\textit{Client Retention: Retaining clients for one year or longer.}

\textbf{Topic: Successfully retaining clients requires using many different business strategies.}

\textbf{Synopsis of Segment}

Salon Renew is holding a very productive salon meeting about client retention strategies. What should they do to retain more than 70 percent of their clients for more than one year? Some of the programs already implemented by Salon Renew management include client feedback via a suggestion box, and an email newsletter. Staff members join in with their own suggestions, including creating a safer environment (better sanitation practices), calling as many clients by name as possible, adding fashion tips to their newsletter, and much more. This segment has no less than 15 suggestions about how every stylist can improve customer satisfaction and retention!

\textbf{Lesson Plans}

\textbf{Instructor Objectives}

Upon completion of the lesson, students should:

1. Understand that good client retention means satisfying most of the people all of the time.
2. Know that true client retention means that people return to them for services for a period of at least one year.
3. Realize that client retention is an ongoing process of activities to ensure clients are happy with their services and eager to always have them care for their beauty needs.
Implements, Equipment, Supplies Required

<table>
<thead>
<tr>
<th>Student</th>
<th>Instructor</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>Milady Soft Skills DVD “Client Retention Strategies”</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Student notebook</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Pens</td>
</tr>
</tbody>
</table>

Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Client Retention Strategies.”

Educator References

None

Notes to Educator

1. Review Milady Soft Skills DVD “Client Retention Strategies” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Client Retention Strategies”

- None

Review Questions

1. How do you personally define client retention?
2. Why is a 70 percent client retention rate considered a good retention figure?
3. Is it ever possible to achieve a 95 percent or higher retention rate? (No. Remember, some clients will move, die or simply find it boring going to the same stylist and salon all the time.)
4. In your mind, what should be included in a customer-service training program to ensure better client retention?
5. Why are follow-up phone calls recommended two days after new clients visit the salon?
6. Why are follow-up phone calls recommended two days after a change of hairstyle or color?
7. Have you ever taken advantage of a suggestion box? Did the company follow your suggestion?
8. How does a newsletter help retain clients?
9. How do birthday cards help retain clients?
10. Why is running on time so important to keeping clients happy and in place?
11. Sanitizing the shampoo bowl before each service makes clients feel safe in your environment. What else can you do in front of clients to let them know they are in a safe environment?

Activities/Questions

Group Exercise

Topic: “Client retention in your salon”

Ask your students to pretend that the school is their salon. Have them give their salon a name, and describe the number of employees and types of services they offer. Ask them to make a checklist of everything they are doing to retain...
clients. Next, have them take a tour of the salon to evaluate its orderliness and cleanliness. Do their clients feel safe in their environment? Last, ask them to list 10 things they do at their salon that would make clients want to return to them for all their beauty needs. Make sure their answers are specific and at least somewhat unique to the area competition.

**Group Discussion**

**Topic: “Being taken for granted”**

It has happened to everyone who has performed services in a salon for any length of time. You have taken care of Mrs. Smith the first Monday of every month for nearly a year and then one day, she is simply missing! Why do we have a tendency to treat Mrs. Smith differently on her sixth visit than we did on her third visit? Why do we ask her to do things like wait so we can accommodate another client, or skip the massage at the shampoo bowl that day because we are busy? The answer is simple: We begin taking Mrs. Smith’s loyalty (and money) for granted. Ask your students to list the ways someone can be taken for granted in a salon setting. Then, ask them to calculate Mrs. Smith’s lifetime contribution to their income.

- Average $ per visit:
- Average $ per year:
- Average $ per 10 years:

Next have them estimate the amount of money lost in referrals made by Mrs. Smith over a 10-year period. (Hint: If Mrs. Smith spends $50 per month, the lost income over a 10-year period including referrals could be as much as $50,000!)

**Teacher’s Guide: Insights/Answers to Group Exercise and Group Discussion**

Stylists never lose a single client, they lose years of income in terms of that missing client and all the friends and family members that he or she would have referred over a long period of time. It is important to keep client retention strategies at the top of everyone’s game plan when working in a salon. It is also important for every student to completely embrace the following advice before leaving beauty school: Building and retaining a clientele is an ongoing process in the beauty business. The better you are at retaining your clientele early in your career, the more successful you will be throughout your lifetime as a beauty service provider.
“Marketing Strategies”

Marketing Strategies: Programs and ideas to drive more business to the salon.

Topic: Reaching out to the community by cross-promoting with area businesses helps grow your clientele.

Synopsis of Segment

After looking over the literature and offerings of area businesses, John Q., owner of Salon Renew, realizes there are so many things going on all around his salon. Because he strongly believes in word-of-mouth advertising, John Q. decides to talk to three area owners, whom he admires and trusts, about cross-marketing their businesses: Squeaky Clean Car Wash, Chez Monique, and Park Avenue Cleaners. John Q. uses loyalty cards and drawings to encourage more area residents to discover all three of their businesses.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand that word-of-mouth by satisfied clients is the most important marketing program on the planet.
2. Realize the value of networking with area businesses.
3. Know that advertising does not always mean spending a lot of money on newspaper, radio and television ads.
**Implements, Equipment, Supplies Required**

<table>
<thead>
<tr>
<th>Student</th>
<th>Instructor</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>Milady Soft Skills DVD “Marketing Strategies”</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Student notebook</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>Pens</td>
</tr>
</tbody>
</table>

**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD

**Facility**

Theory classroom

**Time Allotment**

90–120 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady Soft Skills DVD “Marketing Strategies”

**Educator References**

None

**Notes to Educator**

1. Review Milady Soft Skills DVD “Marketing Strategies” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

**Discussion Topics Interspersed in Milady Soft Skills “Marketing Strategies”**

- None

**Review Questions**

1. How do you personally define marketing?
2. How do you personally define cross-marketing?
3. How expensive is cross-marketing versus paying $500 - $1000 for an ad with unknown results?
4. How does cross-marketing improve relationships with area businesses?
5. What did you think of John Q's cross-promotional plan?
6. Is there anything that you believe he could have done better?
7. Why is it important to make sure you only deal with businesses that are like-minded in terms of customer care and quality of services? (Hint: Cross-marketing is a personal referral of sorts. Your clients’ happiness is at stake!)

**Activities/Questions**

**Group Breakouts**

**Topic: “Cross-promoting your business”**

**Teaching Aids and Materials:** None

Cross promotions—promotions where area businesses promote each other’s goods or services—are some of the most effective, easiest, and cheapest ways for stylists to grow their clientele. Coupons, prizes, and referrals from other businesses are just a few of the ways to network within their community. Divide the class into groups of three or four. Have each group design a cross-marketing promotion. Have some groups cross-market with one business, and the others two businesses. Encourage them to think creatively about what they can do to build a unique promotion and promote their business.
Topic: “Client rewards”

Teaching Aids and Materials: None

Marketing inside your clientele is also possible. Imagine if you took the top 25 percent of your customers in terms of dollars spent who do not receive highlighting services, and gift these clients with a partial highlighting. The key to creating successful promotions within your clientele is to pick clients with enough disposable income to book more services in the future, and then choose a service that they would be eager to pay for. This is why a partial (sample) highlight service would be a good investment in future business, and a clear glossing may not. In order to make this promotion work, you must know your clientele!

Divide your students into pairs. Have each pair describe their clientele as a whole, and the top 25 percent in terms of money and services. What partial services could they offer this group of clients that had a good chance of becoming an additional paid booking in the future?

Teacher’s Guide: Insights/Answers to Group Breakouts

Starting out in the beauty business can be one of the poorest times for new stylists. After spending nearly a year in school, and several months afterwards being paid little more than minimum wage, marketing their business and growing their clientele often boils down to street marketing (networking, etc.) For new service providers, rather than paying for costly ads. Regarding the latter, paying $500 for an ad that only yields two or three new clients is common. The more ideas students can come up with about how to creatively cross-market their services, the faster they will have a prosperous clientele. Encourage them to include the Internet in their marketing plans.
“Retailing/Promotions”

Retailing/Promotions: Activities designed to enhance sales.

Topic: Beauty products are an important way for clients to maximize their services, and stylists to augment their income.

Synopsis of Segment

Creative retail promotions can take the work out of selling products. In an effort to boost retail sales up to 20 percent retail-to-service dollars, the staff of Salon Renew takes a field trip to area boutiques and department stores in search of retail/promotional ideas. After their field trip, they have a staff meeting and exchange ideas. What the staff discusses covers some tried-and-true promotions, as well as novel approaches to promoting better retail sales by promoting a theme—Healthy Hair Month—that includes a free conditioner with every haircut and discounts on hair care regimens.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand that promoting products should be done with the health and well-being of clients in mind.
2. Know that many promotional ideas and marketing lessons are as close as their nearest trendy boutique or high-end department store.
3. Understand that successful retailing can often be as easy as creating interactive displays on their stations, in the waiting area, and retail center.
Implements, Equipment, Supplies Required

<table>
<thead>
<tr>
<th>Student</th>
<th>Instructor</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Milady Soft Skills DVD “Retailing/Promotions”</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Student notebook</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Pens</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Retailing/Promotions.”

Educator References

None

Notes to Educator

1. Review Milady Soft Skills DVD “Retailing/Promotions” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Retailing/Promotions”

- None

Review Questions

1. How does retailing benefit clients?
2. When does it not benefit clients?
3. If you earned a 10 percent commission on every product you sell, and you sell $100 in retail per week, how much would you make in one year? In 10 years?
4. How many different types of retail promotions can you name (e.g. special events, promotional gifts, etc.)?
5. John Q. talks about retail-to-service dollars. What does this term mean?
6. If you did $1000 in services, and sold $200 in retail products, what would your retail-to-service dollar percentage be?
7. When is it okay to hard sell your clients?
8. What type of promotion did Kyle and Susan notice when they visited the department store?
9. Why are celebrations so important to the spirit of a business, as well as sales?
10. How do you define an interactive display? Why is it so effective?
11. Why and how do samples improve retail sales? (Hint: You must decide the client needs that particular product, and then explain the product before handing out the sample.)

Activities/Questions

Group Breakout

Topic: “Build your own promotion”

Teaching Aids and Materials: None

Have your students break into groups of four. Ask them to create an annual promotion that is relevant to clients’ beauty needs, whether it is hair, skin or nails. Have them detail why this promotion has true benefit, what month it would be...
held in each year, and all the promotions and gifting that would go on during that time period. Make sure students describe displays (sketches would be great), where they would be placed, etc. Ask one group to take the Healthy Hair Month concept that Salon Renew devised and make it more exciting, more effective, and more successful. Make sure they can show that their promotions would also be profitable to the salon!

**Teacher’s Guide: Insights/Answers to Group Breakout**

Promotions often fail because, quite frankly, they are boring. Take 10 percent off a single product? That is a nice savings, but who would go out of their way to respond to that kind of sale for a low-priced item like a bottle of shampoo? Taking the lead of master retailers shows that having great products on sale definitely is part of the equation, but the excitement and visual imagery that goes along with the value-pricing is just as important. Encourage students to use their creativity with this exercise. It will make retailing more fun, while exposing them to the planning that is required to have a successful sale.

**Group Discussion**

**Topic: “Added services”**

Recommending retail products to clients is necessary for the success of your business. In many cases, recommending add-on services can be just as important. When promoting your business, do not forget that your number-one concern is to satisfy clients. If they do not use the proper products at home, they will not be happy with the results. Likewise, if they need additional services to look their best, you are doing them a disservice by not recommending them. Unfortunately, sometimes stylists—especially new stylists—are hesitant to recommend additional services. They fear that an additional service would make the bill too high, and so they say nothing. In truth, this sets the client up to be dissatisfied with their services and prompts the client to go elsewhere the next time a hair color or cut is needed. Encourage your students to discuss this topic and talk about hypothetical situations. As part of their talk, have them establish a price list for their services, and then add up the client’s bill as they discuss what she needs to be successful with her hair. Would they feel comfortable, or uncomfortable asking her for this amount of money? Why?
Teacher’s Guide: Insights/Answers to Group Discussion

Stylists who successfully retail products to their clients by-and-large have more confidence about their services, knowledge, and customer service skills. As students discuss “added services,” encourage them to talk about why they would, or would not, up-sell their services and recommend more than two retail items to each client.

One of the biggest mistakes is assuming that because your client does not dress or act in a certain way, she cannot afford to get all the services she needs in order to have beautiful-looking hair. Big mistake! By suggesting what she needs, it is up to her to decide whether or not she wants to go all the way with her services, or pick and choose what she feels she can afford. Talk to your students about the difference between being insecure about their recommendations, or confident that what they recommend is exactly what the client needs to meet her own expectations about her hair.
"Team Building"

Team Building: The planned effort to improve communications and working relationship among staffers.

Topic: Working in a salon or spa requires you to practice and perfect your ability to work as part of a team.

Synopsis of Segment

When team spirit begins to wane at Salon Renew, owner John Q. hires Gary Carter a leadership coach, to talk to his staff about teamwork. Gary immediately gets John’s staff involved in team-building activities. In this segment, students watch real-life examples of teamwork in motion in a salon setting. The balloon exercise shown at the end of this DVD is also suggested as a team-building activity for students.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Be able to define teamwork in a salon setting.
2. Understand the different components that make up teamwork.
3. Know why their teammates are vital to their success.

Implements, Equipment, Supplies Required

<table>
<thead>
<tr>
<th>Student/Instructor</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Milady DVD Soft Skills “Team Building”</td>
</tr>
<tr>
<td>X</td>
<td>Student notebook</td>
</tr>
<tr>
<td>X</td>
<td>Pens</td>
</tr>
</tbody>
</table>

108 Part 4
Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD
3. Balloons (three per student)

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Team Building.”

Educator References

None

Notes to Educator

1. Review Milady Soft Skills DVD “Team Building” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.
Discussion Topics Interspersed in Milady Soft Skills “Team Building”

Review Questions

1. How do you personally define teamwork?
2. What are the key components of being a good team player? (e.g., strive to help, share knowledge, be positive, develop good relationships, etc.)
3. How can you be a leader in your own right and still a team player?
4. How does trust factor into the concept of team? Why is this a good thing?
5. Name three instances of good team spirit you have encountered since starting beauty school.
6. When does helping someone become a burden, rather than just being helpful?

Activities/Questions

Group Activities

Topic: “Sticking together”

Teaching Aids and Materials: Balloons (at least four per student)

Enact a version of the balloon activity detailed in this segment. It drives home the point that no man is an island, and no one is ever really successful without plenty of help from others. Follow these steps:

1. Have the entire group blow up half the balloons.
2. Assign the balloon-blowing team the job of blowing up the remainder of the balloons while the activity is being done. Each balloon must have a fictitious client’s name written on it.
3. Assign three “balloon tenders” whose only job is to keep the balloons stuck to the wall.
4. The rest of the team members are balloon stickers. Their job is to stick the balloons on the wall. As soon as one is stuck, they must run and get another balloon.
5. Let the activity begin. Balloon blowers start blowing, balloon stickers start sticking, and balloon tenders start tending.
6. The object: Never let the team run out of balloons until they are all blown up; keep all the balloons on the wall and NEVER let them touch the ground.

**Topic: “Juggling act”**

**Teaching Aids and Materials:** At least four balloons per student

Have your students stand in a circle. Give each student a balloon. Challenge them to keep all the balloons in the air. They will soon discover that this takes cooperation! Once they get the hang of it, make it harder by adding more balloons or placing restrictions such as no hands to keep the balloons up. Last, add a few more balloons into the mix and ask them to sort the balloons by colors—greens next to each other, etc. and form circles by color.

**Teacher’s Guide: Insights/Answers to Group Activities**

Helping other stylists sometimes takes extra time and work, but in the end, if everyone has a healthy team spirit, that added effort help will be returned. Teach students that it takes a whole salon to retain their clients, and that everyone needs their support in order for this to happen. (Hint: Fully inflated balloons pop easily. Balloons that are about three-fourths inflated work best.)