

# Retailing

principles and practices  
SEVENTH EDITION

Meyer • Haines • Harris





# **RETAILING**

## **principles and practices**

Seventh Edition

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# Preface

The Seventh Edition of *Retailing: Principles and Practices* is designed to prepare students for employment in retail stores and service businesses in the 1980s. Whether the individual is aiming for a job in selling, merchandising, store operations, finance and credit, personnel, or sales promotion, he or she will receive from this text a solid foundation on which to pursue a career in retailing goods and services. The text focuses successively on the competencies needed for easy entry, rapid adjustment, and planned advancement in retailing. The final unit, "Becoming an Entrepreneur," enables the student to integrate the many facets of retailing into a meaningful economic function, to assess the benefits and problems associated with retailing, and to consider the possibility of becoming an entrepreneur.

The Seventh Edition has been extensively revised and updated to reflect current technology and retail practices, including computerized inventory control, electronic cash registers, UPC and UVM systems, and electronic funds transfer. New techniques of visual merchandising, the new emphasis on retailing of services, and consumer protection legislation are also discussed in detail.

The information is presented in a lively and involving way. This edition "talks" to the student in simple, interesting language. It presents the material from the student's perspective at four stages of vocational development: (1) looking for a ca-

reer in retailing, (2) getting started, (3) becoming a master employee, and (4) moving toward management and ownership. Competencies are approached in the approximate sequence that they are encountered on the job. To ensure transfer of learning, the authors not only show the student how a task is performed but also explain why it is done and, in many instances, why it is done differently in various job settings. In this way, the text prepares the student to cope with a variety of situations that may arise on the job.

## Organization

*Retailing: Principles and Practices*, Seventh Edition, is organized so that it can be used equally well in schools with traditional class schedules and in those with modular, flexible schedules. The book fits any teaching system, whether it be cooperative, project, simulation, or traditional, because it is competency-based and carefully sequenced.

The text is divided into sections, units, and chapters. The first section of the book, "Looking for a Career in Retailing," has been reorganized to deal with vocational planning and guidance (see the Contents on pages vi and vii). This section provides essential background information on retailing and careers, which forms the foundation for Sections 2, 3, and 4.

The organization of Sections 2, 3, and 4 may be visualized as a grid with six competency areas on the vertical axis and three vocational development areas on the horizontal axis. The units are sequenced on both axes so that the instructor may structure the course to stress either the competency areas or the vocational development areas.

The six retail competency areas covered are (1) "Communications & Human Relations," (2) "Economics & Marketing," (3) "Merchandising," (4) "Selling & Technology," (5) "Advertising & Display," and (6) "Operations & Management." Teachers who wish to concentrate on one competency area at a time can—after completion of Section 1—follow any of the six areas, such as "Selling & Technology," through the book, proceeding from entry-level skills to the desired level of skill development. Although the book is not paginated in this way, the table of contents (pages vi and vii) makes it easy to organize the course in this manner.

Teachers who prefer the cyclical approach can follow the text in numerical order. This approach to the material serves to reinforce and interrelate important concepts. Using the cyclic approach, the teacher plans the course in four sections corresponding to semesters, quarters, or any part thereof.

In either approach, a student whose occupational goal does not require mastery of a given competency could omit the corresponding chapter or unit, thereby shortening the time needed to reach the goal.

## Teaching and Learning Aids

The activities provided both at the end of each chapter and at the end of each unit serve to implement and to supplement what is learned from reading the text. There are three end-of-chapter activities.

- ♦ **Trade Talk:** To understand retailing, the student must understand the language of retailing. Vital retailing terms used in

this exercise appear in boldface type where they are defined in the text.

- ♦ **Can You Answer These?:** The questions in this section are based on the facts presented in the chapter. Thus, the questions serve a twofold purpose: students find them a valuable study guide, and teachers find them a valuable measure of how well students can recall the information in each chapter.
- ♦ **Problems:** These questions ask the student to solve practical problems and to complete various business forms that are commonly used in retailing.

In addition to the three activities at the end of each chapter, there are also three end-of-unit activities.

- ♦ **Retailing Case:** This section presents a retailing case that provides opportunities for students to analyze what they have learned and apply it to new situations. In solving these cases, students must make judgments by inferring from the facts and concepts presented.
- ♦ **Working with People:** The human relations problems in this section have no absolute answers. Instead, these problems challenge students to think creatively while using a standardized problem-solving technique.
- ♦ **Project:** Each project is designed to take students out of the classroom and into the world of retailing, where they can apply what they learn in class to what is happening on the job.

## Supporting Materials

The authors recognize that a good retailing course requires students to review and apply what they have learned. They also know that teachers need materials that support the textbook and help them use it most effectively. Consequently, they have developed several supporting supplementary materials.

**Problems and Projects for Retailing.** Two correlated student activity manuals accompany the textbook. The first manual

contains students activities for Units 1 through 10 and the second manual for Units 11 through 22. Each unit is divided into six parts designed to supplement and enrich the learning experiences provided in the textbook. The first section deals with vocabulary and the second reviews the key points of the unit. The third section contains the working forms for all the problems in the textbook, as well as supplementary problems. The fourth section presents a retailing case and the fifth section presents a human relations problem. The sixth, and final, section provides work space for the unit project.

**Objective Tests.** A set of objective tests is also available. It includes a test for each of the 22 units as well as midterm and final examinations. Each test contains four types of objective questions and is equipped with easy-to-score answer columns.

**Teacher's Manual and Key.** The teacher's manual and key contains answers to all questions in the textbook, student activity manuals, and objective tests. It also offers detailed guidelines for organizing the course and suggestions for teaching it most effectively. Specific, detailed teaching suggestions are provided for each unit as are additional learning activities. A list of trade associations and publications is also included.

## Acknowledgments

The authors of this edition acknowledge the many contributions of the late G. Henry Richert, who first conceived the idea for this text and who worked on the first six editions, beginning in 1938.

Many other people also contributed to the development of this book. Retailing teachers and marketing and distributive education specialists shared their time and knowledge with the authors, advising them of their needs and preferences for this revision. The authors are particularly grateful to four instructors who reviewed the manuscript for this edition: Dr. Ralph Wray, Illinois State University, Normal, Illinois; Dr. Mary Anderton, Memphis State University, Memphis, Tennessee; Ms. Gina Pickens, Central High School, Memphis, Tennessee; and Ms. Barbara Anderson, Thomas Jefferson High School, Tampa, Florida.

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Peter G. Haines  
E. Edward Harris



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It was a dull summer. I was bored with mowing lawns and worried too. Sure, I had money in my pocket now, but what about winter? And next year when I graduated? What kind of job was I going to get? I didn't have a clue.

Then one day I noticed a "Sales Help Needed" sign in the Tennis Ace store in the mall. I wasn't that keen on spending a lot of time in a store. You know, long hours, work on Saturdays, average pay. But to be honest, it was important to prove to myself that I could get a real job. So, I walked in.

I didn't know what to say when they asked me how long I would stay . . . if I wanted a career in sales . . . what I knew about the business world. But I *did* know sports. And I must have said something right, because I got the job.

It was rough at first, and at times I was pretty nervous. For openers, you have to know something about customers and about using a cash register. Then you have to know the right prices to charge and where to find everything in the store. I didn't do much real selling, but people would often ask me questions about which equipment was best.

I wasn't doing too badly, but I needed to know more. And *wanted* to know more—because retailing is much more interesting than I thought it would be. Every day is different. Lots of different people come in, and there are always new things to learn.

**UNIT**

# Looking at Retailing

## What Is a Career?

**CHAPTER**

Communications &amp; Human Relations

Economics &amp; Marketing

Merchandising

Selling &amp; Technology

Advertising &amp; Display

Operations &amp; Management

Felicia Dawkins had never taken a course in retailing or any other business subject. When she graduated from high school, Felicia didn't know what kind of work she wanted to do and had difficulty finding a job. Finally, with the help of her aunt, she managed to get a job as a stock clerk at the discount department store where her aunt worked. After 6 months, she became dissatisfied with the job and decided to look for one that she would like better and that would pay more.

She found a job as a salesperson at a retail clothing store. Even though the basic pay was the same as at the discount store, she thought that through commissions she might be able to earn more money. After holding this job for 6 months, Felicia realized that she wanted to manage or own a store one day. She wanted more responsibility, a higher income, and an opportunity for career advancement.

Felicia decided to enroll in the retailing management program at her local community college, which had a marketing

and distributive education on-the-job-training program. During the next 2 years, she worked part-time at a clothing store learning the business and completed her 2-year degree program in retail management. Now, after 10 years, she is a partner in the store where she received her on-the-job training. Felicia hopes to buy out her partner when he retires within the next few years.

Yes, Felicia was smart to realize she'd need special training to get a job in the clothing business that would satisfy her and provide the advancement she wanted. If she hadn't seen this, she might have continued moving from job to job without getting satisfaction from any of them. Or she might even have become unemployed, as were many of her friends. But you are even more fortunate than Felicia, because you are studying retailing now.



## You Have a Head Start

You have an advantage over Felicia and the 30 million young people who will join the labor force during the next 10 years because you're learning about jobs and careers while you are still in school. You still have time to learn about yourself, decide what you want from a career, try out different jobs, see how you like them, and investigate various careers.

## Careers versus Jobs

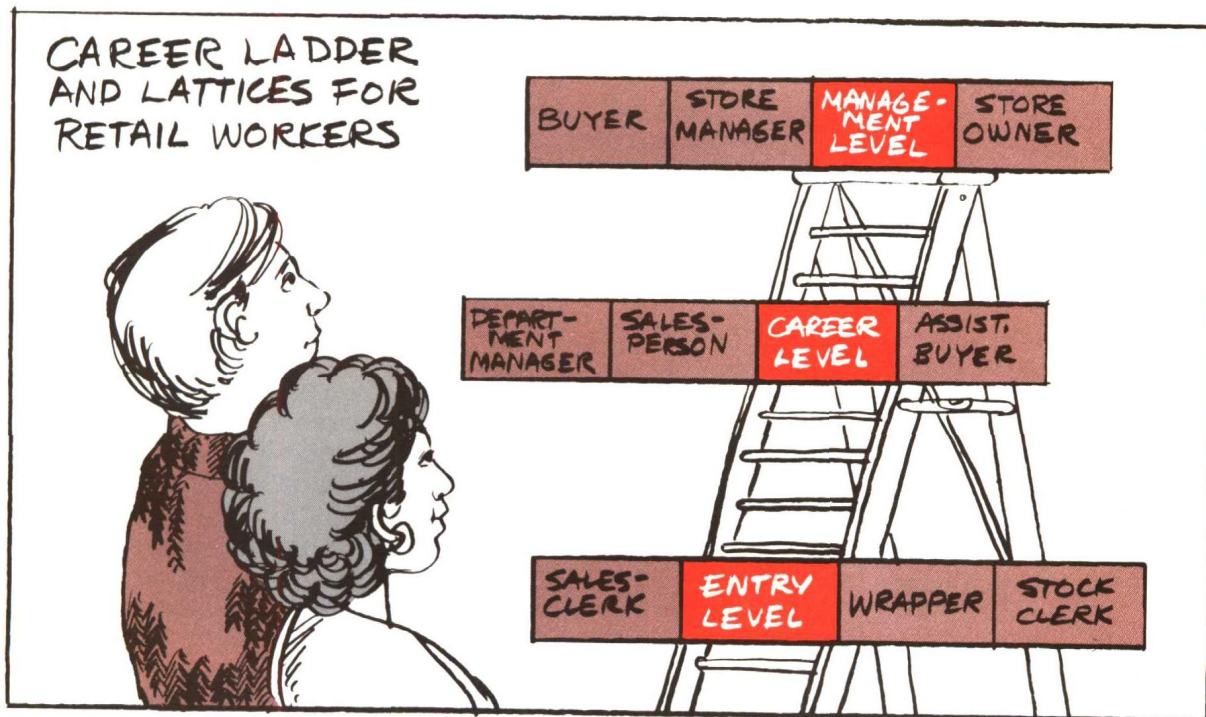
When Felicia realized she wanted to manage or own a clothing store, she was deciding on a career goal. It took her more time to choose and prepare for her career than to select the jobs that she'd held previously. Felicia recognized the difference between holding a job and pursuing a career. A **job** is a collection of tasks, duties, and responsibilities. A **career** is the series of jobs held and the specialized occupa-

tional education received by a person during a person's lifetime.

## Career Ladders and Lattices

In the course of a career, you will have several different jobs. If you plan each wisely, each job can be satisfying in itself. These jobs can also provide the experience necessary for getting ahead, or climbing up the career ladder. A **career ladder** is made up of a series of jobs at different occupational levels that lead to an occupational goal. The first rung on the career ladder consists of an entry-level job, the base on which to build a career in a particular field. On higher rungs of the ladder are career-level jobs. These jobs require more skill, knowledge, and responsibility than the entry-level jobs. Some people find self-fulfillment in career-level jobs. Others use them as rungs on the way to management-level positions.

You may move upwards or sideways on the career ladder until you find a spot that's right for you.



In a career, not every step is a step up. Sometimes people have to move sideways in order to achieve their career goals. For example, if you wanted to be a store manager, you would probably need experience in many jobs at the same level. You might begin with an entry-level job in receiving and then move to a job at the same level in sales. This type of sideways move is known as a **career lattice**.

It takes certain competencies and personal qualities to achieve success at each point on the ladder or lattice. In this book, **competency** means knowledge, attitudes, and skills needed on the job in order to be a satisfactory and satisfied worker. Some people learn too late in life that they either are not willing to follow the steps required in pursuing a certain career goal or that they don't have the competencies necessary to achieve that goal. But you have an advantage: You can form your career goal now while you're still in school.

## Forming a Career Goal

Achievement of a career goal requires even more than careful planning, because hidden factors are involved. For example, when you get out of school, employers may limit the hiring of people in your career field. Or, for financial or other reasons, you may be unable to get the additional education you need to achieve your goal. As you can see, selecting and achieving a career goal is not a simple task. It is probable that you will change your mind about your career a number of times. You will be most successful if you (1) identify your own interests, aptitudes, and goals and (2) obtain information about the world of work by talking to people, reading about careers, and perhaps obtaining special training in school. By doing these things, you'll be more likely to pick the right career goal early in life.

### Begin by Knowing Yourself

Not many people can look at themselves objectively and honestly assess their own

strengths and weaknesses. Can you? Do you have a clear idea of the values by which you want to live your life? Do you really know what your interests, aptitudes, and goals are? Can you predict what you would do in a given job situation? In short, do you know yourself?

**Your Interests.** There are a number of ways in which you can explore your interest. Perhaps your school will be able to help you take an interest inventory. An "interest inventory" groups interests by categories, such as clerical, social, or mechanical. By answering questions about what you like to do, you reveal which categories interest you most.

Another way to learn about your interests is to ask yourself these questions: Which school subjects do I like best? Which do I like least? Why? What hobbies and leisure-time activities do I enjoy? Do I prefer to work on things by myself or with someone else? What did I enjoy about the jobs I've held? What did I dislike?

One difficulty in trying to determine your interests is that you may not have had an opportunity to develop them fully. You cannot be truly interested in something you know very little about. You may think you're interested in something only to find out, once you've started working at it, that it doesn't hold your attention.

Interest is a key factor in selecting a career, but it isn't the only one. There is no career in which you'll always be totally interested; every job has its boring or dissatisfying moments. And your interests may not always be helpful in forming a career goal. You may be interested in professional baseball or dramatics. Job opportunities in these areas are limited, however, to people who are very talented, highly trained, and highly motivated.

Your school counselor, state job service office counselor, or marketing and distributive education coordinator may be able to give you valuable information about matching your interests with career opportunities. But no matter how inter-






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By taking an inventory of your interests, you can learn more about yourself.

ested you are in a career, you'll be able to succeed in it only if you have the necessary skill, talent, and motivation.

**Your Aptitudes.** An **aptitude** is an ability, capacity, or talent. Aptitude is different from knowledge; you may have an aptitude for mathematics even if you don't know algebra. Having an aptitude means that you find it easy to learn a particular subject.

Jobs consist of certain functions to be performed by workers. In order to perform these functions, an individual must possess certain aptitudes, such as reasoning ability, verbal ability, numerical ability, and manual dexterity. In the *Dictionary of Occupational Titles* (DOT), the Department of Labor divides jobs into three broad categories of functions based on their relationship to data, people, and things. Here is what the three categories mean:

- ◆ **Data.** Jobs that require a worker to use numbers, words, and symbols
- ◆ **People.** Jobs that require a worker to deal with human beings
- ◆ **Things.** Jobs that require a worker to work with inanimate objects, substances, or materials—in other words, to work with equipment or products

To find out your special aptitudes, it's a good idea to take tests administered by your school guidance counselor or your local state job service office. The scores you earn on aptitude tests are one indication of your potential—if you work up to your fullest capacity while taking the tests. Your school grades are another way to judge your ability in certain areas. These, too, are good measures only if you've been working up to your potential.

**Your Work Needs.** Obtaining satisfaction from work is important to a growing number of people. **Satisfaction** is a feeling

of being pleased and fulfilled. You may get satisfaction from the realization that you've done a good job, from the knowledge that you've done something important, or from the certainty that you've helped or pleased someone. Different people obtain different satisfactions from their jobs; but it's almost impossible to be happy with your work unless you get some kind of satisfaction from it.

Your concern is to pursue a career in which the jobs you hold offer you what you want. But do you really know what you want? Finding out about your goals may require as much time and effort as learning about your interests and aptitudes. The more actual work experience and self-knowledge you acquire, the better chance you have of making accurate career-goal choices. Here are some common satisfactions and rewards provided by jobs. As you read them over, think about which ones are important to you.

**Obtaining satisfaction by helping people is important to many workers in retailing.** Courtesy of Sears, Roebuck and Co.

**Income.** The amount of money you earn means much more than the amount of material goods you can buy. Your income also plays a large part in determining your **lifestyle**, the way you live and things you like to do. But time is also important; to many people time is too precious to be wasted on a job that provides few satisfactions other than a big paycheck. Some of the most rewarding careers pay low salaries. Other careers offer low pay to beginners but are eventually very rewarding financially.

**Prestige.** People tend to view certain careers and work activities as more important than others. Do you like the idea of having a job that impresses other people? Then you might find that a career in a field having high prestige meets your needs. But remember that in many instances the prestige connected with a job is superficial; a job that seems glamorous







**Most people want recognition for their work and ideas.** Courtesy of American Management Institute

to other people may not appeal to you. Be sure that you enjoy other aspects of the work besides its reputation.

**Security.** Do you want a career in which you have a good chance of steady employment and earnings throughout your working years? Then you should select a field that is growing in importance and in the number of people it employs. In the *Occupational Outlook Handbook*, the U.S. Department of Labor provides projections of employment statistics well into the future. Consult this handbook to find out which career fields are expanding. But don't overemphasize security. Nobody can be certain about what will happen in the future. A job considered secure now may not prove to be so later on.

**Recognition.** Like most people, are you pleased when others recognize your abilities or congratulate you on your accomplishments? Or doesn't this kind of attention concern you very much? **Personal recognition** is, essentially, other people's appraisal of you and your qualities. If

such approval is especially important to you, consider a career in a field where personal recognition can be achieved. Careers in which you work with other people are more likely to offer this type of satisfaction than careers in which you work alone.

Do you feel disappointed if you're not praised for the job assignments you've completed? Basically, **work recognition** is other people's appreciation of your work and effort. Do you need to receive credit for the work you do? Does praise for a job well done spur you on to even bigger achievements? Your desire for work recognition can be a strong motivating force in your career.

## Your Lifestyle

Your job will form a major part of your lifestyle. So selecting a career to fit your lifestyle is an important step. Like everyone else, you live according to a set of values, goals, traditions, and emotional and physical needs. Your hopes for the future,

your friends, and your family ties influence your lifestyle too. But where you will live and what you will do for a living are two of the most important considerations of all. The income and benefits that you'll get from a job are among the occupational factors that will determine your lifestyle. Your interests, hobbies, and beliefs are also affected by your job. Consider, then, how you plan to live, and choose a career that will be in keeping with your lifestyle.

## Developing a Career Plan

As you begin to select potential career-field areas that match your abilities, you'll probably want to discuss your plans with your family, friends, and someone engaged in the career you wish to pursue. However, remember that careers which appeal to you may not appeal to them. Be careful not to choose an occupation simply because you admire someone who has chosen it or because someone else told you it was a good field to get into.

It's becoming more and more difficult to decide which career field to pursue because there are so many to choose from and the demand for workers keeps changing. You'll need to make your decisions carefully so that you're choosing a career field in which there is likely to be an active demand for workers when you're ready to go to work.

Your school counselor, state job service office personnel, and people working in the field of your choice can give you helpful advice. If they can't answer your questions themselves, they'll be able to refer you to other people, books, or articles that have the necessary information.

When you've tentatively chosen one or more career fields, that's the time to prepare a career plan. Decide how and when you will learn your career. Will you earn while you learn by working during the summer, over weekends, or during school vacations? If your career choice is in retailing, will you enroll in a marketing and distributive education program? Or will

you study business courses in school and work part-time?

As you develop your career plan, continue to examine your interests, aptitudes, and goals to see if what you have chosen is really the career for you. Career development is a continuous process during which you can learn about yourself as well as the world of work. A career plan should help you achieve the goals best suited to you.

The next three chapters in this unit give you an overview of the retailing field. You'll get an idea of the many different career opportunities that are available in retailing. As you read these chapters, think about the information you're being given in terms of developing your career plans.

## Trade Talk

Define each term and use it in a sentence.

Aptitude	Job
Career	Lifestyle
Career ladder	Personal recognition
Career lattice	Satisfaction
Competency	Work recognition

## Can You Answer These?

1. What is the difference between a job and a career?
2. What is the difference between a career ladder and a career lattice?
3. List several of the most common satisfactions and rewards provided by jobs.
4. What is one of the best sources of information on employment opportunities and projections?
5. How does a job affect a person's lifestyle?

## Problems

1. Part of a career development is honest self-appraisal. Rule a form similar to the following. In the left column, write in the following: school subjects, hobbies, clubs and organizations, and social activities.



Write in the appropriate activities under each area. In the right column, tell what you like or dislike about the activities in each.

Area	What I Like	What I Dislike
Example: School subjects		
English	Reading poetry	Term papers

2. Rule a form similar to the following. In the left column, write the letter of each of the following tasks: (o) operating a cash register, (a) explaining store policy to customers, (b) filling out a sales check, (c) arranging a display, (d) handling a customer complaint by refunding a pur-

chase price, (e) completing a payroll sheet, (f) operating a machine that prints price tickets, (g) demonstrating products to customers, (h) using the telephone to take merchandise orders, (i) teaching a new employee how to stock shelves, (j) maintaining customer goodwill, (k) doing housekeeping chores in the store, (l) attending a sales training session, and (m) describing a shoplifter to security personnel. Place a check mark (✓) in the appropriate column on the right to classify the task as requiring an aptitude for data, people, or things.

Task	Aptitude for:		
	Data	People	Things
Example: (o)	✓		

## What Is Retailing?

CHAPTER

# 2

Communications & Human Relations

Economics & Marketing

Merchandising

Selling & Technology

Advertising & Display

Operations & Management

You've been involved with retailing in various ways since childhood. Chances are that one of your first purchases was made in a retail store near your home, where you bought some candy or gum. Your first soft drink may have been purchased from a vending machine. Perhaps you remember waiting anxiously at the curb, with your money in hand, for the chimes of the ice-cream wagon. You may even recall your first trip to the barber or beauty shop to get your hair cut. All those experiences involved some form of retailing.

Retailing means different things to people. To some people retailing involves a place to shop for goods and services. To others, it means a job or a career, as discussed in Chapter 1. Let's look at retailing briefly from both viewpoints, since you'll

always be a customer and may pursue retailing as a career field.

## Retailing Activities

**Retailing** includes all activities involved in the sale of products and services to the final consumer. **Products** are goods grown or manufactured and available for sale. **Services** are benefits or satisfactions that improve the appearance, health, comfort, or peace of mind of their users. Retailing is the last link in the chain of marketing between those who produce or provide products and services at the one end and