> |