A Note To All Technology/Career Education Administrators and Teachers:

The following manual, PowerPoint presentation, and Excel worksheets were developed for Marketing Education personnel and students who currently operate or plan to open a School-Based Enterprise. The purpose of these materials is to apply the business principles and marketing functions taught in the classroom.

Teachers who currently operate a successful School-Based Enterprise and/or teach Entrepreneurship offered technical assistance in the development of these materials. If you wish to contact these teachers, see Appendix D for a list of these individuals.

All administrators, teachers, and students who have or desire to have a School-Based Enterprise should feel free to use these materials and adapt them to their particular program. To request a CD, please contact:

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All materials will soon be placed on the Georgia Department of Education (DOE) Web site at www.gadoe.org under the heading of Career/Technology Education.
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About This Manual

This manual gives you information about operating a new or existing School-Based Enterprise. The following pages contain information that will help you use this manual effectively during initial startup and as a reference and management tool after a School-Based Enterprise has been established. This information includes:

- Manual Objectives
- Individuals Targeted to Review this Manual
- Organization of this Manual
Manual Objectives

After completely reviewing this manual, you will be able to:

- Establish a physical location for a School-Based Enterprise
- Develop a business plan for a School-Based Enterprise
- Prepare a proposal to support the establishment of a School-Based Enterprise
- Request funding for a School-Based Enterprise
- Conduct marketing research to support buying needs
- Staff a School-Based Enterprise
- Determine appropriate merchandise
- Select vendors
- Determine point-of-sale (cash register) needs
- Establish accounting procedures
- Understand merchandising strategies
- Manage customer service needs
- Request an appropriate layout of a School-Based Enterprise
- Develop appropriate School-Based Enterprise employee policies
- Manage School-Based Enterprise security issues
- Generate reports
Individuals Targeted To Review This Manual

If you will be managing the installation of a School-Based Enterprise as a startup or as an existing operation, this manual is for you. This manual will ensure that you have the basics to increase effectiveness of your School-Based Enterprise.

In this manual you will learn:

• How to use proven techniques to jump-start your business process
• How to use different School-Based Enterprise layouts to capture your market potential
• How your success increases with strategies used by existing School-Based Enterprises

As you go through this manual, remember many other School-Based Enterprises will use this information in different ways depending on their location and layout. Yours may look different because you have chosen to tailor the look specific to your location.
Organization of this Manual

This manual is organized into chapters and reference appendices. Each chapter focuses on the major functional areas of School-Based Enterprises. The reference appendices provide you with information about supplemental functions available in operating a successful School-Based Enterprise.

Chapter Objectives

The objectives at the beginning of each chapter enable you to see the basic functions of a School-Based Enterprise and concepts you will begin to master by the end of each chapter.

Chapter Text

Each chapter presents concepts and strategies already in use and helpful hints to help you understand important ideas in School-Based Enterprises today.

Typographical Conventions

Below are explanations of the font changes and notes that you will see in this manual.

Notes

A magnifying icon calls your attention to information that can save you a tremendous amount of time in managing a School-Based Enterprise, if used initially.

A note icon indicates helpful hints or information.
Chapter 1: School-Based Enterprise Introduction

Chapter 1: Objectives.

After completing this chapter, you will be able to:

- Describe the overall features of a School-Based Enterprise
- Identify the benefits of a School-Based Enterprise
- Recognize the benefits of a School-Based Enterprise to your school, marketing instructors, and marketing students
What is a School-Based Enterprise?

A School-Based Enterprise (SBE) is designed to provide a real-world marketing education environment that lets students practice marketing fundamentals and skills needed for running an actual business. Students gain valuable business operational skills such as managing a small business, determining inventory requirements, developing financial models, and working together as a business team.

The School-Based Enterprise model approach allows students to embark on a marketing journey that will increase productivity, help them create new ideas about how a School-Based Enterprise functions, and learn how an entrepreneur provides superior customer service and establishes an all-important competitive edge.

Benefits of a School-Based Enterprise

A School-Based Enterprise provides an excellent occupational experience and is a major marketing tool in supporting the activities of a marketing curriculum and advanced marketing fundamentals. Additionally, School-Based Enterprises provide students with an opportunity to apply learned marketing concepts with prospective business employers and business partners. The initial design of a School-Based Enterprise is that of a model retail operation. While School-Based Enterprises will differ from location to location, most operations take on a unique retail look as illustrated below:
Benefits of a School-Based Enterprise to the School

School-Based Enterprises benefit schools in a most unique manner. The money generated from a School-Based Enterprise helps to fund materials, equipment, student organizations, facilities improvement, and many other necessary school programs. School-Based Enterprises are a profit-making venture. They continually establish partnerships with the cafeteria, school departments (English, math, etc.), and business leaders in local school districts.

<table>
<thead>
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<th>Additional Benefits to the School:</th>
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<tr>
<td><strong>Access</strong></td>
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<td><strong>Hands-On Environment</strong></td>
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<td><strong>Talent Exchange Program</strong></td>
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<td><strong>Business Development</strong></td>
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</table>
Benefits to Marketing Instructors

Marketing Instructors create an environment where students can learn by doing. School-Based Enterprises allow marketing instructors to actively demonstrate business management concepts rather than relying solely on lectures and marketing books. The School-Based Enterprise is a powerful tool to help build management, supervision, and leadership skills.

School-Based Enterprises become a "Marketing Lab" for instructors and is the best environment to train marketing students. Each location should have the latest technology to train students and should maintain a positive relationship with the business community. This positive relationship will provide marketing instructors with a supplemental support structure from highly effective business leaders in the community.

Additional marketing instructor benefits are illustrated below:

- Specialized Marketing Tool
- Customized Retail Operation
- Training Tool/Laboratory
- Partnership with the Business Community

Benefits of a School-Based Enterprise to Students

Marketing students benefit from a School-Based Enterprise by developing leadership and management skills. They are afforded an opportunity to build on skills and attitudes for careers in marketing. Students perform actual business functions and immediately get an opportunity to apply the marketing principles and marketing concepts in an actual business environment.
Students get a first-hand opportunity to focus on marketing concepts and distribution and immediately apply principles learned in the classroom. This helps students learn by doing versus learning only from classroom instruction.

<table>
<thead>
<tr>
<th>The “Marketing Laboratory” concept incorporates, for students, all of the following marketing theories and principles:</th>
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<tbody>
<tr>
<td>• Business Operations</td>
</tr>
<tr>
<td>• Financing a Business</td>
</tr>
<tr>
<td>• Developing a Business Plan</td>
</tr>
<tr>
<td>• Merchandising</td>
</tr>
<tr>
<td>• Advertising</td>
</tr>
<tr>
<td>• Inventory Control</td>
</tr>
<tr>
<td>• Cashiering</td>
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</table>

<table>
<thead>
<tr>
<th>Students</th>
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<tr>
<td>• Enhance Marketing Skills</td>
</tr>
<tr>
<td>• Develop Leadership Skills</td>
</tr>
<tr>
<td>• Link School to Work</td>
</tr>
<tr>
<td>• Think Critically</td>
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</table>
Success Points to Remember

School-Based Enterprises allow students to put into practice what they learn in the classroom by managing an actual small business. The “Marketing Lab” reinforces key marketing functions and management skills. The functions are illustrated below:

**Selling**

**Financing**

**Distribution**

**Pricing**

**Product/Service Management**

**Promotion**
Chapter 2: Designing a School-Based Enterprise and Physical Layout

Chapter 2: Objectives

After completing this chapter, you will be able to:

• Identify the general construction plans available for designing a School-Based Enterprise
• Determine how physical layout plans are developed for School-Based Enterprises
• Identify the best location for your School-Based Enterprise
• Identify budgetary items needed to construct a School-Based Enterprise
• Reference suggested “Marketing Lab” names and logos
• Determine inventory storage needs
• Determine if a Mobile Kiosk is appropriate for your School-Based Enterprise
• Plan for future repairs and upgrades in your “Marketing Lab”
General Construction Guidelines and Considerations

School-Based Enterprises can be constructed with varying designs and layouts. Each location is different and the area chosen usually represents the personality and needs of the marketing program.

Before a decision is made to install a School-Based Enterprise, pre-installation planning with an established or certified “Marketing Lab” installer and design team should be conducted. Established designers can save you tremendous amounts of money and time based on their experience with numerous locations throughout the U.S.

School-Based Enterprises are designed for existing schools, newly constructed schools, and schools that are planned for construction at a later date. Regardless of your school type and construction phase, it is prudent to review your anticipated needs and ideas with a design team.

Physical Layout Considerations

While every School-Based Enterprise will differ in construction and layout, there are several layout considerations and planning sessions that will ensure maximum use of the area you have chosen. These planning sessions will identify the following setup and layout concerns:

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<th>Layout and Construction Considerations</th>
<th>Planning Session Emphasis</th>
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<tr>
<td>Total Selling Area</td>
<td>• Available square footage and best layout recommendations</td>
</tr>
<tr>
<td></td>
<td>• Alternative locations and selling area</td>
</tr>
<tr>
<td>Exterior Design</td>
<td>• Most effective physical merchandising layout</td>
</tr>
<tr>
<td>Type Shelving</td>
<td>• Use of Slatwall or Pegboard paneling</td>
</tr>
<tr>
<td>Door Layout</td>
<td>• Proper entrance and exit considerations</td>
</tr>
<tr>
<td>Displays and Fixtures</td>
<td>• Primary items for merchandising and plans for future expansion</td>
</tr>
<tr>
<td>Lighting</td>
<td>• Available ceiling and wall fixtures</td>
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<tr>
<td>Counter Arrangement</td>
<td>• Location of counter and placement of registers and locking doors</td>
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Determining Appropriate Location

Location, Location, Location! Deciding on the best location to establish your School-Based Enterprise will ultimately determine your overall success. Many School-Based Enterprises are not located in prime traffic areas and therefore present a challenge for student accessibility and maximum use of available square footage. Initial planning sessions with recommended designers will help to determine alternative locations or best use of designated area for your School-Based Enterprise.

School-Based Enterprise designers are invaluable team members and can share hundreds of design successes and proper use of available space.

Budgeting for the Desired Location.

Your School-Based Enterprise will need several room enhancements or new construction plans to ensure all of the opening day requirements have been met. The chart below will give you a list of startup items:

<table>
<thead>
<tr>
<th>Typical Startup Items</th>
<th>Budget Impact</th>
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<td>Sales Counter</td>
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<tr>
<td>Slatwall or Pegboard</td>
<td>$</td>
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<tr>
<td>Painting</td>
<td>$</td>
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<tr>
<td>Display Window</td>
<td>$</td>
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<tr>
<td>Paneling</td>
<td>$</td>
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<td>Mannequins</td>
<td>$</td>
</tr>
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<td>Shelving</td>
<td>$</td>
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<td>Electrical Changes</td>
<td>$</td>
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<tr>
<td>Carpeting</td>
<td>$</td>
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<td>Removing Walls or Adding Walls</td>
<td>$</td>
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<tr>
<td>Special Cabinets</td>
<td>$</td>
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<tr>
<td>Locking Showcases</td>
<td>$</td>
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<tr>
<td>Floor and Wall Display Units</td>
<td>$</td>
</tr>
<tr>
<td>Point-of-Sale Register(s)</td>
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</tbody>
</table>

More items could be added to this list but this chart represents basic items that often get overlooked during the planning stages. Again, it is critical that you involve a School-Based Enterprise design consultant in your plan early on.

A budget template is included in Appendix A – Sample Forms. Use this template to help determine your anticipated cost for starting or re-doing an existing School-Based Enterprise. You can perform what-if strategies in planning for your installation.
Selecting a Store Name and Logo

Deciding on the name for your School-Based Enterprise early on will help you significantly with planning and budgeting for items later. If you decide to include a sponsor, you will want to suggest display signs. For example, “The Hornets Nest Marketing Lab – Sponsored by Home Depot.” Not only will the display sign be important but all of your future advertising should include verbiage about “The Hornets Nest Marketing Lab.”

In addition to your store name, you may also want to consider a logo for the School-Based Enterprise.

Developing a logo is an excellent assignment for students. Prizes or grade points could be given for the logo selected. Test the waters with this approach and let other instructors know how beneficial it is.

Inventory Storage

According to marketing instructors, planning for adequate inventory storage space is imperative. Whether your School-Based Enterprise is in a small, medium, or large location, the need for inventory storage is important. The best way to plan for your storage needs is to complete the initial planning with your design consultant. Your consultant can advise on whether there is adequate space that can be sectioned off in your current location, or if it would be better to negotiate for additional space.

The problem of inventory storage will not go away; therefore, it is important to consider whether or not a location is needed in your initial budgeting process.

One important teaching point about inventory storage is that you can now store items by bin location. This gets students involved in understanding the significance of large retailers being able to retrieve items by bin location, and will allow them to perform physical inventory on items by bin location.

Mobile Kiosk Considerations

Many existing schools simply do not have adequate space for required instructional activities, not to mention creating an area for a new School-Based Enterprise. If space becomes a dilemma for your program and you decide your students must have application experiences, then examining a Mobile Kiosk is definitely a consideration for your location.

Mobile Kiosks provide marketing programs with the ability to perform marketing activities without the four walls. Mobile Kiosks allow marketing programs to offer a select set of products and raise monies that will eventually be used to establish four walls and operate a normal operation.

The benefit of using Mobile Kiosks is to demonstrate to administrators and marketing students that you can effectively produce results in marketing programs without the normal four walls. Ultimately, marketing students win with this approach because managing a business is still a part of their learning process.
Your consultant can provide specific configurations of a Mobile Kiosk and help you decide if this alternative is right for you.

Many established and large marketing labs are considering using Mobile Kiosks to capture additional revenue in areas of the school that would otherwise be missed. Some locations will use them for athletic functions and outside performances.

**Repairs and Upgrades for School-Based Enterprises**

As your School-Based Enterprise program grows and your income far exceeds your expenses, you will identify a need to expand your marketing program and change the way you operate. These welcomed changes are described as “upgrades and repairs.”

Your School-Based Enterprise consultant can help analyze your expansion needs and recommend the best course of action. Retaining your original logo and store attributes will become very important with any expansion.

In addition to the physical expansion, you may have to upgrade equipment that is either obsolete or not performing at optimal levels. Upgrade considerations will require the involvement of your equipment consultant. Your equipment consultant can advise on an overall strategy that hopefully will accommodate your needs for many more years. Unlike your physical expansion needs, your upgrades will often times appear more frequently.

During your initial budgeting process it would be wise to just consider adding a line item that reflects upgrades and repairs two to three years from the initial installation.
Chapter 3: Determining Equipment Needs and Purchasing Equipment

Chapter 3: Objectives

After completing this chapter, you will be able to:

- Determine basic point-of-sale considerations
- Understand what is required to select a point-of-sale vendor
- Review basic point-of-sale standards
- Understand point-of-sale support issues
Basic Point-of-Sale Considerations

When you consider using a point-of-sale system in your School-Based Enterprise, you will have to document pertinent information prior to the purchase. Point-of-sale systems are designed to improve business and the speed of your transactions for two very important aspects of the business - your School-Based Enterprise, and your customer.

Point-of-sale systems provide you with more than how much money your School-Based Enterprise received during the day (this is what the old cash registers provided). Today, point-of-sale systems can tell you how much of the day’s receipts are profits as well as the quantity of a particular item you sold.

Point-of-sale systems provide reports that can help you identify and track daily activity of sales, cashiers, and most importantly inventory. Some of the highlighted advantages of point-of-sale systems are illustrated below

- Inventory monitoring
- Inventory item accuracy
- Customer checkout
- Review of margins
- Sales tracking

Before purchasing a point-of-sale system you should understand what information you will need to manage your Enterprise on a daily, monthly, quarterly, and annual basis. After those decisions are made you are ready to meet with a point-of-sale specialist.

Selecting a Point-of-Sale Vendor

Once you have decided on the information you will need to manage your School-Based Enterprise, you are ready to select a vendor. The vendor you select should be able to provide all of your known requirements and future support for your technology needs.

To assist in selecting a point-of-sale vendor, consider the following:

- Vendor is located within your school district
- Length of time the vendor has supported other School-Based Enterprises
- Their knowledge of how a School-Based Enterprise operates
- References and their satisfaction level
- Response time estimate given for resolving problems or concerns
- Repairs will be done on-site or via maintenance depot

While you may establish other concerns, this suggested list should get you started and allow you to focus on issues that retailers are involved with on a constant basis.
One of the best ways to select a vendor is to check with other marketing enterprises in your area. Marketing instructors can give you good feedback on their experience with a vendor and the pluses and minuses of vendor location and support issues. One future goal for all School-Based Enterprises is to standardize point-of-sale systems and hopefully have a select vendor. Standardizing point-of-sale systems within your enterprise will allow for a greater transfer of skill knowledge and a set of standards that can be addressed coast to coast concerning support issues.

**Developing Point-of-Sale Standards**

Point-of-sale requirements will differ from location to location depending on needs of the business. (There will, however, be some basic equipment that will help you get the maximum results from your Enterprise.) Some of the basic equipment is illustrated below:

<table>
<thead>
<tr>
<th>Point-of-Sale Hardware</th>
<th>Point-of-Sale Software</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>Depends on Your Information Requirements</td>
</tr>
<tr>
<td>Barcode Scanners</td>
<td></td>
</tr>
<tr>
<td>Barcode Printers</td>
<td></td>
</tr>
<tr>
<td>Receipt Printers</td>
<td></td>
</tr>
<tr>
<td>Cash Drawers</td>
<td></td>
</tr>
<tr>
<td>Customer Pole Displays</td>
<td></td>
</tr>
<tr>
<td>Card Readers</td>
<td></td>
</tr>
</tbody>
</table>

Working with your point-of-sale consultant will eliminate the need to be an expert with the above hardware alternatives. Your consultant can match information needs with system needs and let you do what you do best - manage your School-Based Enterprise.

**Point-of-Sale Support Considerations**

Once your point-of-sale system has been installed, the fun is just beginning. You will experience hardware and software issues from time to time that will require the best possible vendor support. Support contracts could range from a per-call basis to purchasing an annual support agreement. Either way, it is important that support is available when it is needed.

There are two support options you may consider for hardware and software. Those options are:

- Telephone support
- On-site support

Determining which option is best for you should involve your point-of-sale consultant. They will cover the pros and cons of both and the cost structure of each option.
School-Based Enterprises do not always have the advantages that most retailers have, nor do they have the replacement buying power or the backup equipment. Therefore, having the proper hardware and software support is critical to ensure no down time or major problems during normal business hours. Please be certain to determine what support options best fit your needs and implement a support agreement at the time of installation.

Lastly, include a thorough hardware and software-training plan during your initial training session with your students. It might also be best to include hardware and software support issues as a responsibility of the Assistant Manager or another designated individual. Knowing what issues your team can resolve will help to avoid unnecessary down time and avoidable delays.
Chapter 4: Objectives

After completing this chapter, you will be able to:

- Develop a School-Based Enterprise mission statement
- Develop a School-Based Enterprise business plan
- Identify elements of a School-Based Enterprise proposal
- Identify startup planning recommendations
- Review funding needs
- Review advertising needs
- Review publicity needs
- Develop a School-Based Enterprise proposal
Developing a School-Based Enterprise Mission Statement

Understanding the mission of a School-Based Enterprise will help tremendously when attempting to gain support for establishing one at your location and obtaining the necessary funding. School-Based Enterprises are developed to motivate students to strive for marketing excellence and acquire management skills needed to succeed in entrepreneurial roles.

Mission statements identify your role as a School-Based Enterprise business and the audience you attempt to serve. The following mission statement illustrates key roles and proposed audience:

Our mission is to educate, train, equip, and guide our marketing students toward their maximum potential as marketing professionals, managers, and entrepreneurs. Our marketing students are being trained on marketing principles, so our focus is to help them be the best they can be. We do that by allowing them to make business decisions in a real business environment that focuses on the “customer,” while as educators we provide an entrepreneurial atmosphere to “just do it.”

Mission statements provide the beginning of expectations and desired results from a marketing instructor’s point of view, and express students’ desired results.

Developing a mission statement for your location may take several revisions. Focus clearly on what you attempt to accomplish and begin with the “end in mind.” Students should become an intricate part of developing your mission statement. Your getting started CD will have additional examples of mission statements.

Developing a School-Based Enterprise Business Plan

Business plans allow you to take an inside look at your potential School-Based Enterprise success. Business plans clearly describe what your Enterprise will do, how it will accomplish your goals, why you are attempting this venture, and when you hope to accomplish your goals. Ultimately, your business plan will identify whether or not your plans are realistic and if they are financially sound.

Creating a business plan for a new or existing School-Based Enterprise will help you clearly focus on the success or failure of this business and allow marketing instructors to validate their marketing program. Business plans will help to establish realistic goals and provide a sound plan for achieving your desired results.
Business plans will vary by initial development and location but there are some important categories that you should consider including in your plan:

- **Business Description**
  - Identify name of business
  - Identify business goals and objectives
  - Specify marketing/business education as operator
  - Identify customer sect
  - Identify competitive operations
  - Determine market analysis and proposed niche
  - Identify market trends and analysis
  - Determine whether or not School-Based Enterprise is a good risk

- **Financial Considerations**
  - Anticipate startup costs
  - Project income statement
  - Project cash flow statement
  - Project balance sheet

### Startup Needs and Requirements

- Location in school
- Proposed layout
- Equipment needed
- Staffing and management projections
- Partnerships needed

### Goods and Services

- What goods and services will you offer?
- What vendors will you use for purchasing inventory?
- What has your marketing research identified?
- What are your competitors selling?
- What are other School-Based Enterprises selling?
- What are the successful School-Based Enterprises doing well?

### Marketing and Sales

- How will you develop the proper product mix?
- Will marketing activities support your mission and operating standards?
- What promotional strategies will you use?

A professional business plan is a great reflection on you and your marketing program. Therefore, it should be accurate, complete, precise, and well thought-out. The area that will be the most difficult to determine is your anticipated sales.

Several marketing instructors have assigned specific categories of the business plan to students, and this experience provided a realistic “business world” scenario for each of the students.
Identifying Elements of a School-Based Enterprise Proposal

A School-Based Enterprise proposal should include the following key components:

- Reason for the proposal
- Proposal
- The need
- The purpose
- Major goals
- Performance objectives

Perhaps the most important task that you will undertake as a marketing instructor is to develop a formal request to support your business plan and provide your marketing education students with an Enterprise that takes the lectures and creates a challenging hands-on learning opportunity. The development of that opportunity, a School-Based Enterprise, requires that you satisfy the requirements of school principals, and maybe even school boards that will approve expenditures.

A sample proposal with the key components has been included in Appendix A – Sample Forms. Use this sample proposal to jump-start your proposal preparation.
School-Based Enterprise Startup Planning Recommendations

As you complete all of the recommended elements of your proposal, decide how you will handle the following:

Funding

Funding can be obtained from several sources and will help tremendously in defraying your initial startup costs. Many established School-Based Enterprises have found that the following chart emphasizes potential funding areas:

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Funds</td>
<td>• Local funds could provide all or a portion of the monies needed to help secure initial inventory.</td>
</tr>
<tr>
<td>Corporate Sponsorships</td>
<td>• Local business companies serving as sponsors could partner with the marketing education program and have their company identified in the promotion mix.</td>
</tr>
<tr>
<td>Selling Stock Certificates</td>
<td>• Many locations have experimented successfully with selling stock certificates to teachers, students, parents, and community supporters to gain startup monies. This creative idea gets everyone involved in the success of your Enterprise.</td>
</tr>
<tr>
<td>Grants and Proposals</td>
<td>• Many parents and community individuals have grant writing skills and could prove to be an invaluable source for writing grant proposals to corporations and foundations that support education initiatives.</td>
</tr>
</tbody>
</table>
Advertising

Advertising your School-Based Enterprise with the names of local business partners creates a partnership that would prove to be lasting and attractive for both your school and your business partner. Establishing these partnerships could also provide much needed sponsorship.

Examples of partnerships and sponsorships with these partners are illustrated below:

<table>
<thead>
<tr>
<th>Sponsor (Examples Only)</th>
<th>Marketing Lab Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coca-Cola</td>
<td>• Store entrance signboard or awning indicating “This School-Based Enterprise Sponsored by the Coca-Cola Company.” Many locations have Coca-Cola products and this allows enterprises to include coupons and promotion items from Coca-Cola.</td>
</tr>
<tr>
<td>Home Depot</td>
<td>• Not only would you have an awning indicating “Sponsored by Home Depot” but your marketing program would have the advantage of expanding the partnership to have students work in the local Home Depot and gain additional on the job skills.</td>
</tr>
<tr>
<td>Kroger or Publix Food Stores</td>
<td>• Every community has a local big food chain. These chains would provide invaluable sponsorship opportunities and also provide students with additional on the job experience. Products from these retailers could also be promoted in your local school newspapers.</td>
</tr>
</tbody>
</table>

Publicity

The key to involving the community in successful and positive school programs is to publicize creative educational programs such as your School-Based Enterprise. Positive news reviews and press releases about your school will attract supporters and sponsors and encourage organizations to invest in community-based education programs. Publicity also provides an excellent opportunity to request participation from guest speakers in the community and keep them involved in your marketing program.

Getting marketing students involved in charitable activities in the community will provide enormous benefits to your local marketing programs. Get them involved and keep them involved. (Homeless programs, Cancer walks, AIDS programs etc.)
Chapter 5: Bookkeeping and School-Based Enterprise Accounting

Chapter 5: Objectives

After completing this chapter, you will be able to:

- Identify basic bookkeeping and accounting guidelines
- Understand basic accounting records
- Identify available accounting software packages
- Understand the value of computerized accounting systems
- Review daily receipts, deposits, and cash flow considerations
- Identify the need for a balance sheet
- Understand the basics of an income statement and a profit and loss statement
General Bookkeeping and Accounting Guidelines

General bookkeeping and accounting knowledge will help you establish good practices for your School-Based Enterprise. Marketing instructors are generally held accountable for any discrepancies or losses; therefore, having bookkeeping knowledge will help eliminate unexplainable audits. Many School-Based Enterprises handle a lot of money and raise the prospect of being audited as a normal procedure. Having a good accounting system will alert you to any discrepancies or losses.

Good bookkeeping systems allow you to produce the following transactions:

<table>
<thead>
<tr>
<th>Type Journal</th>
<th>Entries and Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash Receipt</td>
<td>• Daily cash deposits</td>
</tr>
<tr>
<td></td>
<td>• Obtained from daily cash report form</td>
</tr>
<tr>
<td>Cash Disbursements</td>
<td>• Monies paid out each day</td>
</tr>
<tr>
<td>General ledgers</td>
<td>• Accounts receivable entries</td>
</tr>
<tr>
<td></td>
<td>• Accounts payable entries</td>
</tr>
<tr>
<td>Financial Statements</td>
<td>• Income, expenses, and assets</td>
</tr>
<tr>
<td>Income and Expense Statements</td>
<td>• Information comes from the trial balance in the general ledger</td>
</tr>
<tr>
<td>Balance Sheet</td>
<td>• Identifies your assets, liabilities, and equity</td>
</tr>
<tr>
<td></td>
<td>• Any losses will be deducted from equity and any net profit will be added to equity</td>
</tr>
</tbody>
</table>

It is critical that the person handling the School-Based Enterprise has bookkeeping knowledge including an adequate amount of basic accounting principles. This is an asset in managing a sound business and passing school audits.

Accounting Records

Accounting records are public records and therefore should be retained for a period of time.

Marketing instructors should determine state requirements regarding retaining records for review by state authorities. Many states do not require School-Based Enterprises to collect or report income taxes. Please verify with your Department of Revenue that you are exempt from collecting or paying taxes.
Accounting Software

There are numerous software programs available to support your accounting and bookkeeping needs. Most software packages come with pre-loaded templates, invoices, and bookkeeping entries. Your School-Based Enterprise is actually a small business; therefore, you should understand your accounting needs before deciding on a software package.

Your bookkeeper or financial advisor should play an important role in deciding which software package to purchase. Some popular programs available for small businesses are illustrated below:

<table>
<thead>
<tr>
<th>Software</th>
<th>Software Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quick Books Pro</td>
<td>Intuit</td>
</tr>
<tr>
<td>First Accounting</td>
<td>Peachtree</td>
</tr>
<tr>
<td>Complete Accounting</td>
<td>Peachtree</td>
</tr>
<tr>
<td>Quicken</td>
<td>Intuit</td>
</tr>
</tbody>
</table>

Your bookkeeper or financial advisor should be involved with your software decision. You will also find additional information on accounting software via the Internet.

Computerized Accounting Software

Computerized accounting systems are superior to non-computerized alternatives as the computerized systems allow you to focus on running your School-Based Enterprise while the system tracks many time consuming activities for you on a daily, monthly, and annual basis.

Benefits of a computerized accounting software system are illustrated below. One major benefit is the tracking of your perpetual inventory. Other benefits are:

<table>
<thead>
<tr>
<th>Daily Activities</th>
<th>Computerized Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording Daily Cash Sales</td>
<td>• Automatic and precise</td>
</tr>
<tr>
<td>Daily Cashier Reports</td>
<td>• Reports by cashier and by shifts regardless of the number of cashiers and shifts</td>
</tr>
<tr>
<td>Returns and Voids</td>
<td>• Returns and voids are tracked by cashier and software displays the correct inventory item voided or returned</td>
</tr>
<tr>
<td>Recapping Sales</td>
<td>• Manages the process of perpetual inventory and assists inventory manager with future purchasing requirements</td>
</tr>
</tbody>
</table>
Recommended equipment and specific software and hardware needs will be detailed in Chapter 3 – Determining Equipment Needs and Purchasing Equipment.

**Daily Receipts, Deposits, and Cash Flow**

One of the responsibilities of the operations manager or the assigned team member is to verify daily receipts and process them. The computerized system makes this process simple and accurate each day. It allows you to close daily receipts and shift reports with what is known as an “X” report. This report specifically provides a shift activity report by cashier. Categories captured include cashier ID, total daily sales, tax information if required, checks received, and credit card transactions.

Many School-Based Enterprises will have more than one cashier and shift report throughout the day. Your computerized system will allow cashiers to pull not only a shift report (which is referred to as an “X” report) but cashiers can also request an end-of-shift report (which is referred to as a “Z” report.) The “Z” report clears all shift entries, zeros out the activity from the last shift, and allows the next cashier to begin with a new sales bucket.

When these end-of-day reports are pulled and finalized, cashiers should attach a copy of each report to the Daily Cash Report Form and complete the necessary deposit slips or forms. The marketing instructor or an authorized individual should verify deposit information and establish procedures for depositing your bank bag with the administrator or the bank.

Adequate cash flow used for purchasing additional inventory or expanding your facility is determined by recognizing revenue minus expenses and purchases. The net of these transactions is referred to as net profit or operating income.

Computerized systems give School-Based Enterprises a unique advantage over non-computerized systems. Sales analysis reports reflect which products are doing well and which products should not be ordered again or eliminated. Additionally, these systems take the guesswork out of preparing weekly, monthly, quarterly, and annual sales reports.

**Balance Sheet**

Your bookkeeper or financial advisor should record your total revenue and expenses and purchases on at least a monthly basis. When this is done, you will have all of your profit and loss figures. Additionally, this will provide auditors with easy access to your financial records.
**Income Statement/Profit and Loss**

Your bookkeeper should prepare the income and expense statements with the figures from your trial balance in your general ledger. The good news is that if your School-Based Enterprise has more income than expenses, you now have a profit or net income. Conversely, if expenses are greater than your income you have a net loss. Your bookkeeper should be aware of the need to prepare these statements at least on a monthly basis.

Our discussion of accounting techniques and terms in this chapter should reveal that small businesses need strong financial advisors and bookkeepers dedicated to supporting your School-Based Enterprise.
Chapter 6: Marketing Research

Chapter 6: Objectives

After completing this chapter, you will be able to:

- Determine products and services to buy
- Review common areas of marketing research
- Understand budget constraints
Determining Products and Services to Buy

Conducting marketing research to determine your target market, your customers' buying habits, and your competitors' merchandise, will give you the best indication of the products and services to consider offering in your School-Based Enterprise. Marketing research helps to validate your business plan and provides you and your students with good sound business data that will help to confirm the new products and services to offer.

Marketing research helps to minimize losses as you introduce new goods and services. Caution should be used in understanding that marketing research will not always be 100% accurate but certainly gives you a general idea of what goods and services to offer.

Marketing research can be conducted in several important areas of your business operation. There are several ways to conduct research and several methods you may use to accomplish your objectives. Some methods include:

<table>
<thead>
<tr>
<th>Marketing Research Technique</th>
<th>Benefits of Using This Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>• Surveys are an excellent way to reach numerous individuals and gain specific information about your chosen topic.</td>
</tr>
<tr>
<td>Test Marketing</td>
<td>• Once you have introduced a product or service, you can begin test marketing to validate the introduction of a new product.</td>
</tr>
<tr>
<td>Observation</td>
<td>• Observing how customers react to your products or services is a good way to document customer acceptance or disapproval.</td>
</tr>
<tr>
<td>Trial and Error</td>
<td>• Retailers often rely on experts to help identify possible new products. Using this approach you rely on their expertise and your &quot;gut&quot; feeling for the introduction or discontinuance of a new product.</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>• Designated groups can help you obtain specific information relative to a select product or service.</td>
</tr>
</tbody>
</table>

Assigning marketing students to specific areas to conduct marketing research has unlimited advantages. Not only does marketing research save you money and time and provide you with up-front information, it also reinforces techniques used by successful businesses in the “real world.” Students should spend as much time as possible with their work-based learning sponsors to understand how they use marketing research to make decisions.
Marketing Research should address specific areas important to your business operation. The following chart illustrates some typical research areas:

<table>
<thead>
<tr>
<th>Research Type</th>
<th>Benefits of Using This Research Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales and Marketing</td>
<td>• This method helps to validate your merchandising strategy and alerts you to possible merchandising concerns.</td>
</tr>
<tr>
<td>Customer</td>
<td>• When establishing a new School-Based Enterprise or expanding an existing Enterprise, your focus will be on identifying your customers and their needs and wants. The most immediate and captive group consists of students, administrators, teachers, parents, and business members of your community.</td>
</tr>
<tr>
<td>Product</td>
<td>• Product research helps you decide which products to offer and how to price these items. If you are using, or will use, an automated inventory control system you will be able to make decisions on new items based on the inventory turns of existing items and the overall profitability of each item.</td>
</tr>
<tr>
<td>Advertising</td>
<td>• Where do you spend money in order to reach your prospective customers?</td>
</tr>
<tr>
<td>Competitors</td>
<td>• Who are your competitors? How do they price similar products? Are they within the same geographic area?</td>
</tr>
<tr>
<td>Operations</td>
<td>• Is your business “lean and mean” and is it profitable and productive?</td>
</tr>
</tbody>
</table>

Marketing research addresses two areas: primary and secondary. Marketing data collected or used for the first time is referred to as Primary Data. Marketing data used by other research groups and businesses is referred to as Secondary Data.
Budget Considerations

Establishing a budget for monthly, quarterly, and annual purchases will help you to focus on having monies available for those items that will later be identified as your best sellers or most profitable items. If students are responsible for selecting and promoting new products, you will want to purchase a minimum quantity until product success has been validated.

Budget examples and primary categories are included in Appendix A – Sample Forms. Use this budget template to get students thinking about budget needs and inventory requirements.
Chapter 7: School-Based Enterprise Staffing Considerations

Chapter 7: Objectives

After completing this chapter, you will be able to:

- Determine appropriate job responsibilities and job titles for staffing your School-Based Enterprise
- Identify recommended duties and tasks for your School-Based Enterprise staff
- Review scheduling needs
- Establish interview and application procedures
Determine Appropriate Job Responsibilities and Titles for Your SBE Staff

Operating a School-Based Enterprise requires a team approach and each member of the team should be held responsible for their particular department. The management team will also be responsible for the total operation of the Enterprise.

School-Based Enterprise team members will be responsible for each department and handle activities as illustrated below:

<table>
<thead>
<tr>
<th>Management Team</th>
<th>Responsibilities and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store Manager</td>
<td>• Responsible for operations of the School-Based Enterprise</td>
</tr>
<tr>
<td></td>
<td>• Manages all of the store functions and supervises department managers</td>
</tr>
<tr>
<td>Operations Manager</td>
<td>• Responsible for staff training, work schedules, and staff evaluations</td>
</tr>
<tr>
<td></td>
<td>• Responsible for receiving merchandise and matching quantities received with Purchased Order issued</td>
</tr>
<tr>
<td></td>
<td>• Responsible for maintaining equipment and fixtures</td>
</tr>
<tr>
<td></td>
<td>• Responsible for merchandise layout and merchandise units</td>
</tr>
<tr>
<td></td>
<td>• Responsible for maintaining security system and limiting pilferage</td>
</tr>
<tr>
<td>Sales Manager</td>
<td>• Responsible for sales and merchandise displays</td>
</tr>
<tr>
<td></td>
<td>• Responsible for designing promotional materials and promotional events</td>
</tr>
<tr>
<td></td>
<td>• Responsible for publicity</td>
</tr>
<tr>
<td></td>
<td>• Responsible for window displays</td>
</tr>
<tr>
<td>Merchandise Manager</td>
<td>• Responsible for ordering inventory</td>
</tr>
<tr>
<td></td>
<td>• Responsible for pricing inventory</td>
</tr>
<tr>
<td></td>
<td>• Responsible for managing inventory levels and stock status analysis</td>
</tr>
<tr>
<td></td>
<td>• Responsible for establishing and maintaining relationships with new and existing vendors</td>
</tr>
<tr>
<td></td>
<td>• Responsible for determining what inventory items to purchase and when inventory is needed</td>
</tr>
<tr>
<td>Finance Manager</td>
<td>• Responsible for financial record keeping and auditing</td>
</tr>
<tr>
<td></td>
<td>• Responsible for preparing financial reports</td>
</tr>
<tr>
<td></td>
<td>• Responsible for handling day to day cash requirements</td>
</tr>
<tr>
<td></td>
<td>• Responsible for verifying inventory levels and profitability of inventory items</td>
</tr>
<tr>
<td></td>
<td>• Responsible for determining cash requirements</td>
</tr>
</tbody>
</table>
School-Based Enterprises will differ on specific responsibilities and tasks for each Team Member Manager. This chart should serve as an initial guide to understanding the overall responsibilities needed to manage an effective School-Based Enterprise.

**Scheduling Considerations**

Marketing Instructors should establish coverage schedules based on hours of operation and number of marketing students for each program. Many instructors assign grades and points as each team member completes assignments and responsibilities.

School-Based Enterprises have different coverage schedules at each location based solely on the fact that all locations do not open or close during the same timeframes. Additionally, each school will have a different number of marketing students in their program.

**Example of Morning Schedule**

<table>
<thead>
<tr>
<th>Associate</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>8:00AM</td>
<td>8:00AM</td>
<td>8:00AM</td>
<td>8:00AM</td>
<td></td>
</tr>
<tr>
<td>Mary Doe</td>
<td>11:00AM</td>
<td>11:00AM</td>
<td></td>
<td>11:00AM</td>
<td></td>
</tr>
</tbody>
</table>

**Example of Activity Period Schedule**

<table>
<thead>
<tr>
<th>Associate</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>10:45 AM</td>
<td>10:45AM</td>
<td></td>
<td>10:45AM</td>
<td></td>
</tr>
<tr>
<td>Mary Doe</td>
<td>11:00AM</td>
<td></td>
<td>11:00AM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Example of Lunch Period Schedule**

<table>
<thead>
<tr>
<th>Associate</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>12:00PM</td>
<td>12:00PM</td>
<td>12:00PM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Doe</td>
<td>12:15PM</td>
<td></td>
<td>12:15PM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Establishing Interview and Application Procedures

Student employment positions will vary from school to school but there are many jobs or positions that will be common. Determining which responsibilities will be required for your location is the first step. Once you have identified the positions that are necessary, you should then decide who will interview prospective students and which job description will be associated with that position.

Common job descriptions and positions you may consider are illustrated below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Job Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager(s)</td>
<td>• Responsible for management of the Enterprise and supervision of managers and all employees</td>
</tr>
<tr>
<td></td>
<td>• Responsible for training employees</td>
</tr>
<tr>
<td></td>
<td>• Responsible for scheduling employees</td>
</tr>
<tr>
<td>Assistant Manager(s)</td>
<td>• Ensures that policies of manager are followed and implemented</td>
</tr>
<tr>
<td></td>
<td>• Works with manager and has a working knowledge of management issues</td>
</tr>
<tr>
<td></td>
<td>• Completes all tasks assigned by manager</td>
</tr>
<tr>
<td>Accountant</td>
<td>• Understands all financial records of the Enterprise and keeps all cash register records</td>
</tr>
<tr>
<td></td>
<td>• Prepares income statements</td>
</tr>
<tr>
<td></td>
<td>• Prepares inventory control statements</td>
</tr>
<tr>
<td>Merchandising Manager</td>
<td>• Responsible for merchandising inventory</td>
</tr>
<tr>
<td></td>
<td>• Assists in training employees</td>
</tr>
<tr>
<td></td>
<td>• Assists advertising and display managers with promotions</td>
</tr>
<tr>
<td>Advertising and Display Manager</td>
<td>• Responsible for store promotions</td>
</tr>
<tr>
<td></td>
<td>• Responsible for advertisements and store displays</td>
</tr>
<tr>
<td></td>
<td>• Verifies that promotions and advertisements are correct</td>
</tr>
<tr>
<td>Buyer(s)</td>
<td>• Responsible for ordering inventory items</td>
</tr>
<tr>
<td></td>
<td>• Responsible for inventory records</td>
</tr>
<tr>
<td></td>
<td>• Verifies payment of invoices and credit concerns</td>
</tr>
<tr>
<td></td>
<td>• Determines proper methods of receiving inventory</td>
</tr>
</tbody>
</table>

Interviewing procedures for these positions will vary by location but there are some general guidelines that might prove effective:

Many locations require that you conduct a job interview for each respective position and post available positions and deadlines for applying. They will also require applicants to complete an application, just as they do in the real world.

Successful marketing instructors have indicated that they adhere to the requirements of the business community in order to reflect the decisions of a typical human resource department.
Chapter 8: Objectives

After completing this chapter, you will be able to:

- Determine the appropriate vendor for your School-Based Enterprise
- Establish proper product cost and markups for inventory items
- Stock the correct merchandise
- Understand how to establish credit and vendor accounts
- Understand how to establish terms with vendors
- Review inventory delivery considerations
## Selecting Vendors

Up to this point you have had an opportunity to conduct market research to establish the type of merchandise that would be appealing to your target market. You have also put together a sound business plan and understand clearly how to maximize your marketing efforts. With all the preliminary work done, it is time to decide where to get your merchandise and which vendors will provide you with the best service and the most reasonably priced products.

There are several ways to locate your vendors. The following information should help you to make your vendor selection:

<table>
<thead>
<tr>
<th>Suggested Vendor Selection Strategy</th>
<th>Benefits of This Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-site Visits</td>
<td>• Visiting local merchandising marts such as Atlanta’s Mart will expose you to multiple vendors. It would be beneficial to have a contact at the mart to help with your pass and scheduling.</td>
</tr>
<tr>
<td></td>
<td>• Exhibits at trade shows and national conferences. It might be a good idea to check with your local DECA advisor and get dates for DECA conferences.</td>
</tr>
<tr>
<td></td>
<td>• One of the most overlooked visits is with other marketing enterprises in your county or state. At these locations you can see the type of merchandise handled and also get feedback on the vendors they do business with.</td>
</tr>
<tr>
<td>The Internet</td>
<td>• The Internet has a wealth of information on vendors you may have been introduced to or prospective vendors. Be certain to visit the vendor’s Web site for additional information.</td>
</tr>
</tbody>
</table>
Merchandise Mart Showroom

Showroom Etiquette

When shopping in a showroom with your students or fellow teachers, it is important to remember:

- This is a place of business.
- Appropriate business attire is expected. At a minimum, business casual attire should be worn to gain the respect of the vendors in each showroom.
- There are no children under 12 allowed.
- Guests must obtain guest passes before entry. There is a limit, generally two per business. Exceptions can be made for school field trips, in advance and through market personnel.

How To Make The Most Of A Showroom Visit

- Be aware of the differences in showrooms. Some showrooms represent the merchandise of one manufacturer. Other showrooms represent the merchandise of many manufacturers, sold by one sales representative or group. You will most likely place orders in both types of showrooms.
- There is a minimum order. There is a minimum re-order, which is likely to be less than the initial order minimum. When placing an order in a multi-line showroom, be aware that the minimum must be reached for each company.
- Read, read, read! There is information all around the merchandise on display. There may be quantity discounts to consider as well as case packing along with minimum order quantities. Show specials will be highlighted which may include extra dating, free freight, no charge merchandise, or no charge signage.

Many showrooms will exhibit the same type product or even the same product. How do you determine which vendor to buy from? Consider where the merchandise is being shipped from, availability and pricing, as well as other items you might want to buy from the vendor. Placing one order with for all your merchandise instead of two separate orders will reduce your minimum needed. This method will also shorten each process from receiving to paying the bill.

There are pros and cons of selecting local vendors. You should always consider your need for response time as well as your need to have a vendor available to visit with you and take time with you at your location. This does not mean that you cannot get good service from vendors in other locations, just be sure to ask the right questions up front based on your needs.
Establishing Product Costs and Markups

How often have you wondered, am I paying too much for this item and is it cheaper across town? Of course by now, you've recognized that it really depends on what you are willing to pay and your perception of the value of an item. You will find that most of the School-Based Enterprise locations use what we refer to as "key stone," which translates to a full 100% mark-up. Key Stone works as follows:

<table>
<thead>
<tr>
<th>Item Wholesale Cost</th>
<th>Retail Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.00</td>
<td>$4.00</td>
</tr>
</tbody>
</table>

Using the "key stone" approach, the full mark-up is 100%. This works extremely well if you are targeting your profit line and aware of the "cost of goods sold" (COGS) and other overhead costs. What you will find is that School-Based Enterprises can operate with a much lower mark-up than the big retailers because they simply do not have the overhead that large retailers (i.e. Home Depot, Wal-Mart, etc.) are saddled with.

Because you do not have the large overhead that most retailers have, it is possible to use the same example as above and price that item lower than a 100% mark-up. That illustration would look like this:

<table>
<thead>
<tr>
<th>Item Wholesale Cost</th>
<th>Retail Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.00</td>
<td>$3.50</td>
</tr>
</tbody>
</table>

In this example, you still make a profit but might encounter the possibility of having several items left in inventory. Therefore, your final determination of cost should take in the consideration of unsold items.

Whatever pricing strategy is adopted, it should be consistent within a product category. For example, if you are selling t-shirts from several vendors, keep the pricing consistent. This may mean the markup will vary by company, but to the customer, this is transparent.

T-shirt Company “A” - cost $7.50 per shirt  
T-shirt Company “B” - cost $7.25 per shirt

The retail price of all shirts can be $14.99. (Note: sometimes the difference in cost warrants a difference in retail - embroidery vs. screen-printed for example)

The pricing strategy does not need to be consistent within the entire Marketing Lab. Some products lend themselves to additional markup, others will not. Do not miss the opportunity to increase your profits where you are able. Likewise, choose a smaller markup where volume will make up the difference (candy is a good example here).

Be sure to keep an accurate record of the prices of all items. Pricing tags fall off and are misplaced from time to time. There should be a designated way for employees to look up a price when needed. You may choose to use the Price Sheet to list items by company or another method acceptable for your lab.

Reference to confidentiality of mark-ups and wholesale costs has been made in the School-Based Enterprise Employee Handbook Section (Chapter 15). Please cover this with your students during their initial training session. It is very important that they know not to share this information with the student body.
Determining Merchandise to be Stocked

Determining the correct merchandise to stock for your School-Based Enterprise depends on how well you have handled the following:

- Review of other enterprises and their merchandise
- Market research results
- Business plan
- Vendor selection
- Enterprise budget

If you and your students have addressed these items, you are ready to begin ordering merchandise and awaiting the grand opening. Be certain of how much of each item to stock initially. One of the worst-case scenarios is to have too much stock of one or several items and not have enough of your fast moving items.

Each “Marketing Lab” should have a floor plan of the fixtures and walls available to display stock. Keeping this plan in mind, place orders to fill each section. There will always be merchandise for which you do not have space. This will work out well as you will need to vary the product offered in your store to keep it from being a stale store.

Once you have selected the product categories and the vendors from which to buy, you need to assess how much space you will need to adequately display the product. Buy the amount of product that will fit the space, minimizing the amount of overstock. This is a challenge and a continuous learning process. Do not open your store thinking you will get the ratio of stock to space to customer desire exactly right.

Learn from other stores that have items that sell well. Base your final decisions on your own market, but do not recreate the wheel. You may wish to provide a "we lost a sale because…" form at the register area. This will give employees a place to write down merchandise to consider for your store based on your customers’ needs.

Understanding merchandise movement and "hot" and "cold" sellers can be accomplished by reviewing “Inventory Movement Reports” from enterprises that have installed point-of-sale systems and use information provided to track inventory movement. This will prevent you from having to conduct a physical inventory on a daily or weekly basis to track sales to get this information.

It can’t be emphasized enough how important your market research is and what it means to visit other enterprises. There is a quotation that is certainly appropriate for this section and goes like this: “I see, I remember, I hear, I forget, I do, I understand.” Enough said.

For new locations receiving merchandise for the very first time, don’t forget you will need adequate stockroom space in addition to your storage space. This is an opportune time to store merchandise by “bin” location and try and keep like products together.
Establishing Credit and Vendor Accounts

If you have had an opportunity to establish a good relationship with a local vendor, you will have a great advantage in securing credit for your School-Based Enterprise. Remember, one of the benefits of having a local vendor is the ability for that vendor to visit with you and to make recommendations.

Establishing relationships with three or four local vendors will help you to secure good references when trying to work with vendors at trade shows and big conferences. Most national vendors will require two or three credit references before establishing accounts for you. Therefore, having three or four locally gets you off to a great start. It should also be mentioned that if you are trying to establish credit with a new vendor, most vendors require you to prepay your first order by credit card. Make certain you get all of the requirements up front when establishing a new vendor.

Most companies will encourage you to charge the initial order to a credit card. If you want the merchandise shipped on a timely basis, you will probably want to consider this option, provided funds are available to do so. If you have the luxury of time, you can fill out a credit application. Be aware that waiting 60 days or more for the first shipment is not uncommon.

After your initial order you may decide you want this vendor to become a regular vendor. In this case you will want to establish an account and pay by invoice. As your business grows and you pay your bills in a timely fashion, do not be afraid to ask for better terms. More is discussed in the next section.

Most new vendors will look for the following information to establish an account for your School-Based Enterprise:

- A bank where your school enterprise account or school account is established
- Vendors you have accounts with
- The person responsible for account issues

New vendors may require that you establish a new account with a specified limit. This is not uncommon. Be prepared to stay within a small limit initially and this will certainly help you later when requesting larger limits.

Establishing Terms with Vendors

Establishing good terms with vendors will provide you with a great revenue stream as well as the opportunity to sell your initial merchandise without having to pay for the merchandise up front. The most traditional terms that most vendors offer is Net 30, and this is usually from the date the order is shipped. Others may have Net 30 but allow for a one or two percent discount if paid earlier than the due date.

As you develop a relationship with your vendors, you will want to consider the following:

- Generally, Net 30 terms will be available. This means that the invoice will be due 30 days after the date on the invoice, which is typically the date that the merchandise is shipped. You should refer to the date that the merchandise is received when paying your invoice. If there is a significant time lag, you should pay from the date the merchandise is received. You may want to ask the vendor about the difference.
• Freight is a consideration not to be taken lightly. When placing your order, always request “best way” in the delivery. In many cases, it will be UPS, but in some cases not. Watch out for excessive freight on your invoices. Ask the sales representative what freight to expect - consider this when pricing your merchandise. Merchandise shipped from the west coast carries a greater amount of freight than merchandise shipped from the east coast.

• Seasonal products should be ordered well in advance of the season. This does not mean that the merchandise must be shipped early as you have the ability to choose a ship date on every order. If you need the product in February, do not ship it in November. This may mean you will pay for the merchandise in December that you have not yet put out to sell! Some seasonal products will have “seasonal dating” which means that even though the product is shipped early, the vendor is aware you are not going to sell it until later and bills you accordingly.

• Quantity discounts may be available. Ask about this option.

• Minimum order amounts must be considered.

• You are better off ordering small orders more frequently than large orders infrequently. This is a better use of your money and keeps the product fresh.

• Some vendors offer no charge merchandise with a certain quantity purchased. Take advantage when you are able.

• Early buy discounts may be available to you on certain products. This means that if you order merchandise in July, but don’t necessarily ship it at that time, there will be a discount available to you. Many companies offer this option to help them better plan their production schedule.

Be prepared to purchase merchandise ahead of a particular season. Vendors frequently offer you the ability to purchase seasonal merchandise early and receive the merchandise much later. Special payment terms will apply in many cases. Make certain you pay for your merchandise on time and the terms with your vendors get more relaxed.

Delivery Considerations

Proper receiving procedures are reviewed in future chapters. It is recommended that you train your students on how to receive and check merchandise by noting what was ordered versus what was received.

Most vendors use delivery companies that we are quite familiar with: Fed Ex Ground, RPS, and UPS. These companies have the ability to make deliveries in the early morning, early afternoon, and late afternoon. Because of the many alternatives in receiving deliveries, it might be beneficial to establish a receiving log where students can determine who signed for a delivery. This will help to eliminate confusion when merchandise has to be traced or tracked. You may want to indicate the following on this delivery log:

• Date the merchandise was delivered
• Person signing for the delivery
• Name of the vendor
• Time merchandise was delivered
• Number of cartons
• Carrier
• Purchase order number
• Invoice number

The chapter on receiving merchandise provides an in-depth review of how to receive merchandise in your Marketing Lab.

When placing orders and selecting vendors, it is important to note the following:

• Merchandise shipped from the West Coast carries more freight than merchandise shipped locally or on the East Coast.
• Ask how the merchandise is shipped – what is the best way or is it always by truck? Shipments by truck are costly.
• Larger items and fixtures may come with or without “inside” delivery. This means that the merchandise will be delivered to you, but the driver will not bring the merchandise in for you. Where weight is a factor, be sure you have the personnel to bring it in. Note: “Inside delivery” is more costly, but is necessary in some cases.
• Heavy merchandise costs more to ship. Take freight into consideration when choosing a retail price. Be sure not to price yourself out of the market, but make certain to cover your freight costs.

Delivery charges are normally assessed on your invoice; therefore, be certain not to pay shipping charges upon delivery. If you have a big School-Based Enterprise and you order lots of merchandise from a particular vendor, you might qualify for “free” delivery, which will help save on shipping costs.

Remember to expense your shipping and delivery costs separately on your budget. Don’t combine these charges with the cost of inventory.
Chapter 9: Merchandising and Promotion

Chapter 9: Objectives

After completing this chapter, you will be able to:

- Establish suitable merchandising and display methods
- Identify unique sales promotion techniques
- Generate effective advertising plans and strategies
- Develop plans to promote special events
- Establish strategies for promotional planning
Merchandising and Displays

Now that you have a School-Based Enterprise with fixtures to stock and merchandise to sell, what can you do to make the most profit? School-Based Enterprises vary in size and have differing display options.

Visual merchandising helps tremendously to increase interest in your enterprise and the products available for purchase. Your students should be an integral part of merchandising and establishing visual merchandising strategies.

When assigning management or staff responsibilities, do not forget to establish a merchandising manager position. This will be a key rotating position and will allow students to focus on promoting the image of your Enterprise.

There are several important reasons to establish a merchandising plan that promotes your School-Based Enterprise in the most attractive manner. Illustrations include:

<table>
<thead>
<tr>
<th>Promotion Concerns</th>
<th>Benefits of Promotion Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Merchandising</td>
<td>• Attracts interest in products/services</td>
</tr>
<tr>
<td></td>
<td>• Promotes new merchandise or merchandise on sale</td>
</tr>
<tr>
<td></td>
<td>• Catches the eye of shoppers</td>
</tr>
<tr>
<td></td>
<td>• Suggests selling on additional products</td>
</tr>
</tbody>
</table>

Whatever the merchandising technique you decide to use, you will want to take advantage of merchandising and promotion through some of the following approaches:

- Consider spacing between fixtures. Regardless of the size of your Enterprise, it is important that each customer be able to move throughout the store to shop. Examine the width of your aisles, the space in front of your register(s), and the view from outside in. Make shopping a pleasurable experience and make the customer want to come back.
- Establish a floor plan for your Enterprise. Review it regularly, updating for changes in merchandise to be sold.
- Determine how to display merchandise, relying upon the following: Certain products display better on a wall or slatwall, while other merchandise will display better on a spinner rack or other freestanding displays. Larger items attract attention at eye level.
- Place impulse items at or near your register along with other high-risk items (easy or desirable theft items). This will allow these items to be monitored closely by the sale personnel.
- Train students to suggest a related item to generate extra income with the purchased item; keep them close by (i.e. gift cards).
- Make sure the selling floor is always stocked. Merchandise does not sell well from the stockroom or drawer. Do not run out of your best selling items.
- Re-arrange your marketing enterprise frequently; it is boring to the customer if everything is always in the same place.
• Stand outside and look in at least once a week. This is what the customer sees.

The best way to communicate messages to your prospective customers is to utilize good promotional activities and let your customers know about the merchandise or services you offer. There are varying techniques used to promote items for sale and a few of those techniques are illustrated below:

• “Front end” displays are seen as you walk into a store and highlight merchandise you want to promote. Make sure the first display you see is attractive, inviting, and warrants being displayed front and center.

• Signage is important and often overlooked. Many vendors send appropriate signage with their merchandise, while others will only send it upon request. Remember to ask the vendor for the needed signage if you do not receive it.

• Signage can also attract attention, promote an item or concept, and communicate special pricing and more. Be creative. Someone within your store operations will be good at creating signs that work for your store.

• Offering specials periodically can increase your sales. For example, if you sell balloons, you could offer a special bouquet pricing the week of Valentine’s Day. Signage is a key part of all promotions. Of course, the promotion must be perceived as a good value as well.

Be certain to review promotional ideas with other School-Based Enterprises. Their experiences will help you to determine the value of your proposed promotions and save you a lot of time and money.

Advertising

Advertising means that you now can target a specific market and communicate your Enterprise messages effectively. Advertising will generally help with specific goals and objectives you might have. Some specific advertising might focus on the following:

• Developing new product announcements

• Getting new customers to visit your location

• Getting rid of merchandise that is not selling well

• Increasing sales

• Creating a positive image
Your school’s policies will determine whether or not you can advertise outside your School-Based Enterprise. In-store advertising can help increase your store’s sales. From weekly special flyers to coupons given with a purchase, there are many options. Bag stuffers can advertise future or current in-store specials. Additional items to remember concerning advertising are:

- Creativity is a must when it comes to advertising.
- An advertising plan should be established and reviewed periodically.
- A tour of the school’s Web site may provide an advertising opportunity.
- Advertise outside of your store if possible. Consider the school newspaper, bulletin boards, and other avenues available at your school. Soliciting the help of other departments to create advertising materials is a good way to get students and teachers involved.

For Enterprises that are new or just opening, you should consider special advertising plans that will be directed at presenting your store’s image. This is quite important in setting the tone for your marketing audience.

**Special Events and Promotion Planning**

Recurring events during the school year provide opportunities to create special events. Some of those recurring events include:

- Exams
- Teacher Appreciation
- Mid-terms
- Valentine’s Day
- Spirit Days
- Homecoming

You will certainly want to involve other departments within the school where possible. For example, if there is a graphics design area, enlist their help for signage and other graphic needs.
Just a few last thoughts about special events and promotion planning:

- Establish a promotion and special events calendar for your School-Based Enterprise. Review it periodically.
- Give special discounts to special teams, teachers, or other groups.
- Make sure the merchandise to be promoted is ordered and on hand before the promotion begins. Evaluate the quantities available for the promotion. Decide in advance what will be done with left over merchandise and how it can be worked into everyday inventory.

Several School-Based Enterprises have found that gift certificates for special holidays have been extremely effective. Getting students involved in developing your strategies will pay lots of dividends for you long term.
Chapter 10: Objectives

After completing this chapter, you will be able to:

- Establish proper receiving procedures for your School-Based Enterprise
- Implement procedures for stocking and ticketing merchandise
- Determine how to handle returns and discrepancies
Inventory Receiving Procedures

Students will have many opportunities to receive and check in new merchandise while working in the School-Based Enterprise. Receiving inventory can be quite a challenge if not done correctly. Additionally, merchandise will often not arrive in the quantity or description ordered and could possibly arrive damaged or soiled. The illustrated chart below will give you methods for verifying that what you ordered is what you received:

<table>
<thead>
<tr>
<th>Receiving Procedures</th>
<th>Benefits of These Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verify Delivery Address</td>
<td>• Shipping address should be verified for correct delivery.</td>
</tr>
<tr>
<td></td>
<td>• Delivery errors are made quite frequently.</td>
</tr>
<tr>
<td>Verify Number of Delivery Cartons</td>
<td>• The number of cartons delivered should be counted before signing for them. Should there be</td>
</tr>
<tr>
<td></td>
<td>any damaged, missing, or open cartons, request that the driver note this on the bill-of-</td>
</tr>
<tr>
<td></td>
<td>lading. The driver should also sign the document.</td>
</tr>
<tr>
<td></td>
<td>• UPS and other delivery companies frequently bring just part of a shipment one day and the</td>
</tr>
<tr>
<td></td>
<td>rest of the shipment as much as two or three days later.</td>
</tr>
</tbody>
</table>

Inventory receiving procedures is a good item to add to your agenda during your initial training session. Students should learn how to properly open boxes since merchandise often gets damaged because of the way boxes are cut open.

There are many, many ways to establish receiving procedures. Always use the procedure that is most comfortable for you and your students.
Stocking and Ticketing Merchandise

Tracking merchandise once it has been received is an all-important part of an inventory system. Once the students check in the merchandise, they will need to get the items ticketed and move them to the sales area or stockroom as soon as possible. Ticketing these items will, with a standard system such as “SKU Number,” allow you to maintain the stock number, price, and size of the item.

There are several additional items to consider when ticketing merchandise:

- All merchandise must be ticketed or priced upon receipt.
- Depending on your store’s capabilities, you will use printed tickets or a price gun to mark each item.
- All merchandise should be priced on the backside and the bottom or in a place where the price sticker will not damage the merchandise.
- The retail price for each item can be found in:
  - A price book detailing each vendor and the prices for each item;
  - The order copy, where the manager or buyer has written the retail price next to each item;
  - When in doubt, students should always ask the manager or marketing instructor.

When selecting a pricing strategy, pay close attention to consumer perception (i.e. $9.95 versus $10.00). If you choose to “keystone” or double the cost of an item to obtain its retail price, be aware of the following:

- Freight is not accounted for; and
- Doubling a cost of $1.12 to retail an item for $2.24 makes no sense.

Now that the merchandise has been properly received and ticketed, it is time to stock these items and ready them for sale. To do this, remember these stocking tips:

- Place merchandise in the appropriate area on the selling floor.
- If merchandise is new to the store, place it in an area with similar product.
- Display merchandise attractively and put any excess stock in the stockroom or designated drawer. Always discuss the preferred location of excess stock with the manager or marketing instructor.
- Always remove merchandise from the shipping carton before displaying.
- Make sure individual items are separated, if wrapped as a group, upon delivery.
Handling Returns and Discrepancies

To avoid paying for merchandise that you will not be able to sell, it is important to understand a vendor’s policy on damaged merchandise. Check with your vendor and make certain that they will accept returns. Illustrated below are some ways to alert the vendor of damages or shortages:

<table>
<thead>
<tr>
<th>Shortages or Damages</th>
<th>Recommended Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Damage or Shortage</td>
<td>• Call vendor’s toll free telephone number to report shortages and damages. If there is not a toll free telephone number available, contact the local sales representative.</td>
</tr>
<tr>
<td>Vendor’s General Response</td>
<td>• Generally speaking, if there are shortages, the vendor will tell you to deduct those items from your invoice or that they will be shipping those items separately. (You should not have to pay freight on the shipment of items shorted from the original invoice.)</td>
</tr>
<tr>
<td>Returning Damaged Items</td>
<td>• Vendors will not want you to return damaged items. They will instruct you to deduct them from your invoice or ship you replacement items. (Again, you should not incur additional freight.)</td>
</tr>
<tr>
<td>Costly Damaged Items</td>
<td>• If the damaged item is of significant cost, the company will probably want you to return the item(s). Use the Return Form as documentation for your Enterprise to ensure proper handling of the invoice. Use a Call Tag Form where the item is to be picked up by the company. These documents will provide you with the necessary paper trail.</td>
</tr>
<tr>
<td>Damage Control Forms</td>
<td>• You may want to use the Monthly Damage Control form to keep up with your store’s damages.</td>
</tr>
</tbody>
</table>
Chapter 11: Inventory Control

Chapter 11: Objectives

After completing this chapter, you will be able to:

- Establish procedures to inventory merchandise
- Determine procedures for planning inventory control
- Recognize the requirements for a perpetual inventory
- Understand requirements for conducting a physical inventory
- Review inventory security and shrinkage concerns
Inventorying Merchandise

Inventorying merchandise can be accomplished by using physical and computerized methods. Depending on your store’s capabilities, you may have computer-generated inventories and/or manually generated inventories. Both are quite useful.

Before placing an order with a vendor, you should always review the inventory on hand and on order. If you have computer-generated reports, you can refer to them. If not, take an inventory of the on hand merchandise (i.e., count each item) and review any open orders. Be sure to include any excess stock stored off the selling floor. Use this information to place an appropriate order.

Periodically, you will need to take a physical inventory of the merchandise in your School-Based Enterprise. Ideally, counts should be made when the store is closed for business. The inventory manager or marketing instructor will determine the frequency of inventories.

Develop or locate an Inventory Sheet that can be used to record physical inventories taken.

Planning Inventory Control

The purpose of inventory control is to achieve the retailer’s objectives by satisfying their customers’ needs and wants. Proper inventory planning will enable your School-Based Enterprise to avoid the twin perils of either having too much inventory or being under stocked.

The consequences of having too little merchandise are obvious – the profit that would have been earned is lost. If the customer does not return to your School-Based Enterprise, a stream of future revenue is also lost.

Equally, the cost of being overstocked cannot be overlooked. Tying up funds in inventory raises the interest cost, insurance cost, and potential tax cost. The extra amount of space needed to show and store inventory may have an explicit or implicit cost. There is a greater likelihood of pilferage, theft, physical damage, and obsolescence.

Constantly reviewing your sales, the selling space available, the product on hand, and the products on order is the only way to manage your planned inventory. Knowledge of all areas at the same time is a must.

Perpetual Inventories

One of the primary concerns of managing an effective inventory system is to make certain that you will have just the correct amount of merchandise on hand to satisfy customer demand. One of the ways to ensure that you are always at the right levels of merchandise is to have a perpetual inventory system.

In a perpetual inventory, system records are kept of the following:

1. Dollar value of the merchandise on hand at the beginning of a period
2. Dollar value of the merchandise purchased
3. Dollar sales made during an accounting period
You can add merchandise purchased (#2 above) to the beginning inventory (#1 above) to obtain value of merchandise for sale for a specified period. Likewise, you can subtract from this total amount of sale (#3 above) during that specified period to obtain an estimate of the inventory on hand (ending inventory) at the end of the specified period.

This same calculation can be recorded month after month or period after period, giving you an estimate of inventory on hand at any given point of time.

If there is a perfect time to have a Point-of-Sale system installed, it is when you need a perpetual inventory system. The great news about having a Point-of-Sale system with a perpetual inventory system is that when changes take place with your inventory, they are updated immediately.

**Physical Inventory**

Depending on the type of items carried in your School-Based Enterprise, you will find that conducting physical inventories will vary daily, weekly, monthly, and annually. Conducting a physical inventory does not always mean that you will be conducting a full physical inventory; it might mean that you only need a limited physical inventory count. Whatever inventory method you decide on, you will want to consider the following recommendations:

- At least once a year, store personnel should actually count the merchandise and compare the recorded value with the actual value. Thus, a physical inventory is taken. This means that each item is counted and its value is recorded. The total of all of the merchandise will represent the inventory on hand.

- The resulting total is compared with the perpetual inventory and adjustments are made. Differences will be the result of damages, pilferage, theft, and other errors. It is important that the records be reconciled to avoid purchasing or other management decisions being made using erroneous information.

During your initial training session you should review the two inventory methods discussed here in detail with your students. Once they understand what systems will be in place to monitor and track inventory movement, they will then begin to understand how the Enterprise will accomplish its goals and objectives, and increase customer satisfaction.

**Inventory Security and Shrinkage**

Now that your students have mastered the concepts of perpetual and physical inventories, it will be easy to demonstrate what happens when there is a difference between the actual physical inventory count and the perpetual inventory. When discrepancies are noted, it is time to focus on any problems areas that need addressing.

Effective retail security is essential if you plan to have a profitable operation. Simply defined, security is awareness, prevention, and detection of your merchandise and money shortages.

It is important that you are aware of the security necessary to protect your inventory. Merchandise is meant to be sold before leaving the store – not removed by any other means. Doing what you can to prevent shortages before they occur is a less costly
measure. Good customer service is a deterrent to shoplifting. Effective employee selection and training helps to reduce internal theft.

Shrinkage is a cost of doing business; it cannot be eliminated permanently, but it can be minimized. A store’s policies and procedures for handling checks, credit cards, and checks should be reviewed and examined from a security standpoint.
Chapter 12: Objectives

After completing this chapter, you will be able to:

• Understand general methods of handling cash in your School-Based Enterprise
• Understand the value of a Point-of-Sale register
• Determine procedures for making change
• Understand the value of a change fund
• Establish procedures for accepting credit cards
• Establish procedures for creating in house charge accounts
• Determine requirements for accepting checks
General Cash Guidelines

Handling cash in a School-Based Enterprise requires documented guidelines to ensure that all monies are properly accounted for. Throughout a typical day, most Enterprises will handle a large volume of cash and should have specific procedures for reconciling cash transactions.

No manual sales or transactions should be handled outside of a register system without a marketing instructor’s approval.

There are a number of acceptable guidelines for handling cash regardless of the size or number of transactions in a School-Based Enterprise. Some general guidelines are illustrated below:

<table>
<thead>
<tr>
<th>General Transaction</th>
<th>Acceptable Procedure</th>
</tr>
</thead>
</table>
| Count all cash at end of each day or at the end of each shift | • Cashier should verify cash at the end of each shift with another person present.  
• When possible an adult should be present. |
| Daily cash report form completed | • Daily cash report forms reconcile starting petty cash and all cash received  
• Should be signed by cashier. |
| Deposit daily cash with bookkeeper or designated individual | • Daily cash report should be deposited with bookkeeper or head cashier at the end of each shift.  
• All monies should be secured in a safe or designated location. No monies should be left in the marketing enterprise. |
| Verification of cashier’s report | • Designated bookkeeper or administrative individual should immediately verify receipt of daily cash report and provide a copy to reporting cashier. |
| Correcting report errors | • Cashier and manager should immediately correct any discrepancies |
| Handling returns | • A supervisor or manager should handle all returns. No refunds should be made without management approval. |
| Hours of operation | • No sales should occur except during normal hours of operation. |
| Reconciling credit card sales | • Daily cash report forms allow for reconciliation of cash and credit card transactions. Batch reports will also verify charges for each day. Procedure should be put in place to batch credit card sales on a daily basis. |
| Point-of-sale register system | • The most effective way to reconcile daily transactions is through a cash register system. Every location should make this a priority in operating a School-Based Enterprise. |
**Point-of-Sale Register (Cash Register)**

A cash register system is a must for School-Based Enterprises. Cash registers allow you to record each sales transaction. When integrated with inventory, the system automatically reduces the quantity on hand. Overall, cash registers provide documented sales transactions and are excellent for keeping records.

We will discuss in detail Point-of-Sale benefits in Chapter 3 (Determining Equipment Needs and Purchasing Equipment). However, for this discussion of handling cash, it is important to recognize that a cash register will allow you to record daily transactions from each department within your enterprise. When making decisions on purchasing cash registers for your location, you should remember that there is no way to recommend the absolute best equipment, but we will help you understand what other locations have purchased and why they are pleased with their decision.

Cash registers provide what cash boxes do not, *audit trails*. It is important to understand the type of reporting and the software that is needed before making a decision on a register system. As the number of School-Based Enterprises grows, standardizing register systems will prove to be an invaluable decision.

**Making Change**

Automation has allowed students to rely on calculators rather than their learned mathematical skills. Consider taking the extra time to have each student make change manually as a way to increase his or her math skills. Because we stress the importance of installing a Point-of-Sale register system, we will also point out that all register systems will have the capability to specify exact change during each transaction.

During your initial training sessions, it would be beneficial to train students on effective change making procedures used by many retailers. Some of those procedures are illustrated below:

<table>
<thead>
<tr>
<th>Transaction Type</th>
<th>Recommended Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting Bills</td>
<td>• Students should announce each bill received to verify correct denomination.</td>
</tr>
<tr>
<td>Making Change</td>
<td>• Announcing each bill will avoid giving the incorrect change (e.g. giving change for a</td>
</tr>
<tr>
<td></td>
<td>$10 bill when a $5 bill was received).</td>
</tr>
<tr>
<td>Keeping bills on top of the cash</td>
<td>• Students should always keep bills on top of the cash drawer before placing money in the</td>
</tr>
<tr>
<td>drawer</td>
<td>cash drawer. This helps to avoid confusion as to the correct bill received.</td>
</tr>
<tr>
<td>Placing bills in cash drawer</td>
<td>• Students should place bills in the cash drawer after each transaction is complete.</td>
</tr>
<tr>
<td>Balancing currency and coins</td>
<td>• At the end of each shift or each day, students should complete a daily Petty Cash</td>
</tr>
<tr>
<td></td>
<td>Form and a Daily Cash Report Form to balance starting currency and coins.</td>
</tr>
</tbody>
</table>
Marketing instructors should decide how much petty cash (starting cash) should be available for each shift. Instructors or designated individuals will be held responsible for the accuracy of the petty cash report. All Enterprises will need some starting petty cash.

**Accepting Credit Cards**

Today’s popularity of credit cards and debit cards creates another decision for School-Based Enterprises. While it may seem simple to make that decision, it becomes an interesting accounting dilemma. The reason for this dilemma is that all banks charge a percentage depending on your overall volume of transactions to process credit card transactions. At the end of each month you will be required to deduct that percentage from your overall sales and then determine your net sales results.

More and more students are receiving debit cards as a way to track expenditures and as a means of learning how to use credit cards prudently. Many School-Based Enterprises throughout the country accept credit cards not only as a convenience but because parents, outside organizations, and individuals ordering via the Internet appreciate the convenience. Accepting credit cards also eliminates the need for large cash transactions and depleting petty cash.

If your location is considering accepting credit cards, you should make it a point to talk with other marketing instructors that have installed credit card machines and determine if this option is really for you. Credit cards are an excellent way to boost your sales. With the boost in sales comes the need for an actual credit card machine and communications with your credit card provider to verify valid cards and process an approval.

**In House Charge Accounts (Faculty and Students)**

Decisions, decisions, decisions. You may decide to extend the ability to offer in-house charge accounts to your faculty and staff members as well as some school organizations. This decision will prove to be very interesting to your bookkeeping system. However, what better way to increase your sales and create customer loyalty than through your internal customers.

Should you decide to offer this service, you will need to generate a charge form that will allow you the opportunity to record the sales transaction and give a copy of the transaction to the customer, cashier, and bookkeeper.

An example of an in house charge form is included in Appendix A – Sample Forms.
Accepting Checks

If you decide to accept checks at your location, there are a few guidelines you should consider. Check acceptance guidelines are illustrated below:

<table>
<thead>
<tr>
<th>Transaction</th>
<th>Recommended Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accepting Checks</td>
<td>• Two forms of ID required - preferably a driver's license and student ID.</td>
</tr>
<tr>
<td></td>
<td>• Include telephone number on all checks.</td>
</tr>
<tr>
<td></td>
<td>• Do not accept Post Office Box Addresses - only street addresses accepted.</td>
</tr>
<tr>
<td>Posting Check Acceptance Guidelines</td>
<td>• Post the above guidelines in a visible area for customers to see.</td>
</tr>
<tr>
<td>Return Check Policy</td>
<td>• Establish a documented procedure with bookkeeping and administration.</td>
</tr>
<tr>
<td></td>
<td>• If a service charge will be required for returned checks you should post that charge for customers to see.</td>
</tr>
<tr>
<td>Depositing Checks</td>
<td>• Your daily cash report will identify all checks received for the day.</td>
</tr>
<tr>
<td></td>
<td>• Your point-of-sale system will also record all check transactions.</td>
</tr>
<tr>
<td></td>
<td>• Order a &quot;For Deposit Only&quot; stamp for your check endorsements.</td>
</tr>
</tbody>
</table>

There are several check services available that will allow you to accept checks. These agencies will guarantee the individual's check for a monthly fee. This service should be used only if approximately 40% or more of your transactions will be by checks. TeleCheck is a popular service and guarantees all checks for you. The check writer must provide proper ID and your sales associates must obtain required information to process the check. This may slow you down somewhat on the front end but it clearly eliminates returned checks.
Chapter 13: Customer Service

Chapter 13: Objectives

After completing this chapter, you will be able to:

- Review the selling process
- Identify customer needs and wants
- Describe proper customer greetings and approach
- Understand how to handle customer complaints
- Describe techniques used in completing the sale
- Review suggestive selling techniques
Understanding the Selling Process

Sales associates have a direct responsibility to provide exceptional customer service at all times during the selling process. Providing exceptional customer service requires that all individuals in a School-Based Enterprise understand basic elements of the sale or selling process. There are no "perfect only" ways to handle every sales situation, but understanding the sales process will give sales associates an added advantage in providing that exceptional service.

There are several basic steps in the selling process and they are outlined below:

- Pre-approach
- Greetings and Approach
- Understanding Needs and Wants
- Handling Objections
- Completing the Sale
- Suggestive Selling

Pre-approach

Understanding these basic elements allows the sales associates to be better prepared and to display knowledge of all of the products and the features and benefits of each product. Sales associates should always be aware of product cost, colors, sizes, location, and styles available in their stores.

Prior to the actual sale, the sales associates should exhibit complete knowledge of all merchandise in all departments. This is somewhat easier in a small business but certainly tougher in large businesses. However, being prepared and knowledgeable will provide the customer with the confidence that the sales associate can help satisfy their needs.

Your School-Based Enterprise will most certainly get repeat business. The likelihood of repeat business increases substantially when sale associates are prepared to communicate effectively with customers and satisfy their needs and wants.

Understanding Customer Needs and Wants

All customers exhibit different needs and wants. The key to understanding those needs and wants is to have sales associates develop a method of finding out what merchandise the customer is interested in and why they are interested in a particular product. The sales associate can accomplish this by asking the right questions, understanding the buying motives of the customer, and satisfying those motives. In most typical sales situations, the customer is prepared to purchase a specific product and will need only for the sales associate to verify that the product is available. In other sales situations, the customer will need the sales associate’s direct involvement requiring listening attentively, and asking open-ended questions to completely understand the customers needs and wants.

Opened-ended questions require more than a "yes" or "no" answer and will induce the customer to talk. Examples of open-ended questions are illustrated below:

- “What brings you into the our store today?”
- “What specific products are you interested in?”
• “What particular style do you prefer?”
• “What timeframe do you have to make a decision?”
• “How did you find out about the styles we have?”

This type questioning not only requires more than a “yes” or “no” answer from the customer, but it initiates a conversation between the customer and the sales associate, allowing the sales associates to determine whether or not the merchandise is right for the customer.

The initial training sessions provide an excellent opportunity to “role play” the sales associate and the customer. Once students understand the value of asking open-ended questions, they will immediately began to focus on the customers’ needs and wants.

Greetings and Approach

When customers enter your School-Based Enterprise, they may not have a particular product or service in mind. The sales associate’s greeting will set the tone for what happens next. Sales associates should ensure that a positive impression is made with the customer. There are several ways to establish a positive impression and some of those ways are illustrated below:

• Have that award-winning smile and positive greeting ready to use.
• Use the customer’s name if it is known. Respond accordingly to the customer audience. (i.e., teenager or adult).
• Be certain to provide your name and establish a dialog when the customer’s name is not known.
• Try to always approach the customer first while being mindful to the customer’s space.
• Approach the customer immediately but be friendly and above all courteous.

There are a few basic approaches that might prove effective when dealing with customers:

<table>
<thead>
<tr>
<th>Basic Approaches</th>
<th>Examples of Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings</td>
<td>“Hi, my name is Corey. How are you today?”</td>
</tr>
<tr>
<td></td>
<td>“Hello Dr. Huffman, how’s your son doing?”</td>
</tr>
<tr>
<td></td>
<td>“How are you today, Professor Davis? May I help with your balloon order?”</td>
</tr>
<tr>
<td>Merchandise</td>
<td>“Professor Davis, we’re having a special on those balloons today, let me know if I can help you.”</td>
</tr>
<tr>
<td></td>
<td>“Dr. Huffman, if you’re considering those polo shirts I have some more in the stock room if you don’t find what you need.”</td>
</tr>
<tr>
<td></td>
<td>“We are having a final clearance sale on those sweatshirts. Do you have a particular color in mind?”</td>
</tr>
<tr>
<td>Service</td>
<td>“Good morning, may I help you?”</td>
</tr>
</tbody>
</table>
|                  | “Good afternoon Dr. Huffman, are you looking
Handling Complaints and Objections

Objections are just opportunities for sales associates. When a customer raises an objection, it should signal to the sales associate that the customer does not clearly understand the features and benefits of a product. Sales associates should anticipate objections and have a planned response ready, should the customer respond with an objection. Sales associates should resolve the customer's concern as positively as possible. Most objections will involve questions about the price, product reliability, and/or the need for a particular product.

Many seasoned sales individuals have used the following techniques to overcome objections and resolve the customer's concerns.

- "Glad you asked, many of the students in Dr. Huffman's class have decided to purchase the same color polo."
- "Let me make certain I understand your concern. You are concerned that the color might fade on this particular brand, is that correct?"
- "Yes, this is a little higher than those products at shop-and-save; but I'm confident you will agree...."
- "I understand your concern; then, however, if I can show you that this is true 14 carat gold, will you purchase it?"
- "No, this is not an imitation polo; it is made especially for our marketing enterprise by Ralph Lauren."

In addition to the previous techniques, there are guidelines for handling objections that focus entirely on the objection. Some of the guidelines are illustrated below:

- Use the objection as an opportunity to make the sale.
- Gain the customer's confidence by reassuring the customer of the benefits of purchasing the product.
- Let the customer know that you are listening and understand their concern by restating the objection.
- Use the open-ended questions to gain more information on their objection.

Completing the Sale

The ultimate goal of all sales associates is to get customers to purchase their product and become a loyal customer. During the sales process there are many, many buying signals exhibited by the customer. The primary objective of the sales associate is to recognize those buying signals. The more time sales associates spend working with customers, the more they will recognize the buying signals.

There are some reasonably good signals exhibited by customers that might prove valuable to a sales associate. Some of those signals are illustrated below:

- Positive body language, affirmative nods, and clear signals of approval
- Affirmative responses to your questioning
• Customer repeatedly returning to the merchandise and looking at the merchandise
• Customer’s facial expressions and the customer’s eyes

Once the sales associate recognizes any of the buying signals above, they should immediately move to close the sale.

A good role-playing exercise during training with the sales associates is to demonstrate all of the sales process selling techniques, especially those recognizing buying signals and closing techniques.

**Suggestive Selling**

Many times the merchandise that is desired by the customer is not in stock, or in the case of apparel not in the color needed. The sales associate should suggest a similar item, a replacement item, items on sale or clearance, or select a higher priced item for the customer. The sales associate should suggest any additional items that would compliment any item purchased during the customer's visit.
Chapter 14: School-Based Enterprise Store Security

Chapter 14: Objectives

After completing this chapter, you will be able to:

- Identify general guidelines for School-Based Enterprise security
- Decide if security equipment is right for your marketing enterprise
- Establish loss prevention guidelines
General Store Security Guidelines

Marketing instructors are responsible for opening and closing marketing stores and should establish policies concerning general operating hours and store activities. There are some general guidelines for consideration in addition to the normal established policies. They are:

<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Acceptable Security Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Store Operations</td>
<td>• Secure room or office</td>
</tr>
<tr>
<td></td>
<td>• Lock counters and point-of-sale registers</td>
</tr>
<tr>
<td></td>
<td>• Secure valuable merchandise</td>
</tr>
<tr>
<td>Security Cameras</td>
<td>• Install cameras</td>
</tr>
<tr>
<td></td>
<td>• Use security screens on point-of-sale register</td>
</tr>
<tr>
<td>Securing Monies</td>
<td>• No monies unsecured</td>
</tr>
<tr>
<td></td>
<td>• Use point-of-sale register or cash register to secure funds</td>
</tr>
<tr>
<td>Coverage During Business Hours</td>
<td>• Always attended during normal business hours</td>
</tr>
<tr>
<td>Securing Merchandise</td>
<td>• Lock store during non-business hours</td>
</tr>
<tr>
<td>Access to School-Based Enterprise</td>
<td>• Be responsible for keys and have access to Enterprise after hours</td>
</tr>
</tbody>
</table>

Security Equipment

Many School-Based Enterprises have found that using video cameras and monitors are good ways to approach their security needs. Other alternatives include installing one-way mirrors and windows that allow you to see your sales area and inventory storage area.

Budgeting for security equipment is important and should be reviewed with your installation consultant. Your consultant will be able to share a wealth of knowledge on other security installations and recommend a cost-effective solution.

Discuss your security concerns with other installed Enterprise instructors. They have security experiences just waiting to be shared.

Loss Prevention Considerations

The best way to avoid losses is to plan to prevent them before they happen. School-Based Enterprises represent unique problems for reducing losses and monitoring the effectiveness of your loss prevention program. Unlike many large retailers, School-Based Enterprises don’t have the luxury of full-time security experts and monitoring systems. School-Based Enterprises do have the opportunity to gain good and bad experiences from other installed Enterprises.
There are several ways to prevent and control your loss of merchandise and control problems at the register level. Examples of such loss prevention techniques are illustrated below:

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Loss Prevention Technique</th>
</tr>
</thead>
</table>
| Secured Point-of-Sale System and Registers | • Keep registers locked and remove keys when registers are unattended  
• Develop cashier sign-in for each transaction |
| Register Tapes                         | • Collect register tapes and review them for unauthorized returns, voids and no-sales  
• Require register tapes to be included with shift reports |
| Merchandise Pricing                     | • Review barcode tags for proper scanning and pricing  
• Ensure that tags are secure |
| Stockroom Access                        | • Organize stockroom and place items in stockroom by bin location  
• Limit access to stockroom and install a card entry system |
| Accepting Checks                        | • Establish published policy about accepting checks and maximum limits  
• Establish returned check policy |
| Register Transactions                   | • Establish cashier policy for refunds, returns, voids, and shortages |
| Salvaged Goods                          | • Establish policy on salvaged products and preventing good merchandise from being declared as damaged |
| Employee Purchases                      | • Establish policy for employee discounts  
• Establish policy for employee purchases |
| Shoplifting                             | • Display shoplifting signs concerning store policy |
| Customer Bags                           | • Establish policy on checking customer bags at door or having a check-in area |
Chapter 15: Objectives

After completing this chapter, you will be able to:

- Identify elements of a School-Based Enterprise policy manual
- Determine areas of concern that should be documented
- Publish housekeeping rules for your general area and stockroom
- Review policies concerning confidentiality rules
- Determine sample policies for your School-Based Enterprise
School-Based Enterprise Policy Manual

The purpose of a School-Based Enterprise policy manual is to give each student (employee) written procedures, rules, expectations, overall objectives, and a guided approach to managing day-to-day operations. Documenting these procedures ensures that each student has an opportunity to review these procedures and communicate understanding of those policies.

There are many areas of the operation to review, depending on the size and population of each “marketing lab,” but the basic areas that should be considered are illustrated below:

<table>
<thead>
<tr>
<th>Area</th>
<th>Policy Manual Benefit</th>
</tr>
</thead>
</table>
| Dress Code         | • Determine if uniforms will be provided  
                      • Establish appropriate dress code  
                      • Establish identification badge requirements |
| Personal Behavior  | • Identify expected behaviors  
                      • Provide examples of business like behavior  
                      • Identify policies concerning food and beverages  
                      • Establish guidelines for non-business visitations |
| Hours of Operation | • Provide schedule of assigned hours for personnel  
                      • Establish clock-in procedures for employees via a point-of-sale register  
                      • Identify appropriate break schedules  
                      • Identify anticipated schedule for special events |
| Telephone Procedures | • Determine appropriate procedures for handling customer inquiries  
                          • Identify guidelines for personal use of telephone  
                          • Identify procedures for taking messages  
                          • Publish procedures for transferring calls |
| Absences           | • Publish policies for absences and evaluations  
                      • Publish procedure for finding a replacement  
                      • Publish work schedule |
| Tardiness          | • Define Impact on evaluation  
                      • Define Impact on team  
                      • Define Impact on customer |
| Safety             | • Establish fire drills procedures  
                      • Establish medical emergencies procedures  
                      • Report unsafe conditions |
Areas of Concern

While there are numerous areas of concern for your School-Based Enterprise, it is important to document areas that could affect customer service and general operating procedures. Examples are illustrated below:

<table>
<thead>
<tr>
<th>Additional Areas of Concern</th>
<th>Policies/Procedures Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merchandise</td>
<td>• Returns and adjustments policy</td>
</tr>
<tr>
<td></td>
<td>• Restricting refunds</td>
</tr>
<tr>
<td></td>
<td>• Sales slip policy with returns</td>
</tr>
<tr>
<td></td>
<td>• Time limits on returns</td>
</tr>
<tr>
<td>Special Orders</td>
<td>• Balloons</td>
</tr>
<tr>
<td></td>
<td>• Flowers</td>
</tr>
<tr>
<td></td>
<td>• Birthday, holiday, and special occasion requests</td>
</tr>
<tr>
<td>Delivery Requests</td>
<td>• Balloons</td>
</tr>
<tr>
<td></td>
<td>• Flowers</td>
</tr>
<tr>
<td></td>
<td>• Parents and family members</td>
</tr>
<tr>
<td></td>
<td>• Time restrictions</td>
</tr>
<tr>
<td></td>
<td>• Areas of delivery</td>
</tr>
<tr>
<td>Extending Credit to Special Groups</td>
<td>• Required forms and approved management guidelines</td>
</tr>
<tr>
<td>Additional Shift Duties</td>
<td>• Merchandise responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Visual displays</td>
</tr>
</tbody>
</table>

Students will receive most of the rules and guidelines during the initial training session. However, it is often impossible to cover every single action item during those sessions. Documenting those procedures ensures that they can be passed on to new groups without interruption of business practices and policies.

Housekeeping: Stockroom and General Area

Housekeeping procedures should focus on maintaining a neat business environment at all times. It may be possible to assign this responsibility to a specific individual; however, housekeeping should be a standard for everyone in the organization. Consider the following:

- What areas should be cleaned?
- How often are those areas cleaned? Each shift? Each morning? Every afternoon? Weekly, etc.?
- Who are the responsible individuals?
- Is a schedule for housekeeping responsibilities published?
- What is the impact on evaluation?
Confidentiality

School-Based Enterprises are established to reflect a true business environment. Businesses function to make a profit, and retailers establish margins to realize a good return on inventory. Students are an important part of the price setting and profit margin process. Therefore, it is very important that students learn not to share the overall pricing structures and profit margins with individuals other than store team members.

The best place to address the importance of confidentiality is during your initial training sessions. This should be high on the list of priorities during training.
# Sample Policies

<table>
<thead>
<tr>
<th>Policy</th>
<th>Action Items</th>
</tr>
</thead>
</table>
| Cashiers                              | • Verify Petty Cash Fund  
• Make change  
• Organize cash drawer |
| Accepting Credit Cards                | • Identify credit cards that will be accepted  
• Determine minimum charge requirements  
• Establish maximum requirements, if any |
| In House Charge Accounts              | • Determine approved accounts  
• Establish management approvals  
• Establish guidelines for handling delinquent accounts |
| Accepting Checks                      | • Establish check acceptance policy  
• Post check acceptance guidelines  
• Establish check limits  
• Accept checks with current date only  
• Establish identification requirements |
| Bad Check Procedure                   | • Notify customer of returned check  
• Establish bad check notice guidelines  
• Retain check until replacement funds are received |
| Pricing Products                      | • Identify fair pricing structure  
• Identify markdowns  
• Establish markdown approvals |
| Voids, Over rings, Discounts, and Refunds | • Establish management policy |
| Store Hours                           | • Establish and post time schedule |
| Employee Work Schedule                | • Post appropriate schedule |
| Accidents                             | • Establish procedures for reporting accidents  
• Determine safety precautions to be observed |
| Telephone Guidelines                  | • Publish processing procedures for customer calls  
• Publish processing procedures for personal calls  
• Establish proper answering techniques |
| Handling Complaints                   | • Determine how student should handle  
• Determine when to refer to management |
| Personal Behavior                     | • Establish rules regarding the sharing of sales and costs information  
• Establish guidelines for conducting personal business  
• Establish rules for food and beverage |
| Dress and Appearance                  | • Determine acceptable dress code  
• Emphasize importance of good personal hygiene  
• Establish overall appearance |
| Grounds for Dismissal                 | • Determine guidelines for handling dishonest tendencies  
• Publish guidelines for addressing excessive absences or tardiness |
### Daily Petty Cash Form

**Newly Established High School**  
*Marketing Enterprise*  
**Daily Petty Cash Form**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Petty Cash:</td>
<td>$</td>
</tr>
<tr>
<td><strong>Coins</strong></td>
<td></td>
</tr>
<tr>
<td>Pennies:</td>
<td></td>
</tr>
<tr>
<td>Nickels:</td>
<td></td>
</tr>
<tr>
<td>Dimes:</td>
<td></td>
</tr>
<tr>
<td>Quarters:</td>
<td></td>
</tr>
<tr>
<td>Half Dollars:</td>
<td></td>
</tr>
<tr>
<td><strong>Total Coins:</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>Currency</strong></td>
<td></td>
</tr>
<tr>
<td>$1 Bills:</td>
<td></td>
</tr>
<tr>
<td>$5 Bills:</td>
<td></td>
</tr>
<tr>
<td>$10 Bills:</td>
<td></td>
</tr>
<tr>
<td>$20 Bills:</td>
<td></td>
</tr>
<tr>
<td>$50 Bills:</td>
<td></td>
</tr>
<tr>
<td>$100 Bills:</td>
<td></td>
</tr>
<tr>
<td><strong>Total Currency:</strong></td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Ending Petty Cash (should equal beginning amount):</strong></td>
<td>$</td>
</tr>
<tr>
<td>Cashier</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
# Daily Cash Report Form

## Newly Established High School

**Marketing Enterprise**  
Daily Cash Report Form

| Date: |  
| No. 1 | No. 2 | No. 3 |  
| Coins: | $ |  
| Currency: | $ |  
| Checks: | $ |  
| Credit: | $ |  
| Sub-Total: | $ |  
| Petty Cash: | $ |  

| Total Sales + In-house Charges: | $ |  

| Cash & Checks | Charges | Total |  
| Sales to Public: | $ | $ | $ |  
| In-house Charges: | $ | $ | $ |  
| Register Tape: | $ | $ | $ |  
| Overage/Shortage: | $ | $ | $ |  

| Total: | $ | $ | $ |  

| Cashier's Signature | Date |  
| Marketing Lab Manager's Signature | Date |
## Daily Cash Worksheet

### Newly Established High School

**Marketing Enterprise**

### End-of-Shift Worksheet

<table>
<thead>
<tr>
<th>Coins</th>
<th>Qty. x Value</th>
<th>Drawer</th>
<th>Total</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dimes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nickels</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Currency</th>
<th>Qty. x Value</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1</td>
<td></td>
<td></td>
<td>Coins:</td>
<td></td>
</tr>
<tr>
<td>$5</td>
<td></td>
<td></td>
<td>Currency:</td>
<td></td>
</tr>
<tr>
<td>$10</td>
<td></td>
<td></td>
<td>Checks:</td>
<td></td>
</tr>
<tr>
<td>$20</td>
<td></td>
<td></td>
<td>Charges:</td>
<td></td>
</tr>
<tr>
<td>$50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100</td>
<td></td>
<td></td>
<td>Plus Petty Cash:</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

|                |             |        | Less Charges: |       |
|                |             |        | **Total:**    |       |
| Register Tape(s) | Tape Reading: |  $ |       |
|                  | Sales to Public | $ |       |
|                  | **Difference:** | $ |       |

<table>
<thead>
<tr>
<th>Prepared By</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Weekly Sales and Deposits Form

## Newly Established High School  
**Marketing Enterprise**  
Weekly Sales & Deposits

<table>
<thead>
<tr>
<th>Date</th>
<th>Register No.</th>
<th>Currency</th>
<th>Coins</th>
<th>Checks</th>
<th>Credit Cards</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Total:** $ $ $ $ $ $ 

### Register Tape(s)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cash &amp; Checks</td>
<td>$</td>
</tr>
<tr>
<td>Total Credit Cards</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$</td>
</tr>
<tr>
<td>Overage/Shortage</td>
<td>$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cash &amp; Checks</td>
<td>$</td>
</tr>
<tr>
<td>Total CC Deposit</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Cash Deposit</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

Prepared By:  
Date: 

---
## Monthly Recap Form

**Newly Established High School**

**Marketing Enterprise**

**Monthly Recap Form**

<table>
<thead>
<tr>
<th>Date</th>
<th>Cash &amp; Checks</th>
<th>Credit Cards</th>
<th>In-House Charges</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
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<td></td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Totals:</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
</tbody>
</table>

Total Cash & Checks: $  
Total Credit Cards: $  
Total In-House Charges: $  
Total Sales less In-House Charges: $
Vendor Order Form

Newly Established High School
Marketing Enterprise
Vendor Order Form

**School-Based Enterprise**
Address 1
Address 2
City, State Zip
Telephone: 000.000.0000
Fax: 000.000.0000

**Shipping Address**
Address 1
Address 2
City, State Zip
Department:
Ship via:
Purchased Order #:
Salesperson:

**Billing Address**
Address 1
Address 2
City, State Zip
Attention:
Buyer:
Telephone:
Fax:

<table>
<thead>
<tr>
<th>Qty</th>
<th>Our SKU #</th>
<th>Your SKU #</th>
<th>Description</th>
<th>Unit</th>
<th>Unit Price</th>
<th>Total</th>
</tr>
</thead>
</table>

Shipping Date: □ ASAP  □ Pack & Hold Order
Ship on: Cancel Date:

□ Ship Complete
□ Backorders OK
□ Cancel Backorders

Subtotal:
Tax:
Freight
Other:
Total:

Sidemark:
Buyer’s Title:
Buyer’s Signature:
Date:

---
Sample Proposal: Starting a School-Based Enterprise

Submitted by:

NEHS

Newly Established High School
1200 Anywhere Street
Anywhere, USA 00000
000 000-0000
email: newly@msn.com

Mrs. Really Cares
Marketing Instructor
Mission and Purpose

The mission of Newly Established High School's School-Based Enterprise is to educate, equip, and guide our marketing students toward their maximum potential as marketing professionals, managers, and entrepreneurs. Our marketing students apply the functions of marketing that are discussed in theory in the classroom. Students make business decisions in a real business environment with the focus on the customer. Therefore, students are prepared to meet the varied challenges of the hectic, ever-changing workplace.
The Need

A School-Based Enterprise is an exceptional marketing tool that provides students with the skills and experience needed to be successful in the field of marketing. Providing that experience at Newly Established High School is a great start for our future CEO's. A marketing training lab provides opportunities and experiences that are not available from lectures and assignments. The marketing enterprise provides students with hands-on, real world learning opportunities to operate a real business. Experiences from existing School-Based Enterprises reveal that a School-Based Enterprise provides students, marketing instructors, and administrators with educational items right here at Newly Established High School.

In a School-Based Enterprise setting, students are trained and educated on principles and techniques that occur with real world retailers and business professionals. This training reinforces business scenarios learned in conjunction with marketing lectures. The overall result of this learning environment will be to have better prepared students entering the job market and increase their odds of competing successfully with other marketing business professionals.
Major Goals

1. Provide an actual business environment to teach and reinforce marketing principles
2. Develop real world operating procedures and attitudes
3. Develop management and leadership skills through on-the-job training
4. Develop job readiness skills
5. Explore the benefits of marketing careers
Marketing Enterprise Plans and Time Tables

TBA: To Be Announced
# Proposed Budget

## Newly Established High School  
**Marketing Enterprise**  
**Budget Examples**

<table>
<thead>
<tr>
<th>Estimated Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Funds</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Grants &amp; Proposals</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>0</td>
<td>2,500</td>
</tr>
<tr>
<td>Corporate Sponsorship</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>Selling Stock Certificates</td>
<td>1,000</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated Expenditures</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Marketing Lab Store</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvements</td>
<td>1,500</td>
<td>0</td>
<td>200</td>
<td>1,000</td>
<td>0</td>
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<tr>
<td>Slatwall and Pegboard Installation</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>250</td>
<td>0</td>
</tr>
<tr>
<td>Lighting Changes</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>100</td>
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</tr>
<tr>
<td>Sales Counter</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>200</td>
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<tr>
<td>Locking Cabinets and Showcases</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Painting</td>
<td>75</td>
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<td>0</td>
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<td>75</td>
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<tr>
<td>Repairs</td>
<td>0</td>
<td>150</td>
<td>150</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Security System</td>
<td>175</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Merchandise</strong></td>
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<td></td>
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<tr>
<td>Startup Merchandise</td>
<td>3,000</td>
<td>0</td>
<td>5,000</td>
<td>3,000</td>
<td>3,500</td>
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<td>Merchandise Displays</td>
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<td>75</td>
<td>80</td>
<td>85</td>
<td>75</td>
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<td>Mannequins</td>
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<td>80</td>
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<td>75</td>
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<td><strong>Equipment</strong></td>
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<tr>
<td>Point-of-Sale System</td>
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<tr>
<td>Scanners</td>
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<td>0</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Printer</td>
<td>200</td>
<td>0</td>
<td>0</td>
<td>200</td>
<td>0</td>
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<tr>
<td>Bar Code Printer</td>
<td>300</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>System Upgrades</td>
<td>0</td>
<td>0</td>
<td>120</td>
<td>250</td>
<td>250</td>
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<tr>
<td>Security system</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>150</td>
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<tr>
<td><strong>Support Agreements</strong></td>
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<td></td>
</tr>
<tr>
<td>Hardware</td>
<td>0</td>
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<td>100</td>
</tr>
<tr>
<td>Software</td>
<td>0</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Maintenance</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
<td>250</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>9,000</td>
<td>8,000</td>
<td>8,000</td>
<td>4,500</td>
<td>7,000</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>10,630</td>
<td>823</td>
<td>6,075</td>
<td>5,950</td>
<td>5,175</td>
</tr>
<tr>
<td><strong>Total Expenditures Less Revenues</strong></td>
<td>13,370</td>
<td>7,177</td>
<td>1,925</td>
<td>-1,450</td>
<td>1,825</td>
</tr>
<tr>
<td><strong>Surplus (Deficit)</strong></td>
<td>13,370</td>
<td>7,177</td>
<td>1,925</td>
<td>-1,450</td>
<td>1,825</td>
</tr>
</tbody>
</table>

**Notes:**  
- Proposed Sales '03 ($xx,xxx)  
- Proposed Sales '04 ($xx,xxx)  
- Proposed Sales '05 ($xx,xxx)  
- Proposed Sales '06 ($xx,xxx)  
- Proposed Sales '07 ($xx,xxx)  

- Inventory Purchases '03 ($xx,xxx)  
- Inventory Purchases '04 ($xx,xxx)  
- Inventory Purchases '05 ($xx,xxx)  
- Inventory Purchases '06 ($xx,xxx)  
- Inventory Purchases '07 ($xx,xxx)
Sample School-Based Enterprise Budget

Newly Established High School  
Marketing Enterprise  
Budget Examples

<table>
<thead>
<tr>
<th>Estimated Revenues</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Funds</td>
<td>500</td>
<td>0</td>
<td>0</td>
<td>1,500</td>
<td>1,500</td>
</tr>
<tr>
<td>Grants &amp; Proposals</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td>0</td>
<td>2,500</td>
</tr>
<tr>
<td>Corporate Sponsorship</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
</tr>
<tr>
<td>Selling Stock Certificates</td>
<td>1,000</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>500</td>
</tr>
</tbody>
</table>

| Estimated Expenditures | |
|------------------------|-------|-------|-------|-------|-------|

**Facilities**

| Proposed Marketing Lab Store Improvements | 1,500 | 0 | 200 | 1,000 | 0 |
| Slatwall and Pegboard Installation | 500 | 0 | 0 | 250 | 0 |
| Lighting Changes | 100 | 0 | 0 | 100 | 0 |
| Sales Counter | 200 | 0 | 0 | 200 | 0 |
| Locking Cabinets and Showcases | 200 | 0 | 0 | 0 | 0 |
| Painting | 75 | 50 | 0 | 0 | 75 |
| Repairs | 0 | 150 | 150 | 100 | 100 |
| Security System | 175 | 0 | 0 | 0 | 0 |

**Merchandise**

| Startup Merchandise | 3,000 | 0 | 5,000 | 3,000 | 3,500 |
| Merchandise Displays | 100 | 75 | 80 | 85 | 75 |
| Mannequins | 50 | 48 | 0 | 40 | 0 |
| Shelving | 80 | 50 | 75 | 75 | 75 |

**Equipment**

| Point-of-Sale System | 3,500 | 0 | 0 | 200 | 200 |
| Scanners | 200 | 0 | 0 | 100 | 100 |
| Printer | 200 | 0 | 0 | 200 | 0 |
| Bar Code Printer | 300 | 0 | 0 | 0 | 0 |
| System Upgrades | 0 | 0 | 120 | 250 | 250 |
| Security system | 100 | 0 | 0 | 0 | 150 |

**Support Agreements**

| Hardware | 0 | 100 | 100 | 100 | 100 |
| Software | 0 | 100 | 100 | 100 | 100 |
| Maintenance | 250 | 250 | 250 | 250 | 250 |

| Total Revenues | 9,000 | 8,000 | 8,000 | 4,500 | 7,000 |
| Total Expenditures | 10,630 | 823 | 6,075 | 5,950 | 5,175 |
| Total Expenditures Less Revenues | 13,370 | 7,177 | 1,925 | -1,450 | 1,825 |
| Surplus (Deficit) | 13,370 | 7,177 | 1,925 | -1,450 | 1,825 |

Notes:

- Proposed Sales '03 ($xx,xxx)
- Proposed Sales '04 ($xx,xxx)
- Proposed Sales '05 ($xx,xxx)
- Proposed Sales '06 ($xx,xxx)
- Proposed Sales '07 ($xx,xxx)

- Inventory Purchases '03 ($xx,xxx)
- Inventory Purchases '04 ($xx,xxx)
- Inventory Purchases '05 ($xx,xxx)
- Inventory Purchases '06 ($xx,xxx)
- Inventory Purchases '07 ($xx,xxx)
## Appendix B: Suggested Software and Hardware
(As per business professionals associated with the development of this manual and supporting documentation)

### School-Based Enterprise 2003

<table>
<thead>
<tr>
<th>Component</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOFTWARE:</td>
<td></td>
</tr>
<tr>
<td>BizTracker Retailer POS Software</td>
<td>1</td>
</tr>
<tr>
<td>PCCharge CC Payment Server</td>
<td>1</td>
</tr>
<tr>
<td>Version 5.0</td>
<td></td>
</tr>
<tr>
<td>HARDWARE:</td>
<td></td>
</tr>
<tr>
<td>School Store POS Computer</td>
<td>2</td>
</tr>
<tr>
<td>Flat Panel Touch Screen Monitor</td>
<td>2</td>
</tr>
<tr>
<td>Barcode Scanner</td>
<td>2</td>
</tr>
<tr>
<td>Credit Card Reader</td>
<td>2</td>
</tr>
<tr>
<td>MS Cash Drawer</td>
<td>2</td>
</tr>
<tr>
<td>Thermal Receipt Printer</td>
<td>2</td>
</tr>
<tr>
<td>Customer Pole Display</td>
<td>2</td>
</tr>
<tr>
<td>External Modem</td>
<td>1</td>
</tr>
<tr>
<td>Eltron Barcode Label Printer</td>
<td>1</td>
</tr>
<tr>
<td>Smart Power Battery Backup</td>
<td>1</td>
</tr>
<tr>
<td>Laser Report Printer</td>
<td>1</td>
</tr>
<tr>
<td>Network Switch</td>
<td>1</td>
</tr>
<tr>
<td>SUPPLIES:</td>
<td></td>
</tr>
<tr>
<td>Case 31/8” Thermal Printer Paper</td>
<td>1</td>
</tr>
<tr>
<td>Case Eltron Barcode Labels</td>
<td>1</td>
</tr>
<tr>
<td>LABOR:</td>
<td></td>
</tr>
<tr>
<td>Setup, Training, Installation, and 90-Day Phone Support</td>
<td>1</td>
</tr>
</tbody>
</table>
Appendix C: Business Professionals Who Developed The School-Based Enterprise Manual

Major Developer:

Mr. J.D. Davis
Marketing Consultant
Merritt Marketing Group, Inc.
227 Sandy Springs Place, Suite D-324
Atlanta, Georgia 30328
Phone: 1-866-279-1146 (U.S. only)
Fax: 1-866-279-1146 (U.S. only)
E-Mail: merrittgroup@msn.com

Assistant Developer:

Mrs. Elise Meyers
Retail Consultant
Social Expressions/AmericasMart
3393 Peachtree Road
Atlanta, Georgia 30326
Phone: 404-266-2618
E-Mail: emm1101@mindspring.com
# Appendix C-1: Other Business Professionals Who Assisted With The Development of This Manual

<table>
<thead>
<tr>
<th>Occupational Area</th>
<th>Contact</th>
<th>Company</th>
<th>Primary Area</th>
<th>Phone</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point-of-Sale Consultant</td>
<td>David Willson</td>
<td>Computer Enterprises, Inc.</td>
<td>POS Systems</td>
<td>770 200-7491 770 200-7499 Fax</td>
<td><a href="mailto:DavidW@ceipos.com">DavidW@ceipos.com</a></td>
</tr>
<tr>
<td>Marketing Lab Displays and Construction Consultant</td>
<td>Tim Dearman</td>
<td>Southeastern Displays, Inc.</td>
<td>Marketing Lab Development and Installation</td>
<td>770 490-8760</td>
<td><a href="mailto:Sedisplays@mindspring.com">Sedisplays@mindspring.com</a></td>
</tr>
<tr>
<td>Marketing Lab Documentation</td>
<td>Ramona B. Smedley</td>
<td>Mai-Own Contracting Services</td>
<td>Marketing Lab Documentation and Proposal Development</td>
<td>770 987-7218</td>
<td><a href="mailto:Smedleyr@bellsouth.net">Smedleyr@bellsouth.net</a></td>
</tr>
</tbody>
</table>
# Appendix D: Educational Advisory Committee Who Supplied Teaching Resources and Technical Expertise Throughout the Development Process

<table>
<thead>
<tr>
<th>Professional Area</th>
<th>Name</th>
<th>School/Organization</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Dr. Jacqueline Huffman</td>
<td>North Gwinnett High School 20 Level Creek Rd., N.E., Suwanee, GA 30024</td>
<td>678-482-1025</td>
<td><a href="mailto:jacqueline_huffman@gwinnett.k12.ga.us">jacqueline_huffman@gwinnett.k12.ga.us</a></td>
</tr>
<tr>
<td>Education Teacher</td>
<td>Mrs. Bob Hickey</td>
<td>Brookwood High School 1255 Dogwood Rd. Snellville, GA 30078</td>
<td>770-978-5076</td>
<td><a href="mailto:bob_hickey@gwinnett.k12.ga.us">bob_hickey@gwinnett.k12.ga.us</a></td>
</tr>
<tr>
<td>Marketing</td>
<td>Mrs. Beth Pitts</td>
<td>North Hall High School 4885 Mt. Vernon Rd. Gainesville, GA 30505</td>
<td>770-983-7331</td>
<td><a href="mailto:bethdeca@aol.com">bethdeca@aol.com</a></td>
</tr>
<tr>
<td>Education Teacher</td>
<td>Mr. Billy Richardson</td>
<td>Kennesaw Mountain High School 1898 Due West Rd. Kennesaw, GA 30101</td>
<td>770-528-3511</td>
<td><a href="mailto:william.richardson@cobb.k12.org">william.richardson@cobb.k12.org</a></td>
</tr>
<tr>
<td>Marketing</td>
<td>Ms. Rhonda Samples</td>
<td>Chestatee High School 3005 Sardis Rd. Gainesville, GA 30506</td>
<td>770-532-1162</td>
<td><a href="mailto:rhondadeca@aol.com">rhondadeca@aol.com</a></td>
</tr>
<tr>
<td>Education Teacher</td>
<td>Mr. Mike Craft</td>
<td>Ringgold High School 29 Tiger Trail Ringgold, GA 30736</td>
<td>706-935-2254</td>
<td><a href="mailto:mcraft.rhs@hub.catoosa.k12.ga.us">mcraft.rhs@hub.catoosa.k12.ga.us</a></td>
</tr>
<tr>
<td>Marketing</td>
<td>Ms. Linda Smith</td>
<td>Georgia Department of Education 1770 Twin Towers East Atlanta, GA 30334</td>
<td>404-657-6588</td>
<td><a href="mailto:lsmith@doe.k12.ga.us">lsmith@doe.k12.ga.us</a></td>
</tr>
<tr>
<td>Business</td>
<td>Ms. Cynthia Greene</td>
<td>Georgia Department of Education 1770 Twin Towers East Atlanta, GA 30334</td>
<td>404-657-8307</td>
<td><a href="mailto:cygreene@doe.k12.ga.us">cygreene@doe.k12.ga.us</a></td>
</tr>
</tbody>
</table>
Appendix E: AmericasMart Atlanta; Registration and Admissions Policy

AmericasMart Atlanta is a wholesale facility open to the trade only. To gain admission, you must be affiliated with a business that resells products represented in the Marts. The following credentials are required for admittance:

For a Wholesale/Retail Business:

All of the following:

- Current Retail Business License or Federal Resale Tax Certificate
- Imprinted Business Check
- Corporate Credit Card or proof of merchant credit card ID#
- Photo ID (one per buyer) or Passport
- Personalized Business ID (Business Card or Cancelled Payroll Check) - 1 per buyer

Plus ONE of the following:

- White or Yellow Page Business Phone Listing
- Current Year Executed Sales Tax Return or Sales Tax Coupon Book
- Lease Agreement for Commercial Space
- Photo of Retail Store Front
- Current invoices reflecting your purchase of Mart-related merchandise in quantity for resale. Invoices may be required to verify that your business resells products represented in AmericasMart.

For additional information on registration, call:

404-220-2446 or 800-ATL-MART (285-6278)

The above information is reprinted from the Atlanta Buyer’s Guide.

Special Note: The Georgia Department of Education (DOE) has partnered with AmericasMart in an effort to assist Marketing Education teachers throughout the state. Mr. Albert Maslia, Director of Retail Operations, and Mrs. Elise Meyer, Retailing Consultant, AmericasMart, offer workshops and guided tours to teachers with School-Based Enterprises. As a result, teachers are privy to merchandising and management tips from experienced professionals, are introduced to vendors who carry merchandise appropriate for their School-Based Enterprises, receive permanent passes to shop the Mart, and have an opportunity to set up seminars and tours for their students throughout the year.