

## **BMX3E**

### Marketing: Retail and Service Workplace Preparation

Source: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006

# Marketing

Marketing is more than just advertising, and identifying what the customer wants; marketing encompasses a range of business activities, including purchasing, selling, distribution, customer service, marketing research, and promotion, as well as advertising. In the language of marketing, the term *product* includes goods, services, and events. The information age, informed consumers, and the global marketplace have changed the tactics and strategies employed by today's diverse types of business, both for-profit and non-profit. Students will examine how branding, product positioning, and target marketing form part of a business's dynamic marketing plan. In addition, students will identify the potential for employment in the complex world of marketing.

## **Strands**

### ***Marketing: Goods, Services, Events, Grade 11, College Preparation***

- Marketing Fundamentals
- The Marketing Mix
- Trends in Marketing
- The Marketing Plan

### ***Marketing: Retail and Service, Grade 11, Workplace Preparation***

- Marketing Fundamentals
- Trends in Retail and Service Marketing
- Retail and Service Operations
- Marketing for Success in the Retail and Service Sectors

---

## **Marketing: Retail and Service, Grade 11, Workplace Preparation**

(BMX3E)

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing decisions, and will learn about the importance of customer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

**Prerequisite:** None

# Marketing Fundamentals

## Overall Expectations

By the end of this course, students will:

- assess how the marketing mix is applied in the retail and service industries;
- assess how consumer characteristics and preferences affect retail and service activities;
- identify and explain the factors that affect competition;
- analyse the process of buying and selling in the retail and service industries.

## Specific Expectations

### *The Marketing Mix*

By the end of this course, students will:

- identify the four parts of the marketing mix (product, price, place, and promotion) and describe how they influence marketing activities (e.g., selling, advertising, customer service, distribution, promotion);
- describe the types of products (e.g., goods, services; durable, non-durable) offered by retail and service businesses;
- identify pricing policies (e.g., supersizing, combo pricing, loss leaders, skimming) used by retail and service businesses;
- compare the various channels of distribution (e.g., direct, indirect, integrated, specialty) and the modes of delivering goods to market (e.g., air, land, sea, electronic);
- compare ways of promoting a selected product to different market groups, using examples of a variety of retail promotional techniques (e.g., newspaper and magazine ads, flyers, brochures, coupons).

### *Consumers*

By the end of this course, students will:

- identify the consumer groups (e.g., baby boomers, women, seniors) that use specific retail and service businesses;

- summarize changes in lifestyles and consumer needs and wants over the past few decades and explain their impact on retail and service businesses (e.g., changing gender roles, consumer demand for fast food, use of portable communication and entertainment devices);
- select an appropriate marketing research tool (e.g., survey, questionnaire, taste test) and implement it to measure consumer preference for a particular product.

### *Competition*

By the end of this course, students will:

- identify types of competition (e.g., direct, indirect, foreign, multinational) and describe their effect on consumer and business behaviour;
- explain how retail or service businesses in a specific sector (e.g., fast food chains, beverage industry, department stores, airline industry) compete with one another to attract customers and increase market share (e.g., through price wars, reward programs, customer service);
- compare examples of credit and payment policies offered by competing retail and service businesses to attract customers.

***The Buying and Selling Processes***

By the end of this course, students will:

- explain the factors (e.g., Maslow’s hierarchy of human needs, consumers’ needs, supply and demand, access to information, media) that affect the buying cycle (i.e., awareness, search, evaluation, trial, purchase) in the retail and service industries;
- explain how changing demographics, tastes, preferences, and psychographics of Canadian consumers have influenced their buying decisions (e.g., needs of aging population; interest in organic, green, or energy-efficient products);
- apply the AIDA formula to explain the steps in the selling process (e.g., obtaining product and customer knowledge, approaching the customer, presenting the product, closing the sale);
- identify various marketing strategies used in the selling process (e.g., discount pricing, volume packaging, point-of-sale display, electronic payment systems, online sales).

## Trends in Retail and Service Marketing

### Overall Expectations

By the end of this course, students will:

- explain the effects of new information technologies on marketing in the retail and service industries;
- describe the major types of business emerging in the retail and service sectors;
- identify and describe various environmental, ethical, social, and legal issues that affect the retail and service industries;
- explain the importance of global trends to the retail and service industries.

### Specific Expectations

#### *Information Technology*

By the end of this course, students will:

- describe how information technology has influenced, and will continue to influence, the ability of businesses to identify and respond to customer needs;
- describe how information technology can be used in promotional activities (e.g., pop-ups, desktop publishing, electronic billboards);
- identify changes in the distribution of products (e.g., global positioning system [GPS] tracking, online ordering, faster delivery service) that have arisen as a result of advances in information technology.

#### *Types of Business*

By the end of this course, students will:

- identify various types of traditional and new retail and service operations (e.g., discount and specialty retailers, print and online catalogue operations, financial institutions, hotels, travel agencies);
- compare the various forms of business ownership available when starting a retail or service business;
- explain the popularity and growth of various types of retail and service businesses (e.g., franchises, chain stores, superstores);

- describe the attributes (e.g., sales capabilities, product knowledge, innovative strategies and technologies) of successful retail and service businesses;
- explain how the distribution of goods and services changes to meet the demands of various types of businesses and consumer shopping preferences (e.g., home-based businesses, megamalls, big-box retailers).

#### *Issues, Ethics, and the Environment*

By the end of this course, students will:

- identify ways that federal, provincial, and municipal laws and regulations (e.g., concerning health and safety, environmental protection, product standards) can affect how retail and service businesses operate;
- explain how consumer and population trends (e.g., health consciousness, declining birth rate, aging population) will affect retail and service businesses;
- compare examples of ethical and unethical business practices (e.g., with regard to labour practices, corporate governance, working conditions, benefits and pensions), and describe how laws and regulations have helped to curtail unethical practices in the retail and service industries;

- describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement.

***Global Trends***

By the end of this course, students will:

- identify global opportunities for new and existing retail and service businesses;
- explain how increased globalization is changing the Canadian retail and service sector (e.g., increased product selection, outsourced production operations, increased competition);
- describe how social, cultural, and ethnic diversity among consumers (e.g., differences in language; social traditions; urban, suburban, and rural lifestyles) influences marketing and planning decisions for businesses.

## Retail and Service Operations

### Overall Expectations

By the end of this course, students will:

- identify and describe various methods of inventory control;
- describe and demonstrate merchandise and service presentation techniques;
- describe the role of the human resources function in retail and service businesses.

### Specific Expectations

#### *Inventory Control Methods*

By the end of this course, students will:

- explain the importance to retail businesses of a variety of purchasing and receiving procedures and inventory control systems (e.g., just-in-time inventory, warehousing, overstocking, understocking);
- explain the importance of computer technology in inventory control;
- describe, on the basis of research, the internal and external methods employed to protect businesses from inventory shrinkage.

#### *Merchandise and Service Presentation*

By the end of this course, students will:

- identify and describe the various classifications of merchandise (e.g., convenience goods, shopping goods, specialty goods, impulse items);
- compare different visual display techniques used in several retail and service environments to attract customers (e.g., colour scheme, holiday theme, window display);
- identify ways in which retailers use store design and layout to attract and maintain customers;
- create a visual display of a layout to effectively present merchandise or a service (e.g., bulletin board, window display, showcase, virtual layout).

#### *Human Resources in Retailing and Service*

By the end of this course, students will:

- outline, on the basis of research using information technology, the organizational structures of retail and service businesses and job descriptions for positions in these businesses;
- describe types of remuneration (e.g., hourly wage, salary, commission, bonus) commonly used by retail and service businesses;
- identify, through research, labour and workplace safety laws and regulations as well as organizations offering health and safety certification and training (e.g., in first aid, CPR, WHMIS) to the retail and service industries;
- explain the importance of ensuring diversity in the workplace in retail and service businesses.

# Marketing for Success in the Retail and Service Sectors

## Overall Expectations

By the end of this course, students will:

- explain the importance of customer service in the retail and service industries;
- demonstrate an understanding of the importance of personal selling skills in the retail and service industries;
- identify and implement appropriate strategies for exploring current career opportunities in the retail and service industries.

## Specific Expectations

### *Customer Service*

By the end of this course, students will:

- describe and demonstrate examples of good customer service techniques utilized in the retail and service industries to increase sales and build reputation;
- explain why product knowledge is important in customer-focused selling;
- describe the methods used by retailers to maintain customer loyalty (e.g., follow-up service, reminder notice, personal recognition).

### *Personal Selling*

By the end of this course, students will:

- identify essential skills and the qualities and attributes valued by an employer in a retail or service business (e.g., Human Resources and Social Development Canada [HRSDC] essential skills; dress, appearance, work ethic, appropriate language);
- identify examples of information technology applications (e.g., cash registers, scanners, inventory control systems) in retail selling;
- using numeracy skills, apply pricing strategies used in the retail and service industries (e.g., calculate markup, mark-down, percentage discount);

- outline the steps of the personal selling process and the importance of interpersonal skills used by salespeople to address customer wants and needs and to complete a sale.

### *Career Search Strategies and Employment Opportunities*

By the end of this course, students will:

- assess their own skills in the context of the skills necessary for employment in the retail and service sectors (e.g., organizational, planning, time-management, information technology skills);
- use information and communication technology to access relevant sources to determine the range of careers and positions in the retail and service sectors;
- prepare a personal portfolio (e.g., cover letter, résumé, letter of recommendation) for employment applications in the retail or service industry;
- list methods of identifying employment opportunities (e.g., searching electronic job banks, reading classified ads, networking, delivering résumés to local businesses, using students' services);
- apply appropriate job-interview techniques in simulated settings.