

Catholic District School Board Writing Partnership

Course Profile

Introduction to Retail and Services Marketing

Grade 11
Workplace Preparation
BMX3E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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Acknowledgments

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Course Overview

Introduction to Retail and Services Marketing, Grade 11, Workplace Preparation, BMX3E

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Course Description

This business course focuses on marketing at a micro level and examines many of the details that must be considered when running retail or service establishments. Students explore environmental forces that affect the way businesses operate such as emerging information technologies, changing demographics, global competition, government legislation, and consumer buying motives. The course then moves to the marketing mix and retail operations where students investigate concepts such as product knowledge, the channels of distribution, pricing, and effective promotional strategies that affect business. Students identify the critical importance of interacting with the consumer. To that end, they investigate issues such as customer service, presentation of merchandise, just-in-time inventory systems, and interpersonal skills. This course prepares students wishing to pursue a career in store management. Students develop their “personal portfolio” throughout the course. The aim of this culminating project is to promote employability skills that demonstrate dignity, fulfillment, and vocation in work, which contribute to the development of the whole person.

How This Course Supports the Ontario Catholic School Graduate Expectations

The Catholic Church considers businesses to be both a society of capital goods and persons in which people participate in different ways and with specific responsibilities. In this, people either supply the necessary capital for the company’s operations or take part in such operations through their labour (Pope John Paul II, *On the Hundredth Anniversary of Rerum Novarum*, Encyclical Letter, 1991). Whether it is changing with consumer consumption patterns, integrating information technologies that improve customer service, interacting with competitors, or adapting to government regulation, the retail and service sectors perpetuate this interdependence between society and business. Furthermore, the application of production, pricing, distribution, and promotion strategies must consider this innate partnership between humanity and the world of business. Catholic students need to learn to integrate their understanding of the inherent value and dignity of human life with the sound knowledge and skills required to productively market goods and services in an ethical and moral way. Most importantly, students realize the importance of exercising their Christian leadership principles in developing personal business skills and attitudes required by the retail and service sectors.

Course Notes

This course serves the students who plan to enter the field of retail and services marketing in the years following their secondary school careers. With this in mind, students need to learn the skills required to implement the elements of the marketing mix and to operate an establishment with consideration for environmental, technological, and global trends. Also, it is imperative that students learn the employability skills required by employers in the aforementioned sectors. To this end, the Career Opportunities unit should be woven into the course. The personal portfolio, which serves as the culminating project, is something that needs much more time than the last several weeks of the term. Students need most of the course to digest the material covered and synthesize this information into what will become a “working document”, which highlights their strengths, accomplishments, and recognition of employability skills required to gain entry into the field of retail and services marketing.

The *Business Studies* Ministry Document effectively clusters learning expectations in a cohesive fashion. This Course Profile has been constructed so that some expectations appear in more than one unit. This provides the opportunity for consolidation of the learnings.

Teachers should be aware of students who require modification to the mandated expectations for this course. *Ontario Secondary Schools* (p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the students IEP. This applies also to students who have not been identified as exceptional but are receiving Special Education programs and services.

Units: Titles and Times

* Unit 1	The Marketing Process	30 hours
Unit 2	Elements of Retail and Services Marketing	32 hours
Unit 3	Retail Systems and Operations	22 hours
Unit 4	Career Opportunities in Retail and Service Businesses	26 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: The Marketing Process

Time: 30 hours

Description

Students develop an understanding of retail marketing. They learn the essential skills and Catholic values necessary to ensure success both domestically and abroad. Students examine the impact that competition has on retailing and the relevance of being socially responsible in this regard. They are given the opportunity to appreciate the roles that emerging technologies and marketing research play in identifying changing consumer needs and wants. In addition, students learn how economic factors and government regulation influence the retail and services market.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	MPV.01, MP1.01, MP1.02, MP1.03, MP1.04 CGE 2b,d, 3b,c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Knowledge/Understanding Communication	Retail and Service Sectors
2	MPV.02, MP2.01, MP2.02, MP2.03, MP2.04, MP2.05, MP2.06 CGE 1d, 2a,b,c,d, 3b,c,d,f, 4a,b,d,f, 5a,e,f,g, 7a,b,f,g	Application Thinking/Inquiry Communication	The Consumer and Marketing
3	MPV.03, MP3.01, MP3.02, MP3.03, MP3.04, MP3.05 CGE 1d,h, 2a,b,c,d, 3b,c,d,f, 4a,b,f, 5a,e,f,g, 7a,f,g,i	Application Knowledge/Understanding Thinking/Inquiry	Competition
4	MPV.04, MP2.02, MP2.06, MP3.05, MP4.01, MP4.02, MP4.03, MP4.04 CGE 1d, 2a,b,c,d, 3b,c,d,f, 4a,b,f, 5a,e,f,g, 7a,f,g,i	Application Knowledge/Understanding Thinking/Inquiry Communication	The Influence of Economic Factors, Government Regulation, and Globalization

Unit 2: Elements of Retail and Services Marketing

Time: 32 hours

Description

Students identify and learn the different types of enterprises that exist, and the variety of products offered in retail and service businesses. Students examine the major elements in retail and services marketing: product, place (distribution), price, and promotion. They learn how the four Ps shape retailing strategy and the importance of making business decisions in light of gospel values.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	RSV.01, RS1.01, RS1.02, RS1.03, RS1.04, RS1.05, MP1.03 CGE 2a,d, 3c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Knowledge/Understanding Communication	Product and Types of Enterprises
2	RSV.02, RS2.01, RS2.02, RS2.03, RS2.04, RS2.05, MP2.04, RO2.02 CGE 2a,d,e, 3b,c,d, 4b,d,f, 5a,e,f,g, 7a i	Application Knowledge/Understanding Thinking/Inquiry	Product Distribution
3	RSV.03, RS3.01, RS3.02, RS3.03, RS3.04 CGE 2a,c,d, 3c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Knowledge/Understanding Thinking/Inquiry	Product Pricing
4	RSV.04, RS4.01, RS4.02, RS4.03, RS4.04, MP1.04, MP3.04, RO2.02 CGE 1d,e, 2a,b,c,d,e, 3b,c,d, 4a,b,f, 5a,e,f,g, 6c, 7a,i	Application Communication	Product Promotion

Unit 3: Retail Systems and Operations

Time: 22 hours

Description

Students develop an understanding of effective customer service and merchandise techniques that will have an impact on retail sales and business success. Specifically, students examine the selling process and the role it has in maintaining customer loyalty. They learn how methods of inventory control and point of sales systems are essential to retail companies today. Students investigate how consumer and population trends may have an impact on retail and service businesses in the future. This unit concludes with a comparison of job descriptions and specifications relative to Christian vocation, which provides students with a clear understanding of retail operations.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	ROV.01, RO1.01, RO1.02, RO1.03, RO1.04, RO1.05, RS1.05 CGE 2a,d, 3c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Knowledge/Understanding Communication	Retail Systems and Operations and Customer Service
2	ROV.02, RO2.01, RO2.02, RO2.03, RO2.04, RS4.01 CGE 2a,d, 3b,c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Thinking/Inquiry Communication	Merchandise Presentation
3	ROV.03, RO3.01, RO3.02, RO3.03, RO3.04, RO3.05, RS2.03 CGE 2a,d,e, 3c,d, 4a,b,f, 5a,e,f,g, 7a,i	Application Knowledge/Understanding Thinking/Inquiry	Inventory Control

4	ROV.04, RO4.01, RO4.02, RO4.03, RO4.04 CGE 2a,c,d, 3c,d,f, 4a,b,f, 5a,e,f,g, 7a,i	Application Thinking/Inquiry Communication	Human Resources
5	ROV.05, RO5.01, RO5.02, RO5.03, MP4.04, RS2.03 CGE 1d,h, 2a,b,c,d, 3b,c,d,f, 4a,b,d,f, 5a,e,f,g, 7a,f,g,i,j	Knowledge/Understanding Thinking/Inquiry Communication	New Trends in Marketing

Unit 4: Career Opportunities in Retail and Services Businesses

Time: 26 hours

Description

Students determine and evaluate various strategies for effective career exploration. Utilizing computer software, students investigate the range of careers available in the retail and service sectors. Developing a personal marketing plan, students identify the skills, characteristics, and aptitudes necessary to work in the retail and service industries. They reflect on their personal values, abilities, and aspirations as they apply to career selection and job opportunities. Researching employment prospects from various media (newspaper classified, job banks, Internet, and local retail and service merchants), students present their personal portfolio (culminating project) as preparation for employment in the retail industry.

Unit Overview Chart

Act.	Expectations	Assessment	Focus
1	COV.01, CO1.01, CO1.02, CO1.03 CGE 2a,d, 3c,d, 4b,e,f,g, 5a,b,d,e,f,g,h, 7a,i	Application Knowledge/Understanding Thinking/Inquiry	Career Exploration
2	COV.02, CO2.01, CO2.02, CO2.03, RO4.02, RO4.04 CGE 2a,c,d, 3c,d,f, 4a,b,e,f,g, 5a,b,c,d,e,f,g,h, 7a,f,g,i	Application Thinking/Inquiry Communication	Future Opportunities
3	COV.03, CO3.01, CO3.02, CO3.03, CO3.04, RO4.02, RO4.04 CGE 2a,d, 3b,c,d,f, 4a,b,e,f,g, 5a,b,c,d,e,f,g,h, 7a,f,g,i	Application Knowledge/Understanding Thinking/Inquiry Communication	Personal Marketing

Teaching/Learning Strategies

Due to the diverse learning capabilities in a classroom, it is imperative that the teacher be equipped with a wide variety of teaching strategies. These strategies fall into three different categories: teacher-centred, learner-centred, and self-directed.

Teacher-centred Strategies

Teacher-centred strategies are those in which the teacher directs the learning e.g., teacher-led review, work/task sheet, Socratic lesson, Mnemonic (trigger recall). Teacher-centred strategies have a definite place in this course as students learn to handle a broad range of topics. Teachers may find these strategies useful as ways to model how to set up notebooks or databases, to present complex concepts, or to make the best use of time in some parts of the course.

Learner-centred Strategies

Learner-centred strategies, which are activity based, provide students with opportunities to actively apply what they have learned e.g., text referencing, jigsaw, audio/visual, computer lab work, field trip, cooperative group learning, role playing. The expectations for the use of these teaching strategies are that students develop problem-solving as well as collaborative skills.

Self-directed Strategies

Self-directed strategies may be used to promote independence and self-reliance e.g., displays, electronic media research, computer-assisted learning. The benefits of these strategies are that students learn to take responsibility for and manage their own learning.

Course Evaluation

The success and effectiveness of this or any program requires that teachers consciously collect information that indicates what works and what does not work. Reflective practice should be formative, summative, include an assessment of the intended and actual products, and, ideally, involve students. Tools the teacher might consider are: personal reflection (diaries or journals), action research (experimental tasks), checklists, student questionnaires, audio and/or video recording, the development of a course portfolio, peer observation, and feedback. It is recommended that each teacher modify and document this course profile on an annual basis as part of this process of evaluation.

Assessment & Evaluation of Student Achievement

Teachers should employ assessment techniques frequently throughout the course in order to communicate the expectations of the course to students, make appropriate adjustments to Teaching/Learning Strategies as required, and accommodate the special needs of students. Student input to the assessment process should be welcomed and valued. Several of the devices listed below can be constructed for diagnostic, formative or summative purposes.

- Informal Observation
- Brainstorming
- Checklists
- Pre-test
- Word Clustering
- Presentations
- Rubrics
- Informal and Formal Observation
- Interviews
- Verbal Feedback
- Written Feedback
- Graphic Organizers
- Individual and Group
- Assignments
- Products
- Quizzes
- Tests
- Rubrics
- Assignments

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

Teachers should address exceptional students' Individual Educational Plans (IEPs) and consult with the appropriate support staff. This allows teachers to effectively implement prescribed accommodations/modifications. The following are some suggested strategies based on different exceptionalities that could be applied throughout the various activities.

Reading Needs

- read questions first
- modify reading requirements
- use reading partners
- pre-teach concepts/vocabulary
- highlight notes
- use visuals
- use videos
- read instructions

Memory Needs

- teach students to verbalize concepts
- check that daily assignments are recorded in planner
- insist student write things down
- provide lists and/or flow charts
- give visual clues
- give demonstrations
- teach Mnemonics

Motivation Needs

- provide a variety of types of assignments
- create personalized assignments
- set realistic goals and expectations
- avoid public confrontation
- provide praise and positive feedback
- be flexible with timelines
- conference on a one-to-one basis
- maintain contact with home

Attention Needs

- provide a variety of activities and teaching techniques
- give blocks of information and vary the activities frequently
- use cooperative learning
- ask students to repeat instructions to you
- provide immediate feedback
- move around room
- use visuals
- ensure students see an end in sight

Math Needs

- check work after each example
- relate problems to real life
- modify complexity of examples
- review daily
- teach use of diagrams
- teach use of calculator
- use hands-on manipulatives
- adjust number of problems

Oral Language Needs

- provide non-threatening environments
- do not ask the students to respond to questions without forewarning
- use cooperative learning
- work one-to-one
- have realistic expectations
- provide choices
- use electronic medium
- permit small groups

Written Language Needs

- vary assignments
- give explicit instructions
- allow more time
- provide photocopied notes
- allow point-form notes
- don't penalize mechanics
- use peer editing
- teach use of spell check

Enrichment Needs

- independent study
- cooperative education
- e-commerce simulation
- Junior Achievement
- Sir Wilfred Laurier Stock Market Competition
- Distributive Education Clubs of America (DECA)
- The Rotary Club Business Camp Enterprise
- Ontario Business Educators Association (OBEA) contests
- Business Club/School Store
- mentorship programs

ESL Needs

- pair or group students with English speakers
- provide note making guide
- promote peer tutoring
- encourage use of first language English dictionaries for assignments and assessment
- pair written instructions with verbal instructions
- provide visual and auditory clues
- allow extra time for reading or writing assignments
- ask an ESL/ELD teacher to review questions, assignments, or assessment instruments. The teacher should set the tone for a positive attitude toward helping students with special needs.
- English-speaking students can help their ESL classmates by repeating, rephrasing, and writing words down.
- Bilingual peer tutors, if available, can be helpful, or use classroom groups to facilitate clarification in native language (ESL students benefit from first language help and support).
- Provide peer tutors and give them specific responsibilities up front.
- Give recognition to partners for undertaking responsibilities with students with special needs.
- Avoid “all ESL” groupings.
- Encourage ESL students to use their own language to explain terms in their private notes if it helps them remember.
- Have all concrete items labelled so that every time students sit at the workstation they are reminded of the terms.
- Allow speaking in native languages for clarification and explanation.
- Teachers help students decide on the skills and competencies that need work.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts on which teacher highlights important terms, explains words, clarifies instructions, etc. while students do the same on their copy.
- Provide students with articles to choose from if they are unable to do their own research.
- Assist tutors for ESL students to help with the reading section.
- Provide a glossary of terms for the reading for students with special needs.

Resources

There is a wide, almost limitless number of business resources available. The list below is intended to assist both the student and teacher but is not definitive. Resources required for specific unit activities are provided but are presented in generic subcategories to encourage the teacher and students to creatively pursue additional resources when appropriate. Internet sites are not segregated into a list of their own but included in each subcategory. Every effort has been made to check the current accuracy of Internet sites, but teachers are advised to check addresses prior to use. Brief annotated descriptions are included for some resources but teachers should check all of the information to determine what references are most appropriate for their students.

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Theology

Kosior, Stan, Peter Petrusek, Colleen Smyth, Bernard Smyth, and Larry Trafford. *One World to Share: When Faith and Economics Meet*. Toronto, ON: Metropolitan Separate School Board (TCDSB), 1990.
Pope John Paul II. *On Human Work*. Encyclical Letter, 1981. <http://www.catholic.net/RCC/documents/>

Pope John Paul II. *On the Hundredth Anniversary of Rerum Novarum*. Encyclical Letter, 1991.
<http://www.catholic.net/RCC/documents/>

Pope Leo XIII. *On the Condition of the Working Classes*. Encyclical Letter, 1891.
<http://www.catholic.net/RCC/documents/>

Industry Resources

Apos Systems Inc. – <http://www.apos.on.ca/>

Computer software inventory and management and training systems.

Gemmar Systems International – <http://www.gsi.ca/home3.html>

A leader in the design and implementation of advanced technology systems, offers a total solution approach to retail management.

Human Resources Development Canada (HRDC) – <http://www.ont.hrdc-drhc.gc.ca/english/lmi/>

ICS – Integrated Computer Solutions – <http://www.icsinc.bc.ca/masterics.htm>

An operated Systems House with considerable experience installing and implementing point-of-sale and inventory control systems.

Marketing Canada – <http://www.marketingcanada.com/> (careers in marketing laws and regulations)

Made In Canada – <http://www.canadianmade.com/> (listings of consumer products made in Canada)

Associations

Canadian Foundation for Economic Education – <http://www.cfee.org/en/>

An economic education site containing teaching materials and strategies.

Canadian Retail Hardware Association – <http://www.crha.com/>

This site focuses on the organization of hardware and home improvement retailers.

Electronic Retailing Association – <http://www.retailing.org/regulatory/regulatory.html>

A one-stop source for on-line, television, and radio shoppers to become better-informed customers.

Marketing Associations and Institutes – <http://cwis.kub.nl/~few/few/be/marketin/associat.htm>

A marketing site containing journals, magazines, and associations.

Packaging Association of Canada – <http://www.pac.ca/>

Industries in the site include grocery, beverage, cosmetics, automotive, etc.

Retail Council of Canada – <http://www.retailcouncil.org/> (e-business and e-retailing)

Government

Canada's Business Information Site – <http://strategis.ic.gc.ca/engdoc/main.html>

This site contains such things as economic analysis, statistics, research, and technology.

Government of Ontario – <http://www.gov.on.ca/MBS/english/new/>

Government of Ontario's central site focusing on government and economic issues.

Government of Canada Entrepreneurs and the Self-employed –

http://canada.gc.ca/infocentre/pc/categories/link4_e.html

Revenue Canada – <http://www.rc.gc.ca> (contains automated and on-line services)

Statistics Canada – <http://statcan.ca/start.html>

This government site contains census information on Canadians.

The Job Bus Canada – <http://www.jobbus.com/> (links to companies who are hiring)

Youth Resource Network of Canada – http://www.youth.gc.ca/menu_e.shtml

This site provides a multitude of information of the employment world.

Print

- Beck, Nuala. *Shifting Gears: Thriving in the New Economy*. Toronto, ON: Harper Collins Publishers Ltd., 1992. ISBN 0006384803
- Beckhard Richard, Frances Hesselbein, and Marshall Goldsmith, eds. *The Organization of the Future*. San Francisco, California: Jossey-Bass Publishers, 1997.
- Berkowitz, E., F. Crane, R. Kerin, and W. Rudelius. *Marketing*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-560315-2
- Blackwell, R. *From Mind to Market: Reinventing the Retail Supply Chain*. Toronto: Harper Collins Canada, 1997. ISBN 0887308333
- Catalano, F. *Internet Marketing for Dummies*. Toronto: IDG Books Worldwide, 2000. ISBN 0764507788
- Careers in a Package*. The Packaging Career Council of Canada. Packaging Association of Canada, 1998. Contact information - www.packagingcareers.org
- Council on Economic Priorities. *The Corporate Report Card: Rating 250 of America's Corporations for the Socially Responsible Investor*. Toronto, ON: Dutton, Penguin Group, 1998.
- Craig, S. *International Marketing Research: Concepts and Methods*. Toronto: John Wiley & Sons, Inc, 1999. ISBN 0471983225
- Di Norcia, Vincent. *Hard Like Water: Ethics in Business*. Toronto, ON: Oxford University Press, 1998.
- Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship: Creating A Venture*. Toronto, ON: John Wiley and Sons, 1991. ISBN 0-471-79565-8
- Levinson, J. *Mastering Guerrilla Marketing: 100 Profit-producing Insights That You Can Take To The Bank*. Toronto: Houghton Mifflin Co., 1999. ISBN 0395908752
- Liepner, Michael, Herve De Jordy, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, ON: McGraw-Hill Ryerson Limited, 1991. ISBN 0-07-549931-2
- Lyons, Brian. *Economics: Problems and Policies*. Scarborough ON: Prentice Hall Canada, 1995. ISBN 0-13-055014-0
- Nickels, G. William, James M. McHugh, Susan M. McHugh, and Paul D. Brennan. *Understanding Canadian Business*. Toronto, ON: McGraw-Hill Ryerson Limited, 1997. ISBN 0-256-19444-0
- Popcorn, Faith and Lys Marigold. *Clicking 16 Trends to Future Fit Your Life, Your Work and Your Business*. NY: Harper Collins Publisher, 1996. ISBN 0887306942
- Popcorn, Faith and Lys Marigold. *Clicking: 17 Trends that Drive Your Business and Your Life*. NY: Harper Collins, 1997. ISBN 0887308570
- Popcorn, Faith. *The Popcorn Report*. NY: Doubleday, 1991.
- Silverstein, B. *Business-to-Business Internet Marketing: Proven Strategies for Increasing Profits Through Internet Direct Marketing*. New York: Maximum Press, 1999. ISBN 1885068387
- Sommers, M., Jim Barnes, and William Stanton. *Fundamentals of Marketing*. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-560067-6
- Stoyles, H. *Marketing Today*. Toronto: McGraw-Hill Ryerson Limited, 1994. ISBN 0-07-551428-1
- Thexton, James D. *Economics: A Canadian Perspective*. Don Mills, ON: Oxford University Press, 1992. ISBN 0-19-540939-6
- McDougall, G., P. Kotler, and Gary Armstrong. *Marketing*. Scarborough: Prentice-Hall, 1992. ISBN 0-13-544685-6
- Moses, E. *The \$100 Billion Allowance: Getting Your Share of the Teen Market*. Toronto: John Wiley & Sons, 2000. ISBN 0471298484
- Trout, J. *The 22 Immutable Laws of Marketing: Violate Them at Your Own Risk!* Toronto: Harper Collins of Canada, 1994. ISBN 0887306667

Magazines

Advertising Age – Publishes articles on trends in the advertising industry and on up-and-coming companies and people. Contains a database for industry research.

Adweek Online – Electronic versions of *Adweek*, *Mediaweek*, and *Brandweek*. The site is subscription-based, but some articles are freely available.

Advertising and Marketing Review – Rocky Mountain regional marketing and advertising newsletter presents feature stories, news, and resources for marketing and ad professionals.

Aid4 Promotion – Download a free textbook about effective Internet marketing. Includes an index of recommended marketing software titles.

American Demographics – Stay on top of consumer and marketing trends with this Dow Jones magazine. Most articles deal with business implications.

American Marketing Association Journal of Marketing – Read articles, reviews, editorials, and contributor guidelines. Access archives from 1994.

B&T Online – Australian weekly provides news, features, job postings, and Web information. Subscribe to the print version and view advertising details.

Brand Packaging – Trade magazine showcases new products and packaging strategies. View current news and articles from its print incarnation.

Brandweek – Major marketing weekly presents breaking news and trends in the advertising industry. Search the archives or browse the classifieds.

Cable Avails – Cable-television advertising monthly presents cable industry news and updates. Includes a search feature.

Colloquy – Quarterly newsletter for frequency marketing, a marketing strategy used to target a business's best customers. Includes a subscription form.

Creative Magazine – Trade publication devoted to the promotion and marketing industry. Check out the on-line version of its print edition.

Direct Magazine – Magazine for direct marketing management. Search archives by keyword and find news, features, and columns concerning direct marketing.

DM News – Ezine for direct marketers presents marketing news, classifieds, and an events calendar. Includes an archive of past issues.

EMarketer – Ezine for Internet marketing professionals has articles and related links. Sign up for the free weekly newsletter.

Forecast – Newsletter by Intertec Publishing covers what's new and trends for the American demographics profession. Find back issues and data spreadsheets.

Grey House Publishing – Publisher provides business-to-business reference directories for a variety of industries, including the health and education fields.

Hardware Merchandising – This is an information source for Home Improvement Retailers.

Marketing and Public Relations Publications - Live! – Locate industry journals with research and marketing articles with the help of LookSmart Live!

Marketing Bulletin – Journal, based at Massey University in New Zealand, publishes papers, articles, commentary, research, and theory.

Marketing Online – Subscription-based marketing magazine offers three levels of access. Guests can search current and back issues and review job postings.

Marketing Tools Magazine – Publication that examines tactics and techniques for information-based marketers with full-text articles from current and past issues.

MCB Univ. Press, Journal of Marketing Practice – Offers overview and selected articles. Lists Internet conferences and related journals with accompanying text.

Money Maker's Monthly – Industry journal for network marketing is produced monthly. Read editorials, features, and columns.

PRWeek – Major print publication's on-line version provides comprehensive and current public relations information. Features event and job listings.

Public Relations Tactics – Monthly newspaper delivers how-to information for PR professionals. Find subscription details, classifieds, and a site search.

Quirks Marketing Research Review – On-line magazine offers practical applications in marketing research, including case studies and in-depth discussions.

Response Magazine – Ezine for direct-response television business furnishes news, research, features, and directories of companies and their products.

Sales & Marketing Automation – Tactics, methods, technologies, and trends plus industry and vendor profiles are highlighted in S&MAs ezine. Search back issues.

Social Marketing – Novartis – Take a free, short on-line course in social marketing, provided by the Novartis Foundation for Sustainable Development.

Strategy Magazine – Canadian market report supplies a sample of stories found in its print publication and features news, marketing trends, and personality profiles.

Target Marketing – On-line magazine is for the direct-marketing industry. Subscribers can get news, find articles, and comb the directory of service providers.

Team Licensing Business – Publication catering to the licensing of professional and amateur teams. Read an issue, search the archives, and learn about the business.

Tilberg University, Academic Marketing Journals – Pointers to academic marketing journals on the Web. Also peruse lists of related journals and magazines.

Web Marketing Today – Biweekly newsletter offers links to hundreds of articles and resources on Web marketing.

Electronic

Canada Employment Weekly – <http://www.mediacorp2.com/> (Canada's largest job searching newspaper)

Canadian Business Magazine – <http://canadianbusiness.com/>

This site is the on-line version of *Canadian Business Magazine*.

Canadians in the World – <http://www.canschool.org/>

This site was created to help students learn about Canadian achievement in various areas, including international relations, business, and culture.

Canlinks - <http://www.canlinks.net/>

Canlinks Directory is a comprehensive listing of World Wide Web sites.

CareerPath & Career Builder –

<http://www.careerpath.com/service/cp/EndUser/?srv=EndUser&act=Homepage>

Changing Times – <http://changingtimes.com/>

The labour market information website for the career practitioner.

Corporate Social Responsibility Indicators – <http://www.abellsgroup.com/>

To help you identify, evaluate, and compare the ethical, social, labour, and environmental practices of corporations.

Fast Company Magazine – <http://www.fastcompany.com>

This site assists people in marketing their job skills.

Financial Post Datagroups – <http://www.fpmarkets.com>

This site consists of key demographic facts to help advertisers, marketers, corporate communicators, and business planners stay ahead of their competition.

Financing Your Business – <http://www.sb.gov.bc.ca/smallbus/workshop/finance.html>

This site focuses on marketing, financing, and planning your business.

Find Articles – <http://www.findarticles.com/> (an on-line article-search service)

Free Well Marketing – http://www.icemall.com/free/free_marketing.html

Marketing and search engine tips.

Globe and Mail – <http://www.globeandmail.com>

Guerrilla Marketing – <http://gmarketing.com/> (secrets and insights into successful marketing)

Marketing Magazine – <http://www.marketingmag.ca> (on-line version of *Marketing Magazine*)

Monster.ca – <http://jobsearch.monster.ca/> (provides tips on job searching)

Ottawa Business Journal - <http://www.ottawabusinessjournal.com/>

An on-line newspaper with up-to-the-minute business and news from across the nation.

Packaging Association of Canada - <http://www.pac.ca/>

The members of this site include suppliers of packaging-related products, materials, technology, and service. Industries included in the site are grocery, beverage, pharmaceuticals, cosmetics, and automotive.

Profit Magazine – <http://www.profitguide.com> (on-line version of *Profit Magazine*)

Sales and Marketing Management – <http://www.salesandmarketing.com/smmnew/>

An on-line site outlining current sales and marketing news and trends.

Selling Power – <http://www.sellingpower.com> (sales training, advertising, and products)

Strategy Magazine – <http://www.strategymag.com/> (focuses on marketing strategies)

The Council for Canadian Unity – <http://www.ccu-cuc.ca/en/library/globalization.html>

This site focuses on Canada in a global world and economy.

The Hamilton Spectator – <http://www.hamiltonspectator.com/>

The Toronto Star – <http://www.torstar.com>

On-line Career Opportunities

Apprenticeships – <http://apprenticesearch.com/>

This site facilitates the match between people looking for skilled trades employment and apprenticeship opportunities, and employers offering apprenticeship training and jobs.

Jobs Canada – <http://www.canada.plusjobs.com/>

A nationwide, award-winning Internet job database determined to help make the connection between Canadian employers and potential employees.

Canadian Sport – <http://www.canadiansport.com/> (search for available jobs in sport and recreation)

Career Bookmarks – <http://careerbookmarks.tpl.toronto.on.ca/>

A site that allows students to assess their marketability and identify career choices.

Career Cruising – <http://www.careercruising.com/>

This site is a comprehensive and interactive career guidance resource.

Career Explorer – <http://on.cx.bridges.com/> (a career/life exploration and planning system)

Career Path – <http://10steps.careerpathsonline.com/skills.asp>

Students can identify career paths by analysing their values, skills, interests, and learning styles.

Career Profile – <http://www.review.com/>

Students research careers and learn about themselves so that they can find that perfect job.

Choices – <http://www.careerware.com/>

This site allows students to self-assess and participate in job search activities.

Connecting Personality Types with Careers – <http://www.doi.gov/octc/typescar.html>

This site allows student to search for careers that coincide with their personality tendencies based on the Myers-Briggs personality categories.

Job Futures – <http://www.hrhc-drhc.gc.ca/JobFutures/english/>

This site offers students the latest information available about the world of work.

Monster.ca - <http://jobsearch.monster.ca/> (extensive job searches)

Job Bank - <http://jb-ge.hrhc-drhc.gc.ca/>

This site is an electronic listing of jobs, work, or business opportunities provided by employers from everywhere across Canada.

Jobpostings.net - <http://jobpostings.net/> (Canada's Student Recruitment Site)

JobUniverse.ca - <http://jobuniverse.ca/> (on-line international recruitment resource)

Mazemaster – <http://mazemaster.on.ca> (a one-stop shop for youth employment)

Public Service Commission of Canada - <http://jobs.gc.ca/>

This site allows students to seek opportunities across Canada organized by category.

Retail Websites

www.adidas.com	www.diesel.com	www.mcdonalds.com
www.aircanada.ca	www.dofasco.ca	www.nike.com
www.amctheatres.com	www.fedex.com	www.oldnavy.com
www.bananarepublic.com	www.fiat.com	www.sobeys.ca
www.bata.com	www.ford.com	www.sony.com
www.thebay.com	www.forzanigroup.com	www.teleglobe.ca
www.bce.ca	www.gapinc.com	www.tommyhilfiger.com
www.benetton.com	www.globalization.com	www.toyota.ca
www.bmw.com	www.homedepot.com	www.visa.com
www.canadiantire.com	www.hmv.com	www.walmart.com
www.canon.com	www.ibm.com	www.wendys.com
www.chapters.ca	www.indigo.ca	www.zellers.com
www.coke.com	www.lego.com	

OSS Policy Considerations

Ontario Secondary Schools, Grades 9 to 12 Program and Diploma Requirements, 1999; The Ontario Curriculum Grades 9 to 12 Program Planning and Assessment; The Ontario Curriculum, Grades 11 and 12, Business Studies, 2000; Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.

Cooperative Education

The goal of this course is to equip students with the knowledge and skills for direct entry into the workplace. Hence, cooperative education, job shadowing, and other work place experience opportunities should be advocated to students to assist in meeting this objective.

Computer Technology

Periodic access to computer technology, including standard office productivity tools such as word processors, spreadsheets, databases, e-mail, and the Internet, are a requirement of this course. Ideally, teachers should be able to access a computer lab during class time. If whole-class computer access is not possible on a planned basis, teachers should ensure that the Library/Resource Centre or other Internet access points are available after or before class. If students are able to have access to a computer lab during the delivery of this course, they must be cognizant of the school or board's policy, regarding the ethical and safe use of the Internet.

Guidance

Throughout this course teachers should make extensive use of the Guidance Department's resources in the area of career exploration (*Choices Into Action*). Students should be aware of the dynamic nature of business career paths available to them.

Work Experience

Teachers should draw from their own experience as an employee to complement and authenticate unit activities. Teachers should encourage students to relate their own personal experience in the workplace to the course content (e.g., Take Our Kids to Work™, Teacher Advisor Group Activities, etc.) in order to better understand and apply course expectations.

Adult Students

When teaching adults the teacher draws on their knowledge and experiences. Some forms of assessment strategies may be more fruitful when teaching adults (e.g., panel discussion). Prior assessment of computer literacy skills should be completed prior to using the Internet. Teachers should be sensitive to the possibility of family-oriented time constraints and make adjustments were possible.

Using the Business Community as a Resource

Teachers identify and gain the participation of local businesses wherever possible. Teachers are encouraged to develop an in-class display of community businesses and to highlight existing partnerships. Also, teachers might access a variety of community business links that reflect the diversity of the local school community and complement course content.

Coded Expectations, Introduction to Retail and Services Marketing, Grade 11, Workplace Preparation, BMX3E

The Marketing Process

Overall Expectations

- MPV.01** · evaluate the contribution of the retail and service industries to the marketing process;
- MPV.02** · analyse the role of consumers in retail and services marketing;
- MPV.03** · identify and describe the factors that affect competition;
- MPV.04** · summarize the influence of economic factors, government regulation, and globalization on the retail and service business environments.

Specific Expectations

The Retail and Service Sectors

- MP1.01** – define retail marketing;
- MP1.02** – describe the skills that are important to effective retail selling;
- MP1.03** – describe the major types of business in the retail and service sectors (e.g., fashion retailing, automotive retailing, food marketing, travel and tourism, financial services);
- MP1.04** – explain the ways in which emerging information technologies have affected retail and service businesses.

Consumers and Marketing

- MP2.01** – relate changing demographics and lifestyles in Canada to changes in the tastes, preferences, and priorities of Canadian consumers;
- MP2.02** – relate changes in consumer needs and wants over the past few decades to changes in retail and service businesses (e.g., consumer demand for fast food, portable communication devices);
- MP2.03** – identify the types of consumer groups that use specific retail and service businesses within their community;
- MP2.04** – describe how information technology has had an impact on businesses’ ability to identify and respond to customer needs;
- MP2.05** – explain the importance of marketing research;
- MP2.06** – explain the process by which consumers make a buying decision.

Competition

- MP3.01** – identify retail or service businesses that compete directly with one another;
- MP3.02** – demonstrate an understanding of how businesses compete with one another for customers;
- MP3.03** – analyse the effects of competition on consumer and business behaviour;
- MP3.04** – compare the strengths and weaknesses of the promotional activities of two different companies (e.g., a department store, a major grocery chain);
- MP3.05** – describe the effects of globalization on competition.

The Influence of Economic Factors, Government Regulation, and Globalization

- MP4.01** – identify the major characteristics of Canada’s economic system;
- MP4.02** – explain how the interaction of the forces of supply and demand affects marketing in the retail and service industries;
- MP4.03** – identify regulations made at the three levels of government that affect retail and service businesses;
- MP4.04** – relate increased globalization to changes in retail and service businesses in Canada.

Elements of Retail and Services Marketing

Overall Expectations

- RSV.01** · compare the retail marketing of a product with that of a service;
- RSV.02** · describe the various channels of distribution used by retail and service businesses;
- RSV.03** · evaluate the factors involved in pricing a product appropriately;
- RSV.04** · analyse a variety of promotional strategies that can be applied in retail and service business environments.

Specific Expectations

Products and Types of Enterprises

- RS1.01** – differentiate among types of products that are offered by retail and service businesses (e.g., durable, non-durable);
- RS1.02** – classify various types of retail and service business operations (e.g., discount, specialty, and catalogue);
- RS1.03** – compare the various forms of business ownership available to retail and service businesses;
- RS1.04** – explain the growth of franchise and chain-store operations;
- RS1.05** – describe the attributes (e.g., sales capabilities and product knowledge) of successful retail and service businesses.

Product Distribution

- RS2.01** – differentiate among the various channels of distribution;
- RS2.02** – explain changes in the distribution of goods and services due to changes in customer shopping preferences (e.g., mega malls, big-box retailing);
- RS2.03** – explain changes in the distribution of products due to changes in information technology (e.g., the virtual mall, the Internet);
- RS2.04** – analyse the factors contributing to the selection of virtual or real locations by retail and service businesses;
- RS2.05** – describe the variations in marketing techniques used to place products (e.g., consumer products, wholesale products) in different markets.

Product Pricing

- RS3.01** – explain how the interaction of the forces of supply and demand can affect product pricing in retail or service businesses;
- RS3.02** – identify the fixed and variable costs commonly associated with operating a retail or service business establishment;
- RS3.03** – describe the factors that determine the pricing strategies used by retail and service businesses;
- RS3.04** – demonstrate an understanding of how a product's retail price is calculated based on an established gross margin.

Product Promotion

- RS4.01** – identify the elements of an effective promotional mix (e.g., publicity, sales promotion, personal service, advertising);
- RS4.02** – describe promotional strategies that have been used effectively by a number of retail and service businesses;
- RS4.03** – demonstrate how technology can be used effectively in promotion activities;
- RS4.04** – describe retail marketing techniques and approaches that can be used to promote a selected product (e.g., jeans, computers) to different markets.

Retail Systems and Operations

Overall Expectations

- ROV.01 · evaluate effective customer service techniques;
- ROV.02 · describe merchandise presentation techniques;
- ROV.03 · identify and describe various methods of inventory control;
- ROV.04 · describe the importance of the human resources function to retail and service businesses;
- ROV.05 · analyse current and emerging trends in retail and services marketing.

Specific Expectations

Customer Service

- RO1.01 – describe how customer service increases sales in successful businesses;
- RO1.02 – explain why product knowledge is important in customer-focused selling;
- RO1.03 – describe the point-of-sale (P.O.S.) systems currently in use (e.g., cash register, credit card, debit card, declining-balance card);
- RO1.04 – explain the steps of the selling process (e.g., pre-approach, approach);
- RO1.05 – describe the methods used by retailers to maintain customer loyalty.

Merchandise Presentation

- RO2.01 – identify and describe the various classifications of merchandise (e.g., shopping goods, impulse items);
- RO2.02 – compare different visual display techniques in several retail environments;
- RO2.03 – describe how computer technology can be used to produce an effective design for the premises of a retail or service business;
- RO2.04 – classify the various store designs of local retailers.

Inventory Control

- RO3.01 – identify and describe the steps involved in the ordering process;
- RO3.02 – explain the importance of proper receiving procedures;
- RO3.03 – identify various pricing methods used by retail businesses (e.g., price tags, UPC);
- RO3.04 – describe various inventory control methods used by retail businesses (e.g., LIFO, Just-in-Time);
- RO3.05 – explain the importance of computer technology in inventory control.

Human Resources

- RO4.01 – describe the organizational structures (e.g., by product, by function) used in retail businesses;
- RO4.02 – compare a variety of job descriptions and job specifications for positions in a retail or service business;
- RO4.03 – describe methods of remuneration commonly used by retail and service businesses;
- RO4.04 – identify the essential skills and characteristics that an employer in a retail or service business values when considering a prospective employee (e.g., communication skills, self-motivating qualities).

New Trends in Marketing

- RO5.01 – identify current trends in the retail and service industries;
- RO5.02 – evaluate consumer and population trends that will likely affect retail and service businesses in the future;
- RO5.03 – describe ways in which changes in information technology (e.g., data mining, virtual malls) might influence markets, marketing techniques, and consumer buying habits in the future.

Career Opportunities in Retail and Service Businesses

Overall Expectations

- COV.01 · determine strategies for effective career exploration in the retail and service sectors;
- COV.02 · evaluate the growth areas for future job opportunities in the retail and service industries;
- COV.03 · develop a personal marketing plan.

Specific Expectations

Career Exploration

- CO1.01 – use computer software to investigate the range of careers in the retail and service sectors;
- CO1.02 – research positions available within various areas of the retail and service industries;
- CO1.03 – identify programs that provide opportunities for training within these employment sectors.

Future Opportunities

- CO2.01 – describe the skills, aptitudes, and attitudes needed for success in the retail and service industries;
- CO2.02 – evaluate their personal employability skills;
- CO2.03 – develop a personal growth plan to acquire the necessary skills and aptitudes.

Personal Marketing

- CO3.01 – describe methods of identifying employment opportunities (e.g., visiting job banks, reading the classified ads, networking, delivering résumés to local businesses, using student services);
- CO3.02 – describe key characteristics and skills needed to obtain employment (e.g., related to appearance, personality, aptitude, experience, initiative);
- CO3.03 – organize a personal portfolio that includes a résumé, a covering letter, and letters of recommendation;
- CO3.04 – develop appropriate job-interview techniques.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 1: The Marketing Process

Time: 30 hours

Unit Description

Students develop an understanding of retail marketing and learn the essential skills as well as the Catholic values required to ensure success in the Canadian and global markets. Students examine the impact that competition has on retailing and the relevance of being socially responsible in this environment. They study how to identify changing consumers needs and wants through emerging information technologies and marketing research. Students learn how economic factors and government regulation influence the retail and services market.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1.1: Retail Scavenger Hunt	330 min	MPV.01, MP1.01, MP1.02, MP1.03, MP1.04 CGE 2b,d, 3b,c,d, 4a,b,f, 5a,e,f,g, 7a,i	Knowledge Application Communication	Retail Goods and Service Goods Inventory task sheet Effective Retail Selling Inventory task sheet
1.2: The Evolving Consumer!	300 min	MPV.02, MP2.01, MP2.02, MP2.03, MP2.04, MP2.05, MP2.06 CGE 1d,h, 2a,b,c,d, 3b,c,d,f, 4a,b,d,f, 5a,e,f,g, 7a,b,f,g	Application Thinking/ Inquiry Communication	Trends analysis Information Technology research Consumer behaviour survey
1.3: Competitive Edge!	570 min	MPV.03, MP3.01, MP3.02, MP3.03, MP3.04, MP3.05 CGE 1d,h, 2a,b,c,d 3b,c,d,f, 4a,b,f, 5a,e,f,g, 7a,f,g,i	Knowledge Application Thinking/ Inquiry	Matching exercise four Ps Attention, Interest, Desire, Action AIDA formula Bulletin board/slide-show presentation
1.4: Economics in the World of Retail!	540 min	MPV.04, MP2.02, MP2.06, MP3.05, MP4.01, MP4.02, MP4.03, MP4.04 CGE 1d, 2a,b,c,d, 3b,c,d,f, 4a,b,f, 5a,e,f,g, 7a,f,g,i	Knowledge Application Thinking/ Inquiry Communication	Demand/Supply exercises Regulation assignment Canada vs. US company comparison Retail consultant's report

Activity 1.1: Retail Scavenger Hunt

Time: 330 minutes

Description

Students clearly identify what retail and service businesses do to effectively market their products in an ethical and moral way. In addition students address how emerging technologies fit into this strategy.

Strand(s) & Learning Expectations

Strand(s): The Marketing Process

Overall Expectations

MPV.01 - evaluate the contribution of the retail and service industries to the marketing process.

Specific Expectations

MP1.01 - define retail marketing;

MP1.02 - evaluate the skills that are important to effective retail selling;

MP1.03 - describe the major types of business, in the retail and service sectors (e.g., fashion, retailing, automotive retailing, food marketing, travel and tourism, financial services);

MP1.04 - explain the ways in which emerging information technologies have affected retail and service.

Ontario Catholic School Graduate Expectations

CGE 2b - read, understand, and use written material effectively;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3c - think reflectively and creatively to evaluate situations and solve problems;

CGE 3d - make decisions in light of gospel values with an informed moral conscience;

CGE 4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4b - demonstrate flexibility and adaptability;

CGE 4f - apply effective communication, decision-making, problem-solving, time, and resource management skills;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals;

CGE 5g - achieve excellence, originality, and integrity in one's own work and support these qualities in the work of others;

CGE 7a - act morally and legally as a person formed in Catholic traditions;

CGE 7i - respect the environment and uses resources wisely.

Prior Knowledge & Skills

Students should be familiar with the use of an Internet web browser and word-processing software.

Planning Notes

- Teachers should be aware of students who require modification to the mandated expectations for this course. *Ontario Secondary Schools* (p. 24) allows teachers to modify the learning expectations for exceptional students in order to support the contents of the students' IEPs. This applies also to students who have not been identified as exceptional but are receiving Special Education programs and services.
- If students are able to have access to a computer lab during the delivery of this course, they must be cognizant of the school or board's policy, regarding the ethical and safe use of the Internet.

-
- Students may use a digital camera to take photographs of storefronts, which they are encouraged to integrate into their assignment (e.g., Appendix 1.1.1 – Retail Goods and Service Goods Inventory). It is recommended that student’s obtain permission to take photos of the storefront from the retailer.

Teaching/Learning Strategies

1. The teacher leads a discussion to highlight the differences between retail and services goods.
2. In groups of four, students brainstorm different types of businesses in their local neighbourhood.
3. Students are to complete an assignment that has them create their own shopping list of retail stores and services. Hand out Appendix 1.1.1 – Retail Goods and Service Goods Inventory task sheet. This worksheet allows students to record their information in a consistent format. Students select a minimum of five retail and five service businesses when completing this exercise. The teacher suggests different areas where students might search for the different types of businesses (e.g., local shopping mall, virtual mall via the Internet, yellow pages or newspaper flyers) (see Planning Notes).
4. In pairs, have students share with each other their findings in the next class and add at least two new retail and service businesses to each other’s list.
5. Students prepare a list of reasons why they think a particular business is successful. Students select businesses found in their Retail Goods and Service Goods Inventory task sheet for this exercise. The teacher may wish to review general categories to help students get started (e.g., window displays, staff, technology). Hand out Appendix 1.1.2 for completion of this exercise.
6. Students rank what they consider to be the most important skills in effective marketing
7. The teacher engages students in a discussion of their findings and also discusses which businesses were effective and why.
8. In pairs, students interview two (delegate one student to each retailer) retailers (one retail and one in service). They prepare a list of questions to determine what skills the retailer feels are necessary to be effective. Students present their findings to the class.

Assessment & Evaluation of Student Achievement

Diagnostic

- Verbal feedback

Formative

- Appendix 1.1.1 – Retail Goods and Service Goods Inventory (Knowledge, Application)
- Appendix 1.1.2 – Effective Retail Selling Inventory (Knowledge, Application, Thinking/Inquiry)

Accommodations

- The teacher may have students present to small groups instead of the entire class.
- Refer to accommodation chart, if required.

Resources

Berkowitz, E., F. Crane, R. Kerin, and W. Rudelius. *Marketing*. Toronto: McGraw-Hill Ryerson, 1995. ISBN 0-07-560315-2

McDougall, G., P. Kotler, and Gary Armstrong. *Marketing*. Scarborough: Prentice-Hall, 1992. ISBN 0-13-544685-6

Stoyles, H. *Marketing Today*. Toronto: McGraw-Hill Ryerson Limited, 1994. ISBN 0-07-551428-1

Sommers, M., Jim Barnes, and William Stanton. *Fundamentals of Marketing*. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-560067-6

Appendices

Appendix 1.1.1 – Retail Goods and Service Goods Inventory

Appendix 1.1.2 – Effective Retail Selling Inventory

Appendix 1.1.1

Retail Goods and Service Goods Inventory

Students format their table similar to this example:

	Business Name	Retail	Service	Sub-Category
1.	HMV	✓		Music

Appendix 1.1.2

Effective Retail Selling Inventory

Students format their table similar to this example:

	Business Name	Category Retail = R Service = S	Product(s)/ Service(s) Sold	Most Noticeable & Effective Marketing Tool(s) Used by Business	Ranking
1.	HMV	R	CDs/Tapes	Posters/Neon/Window Displays	3

Activity 1.2: The Evolving Consumer!

Time: 360 minutes

Description

Students analyse how demographic and psychographic trends impact consumer behaviour. In addition, they appreciate the importance of information technology as a tool used to recognize and constructively influence consumer needs in light of the common good.

Strand(s) & Learning Expectations

Strand(s): The Marketing Process

Overall Expectation

MPV.02 - analyse the role of consumers in retail and services marketing.

Specific Expectations

MP2.01 - relate changing demographics and lifestyles in Canada to changes in the tastes, preferences, and priorities of Canadian consumers;

MP2.02 - relate changes in consumer needs and wants over the past few decades to changes in retail and service businesses (e.g., consumer demand for fast food, portable communication devices);

MP2.03 - identify the types of consumer groups that use specific retail and service businesses within their community;

MP2.04 - describe how information technology has had an impact on businesses' ability to identify and respond to consumer needs;

MP2.05 - explain the importance of marketing research;

MP2.06 - explain the process by which consumers make a buying decision.

Ontario Catholic School Graduate Expectations

CGE 1d - develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 1h - respect the faith traditions, world religions, and life-journeys of all people of good will;

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written information effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3c - think reflectively and creatively to evaluate situations and solve problems;

CGE 3d - make decisions in light of gospel values with an informed moral conscience;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4b - demonstrate flexibility and adaptability;

CGE 4d - respond to, manage, and constructively influence change in a discerning manner;

CGE 4f - apply effective communication, decision making, problem solving, time, and resource management skills;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals;

CGE 5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE 7a - act morally and legally as a person formed in Catholic traditions;
CGE 7b - accept accountability for one's own actions;
CGE 7f - respect and affirms the diversity and interdependence of the world's peoples and cultures;
CGE 7g - respect and understand the history, cultural heritage, and pluralism of contemporary society.

Planning Notes

- The teacher should make arrangements to have a computer lab with Internet capabilities available.

Teaching/Learning Strategies

1. The teacher defines and explains environmental forces that have a direct impact on a company's retail marketing program: demography, social cultural forces, political/legal forces, and technology.
2. The teacher hands out Appendix 1.2.1, which indicates key trends for each force that relate to the changing needs and wants of Canadian consumers.
3. Students perform an Internet search designed to determine three more trends for each of the four environmental forces. Students are to prepare a two-page report and present their findings by creating a bristol board collage or using a popular presentation software package.
4. The teacher hands out Appendix 1.2.2. Students predict the positive and negative effects that the key trends will have on several industries.
5. As a class, do some brainstorming on the board with the key words being "Information Technology." Have students identify the different ways that businesses currently use information technology. Identify the impact that this will have on the future, and how it is being used to meet consumer needs. Record the results and use this to lead into a discussion and note on information technology.
6. Place students in pairs. Assign a company to each pair for research and have them identify how information technology is being used in terms of promotion and distribution strategies. Also, have them address how the company uses its website to identify customer needs (e.g., surveys, e-mail, product selection/options). Recorded results are to be handed in.
7. The teacher defines marketing research and lists and explains the two major types (primary and secondary). Outline the major steps required in conducting a successful research. Provide students with several examples (e.g., surveys, observations, experimentation) of real-life situations in which marketing research benefited different companies. Generate a note on what influences consumers to buy a particular product (e.g., lifestyle, environmental packaging).
8. Students prepare a survey about a potential new product. The questions are to relate to consumer buying decisions (e.g., price, brand name, packaging, quality, size). The survey should have a minimum of ten questions and a minimum sample of twenty people. Students go through each step of the marketing research process, analyse their results, and create a report that makes observations about consumer behaviour and conclusions/recommendations about what the consumer is looking for in the product.
9. Students complete a written test on this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Brainstorming

Summative

- Written test (Knowledge/Understanding, Thinking/Inquiry, Communication)

Formative

- Two-page Report (Application, Communication)
- Appendix 1.2.2 – Trends Analysis Exercise (Thinking/Inquiry, Communication)
- Company Research Exercise (Knowledge/Understanding, Thinking/Inquiry)
- Consumer Behaviour Survey (Knowledge/Understanding, Application, Thinking/Inquiry)

Accommodations

- Some students may need more time to complete Appendix 1.2.2.
- Refer to accommodations chart if required.

Resources

Kretchman, M. Lily, Lori Cranson, and Bill Jennings. *Entrepreneurship: Creating A Venture*. Toronto, ON: John Wiley and Sons, 1991. ISBN 0-471-79565-8

Liepner, Michael, Herve De Jordy, and Michael Schultz. *The Entrepreneurial Spirit*. Toronto, ON: McGraw-Hill Ryerson Limited, 1991. ISBN 0-07-549931-2

Sommers, M., Jim Barnes, and William Stanton. *Fundamentals of Marketing*. Toronto: McGraw-Hill Ryerson, 1998. ISBN 0-07-560067-6

Appendices

Appendix 1.2.1 – Key Trends

Appendix 1.2.2 – Trends Analysis Exercise

Appendix 1.2.1

Key Trends

Demographic Trends

- The number of 20- to 29-year-olds will decrease from approximately 17% of the population to approximately 13%.
- Older Canadian consumers are being targeted due to the fact that over 25% of Canadians are retired or near-retired and they control over 75% of the personal wealth, and over 60% of discretionary buying power. It is projected that the over 50 population (greying market) will exceed 9 million by 2006.
- Over 20% of adults live alone. (Single/Separated/Widowed/Divorced – SSWD)
- These consumers represent an attractive target market strategy for travel and tour companies.

Social/Cultural Trends

Emphasis on Quality of Life: the consumer's concern is over issues such as pollution, health, and lifestyle, as opposed to the accumulation of goods

The Role of Women

The role of women in society is changing:

- a. They have growing political and economic power as well as job opportunities.
- b. A large percentage of them work outside the home.
- c. These changes, in turn, affect traditional buying patterns in the household, and account for the growth of several industries.

Emphasis on Service Quality: consumers are seeking value, durability, and safety in the products they buy, but also, the intangible factor of the level of service offered with the product is becoming increasingly important.

Political/Legal Trends

Social legislation: this is intended to protect members of society (e.g., the ban on smoking in public/private establishments).

Government Regulations (e.g., the deregulation of heat and hydro industries)

Technological Trends

Technology has a significant impact on lifestyles, consumption patterns, and the economy (e.g., Fibre Optics High-Definition Television, Digital Transmission, and CD-ROM technology).

Major technological breakthroughs can have an impact on marketing in three ways:

- a. start entirely new industries (e.g., computers, robots, lasers)
- b. alter or destroy existing industries e.g., movie companies sending movies to theatres directly from studio digital transmission over the telephone lines
- c. stimulate other markets and industries unrelated to the new technology (e.g., home appliances such as the microwave gave consumers additional time to engage in other activities)

Appendix 1.2.2

Trend Analysis Exercise

Predict the positive and negative effects of these trends on the four industries: food, clothing, automobiles, and communication. Set up your predictions under the following headings:

1. The food industry:
 - a. Effects of an increasingly older population
 - b. Effects of an increasing number of women in the labour force
 - c. Effects of a demand for better customer service
 - d. Effects of an increasingly powerful environmental movement
 - e. Effects of an increasing desire for impulse buying
 - f. Effects of an increasingly technologically dependent society
2. The clothing industry: a. – f.
3. The automobile industry: a. – f.
4. The communication industry: a. – f.

Activity 1.3: Competitive Edge

Time: 570 minutes

Description

Students examine the sources of competition both locally and abroad. They realize that businesses can profit by recognizing the diversity of today's society through various competitive marketing strategies.

Strand(s) & Learning Expectations

Strand(s): The Marketing Process

Overall Expectations

MPV.03 - identify and describe the factors that affect competition.

Specific Expectations

MP3.01 - identify retail or service businesses that compete directly with one another;

MP3.02 - demonstrate an understanding of how businesses compete with one another for customers;

MP3.03 - analyse the effects of competition on consumer and business behaviour;

MP3.04 - compare the strengths and weaknesses of the promotional activities of two different companies (e.g., a department store, a major grocery chain);

MP3.05 - describe the effects of globalization on competition.

Ontario Catholic School Graduate Expectations

CGE 1d - develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 1h - respect the faith traditions, world religions, and the life-journeys of all people of good will;

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand, and use written materials effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speak fluently one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3c - think reflectively and creatively to evaluate situations and solve problems;

CGE 3d - make decisions in light of gospel values with an informed moral conscience;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4b - demonstrate flexibility and adaptability;

CGE 4f - apply effective communication, decision-making, problem-solving, time, and resource management skills;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals;

CGE 5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE 7a - act morally and legally as a person formed in Catholic traditions;

CGE 7f - respect and affirm the diversity and interdependence of the world's peoples and cultures;

CGE 7g - respect and understand the history, cultural heritage, and pluralism of contemporary society;

CGE 7i - respect the environment and uses resources wisely.

Planning Notes

- The teacher may need to provide students with a note about the four Ps and the AIDA (Attention, Interest, Desire, Action) formula.
- The teacher should make arrangements to have a computer lab with Internet capabilities available.
- The teacher may need to keep a collection of magazines and newspapers.

Teaching/Learning Strategies

1. The teacher introduces the concepts of brand, substitute, and general competition by illustrating the logos of five well-known companies on the overhead, computer monitor projection screen, or board (two examples for brand and substitute and one for general). Have the students list the products that each company sells. Based on the discussion, students should be able to identify which companies sell similar or directly competing products (brand) and those that sell different products but satisfy the same needs (substitute). One of the companies should be totally different which will lead to a definition of general competition.
2. Students match two columns of companies according to the three types of competition.
3. In pairs, have students list a number of ways that the businesses in the prior exercise generally compete with one another for customers. Students break the list down into the four Ps. Take up the responses on the board placing each response under the heading of one of the four Ps.
4. The teacher hands out an array of advertisements that are to be circulated around the class. Post the ads on the board and have students match the responses in the prior exercise to the ads on the board to reinforce the concept of the four Ps.
5. Students select two of the advertisements that are on the board. They analyse the effectiveness of each one. Students submit a one-page report that outlines the strengths and weaknesses of each ad using the AIDA formula. In addition, they are to recreate the weakest ad using the AIDA formula.
6. The teacher generates a discussion about the positive and negative effects that competition has on consumers and businesses. The focus should be on ethical, legal, and profit issues. In groups, students add to the content provided by the teacher by brainstorming more examples. Have each group write their responses on chart paper and present their points to the class.
7. The teacher guides students to utilize newspapers, magazines, and the Internet to create a bulletin board or computer slide-show presentation that effectively and creatively demonstrates examples (3 brand, 3 substitute, and 3 general) of how companies use the four Ps to compete for customers.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation

Formative

- Matching Exercise (Knowledge/Understanding)
- Advertisement Exercise – AIDA formula (Knowledge/Understanding, Application, Thinking/Inquiry)

Summative

- Bulletin Board/Slide-show Presentation Assignment (Application, Thinking/Inquiry, Communication)

Accommodations

- Provide immediate feedback when students are completing the AIDA formula exercise.
- Refer to accommodations chart, if required.

Resources

Stoyles, H. *Marketing Today*. Toronto: McGraw-Hill Ryerson Limited, 1994. ISBN 0-07-551428-1

Activity 1.4: Economics in the World of Retail

Time: 540 minutes

Description

Students learn the basic concepts of supply and demand and its influence on the retail market. They understand how economic systems and government regulation impact the retail sector. Students look at the retail market both locally and abroad to develop an understanding of how businesses plan to succeed in this rapidly changing environment in light of our gospel values.

Strand(s) & Learning Expectations

Strand(s): The Marketing Process

Overall Expectations

MPV.04 - summarize the influence of economic factors, government regulation, and globalization on the retail and service business environments.

Specific Expectations

MP2.02 - relate changes in consumer needs and wants over the past few decades to changes in retail and service businesses (e.g., consumer demand for fast food, portable communication devices);

MP2.06 - explain the process by which consumers make a buying decision;

MP3.05 - describe the effects of globalization on competition;

MP4.01 - identify the major characteristics of Canada's economic system;

MP4.02 - explain how the interaction of the forces of supply and demand affects marketing in the retail and service industries;

MP4.03 - identify regulations made at the three levels of government that affect retail and service businesses;

MP4.04 - relate increased globalization to changes in retail and service businesses in Canada.

Ontario Catholic School Graduate Expectations

CGE 1d - develop attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;

CGE 2a - listen actively and critically to understand and learn in light of gospel values;

CGE 2b - read, understand and uses written information effectively;

CGE 2c - present information and ideas clearly and honestly and with sensitivity to others;

CGE 2d - write and speaks fluently one or both of Canada's official languages;

CGE 3b - create, adapt, and evaluate new ideas in light of the common good;

CGE 3c - think reflectively and creatively to evaluate situations and solve problems;

CGE 3d - make decisions in light of gospel values with an informed moral conscience;

CGE 3f - examine, evaluate, and apply knowledge of interdependent systems (physical, political, ethical, socio-economic, and ecological) for the development of a just and compassionate society;

CGE 4a - demonstrate a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 4b - demonstrate flexibility and adaptability;

CGE 4f - apply effective communication, decision making, problem solving, time, and resource management skills;

CGE 5a - work effectively as an interdependent team member;

CGE 5e - respect the rights, responsibilities, and contributions of self and others;

CGE 5f - exercise Christian leadership in the achievement of individual and group goals;

CGE 5g - achieve excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE 7a - act morally and legally as a person formed in Catholic traditions;
CGE 7f - respect and affirms the diversity and interdependence of the world's peoples and cultures;
CGE 7g - respect and understands the history, cultural heritage, and pluralism of contemporary society;
CGE 7i - respect the environment and uses resources wisely.

Planning Notes

- The teacher may need to supply the class with graph paper.
- The teacher should make arrangements to have a computer lab with Internet capabilities available.
- Students should be familiar with the web browser.
- Appendix 1.4.2 – Culminating Task – Retail Consultant's Report may be difficult for some students in a workplace course. Therefore, this assignment can be used by the teacher as an enrichment tool. In other words, all the topics can be addressed, or the teacher may choose to assign some of the topics based on the abilities of the students.
- Appendix 1.4.3 – Personal Portfolio Culminating Activity Outline has been added at this point in the profile for the convenience of the teacher to provide guidance on how this culminating project should be presented. It is important to assess this project in stages, which will allow for formal and informal constructive teacher feedback. This culminating activity should be handed out after this unit.

Teaching/Learning Strategies

1. The teacher leads a discussion by examining the Canadian economic system and comparing it to other world systems. Characteristics such as social and government goals, motivation of workers, market control, profit, competition, choices in the market, and social freedoms are compared.
2. In pairs, have the students create a list of advantages and disadvantages for each system, determining which is best and why. Record responses on the board and generate a discussion.
3. As an assignment, hand out a matching exercise in which the teacher lists various economic characteristics of a country and students identify the economic system.
4. Give the class a demand and supply schedule for a retail product. Use this as a model in plotting the points for a supply and demand curve. Economic terms and concepts as they apply to retailing are then discussed (e.g., demand, supply, equilibrium, changes in demand/supply, surplus, shortages). Provide the class with a sheet of graph paper and a supply/demand schedule for a given retail product that they are to plot. Students label the curves and identify the equilibrium point. Discuss why this is the optimal point for both the buyer and supplier. What happens above and below the equilibrium point and how does this affect the retailers pricing decisions?
5. Students complete Appendix 1.4.1 – Reasons for Changes in Demand.
6. As a class, brainstorm a list of ways that different levels of government regulate both the retail and services businesses. Once the list is completed, add any additional regulations that have been missed. Create a note on the influence that the three levels of government have on the retail sector (laws, licensing, public holidays, vacation with pay, Employment Standards Act). Students investigate a new regulation (e.g., new Employment Standards Act). The teacher provides a series of questions for students to complete (e.g., How does the act help employers, employees, and families?).
7. Have the class take out a sheet of paper and list as many retail and service businesses in Canada as they can. From the list, identify businesses that operate on a global scale. This leads into a discussion on the increased rate of competition and changes in retail and service businesses, followed by a note on international business (e.g., globalization, NAFTA, European Union, Internet, free trade).
8. The teacher prepares a note on how globalization has forced Canadian retailers to become more competitive. Discuss how the business landscape has changed the lifestyles of Canadian consumers. The teacher hands out articles (newspaper/magazine) that exemplify the entrance of US and/or European retailers into the Canadian market. A list of questions is generated from the articles.

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9. Students create a report that compares/contrasts a Canadian company vs. an American company operating in Canada. The comparison should be based on the following criteria: sales, pricing, customer service, information technology, ranking in industry, and locations.
 10. The teacher hands out Appendix 1.4.2 –Retail Consultant’s Report.
 11. Students complete a quiz on this activity.

Assessment & Evaluation of Student Achievement

Diagnostic

- Informal Observation
- Brainstorming

Formative

- Appendix 1.4.1 (Knowledge/Understanding, Application, Thinking/Inquiry)
- Canadian vs. American Assignment (Knowledge/Understanding, Thinking/Inquiry, Communication)

Summative

- Appendix 1.4.2 (Knowledge/Understanding, Application, Thinking/Inquiry, Communication)
- Written test (Knowledge/Understanding, Thinking/Inquiry, Application)

Accommodations

- Stronger students could be asked to mentor peers requiring extra assistance.
- Provide students with a summary sheet that can be used at the end of each class (with teacher assistance) to list main terms or concepts that were the focus of the lesson.
- Make overheads of handouts on which the teacher highlights important terms, explains words, and clarifies instructions, etc. while students do the same on their copy.
- Refer to accommodations chart if required.

Resources

Lyons, Brian. *Economics: Problems and Policies*. Scarborough, ON: Prentice Hall Canada, 1995. ISBN 0-13-055014-0

Nickels, G. William, James M. McHugh, Susan M. McHugh, and Paul D. Brennan. *Understanding Canadian Business*. Toronto, ON: McGraw-Hill Ryerson Limited, 1997. ISBN 0-256-19444-0

Thexton, James D. *Economics: A Canadian Perspective*. Don Mills, ON: Oxford University Press, 1992. ISBN 0-19-540939-6

Appendices

Appendix 1.4.1 – Reasons for Changes in Demand

Appendix 1.4.2 – Retail Consultant’s Report

Appendix 1.4.3 – Personal Portfolio Culminating Activity Outline

Appendix 1.4.2

Retail Consultant's Report

You are an established retailer of five years in a shopping mall. You have just received a letter from the mall management offering you almost twice the retail space you currently have in a new location in the mall. You have been considering expanding your product line and think that this may be the right time to grow your business. However, you are concerned about, how you will track the extra inventory as you are currently just using a regular cash register. Another potential issue is whether there is enough demand for your product in the current market.

Before you reply to the letter you decide that you need to assess your current business to determine how you can become a more effective retailer.

As you are preparing your report, you must incorporate each of the five sections (not including your title page). You must submit your report using a word processor.

Title Page – contains the following:

Title: Name of Your Retail Business

Type of Business: Retail/Service and Specific Category

Researcher: Your Full Name

Retail Consultant: Your Teacher's Name

Section 1 – The Retail and Service Sectors

Thinking

- Choose a type of Retail or Service business that you think would be interested in operating in the mall. Complete an inventory checklist of the skills you think that are necessary to be an effective retailer selling a particular product or service. Identify who your current target market segment is and why. Include age group and gender if applicable.
- Briefly outline typical products/services that you might sell in your present business (no more than a paragraph long).
- Identify what product line you think that you might like to add or extend if you decided to move to the new location. Discuss how you arrived at your decision and how it complements your current product/service line.
- Investigate two similar businesses to the one the you have chosen; one that uses a traditional cash register/manual system and one that uses newer technology ((Point of Sale) POS; Bar Scanner; On-line shopping; Virtual Malls) to track and merchandise their products (Students should interview mall merchants to develop a fuller understanding of retail and service sector operations).

Appendix 1.4.2 (Continued)

Section 2 – Consumers and Marketing

Inquiry

- Using statistics Canada website; research household demand for the retail or service products selected for your type of business identified.

Thinking

- Review your findings and report on how changes in consumer needs and wants have changed over the last few decades. How might this have an impact on your retail store and merchandising?

Inquiry and Thinking

- Identify your target market within your community; who would shop at the retail store and why? Create a customer profile of the ideal shopper who would purchase products or services from your business. Set up a customer profile in a chart format for 'before' and 'after' expansion.
- What specific technology will have an impact on the ability of the retail business to respond to its customer needs. Research technology available today to retailers using the Internet. Include hardware and software such as computerized inventory systems; merchandisers for displays; packaging and forms of media to effectively market a retailer's product or service. Be specific in naming the equipment and marketing tools, as well as the cost if available. Identify URLs and name of suppliers on a tracking sheet.

Thinking

- After investigating customer needs summarize your findings and report on why it is important to conduct market research and how it may have an impact on the expansion of their product line.
- Using a flow chart, illustrate the process that consumers follow in their buying decision of their product. You should begin by determining whether your product or service is a 'need' or a 'want'?

Section 3 – Competition

Thinking

- Assessing the competitive environment is very important when determining a businesses market share. Identify both direct and indirect competitors to your business now and after a potential expansion. Discuss how the new product line will/won't affect your competition. Use the four Ps of marketing to compare your business to your competition.

Thinking (Synthesis)

- Generate a checklist of factors and concerns that affect consumers' buying decisions when considering shopping at the competition.
- Compare the strengths and weaknesses of the promotional activities of two different companies in the same type of business chosen, i.e., retail shoe store in a 'shopping mall' and 'big box' factory shoe outlet. Use a chart to record information.

Inquiry

- Using the Internet, search for similar businesses globally and comment on how business is conducted globally and the impact this might have on a local retail merchant. Highlight the different marketing tools, techniques, and strategies used by other retailers to sell their products. Which ones are ineffective/effective and why?

Appendix 1.4.2 (Continued)

Section 4 – The Influence of Economic Factors, Government Regulation, and Globalization

Inquiry

- Investigate the major characteristics of Canada's economic system; where does your store fit in? What sector of the economy best represents the business you are in? Support your information with statistics from Statistics Canada Website.
- Discuss how the forces of supply and demand affect the marketing of the retail and service industries. Outline how a retailer would potentially be affected by different market conditions (boom markets, recessions). Integrate the concept of the PLC and the relationship to supply and demand too.
- Research how the three levels of government affect retail and service businesses. In a chart format, identify areas that might have an impact on your business (such as business taxes FST, PST, GST and personal taxes). Other areas might include licensing requirements for businesses to operate, use of property designations (zoning by-laws), unemployment. Link these areas of concern and others with the purchasing power of consumers.
- Discuss how increased globalization will impact on the changes of retail and service business and how businesses will operate in Canada in the future. Reference should be made to e-commerce businesses and the ever-changing way that technology may have an impact on the way a retailer operates their business. How will external environments affect the marketing activities of a company/your business?

Section 5 – Recommendation (Complete this section last but place it first after the title page.)

Inquiry and Thinking

- Summarize your findings in the above four sections
- List and identify the changes that you would need to make to your current operation if you did decide to take the new location.
- What is your final decision? You must clearly support your rationale in reaching your final decision. Prioritize those items that helped you make your final decision.
- After reflecting on your research, what other information do you feel is necessary to obtain if you were to investigate the potential expansion further?
- Write a letter back to the mall responding to their offer. What will you say?

Appendix 1.4.3

Personal Portfolio Culminating Activity Outline

A personal portfolio is a carefully selected, well-organized collection of materials that showcases your personal growth, skills, interests, and abilities. The skills portfolio assignment will assist you in identifying skills you currently have and help you to set goals toward developing new skills needed when seeking employment or applying for postsecondary education. You will find the package of materials useful in preparing resumes and cover letters and in preparation for interviews. Also, it may assist you in applying for bursaries, scholarships, and apprenticeships. Your portfolio should be modified and updated throughout life.

Three broad skill areas will be addressed in the assignment: Academic skills, Personal skills, and Citizenship skills.

Format

The personal portfolio is a hands-on collection of items contained in a binder. Please purchase a binder that has a clear plastic sleeve on the front. This allows you to personalize your portfolio by inserting an eye-catching covering page.

Content

- a. Design a Cover Page that is a reflection of you (Include each of the following: your name, your teacher's name, assignment title, course code/name, and date submission).
- b. Include a Table of Contents for the portfolio.
- c. Include a minimum of fifteen portfolio items (five items per skill category). You are certainly encouraged to collect more than the required fifteen items. *A minimum of five items must relate to your experience in the BMX3E retailing class.*
- d. For each item included in your portfolio, complete the following:
 - i. identify the item clearly so the teacher is sure which item is being discussed;
 - ii. identify the skill area (e.g., Academic, Personal, Citizenship);
 - iii. explain the specific skills you possess, as demonstrated by each item;
 - iv. how might you transfer these skills to other tasks or situations?

**Hint: Organize your portfolio by skill category (e.g., Academic Skills, etc.), and include a separate page for each item in your portfolio.*
- e. An updated Skills Based Resume (which includes your experience in your BMX3E retailing class).

Examples of things to put into your personal portfolio:

Academic Skills	Personal Skills	Citizenship Skills
Transcripts of report cards	Job performance appraisals	Awards, certificates, and or letters of appreciation
BMX3E - Retail Consultant's Report – Culminating Activity	Attendance Letter	Commendations for community service
Letters of Recommendation	Description of an activity in BMX3E that required use of a skill (e.g., interpersonal skills)	Documentation of membership in various organizations
Subject Proficiency Awards	Interest Inventories	Participation in BMX3E charitable causes.