INTRODUCE THE CHAPTER
Chapter 18 introduces the importance of visual merchandising as a promotional strategy to attract potential customers and to create a desired business image. The chapter explains the concepts of visual merchandising and display, and identifies the ways in which cultural and ethnic differences impact visual merchandising. It presents the different types of displays, the key steps in display preparation, the artistic elements necessary for successful displays, and basic display maintenance principles.

BUILD BACKGROUND
Ask students to think about what first catches their attention when they walk into a store. Do students notice the merchandise or the display elements first? Tell students that they are going to learn more about visual merchandising and displays and their role in promotion.

Chapter Objectives
After reading this chapter, you should be able to:

• Explain the concept and purpose of visual merchandising
• Identify the elements of visual merchandising
• Describe types of display arrangements
• Understand the role of visual merchandisers on the marketing team
• List the five steps in creating a display
• Explain how artistic elements function in display design
• Describe the importance of display maintenance

EXPLORE THE PHOTO
Discussion
Lead a discussion about how fashion retail storefront or store window displays often celebrate a particular season. Ask: Which elements in the storefront or store window display help us identify the season? Students might name colors, fabric accents, lighting, graphics, props, and more.

Quick Think
Student responses may include: computer equipment stores, audio and video equipment stores, bookstores, movie rental stores, etc.

EXPLORE THE PHOTO
Market Talk
Window display is often the first contact the customer has with merchandise. This type of display is used especially in fashion retail. Displays can set the tone for the store (high-end, professional, or young and trendy). Window displays can even become a holiday tradition.

Quick Think
Besides fashion retail, which other business categories rely heavily on displays?

REVIEW THE OBJECTIVES
Explain the concept and purpose of visual merchandising. Visual merchandising promotes interest in the merchandise or services, encourages purchasing, and reinforces customer satisfaction.

Identify the elements of visual merchandising. Storefront, store layout, store interior, and interior displays

Describe types of display arrangements. Architectural displays, store decorations, open displays, closed displays, and point-of-purchase displays

Understand the role of visual merchandisers on the marketing team. Visual merchandisers are responsible for the total merchandise or service presentation, the overall business/brand image, and building placement of design elements.

List the five steps in creating a display. 1. Select merchandise for display. 2. Select the display. 3. Choose a setting. 4. Manipulate artistic elements. 5. Evaluate completed displays.

Explain how artistic elements function in display design. The selection of floor and wall coverings, lighting, colors, store fixtures, interior signage, and graphics powerfully impact the customers’ shopping experience and their image of the store.

Describe the importance of display maintenance. Poor maintenance can create a negative image not only of the merchandise but of the store as well.
DECA Events These acronyms represent DECA competitive events that involve concepts in this chapter:

AAM* BMDM* RMS*
ASM* FMAL*

Performance Indicators The performance indicators represent key skills and knowledge. Relating them to the concepts explained in this chapter is your key to success in DECA competitive events. Keep this in mind as you read, and write notes when you find material that helps you master a key skill. In these DECA competitive events, you should follow these performance indicators:

- Prepare store/department for special event
- Dismantle/store displays/display fixtures/forms
- Select and use display fixtures/forms
- Create displays

The events with an asterisk also include:

- Explain the use of visual merchandising in retailing

Some events include these performance indicators:

AM FMAL/FMML
FMML HLM/HMDM
QSRM/RFSM RMS TMDM

AM FMAL/FMML
FMML HLM/HMDM QSRM/RFSM
RMS
TMDM

DECA Events

Discuss the performance indicators for the DECA events listed, so that students understand how to demonstrate their understanding.

The event acronyms stand for:

AAM: Apparel and Accessories Marketing Series
ADC: Advertising Campaign Event
ASM: Automotive Services Marketing Series
BSM: Business Services Marketing Series
EMDM: E-Commerce Management Team Decision Making Event
FMAL: Food Marketing Series, AL
FMDM: Financial Analysis Management Team Decision Making Event
FMML: Food Marketing Series, ML
FSRM: Full Service Restaurant Management Series
HMDM: Hospitality Services Management Team Decision Making Event
HRR: Hospitality and Recreation Marketing Research Event
MMS: Marketing Management Series
QSRM: Quick Serve Restaurant Management Series
RFSM: Restaurant and Food Service Management Series
RMS: Retail Merchandising Series
SEM: Sports and Entertainment Marketing Series
SMDM: Sports and Entertainment Marketing Management Team Decision Making Event
TMDM: Travel and Tourism Marketing Management Team Decision Making Event
TSE: Technical Sales Event

Find timed DECA Prep activities correlated to the Competitive Events Workbook for students and DECA tips for teachers at the Marketing Essentials OLC through glencoe.com.
Display Features

**BELLRINGER ACTIVITY**

Have students identify the elements of visual merchandising in promotion. Examples might include brand promotion; merchandise displays, including signs; colors; themes, especially seasonal; design and layout of store; lighting; fixtures; etc. Ask students to consider who determines the visual merchandising approach.

**Preteaching**

**VOCABULARY**

**KEY TERMS** Read each of the key terms aloud and ask students to write them on a sheet of paper. When they finish, write the terms on the board. Have students check their terms for any spelling errors. Then have students guess the meaning of each word. Write students’ responses next to the terms. Leave this list on the board so students can review how close their guesses were to the actual definitions as they work through the section.

**ELL** Have students write the key terms in their own language first, then in English.

**ACADEMIC VOCABULARY** Refer students to the OLC through glencoe.com for the Academic Vocabulary Glossary before they read the section.

**GRAPHIC ORGANIZER**

Model using the graphic organizer for students. Tell students to go to the OLC through glencoe.com for a printable graphic organizer.

**ACADEMIC STANDARDS**

**English Language Arts**

NCTE 1 Read texts to acquire new information.

**Social Studies**

NCSS 3 Analyzing human behavior in relation to its physical and cultural environment

**Connect**

Think of a favorite store. Visualize and list good examples of visual merchandising there.

**Visual Merchandising and Display**

Visual merchandising encompasses all of the physical elements that merchandisers use to project an image to customers. Visual merchandising promotes interest in merchandise or services, encourages purchasing, and reinforces customer satisfaction.

The term visual merchandising is sometimes used interchangeably with the term display, but they are not the same. Display is a much narrower concept and makes up only one element of visual merchandising.

**THE MAIN IDEA**

Visual merchandising and displays are important promotional strategies to sell products and services, attract potential customers, and create a desired business image.

**GRAPHIC ORGANIZER**

Draw this chart for taking notes on the basics of merchandising and displays.

**OBJECTIVES**

• Explain the concept and purpose of visual merchandising
• Identify the elements of visual merchandising
• Describe types of display arrangements
• Understand the role of visual merchandisers on the marketing team

**KEY TERMS**

• visual merchandising
• display
• storefront
• marquee
• store layout
• fixtures
• point-of-purchase displays (POPs)
• kiosk

**AS YOU READ**

Ask students to give examples of different displays they have encountered.

**D Develop Concepts**

**THE MAIN IDEA**

Ask students to consider what the word “display” means to them, then have them share their responses.

Model for students how they can predict future content by analyzing the main headings on each spread.
of visual merchandising. Display refers to the visual and artistic aspects of presenting a product to a target group of customers. Visual merchandising, by contrast, encompasses the visual and artistic aspects of the entire business environment.

The Role of the Visual Merchandiser

Visual merchandisers are responsible for the total merchandise or service presentation, the overall business/brand image, and even the building and placement of design elements. They are active members of the marketing team that promotes a business and its products or services.

Elements of Visual Merchandising

One goal of visual merchandising is to create a positive shopping experience that will compel customers to return. Merchandisers consider four elements key to achieving this goal: storefront, store layout, store interior, and interior displays.

Storefront

The exterior of a business is known as the storefront. The storefront encompasses a store’s sign or logo, marquee, banners, awnings, windows, and the exterior design, ambiance, and landscaping. Consider Target stores, which are typically large buildings with bold graphics, a logo, bright red colors, a convenient location near a main highway, and a large, well-lit parking lot to attract customers, provide safety, and assist with security. Storefronts project brand identity and help the company distinguish itself from its competitors and surrounding stores.

Signs

Signs are designed primarily to attract attention, advertise a business, and project brand identity. The design of the sign should be original and easily recognizable. The name, letters, logo, materials, and colors that are used help create the desired store’s image. An upscale department store might use an elegant script, while a toy merchandiser would use bright primary colors to reinforce a youthful and playful image.

Marquee

A marquee is an architectural canopy that extends over a store’s entrance. Marquees can be found over most theater entrances, where names of the latest plays or movies are displayed.

Advertising Food to Children

According to government statistics, about 30 percent of children in the United States are either overweight or at risk of becoming overweight. The Kaiser Family Foundation reviewed more than 40 studies on the role of the media in childhood obesity.

Television and Fast Food

It found that kids today see an estimated 40,000 television ads a year, compared with about 20,000 a year in the 1970s. Many of today’s ads are for candy, cereal, and fast food.

Although the report did not endorse one specific solution to the problem, it recommended that parents limit television viewing time for their children. In addition, the report recommended that certain food advertisements directed at children be reduced or regulated.

Discussion

Lead students in a discussion about the importance of nutrition in children and the suitable number of hours or access children should have to television.

**THINKING ETHICALLY**

**Question:** Some students might argue that it is the parents’ responsibility, rather than the government’s, to control the amount of time they watch television. In a free marketplace, pressure from the media, threats of legal action, as well as information from nutritionists and doctors about the need for exercise to reduce health problems might be as effective in changing eating habits as governmental regulation of advertising.

**Online Action!**

For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.
**Develop Concepts**

**Guided Practice**

**Store Layout** To explain the concept of store layout, ask students to list distinct spaces found on a retail store floor space. Have a student record these types of spaces on the board. Ask students to discuss the purpose for each space and to consider the percentage that each space takes up.

**Model** Provide students with a floor plan of an average-sized retail store. As a class, divide the floor space into the four distinct spaces: selling space, storage space, personnel space, and customer space.

**Critical Thinking**

**Guided Practice**

**Store Interior** Present students with a number of images of specific style of retail store, such as a prestige retailer. Have students identify the elements of the store interior, such as color, lighting, paint, and fixtures.

**Virtual Business**

Introduce promotion to students using Knowledge Matters’ Virtual Business Retailing visual simulation, Promotion. In this simulation, students explore the importance of promotion to their business.

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**Store Layout**

*Store layout* refers to ways that stores use floor space to facilitate and promote sales and serve customers. A typical store layout divides a store into four distinct spaces:

- **Selling space** is used for interior displays, wall and floor merchandise, product demonstrations, sales transactions, and aisles for customer traffic flow.
- **Storage space** is for items that are kept in inventory or stockrooms.
- **Personnel space** is allocated to store employees for office space, lockers, lunch breaks, and restrooms.
- **Customer space** is designed for the comfort and convenience of the customer and may include sandwich, soda, and coffee shops, in-store restaurants, seating, lounges, and recreation areas for children.

Decisions are made about how much selling space to allocate and the type of interior and window displays to use for various products and related items. Store layout planners and visual merchandisers design specific traffic patterns to encourage browsing and impulse shopping.

**Store Interior**

Once the general placement of merchandise has been determined, store personnel can develop the visual merchandising approaches for the building’s interior. Mannequins, decorations, comfortable seating, and innovative props are all valuable tools for creating a memorable shopping experience. The selection of floor and wall coverings, lighting, colors, store fixtures, interior signage, and graphics powerfully impact the customers’ shopping experience and their image of the store.

**Color, Lighting, Graphics, and Paint**

Bright colors and light pastels (or plain white) appeal to different types of customers. Stores catering to teens might favor bright colors and lighting. Stores catering to adults often choose pastels and soft, subtle lighting effects. Superstores choose fluorescent or high-intensity lighting. Marquees also can display the store’s name and its key products as well as hours of operation and a phone number or URL address. A marquee is highly visible, and a company can exploit the space for advertising.

**Entrances**

Entrances are usually designed with customer convenience and store security in mind. Smaller stores normally have only one entrance, while larger ones have several. The average midsize business needs at least two entrances—one leading in from the street for pedestrians and another adjacent to the parking lot for patrons who drive.

**Window Displays**

Display windows are especially useful for visual merchandising. Window displays initiate the selling process, create excitement, and attract prospects.

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**Photo Guide**

**• STORE DISPLAYS**

**Discussion** Have students brainstorm reasons why the grouping of pet items is an example of effective promotion.

**Caption Answer** It is convenient for customers when related items are grouped together because they do not have to guess where items are located.

**Follow Up** Ask students if they have ever been in a store where items were disorganized. Have students discuss their reactions to that store in class.
A business cultivating an upscale image might enhance its fixtures by painting them or covering them with textured materials (carpeting, fabric, cork, or reed, for example). A business catering to discount buyers would most likely use basic, unadorned shelf fixtures.

The width of a store’s aisles is related to its fixtures. The width of aisles and positioning of the fixtures and displays influence traffic patterns and buying behavior.

**Interior Displays**

If interior displays are done exceptionally well, they enable customers to make a selection without the assistance of a sales clerk. So it is not surprising that these displays have an important place in the selling environment of today’s self-service stores.

Five types of interior displays are closed displays, open displays, architectural displays, point-of-purchase displays, and store decorations. Figure 18.1 illustrates the five types of interior displays.


**CONCEPTS**
- Have students recall the different elements of visual merchandising:
  - brand promotion; merchandise displays, including signs; colors; themes, especially seasonal; design and layout of store; lighting; fixtures; etc.
- Have students recall the types of interior displays:
  - store decorations, architectural display, open display, closed display, and point-of-purchase display/kiosk.

**KEY TERMS**
Have students review key terms, their spellings, and definitions in small groups.

**RETEACH**

**INDEPENDENT REVIEW**
- **L1** Assign and review Chapter 18 activities in the Student Activity Workbook.
- **L2** Assign and review Chapter 18 activities in the Marketing Math Workbook.
- **L3** Assign and review Chapter 18 activities in the BusinessWeek Reader with Case Studies.

**AFTER YOU READ**
Have students complete the Section 18.1 After You Read section review.

**ONLINE STUDY TOOLS**
Have students to the Marketing Essentials OLC through glencoe.com for the Section 18.1 practice test.

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**Types of Interior Displays**

**ARCHITECTURAL DISPLAYS**
Architectural displays consist of model rooms that allow customers to see how merchandise might look in their homes.

**STORE DECORATIONS**
Store decorations are displays that often coincide with seasons or holidays. Banners, signs, props, and similar items are used to create the appropriate atmosphere.

**OPEN DISPLAYS**
Open displays allow customers to handle and examine merchandise without the help of a salesperson. Tables and shelves for groceries or countertop and shelf displays for cosmetics are examples.

**CLOSED DISPLAYS**
Closed displays allow customers to see but not handle merchandise. They are typical displays in places like jewelry stores, where security or breakage is a concern.

**POINT-OF-PURCHASE DISPLAYS**
Point-of-purchase displays are designed to promote impulse purchases. They are usually more effective at supporting new products than established ones.

For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.
As you can see in Figure 18.1, different sales situations call for different types of displays. Items such as clothing are difficult to showcase in a closed display. The cosmetic department uses many different displays. Items such as brushes and accessories may be part of an open display; other items could be contained in a closed display to prevent customers from sampling them inappropriately. Finally, a point-of-purchase display may feature a computerized touch screen terminal that can evaluate the best cosmetics for each customer’s preferences, coloring, and skin type. These displays complement one another and create a positive, interactive buying experience.

**Point-of-Purchase Displays**

As explained in Chapter 17, **point-of-purchase displays (POPs)** are a consumer sales promotion device. Most POPs are manufactured units with bold graphics and signage that hold, display, or dispense products. Vending machines and automatic teller machines (ATMs) are examples of POPs.

**Interactive Kiosks**

In recent years, interactive point-of-purchase or retail kiosks are playing a growing role in point-of-sale merchandising. Kiosks are typically four feet high, have pedestal-mounted, high-tech screens, and take up less than two square feet of store space. Immediate product availability, more reliable technology, and information services have led to their increased popularity. Photo-finishing stands for processing prints from digital cameras are popular.

**Props**

Props, also called properties, are special display elements. Props are generally classified as decorative or functional. Decorative props include background scenery such as rakes, dried leaves, and a wheelbarrow used to project an autumn theme. Functional props include items that hold merchandise, such as mannequins and shirt forms.

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**Key Terms and Concepts**

1. Why is display considered part of visual merchandising?
2. How does visual merchandising differ from display?
3. What are the four elements of visual merchandising?

**Academic Skills**

**Math**

4. Space productivity is measured by sales per square foot of selling space. What are the sales per square foot for a merchandise category that generated $259,645 in sales for a selling space of 1,602 square feet?

**Social Studies**

5. Research the Internet and look at storefronts and advertising in magazines to find information and ideas about various display styles. Next, select a product category that interests you. Use a poster-board to draw, paint, or assemble a display for these products.

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**CULMINATING ACTIVITY**

Ask students to recall and provide answers to the following questions:

- What are the four key elements of visual merchandising? 
  - storefront, store layout, store interior, and interior displays
- List all four of the distinct spaces in a store layout: selling space, storage space, personnel space, and customer space

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**Online Activity**

**Bricks and Clicks**

Ask students to compare a brick-and-mortar storefront to its online equivalent, a home page. Ask them to evaluate the visual merchandising and displays of each. Which appeals to them more—the virtual store or the real store? Have students share their evaluations in class.

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**NCLB Activity correlated to Mathematics and Social Studies Standards**

**Section 18.1**

**Key Terms and Concepts**

1. Displays are considered a form of visual merchandising responsible for attracting customers’ attention, because they are creating a desire for a product, and helping to enhance sales.
2. Visual merchandising encompasses all the visual artistic elements of the selling environment. Display relates only to those visual and artistic elements that present the product to a target group of customers.
3. The four elements of visual merchandising include: 1) storefront; 2) store layout; 3) store interior; 4) interior displays.

**Academic Skills**

4. \( \frac{259,645}{1,602} = 162.08 \) per square foot
5. Answers will vary for each type of display.
SECTION 18.2

FOCUS

BELLRINGER ACTIVITY

As a class, discuss the four types of displays. Divide students into four groups. Using things they find in the classroom, have each group design and create one of the four different types of display:

- one-item display
- similar-products display
- related-merchandise display
- cross-mix merchandise display

Preteaching

VOCABULARY

KEY TERMS Write each of the key terms on a slip of paper. Place the slips in a hat or container. Have volunteers each choose a slip of paper and state the key term and its meaning in their own words.

ACADEMIC VOCABULARY Refer students to the OLC through glencoe.com for the Academic Vocabulary Glossary before they read the section.

GRAPHIC ORGANIZER Model using the graphic organizer for students. Tell students to go to the OLC through glencoe.com for a printable graphic organizer.

ACADEMIC STANDARDS

English Language Arts
NCTE 1 Read texts to acquire new information.

Social Studies
NCSS 1 People, Places, and Environment: Use data and apply skills in analyzing human behavior in relation to its physical environment.

Display Design and Preparation

In the retail environment, a display has about four to six seconds to attract a customer's attention, create a desire, and sell a product. This limited time frame means that a business must target its displays carefully to appeal to its customers.

When planning and preparing displays, retailers and merchandisers must carefully consider many differences in

READING GUIDE

BEFORE YOU READ

Predict What skills and talents do you need to design a store display?

THE MAIN IDEA

Visual merchandisers must know the rules of artistic design to create displays that enhance sales, attract customers, and sustain customer loyalty.

OBJECTIVES

- List the five steps in creating a display
- Explain how artistic elements function in display design
- Describe the importance of display maintenance

KEY TERMS

- color wheel
- complementary colors
- adjacent colors
- triadic colors
- focal point
- proportion
- formal balance
- informal balance

ACADEMIC VOCABULARY

You will find these words in your reading and on your tests. Make sure you know their meanings.

- equip
- principle

ACADEMIC STANDARDS

English Language Arts
NCTE 1 Read texts to acquire new information.

Social Studies
NCSS 1 People, Places, and Environment: Use data and apply skills in analyzing human behavior in relation to its physical environment.

Connect Think about a display that recently attracted your attention. List three things that attracted you to it.

As you read

Ask students to list ways to attract attention in visual display.

Develop Concepts

THE MAIN IDEA

Visual merchandisers must design displays that appeal to their target market, reflect a desired image, and enhance sales.

Ask students to expand on why they were attracted by the qualities in the displays.
cultural and ethnic perceptions among their target markets.
Many will employ specialists in cross-cultural and ethnic design and marketing to adapt displays to the target market. All display design and selection involves the following five steps.

**Step 1: Selecting Merchandise for Display**
The merchandise selected will determine the theme and all other supporting elements of the display. Display merchandise must also be visually appealing as well as contemporary to attract customers. The merchandise on display must be appropriate for the season and for the store's geographic location.

**Step 2: Selecting the Display**
The merchandise selected largely determines the type of display to equip. There are four basic kinds of displays: those that feature just one item; similar products; related products, such as camping equipment; and a cross-mix of items, such as a display of a picnic scene with tables, barbecue grills, grilling tools, and aprons.

**Step 3: Choosing a Setting**
Displays can be presented in a number of different settings. The setting a business selects will depend largely on the image it wants to project.
A realistic setting depicts a room, area, or recognizable locale. The scene could be a restaurant, a park, or a party. Props, such as tables, chairs, plants, risers, books, dishes, and mannequins provide the details.
A semirealistic setting suggests a room or locale but leaves the details to the viewer’s imagination. A cardboard sun, a beach towel, a surfing poster, and a sprinkling of sand would be enough to invoke the rest of the beach scene in the viewer’s mind.
An abstract setting does not imitate, or even try to imitate, reality. It focuses on form and color rather than reproducing actual objects. Wide bands of torn colored paper used as an accent behind or around merchandise can create an attractive visual image that has little or nothing to do with reality.

**Step 4: Manipulating Artistic Elements**
The artistic elements of a display include line, color, shape, direction, texture, proportion, motion, and lighting. These principles of a display subtly influence your perception.

**Line**
Lines within displays are created to direct the viewer’s attention. Various types of lines create different impressions. Straight lines suggest stiffness and control, while curving lines suggest freedom and movement. Diagonal lines give the impression of action; vertical lines offer height and dignity; and horizontal lines convey confidence.

**Color**
Color selection is a critical step in developing displays. The colors selected for a display should contrast with those used on the walls, floors, and fixtures around them. For example, a store decorated in pastels should feature displays that use darker, stronger colors.
The standard color wheel shown in Figure 18.2 illustrates the relationships among colors. Complementary colors are found opposite each other on the color wheel and are used to create high contrast. Red and green, blue and orange, and yellow and purple are examples of complementary colors. Adjacent colors, also called analogous colors, are located next to each other in the color wheel and share the same undertones. Successive adjacent colors (such as yellow-orange, yellow, and yellow-green) form families, or groups of colors, that blend well with each other. Triadic colors involve three colors equally spaced on the color wheel, such as red, yellow, and blue. Triadic color harmony, as shown by the triangle on the color wheel, creates vivid and contrasting colors. Triadic color schemes can be achieved by rotating the triangle within the color wheel.

**Universal Access**
Visual Learning  With the students, compile a list of property that an employee might access in the workplace. Categorize them in lists such as physical property (pens, paper clips), technology (software, Internet access), and intellectual property (business ideas or lists of clients or contacts). As a class, discuss the value of each.
**Develop Concepts**

**Guided Practice**

**Step 4: Manipulating Artistic Elements**
Ask students to imagine they are designing a display for sweaters that are made of wool from the British Isles. Ask students to list the colors or patterns they will use as part of their display. Also, have students identify the type of display they will use to promote their product. Students might choose a theme that would reflect the British Isles. They would probably choose a themed display to make their new product stand out.

**Clarify**
Remind students that certain patterns, shapes, and color combinations have traditional or cultural identities because of flags or other associations. For example, the fleur-de-lis is associated with France, a shamrock is associated with Ireland, and a paisley pattern is associated with India.

**Extended Activity**

**Multicultural Display**
As a class, develop a list of cultural and ethnic groups living in your area. From there, analyze which colors would most appeal to each group. Are there any colors that are traditionally used for certain events? Explain that visual merchandisers would use this information to “dress” their stores.

Answers will include a list of cultural and ethnic groups living in the area. Students should also identify some colors traditionally used for certain events.

**Effective displays use color groupings to create visual calm or excitement. Colors from the warm side of the color wheel, such as red and yellow, convey a festive mood that works well with lower-priced merchandise. Colors from the cool side of the color wheel, such as blue and green, represent calm and refinement. They are often associated with higher-priced merchandise.**

**Shape**
Shape refers to the physical appearance, or outline, of a display. Shape is determined by the props, fixtures, and merchandise used in the display. Squares, cubes, circles, and triangles are some of the shapes that display units may resemble. Displays that have little or no distinct shape—called mass displays—are also possible. Mass displays are often used by dollar stores, discounters, and supermarkets to display large quantities and indicate a low price.

**Direction**
A good display directs the viewer's eye to the merchandise, moving a viewer's attention

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To find a project on the use of color in merchandising, go to the **Marketing Essentials OLC through glencoe.com**.
The Shopping Buddy

Faster, Easier Shopping
The buddy reads the shopper’s loyalty card, linking the card and the shopper’s history to an 8-inch by 11-inch electronic tablet that is positioned on the cart handle. The wireless browser, combined with sensors that are embedded in the ceiling, enables the tablet to send and receive data to speed up and simplify the shopping experience.

A Virtual Grocery List
The system alerts the shopper to items based on the shopper’s preferences and history. It can even place the shopper’s deli order and alert her or him when it is ready. It uses sophisticated technology to combine visual merchandising and loyalty marketing.

Case Study

The Shopping Buddy

Discussion Have students read the Case Study and discuss the advantages (such as shopping convenience and time-saving options) and the disadvantages (such as lack of privacy) of the Shopping Buddy system.

THINK STRATEGICALLY Answer: The Shopping Buddy helps increase sales because it makes suggestions to shoppers based on their purchasing history. It also suggests other brands or merchandise to fulfill similar needs, or calls the shopper’s attention to new merchandise.

@Online Action! For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.

SECTION 18.2

The Shopping Buddy
There is a revolution afoot in the world of food shopping: a technology-powered Shopping Buddy. The Shopping Buddy is a cart-based, wireless shopping aid. Several Stop & Shop stores in Massachusetts and Connecticut have started using this new technology. The Shopping Buddy talks the customer through the shopping experience.

Faster, Easier Shopping
The buddy reads the shopper’s loyalty card, linking the card and the shopper’s history to an 8-inch by 11-inch electronic tablet that is positioned on the cart handle. The wireless browser, combined with sensors that are embedded in the ceiling, enables the tablet to send and receive data to speed up and simplify the shopping experience.

A Virtual Grocery List
The system alerts the shopper to items based on the shopper’s preferences and history. It can even place the shopper’s deli order and alert her or him when it is ready. It uses sophisticated technology to combine visual merchandising and loyalty marketing.

THINK STRATEGICALLY
How will the Shopping Buddy help increase sales at Stop & Shop stores?

@Online Action! Go to the Marketing Essentials OLC through glencoe.com to find an activity on technology and promotion.

Seamlessly from one part of the display to another. This smooth visual flow is called direction. Effective displays create direction by using techniques such as color, repetition, and lighting patterns.

Effective displays should also have a focal point, an area in the display that attracts attention first, above all else. A good method of creating an effective focal point is to build the display elements in a triangular shape. The focal point is created by placing the strongest shape at the top, or apex, of the imaginary triangle in the display. A viewer’s eyes will naturally travel to the strongest shape within a display. This arrangement helps keep the eyes moving up and over the merchandise. Displays that lack a focal point are said to be unfocused. Typically, an unfocused display contains too many items, too many shapes, or too many props outside the imaginary triangle.

Answer: The Shopping Buddy helps increase sales because it makes suggestions to shoppers based on their purchasing history. It also suggests other brands or merchandise to fulfill similar needs, or calls the shopper’s attention to new merchandise.
SECTION 18.2

ASSESS

CONCEPTS
Have students recall the four different types of display and the three types of setting used in visual merchandising: displays: one-item, similar-products, related-merchandise, and cross-mix merchandise, settings: realistic, semi-realistic, and abstract

KEY TERMS
Have students review key terms, their spellings, and definitions in small groups.

RETEACH

INDEPENDENT REVIEW
L1 Assign and review Chapter 18 activities in the Student Activity Workbook.
L2 Assign and review Chapter 18 activities in the Marketing Math Workbook.
L3 Assign and review Chapter 18 activities in the BusinessWeek Reader with Case Studies.

ASSESS

AFTER YOU READ
Have students complete the Section 18.2 After You Read section review.

ONLINE STUDY TOOLS
Have students go to the Marketing Essentials OLC through glencoe.com for the Section 18.2 practice test.

Payments by Fingerprint
The Piggly Wiggly grocery store chain introduced a finger-scanning payment system at more than 100 stores in South Carolina and Georgia. In 2005, the chain began offering a high-tech payment feature allowing customers to pay using their fingerprints. With a touch of the finger to a light-sensitive pad, patrons can pay for their groceries, provided that they have an account in the store’s system that can be debited.

Who Is Watching You?
According to Pay By Touch, the San Francisco-based firm whose technology is being used, the system takes 10 seconds to approve a payment by fingerprint. Pay By Touch claims customers’ personal information is stored in a secure database and cannot be accessed by unauthorized parties. The company says other stores that have utilized the technology find that three-fourths of their customers sign up to use the fingerprint system. Many privacy advocates, however, oppose fingerprint payment technology. Some consumers are opposed to any technology that can be used to track shoppers.

What are the benefits for stores that use fingerprint technology? Can you think of some of the reasons why some consumer organizations do not like this new technology?

Go to the Marketing Essentials OLC through glencoe.com to find an activity on technology and promotion.

Texture
A texture (smooth or rough) is the look of the surfaces in a display. The contrast between the textures used in a display creates visual interest. Products that are smooth, such as flatware, should be placed against backgrounds or props that are rough.

Proportion
Proportion refers to the relationship between and among objects in a display. The merchandise should always be the primary focus of a display. Props, graphics, and signs should be in proportion to the merchandise; they should not dominate the display.

Balance
Display designers also pay attention to balance when creating displays. They place large items with large items and small items with small items to create formal balance in a display. When a large item is placed on one side of a display, an equally large item should be placed on the other side for balance. To create informal balance, they will place several small items with one large one. An example of an informal display would be one in which an adult mannequin is placed next to several shallow baskets of flowers that are elevated on a prop to the mannequin’s height.

Motion
Motion is playing an increasingly important role in display design. Animation can be achieved through the use of motorized fixtures, mannequins, and props. Motion should be used sparingly to accentuate merchandise, not overpower it.

Lighting
Proper lighting is critical to attractive displays. Lighting can help make merchandise appear more attractive. It is recommended that display lighting be two to five times stronger than a store’s general lighting. Colored lighting can be used in displays to cre-
ate dramatic effects. Lighting used with reflective items such as crystal needs careful attention. The lighting in the dressing rooms is technically not part of a display, but it should be considered. Dressing room lighting that is glaring and unflattering will negatively affect a consumer’s buying decisions, no matter how well the merchandise is lit in a display.

**Step 5: Evaluating Completed Displays**

Do displays enhance the store’s image, appeal to customers, and promote the product in the best possible way? Was a theme creatively applied? Were the color and signage appropriate? Was the result pleasing? These are just some of the factors that visual merchandisers consider when evaluating the effectiveness of displays.

**Display Maintenance**

Once a display has been constructed, it needs to be maintained and eventually dismantled. Individual businesses have different policies regarding the duration of displays. Most businesses check displays daily for damage, displacements, or missing items caused by customers. Clothing items that are folded and stacked in a display should be organized and restocked frequently. Proper display maintenance can keep the merchandise fresh and attractive to customers.

Poor maintenance can create a negative image not only of the merchandise, but of the store as well. Display fixtures and props should be cleaned and merchandise dusted on a regular basis. Customers are not likely to be enthusiastic about purchasing items that are displayed on dusty or dirty fixtures.

**Key Terms and Concepts**

1. Selecting the merchandise is important because that will determine the theme and all other elements of the display.
2. The four types of displays are: 1) one-item display, 2) similar-products display, 3) related-merchandise display, and 4) cross-mix merchandise display.
3. The focal point is important because it is the area that directs your eyes to focus on the merchandise presented in the display.

**Academic Skills**

4. The 2002 Buyers Report by Point of Purchase Advertising International estimated POP spending at about $17 billion. If $240 billion is spent on advertising in the United States annually, what percentage of the overall expenditures is the estimated POP spending?

**Social Studies**

5. Visit a local store to observe point-of-purchase (POP) displays. Ask permission to sketch the display on a poster board. Ask the store owner why and how product display choices were made. Annotate your sketch with these comments and answers.

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**CULMINATING ACTIVITIES**

1. Give students examples of a fashion retail store that reflects a particular demographic. Ask them to note the merchandise, type of displays, setting, and artistic elements used. Have students adapt the visual merchandising to appeal to another demographic (such as another culture, age group, or gender). Have students prepare displays and present them to the class.

2. Have students complete the following statements:
   - Displays should enhance the store’s image, appeal to customers, and promote the product.
   - Proper display maintenance keeps the merchandise fresh and attractive to customers.

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**Design Associations**

Ask students to reflect on their own experiences with design and color. Ask them what they think of when they think of the color purple or when they see a four-leaf clover. Have students share their associations in class.
Having a business Web site and using other photography-promoting freelance sites, such as iFreelance.com and iStockphoto.com, are ways to market stock images.

For instructions, ideas, and answer guide, go to the Teacher Center at the Marketing Essentials OLC through glencoe.com.

Test-Taking Strategies

Suggest to students that they preview tests before they answer any test questions. This will get them thinking about the material. Have them note the point value of each question and use this information to figure out how to budget their time, spending more time on questions of greater value.
1. On a sheet of paper, use each of these key terms and academic vocabulary words in a written sentence.

**Key Terms**
- visual merchandising (p. 382)
- display (p. 383)
- storefront (p. 383)
- marquee (p. 383)
- store layout (p. 384)
- fixtures (p. 385)
- point-of-purchase displays (POPs) (p. 387)
- kiosk (p. 387)
- color wheel (p. 389)
- complementary colors (p. 389)
- adjacent colors (p. 389)
- triadic colors (p. 389)
- focal point (p. 391)
- proportion (p. 392)
- formal balance (p. 392)
- informal balance (p. 392)

**Academic Vocabulary**
- concept (p. 382)
- project (p. 383)
- equip (p. 389)
- principle (p. 389)

2. What is the purpose of visual merchandising? (18.1)
3. What are the key elements of visual merchandising? (18.1)
4. Why are interior displays important? (18.1)
5. Which type of interior display is most effective for new product introductions? (18.1)
6. What role do visual merchandisers play on the marketing team? (18.1)
7. List five steps to creating a display. (18.2)
8. What artistic elements function in display design? (18.2)
9. Locate complementary and adjacent colors on the color wheel. How do the colors contrast with each other? (18.2)
10. How are formal and informal balance achieved in a display? (18.2)
11. Why is it important to have a focal point in your display? (18.2)

**FOCUS on KEY POINTS**
Ask volunteers to read the summaries aloud and give the classroom one real-life example for each concept.

**REVIEW FACTS and IDEAS**

2. It promotes interest in merchandise or services, encourages purchasing, and reinforces customer satisfaction.
3. The key elements include storefront, store layout, store interior, and interior displays.
4. Interior displays generate one out of every four sales.
5. Point-of-purchase displays are most effective for new product introductions.
6. Visual merchandisers are active members of the marketing team responsible for promoting a business and its products and services.
7. The five steps include selecting merchandise for display, selecting a type of display, choosing a display setting, manipulating artistic elements, and evaluating the display.
8. The artistic elements include line, color, shape, direction, texture, proportion, motion, and lighting.
9. Complementary colors lie opposite each other on the color wheel and create the greatest contrast. Adjacent colors can be found next to each other on the color wheel and contrast only slightly.
10. Formal balance is achieved by placing large items with large items and small items with small items. Informal balance is achieved by balancing a large item with several smaller ones in a display.
11. A focal point in a display attracts attention first.

**REVIEW VOCABULARY**

See the Glossary at the back of this book for definitions of Key Terms. Academic Vocabulary definitions are on the book’s OLC.

1. A sample answer might read:

**Key Terms** The arrangement of **fixtures** is part of the store layout.

**Academic Vocabulary** A **concept** is an idea generalized from particular instances.
**Workplace Skills**
Preparation might involve research on the most recent skills for display specialist. Required skills may include: a person who has related education and/or experience in design layout, lighting, or animation, a good work history, demonstrates initiative, creativity, and flexibility.

**Technology Applications**
Answers will vary based on type of displays selected; students should demonstrate an understanding of the components effective in visual merchandising.

**Math Practice**
Cheryl owns a small fashion retail store in a mall in Georgia. Last year she spent 1 percent of her profits ($65,489) on props for windows and store displays. This year, her display costs may be $1,000. How much was spent last year? What is the percent increase this year?

**English Language Arts**
Accept all reports that reflect the differences in the displays of items the students would normally purchase and the items they would not usually purchase. Examples could include comparing a clothing display at a department store and an MP3 player display in an electronics store.

**Evaluating Displays**
Visit a shopping mall to observe and evaluate three different window or interior displays. Using a scoring rubric for each display, evaluate and rate each display in terms of the artistic elements from this chapter.

**Explaining Display Objectives**
Do Internet research on the award-winning POP displays recognized by Point-of-Purchase Advertising International. Select one temporary, semi-permanent, or permanent POP display and review its objectives. Activity Use a word processing program to prepare a brief report on your findings.

**Formative Assessment**
Formative assessment is an essential component of classroom work. This type of assessment provides information that is then used as feedback to modify teaching and meet student needs.

- **L1** Have students write or demonstrate all of the steps of a display creation process.
- **L2** Have students write a narrative description of two different types of displays. One should be a cross-mix merchandise display.
- **L3** Have students create an abstract setting using classroom materials.

If the results of this formative assessment seem low, consider the following activity:
Read each of the key terms aloud. Have students define the key terms and use them in a sentence. Clear up any confusion students may have.
18. Research Display Fixtures

Perform an Internet search to find five suppliers of store fixtures. Write a summary of the products and services provided by each supplier, where the company is located, and its Web-site address. Make sure to provide details such as prices and styles of fixtures.

The store sign is important because it _______. (makes the first impression)

1. The store sign is important because it _______. (makes the first impression)
2. The way a store’s floor space is allocated to facilitate sales and best serve customers is called its _______. (store layout)
3. _______ colors are found opposite each other on the color wheel and create the _______. (Complementary; greatest contrast)

For an expanded chapter quiz, go to Chapter 18 in the ExamView Assessment Suite.