

# Sample

## “Enterprising Project”



# Trader for a day

## Retail

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# TRADERS FOR A DAY



## The challenge

Your aim is to learn to sell skills and communication. You will be allocated a retail outlet in the high street or a shopping centre. Outside the door you will sell discounted items selected by the owner. Usually these items sit in a basket style stand. The products are so cheap that the passer-by finds it difficult not to buy them.

The strategy is that once the customer enters the store, they will see other things and buy them. The products themselves are often left over stock which can't be sold. To get rid of them they are sold at a loss. When they are put in the doorway, they are sometimes called 'loss leaders', because they lead people into the shop.

You will be competing with other pairs outside shops in the same area. You get:

- one point for each customer who buys an item
- two further points if this customer goes on to buy something else in the shop

The pair with the most points will win a **prize**, donated by the shop/s. The second pair will also receive a prize. If you are reported for inappropriate behaviour you will be disqualified.

The school will select and organise the shops.

There are **strict rules**, which must be followed. The shop owner will give you 20 minutes training before the activity begins. You will be known as Traders for a Day.

A **mystery shopper** will come by at any time! Your behaviour will be monitored in other ways – so be sensible.

Please complete the handout - Bar code, before you start

This activity is fun!

Remember the more decisions and tasks you do yourselves, the more you will learn and the more fun you will have.

# Rules and conditions

At all times you will wear:

- the school uniform
- the tag titled traders for a day
- a cap.

If necessary you will hand out the pamphlet prepared by your teacher, explaining the activity. At no time are you to pretend that you are an employee of shop.

You are not to sell to:

- people under the age of 10
- family or school friends

You must not 'badger' people to buy the items or enter the shop. You can be animated.

The mystery customer will not only be checking out your selling skills but also looking for inappropriate manners and rule breakings.

The price cannot be changed without the permission of the shopkeeper.

You are **never** to handle money, even if the shopkeeper or staff, asks you.

When customers, who bought a loss-leader item, leave the shop ask them to complete the **Customer Satisfaction Feedback** form.

## Tips

Remember to be sensible because:

- the shopkeeper is doing you a favour
- the school's reputation is at stake
- you will be spoiling it for other students
- you are being monitored

Learn a bit about salesmanship. For example there is more to a bargain than a good price. You can sell an item by pointing out its quality, usefulness, availability - or special features such as being environmentally-friendly. Good sales people will tell you that they are successful, because they 'help' the customer to buy the product, rather than just sell it to them. They do this by creating trust and a good understanding of the product. Will this approach work for you? Two people trying to talk to one customer at the same time can be confusing and even intimidating. Think about this.

You will get an **extra point** if the customer goes on to another item in the shop, so you will need to know the stock pretty well.

There is always a chance you might get a grumpy customer. How would you handle this?

Do these tasks first – you might need to miss some and add others:

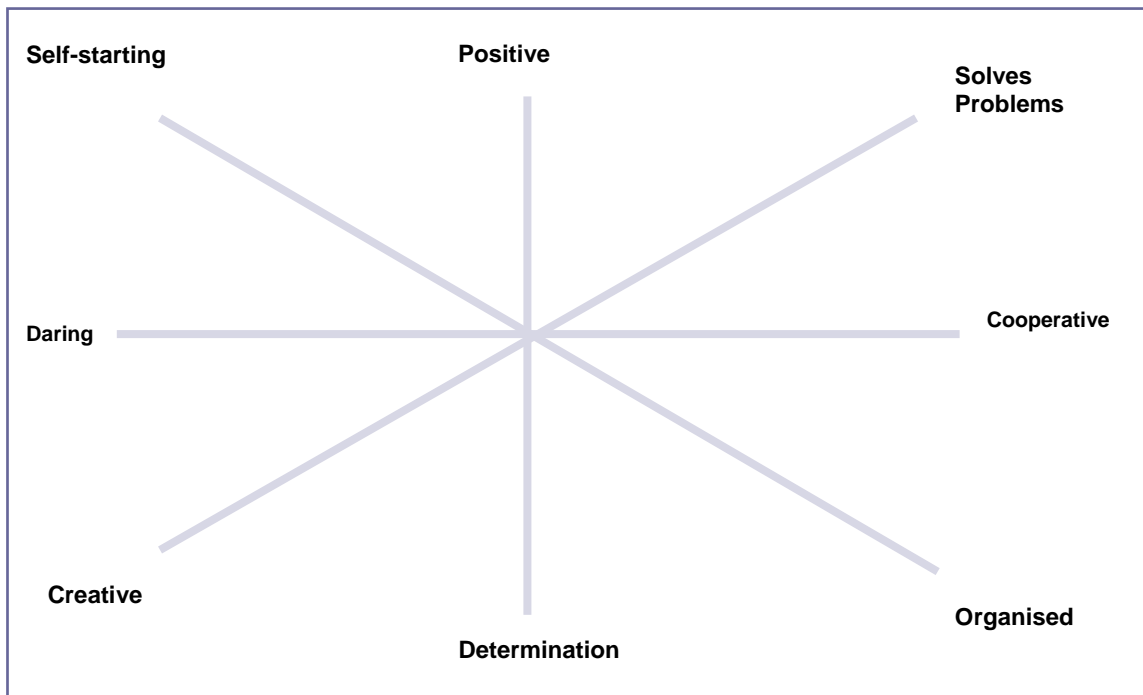
- 1 Negotiate any changes
- 2 Discuss rewards
- 3 Develop your equity policy
- 4 Conduct a skills audit
- 5 Identify your Red Alerts
- 6 Complete the enterprise skills exercise

## Enterprise skills exercise

You must complete the Skills wheel below now and at the end of the project

- Beginning of the project
- End of the project

The more confident you are in this area/skill, the closer your mark should be to the outer end of the spoke. Mark the spot on the spoke and draw a line to the mark on the next spoke. It will look like a web when you have finished. Your teacher will show you how to do this.



# Assessment

- 1 You will be asked to rate your effort out of 10.
- 2 Your partner will rate your reliability out of 15.
- 3 The retailer will rate your selling skills out of 35.
- 4 Your teacher will rate your performance and success out of 35.
- 5 The mystery shopper will rate your selling skills out of 5.

Your teacher will give you your final score out of 100.

If you think that a score allocated by someone other than the teacher is unfair or inaccurate, you can appeal against it. You must provide evidence of this and have the support of one other person involved in your assessment, such as the shopkeeper.

The appeal will be conducted in **private** by your teacher. Similarly your teacher reserves the right to adjust any of the ratings from others but he/she must talk to you first.

# Teacher Notes

## Focus

This vibrant activity offers many learning opportunities.

The business context allows for a focus on:

- selling, sales and salesmanship
- price margins
- stock management
- competition
- marketing strategies
- customer satisfaction

The different contexts of participating retailers should be shared in the debriefing. In fact this can drive discussion.

The communication context allows for a focus on:

- non-verbal communication
- repetitive messages
- the role of listening in a bargaining or influencing context

The partnership context allows for a focus on:

- the role of reciprocity, e.g. helping
- how planning and communication are easier than in larger teams
- how personal issues (e.g. personality) are magnified
- how individual behaviours are more decisive, e.g. being late
- joint responsibility

## Recommendations

### General

The location must be considered.

- The system operates well in the high street of smaller towns.
- In cities and surrounding areas, shopping centres are suitable.

The activity can take place in a defined precinct or area.

The activity itself should go no longer than two hours. However in order to receive some training and tips from the retailer, students will need to be there an hour earlier.

The tag should look formal. Recycle those used at conferences. Ask staff.

The idea of wearing caps is to counterbalance the formality of the uniform and tag. Also adds a sense of theatre. Try to ensure that each pair wears the same colour.

Issue a **press release**.

Having the participating pairs/shops in close proximity has many advantages, such as:

- reinforcing that it is a school activity
- heightening the sense of competition
- adding to the theatrical element

In order to facilitate the proximity, some stores might like to set up a bargain-bin out front just for the occasion (to help out).

Adding an extra mystery shopper, **who is difficult**, can add spice and another dimension. Don't over do it. The shopper may be complaining about:

- the comparative price
- the quality
- safety issues (e.g. children)
- environmental issues (e.g. packaging)
- product claims (e.g. it lasts for ever)

The Difficult Mystery Shopper should not over do it!

Work out a uniform system with retailers to record customers who have bought shop-front items and ones who have also made a purchase in the store.

Consider giving retailers a copy of this challenge or a version of it.

Point out that students are not to handle money, even if owner, staff or customer requests it.

## Setting up the system

You need to deal with four groups of people:

- The head teacher (support)
- The students (preparation)
- Parents (information and permission)
- Retailers (participation and trust)

The following will help win the retailers support:

- 1 Involve the head teacher by getting him/her to phone and thank the business once they have committed to the project
- 2 Visit owners personally, do not just rely on telephone calls
- 3 When you visit, take a student with you. Employers/managers respond positively to earnest young people. And it makes it real.
- 4 Involve a third party, such as:
  - Retail traders associations or similar bodies
  - Chambers of commerce
  - Shopping centre bodies
  - Local council
  - Service clubs

A retired business person or professional may help you with organisation.

Do not include a business that is not fully committed; especially if it is just to make up the numbers.

It is important that shopkeepers fully understand that giving the students added advantages, such as marking down items to extraordinary levels – defeats the purpose of the competition and is counter productive in terms of learning.

Advise shopkeepers to treat the students as normal employers.

## Monitoring the activity

Try to keep the potential problems in perspective. History shows that problems are rare. Nevertheless exercise caution.

Obviously the mystery customer should be as normal as possible, especially since the students know that one will turn up. An elderly person is less likely to be spotted.

It is important to monitor the students' behaviour. It is up to you to decide the degree to which you do this. The possibilities include:

- continually or occasionally moving between pairs
- 'spying' from a distance
- using mystery shoppers
- wording up the shop staff to watch out for certain things, such as students having difficulties

Visit each store at least once. Be casual, show interest but don't interrogate. Note positive observations for discussion.

Present certificates of appreciation.

Provide this list of behaviours to the shopkeeper, staff, the mystery shopkeeper and the students. See Monitoring Behaviours handout. Students should discuss these behaviours as part of their preparation.

## Review-Reflection-Generalisation

Review - Reflection - Generalisation (RRG) is fundamental to learning from first-hand experience. Without it at least a third of the potential learning is lost.

Videoring activities such as meetings, always provides a good basis for discussion. In addition use strategies described in the appendix to stimulate RRG before, during and after the project, particularly the Paired Interview activity.

**Example** of completed 'bar'.

### I feel comfortable selling things to people

no	at the beginning		yes
	at the end		

# Handout – My Bar Code



Shade the Bar Codes to show what you think at the start and end of the project. The bars might be put on the walls or turned into graphs

**I feel comfortable selling things to people**

no	start	yes
	end	

**I have a good understanding of retail business**

no	start	yes
	end	

**I would rather be an employer than employee**

no	start	yes
	end	

**Customers are easy to manipulate**

no	start	yes
	end	

**I would rather work on my own**

no	start	yes
	end	

**It is fairly easy to make a profit in retail**

no	start	yes
	end	

**If you are too honest, you will not make as much profit**

no	start	yes
	end	

## Handout – Monitoring behaviour

Behaviours to monitor	
NEGATIVE	POSITIVE
being flippant	humour
raising voices	politeness
not taking no for an answer	enthusiasm
invading a person's personal space	charm
being dismissive of people who do not respond	savvy
pretending the whole thing is a joke	genuine

## Handout – activity description

What's going on?

It is all about learning!

*The students are taking part in a school program called Traders for a Day. The purpose is to learn about retail business, in particular selling skills and marketing. There is also a focus on communication skills.*

*The students' behaviour is being monitored. But if you feel some behaviour has been inappropriate, please let us know - as it is important to us.*

*Also if you would like information about the project just out of interest, please contact us.*

*School*

*Organising teacher*

*Head teacher*

*Telephone*

*Email*

Thank you for your support.

## Handout – Customer feedback form

### Customer feedback

This is a school activity about **learning** selling and communication skills.

The school would appreciate it if you would respond to the following questions.

How much did the students' selling skills and tactics **influence** your decision to buy the items?

- a great deal
- a lot
- not much
- not at all

Did you buy **anything** else in the store?

- yes
- no

Do you think the students are learning?

- a great deal
- a lot
- not much
- not at all

Is this type of activity?

- important
- okay
- not that important

Should the school?

- do more of these types of activities
- stick to normal activities

**THANK YOU** FOR YOUR TIME

Please initial the form.....