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A Suggested Program of Study in Distributive Education for Sevier Valley Tech

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A SUGGESTED PROGRAM OF STUDY IN DISTRIBUTIVE
EDUCATION FOR SEVIER VALLEY TECH

by

Blaine R. Wilson

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Distributive Education

Plan B

UTAH STATE UNIVERSITY
Logan, Utah

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CHAPTER I

INTRODUCTION

The world of work is constantly changing. New jobs and new job descriptions are constantly being added to the work force.¹ Since change is inevitable and desirable, the business curriculum, too, must be altered to bridge the gap between school and the world of work.

Constant changes in occupational life result in a need for constant changes in training procedure. New courses must constantly be devised to meet job situations. 'When training is given without adequate planning based upon actual occupational needs it is likely to be ineffective.' In the period ahead, further occupational changes will take place resulting in even more adjustments in course-of-study materials.¹

Preparation and planning are basic to meeting the training needs of a changing business community. Rowe said, "The development and periodic revision of courses of study or syllabi is the first step toward improvement of instruction."²

¹Herbert A. Tonne, Principles of Business Education (3rd ed. rev.; New York: Gregg Publishing Division, McGraw Hill Book Company, Inc., 1961), p. 239.

²John L. Rowe, "Developing Syllabi and Course Content in Business Education," National Business Education Quarterly, XXXIII (Summer, 1965), p. 36.

Statement of problem

This project constitutes the preparation of a post-high school course offering in distributive education.

The following characteristics apply:

1. The course offering is designed to be vocational in nature.
2. The course offering is designed to include one and two year terminal programs.
3. The course offering is designed to add distributive education to the current post-high school business program at Sevier Valley Tech, Richfield, Utah.
4. The course offering is designed to train students for jobs in distributive occupations.

Objectives

More specifically the objectives of the project are:

1. Determine the task performed by supervisors and entry level employees working in distributive positions of general merchandise stores, department stores, and limited price variety stores.
2. Prepare behavioral objectives for those tasks performed by more than 60 percent of the employees and supervisors surveyed.
3. Design a core curriculum for distributive education on the post-high school level using the objectives devised above as a basis for the core curriculum.

Procedures

The procedures in developing the course offering in distributive education are:

1. Determine the tasks performed by supervisory and entry level employees working in distributive positions of general merchandise stores, department stores, and limited price variety stores. These tasks are determined by consulting the study directed by Kenneth A. Ertel, Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments.³

2. Prepare behavioral objectives. The following criteria will be followed in developing course objectives: (1) an objective says something about the student, (2) an objective talks about the behavior or performance of students, (3) an objective is about ends rather than means, (4) an objective describes the conditions under which the student will perform his terminal behavior.

3. Sequence the behavioral objectives. The internal logic of the objectives and from the general to the specific are the guidelines used in determining the sequence of the objectives.

4. Prepare a core curriculum in distributive education. From the behavioral objectives, courses of

³Kenneth A. Ertel, U. S. Department of Health, Education and Welfare, Identification of Major Tasks Performed by Merchandising Employees Working in Three Industrial Classifications of Retail Establishments (Moscow, Idaho: University of Idaho, 1966).

study will be prepared. These courses of study will make up the core curriculum in distributive education at Sevier Valley Tech.

Assumptions

The assumptions of this study consist of the following:

1. The assumption is made that the area served by Sevier Valley Tech meets the national average regarding the number of business establishments employing distributive personnel as compared to other fields.

2. The assumption is made that Sevier Valley Tech trains distributive students for employment not restricted to Sevier County, Utah.

3. The assumption is made that the industrial classifications used in this study are also applicable to the total field of distribution.

Definition of terms

The following terms are defined to help the reader avoid unnecessary confusion while reading the study.

1. Training station. A training station is a business agreeing to cooperate with the school in giving the student on-the-job training and experience.

2. Distributive education. Distributive education is that field of study concerned with the vocational training of students desiring employment in that phase of the economic structure of our society which is concerned

with the movement of goods and services from producer to ultimate consumer.

3. Model store. The model store is a part of the instructional facility of the distributive education classroom. This store is designed to duplicate as much as is readily possible the facilities of an operating business establishment involved in distribution.

4. Coordinator. A distributive education teacher coordinator is a teacher assigned the responsibilities of teaching the student in the classroom, assisting the student and employer at the training station, and being the liaison man between the school and the training station.

5. Teacher educator. A teacher educator is a professor at the university level assigned the responsibilities involved in training students to be distributive education teacher coordinators.

Importance of the study

In every subject area there should be a well-defined curriculum. Too many curriculums, like Topsy, "just growed." Courses are added here and there within a sequence of courses because someone feels that a course is needed or because student weakness in a particular area is apparent. Therefore, a course is added, often without due consideration being given to the contribution of the work offered in the course to the curriculum as a whole. A proliferation of courses does not make a curriculum.⁴

⁴C. A. Nolan, Carlos K. Hayden, and Dean R. Malsbary, Principles and Problems of Business Education (3rd ed. rev.; Cincinnati: Southwestern Publishing Company, 1967), p. 68.

To avoid this "proliferation of courses" referred to by Nolan, Hayden and Malsbary, the curriculum maker should use well defined objectives as the basis to the development of the content of a business curriculum. Haines suggests both formal and action types of research through the techniques of occupational analysis as a means of developing these well defined objectives.⁵

Furthermore, the need to determine how various tasks on the job are actually performed and to determine the correct teaching order is a recurrent problem.⁶

There seems evidence, as we cry out that we have insufficient time to develop trained workers, of the need to reexamine the content necessary to effective job performance and to reclassify this content according to priorities. [The curriculum and the content of each course might be analyzed to determine that which is necessary to job effectiveness] that which is desirable to know, and finally that which is nice to know. Such priorities ought to be based upon evidence obtained through analysis rather than being reflective of the bias inherent in the experience and training of every teacher.⁷

Tonne, when emphasizing the objective method of subject matter selection implies the same action suggested by Haines. No references are made to existing subject matter when using the objective method of subject matter selection. Important elements are selected objectively. Formalism of the old course of study is avoided; and the

⁵Peter G. Haines, "The Occupational Analysis in Business Education," National Business Education Quarterly, XXXV (December, 1966), pp. 39-40.

⁶Ibid.

⁷Ibid.

new course of study is freed as far as is possible from prejudices, and can, therefore, come closer to meeting the needs of the students. The more progressive curriculum makers tend to adhere to the objective procedures.⁸

Summary

The world of work is constantly changing. Because of this change, the training programs of the worker and the potential worker also must be altered to meet the varying circumstances.

The purpose of this project is to design a post-high course offering in distributive education consistent with today's training needs. First, by determining the tasks performed by workers in distribution; second, by designing behavioral objectives and third, by designing courses to fill a core curriculum, is the procedure followed in developing this course offering.

This study satisfies the needs suggested by Nolan, Hayden and Malsbary, Haines and Tonne. As these authorities have stated, well defined objectives based on what is being done on the job is basic to curriculum design.

⁸Tonne, p. 245.

CHAPTER II

REVIEW OF LITERATURE

A part of this study is the review of literature. The literature reviewed includes books, articles, and research in course of study development. These sections will be discussed: (1) Methods of program design and (2) Studies in distributive education program design.

Methods of program design

Various procedures have been used to develop or revise educational programs.

Bloom suggests these four questions to be answered in developing or revising an educational program:

1. What educational purposes or objectives should the school or course seek to attain?
2. What learning experiences can be provided that are likely to bring about the attainment of these purposes?
3. How can these learning experiences be effectively organized to help provide continuity and sequence for the learner and to help him in integrating what might otherwise appear as isolated learning experience?

4. How can the effectiveness of learning experiences be evaluated by the use of tests and other systematic evidence gathering procedures?⁹

Roper suggests teachers and administrators follow these procedures for curriculum improvement:

1. Formulate or re-evaluate the school's educational philosophy.
2. Translate the philosophy into concrete educational objectives.
3. Inquire continually concerning methods and materials.¹⁰

Mager and Beach advise this procedure in developing programs in vocational education:

1. Job description. The first step is to locate or write a job description. A job description is a statement about what a person does on the job and the conditions under which he does it.

2. Task analysis. A task is a set of actions logically related and required for the completion of a job objective. The first step in a task analysis is the listing of all tasks that might be included in the job and their frequency of performance.

⁹Benjamin S. Bloom, et al., Taxonomy of Educational Objectives (New York: David McKay Company, Inc., 1956), I, p. 25.

¹⁰Rodney Albert Roper, "Administrative Understanding and Procedure for Curriculum Improvements in the Elementary School" (unpublished Master's seminar report, Department of Education, Utah State University, 1967), p. 39.

3. Target population. Although the design of a vocational course is strongly influenced by a careful analysis of the vocation itself, it is also influenced by the kind of students who enter the program for training. The course must be prepared for the target population. The target population's characteristics indicate the starting point of the course. The performance required by course objectives constitute the finishing point.

4. Course objectives. The statement of course objectives consists of as many statements, items, or examples as are necessary to describe the expected behavior of the student when he completes the course. The objective is prepared in enough detail that another instructor could turn out a student in terms of what was anticipated by the intent of the objective.

5. Course prerequisites. Will the incoming student be expected to meet certain qualifications? Will he be of a certain age? Will he be expected to read at a certain level? Will he be expected to be able to perform certain mathematical operations? The answers to these questions determine the prerequisites for the course, and the prerequisites will exert some influence on the length of the course and on the need to arrange for remedial instruction.

6. Measuring instruments. A pre-test should be given at the beginning of the course and a post-test at the end of the course. The pre-test helps determine whether the student has acquired the necessary skills and

knowledges needed to function adequately in the class. The post-test helps determine what course objectives have been met by the student.

7. Sequencing instructional units. Consideration should be given to the sequence in which the instructional units will be presented. Units should be sequences in an order that is most meaningful for the student.¹¹

From his analysis of a nationwide study of business programs (University of California, Los Angeles, 1962-1963), Wanous suggests these recommendations to improve business programs.

1. Longer and less extensive programs should be provided for the slow learner.

2. A common core of business should be required of students majoring in various business programs. This core program should cover objectives common to most business jobs.

3. Business courses offered without worthwhile occupational or general education aims should be discontinued.¹²

Tracey and others recommend a program of improvement in vocational education which would analyze market needs

¹¹Robert E. Mager and Kenneth M. Beach, Jr., Developing Vocational Instruction (Palo Alto, California: Fearon Publishers, 1967), pp. 1-74.

¹²S. J. Wanous, "An Evaluation of Curriculum Practices and Trends in Business Education," Recent and Projected Developments Affecting Business Education, Yearbook of National Business Education Association (Washington, D.C.: National Business Education Association, 1964), pp. 35-36.

and later the program by evaluating students after graduation. More specifically these procedures are suggested:

1. Analyze the consumer market. What skills are required? Where do the skilled workers come from? How well trained are the workers?

2. Collect job task data. If vocational programs are to succeed, they must be based on job data, not on what someone recalls that he did or what someone else thinks should be done.

3. Select course objectives. Three points can be used as a basis for selection of course objectives:

(1) The skills and knowledges taught must be required of all students, regardless of their potential employment.

(2) The skills and knowledges must be of such a difficult nature that it is unlikely that the student will acquire them on his own.

(3) The skills and knowledges taught should be those most often required on the job.

4. Establish instructor prerequisites. Instructors need a background to correlate with course objectives.

5. Formulate behavioral objectives. Jobs require behavior. Such behavior can be analyzed and described.

6. Design criterion measures. Letter grades are not given. Students are not competing one with another. Either the student achieves the objective or he does not achieve it.

7. Select and sequence content. Is the content clearly task relevant? Is the content consistent with the

experience and ability of the student? Do the knowledge and elements of skill contribute significantly to the achievement of objectives?

8. Select instructional strategy. The teaching method used should be selected on the basis of how well it aids the instructor in communicating the instructional message.

9. Produce instructional materials. Instructional materials may consist of instruction programs, lesson plans, programmed materials, audio visual aids, guide sheets, work sheets and other material to aid in communicating the educational message.

10. System validation. The student, teacher, content and the graduate need evaluating.¹³

Tonne suggests a twelve step program in course of study making:

1. Why give the course?
2. Is the material to be taught needed on the job for efficient performance?
3. What should be taught?
4. How well should each duty be learned?
5. Where should the course be taught?
6. When shall the training be given? How long should it last?

¹³William R. Tracey, Edward B. Flynn, Jr., and C. L. John Legere, "Systems Thinking for Vocational Education," Educate, I (November, 1968), pp. 18-24.

7. In what sequence should the course objectives be taught?
8. How are the activities performed on the job?
9. In what manner should the teaching material be presented?
10. Who shall teach the course?
11. To whom shall the course be taught?
12. Why evaluate the program? How can the program be evaluated?¹⁴

In addition, Tonne suggests four methods to be used in analyzing the job: (1) introspection, (2) interviewing, (3) work experience and (4) questionnaire. Through these methods the researcher should be able to determine what tasks are being performed on the job.¹⁵

Nolan, Hayden and Malsbary suggest the following considerations in curriculum construction:

1. Select the content. To what extent does the subject matter contribute to the achievement of the objectives? How valid is the subject matter under consideration? How universal is the need for the skills or information to be taught? These questions will assist in selecting the course content.

2. Organize the content. Learning should proceed from the less difficult to the more difficult, from the concrete to the abstract. The curriculum should provide

¹⁴Tonne, pp. 243-246.

¹⁵Tonne, p. 245.

for vertical organization based on the developmental stages of the learner and on his need for the skills and abilities. Basic skills should be taught before demanding more advanced skills.

3. Determine course sequence. Such things as the intellectual and maturity level of the students involved should be considered. The degree to which students are likely to profit from the content is important for consideration. The alternative uses of the student's time should be discussed.

4. Meet the needs of all students. Today's need is to find and develop the interests and the intellectual and creative potential of all youth. This can be done by making available a curriculum that is of the greatest benefit for all.¹⁶

Finally the Policies Commission for Business and Economic Education suggests a number of guidelines for curriculum planning in business education.

1. Determine and assess the backgrounds of students. Through the use of a pre-test the student will be evaluated as to his past experience. From these results, objectives for the course should be determined.

2. Determine the abilities of students. The business community needs individuals of different ranges of talents. Students at different points in such a range must be accommodated in the school's program.

¹⁶Nolan, Hayden and Malsbary, pp. 69-72.

3. Determine the demands of the business community.

The future demands of the business community as well as their current demands need to be considered in the design of the curriculum.

4. Determine the values and ethical standards of the community. The values and ethical standards of the community lead to determining the obligations of the school.

5. Determine what other schools are offering at different levels. Coordination with other schools can make the school's offering more efficient than what might otherwise be.¹⁷

Studies in distributive education program design

Ertel completed a study of the identification of major tasks performed by merchandising employees working in department stores, variety stores, and general merchandise stores located in King-Pierce Counties, Washington. He charted the percentages of employees and supervisory respondents performing tasks in the areas of selling; keeping and counting stock; operating checkstand and sales register; receiving, checking, and marking merchandise; delivery; keeping accounts and records; computing information using mathematical skills; planning and arranging interior and window displays; planning, preparing, and

¹⁷Policies Commission for Business and Economic Education, "Guidelines for Curriculum Planning in Business Education for Secondary Schools," Business Education Forum XIS (December, 1964), pp. 1-3.

placing advertisements; buying merchandise for resale; pricing merchandise; and controlling merchandise.¹⁸

Ertel then compared the percentages of stores and employees in King-Pierce Counties, Washington, to national percentages for department stores, variety stores, and general merchandise stores. See Table 1.

TABLE 1.--The percentage of stores and employees in King-Pierce Counties, Washington, compared to national averages¹⁹

Stores	Percent of stores		Percent of employees	
	King-Pierce	National	King-Pierce	National
Department	16	07	84	70
Variety	35	36	09	20
General merchandise	49	57	07	10
Totals	100	100	100	100

Peck and Denman conducted a study to determine the relative importance and preparation for distributive education subject areas. They found, through personal interview of 250 randomly selected business firms and by questionnaire to distributive education teacher-coordinators, that the most important general subject areas in distributive type jobs are job and product knowledge, human relations, communications, and mathematics.

¹⁸Ertel, pp. 22-42.

¹⁹Ibid., pp. B-1.

Salesmanship and internal organization relations were the two subject areas of greatest importance. Machines of business, economics, and bookkeeping and accounting were labelled as relatively unimportant to the distributive education curriculum. Furthermore, other knowledges (federal laws and regulations, local trade laws, unions, business law, cultural development, insurance, and data processing) were labelled as unimportant to the distributive education curriculum.²⁰

A study by Crawford was designed to initiate a competency pattern approach to curriculum construction in distributive education. Through in-depth group interviews with selected distributive education state supervisors, teacher educators, and teacher-coordinators, the critical tasks of the distributive education teacher-coordinator in relation to the philosophy of distributive education were developed. Also, interviews were conducted with workers in seventy-six jobs in a two-step career continuum in seven categories of distributive business. Supervisors in these jobs were also interviewed to determine the critical tasks of these workers.²¹

²⁰Charles E. Peck and F. L. Denman, U. S. Department of Health, Education, and Welfare, Relative Importance and Preparation for Distributive Education Subject Areas (Seattle: University of Washington, 1968), pp. 2, 114-131.

²¹Lucy C. Crawford, U. S. Department of Health, Education, and Welfare, A Competence Pattern Approach to Curriculum Construction in Distributive Teacher Education (Blacksburg, Virginia: Virginia Polytechnic Institute, 1967), pp. 1-2.

The three groups who participated in in-depth group interviews regarding the critical tasks in the job of the teacher-coordinator rated 179 of 187 tasks in the critical task card-sort as "critical." A total of 233 professional competencies were deemed necessary to effectively perform the agreed upon critical tasks. These competencies are grouped around the following job functions: teaching, guidance, coordination, public relations, operation and administration. Technical teaching competencies (subject matter know-ho), clustered around nine areas: advertising, communications, display, human relations, mathematics, merchandising, product and science knowledge, operations, and management and selling. Each area was identified and evaluated.²²

Summary of literature

The literature reviewed includes studies and professional opinions in the areas of curriculum development methods and business and educator surveys.

The authorities cited agreed that an essential part of program design is the development of objectives to direct the course of the program.

A number of the authorities cited agreed that an important source of basic information leading to the development of the objective was the business community. Several suggested a job task analysis be conducted to determine what is done on the job by the employee performing the work.

Course sequencing in a logical and orderly manner, with the student interest and success being paramount, was emphasized by most of the authorities. Some stressed moving from the simple to the abstract while others advised

²² Ibid., pp. 1-2.

following the same developmental pattern that is performed on the job. Still others suggested frequency sequencing.

Several business surveys were cited. These ranged from the detailed task analysis to the general job functions. Several surveys evolved around the professional opinions of educators concerning on-the-job employee actions.

CHAPTER III

JOB TASK DATA

To determine job tasks in distributive occupations, the Ertel study of the Identification of Major Tasks Performed by Merchandising Employees Working in Three Standard Industrial Classifications of Retail Establishments will be used. This study was conducted in King and Pierce Counties, Washington.

The percentages of store and employees in King-Pierce Counties, Washington, when compared to national percentages for department stores, variety stores, and general merchandise stores vary only slightly. (See Table 1, page 17.)

This study was selected because it gives an average representation of employees and employers in distributive occupations in the United States.

The following table shows major tasks performed by employees and employee supervisors in the field of distribution. The figure shown is the average percent of employees performing the task mentioned. Department stores, variety stores, and general merchandise stores are used in the study.²³ (See Table 2, page 22.)

²³Ertel, pp. 22-42.

TABLE 2.--Percentages of employee and supervisory respondents reporting performance of tasks by standard industrial classification in the general merchandise retail field²⁴

Selling	Percent Performing Task	
	Employee	Supervisor
1. Greet the customer and determine wants and needs	95	
2. Package merchandise	79	
3. Direct customers to other departments and work interdepartmental sales	87	
4. Help customers handle or try on merchandise	82	
5. Determine amounts of credit charges or layaway charges	62	
6. Receive stock from supplies or delivery man	78	
7. Hear and handle complaints or refer to supervisor	93	
8. Suggest additional or related items for sale	95	
9. Fill out mail orders and catalog orders	48	
10. Use company advertising in selling	69	
11. Take phone orders and sell by telephone	67	
12. Make written forms and reports to supervisors	31	
13. Train new sales people	46	
14. Prepare daily report forms	37	
15. Explain care of merchandise and demonstrate its uses	74	
16. Prepare merchandise for layaway	73	
17. Translate product knowledge into customer benefits	81	
18. Write merchandise return tickets	76	
19. Return merchandise to its proper place in stock	76	
20. Replenish floor stock from reserve stock	86	
21. Write up orders for routine reorders of merchandise from basic stock list	40	
22. Supervise sales personnel	25	
23. Arrange stock in selling area and keep record of amounts and variety on hand	67	

²⁴Ibid., p. 22.

TABLE 2.--Continued

Selling	Percent Performing Task	
	Employee	Supervisor
24. Study literature relating to a product	83	
25. Approve and accept checks	59	
26. Evaluate customers' wants and needs	88	
27. Serve more than one customer at a time during rush periods	87	
28. Follow up of sales to insure customer satisfaction and sell additional items	79	
29. Cover counters and garments at night	15	
30. Demonstrate merchandise	62	
31. Point out hidden values of merchandise	84	
32. Keep customer records in order to build up a clientele or following	43	
33. Use trade-ups with customers	56	
34. Gift wrap packages	38	
35. Use sales register and handle monies	88	
36. Process merchandise returns and exchanges	79	
37. Reticket merchandise	68	
38. Schedule hours and duties of other salespeople	13	
39. Assist customers in decision making	91	
40. Write sales tickets	87	
41. Confer with supervisor on selling problems	84	
42. Use a variety of techniques to close sales	81	
43. Count and record till and deposit money with cashier	70	
44. Maintain stock control records	37	
45. Make competitive shopping trips to other stores	33	
46. Check stock for damaged or soiled merchandise	76	
47. Construct departmental merchandise display	52	
48. Relate company policies to all decisions	81	
49. Rotate stock to keep first-in merchandise in prime selling position	78	
50. Order and replenish departmental supplies	55	
51. Keep counters and fixtures clean and in order	87	

TABLE 2.--Continued

Keeping and Counting Stock	Percent Performing Task	
	Employee	Supervisor
52. Keep counter and display fixtures clean and attractive	86	
53. Arrange stock for counting	77	
54. Inform responsible person when stocks are low	86	
55. Arrange understock and reserve stock	73	
56. Re-mark merchandise for special sales events	55	
57. Prepare rejected merchandise for return to supplier	48	
58. Unpack and assemble merchandise	62	
59. Record price of item on proper type ticket	50	
60. Record sales on unit control records	29	
61. Arrange selling stock	80	
62. Prominently display volume sellers at key traffic points	67	
63. Multiply and extend figures	43	
64. Correspond with supplier about adjustments on merchandise received	18	
65. Prepare stock reports for management	33	
66. Prepare merchandise for sales floor	62	
67. Maintain stock control cards	23	
68. Keep stock neatly arranged and in order	84	
69. Keep older merchandise moved to front of selling stock	73	
70. Add long columns of figures	61	
71. Handle computer punch tickets	12	
72. Collect information, obtain facts and ideas and present them in clear, logical order	38	
73. Schedule stock counts	22	
74. Fill salesmen's order for stock delivery	65	
75. Count and record stock	18	
76. Replenish selling stock from reserve stock	76	
77. Deliver packaged merchandise to store exit for customer pickup	44	
78. Order special merchandise from catalog	34	

TABLE 2.--Continued

Operating Checkstand and Sales Register	Percent Performing Task	
	Employee	Supervisor
79. Greet customers		88
80. Record charge sales		73
81. Package merchandise		80
82. Figure daily sales register tally		60
83. Prepare technical reports		16
84. Use communications equipment: telephone, teletype, dictation equipment, loudspeaker, etc.		69
85. Receive checks from customers		81
86. Accept and process merchandise returned by customers		78
87. Record stock numbers of items sold on the sales register		
88. Record cash sales		
89. Record C.O.D. sales	50	
90. Handle received on account and paid out transactions		32
91. Handle split ticket, punched tickets, and other unit control inventory devices		31
92. Make change		84
93. Use charge plates		80
94. Gift wrap merchandise		37
95. Check out register at end of day		68
96. Replace sales register tapes		65
97. Get credit department approval on nonroutine credit purchases		76
<hr/>		
Receiving, Checking, and Marking Merchandise		
<hr/>		
98. Receive merchandise from delivery men and common carriers		38
99. Ticket merchandise		40
100. Distribute merchandise to selling floor and reserve stockroom		43
101. Process packing lists		15
102. Work with fractions, decimals, and percentages in determining prices to be marked on merchandise		24
103. Count merchandise and compare it with invoice and buyer's order to insure agreement as to quality, color, size, and style		39
104. Unpack merchandise		49

TABLE 2.--Continued

Receiving, Checking, and Marking Merchandise	Percent Performing Task	
	Employee	Supervisor
105. Check condition of merchandise received	54	
106. Prepare merchandise for delivery to selling floor	32	
107. Correspond with suppliers concerning returns and adjustments	17	
108. Prepare right type of ticket with necessary information for each item received	26	
109. Prepare insurance forms on damaged stock to supervisor	4	
110. Report incorrect orders and damaged stock to supervisor	48	
111. Keep receiving room tools and equipment in order	15	
112. Mark tickets using store's coding systems for prices, stock numbers and dating	26	
113. Keep receiving room clean and orderly	14	
114. Determine price to be marked on merchandise from buyer's or merchandise manager's information	21	
Delivery		
115. Prepare delivery sales ticket	42	53
116. Figure delivery dates from schedules	29	41
117. Install delivered goods in home	2	6
118. Suggest additional related purchases when delivering goods	10	16
119. Collect on C.O.D. delivery	6	10
120. Figure postage rates	38	50
121. Fill in standardized delivery forms	33	49
122. Prepare and record C.O.D. sales	40	39
123. Figure delivery cost from schedule	30	42
124. Figure least expensive routing of carries on deliveries	12	23
125. Package merchandise and take to delivery department	40	56

TABLE 2.---Continued

Keeping Accounts and Records	Percent Performing Task	
	Employee	Supervisor
126. Keep customer credit records of charges and payments	9	15
127. Prepare sales register stock control tapes to transmittal computer center	6	10
128. Compute payroll	4	26
129. Prepare daily sales sheets by department or employee	19	61
130. Keep records and copies of store advertisements	11	56
131. Read and apply tax charts	45	50
132. Record daily sales in unit control forms	18	52
133. Collect information and prepare reports in clear, logical manner	15	65
134. Record and report federal and state taxes	11	15
135. Record stock count information in proper book	28	74
136. Figure withholding tax and other deductions	7	10
137. Record inventory records in proper form	20	65
138. Take and file customer credit applications and references	11	13
139. Prepare key punched stock control tickets for transmittal to supplier	4	6
140. Record receipts and payment in proper amounts	12	16
141. Record invoice information in proper record forms	11	34
142. Record time clock data on payroll forms	5	30
143. Record sales register tapes	11	36
144. Keep current files on invoices and purchase orders	12	66
145. Use communications equipment: telephone, teletype, dictation equipment, etc.	47	82
Computing Information Using Mathematics Skills		
146. Figure fractions and decimals	29	70

TABLE 2.--Continued

Computing Information Using Mathematics Skills	Percent Performing Task	
	Employee	Supervisor
147. Use transportation costs and terms of sale in computing costs of merchandise	11	62
148. Work with percentages	28	85
149. Use accounting system based on retail price	8	55
150. Figure gross margin percentages	7	63
151. Use transportation rate schedule	13	36
152. Analyze charts and graphs	6	41
153. Figure discounts and datings	33	54
154. Compute factors which affect gross margin	5	55
155. Calculate turnover rate	6	61
156. Compute stock to sales ratios	6	56
157. Figure cash and trade discounts	19	42
158. Compute open to buy	5	50
159. Use formulas for markup and markdown	13	74
Planning and Arranging Interior and Window Displays		
160. Clean the store windows	10	10
161. Prepare or assemble items for display	40	78
162. Set up departmental displays of sales items	46	85
163. Select appropriate theme, color scheme, and type of fixtures	22	54
164. Train display personnel	4	10
165. Schedule displays for department	9	61
166. Gather merchandise for use in displays, keep records of the items, and return to stock	38	58
167. Make selling displays	39	79
168. Dismantle displays and return to stock	38	58
169. Coordinate pieces and accessorize merchandise to be displayed	32	73
170. Plan seasonal display themes	18	51
171. Select time and place for each display	16	57
172. Dress manequins for display	19	33
173. Make departmental signs	15	48
174. Put up interior store decorations	13	23

TABLE 2.--Continued

Planning and Arranging Interior and Window Displays	Percent Performing Task	
	Employee	Supervisor
175. Coordinate displays of advertised and features merchandise	28	69
176. Purchase supplies for displays	7	12
177. Develop a display budget	3	4
178. Design layout of each display	7	11
179. Make background pieces	7	7
180. Trim show windows and set up displays	9	11
181. Dress showcase	16	26
182. Cover displays at night	7	6
183. Use and service display equipment (mannequins, sign holders, sign printers, staplers, saws, paint equipment, etc.)	19	41
Planning, Preparing, and Placing Advertisements		
184. Determine consumer demand for store's products	12	53
185. Secure or prepare illustrations	5	22
186. Write headlines	2	18
187. Write radio copy	0	2
188. Coordinate displays and advertisements	11	66
189. Evaluate effectiveness of ads in terms of sales	12	72
190. Plan institutional form for ads designed to establish a store image	1	12
191. Write newspaper copy	3	27
192. Use other store display and selling areas in conjunction with advertising	8	38
193. Supervise work of other employees	8	58
194. Prepare advertising budget	2	12
195. Price advertising in various media	2	26
196. Proofread ads	8	69
197. Use telephone to advertise	9	7
198. Train the advertising personnel	0	6
199. Plan advertising program and schedule	3	38
200. Make basic layout plans	4	28
201. Use commercial mat services	3	16
202. Use various type styles in copy	2	10

TABLE 2.--Continued

Planning, Preparing, and Placing Advertisements	Percent Performing Task	
	Employee	Supervisor
203. Take advertising copy to media for preparation of proof copies	2	18
204. Keep copies of all ads	9	53
Buying Merchandise for Resale		
205. Determine customer demand	33	
206. Analyze selling or operating costs for department, salesperson, line of merchandise, etc.	5	
207. Establish price lines for depart- ment and prices for individual items	7	
208. Make decisions on hiring, promoting, or firing employees	4	
209. Negotiate with vendors on terms and discount procedures	5	
210. Compute open to buy by department and smaller units	3	
211. Go to vendors' shows or to market to make buying decisions	8	
212. Shop competitive stores	21	
Pricing Merchandise		
213. Determine what factors affect your gross margin	7	
214. Determine rate of turnover for item line, or department and apply results to store situation	10	
215. Evaluate and determine rate or amount of trade-ins and premiums on various item	4	
216. Apply factors of how the price affects the consumer to the pricing of items	7	
217. Use the store's pricing policies in determining price of a product	14	
218. Determine markup and markdown	15	

TABLE 2.--Continued

Controlling Merchandise	Percent Performing Task	
	Employee	Supervisor
219. Forecast sales for a season/year	7	
220. Schedule and conduct inventories	11	
221. Match inventory to customer demand	12	
222. Determine departmental operating cost or sell-costs	4	
223. Compute and use turnover figures	6	
224. Estimate expenses and price reductions for a season/year	4	
225. Use various inventory control systems	11	
<hr/>		
Buying Merchandise for Resale		
<hr/>		
226. Determine customer demand		83
227. Analyze selling or operating cost for department, salesperson, line of merchandise, etc.		68
228. Communicate with supplier about returns or adjustments on purchases		84
229. Select buying sources		50
230. Establish price lines for department and prices for individual items		64
231. Handle employee complaints		87
232. Keep up on current trends in buying and styles		89
233. Sell on floor		92
234. Instruct salespeople in new merchandise information		90
235. Supervise salespeople		93
236. Train new salespeople and stock people		88
237. Make routine purchase order decisions, i.e., route, type transport, delivery schedule, dating, amounts		73
238. Determine markdowns		82
239. Make decisions on hiring, promoting or firing employees		62
240. Select and/or buy merchandise for special promotions		67
241. Negotiate with vendors on term and discount procedures		50
242. Establish merchandise dating procedure		32

TABLE 2.--Continued

Buying Merchandise for Resale	Percent Performing Task	
	Employee	Supervisor
243. Make routine reports on employee effectiveness to personnel manager		68
244. Use manufacturers' semi-automated price ticket stock count and re-order process on basic stock		41
245. Use middlemen in some purchases		57
246. Set advertising schedule and budget		33
247. Compute open to buy amount by department and smaller units		46
248. Keep and invoice inventory control		50
249. Go to vendors' shows or to market to make buying decisions		58
250. Schedule special promotions		49
251. Prepare purchase orders with transportation rates and schedules		45
252. Plan layout of merchandise		74
253. Make decisions on customer returns and allowances		91
254. Set up basic stock schedules for department and reorder procedure of basic stock		67
255. Establish code system for marking merchandise		24
256. Order from catalogs		54
257. Figure turnover rates by department and by individual items		48
258. Supervise inventories		88
259. Schedule buying and delivery dates		62
260. Shop competitive stores		86
261. Schedule employees' work week		78
262. Maintain and use a unit control system on special merchandise		66
263. Figure stock to sales ratio		55
264. Communicate with vendors about adjustments or returns on incorrect orders		82
265. Make decisions on quantities, styles, varieties, etc., to buy		81
266. Communicate with insurance companies on claims and adjustments		14
267. Develop advertising plans		41
268. Determine department line and item markup percentages		59

TABLE 2.--Continued

Pricing Merchandise	Percent Performing Task	
	Employee	Supervisor
269. Use federal laws and state laws that apply to pricing goods when establishing initial prices		41
270. Determine what factors affect your gross margin		65
271. Use the law of supply and demand in determining initial markup		50
272. Work with decimals, fractions, and percentages in establishing prices		72
273. Consider the costs involved in determining a price for an item		73
274. Employ the use of elastic and inelastic demand in pricing decisions		42
275. Determine the cost of merchandise sold		60
276. Determine the rate of turnover for item, line, or department and apply results to store situation		57
277. Use coding systems in premarking merchandise		37
278. Evaluate and determine rate or amount of trade-ins and premiums on various items		15
279. Analyze the use of trading stamps and their effect on the item's price		5
280. Use loss leaders in your promotion and sales policies		27
281. Apply factors of how the price affects the consumer to the pricing of items		44
282. Use the store's pricing policies in determining price of a good		80
283. Determine markup and markdown		75
284. Use the principles of monopoly pricing, competitive pricing, judgement pricing, and price lining		54
285. Use manufacturers' pre-priced merchandise in determining prices		65
286. Use markup and markdown formulas		71
287. Figure open to buy		49
Controlling Merchandise		
288. Forecast sales for a season/year		60

TABLE 2.--Continued

Controlling Merchandise	Percent Performing Task	
	Employee	Supervisor
289. Determine current sales trends		70
290. Use computers in figuring and analyzing inventory	9	
291. Schedule and conduct inventories		73
292. Match inventory to consumer demand		65
293. Use ratios in determining selling and cost factors		44
294. Employ a pattern for the placement of merchandise on shelves		80
295. Determining open to buy		50
296. Make sales forecasts (based on multiple control factors)	44	
297. Maintain open to buy records		50
298. Use purchase request forms		62
299. Maintain adequate inventory of most-wanted stock items		86
300. Use split ticket system for reporting sales		38
301. Determine departmental operating costs or selling costs		47
302. Train stock keepers		57
303. Make up basic stock and routine reorder schedules		66
304. Compute and use turnover figures		44
305. Use unit inventory control systems including periodic and perpetual count systems		74
306. Estimate expenses and price reductions for a season/year		35
307. Use dollar inventory control system		54
308. Prepare computer punch tickets for transmittal to supplier of computer center		15
309. Control losses through markdowns		79
310. Employ a pattern for arranging selling stock, understock, reserve stock		87
311. Use invoice inventory control system		45
312. Prepare sales register inventory tapes for transmittal to computer center		18

TABLE 2.--Continued

Selling	Percent Performing Task	
	Employee	Supervisor
313. Complete the personal selling process		82
314. Interpret store policies to customers and salespeople		95
315. Supervise and train sales personnel		88
316. Handle routine stockkeeping functions		88
317. Operate and service the cash register		74
Keeping and Counting Stock		
318. Arrange and keep stock		86
319. Prepare stock for special sales events		87
320. Record sales on unit control records		60
321. Prepare merchandise for sales floor		79
322. Handle computer punch stock control tickets		26
323. Count and record stock		80
Receiving, Checking and Marking Merchandise		
324. Receive merchandise and prepare for pricing		34
325. Check condition of merchandise received and handle required related correspondence		62
326. Prepare price tickets with necessary information for each item received		30
327. Determine price to be marked on tickets		71
Operate Checkstand and Sales Register		
328. Figure and record sales		78
329. Receive and approve checks or credit		88
330. Accept and process merchandise returned by customer		89
331. Keep required inventory records		77
332. Prepare information reports on the checkstand		42

CHAPTER IV

COURSE OBJECTIVES AND OBJECTIVE SEQUENCING

Course objectives

"The statement of course objectives consists of as many statements, items, or examples as are necessary to describe the desired behavior of the student at the time he leaves the course."²⁵

The task analysis and the course objectives differ. The task analysis describes the job as it is performed by the skilled worker. Objectives describe the kind of performance expected at the end of the course.²⁶

The key question to ask when preparing objectives is this: "What kind of things would the student be able to do at the end of the course that will most facilitate his becoming a skilled craftsman in the least amount of time?"²⁷

The following criteria will be followed in developing course objectives:

1. An objective says something about the student.
2. An objective talks about the behavior or performance of students.

²⁵Mager and Beach, p. 28.

²⁶Ibid., p. 29.

²⁷Ibid.

3. An objective is about ends rather than means.
4. An objective describes the conditions under which the student will perform his terminal behavior.²⁸

Selection of tasks upon which to base objectives

To design behavioral objectives, only those tasks being performed by more than 39 percent of the respondents will be used. Tracey, Flynn and Legere suggest that objectives be designed only around those tasks most frequently required on the job.²⁹ Tonne suggests when selecting tasks upon which to prepare the objectives that only those occurring most often be included. Usually the top 25 percent should be the minimum limit upon which objectives are designed.³⁰ The figure used in this study falls well within the range suggested by these authorities.

Mager and Beach suggest both logical sequencing and from the general to the specific as guidelines in sequencing objectives.³¹ "Judgement is required in ordering a student's development of concepts and specific skills, but sequence is usually determined by an internal logic in material, by chronology or by an order of task performance."³²

²⁸Mager and Beach, p. 28.

²⁹Tracey, Flynn and Legere, p. 20.

³⁰Tonne, p. 250.

³¹Mager and Beach, p. 59.

³²Tracey, Flynn and Legere, p. 20.

Distributive education course objectives

This section includes objectives prepared and sequenced in the areas of salesmanship, retailing, merchandise mathematics, checkstand operation and procedures, visual merchandising, micro economics, sales management, marketing research, advertising, buying, and inventory control and management.

Salesmanship objectives

Salesmanship objectives are prepared in four areas: pre-sale activities, selling cycle activities, post-sale activities and sales support activities.

Pre-sale activities.---The following are objectives related to activities performed before the sale takes place:

1. Under a simulated situation, the student will be able to demonstrate the procedures to follow in receiving stock from suppliers or delivery men.
2. Either in the school's model store or in a training station, the student will be able to demonstrate how to arrange stock in a given selling area.
3. Given a shelf containing several items of first-in merchandise and a box containing several new items of merchandise, the student will be able to demonstrate how to rotate stock to keep first-in merchandise in prime selling position.
4. Either in the school's model store or in a training station, the student will be able to demonstrate

how to keep record of the amounts and variety of four different categories of merchandise.

5. When given a specific product to study, the student will be able to find and read literature about that product and then be able to translate this new information into customer benefits.

Selling cycle activities.---Objectives surrounding the activities involved in making the sale follow:

1. Given a situation where the student is approached by three customers at the same time, the student will be able to demonstrate how to serve all three customers during the same time interval.

2. During a simulated sales situation, the student will be able, through the use of sales and interviewing techniques, to determine the wants and needs of the customer.

3. The student, when working in a simulated sales situation, will be able to demonstrate how to direct customers to other departments.

4. When involved in a simulated sales situation, the student will be able to demonstrate how to evaluate a customer's wants and needs.

5. During a sales simulation, the student will be able to demonstrate how to help the customer handle or try on merchandise.

6. Given a simulated sales situation, the student will be able to demonstrate how to translate product knowledge into customer benefits.

7. Given a simulated sales situation, the student will be able to explain and demonstrate the care and use of a given piece of merchandise.

8. Given a newspaper advertisement, or a hand bill, or some other advertisement, the student will be able to demonstrate how to use advertisements in making a sales presentation.

9. Given a simulated sales situation involving a customer considering purchasing a lesser priced piece of merchandise, the student will be able to demonstrate how to use trade-ups in selling a higher priced but similar type of merchandise.

10. Given a piece of merchandise, the student will be able to describe how to determine the hidden values of a product. He will be able to demonstrate how to communicate these hidden values to a customer.

11. In a simulated sales situation, the student will be able to demonstrate four different methods of closing a sale.

12. Given a situation where a customer is trying to choose between several items of merchandise, the student will be able to demonstrate how to assist the customer in making the decision.

13. Given a simulated sales situation, the student will be able to demonstrate suggestion selling.

14. Given a simulated sales situation where a check is given by a customer for the purchase of merchandise, the student will be able to demonstrate how to approve and accept or disapprove and reject checks.

15. Given a simulated sales situation, the student will be able to demonstrate how to work interdepartmental sales.

16. Given a product to be purchased, a customer to buy the product, and the proper forms, the student will be able to demonstrate how to fill out mail orders and catalog orders.

17. Using telephone training sets or a live telephone system, the student will be able to demonstrate how to take orders and how to sell over the telephone.

18. Given a simulated sales situation involving a cash customer and a cash register, the student will be able to demonstrate how to use the cash register and how to determine and give change.

19. Given a situation where a customer has purchased some merchandise, the student will be able to describe how to follow up on the sale and to make additional sales.

20. With a sales ticket and a sale to be recorded, the student will be able to demonstrate how to fill out the sales ticket.

21. Given a simulated sales situation, the student will be able to demonstrate the total sales process from the approach to the close.

Post sale activities.---The following are objectives related to activities performed before the sale takes place:

1. The student, when given several representative items of merchandise, will be able to demonstrate the proper procedure of packaging the merchandise.

2. In a situation where the student is given an arbitrary amount of a charge, he will be able to determine the amount of layaway charges.

3. Given a piece of merchandise to be put on layaway, the student will be able to demonstrate the procedure to follow in completing the layaway.

4. Given an arbitrary amount of a charge, the student will be able to determine the amount of credit charges.

5. Given a situation where a product has been returned to the store, the student will be able to demonstrate how to handle a merchandise return by filling out a return ticket.

6. Given a situation where a customer has returned merchandise to the store to be exchanged, the student will be able to demonstrate how to handle the exchange.

7. Either in the school's model store or in a cooperating business, the student will be able to demonstrate the returning of a given piece of merchandise to its proper place in stock.

8. Using the cash register and proper forms, the student will be able to demonstrate how to record and deposit money with the cashier.

9. In a model store or in a training station, the student will be able to recognize and clean soiled fixtures and display counters.

Sales support activities.---The following are objectives related to activities performed in support of the sales function:

1. Given a situation where floor stock of a particular item needs to be replenished from reserve stock, the student will be able to describe how to replenish that stock.

2. Given a situation where the reserve stock is low, the student will be able to describe how to write orders for merchandise on the basic stock list.

3. Either in the school's model store or in a training station, the student will be able to determine the merchandise needing reticketing and demonstrate how to reticket it.

4. Either in the school's model store or in a training station, the student will be able to determine the merchandise that is damaged or soiled.

5. Given a set of customer records, the student will be able to describe how these records can assist in developing a clientele or following.

6. In a situation where several of the supplies needed in running a department of a store are low or depleted, the student will be able to describe the procedure to follow in ordering and replenishing them.

Retail operations and procedures

Retailing objectives are prepared in the areas of keeping and counting stock; receiving, checking and marking merchandise; delivery; keeping accounts and records; and pricing of merchandise.

Keeping and counting stock objectives.--The objectives that follow are related to methods and procedures of keeping and counting stock.

1. Either in the school's model store or in a training station, the student will be able to organize a disorganized reserve stock room.

2. When given several boxes of merchandise, the student will be able to unpack and prepare the merchandise for the sales floor.

3. In the school's model store or in a training station, the student will be able to replenish the selling stock from the reserve stock.

4. When given packaged merchandise needing unpacking, the student will be able to unpack and assemble the merchandise.

5. When given three shelves of merchandise understocked, the student will be able to arrange the shelves in an orderly and attractive manner.

6. Given a situation where new stock has just been received, the student will put the new merchandise behind or to the rear of the old merchandise when stocking shelves.

7. Given a simulated special sale, the student will be able to re-mark merchandise at the sale price.

8. When given several different items of merchandise requiring different prices and price tags, the student will be able to select the proper price tag and mark the correct price of the merchandise.

9. Either in the school's model store or in a training station, the student will be able to determine when stocks of merchandise are low. He will inform the responsible person.

10. Either in the school's store or in a training station, the student will be able to arrange the selling stock in an attractive and orderly way.

11. In the school's store or in a training station, the student will be able to determine volume sellers and display them at key traffic points.

12. When given three shelves of merchandise arranged for display purposes, the student will be able to rearrange the stock for counting.

13. Either in the school's model store or in a training station, the student will be able to count and record stock.

14. When given a unit control record, the student will be able to record sales on the form.

15. Given a situation where rejected merchandise needs to be returned to the supplier, the student will be able to describe the process to follow in returning the merchandise to the supplier.

16. When given an invoice, the student will be able to multiply and extend figures.

17. Given five or more situations involving long columns of numbers, the student will be able to add them correctly.

18. When working in a training station, the student will courteously deliver packaged merchandise to the store exit for customer pickup.

19. In a model store or a training station, the student will be able to recognize and clean dirty fixtures and display counters.

Receiving, checking and marking merchandise.---The following objectives are related to methods and procedures of receiving, checking and marking merchandise.

1. Either in the school's model store or in a training station, when given new merchandise, the student will be able to demonstrate how to ticket the merchandise.

2. Given a packaged piece of merchandise, the student will be able to demonstrate how to unpack and check the condition of the merchandise.

3. The student, as a supervisor, will be able to describe the basic guidelines to follow in handling correspondence related to merchandise received.

4. Given a situation where an incorrect or damaged piece of merchandise is received, the student will report this information to the supervisor.

5. The student, as a supervisor, will be able to demonstrate how to prepare price tickets with the necessary information for each item of merchandise received.

6. Given a situation where a new shipment of merchandise has just been received, the student will be able to describe how to determine what merchandise goes to the selling floor or to the reserve stockroom.

7. The student, as a supervisor, will be able to determine the price to be marked on tickets.

Delivery.---The following are objectives which a student should satisfy in the area of delivery.

1. In either the school's model store or a training station, the student will be able to demonstrate how to package merchandise and process it through the delivery department.

2. Given a delivery sales ticket, the student will be able to demonstrate the procedures involved in preparing the ticket.

3. Given a parcel post rating chart, the student will be able to compute the postage rates.

4. Given a situation where a delivery is to be made, the student will be able to describe how to prepare and record C.O.D. sales.

5. Assuming the supervisor's role, the student will be able to compute delivery costs from schedules.

6. Given a delivery schedule, the student will be able to describe how to determine the merchandise delivery dates.

7. When given a standard delivery form, the student will be able to demonstrate how to complete the form.

8. Given a delivery destination point, a description of the merchandise shipped, and the type of carrier, the student will be able to calculate shipping costs using the delivery schedule.

Keeping accounts and records.--Upon meeting these objectives the student will be better prepared to keep accounts and records.

1. The student will be able to describe how and when to prepare the sales sheet.

2. Given a unit control form, the student will be able to describe how and when to complete the form.

3. Assuming the supervisor's role, the student will be able to describe the proper book or books in which to record stock count information.

4. The student, as a supervisor, will be able to describe how, where and why inventory records are kept.

5. When given a tax chart and an arbitrary purchase amount, the student will be able to read and apply the information of the tax chart.

6. The student, as a supervisor, will be able to describe how to collect information and prepare reports in a clear, logical way.

7. As a supervisor, the student will be able to explain why and how to keep current files on invoices and purchase orders.

8. Assuming the role of a supervisor, the student will be able to describe why and how to keep records and copies of store advertisements.

9. When given a telephone, teletype, loudspeaker, or dictation equipment, the student will be able to demonstrate the use of each.

Pricing of merchandise.--The following objectives are helpful to the student who needs to be prepared in the area of pricing merchandise.

1. Given a new item of merchandise, the student will be able to demonstrate the use of federal and state laws applying to initial pricing of goods.

2. When given a case problem affecting gross margin, the student will be able to demonstrate how to calculate the gross margin.

3. When calculating prices, the student will be able to demonstrate how to work with decimals, fractions, and percentages in establishing prices.

4. When the student is given a case problem involving the pricing of an item, he will be able to list and describe the costs involved in determining its price.

5. When given the beginning inventory, the purchases, and the ending inventory, the student will be able to calculate the cost of merchandise sold.

6. Under the situation where the student is given a case problem involving the rate of turnover, the student will be able to calculate the turnover rate for an item, line, or department and apply the results to store pricing situations.

7. When involved in a pricing decision, the student will be able to demonstrate how to use the store's pricing policies in determining an item's price.

8. When given a case problem involving markup and markdown, the student will be able to describe how to calculate the markup and markdown.

9. When pricing merchandise the student will be able to tell how to use the manufacturers' pre-priced merchandise in determining prices.

10. When given a case problem involving open-to-buy, the student will be able to calculate open-to-buy.

Merchandise mathematics objectives

This section involves the objectives necessary to compute information while using mathematical skills.

1. When given a series of problems involving fractions and decimals, the student will be able to complete each problem correctly.

2. When given the wholesale price of merchandise, the transportation costs, the terms of sale costs, and the

markup, the student will be able to determine the resale price of the merchandise.

3. The student, when given several problems involving percentages, will be able to complete each problem.

4. When given the wholesale price of merchandise and the gross margin percentage, the student will be able to calculate the retail price of the merchandise.

5. When given problems involving discounts and datings, the student will be able to solve each one correctly.

6. The student, when given gross sales, beginning inventory, purchases, and ending inventory, will be able to compute the gross margin.

7. When given the total purchases and the average inventory on hand, the student will be able to compute the turnover rate.

8. When given problems involving trade and cash discounts, the student will be able to figure and explain each problem accurately.

9. When given problems involving stock-to-sales ratios, the student will be able to calculate and explain each problem satisfactorily.

10. When given problems involving open-to-buy, the student will be able to solve each accurately.

11. When given problems concerning markup and markdown, the student will be able to solve each problem.

12. When the student is asked, "What is the role of the salesperson to an accounting system based on the retail price?", he will be able to identify in writing the salesman's relationship.

13. When given sales progress charts, net profit charts, average purchase-per-customer charts, etc., the student will be able to interpret the meaning of each chart.

Checkstand operations and procedures objectives

Involved in the area of checkstand operations and procedures are eight areas: customer approach, cash register operation, packaging merchandise, tallying the cash register, handling returned merchandise, the inventory record sheet, checkstand management, and equipment usage.

Customer approach.--When working at the school's model store or in a training station, the student will be able to greet customers in a polite, courteous, and friendly way.

Cash register operation and related activities.--The following objectives apply to operating the cash register and performing other checkstand functions.

1. The student, when given a charge plate, invoice, charge plate imprinter, specified purchase, and a cash register, will be able to demonstrate how to prepare and record a charge sale.

2. Working in a simulated checkstand situation and given a series of checks, the student will be able to

demonstrate how to approve and accept or disapprove and reject checks.

3. Through the use of the cash register, the student will be able to demonstrate how to record a cash sale.

4. Using the cash register, the student will be able to demonstrate how to record C.O.D. sales.

5. With the use of the cash register, the student will be able to demonstrate how to determine and give change to a customer.

6. The student will be able to demonstrate how to replace a cash register tape.

7. Having a sales ticket book, the student will be able to demonstrate how to record charge sales.

8. Given a situation where credit approval is needed on a nonroutine credit purchase, the student will be able to describe how to acquire a credit decision from the credit department.

Packaging merchandise.---While working at the checkstand of the school's model store or in a training station, the student will be able to demonstrate the ability to package merchandise properly.

Tallying the cash register.---The following objectives apply to the totaling of the cash register.

1. The student, while working at the school's model store or in a training station, will be able to compute the daily sales register tally.

2. With the use of the cash register the student will be able to demonstrate how to check out the cash register at the end of the day.

Handling returned merchandise.---Either at the school's model store or in a training station, the student will be able to demonstrate how to accept and process merchandise returned by customers.

Inventory record sheet.---When the student is given a set of inventory record sheets, he will be able to demonstrate how to complete the forms.

Checkstand management.---Assuming the role of a supervisor the student will be able to demonstrate how to prepare information reports on the checkstand.

Equipment usage.---When given a telephone, teletype, dictation equipment, and a loudspeaker, the student will be able to demonstrate proper use of each.

Visual merchandising

Visual merchandising objectives are prepared in two main areas: administrative and planning responsibilities and arranging interior and window displays.

Administrative and planning responsibilities.---

1. Assuming the supervisor's position, the student will be able to schedule displays for the department.

2. Assuming the supervisor's role, the student will be able to describe how to coordinate displays of advertised and featured merchandise.

3. When given an assignment to carry out the sales promotion of a particular product, the student will be able to develop and explain an appropriate theme, color scheme, and type of fixtures to promote the product.

4. Given the situation where a student is given a particular season (summer, winter, spring or fall), he will be able to select and plan a seasonal display theme.

5. The student will be able to coordinate pieces of merchandise to be displayed and accessorize them when in the school's model store or in a training station.

Arranging interior and window displays.--This section involves the objectives necessary to arrange interior and window displays.

1. Either in the school's model store or in a training station, the student will be able to demonstrate the preparing or assembling of display items.

2. Either in the school's model store or in a training station, the student will be able to demonstrate the gathering of merchandise for use in displays, the keeping of item records, and the returning of items to stock.

3. In the school's model store or in a training station, the student will be able to set up departmental displays of sale items.

4. In the school's model store or in a training station, the student will be able to make a selling display.

5. When asked to prepare a departmental sign advertising a particular product or sale, the student will be able to prepare, through the use of a mechanical sign maker, a sign that is neat, attractive, and readable.

6. When given the assignment, the student will be able to use and service mannequins, sign holders, sign printers, staplers, saws, paint equipment, etc.

Economic

This section involves objectives relating to economic principles of pricing.

1. When given a problem of determining initial markup, the student will be able to describe how to apply the law of supply and demand in determining the initial markup.

2. The student, when given a product having an inelastic demand and one having an elastic demand, will be able to describe how to employ the principles of economic pricing in determining the product's price.

3. When the student is given a case problem involving the pricing of an item, the student will be able to identify and describe the factors of pricing that affect the consumer.

4. When given a pricing problem, the student will be able to describe how to use the principles of monopoly

pricing, competitive pricing, judgment pricing, and price lining in determining the item's price.

Sales management

The following section involves objectives relating to sales management. These objectives are in two areas: sales training and sales administration.

Sales training.--The following two objectives apply to sales training.

1. Given a situation where an employee has the responsibility of training another employee, the student will be able to discuss the objectives to be achieved by the new employee and the methods to be used to meet the objectives.

2. The student, as a supervisor, will be able to demonstrate how to determine, set, communicate, and follow through on training objectives for new sales personnel.

Sales administration.--The next five objectives apply to handling sales problems and situations.

1. Given a complaint to be referred to a supervisor and one to be handled by a salesperson, the student will be able to demonstrate how to refer or handle them. Also he will be able to distinguish between the two kinds of complaints.

2. Given a situation where a salesman has a problem, he can not handle, the student will be able to demonstrate how to present the problem to a supervisor.

3. In the role of a supervisor the student is given two problem situations concerning store policies: one involving a customer and the other involving a salesman. The student will be able to demonstrate how to interpret store policies to solve both problems.

4. The student as a supervisor will be able to demonstrate how to handle problem situations. These problem situations cover several facets of employee supervision.

Marketing research

This section includes objectives necessary to perform research in the marketing area.

1. When given a case problem involving sales forecasting, the student will be able to tell how to forecast sales for a season or year.

2. When the student is given a problem involving sales forecasting, he will be able to describe methods of determining current sales trends.

3. In a sales forecasting case problem, the student will be able to make the sales forecast based on multiple control factors.

4. When given previous years' sales and cost records, the student will be able to describe how to estimate expenses and price reduction for a coming season or year.

5. The student, when given a case problem involving the controlling of merchandise, will be able to

describe the use of ratios in determining selling and cost factors.

6. When given a product currently not being sold by the store, the student will be able to, through research methods, determine consumer demand for the product.

7. Given a list of products sold in a particular store, the student will be able to determine consumer demand for the specified products using research methods.

Advertising

Included in this section are objectives designed to help the student develop competencies in the area of advertising.

1. When given a list of displays and advertisements to carry out a store's advertising campaign, the student will be able to calendar and describe how to coordinate the displays and advertisements.

2. When given a case problem involving the evaluation of an advertising program, the student will be able to describe the implement methods to be used in determining the effectiveness of the advertising.

3. Assuming the position of a supervisor, the student will be able to suggest procedures to follow in supervising the work of other employees' planning, preparing, and placing advertisements.

4. The student, when given several copies of newspaper advertisements, will be able to demonstrate how to proofread the advertisement.

5. The student, assuming the role of supervisor, will be able to describe the reasons for keeping copies of all the store's ads.

6. Assuming the buyer's role, the student will be able to tell how to develop advertising plans.

Buying objectives

The objectives that a student should accomplish in the area of buying are divided into four sections: buying, merchandise control, administration, and other responsibilities.

Buying.--The following are the objectives which a competent student should meet in the area of buying.

1. The student, when given a product and several sources where this product can be purchased, will be able to select buying sources.

2. As a buyer, the student will be able to describe ways of keeping up to date on current trends in buying and styles.

3. In a special sales promotion, the student will be able to describe how to select and/or buy merchandise for the promotion.

4. Given a simulated buying situation, the student will be able to demonstrate how to negotiate with vendors on term and discount procedures.

5. Assuming the role of a buyer, the student will be able to demonstrate the use of manufacturers'

semi-automated price ticket stock count and reorder process on basic stock.

6. When assuming the buyer's role, the student will be able to describe how to use middlemen in some purchases.

7. In a simulated buying situation, the student will be able to describe how to compute open-to-buy amount by department and smaller units.

8. The student, as a buyer, will be able to describe the reasons for going to vendor's shows or to market to make buying decisions.

9. Given a purchase order, a description of specific merchandise to be purchased, and a transportation schedule, the student will be able to prepare the purchase order with the appropriate transportation rates and schedule.

10. Assuming the buyer's role, the student will be the demonstrator showing how to set up the department's basic stock schedules and set the reorder procedure of basic stock.

11. The student, assuming the buyer's role, will be able to show how to buy from a catalog.

12. The student, as a buyer, will be able to demonstrate how to schedule buying and delivery dates.

13. As a buyer, the student will be able to describe how to make decisions on quantities, styles, varieties, etc. to buy.

Merchandise control.--A successful student will be able to meet the following objectives concerning merchandise control.

1. Given the total sales volume, and the expenses of a particular department, merchandise line, and a salesperson, the student will be able to demonstrate how to analyze the selling or operating costs of each.

2. In a situation where merchandise has to be returned to the supplier, the student will be able to write a letter to the supplier, using good letter techniques, about the return or adjustment of the merchandise.

3. The student, as a supervisor, will be able to establish price lines for the department and for individual items.

4. When given a case problem involving the communicating of new merchandise information to employees, the student will be able to demonstrate how to accomplish the task.

5. When given several routine purchase order problems, the student will be able to describe how to make the decisions in terms of routing, transporting, scheduling, dating, and amounts.

6. When given several problems involving markdowns, the student will be able to demonstrate how to solve these problems.

7. As a buyer, the student will be able to describe how to keep and invoice inventory control.

8. Given a number of special promotions to be conducted during the year, the student will be able to demonstrate how to schedule these promotions.

9. As a buyer, the student will be able to demonstrate how to plan merchandise layout.

10. When given inventory, purchases, and sales figures, the student will be able to describe how to calculate turnover rates by department and by individual items.

11. The student, as a buyer, will be able to describe how to determine department line and item markup percentages.

12. As a buyer, the student will be able to describe how to supervise inventories.

13. When given a list of products and competitors, the student will be able to show how to shop in competitive stores.

14. When assuming the role of a buyer, the student will be able to describe the maintenance and use of a unit control system on special merchandise.

15. When given inventory and sales figures, the student will be able to calculate the stock-to-sales ratio.

Administration.--The following objectives are helpful in aiding the student to be prepared in the administrative section of the field of buying.

1. Receiving several case problems involving employee complaints, the student will be able to show the action that would assist in solving the problems.

2. The student, as a supervisor, will be able to demonstrate how to handle four or five problem situations involving the supervision of employees. These problem situations cover several facets of employee supervision.

3. The student, assuming the buyer's role, will be able to show how to determine, set, communicate, and follow through on training objectives for new sales personnel.

4. The student, given case problems involving the hiring and firing of employees, will be able to describe how to make these decisions.

5. As a buyer, the student will be able to describe how to make routine reports on employee effectiveness to the personnel manager.

6. When given a list of employees and their typical work loads, the student will be able to tell how to schedule the employee's work week.

Other responsibilities.---The following are other responsibilities that a student should learn in the field of buying.

1. As a buyer, the student will be able to show, via simulation, the complete selling sequence from the approach to the close.

2. In several case problems involving customer returns and allowances, the student will be able to demonstrate how to make the decisions regarding these returns and allowances.

Inventory control and management objectives

The objectives which follow are important in helping the student be prepared in the field of inventory control and management.

1. The student, when given a case problem involving the controlling of merchandise, will be able to describe the use of ratios in determining selling and cost factors.

2. Under a simulated department situation, with all the raw sales and operating cost figures given, the student will be able to indicate how to figure the operating and selling costs.

3. Either in the school's store or in a training station, the student will be able to demonstrate how to schedule and conduct inventories.

4. When given inventory and consumer demand levels, the student will be able to describe how to match inventory and consumer demand figures.

5. After determining the items most wanted, the student will be able to describe why an adequate inventory of most wanted items should be maintained.

6. When the student is given sales figures, beginning and ending inventory, and purchases, the student will be able to calculate and use inventory turnover figures.

7. Either in the school's store or in a training station, the student will be able to show how to use perpetual and unit count inventory systems.

8. Either in the school's store or in a training station, the student will be able to show how to use perpetual and unit count inventory systems.

9. The student, when given a case problem on dollar inventory control systems, will be able to describe the advantages and how to use such a system.

10. When given a case problem involving minimizing losses through markdowns, the student will be able to tell how and why such a policy will decrease potential losses.

11. The student, when given an invoice control case problem concerning inventory, will be able to describe how to use the system. He will also be able to tell the advantages of this system.

12. When given an open-to-buy problem, the student will be able to describe how to calculate it.

13. The student, when given a set of open-to-buy records, will be able to describe how to maintain these records.

14. With a set of purchase request forms, the student will be able to tell how to use and complete the forms.

15. Given several different department alternatives, such as men's clothing, woman's clothing, sporting goods, etc., the student will be able to make up a basic stock and routine reorder schedules.

16. Either in the school's model store or in a training station, the student will be able to demonstrate

the employment of a pattern for the placement of merchandise on shelves.

17. Either in the school's model store or in a training station, the student will be able to show the employment of a pattern for arranging selling stock, understock, and reserve stock.

18. Given a case problem involving the training of stockkeepers, the student will be able to describe objectives and methods of training the stockkeepers.

CHAPTER V

RECOMMENDATIONS AND SUMMARY

Recommendations for course offering

To satisfy objectives presented in Chapter IV, the following courses are suggested:

1. Promotional Strategy
2. Methods and Procedures of Merchandise Pricing
3. Determination, Acquisition and Control of Merchandise
4. Checkstand Operations and Procedures
5. Inventory Management
6. Methods and Techniques of Research in Marketing
7. Computative Strategy
8. Management of the Retail Establishment
9. Sales System and Management
10. Salesmanship

Promotional Strategy will consist of the objectives presented in the promotional strategy section of Chapter IV. These objectives are concerned with the visual and audio sale of merchandise.

Methods and Procedures of Merchandise Pricing will include the objectives presented in Chapter IV under the same title. The objectives of this course center around the economic and mathematical principles of pricing.

Determination, Acquisition, and Control of Merchandise will consist of the objectives presented in Chapter IV under the same title. The objectives of this course are concerned largely with the responsibilities of the buyer employed by a retail or wholesale establishment.

Checkstand Operations and Procedures will consist of the objectives presented in the section of Chapter IV under the same title. The objectives of this course are concerned with instructing the student how to work efficiently at a checkstand.

Inventory Control and Management will consist of the objectives presented in the section of Chapter IV under the same title. This class is designed to instruct the student in the principles and procedures of inventory control and management.

Methods and Techniques of Research in Marketing will include those objectives presented in the section of Chapter IV under the same title. This course is designed to instruct the student in the methods and procedures of marketing research.

Computative Strategy will include those objectives presented in the section of Chapter IV under the same title. The course is designed to instruct the student in the mathematics used in distribution.

Control and Management of the Retail Establishment will include those objectives presented in the section of Chapter IV under the same title. The course is designed

to instruct the student in the areas of keeping and counting stock; receiving, checking and marking merchandise; delivery, and keeping accounts and records.

Sales System Control and Management will include those objectives presented in the section of Chapter IV under the same title. The course is designed to instruct the student in the principles and methods of sales management.

Salesmanship will include those objectives presented in the section of Chapter IV under the same title. The course is designed to instruct the student in the areas of the pre-sale, the selling cycles, the post-sale and the sales support section.

Summary

This project was undertaken to prepare a course offering in distributive education for the post high school program at Sevier Valley Tech, Richfield, Utah. The course offering was divided into ten major areas: Promotional Strategy; Methods and Procedures of Merchandise Pricing, Determination, Acquisition and Control of Merchandise; Checkstand Operations and Procedures; Inventory Control and Management; Methods and Techniques of Research in Marketing; Computative Strategy; Control and Management of the Retail Establishment; Sales System Control and Management; and Salesmanship. Course behavioral objectives have been prepared for each of the courses being offered.

The material in this course offering should help the distributive education teacher to accomplish his responsibilities more efficiently. Also, the student should be better prepared with the must-know skills of distribution.

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