

# Organized Retailing

NVEQF Level 2- Class

RS202-NQ2012 – MERCHANDISE PLANNING

Students Workbook



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## Preface

The National Curriculum Framework, 2005, recommends that children's life at school must be linked to the real life outside the school. This principle makes a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home, community and the workplace.

The student workbook on “**Merchandise Planning**” is a part of the qualification package developed for the implementation of National Vocational Education Qualification Framework (NVEQF), an initiative of Ministry of Human Resource Development (MHRD), Government of India to set common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities. It is envisaged that the NVEQF will promote transparency of qualifications, cross-sectoral learning, student-centred learning and facilitate learner's mobility between different qualifications, thus encouraging lifelong learning.

This student workbook, which forms a part of vocational qualification package for students who have passed Class IX or equivalent examination, was created by a group of experts. The Retailer's Association of Skill Council of India (RASCI), approved by the National Skill Development Corporation (NSDC) organized Retailing Industry developed the National Occupation Standards (NOS). The National Occupation Standards are a set of competency standards and guidelines endorsed by the representatives of organized retailing industry for recognizing an assessing skills and knowledge needs to perform effectively in the workplace.

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of National Council of Educational Research and Training (NCERT) in association with SKSDC has developed modular curricula and learning materials (Units) for the vocational qualification package in organized retailing sector for NVEQ levels 1 to 4; Level 2 is equivalent to Class X. Based on NOS, occupation related core competencies (knowledge, skills and attitudes) were identified for development of curricula and learning modules (Units).

This student workbook attempts to discourage rote learning and to necessary flexibility in offering of courses, necessary for breaking sharp boundaries between different subject areas. The workbook attempt to enhance these endeavour by giving higher priority and space to opportunities contemplation and wondering, discussion in small groups and activities requiring hands on experience. Hope these measures will take us significantly further in the direction of a child centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school Principals and Teachers will take to encourage children to reflect their own learning and to pursue imaginative and on the job activities and questions. Participation of learner in skill development exercises and inculcation of values and creativity is possible if involve children as participant in learning, and not as receiver of information. These demands imply considerable change in school routines and mode of functioning. Flexibility in the daily timetable would be a necessity to maintain the rigorous implementation of the activities and required number of teaching days will have to be increased for teaching and training.

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## About the Workbook

This workbook is to assist you with completing the Unit of Competency **RS202-NQ2012: Merchandise Planning**. You should work through the workbook in the classroom, at the workplace or in your own time under the guidance and supervision of your teacher or trainer. This workbook contains sessions which will help you to acquire relevant knowledge and skills (soft and hard) on various aspects of the unit of competency. Each session is small enough to be easily tackled and digested by you before you move on to the next session. Annotated pictures and photographs have been included to bring about visual appeal and to make the text lively and interactive for you. You can also try to create your own illustrations using your imagination or taking the help of your teacher. Let us now see what the sections in the sessions have for you.

### **Section 1: Introduction**

This section introduces you to the topic of the Unit. It also tells you what you will learn through the various sessions covered in the Unit.

### **Section 2: Relevant Knowledge**

This section provides you with the relevant information on the topic(s) covered in the session. The knowledge developed through this section will enable you to perform certain activities. You should read through the information to develop an understanding on the various aspects of the topic before you complete the exercise(s).

### **Section 3: Exercise**

Each session has exercises, which you should complete on time. You will perform the activities in the classroom, at home or at the workplace. The activities included in this section will help you to develop necessary knowledge, skills and attitude that you need for becoming competent in performing the tasks at workplace. The activities should be done under the supervision of your teacher or trainer who will guide you in completing the tasks and also provide feedback to you for improving your performance. To achieve this, prepare a timetable in consultation with your teacher or trainer and strictly adhere to the stipulated norms or standards. Do not hesitate to ask your teacher or trainer to explain anything that you do not understand.

### **Section 4: Assessment**

The review questions included in this section will help you to check your progress. You must be able to answer all the questions before you proceed to the next session.

# Introduction

A product or merchandise is anything that can be offered to a market or to the customer that might satisfy a need or a want. The functions of procurement of merchandise are integral to the retail organization and these functions revolve around planning and control. Planning is of great importance because it takes time to buy merchandise, have it delivered, record the delivery in the company's records and then, to send the merchandise to the right stores.

The person who is to take the buying decisions for a retail organization must be aware of the consumer need and wants. An understanding of the consumer buying process is necessary. Also a clear understanding is necessary of what products are actually selling and where. This information can be obtained from sales records. The sales staff offers valuable information about why a particular product is selling and why it is not. External sources of information like surveys conducted, magazines and trade publications and associations are other sources of information. This information gathered is analyzed and is basis for sales forecast.

**Merchandising** is any practice which contributes to the sale of products to a retail consumer. At a retail in-store level, merchandising refers to the variety of products available for sale and the display of those products in such a way that it stimulates interest and attracts customers to make a purchase.

Merchandise Planning then is "A systematic approach. It is aimed at maximizing return on investment, through planning sales and inventory in order to increase profitability. It does this by maximizing sales potential and minimizing losses from mark-downs and stock-outs."

It means Merchandise Planning is useful to the organizer for attracting customers, increase sales, profit maximization and reducing expenses.





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## Sessio 1: Ki ds of Mercha dise

### Relevant Knowledge

Every reta l organ zat on, regardless of ts s ze, w ll have a merchand se report ng h erarchy. It s mportant for the organ zat onal structure of the buy ng off ce of the company. It gu des about the customers that whom to call on and how. At ts middle to lower levels t enables n categor z ng and group ng of products for effect ve store d splay of merchand se and comprehens ve analys s of sales data.

A typ cal customer w ll locate the type of reta ler they w sh to shop at based on the r spec f c soc al, cultural, econom cal and demograph c character st cs. D scounter, Spec alty Store, Supermarket, Hypermarket, etc.



### Kinds of Merchandise

There are var ous types of Merchand se wh ch can be purchase by the ult mate users for the r da ly needs.

It ncludes follow ng types of products:

1. Consumer products:
  - a. Staple: used for da ly needs e.g. bread, milk, grocery etc.
  - b. Impulse: nstant Purchas ng e.g. chocolates
  - c. Emergency: purchase on the needs e.g. Med c ne
  - d. Conven ent: conven ently purchase e.g. vegetables
  - e. Luxury: costly products e.g. Car, jewelry
  - f. Comforts: purchase for comforts e.g. sofa-set
2. Industr al: used by the ndustry e.g. Raw mater al, mach nes
  - **DEPARTMENT** - At the entry po nt n the store, the customer w ll locate the spec f c department of merchand se des red. Men's, Women's, Jun or Fashion, Food Court, Games Zone, Spa etc.

- **CLASS**-- Within the specific area the customer looks for the class of merchandise desired. Blouses or Shirts, Pants, Dresses, etc.
- **SUBCLASS**-- The next lower level that further segments merchandise types subclass. This level will likely separate like kinds of merchandise based on the differing features each type has. E.g. Sports Designer shirts have a printed or appliqué logo on them, whereas Basic shirts have nothing.
- **PRICE**-- Within the subclass the customer will look further to find the price according to the economy class or that fits into the budget.
- **STYLE**-- Once the appropriate price point has been chosen, the customer will find the style within that price point that will satisfy the need. For e.g. fashionable cloths, style of hair etc. This style will have been assigned a specific number by the retailer.
- **COLOR AND SIZE**-- The lowest levels in the hierarchy are where the customer will ultimately find what they are looking for. These levels are defined at the color, shape and finally, the size of the products, the customer requires.



There are six types of rights of merchandising:

- Type
- Quality
- Price
- Quantity
- Time
- Place

The steps to determine right assortment of merchandise are

- Assessing the target market

- Collecting information
- Analysing the data
- Determining breadth and depth of merchandise offerings.

### Merchandising Tips

- The merchandiser must source products according to the latest trends and season.
- The merchandise should be as per the age, sex and taste of the target market.
- Merchandise for children should be in line with cartoon characters (like Barbie, Pokemon etc) to excite them.

Select the proper types of General Merchandise Retailers

- Discount Stores
- Specialty Stores
- Category Specialists
- Home Improvement Centres
- Department Stores
- Drugstores
- Off-Price retailers
- Value Retailers

### Exercise: Assignment

Visit a mall and list out the various merchandise in a store and classify them into

1. Class
2. Subclass
3. Price
4. Size
5. Colour

## Assessment

### A. Fill in the blanks

1. \_\_\_\_\_ is important for the organizational structure of the buying office of the company. (Merchandise)
2. The display of the merchandise plays an important role in attracting the \_\_\_\_\_ (customers)
3. Every retail organization, regardless of its size, will have a merchandise reporting \_\_\_\_\_ (hierarchy)
4. \_\_\_\_\_ level will likely separate like kinds of merchandise based on the differing features. (Subclass)
5. The merchandiser must source products according to the latest \_\_\_\_\_ and \_\_\_\_\_ (trends, season)

### B. Multiple Choice Questions

Tick the correct answer

1. Following is not a type of General Merchandise Retailers
  - a) Discount Stores
  - b) Specialty Stores
  - c) Category Specialists
  - d) Public limited company
2. \_\_\_\_\_ is a type of rights of merchandising
  - a) Market
  - b) Environment
  - c) Quantity
  - d) Warehouse
3. In the men apparel the following subclass does not exist.
  - a) Skirts
  - b) Shirts, Pants
  - c) Pajama
  - d) Kurta
4. \_\_\_\_\_ is not a factor of Merchandise Planning
  - a) Attracting customer
  - b) Increase sales
  - c) Profit maximization
  - d) Standardization

### C. True or False

1. At the entry point in the store, the customer will locate the specific department of merchandise desired. (T)
2. Within the subclass the customer will look further to find the price according to the economy class or that fits into the budget. (T)
3. The merchandiser is responsible for particular lines of stocks. (F)
4. Merchandise Planning is useful to the customers for purchasing. (F)

## Checklist for Assessment Activity

(Use the following checklist to see if you've met all the requirements for Assessment Activity.)

### Part A

- Define a) Merchandise b) Merchandise planning
- List out the rights of merchandising
- Give steps to determine right assortment of merchandise.
- Name the types of general merchandise retailers
- Mention the steps followed by merchandiser
- Explain the various types of merchandise

### Part B

Discussed in class the following:

- Difference between the general merchandising and administrative merchandising

### Part C

#### Performance Standards

The performance standard may include, but not limited to:

Performance standards	Yes	No
Able to list out the rights of junior merchandiser		
Able to explain the steps to determine right assortment of merchandise.		

## Session 2: Role and Functions of Junior Merchandiser

### Relevant Knowledge

There are various types of Merchandisers included in the business world like junior merchandiser, senior merchandiser, executive merchandiser and so on. The main functions of merchandising are to find, select, and develop products to be sold. Beyond this, it receives and tags samples, interacts with vendors, finalizes relevant product information, develops item packaging, evaluates and approves each phase of creative production, forecasts inventory, and analyzes performance results by product and category.



The basic functions of merchandising are:

- Retail Merchandising refers to the various activities which contribute to the sale of products to the consumers for the end use.
- Every retail store has its own line of merchandise to offer to the customers.
- The display of the merchandise plays an important role in attracting the customers into the store and prompting them to purchase as well.
- Merchandising helps in the attractive display of the products at the store in order to increase the sale and generate revenues for the retail store.
- Merchandising helps in the sensible presentation of the products available for sale to entice the customers and make them a brand loyalist.

The merchandiser is responsible for particular lines of merchandise. For example, in a department store, there may be merchandisers for menswear, women's wear, children's wear etc. the basic duties of the merchandiser can be divided into four areas: planning, directing, co-ordinating and controlling.

The main functions of a junior merchandiser are:

- Managing stock and location



- Managing the operative process at the stores
- Managing customer service
- Managing Cash and stock
- Managing store facilities
- Managing security
- Managing personnel
- Crisis management
- IT management

## Functions

At suppliers level: Visits to suppliers or manufacturers of select goods, they negotiate a price, order the goods, agree on a delivery date, complete all the necessary paperwork, and keep in touch with suppliers to make sure that the goods arrive on time.

At visual display staff and department manager's level: To decide how goods should be displayed to best attract customers' attention. This might involve planning and setting up sales promotions and advertising campaigns.

At finance level: Actually check the response to various items in the merchandise, to enjoy working as a merchandiser, it is essential that the individual has a mathematical ability to work out budgets and understand sales figures.

At Divisional Merchandise Manager's level: The person would be responsible for merchandising activities for particular lines of merchandise. For example, the children's wear DMM supervises those buyers who purchase merchandise such as baby clothes, clothes for newborn, clothes for boys, clothes for girls and accessories.

Typically, the role of a Divisional Merchandise manager, immaterial of the size of the retail organization, would involve the following functions:

1. Forecasting sales for the forthcoming budget period:
2. Translating the sales forecast into inventory levels in terms of rupees.
3. Inspiring commitment and performance on the part of the merchandisers and buyers:
4. Assessing not only the merchandise performance but also the buyer's performance in order to provide control and maintain high performance results.



## Exercise: Assignment

1. Visit to an any Mall to observe the functions of merchandisers at different levels

a) At suppliers level

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b) At visual display staff and department manager's level

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c) At finance level

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d) At Divisional Merchandise Manager's level

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## Assessment

### A. Multiple choice questions

- \_\_\_\_\_ is not a type of Merchandisers included in the business world
  - Junior merchandiser,
  - Senior merchandiser,
  - Executive merchandiser
  - Finance manager
- The main function of admin merchandiser is:
  - Managing site and location
  - Assembling
  - Transportation
  - Leadership
- The person would be responsible for merchandising activities for particular lines of merchandise.
  - Finance Manager
  - Production Manager
  - Personnel Manager
  - Divisional Merchandise Manager
- At suppliers level merchandiser functions----- is not included
  - Visits to suppliers of select goods,
  - Negotiate a price,
  - Order the goods,
  - Make payments

### B. Fill in the blanks

- Buying performance may be \_\_\_\_\_ on the basis of net sales (Evaluated)
- \_\_\_\_\_ is very important function of merchandiser that he will guide and train buyers as and when the need arises. (Directing)
- \_\_\_\_\_ is not only the merchandise performance, but also the buyer's performance as well as buying behaviour is part of the merchandise manager's job. (Assessing)
- The basic duties of the merchandiser can be divided into four areas: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ (planning, directing, co-ordination and controlling)

## Checklist for Assessment Activity

(Use the following checklist to see if you've met all the requirements for Assessment Activity.)

### Part A

1. Explain the general functions of merchandising
2. Explain the functions of junior merchandiser at administrative level
3. State basic duties of junior merchandiser
4. What roles played by junior merchandising manager

### Part B

In the following table fill up the functions performed by Junior or Merchandiser:

Tasks to be done before the store opens	Tasks to be done regularly through the day	Tasks to be done after the store closes

### Part C

#### Performance Standards

The performance standard may include, but not limited to:

Performance standards	Yes	No
Able to list out the administrative and general functions of junior merchandiser.		
Able to find out the main functions of the junior merchandiser.		

## Sessio 3: Visual Merchandising and Display

### Relevant Knowledge

Visual merchandising is the activity and profession of developing floor plans and two and three-dimensional displays in order to maximize sales. It is the creation of an attractive visual image to induce the customers to buy from a certain retail outlet. Sometimes, it is mistaken to be the same as window display, but in fact, window display is only a very small part of visual merchandising. It deals with the entire image presented by the retail outlet to the customer.



It includes several aspects such as

- the flooring and lighting used in the store,
- the colour co-ordination in the store,
- uniforms of the staff,
- the way in which the staff interacts with the customers,
- the design of the trial rooms

In short, everything that creates an image about the store in the mind of the customer. More and more retailers understand the importance of visual merchandising in augmenting sales and are indulging in it. Visual merchandising is being considered as an investment and not as an expense.

Visual merchandising is the art of displaying merchandise in a store to attract customers and increase sales. A passion for design and creativity are essential for becoming a visual merchandiser. The purpose of such visual merchandising is to attract, engage and motivate the customer towards making a purchase. Visual merchandising commonly occurs in retail spaces such as retail stores and trade shows.

## Functions of the Visual Merchandiser

1. A Visual Merchandiser takes care of the window display representing a seasonal theme with mannequins, the arrangement of merchandise according to concepts and stores.
2. He decorates the window display in such a way that the customer gets excited by the brand and increases the walk-ins.
3. A Visual Merchandiser also spends a lot of time training the store staff on how to place merchandise,
4. He also trains the staff to follow instruction manuals and advises them on what should go on the rack and be displayed on the floor,
5. He sets the colour scheme of the floor.
6. He takes a call on slow-moving merchandise and makes sure it gets prominence through better lighting and display.

## Principles

The principles of visual merchandising are:

- Make it easier for the customer to locate the desired category and merchandise.
- Make it easier for the customer to self-select.
- Make it possible for the shopper to coordinate accessories.
- Recommend, highlight and demonstrate particular products at strategic locations.
- Educate the customer about the product in an effective & creative way.
- Make proper arrangements in such a way to increase the sale of unsought goods.

## Techniques

Visual merchandising builds upon or augments the retail design of a store. It is one of the final stages in setting out a store in a way customers find attractive and appealing.

Many elements can be used by visual merchandisers in creating displays including color, lighting, space, product information, sensory inputs (such as smell, touch, and sound), as well as technologies such as digital displays and interactive installations.

A planogram allows visual merchandisers to plan the arrangement of merchandise by style, type, size, price or some other category. It also enables a chain of stores to have the same merchandise displayed in a coherent and similar manner across the chain.



## Assessment

### A. Fill in the blanks

1. Visual merchandising is being considered as an \_\_\_\_\_ and not as an \_\_\_\_\_. (investment, expense)
2. Visual Merchandising deals with the entire image presented by the \_\_\_\_\_ to the customer. (retail outlet).
3. Visual merchandising commonly occurs in retail spaces such as \_\_\_\_\_ and \_\_\_\_\_. (retail stores, trade shows)
4. \_\_\_\_\_ make proper arrangements in such a way to increase the sale of unsought goods. (Visual Merchandiser)
5. A \_\_\_\_\_ allows visual merchandisers to plan the arrangement of merchandise by style, type, size, price or some other category. ( planogram )

### B. Multiple choice questions----

1. A Visual Merchandiser takes care of the \_\_\_\_\_ representing a seasonal theme (a)
  - a) Window display
  - b) Customers
  - c) Suppliers
  - d) Agents
2. Following element can be used by visual merchandisers in creating displays. (b)
  - a) Package
  - b) Lighting
  - c) Baskets
  - d) Trolleys
3. Food merchandising does not consist of (d)
  - a) Restaurants,
  - b) Grocery stores,
  - c) Ice-cream Parlor
  - d) Footwear
4. \_\_\_\_\_ may also be used to advertise seasonal sales or inform passers-by of other current promotions. (c)
  - a) Newspaper
  - b) Radio
  - c) Display windows
  - d) Theater



## Checklist for Assessment Activity

(Use the following checklist to see if you've met all the requirements for Assessment Activity.)

### Part A

- 1) What is visual Merchandising?
- 2) What is the difference between visual merchandising and window display?
- 3) What are the functions of visual Merchandiser?
- 4) State the principles of Visual Merchandiser
- 5) Describe the techniques of Visual Merchandising

### Part B

Discussed in class the following:

- Differentiate between the visual merchandising and window display.

### Part C

#### Performance Standards

The performance standard may include, but not limited to:

Performance standards	Yes	No
Able to differentiate between the visual merchandising and window display.		
Able to list out the functions of visual Merchandiser.		
Able to identify the techniques of Visual Merchandising.		

## Session 4: Duties and Responsibilities of Junior Merchandiser

### Relevant Knowledge

The merchandiser is responsible for particular lines of merchandise. For example, in a department store, there may be merchandisers for menswear, women's wear, children's wear etc. The basic duties of the merchandiser can be divided into four areas: planning, directing, co-ordinating and controlling.

#### Planning

Though the merchandisers may not be directly involved in the actual purchase of merchandise, they formulate the policies for the areas in which they are responsible.

#### Directing

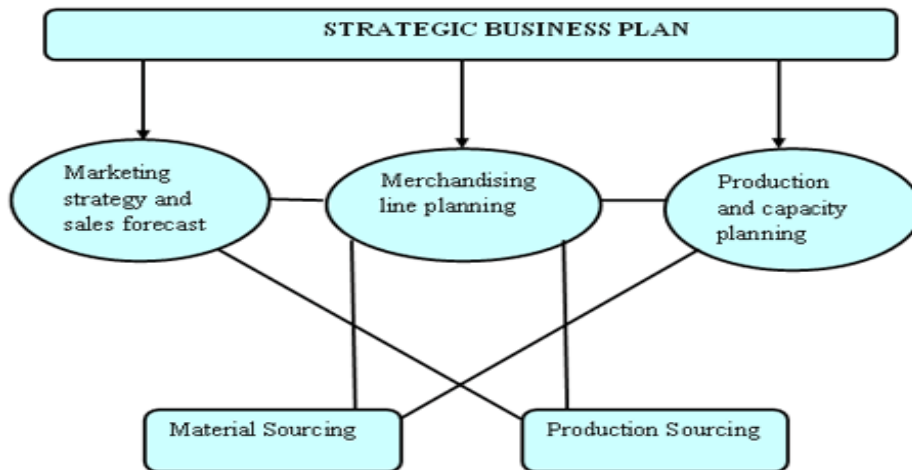
It is very important function of merchandiser that he will guide and train buyers as and when the need arises. Inspiring commitment and performance in the part of the buyers is necessary.

#### Coordinating

Usually, merchandise managers supervise the work of more than one buyer; hence they need to coordinate the buying effort in terms of how well it fits in with the store image and with the other products being bought by other buyers.

#### Controlling

Assessing not only the merchandise performance, but also the buyer's performance as well as buying behaviour is part of the merchandise manager's job. Buying performance may be evaluated on the basis of net sales maintained mark up percentages, mark down percentages, gross margin percentages and stock turn. This is necessary to provide control and maintain high performance results.



Whether you plan to design your stores yourself, or you just want to better understand how to evaluate the effectiveness of your shopping environment and experience, this workshop will give you the foundation you need to achieve the fundamental goal of any store design or visual merchandising effort - to increase sales.

There are many things that visual Merchandisers must look after to take care of customers and the emotions and they should easily attract toward the shop and buy the products. Many merchandisers take training for these aspects that what they have to do the things in the shop and what the way they don't create trouble for the customers.

### Responsibility to do the Things

- Do buy or borrow folding tables, or make some from sawhorses and plywood.
- Do group like items together. The goods look more abundant, and it makes for a better display. Customers shopping for a particular type of merchandise can find what they're looking for quickly, and they're more likely to buy multiple pieces.
- Do dust or wash your merchandise as needed before setting it out. If they've been in storage, draperies and curtains, and upholstered furniture
- Do display valuable items close to your house or checkout area to keep an eye on them, especially if they're small or fragile.
- Do place breakables on tables that are out of the reach of children. Some shoppers let their children run wild, and those who do will resist paying for that broken collection of carnival glass.
- Do place saleable merchandise at the street end of your yard or driveway, especially seasonal items and large pieces, such as furniture. It makes the sale look bigger and better,

- Do d splay adult and larger ch ldren's cloth ng on hangers, and arrange t by s ze. It presents better, and the cloth ng s less l kely to end up crumpled on the ground. If t's on a table, many customers won't refold t after d gg ng through the stacks.
- Do d splays baby cloth ng and young ch ldren's cloth ng on tables? Fold and stack t accord ng to cloth ng type and s ze. It takes up less space, and the small p eces are easy to stra ghten and refold as needed.



*Mannequins showcasing the dress collection are fully supported b merchandise found adjacent to it, sharing the same colour stor and similar st les.*

There was thousands of people downtown dur ng the Pr de Parade weekend. In keep ng w th th s, the store showed the r support wh le promot ng the r merchand se.



*Engage our customers and deliver an experience.*



*These sale signs maintain perceived product values.*



*This nice and enticing display upfront! It is effective in getting passers-by to come in as well. It is the brightest stores tend to attract the most customers lighting the entrance, especially the main focal display is sure to grab attention.*

### Responsibility to Not to Do the Things

- Don't go overboard cleaning and prepping the merchandise. You won't make enough money to recoup the time investment.
- Don't place your tables and clothing racks so close together that shoppers can't get through. Spread out across the driveway and yard. It makes your sale look bigger anyway.
- Don't deliberately set out merchandise that's been damaged beyond repair or recalled, and don't lie about the condition.
- It's fine to sell a nonworking vintage radio to someone who wants to repair or display it, but be honest about the condition.
- Don't tell a shopper about functioning of the products, if it not.
- A featured display such as the one shown on the mannequin sets an expectation that items similar to it can be found in adjacent units. However, in this case, the adjacent racks show casual T-shirts. Where can one find similar dresses?



*In contrast, this store missed a great selling opportunity.*





*On the other hand, these signs greatly devalue the merchandise.*



Who turned off the lights? Lighting the entrance is crucial not only in getting attention but also in defining the start of the store experience.

## Exercise: Practice Sessio

If you are an owner of a super Market how will you assess yourself with the following points? Justify

If you want to engage with experience your brand through the shopping experience. What do your stores say about you? Do they engage the customer? Do they excite the customer? Do they assist the customer in finding what they're looking for quickly and easily? Is your store environment your best salesperson?

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## Assessment

### A. Fill in the blanks

1. Displays \_\_\_\_\_ and \_\_\_\_\_ clothing on tables. Fold and stack it according to clothing type and size. ( baby clothing, young children's)
2. \_\_\_\_\_ the entrance is crucial not only in getting attention but also in defining the start of the store experience. ( Lighting)
3. Clutter of the products on one rack, suggests greatly \_\_\_\_\_ the merchandise. (Devalue)
4. Engage your \_\_\_\_\_ and \_\_\_\_\_ an experience. (customers, deliver) Do place sale \_\_\_\_\_ sale \_\_\_\_\_ at the street end of your yard. (display, merchandise)

## B. True or False

1. Spread out across the driveway and yard. It makes your sale look bigger anyway. (T)
2. Do group like items different from each other category. (F)
3. Don't place your tables and clothing racks so close together that shoppers can't get through. (T)
4. Tell a shopper about function of the products, if it not. (F)
5. Mannequins showcasing the dress collection are fully supported by merchandise found adjacent to it. (T)

## Checklist for Assessment Activity

(Use the following checklist to see if you've met all the requirements for Assessment Activity.)

### Part A

- Explain the duties of the Jun or Merchandiser?
- What are the responsibilities to do the things?
- What are the responsibilities to not to do the things?

### Part B

Discussed in class the following:

- Differentiate between the duties and responsibilities of Jun or Merchandiser.

### Part C

#### Performance Standards

The performance standard may include, but not limited to:

Performance standards	Yes	No
Able to differentiate between the duties and responsibilities of Jun or Merchandiser.		
Able to list out duties of the Jun or Merchandiser.		
Able to identify the responsibilities to not to do the things.		