



# Differentiated Instruction: Retail Council of Canada

## *Module 1 – Retail Sales Associate Word Wall*

On-going throughout all 5 modules

A word wall is an ongoing, organized display of key words that provides visual reference for students throughout a unit of study or a term. These words are used continually by teachers and students during a variety of activities.

Word walls serve multiple purposes. Effective word walls:

- support the teaching of key words and subject-specific terminology.
- promote independence in reading and writing by building vocabulary.
- provide visual clues and reference for language learners.
- help students remember connections between words and concepts

<http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitWordWalls.pdf>

### **APPROACH 1: TEACHER DIRECTED**

#### *Instructions:*

- Each module of the RSA student resource book has New Vocabulary for each skill that is introduced.
- Print each module and skills terms with definitions (See below)
- Each module should be printed on a different colour paper to help students identify the module they are working on and distinguish between the five different modules
- The word wall should be organized alphabetically by module
- Before the beginning of each module introduce and post new vocabulary

## APPROACH 2: STUDENT DIRECTED

Based on <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitBusiness9-10.pdf>

### Instructions:

- Prepare strips of card stock (approximately 4" by 10") for words
- Each module should have a different colour of paper to help students identify what module they are working on and to help distinguish between the different modules
- Divide students into groups of your choice
- Have a marker ready for each group
- Explain to students that together the class will find the key vocabulary in each module and skill and will help each other understand the vocabulary by creating a "word wall"
- Distribute student resource, *Skimming and Scanning* (<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitBusiness9-10.pdf> Pg 4); read and clarify the techniques with the students
- Students should independently scan the current module/skill and complete the student resource *Personal list of 10 Unfamiliar Words* (<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitBusiness9-10.pdf> Pg 6)
- When complete students are to join their groups and compare their personal lists to create a *Group master list of 10 Unfamiliar Words* (<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitBusiness9-10.pdf> Pg 7)
- Each group receives 10 strips of card stock and a marker
- Each group prints the key vocabulary words in large letters on card stock, leaving room for the definition and places the words alphabetically on the board
- Allow for duplication to visually demonstrate to the students the words in common they do not know
- When the word wall is complete removed the duplicates
- Lead a discussion about the words and have the students speculate on their meaning. Encourage students to rely on personal knowledge and experience.
- Using the RSA Student resource complete the definitions
- Move the words and definitions to a location (wall, bulletin board etc) where they will stay for the remainder of the module, or ideally the course (if you have space available)

## Module 1, Skill 1

1.1 Possess Professional Attributes

1.2 Maintain a Professional Appearance

1.7 Respond to Cultural Differences and Special Needs

RSA Student Resource Pg 3-7, 12-13

### TEACHER INSTRUCTIONS:

#### Part A)

Discuss Professionalism in relation to being a Retail Sales Associate.

#### Professionalism Graffiti!

#### Set up:

Create posters on flip chart paper with the following headers:

- You can demonstrate a **Positive Attitude** by:
- You can demonstrate **Professional Behaviour** by:
- **Professional Communication** looks like:
- Adhering to a **Dress Code** means:
- Good **Personal Hygiene** looks like:
- **Positive Body Language** in a retail store looks like:

Post these around the room.

*Activity:*

Introduce by reading: Professionalism is a combination of Attitude, Behaviour, and Communication. In addition, your professional appearance will affect how others feel about you, and the place in which you work.

1. Group students into 6 groups
2. Give each group a different colour marker – instruct the groups that they are to carry their markers with them from poster to poster
3. Each group starts at a different poster
4. Students are to brainstorm ideas for their topic
5. Give a set amount of time (example 3 minutes) at each station. Play music in the background. When the music stops the groups rotate to the next poster
6. Encourage the groups to not read what the group before wrote. They should brainstorm their own ideas and it is okay if there is duplication.
7. Repeat until all groups have been to all posters
8. Have students have return to their seats. As a class view and discuss each poster. Note the similarities. Draw out any points that students may have missed.

*Part B) Professionalism ... In Action!*

Watch any episode of Fawlty Towers (as this is an older TV show, most, if not all, students will not have seen it!)

Have students complete the reflection after watching.

**Module 1, Skill 1**

1.3 Be informed about your company  
 RSA Student Resource Pg 7-9

**TEACHER INSTRUCTIONS:**

Have students complete the work sheet.

*Answer Key:*

1. Policies and Procedures
2. Product/Service Information
3. Facility Information
4. Company Knowledge.

| NUMBER | EXAMPLE   |
|--------|---|
| 1      | The store dress code                                      |
| 2      | What size and colours are available                       |
| 1      | What to do when confronted with a shoplifter              |
| 3      | Location of the public washrooms                          |
| 3      | Where the elevator is to the second floor                 |
| 1      | Opening and closing procedures                            |
| 4      | The store's telephone and fax number, and web address     |
| 2      | Are rainchecks available if the product is not available? |
| 4      | The store's hours of operation                            |
| 4      | The closest retail store of the same company              |
| 2      | The store's lay-away plans                                |
| 3      | The closest exit to the parking lot                       |

## **Module 1, Skill 1**

### **1.4 Review Current Advertising and Promotions** **RSA Student Resource Pg 9**

#### **TEACHER INSTRUCTIONS:**

##### *Part 1)*

- Pair students up to brainstorm why it is important to be familiar with current advertising campaigns.
- Give students Part 1 to guide them
- As a class create a master list on the board or chart paper

##### *Part 2)*

- Create advertising packages based on local adverts (ex. The flyers found in the Scarborough Mirror) for stores that would be of interest to students, or that are readily available. Some possible examples:
  - Staples
  - SportChek
  - Rona
  - The Home Depot
  - Sears
  - McDonalds
  - Wal-mart
- Decide how many stores you will be doing and how many students you want in each group.
- Put the store names in a hat for students to draw (eg. If you want groups of three, put the name of the first store in three times)
- In groups they will be responsible for presenting their store's advertising campaign to the class

As a Retail Sales Associate you need to be familiar with the store's advertising campaigns and promotions.

*Part 1:*

1. Pair up with a partner and brainstorm why it is important to be familiar with your store's current advertising campaign.
2. What information should you be looking for when reviewing the current advertising campaign?
3. Where could you find information about the current advertising campaign?

*Part 2:*

You are a retail sales associate at \_\_\_\_\_. Your team, consisting of you and two of your colleagues (fellow employees of course) will be responsible for reviewing the current advertising campaign and teaching the rest of your colleagues (your classmates) in a five-minute presentation.

Review the promotions package you have been given to create your presentation.

You should consider the following in your presentation:

- What are the featured items or promotions being advertised?
- How could you communicate these to customers?
- Are there any limits to the sale? For example, is there a limit to the number of items one person can buy?
- Are rain cheques available for promoted items?
- How long is the promotion period? When does the promotion start and when does it end?
- Are there any coupons available?
- Are there any additional promotions being offered (eg. Bonus points, rebates etc?)

**MARKING SCHEME***Application: / 28 marks*

- What are the featured items or promotions being advertised?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- How could you communicate these to customers?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- Are there any limits to the sale? For example, is there a limit to the number of items one person can buy?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- Are rain cheques available for promoted items?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- How long is the promotion period? When does the promotion start and when does it end?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- Are there any coupons available?

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

- Are there any additional promotions being offered (eg. Bonus points, rebates etc?)

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|---|---|---|---|

*Communication /10 marks*

- Effort and preparation

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

- Presentation skills

|   |   |   |   |   |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

**Module 1, Skill 1****1.6 Manage time effectively**  
**RSA Student Resource Pg 11**

Using your time effectively will help you to be more productive and to increase customer satisfaction. Time management involves planning what you are going to do each day. It also involves decision-making, evaluating which tasks are the most important and determining how long they will take to complete.

This is your opportunity to plan your day.

| ACTIVITY  | TIME                |  |  |
|---|---------------------|--|--|
| Morning routine   | 45 minutes          |  |  |
| Work out (includes travel time)   | 90 minutes          |  |  |
| Drop little brother off at school by 9:00am   | 30 minutes          |  |  |
| The store opens at 10:00am, you are required to be there 15 minutes early for opening routines    |                     |  |  |
| Travel time by TTC to work  | 30 minutes each way |  |  |
|   |                     |  |  |
| What time would you have to get up in order to get all of the above done and get to work on time? |                     |  |  |



To play online: <http://businessatborden.ca/CustomerServiceGame/?h>

The goal is to earn at least **25** Customer Service Points (CS) and **15** Admin Points (AD), in no more than **510** minutes (an 8-1/2 hour work day).

If there is a – (example –2) you must subtract those points!

You must take all three breaks, and you must clean up and close the store.

| TASK   | TIME        | POINTS            | CHECK IF YOU CHOOSE |
|--|-------------|-------------------|---------------------|
| A new display has arrived. Your manager would like it to be set up at the front of the store. This will involve: <ul style="list-style-type: none"> <li>• Dismantling the current display and removing from the store floor</li> <li>• Setting up the new display</li> <li>• Tidying up</li> </ul>   | 90 minutes  | CS: - 2<br>AD: 10 |                     |
| A customer comes in and tries on a pile of clothes and leaves the fitting room in a mess.  | 30 minutes  | CS: -2<br>AD: 7   |                     |
| A customer calls and would like you to research a new product you would like to purchase   | 30 minutes  | CS: 5<br>AD: -3   |                     |
| A new shipment arrives and you need to re-organize the stockroom. This involves: <ul style="list-style-type: none"> <li>• Reviewing current inventory in the stockroom</li> <li>• Develop an organization plan for the stockroom</li> <li>• Move and replace inventory according to your plan</li> <li>• Label shelves</li> </ul> Place an inventory list and organization plan on the door of the stockroom | 180 minutes | CS: -7<br>AD: 15  |                     |
| Breaks: you have 2 15 minute breaks and a 30 minute lunch break  | 60 minutes  | CS: 0<br>AD: 9    | X                   |
| The store has daily cleaning routines. Each one takes 30 minutes and must be done.   | 30 minutes  | CS: -3<br>AD: 9   |                     |
| Closing routines (cash out, vacuum, garbage, tidy)<br>The store closes at 6 and you are paid till 6:15   | 30 minutes  | CS: -1<br>AD: 6   |                     |
| A regular customer comes in. She tells you that she is just looking and has no plans to buy anything – today. You know that if you spend time with her today she will come back and spend a lot of money.  | 40 minutes  | CS: 10<br>AD: -4  |                     |

| TASK   | TIME       | POINTS           | CHECK IF YOU CHOOSE |
|--|------------|------------------|---------------------|
| A customer calls. She is from out of town and wants to make sure you have exactly what she is looking for before she makes the trip in. She isn't coming today, and the time it takes to answer her questions will take away from what you can get done today. This customer calls every week but only makes it in to the store once every 6 months or so. | 25 minutes | CS: 5<br>AD: -5  |                     |
| A customer comes into return a defective item. You have the opportunity to help her, or letting your co-worker help her. That would free up your time, but your co-worker is having a bad day and isn't likely to try to fix the situation correctly. If they help the customer you could lose the customer for good.                                      | 25 minutes | CS: 10<br>AD: -6 |                     |
| A co-worker is struggling to help a customer. The customer has three small children with her and they are running wild through the store. Your help would be greatly appreciated by all but it will take time out away from what you need to get done.   | 30 minutes | CS: 8<br>AD: -5  |                     |
| A customer wants your help picking out a gift for his wife. He is very indecisive and takes a long time to make up his mind. He doesn't look like he is going to spend a lot of money today. He tells you he does not like shopping and will likely be back in the future to purchase more gifts for his wife.   | 35 minutes | CS: 10<br>AD: -9 |                     |
| Total Customer Service Points:<br>Total Administrative Points:<br>Total time in minutes:   |            |                  |                     |

*Reflection Questions:*

1. Were you able to plan your day to achieve your goals?
2. Was it difficult to make decisions?
3. What did you take into consideration when choosing the tasks you would complete?

## Module 1, Skill 2

### 2.1 Being an effective team member

Retail Sales Associate Student Resource Book Pg 16

From [http://www.teampedia.net/wiki/index.php?title=The\\_Tallest\\_Tower](http://www.teampedia.net/wiki/index.php?title=The_Tallest_Tower)

#### OBJECTIVES

Participants work to build the tallest free-standing tower they can.

[Communication](#) | [Collaboration](#) | [Team Strategy](#)

Illustrate the importance of collaboration and communication.

#### GROUP SIZE

[Medium](#) (10-30 participants)

#### MATERIALS

For this activity you need some building supplies such as:

- Paper Cups, plates, bowls
- Popsicle Sticks or coffee stirrers
- Cheap pens or pencils
- Construction Paper or cardboard
- and you must have some tape (masking tape works best)
- a bag of candy or another similar prize with enough for everyone (alternatively you can just use "bragging rights" as the prize)

#### SET UP

##### *Team Strategy*

Before the activity, you need to make a packet of supplies for each group. You should aim for at least 3 groups with about 4 people in each group. If you have less than 12 people, this is probably not the right activity for you. The key here is to divide the supplies unevenly, but put them in a closed bag or box, so that participants can't see that each group is getting a different set of supplies. Each group should have a lot of one supply, and only some of the other supplies.

For example:

##### *Packet #1 -*

- 1 roll of Masking Tape
- 10 Paper Cups
- 5 Popsicle Sticks
- 4 sheets of construction paper

##### *Packet #2*

- a 12" strip of Masking Tape (wound around a pen)
- 25 Paper Cups
- 5 Popsicle Sticks
- 8 sheets of construction paper

##### *Packet #3*

- a really small piece of Masking Tape
- 10 Paper Cups
- 35 Popsicle Sticks
- 1 sheets of construction paper

## DIRECTIONS

### *Planning the Team Building Activity*

**Big picture:** The participants work to build the tallest free-standing tower they can with the supplies given.

Begin by randomly dividing participants into small groups and organizing the groups in different areas of the room. Ask for a representative from each group to come to a separate space (center of the room or a separate room) to receive instructions and materials. Pass out one bag of supplies to each group representative.

You should then introduce the representatives to the activity by simply saying "This is an activity to work on communication and collaboration, and the goal is to build the tallest free standing tower you can with the supplies in the bags. There will be prizes (or bragging rights) for the winners."

You should be careful to introduce the activity without giving too much context or answering too many questions. Again the key here is that each group will have a different set of supplies but the facilitators should make sure this is not immediately obvious. Once it becomes more obvious, the facilitators should neither discourage or encourage collaboration and sharing. The vast majority of participants when divided into groups, will assume they should be competing against the other groups but you should not specifically say it is a competition. You will address this in the debrief questions based on the groups' choice to collaborate or compete.

Answer questions at this point. Try to be very general in answering questions from the representatives. If they have specific process questions, it may be helpful to say something like, "you have received all the instructions I can give you. You and your group will have to figure out the rest".

Then announce that the representatives will return to the groups, and once they return, the facilitators will not answer any more questions. The facilitators should not answer any questions so that the groups are forced to figure out how they want to build on their own. If the groups decide they want to collaborate, the facilitators should neither encourage or discourage them (this will come up in the debrief).

Announce that they have ~20 min to build, and let the building begin.

Some groups will spend time coming up with a detailed strategy, others will just dive right in. Some may start to notice that they don't have much tape, or that the other groups have more popsicle sticks.

After a few minutes of building you have a few choices.

- You can ask for representatives to come to the center of the room and report to the other reps one thing they are doing well and one challenge they are having.
- You can have everyone stop building for a moment and walk around and see other teams' progress so far

Again, the facilitators should not answer any questions, and should not encourage or discourage collaboration! It is important to try to deflect... so if they ask, "How come they have so much more tape?" you might say "Sorry, I can't really answer any questions at this point, but it looks like you are making good progress."

As they start to see that other groups have different supplies, some will respond by questioning, some will try to beg, barter, or steal supplies, and some will just resign themselves to the fact that it's not fair and will continue to focus on working with what they have. Make notes of it all, and save it for the debrief.

### *Debrief - The Tallest Tower Team Building Activity*

Because of the unequal distribution of supplies, in order to build the tallest tower possible, the groups really have to all merge and share supplies. But because you divided them into groups, and that implies competition to most people, very few participants will try to suggest that the groups collaborate or share supplies. Even if someone in the group suggests it, it is not likely that everyone will agree to it.

The facilitators should ask the following questions of the entire group.

- Raise your hand if you helped build a tower!
- What worked well?
- What challenges did you encounter and how did you overcome them?
- Did you build the tallest tower you could? Why or why not?

Add the following questions if the groups did not collaborate or share supplies:

- Did you assume that you were only supposed to collaborate with those in your small group?
- What would have been possible if you had decided to share resources with the whole group?
- Would you have had a taller tower?
- Why didn't you?

Add the following questions if the groups collaborate:

- How did you come to the decision to collaborate?
- What became possible once you made the decision to share resources?
- What was challenging?

And then to make the issues really hit home, you need to tie it back to collaboration and communication on your specific team or group:

- How does building the tower in this activity compare to your daily work? or the way our group is organized?
- How does this activity relate to being part of the larger company, organization, or group?
- How can we encourage collaboration, communication, and sharing among the whole group?

### **COURSE CONNECTIONS:**

Discuss how a retail sales associate is a part of a team

Why is it important for a retail sales associate to act as a team member?

How can a retail sales associate work co-operatively and share responsibilities with other team members to achieve common goals?

How can you provide support and encouragement to other team members?

How can you work with team members to resolve any conflicts?

## Module 1, Skill 2

2.2 Share ideas and information about selling, marketing, and products

2.3 Participate in store meetings and events

3.4 Work as a team to make a sale

RSA Student Resource Pg 18-19

Participating in store meetings and events will help to ensure that you are getting the same information as the rest of staff and are communicating it in the same way.

Staff meetings are an important part of working at a retail store. The next staff meeting is on \_\_\_\_\_.

As a staff meeting you will be attending the staff meeting and will be responsible for presenting a topic. You will randomly choose your topic. This is your opportunity to impress your manager and perhaps get the promotion that is up for grabs!

### REQUIREMENTS

- Choose your topic from the hat
- You will have one period to prepare your 5 minute presentation
- An important part of any meeting is the agenda. You must see you manager (your teacher) to put yourself on the agenda. This must be done the day before the staff meeting
- During the staff meeting you will be expected to participate through discussion to help solve the problem or add to the discussion
- It is important that you listen to all of your colleagues as you will be required to create the staff meeting minutes in a word document for your manager. A template will be provided and it is recommended you take notes during the meeting

### STAFF MEETING TOPICS

#### *Store Policy: Dress Code*

Your manager has been noticing that certain members of the staff have been starting to let the dress code slip. You have been asked to review the dress code for the rest of the staff.

The store dress code:

- No jeans
- No spaghetti strap tank tops
- Stomach should not be visible (i.e. shirts should be long enough not to show skin)
- No flip-flop sandals
- No ripped clothing
- T-shirts must not have sayings or logos on them

### STORE POLICY: CASH OUT PROCEDURES

You have a number of new staff members who aren't completely clear on the store closing procedures. You have been asked to review them at the meeting and make sure everyone is comfortable with them.

Closing procedures:

1. Count the cash
2. Create a float for the next day – the float should be \$150
3. Collect and sort the Visa, Mastercard and debit card receipts
4. Run the closing report on the POS system
5. Compare the cash, Visa, Mastercard, debit card, gift certificate totals with the closing report
6. If there are any discrepancies (shortages or overages) double-check your totals. If the shortage/overage continues to exist notify your manager and fill out the appropriate form
7. Complete the closing procedures on the bank terminal
8. Your manager needs to sign off on the closing report and take the cash for deposit
9. The cash counter needs to be clean and tidied before you leave

## **THE BENEFITS AND/OR UNIQUE FEATURES OF NEW PRODUCTS**

Your cell phone store will be carrying a new product. Your manager has asked you to do some research and present the new product to the staff.

The new product: The Blackberry Bold

Where you can find the information: <http://www.blackberry.com/blackberrybold/features.shtml>

What you need to cover:

- Features
- Specifications
- Competitors

## **SECURITY ISSUES:**

A recent security report has shown that there are a number of items that have been frequently shoplifted. Your manager has given you the report and asked to share with the staff. She has also asked you to lead a discussion on how this can be prevented.

## **CUSTOMER SERVICE EFFORTS:**

The holiday season is approaching and you think it would be a great idea to offer gift-wrapping. You have spoken to your manager and he thinks it is a great idea. He has asked you to share with the staff and demonstrate your vision of how the gift-wrap should look.

**CUSTOMER SERVICE EFFORTS:**

The store has implemented a new return policy. Your manager has asked you to introduce it to the staff at the meeting.

*Return Policy:*

**NEW WALMART RETURN POLICY  
DETAILED GUIDELINES**

**Satisfaction Guaranteed.  
Our goal is to satisfy our Customers  
by Exchange, Refund, or Repair (if possible)**

| <b>WITHIN 90 DAYS OF<br/>PURCHASE, WITH RECEIPT</b> | <b>ALL STORE MERCHANDISE WITH THE<br/>EXCEPTION OF THE FOLLOWING:</b>   |
|---|---|
| 14 days with receipt                                | <ul style="list-style-type: none"> <li>• Computers</li> <li>• Laptops</li> <li>• Monitors</li> <li>• Printers</li> <li>• Camcorders</li> <li>• Digital cameras</li> <li>• Portable Video Players</li> </ul>   |
| 30 days with receipt                                | <ul style="list-style-type: none"> <li>• Televisions</li> <li>• DVD players/recorders</li> <li>• Home Audio Systems</li> <li>• Telephones</li> <li>• MP3 players</li> <li>• GPS units</li> <li>• Post/prepaid phones</li> <li>• Musical instruments &amp; amplifiers</li> <li>• Prescription Eyewear</li> </ul> |
| These items must be returned<br>unopened            | <ul style="list-style-type: none"> <li>• Prerecorded music, movies, software products, computer/ video games, ink cartridges and boxes of disposable contact lenses</li> </ul>  |
| Sales are final                                     | <ul style="list-style-type: none"> <li>• Ammunition, fireworks, prepaid phone cards, pierced or personalized/engraved jewellery &amp; underwear</li> </ul>  |

[http://www.walmart.ca/wps-portal/storelocator/Canada-About\\_Walmart.jsp?content=termsfuse](http://www.walmart.ca/wps-portal/storelocator/Canada-About_Walmart.jsp?content=termsfuse)



## MARKING SCHEME:

### *Staff Meeting: Presentation*

*Knowledge:* /5 marks

- Topic is covered accurately with all details included  
1      2      3      4      5

*Communication:* /15 marks

- Topic is well prepared and rehearsed  
1      2      3      4      5
- Participation in all topics in meeting (listening attentively, relevant and thoughtful comments, respect for all employees)  
2      4      6      8      10

### *Staff meeting minutes*

*Application:* /21 marks

- Topic 1: Accurate minutes of topic discussion  
1      2      3
- Topic 2: Accurate minutes of topic discussion  
1      2      3
- Topic 3: Accurate minutes of topic discussion  
1      2      3
- Topic 4: Accurate minutes of topic discussion  
1      2      3
- Topic 5: Accurate minutes of topic discussion  
1      2      3
- Topic 6: Accurate minutes of topic discussion  
1      2      3
- Topic 7: Accurate minutes of topic discussion  
1      2      3

## **Module 1, Skill 2**

2.5 Assist with training and orientation of new employees  
Retail Sales Associate Student Resource Book Pg 20-21

Teacher instructions:

Students will use the information on Pg 20-21 of the Resource book to create a poster that shows how employees can help train new employees.

Resources needed:

- Poster paper
- Markers
- Magazines for pictures
- Scissors and glue
- Computers if choice is to do a poster in Word or Publisher

## **Training new employees!**

New sales staff should always receive training in order to help them to do their job according to their employer's expectations.

### **Your task:**

Create a poster using the information on Pg 20-21 of the Resource book that shows how employees can help train new employees.

Your poster should cover all six ways in which an employee can help new employees. Make your poster clear and readable. You should have pictures to help make your message clear.

These posters will be posted around the classroom.

## **Module 1, Skill 2**

### **2.7 Be aware of competition**

Retail Sales Associate Student Resource Book Pg 22

Retail sales is a competitive business. It is important that you are informed about the products and services offered by the competition so that you can compare your products fairly to theirs.

#### **TEACHER INSTRUCTIONS:**

- Optional: Play the Queen West Shopping Tour podcast (Toronto Star) – please contact [Kari.Peters@tel.tdsb.on.ca](mailto:Kari.Peters@tel.tdsb.on.ca) for podcast if you can not find it on the Toronto Star site. Have students answer questions. This is an excellent listening activity and gives students an idea of different stores and what they carry.
- Have students complete the Beware of Competition Shopping Tour
- Have a class discussion about not being negative or criticizing the competition.

## QUEEN WEST SHOPPING TOUR: DAPHNE GORDON – TEACHER VERSION

Before we begin:

How does she recommend getting to Queen West? TTC

Which section of Queen West will Daphne be focusing on? Tecumseh and Crawford Street

What was the area around Spadina and Queen referred to as? The garment district

Why have most of the designers, manufacturers, and agents left the garment district? Moved to lower rent districts

### *1<sup>st</sup> stop: The Little Black Dress Shop*

Where is this shop located? In a back alley, on the second floor of a warehouse space

What does this shop sell? Little black dresses, in all shapes and sizes

To owner says she was inspired by what type of shops when deciding to open this shop? The white shirt shops

When seeking out dresses to carry in the shop, what did the owner consider? Different body shapes to flatter the different body shapes on the market

\*What kind of retail store would this be considered? Single line; Specialty

### *2<sup>nd</sup> stop: Heel Boy*

Why does Daphne love this independent shoe store? Reasonable prices and a different selection from bigger shoe stores

According to Daphne, does the store carry the current trends? Yes!

\* Would this store be a small scale or large scale retailer? Small scale

### *3<sup>rd</sup> stop: Ten Spot*

What does this store offer? “Mani and pedi’s” Manicures and pedicures

What is different about this nail bar from others? They don’t do appointments, but offer services on a first come, first serve basis

\*Is this store offering a product or a service? Service

### *4<sup>th</sup> stop: Faux Pas*

How does Daphne describe this fashion shop? Edgy

By offering emerging Canadian designers mixed among affordable, basic imports, what is the owner doing for customers? Makes buying a complete outfit easy

How is the staff at Faux Pas great? They can help you understand how to style the seasons newest trends and take a risk with your wardrobe

\*Why might a customer seek this store out to shop at? Can buy a complete outfit; Staff – good customer service

### *5<sup>th</sup> stop: Body Blue Denim Lab*

What does this store sell? Jeans!

Body blue carries all the hottest jean labels, therefore making it easy to do what? Compare fit, prices, and details

They do not carry much under what price? \$100

What is the Vancouver-based label called? Fidelity

\*What kind of retail store would this be considered? Single line; Specialty

### *6<sup>th</sup> stop: Girl Friday*

This store offers jeans under what price? \$100

What else does the store sell besides jeans? Tops and jackets

The owner purchases items that can be worn from the office to the weekend. Why is this an economical feature for customers? Do not have to have two separate wardrobes for work and play

\*How does this store benefit from being beside Body Blue Denim Lab?

- Increased traffic
- Price comparisons
- Offers more clothing selection

### *7<sup>th</sup> stop: Tealish*

Why does Daphne love this store? Colourful and clean design

What does this store sell? Loose-leaf teas - 130 varieties

What additional products does the store sell? Tea pots and cups; Menu of hot and cold tea drinks to go

One cup of Matcha is equal to how many cups of orange juice? 70 cups

\*The owner is very knowledgeable about his product. Why is this important?

- Customers will need guidance
- 130 varieties could be overwhelming
- Being able to convince a customer to try something new
- Match a tea with the customers needs

### *8<sup>th</sup> stop: Type*

What does this store sell? Books

Give one type of the book categories offered at Type

- Canadian and international literature
- Art and design
- Kids books

What will you find downstairs in the gallery space? Book-inspired art

\*Why would the store pair art with books?

- Increased customers
- People who like books might like art
- Interesting use of downstairs space that may not have been appropriate for stock

### *9<sup>th</sup> stop: Great Stuff*

This store sells clothing for whom? Guys on a budget!

Items are priced at how much below retail? 50%

\*Why would having great staff be an asset in this store?

- Some guys don't like to shop
- Some guys are not up on fashion

*10<sup>th</sup> shop: Token*

What does Daphne call this store? Gift central

What are some products offered?

- Bags and beauty products
- Baby shower gifts
- Journals and cards

The owner says she is drawn to anything with a \_\_\_\_\_ factor. Wow

How many returns has the store had in the two years it has been in business? Maybe 2

\*What kind of retail store would this be considered?

- Specialty
- Mixed merchandise
- Some impulse goods

*Lunch: Fresh By juice for life*

What type of food do they offer? Vegetarian

How many locations are there in Toronto? 3

\*Does having celebrities visiting your establishment help or hinder business? Students will have different answers.

**SHOPPING TOUR:**

Retail sales is a competitive business. It is important that you are informed about the products and services offered by the competition so that you can compare your products fairly to theirs.

Now that you have been introduced to the wonderful world of retail and retail marketing, and have been on a shopping tour of Queen Street West, it is time for you to take me on a shopping tour of three stores that are competitors of your store.

You are responsible for a three (3) store tour to show your manager that you are aware of your competitor's products, services, and prices.

You have the option of how you want to present your shopping tour. You can do a written report, a poster, an oral tour like the Queen Street West tour, complete a chart, or something else. Just make sure you check with me first and receive my approval.

*Part 1: Information about your store*

You must cover the following criteria about the store that you work for:

- Name of Store and address
- Website address (if applicable)
- What products do you carry?
- What brands do you carry?
- What product features do you promote?
- Who your main customers are
- Any other unique features that contribute to your store's success (staff, design, marketing etc)

*Part 2:*

For each store on your tour you must cover the following criteria:

- Name of Store and address
- Website address (if applicable)
- What products do they carry?
- What brands do they carry?
- What product features do they promote?
- What features make your products better?
- Who the main customers are
- Any other unique features that contribute to the store's success (staff, design, marketing etc)
- How does your store offer better value to the customer?

All assignments should be keyed. You will have at least 2 class periods to work on your tour.

Due Date: \_\_\_\_\_

Name: \_\_\_\_\_



**SHOPPING TOUR: MARKING SCHEME**

| CRITERIA  |                |                |                | TOTAL |
|---|----------------|----------------|----------------|-------|
| Part 1:<br>Application: <ul style="list-style-type: none"> <li>• Name of Store and address</li> <li>• Website address (if applicable)</li> <li>• What products do you carry?</li> <li>• What brands do you carry?</li> <li>• What product features do you promote?</li> <li>• Who your main customers are</li> <li>• Any other unique features that contribute to your store's success (staff, design, marketing etc)</li> </ul>  | 15 marks       |                |                |       |
|   | <b>STORE 1</b> | <b>STORE 2</b> | <b>STORE 3</b> |       |
| Part 2<br>Thinking: <ul style="list-style-type: none"> <li>• Name of Store</li> <li>• Address</li> <li>• Website address (if applicable)</li> <li>• What products do they carry?</li> <li>• What brands do they carry?</li> <li>• What product features do they promote?</li> <li>• What features make your products better?</li> <li>• Who the main customers are</li> <li>• Any other unique features that contribute to the store's success (staff, design, marketing etc)</li> <li>• How does your store offer better value to the customer?</li> </ul> | 10 marks       | 10 marks       | 10 marks       |       |
| Communication: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Grammar</li> <li>• Professional presentation</li> <li>• Keyed (written report)</li> </ul>   | 5 marks        | 5 marks        | 5 marks        |       |

*Exam Only*

1.5 Track Sales Versus Goals

1.8 Seek Professional and Personal Development

2.6 Work Out Scheduling Issues