

Visual Merchandising Displays

Unit: Business of Textiles

Problem Area: Marketing

Lesson: Visual Merchandising Displays

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1** Analyze the elements and principles of design in visual merchandising.
- 2** Analyze merchandising strategies for various target market groups.
- 3** Explain elements of a store's layout.
- 4** Identify types of visual merchandising displays.

■ **Resources.** The following resources may be useful in teaching this lesson:

Anderson, Arnold. "What to Consider When Designing a Clothing Store Layout," *chron.com*. Accessed Aug. 8, 2012. <http://smallbusiness.chron.com/consider-designing-clothing-store-layout-11637.html>.

Dubroff, M. Dee. "Retail Store Layout," *Catalogs.com*. Accessed Aug. 8, 2012. <http://www.catalogs.com/info/b2b/retail-store-layout.html>.

"Examples and Templates Included in SmartDraw," *SmartDraw®*. Accessed Aug. 8, 2012. <http://www.smartdraw.com/examples/retail—planograms/>.

Liddell, Louise, and Carolee Samuels. *Clothes & Your Appearance*, 9th ed. Goodheart-Willcox, 2008.

"Retail Shelf Planner," *Global Retail Business Solutions*. Accessed Aug. 8, 2012. <http://www.planograms.eu/eng/AnalysisSamples.aspx>.



Waters, Shari. "About Planograms," *About.com: Retailing*. Accessed Aug. 8, 2012. <http://retail.about.com/od/planograms/a/planogramming.htm>.

Wolfe, Mary. *Fashion!*, 6th ed. Goodheart-Willcox, 2012.

Wolfe, Mary. *Fashion Marketing & Merchandising*, 3rd ed. Goodheart-Willcox, 2009.

■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- closed display
- cohort marketing
- elements of design
- end display
- fixtures
- interior designers
- island display
- life stage marketing
- mannequins
- open display
- physiographic marketing
- planograms (POGs)
- platform display
- principles of design
- racks
- sales support areas
- scale
- selling areas
- set designers
- showcase
- target customer
- tier tables
- visual merchandising
- wall display
- window dressers

- **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Visual merchandising is important in that it helps set the store apart from others that sell similar merchandise. Also, loyal customers continue coming back to see the new displays. Visual merchandising is to lure new customers into the store to purchase goods and services.

Have the class take five minutes to list (on paper) what makes a window display appealing to a customer. Then discuss their lists. Use VM-A (or your own sample windows) to show images of store fronts and/or window displays. Ask students which ones are most appealing. Then ask students to state one reason they are drawn to the displays. Next, ask students which window displays at the local mall or shopping center appeal to them. What do they like about those displays? Finally, ask each student to draw a quick sketch of the window display—nothing fancy, just an image.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Analyze the elements and principles of design in visual merchandising.

Anticipated Problem: What are the elements and principles of design in visual merchandising?

- I. Elements and principles of design in visual merchandising
 - A. **Elements of design** are the language of design and the building blocks of visual images. They guide visual designs. The elements of design include:
 1. Color is hue, and the hue is varied by value (lightness or darkness). Color is visualized in many ways, such as the reflection of light off a surface and when it is absorbed by darkness. Color can be used to draw attention to a particular part of the display or to evoke an emotional response. Neutral colors are safe and cautious.
 2. Line is the continuous movement of a point along a surface or the way an edge is created when two shapes meet. Line is used to lead one's eyes up and down, from side-to-side, and around a display. Lines may be horizontal, vertical, or diagonal. Each type of line suggests a different feeling. All three line types are used in combination or are used to make curves.
 - a. Horizontal lines tend to suggest rest.

- b. Vertical lines communicate loft or spirituality.
 - c. Diagonal lines suggest movement.
3. Shape is a defined area or a geometric or organic form. In retailing, the shape may be the overall form or outline of a display: oval, rectangular, linear, etc. Shape is used to emphasize parts of the display, such as positive space and negative space.
 4. Texture is the surface quality of a shape: rough, smooth, soft, hard, glossy, or dull. It is how a surface or material feels and looks. Texture is tactile.
- B. **Principles of design** are guidelines that suggest ways for a designer to best arrange the elements of a visual display to connect all of the design elements to the overall design. The principles of design give an overall feeling to a design.
1. Balance is creating a visual equality or equilibrium among the parts of a display. The principle of balance equalizes the visual “weight” of all the elements of the display.
 - a. Symmetrical balance (formal balance) is easiest to see when half of a design is exactly the same as the other half (a mirror image). Formal balance assumes that all items are of a similar size and visual weight. Humans are pleased (visually) by formal balance. Symmetry creates a sense of dignity, tradition, and calm. Both halves of the display are equally attractive to the customer. To achieve formal balance, the designer can draw an imaginary line down the center of the display and place objects, weight for weight, on either side of the centerline.
 - b. Asymmetrical balance (informal balance) is easiest to see when each half of a design is of equal weight but not a replica of the other half. Informal balance is created with an unequal number of elements and with varieties of color, placement, size, and shape of objects. Informal balance gives the designer more possibilities for arranging the display. An asymmetrical display is often more dynamic (with more tension, more movement, and more excitement), more subtle, and more imaginative than a perfectly symmetrical visual display.
 - (1) Several small items can balance a large object.
 - (2) Several soft colors in a large space can be balanced by one bright color in a small space.
 - (3) Dark values (colors) appear heavier than light values.
 - (4) Dull textures appear heavier than smooth textures and could be placed closer to the center to balance the design.
 - c. Radial balance designs radiate in the form of a swirl, spiral, or circle to create an almost symmetrical visual display.
 2. Proportion is the ratio of the parts to the whole display. It is the spatial portion of the display or how the size and **scale** (overall size) of all the display design parts relate to each other (e.g., distance, size, amount, degree, and parts). Proportion is discussed in terms of a standard. For most displays, the human body is a universal standard of measurement and proportion. To impress the viewer, the design scale may dwarf the viewer. To make the viewer feel com-

portable and friendly toward the store, scale would be more in line with typical household furnishings or mannequins of human scale.

- a. Mixing the elements of the display with large and small objects breaks the monotony of all large or all small objects.
 - b. Adding an odd number of smaller, related items to large pieces can create more interest and balance.
 - c. The ratio of merchandise to space is critical to a strong visual display. For instance, the ratio of props and cards must be in proportion to avoid the appearance that the props are more important than the merchandise. Objects should not be too large, too small, too heavy, or too light in proportion to other items in the display.
 - d. To achieve proportion in a display, a designer could use space divisions.
 - (1) A pyramid shape places merchandise in a precise order: short item, medium item, tallest item, another medium item, and another short item.
 - (2) Step elevation (e.g., a staircase effect) is more informal than the pyramid and is most effective when an odd number of steps are used.
 - (3) Zigzag is a double reverse curve (an S curve) with equidistant spacing and is effective when small accessory steps are used. A ribbon or roll of paper is often used to create the zigzag line.
3. Emphasis is the focal point of the display and the spot from which all other eye movements flow. It is the place the designer intends the viewer's eye to focus and concentrate upon. A designer typically develops emphasis with contrasting colors or textures. In a visual display, the merchandise is usually the focal point. Emphasis is created through repetition, contrast, and use of the elements of design. For example:
- a. A theme or mood, such as formal wear or sportswear, is achieved by creating a lifelike situation in which the apparel is displayed. A theme could be displayed as a season, holiday, anniversary, graduation, prom, etc.
 - b. An isolated item is emphasized when it is surrounded by blank space.
 - c. Shiny surfaces reflect light and emphasize and enlarge objects.
 - d. Dull surfaces absorb light and de-emphasize an area.
 - e. Color provides emphasis. For example, an all-green display is hard to ignore.
4. Unity is the achievement of repetition, rhythm, and pattern in a visual display; a consistency; and a sense of harmony. Unity makes the viewer feel that the display has continuity and an ease of movement.
- a. Repetition is the recurrence of visual design elements (e.g., line, color, shape, texture, value, or image) to unify the display and to create some rhythm. Repetition can be exact duplication, a near duplication, or duplication with variety. Repetition should cause eyes to travel around the whole display and should provide some visual organization. Repetition creates emphasis by calling attention to the element through the number

of times a color, shape, or texture is repeated. Grouping also creates repetition.

- b. Rhythm is a pleasing arrangement that produces a feeling of continuity among the design. When the eye travels smoothly from one part to another, flow and movement (rhythm) are achieved.
 - (1) Rhythm is achieved through repetition, continuous line, progression, and radiation.
 - (2) Rhythm can be achieved with color gradations and a progression of sizes—from small to large or vice versa.
 - (3) Radiation is a type of rhythm achieved by the use of a circular arrangement that guides the eyes from a center point around the design. These displays are often dramatic.
 - c. Pattern is showing a consistency of the design. English-speaking shoppers read from left to right, so a display should “read” from left to right. Pattern is also created through the use of light and dark via color or lighting features. Overlapping objects in a display prevents blank spaces. Pattern may be created with:
 - (1) A fabric or color to unify the display
 - (2) Repetitious props
 - (3) Flying (suspending) merchandise to create flow
 - d. Harmony is agreement in the feeling and the mood of the display: an umbrella element. It is achieved when the entire work has similar elements throughout, such as accessories tying an outfit together. Harmony is achieved through line, shape, size, texture, and a common idea. One key element of harmony is making the display realistic. For example, if a designer is displaying children’s furniture, the mannequins should be the correct size for the furniture. If a designer is creating a display of kitchen equipment, the counter height should be appropriate for the mannequins.
 - (1) Structural harmony is important in that an electrical appliance would be out of place in a camping display.
 - (2) Decorative harmony is achieved by creating an atmosphere through the use of props, such as flowers and birds in a spring window or pumpkins and fall leaves in a Thanksgiving window.
- C. Visual merchandising: The elements and principles of design are the first step in creating successful visual merchandising displays. They are used in all of the visual design fields, including graphic design, industrial design, architecture, fine arts, and visual merchandising. In the specific instance of visual merchandising displays, knowledge of the elements and principles of design are especially important because the goal is to sell items to customers. Therefore, the merchandising displays need to attract customers to the store and to individual departments within the store. Customers are often attracted to the store based on the items the store is selling as well as the presentation of those items. Types of visual merchandising displays are:
- 1. Window

2. Showcase
 3. Tier table/rack
 4. Wall
 5. Open
 6. Closed
 7. Island (gondola)
 8. End (end cap)
 9. Platform
 10. Other
- D. Careers in visual merchandising
1. **Window dressers** are people who arrange displays of items for sale in the store's windows and within the store's departments and common areas.
 2. **Interior designers** are people who create functional and pleasing room arrangements and decorations while ensuring safety and enhancing the aesthetics of interior spaces. Skilled interior designers can boost sales and attract more clients.
 3. **Set designers** are people who plan and oversee the construction of the merchandise displays and the general interiors of the store.

Teaching Strategy: Use VM–B and VM–C in a discussion.

Objective 2: Analyze merchandising strategies for various target market groups.

Anticipated Problem: What are the merchandising strategies for various target market groups?

- II. **Visual merchandising** is the act of physically displaying goods in the most attractive and appealing way possible. There are five components of visual merchandising: store image, storefront, store interior, store layout, and interior displays.
- A. The purposes of visual merchandising are:
1. Eliciting immediate purchases by customers
 2. Pleasing the customers' senses as they move through the store
 3. Promoting the image of the store
 4. Educating consumers about new trends
 5. Informing consumers of sales and prices
 6. Improving business productivity
 7. Boosting sales per square foot
 8. Generating a faster turnover rate
 9. Decreasing markdown rates
 10. Increasing the amount of the average transaction

- B. The **target customer** is the audience for which the store wants to send the most appealing messages. That segment of the total customer pool is most likely to buy from the store. As a result, the store actively directs its marketing efforts to the target customer and knows the target customer's wants, needs, and desires. Small targets (rather than "shotgun" marketing) are more likely to succeed.
1. Traditional target marketing is based on common characteristics of the target customer, such as:
 - a. Gender
 - b. Age range
 - c. Level of education
 - d. Income level
 - e. Geography
 - f. Lifestyle (e.g., homeowner, apartment dweller, or college student)
 - g. Hobbies and interests
 2. **Cohort marketing** is a strategy aimed at people who had similar experiences during their formative years. Marketing experts have found that cohorts tend to behave differently as consumers from other cohorts. For example, people who came of age in the 1940s behave differently in the marketplace than those who grew up in the 1950s, even though they are close in age.
 3. **Life stage marketing** is a strategy aimed at what people are doing at various stages of life (e.g., dating, getting married, having children, and retiring).
 4. **Physiographic marketing** is a strategy aimed at people's physical conditions (e.g., poor vision, arthritis, menopause, and wheelchair-bound).

Teaching Strategy: Use VM–D through VM–F in a discussion. You may want to assign students to small groups and have them each create a marketing plan, using one of the strategies discussed in this objective.

Objective 3: Explain elements of a store's layout.

Anticipated Problem: How is a retail store layout planned?

III. Store exterior and interior

A. Store exterior

1. A marquee (exterior sign) is the store's "signature," a sales tool, and the shopper's first impression. In about 10 seconds, the sign must attract the attention of potential customers and tell who the business is and what it sells. It should make a "statement" and is often used to promote a storewide event or sale.
2. An entrance should be visually appealing and physically convenient. A door could be revolving, electric, or push/pull, depending on the needs of the target customer.
3. The windows are the focus of an arcade front store. The numerous windows allow potential customers to view the merchandise closely. Arcade windows

are more relaxing to shoppers. Other windows include corner, enclosed (have a backdrop, so shoppers cannot see the store interior), open-back (allow shoppers to see into the store), angled, live or demo windows, parallel to the sidewalk, and circular types.

4. Banner
 5. Planter
 6. An awning may include the marquee and protects customers from the elements. It may be cantilevered out over the street or the walkway in front of the store.
 7. Lighting and security cameras
- B. **Selling areas** are display areas for merchandise and are the store spaces in which customers interact with sales personnel. Selling areas represent 75 to 80 percent of the total floor space of the store and include:
1. Departments
 2. Aisles
 3. Counters
 4. Fitting rooms
 5. Merchandise fixtures
 6. Displays and interior decorating elements
- C. **Sales support areas** are the store spaces devoted to customer service, merchandise receiving and distribution, management offices, and staff activities. Additional areas are:
1. Elevators
 2. Restrooms
 3. Gift wrapping
- D. **Planograms (POGs)**, or schematics, are visual diagrams or drawings of a store's and/or a department's physical space arrangement and details of product placements. The plans are detailed and literally show where every product and item for sale should be placed: aisle, shelf, fixture, and customer service access. Planograms are often received before the merchandise is delivered to help the store organize the delivery and placement of merchandise. Planograms are useful when a company or manufacturer supplies multiple stores and wants all displays to look the same.
1. Planograms are an important element of a store's visual merchandising.
 2. Planograms may be images (pictures) and/or diagrams detailing the way a grouping of shoes, lawn chairs, or potato chips are to be displayed.
 3. Intactix and Spaceman are two types of planogram management software used by merchandisers. Planograms are also rendered by hand and photocopied or sent via email to each store.

Teaching Strategy: Use VM–G and VM–H to review. You may want to ask a local retail manager if he or she is willing to provide a copy of the store's planograms to utilize in class.

Objective 4: Identify types of visual merchandising displays.

Anticipated Problem: What are the different types of visual merchandising displays?

IV. Displays

- A. **Fixtures** are shelves, tables, rods, counters, stands, easels, forms, and platforms on which merchandise is stocked and displayed for sale. As a rule of thumb, the minimum space between the aisles and fixtures should be at least 3 feet to provide adequate wheelchair accessibility.
- B. **Mannequins** are lifelike forms of men, women, and children that are dressed with apparel items. Mannequins personalize a display and help customers visualize wearing the merchandise.
- C. A **showcase** is a cabinet in which merchandise may be viewed but not touched by customers. It is a closed display and may include more expensive items.
- D. **Tier tables** are flat surfaces with more than one shelf or level on which to display merchandise. Tier tables are typically used to display garments (e.g., jeans, T-shirts, shoes, and accessories).
- E. **Racks** (rounders and the slanted greeting-card type) are fixtures that display a large amount of merchandise in a relatively small footprint.
- F. A **wall display** is a visual merchandising technique for distance viewing by customers from several areas of the store. Merchandise is usually displayed along interior walls.
- G. An **open display** is a fixture in which customers are able to see, touch, and handle the merchandise. Open racks and shelves provide easy access.
- H. A **closed display** is a fixture in which customers are able to view the merchandise but are unable to touch or handle it. Closed displays are most often used to display expensive items (e.g., collectables and jewelry).
- I. An **island display** (gondola fixture) is a freestanding fixture that may be viewed from all sides. Despite the direction from which the customer approaches the display, there is a view of the merchandise.
- J. An **end display** (end cap) is a fixture installed at one end of a merchandise island or aisle. This fixture allows more merchandise to be viewed. An end cap is commonly used to display sale items or special items the store wants to showcase.
- K. A **platform display** is a built-up area (risers) for items that may have different sizes of racks and shelves. This type of display is used for items that are of various sizes on one rack.

Teaching Strategy: Use VM–I through VM–K. Assign LS–A and LS–B. You may want to give the students time to find their own examples online of the various types of displays. They can share their findings, and you may want to put all of their information into a PowerPoint.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may be used in the Review/Summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. d
2. f
3. a
4. i
5. h
6. b
7. c
8. e
9. g

Part Two: True/False

1. F
2. F
3. T
4. F
5. T
6. F

Part Three: Completion

1. elements of design
2. principles of design
3. window dressers
4. interior designers
5. set designers
6. interior displays
7. target market (target customer)

Visual Merchandising Displays

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-------------------------|-------------------|
| a. visual merchandising | f. fixtures |
| b. planograms (POGs) | g. tier tables |
| c. wall display | h. island display |
| d. showcase | i. mannequins |
| e. open display | |

- _____ 1. A cabinet in which merchandise may be viewed but not touched by customers
- _____ 2. Shelves, tables, rods, counters, stands, easels, forms, and platforms on which merchandise is stocked and displayed for sale
- _____ 3. The act of physically displaying goods in the most attractive and appealing way possible
- _____ 4. Lifelike forms of men, women, and children that are dressed with apparel items
- _____ 5. A freestanding fixture that may be viewed from all sides
- _____ 6. Visual diagrams or drawings of a store's and/or a department's physical space arrangement and details of product placement
- _____ 7. A visual merchandising technique for distance viewing by customers from several areas of the store
- _____ 8. A customer is able to see, touch, and handle the merchandise
- _____ 9. Flat surfaces with more than one shelf or level on which to display merchandise



► Part Two: True/False

Instructions: Write *T* for true or *F* for false.

- ____ 1. A goal of visual merchandising is to educate consumers about old trends.
- ____ 2. A goal of visual merchandising is to delay customer purchases.
- ____ 3. A goal of visual merchandising is to promote the image of the store.
- ____ 4. Sales support areas include aisles, counters, and fitting rooms.
- ____ 5. Selling areas include merchandise fixtures and displays.
- ____ 6. Cohort marketing focuses on common traits of people who are dating, raising children, retiring, etc.

► Part Three: Completion

Instructions: Provide the word or words to complete the following statements.

1. The language of design and the building blocks of visual images are known as _____.
2. Guidelines that suggest ways for a designer to best arrange the elements of a visual display to connect all design elements to the overall design are known as _____.
3. People who arrange displays of items for sale in the store's windows and within the store's departments and common areas are _____.
4. People who create functional and pleasing room arrangements and decorations are _____.
5. People who oversee the construction of displays and the general interiors of the store are _____.
6. The five components of visual merchandising are store image, storefront, store interior, store layout, and _____.
7. The audience for which the store wants to send the most appealing messages is called the _____.

WINDOW DISPLAYS





ELEMENTS OF DESIGN

- ◆ Color contrast—red and white—is the key element of this simple Christmas display. Our eye is drawn to the red tree.



- ◆ Shape is an element of this display—the individual squares and rectangles help guide our eye to each space. The squares and rectangles relax our eye and allow us to “see” all the merchandise.

PRINCIPLES OF DESIGN

- ◆ Proportion is the ratio of the parts to the whole display. If the human body is the universal standard of measurement and proportion, how well did the designer execute the size and scale of this display?
- ◆ Emphasis is the focal point of the display and the spot from which all other eye movements flow. It is the place the designer intends the viewer's eye to focus and concentrate. What is the focus of this display, the merchandise or the sale?



TARGET MARKET

The target customer is the audience for which the store wants to send the most appealing message. Traditional target marketing is based on common characteristics of the target customer, such as:

- ◆ Gender
- ◆ Age range
- ◆ Level of education
- ◆ Income level
- ◆ Geography
- ◆ Lifestyle (homeowners, apartment dwellers, college students, etc.)
- ◆ Hobbies and interests



WHO IS THE TARGET AUDIENCE?



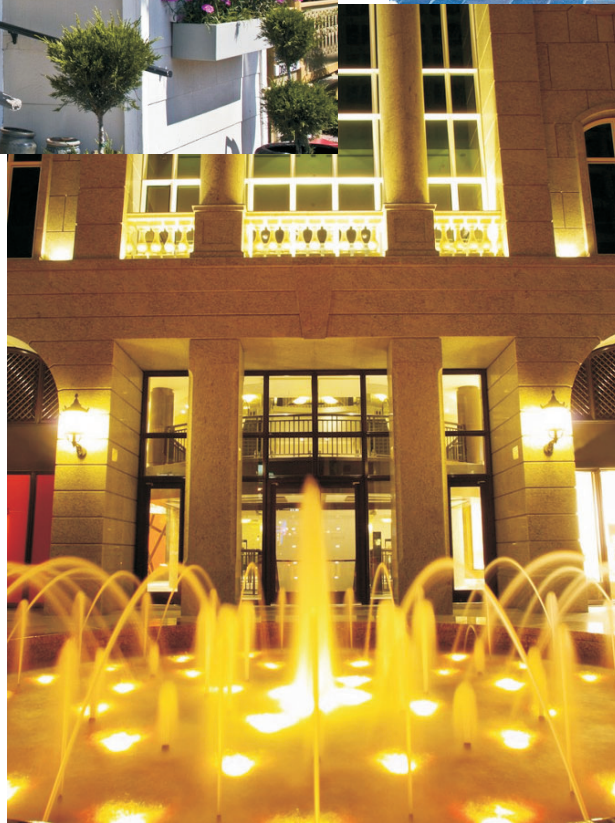
TARGET MARKETING

- ◆ **Cohort marketing**—similar experiences during their formative years
- ◆ **Life stage marketing**—dating, getting married, having children, retiring, etc.
- ◆ **Physiographic marketing**—physical conditions (poor vision, arthritis, wheelchair-bound)



STORE LAYOUT

Which of these storefront entrance makes you want to walk in? Why or why not?



PLANOGRAMS

Planograms often specify fixtures, placement, and arrangement of merchandise. Each planogram has a target audience. Who are the audiences for these three displays?



DISPLAY FIXTURES: PART 1



Mannequins



Showcases



Racks

DISPLAY FIXTURES: PART 2



Tier table



Open displays allow customers to handle merchandise.



Closed displays do not allow customers to handle the merchandise.

DISPLAY FIXTURES: PART 3



Wall displays



Island displays allow merchandise viewing from all sides.



Platform displays include risers on the floor and in window displays.

Window Display Project

Purpose

The purpose of this activity is to create your own window display.

Objectives

1. Select a product to display in a window.
2. Research window display themes.
3. Draw by hand (or use computer tools) to create a window display sketch.
4. Respond to reflective questions about your window display.
5. Create your window display in a shoebox or in the display area in your classroom.

Materials

- ◆ writing utensil
- ◆ class notes
- ◆ text and reference books
- ◆ computer with Internet access (for pictures)
- ◆ old magazines (for pictures)
- ◆ shoebox (or window display area if available)
- ◆ glue or tape
- ◆ scissors

Procedure

1. Work in pairs.



2. Select a product or product line to display (e.g., shoes, handbags, athletic wear, mens suits, or children's wear). Then decide on a theme (e.g., a holiday, back-to-school, or vacation) for the display. Record both selections in the spaces provided.
 - a. Product: _____
 - b. Theme: _____
3. Describe the type of store for which you would design this window display in the space provided.
4. Sketch a window display in the space provided (or attach a computer-drafted version).
5. List the materials and supplies needed to create the display.

6. List and describe the elements and principles of design you will use in your window display.
7. Create the window display. If a window display is not available, create your display in a shoebox.
8. Describe your window display as one would in an advertisement. Include reasons why you choose various items. Use the space provided below.
9. Participate in a class discussion of each window display.
10. Turn in your completed lab sheet and any drawings to your instructor.

Clothing Store Floor Plan and Planogram

Purpose

The purpose of this activity is to design a floor plan and planogram that is attractive to your target customer.

Objectives

1. Describe your target customer.
2. Describe your store profile.
3. Sketch or draw your store floor plan.
4. Draw a planogram for one of the displays shown on the floor plan.

Materials

- ◆ class notes
- ◆ textbook and reference books
- ◆ computer with draw program or CAD (optional)
- ◆ writing utensil
- ◆ 8½- × 11-inch paper or grid paper

Procedure

1. Work in pairs.
2. Create a name for your store.



3. Describe the target customer in the space provided. Think about your customer's age group, gender, hobbies, interests, lifestyle, and physiographic characteristics.

4. Describe the store profile. For example, this is the store profile for Forever 21™:

"The fast-growing retailer operates more than 480 stores under the Forever 21, XXI Forever, ForLove 21, and Heritage 1981 banners in the U.S., Canada, Asia, the Middle East, and now the UK, as well as an e-commerce site. The chain, which helped to pioneer fast fashion, offers cheap and chic apparel and accessories for women, men, teens, and kids. It also carries women's footwear, lingerie, plus sizes, and cosmetics—all at bargain basement prices." (SOURCE: <http://www.Hoovers.com>)

5. Sketch a floor plan, or attach a computer-generated sketch to this lab sheet. Proportion and scale are important. If it helps, describe the floor plan. Add some notes about height, width, weight, bulk, etc. Add color to your sketch when it would help designate areas of the store. Attach your sketch to this lab sheet.
 - a. Label dressing rooms, cash register, doors, mirrors, and window space.
 - b. Label racks, cabinets, tables, etc.
 - c. Label sales support areas (e.g., customer service, management office, and break room).

6. Create a planogram for one display on the selling floor or for a window display. Attach the planogram to this lab sheet. Again, use color. Note details to help explain your thoughts. Attach your planogram to this lab sheet.

7. Participate in a presentation of your designs and a class discussion of each team's floor plan and planogram.

8. Turn in your completed lab sheet to your instructor.

Clothing Store Floor Plan and Planogram

1. This assignment can be altered, if necessary, for your class. For example:
 - a. To shorten the assignment, you could give the student teams a set of parameters, a store profile, and the target customer for the store. Then each team could create a floor plan and a planogram, including fixtures and color, for the same store. The planogram would be different for each team.
 - b. Another option is to have student teams sketch a floor plan of their favorite store. Many of the same lab sheet elements (e.g., store profile, target customer, and planogram) would still apply.
2. Presentations and subsequent posting of the plans are suggested.