

COURSE MAM1020: QUALITY CUSTOMER SERVICE

Level:	Introductory
Theme:	Marketing Systems and Strategies
Prerequisite:	None
Description:	Students identify and describe the target customer and the selling floor, including sales and nonsales activities.

Parameters: School store lab recommended, but not required.

Supporting Course: MAM1010 Management & Marketing Basics

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify and describe: <ul style="list-style-type: none"> how retailers target their markets a variety of consumer behaviours 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> a customer portfolio consisting of: <ul style="list-style-type: none"> description of target markets including participants, demographics and psychographics for a product, retailer and service business analyze a minimum of five advertisements from a newspaper and/or magazine and indicate five different buying motives used. identify three recent purchases and indicate whether each <ul style="list-style-type: none"> was a want or need factors that influenced each purchase description of the AIDA concept and how it is used to influence purchases. <p><i>Assessment Tool</i> <i>Presentation/Reports: Customer Portfolio (MAM1020-1)</i></p> <p><i>Standard</i> <i>Rating of 1 in each applicable task</i></p>	30
<ul style="list-style-type: none"> demonstrate effective retail sales/service techniques as: <ul style="list-style-type: none"> a retail sales clerk and/or service provider cashier 	<ul style="list-style-type: none"> an effective performance in a retail simulation or work situation consisting of both selling and non-selling activities. <p><i>Assessment Tool</i> <i>Assessment Guide: Retail Sales Clerk Techniques (MAM1020-2)</i> <i>Cashier/Terminal Station (MAM1020-3)</i></p> <p><i>Standard</i> <i>Rating of 3 in each applicable task</i></p>	60

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

Concept	Specific Outcomes	Notes
<p>Consumer Behaviours</p> <ul style="list-style-type: none"> • Buying Motives • Influences 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe basic needs and identify several examples • describe secondary “wants” and identify several examples • differentiate among recent purchases and indicate if they were needs or wants • describe Maslow’s hierarchy of needs and identify purchases made at each level • identify and give examples of: <ul style="list-style-type: none"> – rational buying motives – emotional buying motives • identify your buying motives on recent purchases • explain the influences of income on purchases • describe how advertising influences consumer purchases • describe the AIDA concept (Attention, Interest, Desire, Action) and indicate its relationship to consumer behaviour • identify influences on recent purchases. 	<p>Self-fulfillment, esteem, belonging, safety, physical.</p> <p>Quality, price, convenience. Love, pride, fear.</p> <p>Disposable income, discretionary income. Persuasion, information.</p>
<p>Quality Service</p> <ul style="list-style-type: none"> • Personal Characteristics 	<ul style="list-style-type: none"> • demonstrate high standards of personal health, grooming and cleanliness • demonstrate proper interaction and relationships with: <ul style="list-style-type: none"> – customers – co-workers – supervisors – suppliers 	<p>Dependable, loyal, collaborative, reliable.</p>

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Role of Sales Clerk • Role of a Cashier 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • differentiate between the role of a sales clerk/service provider and a salesperson • describe or demonstrate how sales clerks obtain product knowledge • demonstrate quality customer service when: <ul style="list-style-type: none"> – preparing sales receipts/bills – dealing with various customer types – handling customer complaints and returns • demonstrate use of proper approach (greeting, service, merchandise) • demonstrate quality customer service skills as a cashier: <ul style="list-style-type: none"> – identify and label various cash register/terminal parts and functions – use float and cash draw organization – operate cash register/terminal or cash box – accept cheques and/or credit cards – make change and count change back to customer – wrap/bag merchandise – take leave of customer – close and cash out a cash register/terminal – accurately complete cash reconciliation – prepare a store deposit. 	<p>Waiting on customers versus presenting to them.</p> <p>On-the-job training, other employees, manuals, sale reps, labels and packaging.</p> <p>Committed, knowledgeable, just-looking, undecided, rushed, disagreeable, know-it-all.</p> <p>Use cash register manuals.</p> <p>Use least amount of coins and bills possible.</p>
<p>Completing Non-selling Activities</p>	<ul style="list-style-type: none"> • demonstrate the ability to follow store policies and procedures • demonstrate upkeep and maintenance of a store • maintain well-stocked shelves • assist in preparing promotional campaigns including visual merchandising. 	<p>For example, security, employee conduct.</p> <p>Interior and exterior displays, floors, counters and shelves.</p> <p>Rotation of stock.</p> <p>Students help construct and maintain preplanned displays or help prepare promotional campaigns as a class project.</p>

COURSE MAM1020: QUALITY CUSTOMER SERVICE (continued)

Concept	Specific Outcomes	Notes
Career Exploration	<i>The student should:</i> <ul style="list-style-type: none">• analyze a variety of career opportunities in retailing• identify personal interests, talents and experiences as they relate to careers in retailing.	Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.

