



SAMPLE

SBE GOLD CERTIFICATION

This is a sample SBE Retail Gold Certification project from various SBEs and focuses on retail operations. This is meant to give advisors and SBE managers some examples from a School-based Enterprise Gold Certification Manual using excerpts from previous manuals that have earned gold certification.

We encourage you to include photographs, graphs and charts and to be creative with your submission. Some charts, graphs or pictures originally submitted in the gold certification manual submissions are not included to protect the financial or confidential information of the SBEs.

Performance indicators change occasionally. Check the guidelines on deca.org/sbe to be sure you are addressing the most current standards and performance indicators for both the gold certification and gold re-certification manuals.

Please note that the contents of the SBE manual must be the results of the work current members of the DECA chapter have submitted. **Plagiarism is strictly prohibited and will be reported to school administrators.**

SAMPLE TITLE PAGE

SCHOOL BASED ENTERPRISE CERTIFICATION PROGRAM
GOLD CERTIFICATION | RETAIL OPERATIONS

SCHOOL NAME:

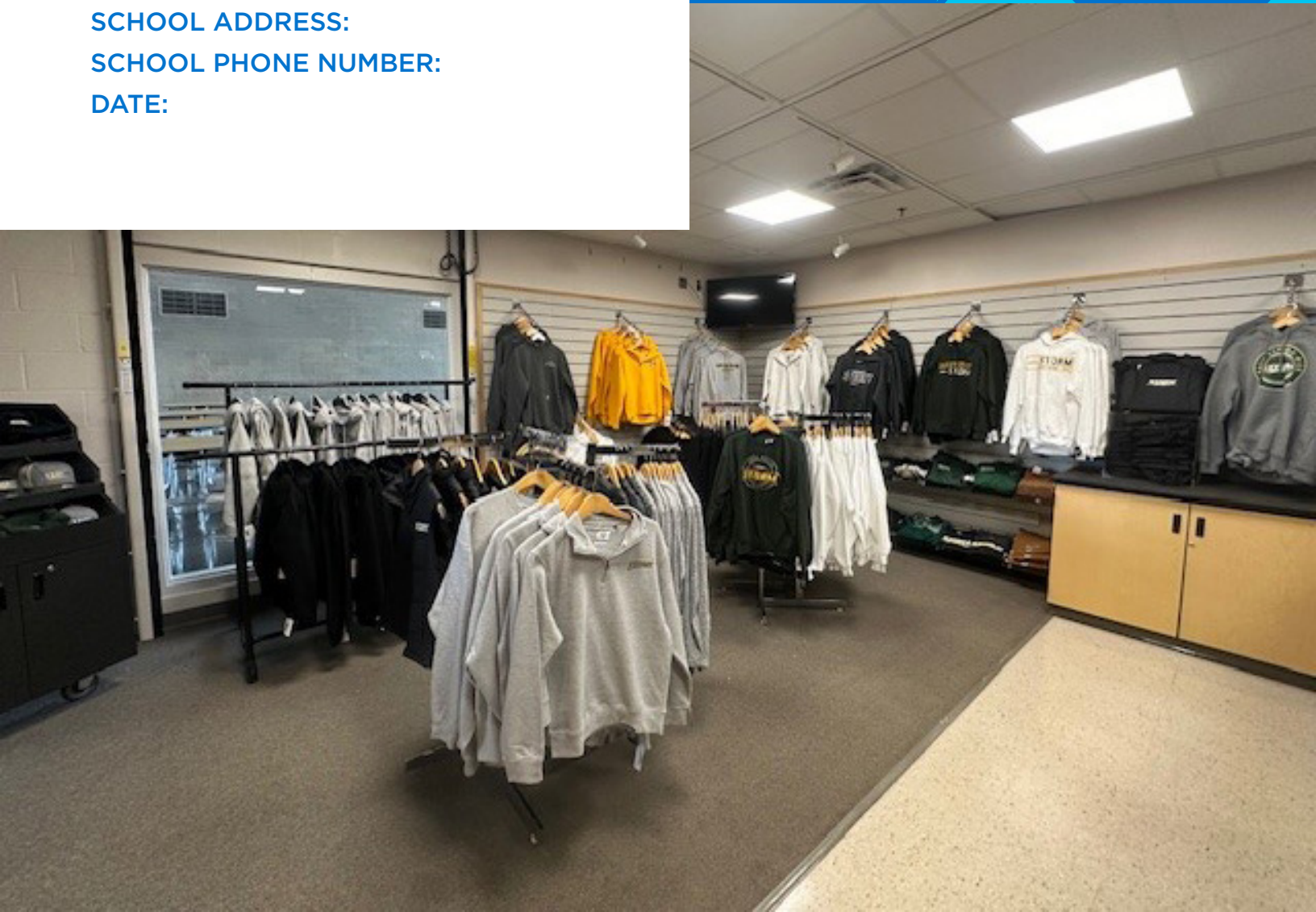
ADVISOR:

ADVISOR EMAIL:

SCHOOL ADDRESS:

SCHOOL PHONE NUMBER:

DATE:



TARGET MARKET

THE SCHOOL STORE has a primary target market of students at XXX High School who are aged between 14 and 18. This market consists of students who get allowances or work part-time jobs. Our secondary market consists of teachers and staff at our school. Before school and during lunch, many teachers come to THE SCHOOL STORE to purchase their school gear to show their support of the school and our athletic programs. Our tertiary market is the parents and guardians of our students. Events such as “Open House” and “Meet the Teacher” allow us to offer our products to them while they are visiting the school on those evenings.

REVENUE

THE SCHOOL STORE retail store earns revenues through the sale of physical merchandise. Merchandise is sold at a markup from cost that allows us to earn money and use profits to purchase more products and reinvest in the store. Our revenue through November of 2023 is \$33,000. The total revenues earned for the 2022-2023 school year were a little over \$60,000. We are expecting that number to increase by 15% this year. Our biggest revenue stream is from the sale of our school-famous hoodies.

PRODUCT MIX

In THE SCHOOL STORE retail store, we sell a wide variety of products. We sell everything “XXX High School” and the students at our school love the choices. Some of our hot items include three styles of hoodies, tee shirts of many colors and styles, hats, scarves, and leggings. We don’t just sell clothing, we sell spirit items as well. We offer car magnets, vinyl stickers, lanyards, air fresheners, flags, sunglasses, beads, and tattoos. Lastly, we sell novels that go with our teachers’ curriculum and are required reading in some classes. Our clothing items are displayed on shelving and racks throughout the store as well as on mannequins dressed according to season and events.

LOCATION

THE SCHOOL STORE is located as part of the Academy of Entrepreneurship at XXX High School. It is a 1,200 square foot shopping area added to the school in 1999. The store is near the bus loop, making it easily accessible for students who take the bus to and from school. Also the teacher parking lot is located nearby which allows for teachers to be in close proximity. We also have our Cat Cart, which is our mobile merchandise store. Workers take the Cat Cart to our school’s open mall area during lunch periods to expand our reach around the school. This helps spread awareness about The School Store to the student body as our workers give directions to students while they are browsing the items on the cart.

STRATEGIC GOALS FOR THE NEW YEAR

The 2022-2023 school year was our most successful year of THE SCHOOL STORE in terms of customer transactions and revenues gained. Our goal for this year is to do even better. We want to increase the number of transactions by 10% and our total revenue by 15%. Some of our strategies to implement this include having a better social media presence, adding different merchandise to our product mix, doing a better job with inventory control, and by improving the decor of our store.

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SAMPLE STANDARD 1: FINANCIAL ANALYSIS

The coming section will detail how financial analysis is conducted within our school-based enterprise and how such information allows us to operate.

ROLE OF FINANCE IN BUSINESS

In all business settings, finance plays an integral role in ensuring efficient operation and success. Finance involves the crucial roles of planning and budgeting, which allow a business to operate to its fullest potential. It involves an assessment and decision regarding the allocation of resources, as well as managing and assessing cash flow, economic forecasts, cost management, profit planning, and more. In THE SCHOOL STORE, finance is prioritized as a key element in ensuring that our school-based enterprise is successful and can prosper.

FISCAL MANAGEMENT FOR STUDENTS

At XX High School, we encourage all members of our chapter to assume an active role in managing fiscal funds arising from our SBE. Members of our chapter are encouraged to oversee financial matters whilst working in the store, being sure to track the fiscal cash flow from the till. Additionally, leaders of our chapter are responsible for personally counting and managing fiscal funds from the school store. Every day, the chapter's Vice President of Finance as well as additional treasurers and officers from our chapter personally count all funds made from The SCHOOL STORE in a given day. After counting the money made, students are responsible for calculating the profit arising from the sales within the store and are responsible for setting up the till with money to ensure that the store is able to operate effectively and offer change to customers on the following day. Students are instructed to ensure that the total sales of a day correspond with the cash in and balance of the till.

ENGAGEMENT IN FINANCE'S IMPACT ON STUDENTS

Student's engagement in the financial matters associated with our chapter have a tremendous impact on building their experience in business settings and furthering their education in business, marketing, and finance as a whole. By directly managing the fiscal matters of our school-based enterprise, students gain first hand experience in organizing the cash flow of a retail setting as well as documenting the finances of THE SCHOOL STORE. Students gain a vital understanding of the importance of finance in business as they see the effects of financial management and analysis in a retail setting.

DESCRIBE THE NEED FOR FINANCIAL INFORMATION

Accurate and detailed financial information is necessary to allow for prosperity in business settings. Financial information refers to financial activity and the performance of a business. In many businesses, such information is collected through financial statements. These statements can consist of cash flow and profitability. At our SBE, assessing and interpreting financial information is key to ensuring that all business matters are able to

operate effectively. At our SBE, we utilize three sources of financial information: an income statement, balance sheet, and a cashflow statement. These provide information regarding the operations, cash flow, and economic outlook of our SBE. Such information will be described below.

INCOME STATEMENT

An income statement displays a company's revenues, expenses, and profitability over a period of time. We use income statements, provided by our Square POS System, to set goals based on the statement provided from the previous year, determine the economic status (whether that be a growth or decline) at the end of each school year, and we use them to instruct our students on finance and financial matters at our SBE. The profits and losses revealed by our income statements have informed decisions regarding our product mix as we change what we offer based on the sales or losses made by our products. Income statements allow us to review our operations and if our current procedures, products, and methods of selling are successful. They allow us to make changes, if necessary. (Attach income statement)

BALANCE SHEET STATEMENT

Balance sheets detail a business' assets, liabilities, and owner's equity during a given time period. They provide insight into the success and health of our SBE at a given time. As we do not have to pay mortgage or property taxes due to our support by the XXX High School, we have limited liabilities. Our liabilities include our employees, merchandise, and the accounts payable for our merchandise. We have few assets as most of our equipment is owned by the school district, and the ovens we use are free so long as we sell Otis Spunkmeyer cookies. Owner's equity is defined as the difference between assets and liability. Balance sheets, such as the one included below, are important because they allow us to gain an understanding about the current status of our SBE and its health. When liabilities rise, we look at our individual products and which products are successful and which are not. We, in turn, make decisions based on such information. (Attach balance sheet statement)

CASH FLOW STATEMENT

Cash flow statements show a business' source of cash and helps monitor inflowing and outflowing money. Our cash flow statement, composed at the end of each school year, is important to read, understand, and analyze as it provides a display of where our money is going and how much money we have left to spend on further inventory. It helps guide operations through allowing us to see how much we made over the past year. It shows us that the largest part of or revenue pays for our merchandise, which can help us make operational decisions regarding merchandise and what we can buy and offer to customers. Such statements are used by our students to make changes to improve our store as they gain an understanding of fiscal management within our SBE. Through creating cash flow statements, which are students are responsible for, they can an understanding of our economic outlook and operations that allows them to adjust business practices to ensure further success. (Attach cash flow statement)

DESCRIBE THE NATURE OF BUDGETS

Budgets, in business settings, are defined as a spending plan for the business that is based on the business' income and expenses. Budgets are essential to the success of our SBE

as they create guidelines and expectations that guide all of our operational decisions. Budgets can identify a business' available capital, estimate their spending, and aid in predicting revenue. At our SBE, our budget, which is established prior to the start of every school year, determines the type of inventory we can order, how much inventory we can order, and the types of promotional activities and sales we can offer and conduct throughout the year. When we create a budget for every year, we take into account our goals for that year. Examples include 2.5% revenue increase or a heightened amount of sales for a certain product, such as our bottled beverages.

We also utilize our SBE's financial documents, such as the balance sheet, income statement, and cash flow statement described previously, from the previous year to determine our SBE's budget for the current year. Establishing a clear, well-thought out budget for every year allows us to prevent overspending and ensure that all goals, financial and otherwise, are met throughout the year, which helps promote the success of our SBE as a whole. Below is a description of how students are involved in the budgeting process at our SBE.

STUDENT INVOLVEMENT IN BUDGETS

At our SBE, students are greatly involved in the budgeting process. At the end of each year, our Chapter Officers work with our advisors to create a budget for the following year that allows us to know what to purchase for the following year. Students analyze financial documents and information, provided from our POS System, to make decisions regarding our budget based on the financial successes and failures of the past year. They look at what types of products had the most sales and, in turn, recommend ordering more of those products. They will use information such as our net and gross revenues and current sales to create a budget that builds upon this information and continues to promote success. They determine budgetary goals, such as how much we can spend on merchandise and how much of an increase in revenue we hope to see. Through such decision making regarding the budget, students are able to advance their knowledge of financial analysis and management in retail settings.

MAKE RESPONSIBLE FINANCIAL DECISIONS

Financial decisions will greatly impact the success of our SBE. Therefore, establishing responsible and reasonable financial decisions is crucial in ensuring that our budget is utilized effectively. This will require students and advisors to have strong financial process knowledge and decision-making skills. Once every trimester, our advisors, mentors, and student employees meet to discuss potential financial decisions and any suggestions based on the students working in the store. When discussing potential financial decisions, our SBE has created a standard of business that helps the thought process of financial decisions shown below:

- State the problem
- Gather Data (If applicable)
- Estimate and Verify Costs
- Establish value

Through the use of this standardized process, our meetings will be organized and efficient when coming to conclusions on financial decisions. The first step involves stating the

problem. By finding the problem, the solution is proposed, which is associated by costs. Then, data is gathered, if applicable, to back up the need for the proposed solution, which can also lead to making forecasts on the increase of the problem. Next, the determining group must estimate how much the financial decision will cost, which depends on the product or service. This also includes verifying the final estimated costs will work with the proposed budget for the year. Lastly, the determining group will discuss the value of the proposed financial decision and what the outcome will bring in reference to benefits for customers, employees, or the success of our SBE.

STUDENT FINANCIAL DECISIONS

When determining financial decisions, our student employees play a crucial role in the process. As our students have been trained to analyze Square Reports, students can use the data they have obtained to generate financial proposals. For example, some of our student employees noticed that Diet Coke was a common request from students and staff to carry in our SBE. Although there wasn't data tailored to sales of Diet Coke in our store previously, students were able to make a sales forecast of Diet Coke purchases based on the sales of Diet Sprite and Diet Dr. Pepper, as it was currently stocked in our store. Based on this forecast, student employees were able to project the sales Diet Coke would bring to our store, along with verifying that the estimated costs would comply with our budget. As our students learn how to obtain financial skills and make propositions, their financial decisions greatly impact our SBE. One of the data points our students use is shown below:

MAINTAINING FINANCIAL RECORDS

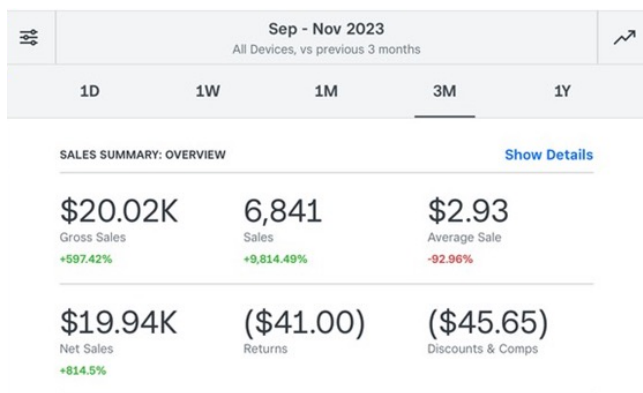
Financial records and their maintenance are an essential part of our SBE's success and financial well-being. Financial records can range from invoices and receipts to income statements, balance sheets, and cash flow statements, as described previously. At our SBE, we use all of these financial records to ensure that we are constantly provided with the overall economic outlook of our SBE and are able to stay organized financially in order to prevent losses and ensure success. Financial records are kept by our Chapter Treasurers and our advisors. At the beginning of school each day, a Treasurer is responsible for counting the till and, at the end of the school day, running a Square POS Report to make sure that all money is accounted for and consistent with what was counted in the till and the sales made throughout the day. Our POS System records all of our sales, such as sales by department, daily sales, hourly sales, and monthly sales. Such records are important as they allow us to understand our financial outlook and make informed decisions based on such records.

IMPACT ON OPERATIONAL DECISIONS

We utilize our financial records to make decisions about the operations of our SBE. They allow us to keep track of our inventory and know when we need to order more inventory based on our recorded sales. It allows us to ensure that we reduce theft as we have a record of the products leaving our store throughout the day. These records also allow us to analyze trends based on the sales of our products and what products have heightened sales. Based on this, we know that we should reorder an item to respond to the high demand. This is seen with the high demand shown in our records for our Otis Spunkmeyer cookies, which we reorder often. Through maintaining financial records and using them to make decisions, our students gain knowledge of the importance of fiscal management in business settings. They learn how to properly handle money and keep a record of all financial matters within our SBE. Through this, they are equipped with necessary skills such as ensuring that they can count back change and balancing cash drawers/our till.

This will allow them to assume managerial and leadership positions in real-world business settings. A copy of our yearly financial record from the 2022-2023 school year, detailing our sales throughout the year, is included below.

Describe the use of technology in the financial information management function. Our SBE gains sources of our financial information through our POS system, Square. The Square system that is set up in our store contains reports on inventory, sales, and staffing. When focusing on the track of the financial information for our SBE, Square reports provides metrics that include gross sales, net sales, taxes, and discounts. In addition, barcode scanners and cash registers can provide financial information as they connect to our Square reports, which in turn gives accurate counts of inventory, items sold, and the styles of each item sold. Technology in our financial information track is a significant contributor to the higher accuracy and speed of report preparation, as it provides any reports that are needed in a given time. It also prevents any errors that can be completed by manual reports. Shown below are two examples of how we use Square reports to access accurate financial information. The first example includes a 3-month sales statement of gross sales, sales, average sale, net sales, returns, and discounts. The additional example includes a cash flow report to display the current sales from November 12th to November 18th of this current year:



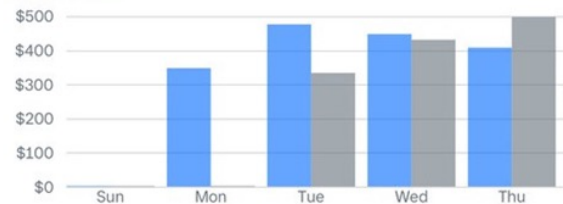
GROSS SALES

Nov 12 - Nov 18, 2023

\$1,950.25

Previous Week

\$1,664.00



FINANCIAL REPORT CUSTOMIZATION

Our SBE's technology for financial information is also compatible with generating customized reports through our Square system. Some of the customized reports that can be generated through Square are sales reports. As seen in the graphic above, square reports utilizes their data to generate a sales report that includes accurate details of every factor that contributes to our SBE's overall sales. In addition, Square also creates a predicted budget based on the orders made for our products and the gross and net sales made within a time period. The reports can be requested through Square and will be generated within minutes, allowing quicker results yet accurate estimates. By utilizing this personalized report, our student employees can use these reports to make financial decisions based on the speed and accuracy that is generated. Technology presents our SBE will customized reports in a manner to aid our store members and advisors to create effective budgets, effective price planning, and financial decisions for the success of our SBE.

SAMPLE STANDARD 2: OPERATIONS

The following section will outline the operations of the use of equipment, tools, and machinery within our school-based enterprise.

OPEN/CLOSE REGISTER/TERMINAL

At the beginning of each shift, a THE SCHOOL STORE employee checks the business email inbox and the order form for new orders. After checking the email and Google Forms, employees proceed to check for any pending orders or projects needing completion. Employees are responsible for updating our calendar system and updating it with any new orders or upcoming deadlines. On days with orders that need to be printed, we follow the procedures for utilizing our HP printer and HP cutter. On days with promotion and accounting work, we utilize computers to get these specific jobs done. On days with printing and digital work, we split the work between employees to ensure a safe and efficient work environment. The opening tasks performed help to start the day in an organized system and make sure we are fully prepared for an efficient day of work. We have several opening designated tasks for specific employees which include, checking our social media accounts and creating posts, logging in to all of our computer systems, opening our designing programs, and taking inventory of all our substrate and materials. The purpose of our opening duties is to make sure that all machines and software are up to date.

PRINTING DAYS

On printing days, we usually have three employees for each shift. While two employees get the printer ready, the other checks THE SCHOOL STORE email and Google form for new orders. Once the orders are checked, two employees load the printer with the appropriate substrate for the order, ranging from vinyl to sihl paper. The other employee uploads the image/PDF to our printing software, resizes the image, and then finally sends the job from the computer to the printer. During the printing process, employees either update the accounting, prepare invoices, or work on the SBE certification, while still consistently watching over the printer. Once the project is completely printed, employees either take it to the cutting station or put it through the cutter depending on the material of the project. Once projects are complete for the shift, employees save any files and unload the printer. We also update our used inventory, and financial documents, and prepare invoices for the orders which have been printed for customers.

NON-PRINTING DAYS

On days with no pending orders or projects, usually days before a school break, we utilize the time to reconcile as a company. We get together with our employees and advisors to set our goals for our next period in business, discuss ideas to raise sales, clean the work area, and get everything ready for after the break. Before the end of each extended break (Fall Break, Winter Break, Spring break) employees perform a deep clean of the workspace which includes sweeping, mopping, wiping down tables and computers, dusting equipment, cleaning any clutter or trash, and emptying email spam and the different computer accounts. Also, inventory is done before breaks. When closing all the shifts, employees save all projects and log out of all the computers.

The printer is unloaded and any remaining substrates are put back in the supply closet. The cutting table is cleaned up and any used equipment is put back to the designated area.

FOLLOW INSTRUCTIONS FOR USE OF EQUIPMENT, TOOLS, AND MACHINERY

To ensure the safety of our employees, we had an employee training week at the beginning of our internships. As employees of THE SCHOOL STORE, we utilize the following machines overall: HP Color LaserJet Enterprise M553, the HP Latex 315, the HP Latex 54 Plus Cutter, the Gfp Graphing finishing, a Grommet press, and the Gemini Pro Cutter/trimmer, all of which require different set-ups.

Additionally, we use two different printing software connected to our printers: HP Flexi Print & Cut 21 and the Production Manager HP Edition 21. We spent the whole month of May the previous year and the beginning of August learning how to use the machines safely and utilize the printing software. We did practice projects on different materials before we were open for business. During the first few weeks of business, we did projects solely under the supervision of our advisor.

Once all employees were very familiar with all operations, we were allowed to print projects without supervision. All the heavy equipment is located in THE SCHOOL STORE classroom, and all smaller materials such as substrate, the grommet press, and other small tools are mostly kept in the storage closet.

HP COLOR LASERJET ENTERPRISE M553

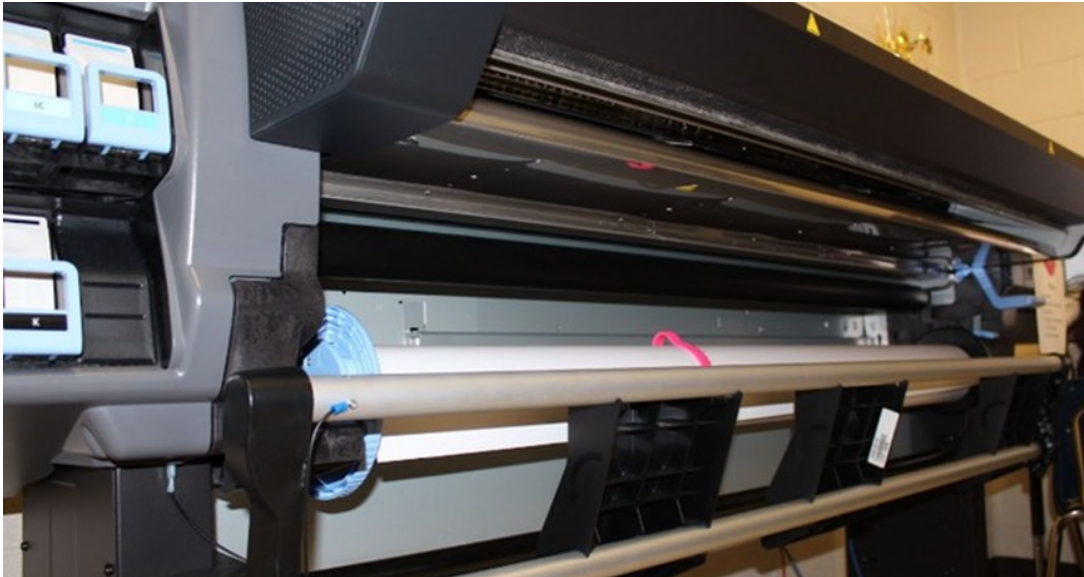
The HP Color Laserjet Enterprise M553 is the normal printer that is hooked up to all our computers. We use this printer to print brochures, flyers, and invoices. To turn it on, we simply press the ON button and then we can print any colored or black/white projects on the 8.5" x 11" paper. Once a month, we have to reload the paper in the printer every few weeks, and the ink in the printer needs to be refilled.

HP LATEX 315

To work the HP Latex 315, there are four different processes: one to load the printer, print projects, one to unload the printer, and one in the case of a jam or other malfunctions.

LOADING SUBSTRATE ON THE PRINTER

Loading the printer is a process that requires at least two of our employees. The first step of this process is turning on the printer, by simply raising the glass, moving the edge holders to the end, and shutting it again. This allows the printer to wake up and start its initializing process. While the printer is initializing, two of the employees will head to the supply closet to get the material that is needed for the current project. Once the material is selected and the printer is initialized, the substrate is ready to be physically loaded into the printer. Lower the bar, lift the spindle lock lever to disengage the spindle, and remove the spindle from the printer. If substrate is left on the rod from the previous projects, carefully unlock the blue stop at the left end of the spindle and remove it from the spindle to mount a new roll. The blue stop at each end is to keep the roll in position. Then carefully remove the previous substrate from the spindle and insert the new substrate into the spindle. If there was no previous material on the spindle, simply insert the current material into the spindle. Once the material is inserted, re- insert the blue stop removed earlier and lock the blue stop into place when it is in contact with the substrate. Carefully, with one employee on either end of the rod, pick up the spindle and insert it into the printer. Once in place, lift the bar back up again and the printer process to load can be started.



Next, move over to the printer's front panel and click load. The load configuration screen will appear and continue by accepting the preferred skew value. Now, with one employee on either edge, carefully insert the leading edge of the substrate above the smooth black roller, making sure the substrate remains taut during the process. Select the category and name of the substrate you are loading on the front panel. The printer will continue with its loading process while employees carefully watch until the substrate emerges from out of the printer to make sure there are no jams or errors.

PRINTING PROJECTS ON THE PRINTER

Once the printer is loaded with the substrate, it is time to print the project. Projects are usually sent in through our official order form or directly sent to our official THE SCHOOL STORE email. Once the project is received, we download it as a PDF or JPEG format and upload it to the Production Manager HP Edition 21. Before printing, employees have to adjust the size and material of the project on the software to what is ordered. Once everything matches up with the order, employees hit send to get the project printed.

This process is slightly different for our vinyl products that need to be cut a certain way, like tri-folds, stickers, fatheads, and yard signs. Since these projects will have to go through the HP Latex 54 Plus Cutter after being printed, employees must upload the PDFs to the HP Flexi Print & Cut 21 software to add a contour cut. To add a contour cut, simply import the PDFs, then click the "Effects" button, adjust the cut to your liking, and click the checkmark button to save the cut in place. Once the cut is added, the project is saved and sent to the Production Manager HP Edition 21 software as a "Hold in List" item, from where the project can be sent to the printer. While the project is printing, employees consistently watch over the printer to make sure everything is printing correctly. By utilizing the "Projects" button on the front panel, employees can see the remaining time of the project.

UNLOADING SUBSTRATE ON THE PRINTER

Unloading the printer requires a much simpler process. Once employees are complete with all projects for the day. They will select "Substrate" and then "Unload" on the front panel. The printer will automatically unload the substrate. Employees can either choose to leave the substrate in the spindle for future projects or they can remove the substrate from the spindle, which requires the same process that was used when loading the printer, and replace it in the supply closet.

HANDLING MALFUNCTIONS

Employees of THE SCHOOL STORE are not perfect and neither are the machines. In the case of a printer jam, employees are instructed to lift the glass shield immediately, as this will pause all printing operations in the printer. Use a cutting utensil to release the material from the jam, then close the glass shield from the printer to resume its operations. Then, click the canceled project or unload button on the front panel to stop the project entirely.

HP LATEX 54 PLUS CUTTER

The HP Latex 54 Plus Cutter is used to cut vinyl into pre-cut stickers. To work the HP Latex 54 Plus Cutter, there is one simple process, which starts even before the project is printed. To be able to utilize the cutter, employees have to use the HP Flexi Print & Cut 21 software to add a contour cut. Once the cut is added, employees send the project to the Production Manager HP Edition 21 software as a “Hold in List” item, which simultaneously sends the contour cuts of the project to the Production Manager HP Edition 21 Cutter Section, as well. The project will print with a QR code on both the top and bottom of the project, which is read by the cutter to get the contour cut associated with the project.



Once the project is printed, insert the sheet under the rollers and through the cutter slowly. Using the alignment marks at the front and rear, located near the front panel, make sure the sheet is aligned on both sides. Lower the pinch-roller to press the substrate firmly against the drive sleeves. Once the sheet is in place, the tool carriage will automatically execute a minimal loading procedure. While the cutter does this procedure, employees will send the contour cut layout from the Production Manager HP Edition 21 Cutter Section to the cutter.

After the sheet is inserted, tap the barcode icon on the front panel. Employees, then use the arrows to put the tool carriage under the barcode. Tap the confirm icon to let the cutter read the barcode and send the data to the computer. The cutting software automatically sends the correct cutting data to the cutter. Using the OPOS marks, the cutter cuts out appropriate contour cuts for the project. To release the project, raise the pinch-roller lever.

GFP GRAPHING FINISHING

The Gfp Graphing Finish is used for large-scale lamination and weatherproofing of products. After products have been printed on the HP Latex 315, and cut on the HP Latex 54 Plus Cutter, the Gfp Graphing Finishing machine is prepared for use. The laminating

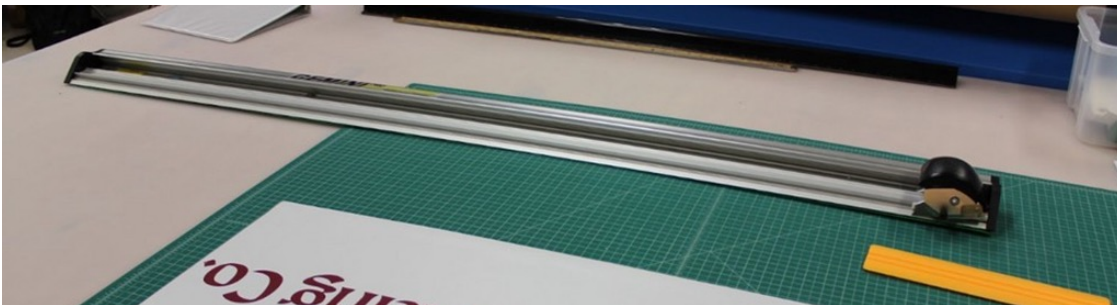
procedure begins by treading the film into the machine. We do this by turning and adjusting the hand wheel to adjust the film onto the rubber rollers. Next, the machine is heated to apply the film and the hand wheel knob is turned to roll the project through the machine.

GROMMET PRESS AND GEMINI PRO CUTTER/TRIMMER

The Grommet Press is usually used for banners, but it can be utilized for various other materials. This requires the grommets, the press itself, and a little assembly. The grommets have two parts, the eyelet and the washer. To grommet, you need one of each. Place the washer on the bottom and the eyelet on top of the press and carefully slide in the project area where you want to grommet. Once it is placed to your liking, firmly press down on the handle and release it.



The Gemini Pro Cutter/Trimmer cuts all projects into size. The cutter/trimmer is a very simple machine and requires no assembly beforehand. Simply, lay the cutter on a flat surface and place the substrate underneath. Place downward pressure on the sliding cutter and drag it through to cut the project.

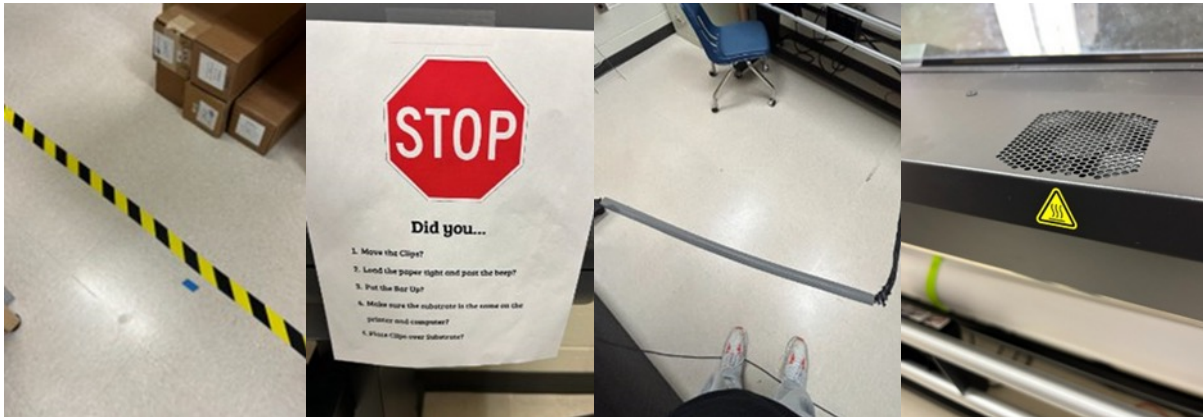


Employees are efficiently trained for students to feel confident in the procedure and use of all the machinery. We begin training employees in May of the previous school year, when they are told their application is accepted to be a THE SCHOOL STORE employee. In May they are introduced to all the machines and the HP software. With May being the end of the year, there are not a lot of new orders coming in, so students spend the bulk of this time familiarizing themselves with the digital software, other employees, and the advisor. In August, students will already be familiar with each other and the digital system, so as new orders begin to come in, the students can begin printing and practicing with the machinery.

In May during the introduction stage, the training is done all by THE SCHOOL STORE advisor. She is the initial training person in all the software and machinery. In August the primary trainers are the managers, who normally are second-year students who help to teach new employees the machinery and help to observe that proper procedure is being followed during projects.

We have several safety measures in place to ensure that employees and projects are protected. Signs, stickers, and different reminder sheets are posted throughout the store to publicize our safety precautions. Caution tape is placed near larger machine equipment to keep customers coming in away from the working space. Stickers are also placed on

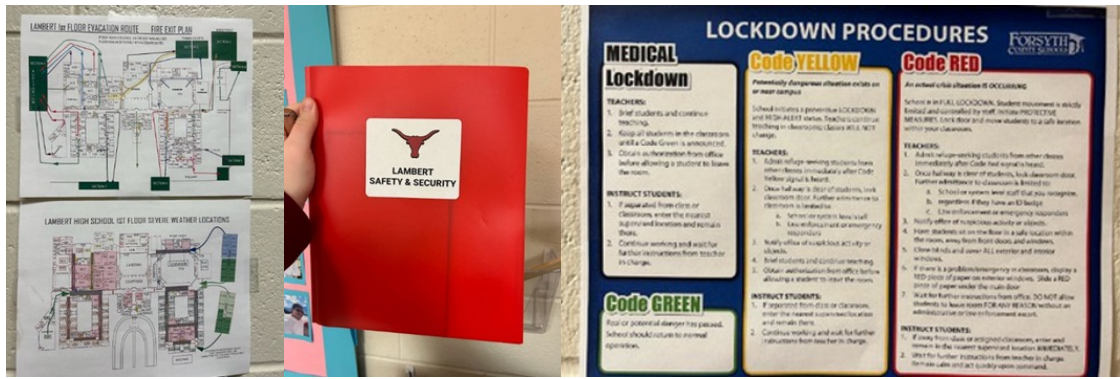
parts of machinery that can potentially heat up to keep employees safe. Open wiring is covered up to prevent employees from tripping over it and to make sure machines don't accidentally get unplugged. Below are a few images of our safety reminders.



DESCRIBE HEALTH AND SAFETY REGULATIONS IN BUSINESS

THE SCHOOL STORE follows health and safety regulations to create an efficient and safe environment for both employees and customers. As a print shop, we utilize big machinery that requires extra precaution when working, all of which was taught to our employees during their training period. All aspects of our business were designed to follow the health and safety regulations of the manufacturing industry. When opening our shifts, we make sure that all outlets are securely plugged into and wires are securely taped up. During printing, employees make sure not to stand near the heated part of the machines and never put anything on top of the heat fans to allow proper ventilation for the printer. For all cutting utensils and machines, employees have been instructed to never put their fingers under the rollers or the blade itself. All cutting utensils are stored safely with the advisor.

In the case of extreme emergencies, such as severe weather, medical lockdowns, or coded intruders, we practice safety and evacuation plans every month. In case of severe weather, we practice organized classroom movement in a safe area. In THE SCHOOL STORE during our severe weather drills. We exit the classroom in a single file line, walk down to the larger hallway, and sit against the walls away from windows. In the case of a medical lockdown, employees and students are not allowed to leave the classroom and are kept until released by the advisor. During intruder lockdown drills, we lock THE SCHOOL STORE door, cover the window, and move desks to barricade the door. In case of a fire, we have an emergency evacuation plan to efficiently exit the school on the fastest route, which we also practice monthly. Below is the safety information we keep posted around the room.



EXPLAIN ROUTINE SECURITY PRECAUTIONS

THE SCHOOL STORE has regular safety checks to maintain the safety of our business. As a printing company, we deal with multiple expensive machinery that require extra precautions in the work area. With multiple machinery comes a multitude of wires. To prevent any accidents with wires, wires are taped down using electrical tape or using a floor cable cover. There is also safety tape placed around our cutting table to prevent any accidents with our students.

Employees also conduct a weekly cleaning to make sure the print shop is always in its best condition. Since employees do work with machinery, a supervisor is always around. If the supervisor were to be out of office, the print shop will be closed from the day, but employees can still work on accounting, marketing, or planning activities.

At the end of every work day, employees are responsible for logging out of all computer systems. This is to prevent snooping and ensure customer information is kept private. Then, managers are responsible for locking our supply closet and machine room at the end of each day. This is an essential part of keeping THE SCHOOL STORE secure.

SAMPLE STANDARD 3: MARKETING-INFORMATION MANAGEMENT

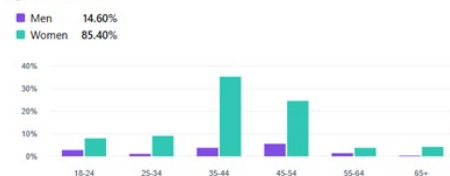
The following section describes how we approach the management of our marketing.

DESCRIBE THE NEED FOR MARKETING DATA

Data-driven marketing is a strategy that involves using data to make informed decisions about marketing campaigns and target audiences. Examples include: collecting, analyzing, and interpreting data about customer behavior, preferences, and demographics to create targeted and personalized marketing campaigns. Some main advantages are: increased ROI, more efficient marketing channels, improved customer insights, greater personalization, increase in sales, hyper-personalization, predictive data analysis, and data-oriented budget optimization. A disadvantage of this is that it can be daunting.

We have insights on our social media. Instagram and Facebook are the ideal media that we use for our business. Having this helps track the number of accounts reached, customer demographics, sales numbers, product popularity, and customer feedback. This information is used to improve the overall shopping experience for customers and increase sales. If a particular item is selling well, the SBE can order more to ensure it doesn't run out. Adding on, the SBE collects information on customer demographics, this includes age, gender, and location. Having this helps the SBE to develop marketing strategies that appeal to their target audience. Overall, the marketing data collected by the SBE is used to make informed decisions about the business. By analyzing this data, the SBE can improve the shopping experience and increase sales.

Age and Gender



Location

Location	Cities	Countries
Jenison, MI		193
Hudsonville, MI		19
Wyoming, MI		13
Allendale, MI		9
Grandville, MI		9

IDENTIFY DATA MONITORED FOR MARKETING DECISION-MAKING

We use our social media to gather research, look at polls, or help promote product decisions. Product decisions include choosing the right products to stock and can increase sales and profits. Choosing wrong products will result in inventory loss and lost revenue. Price decisions are often determined by the demand for the product and will often change depending on the success of the product. For example, we may decide to set a lower price point for stuffed animals just to see how well they do. Depending if it makes tons of sales, or the next time inventory comes, we will increase the price.

Marketing data helps businesses decide how best to promote their products to their target market. By analyzing customer behavior and preferences, the SBE can decide which marketing channels to use, such as social media and print ads.

Student decision-making responsibilities are an integral part of our SBE's success. Our student manager is responsible for making key decisions, such as selecting new



merchandise to sell, setting prices for the products, and deciding which marketing strategies to implement. The manager also has the authority to make changes to the store layout and to determine which items should be placed where. Over the years, these decisions have had a significant impact on our SBE. For example, the student manager decided to start selling more trendy and fashionable items, which proved to be very popular with our customers. The decision to offer a wider variety of products also helped to attract new customers and increase sales. On the other hand, some decisions have not been as successful. For example, the student manager once decided to invest in a new product that ultimately did not sell well. However, we were able to learn from this experience and make better decisions going forward. Overall, student decision-making responsibilities have played a crucial role in the growth and success of our SBE.

TRACK TRENDS (E.G., SOCIAL, BUYING, SOCIAL MEDIA, ADVERTISING AGENCY, ETC.)

Tracking trends gives us the ability to see what's new in the market and helps us have fresh and new designs that appeal to the customers. One of our most popular brands is Nike, we saw that in the past months, crew necks tend to sell more and are more trendier than hoodies. Understanding these, we offer different varieties of colors and designs for the crew necks every time we order a large quantity of XX High School merchandise. When monitoring trends online won't give us enough, we'll often bring in a focus group to help us with this. These range from Alumni of the marketing class to business professionals and ask for their input. We often get the most use out of this one on the fact that in personal interactions, you are able to get authentic answers which brings out newer and brighter ideas in the person. People will tend to bounce off each other which gives us an idea of certain types of clothes they enjoy and will start brainstorming new designs that they think will benefit the SBE for the community.

The opportunities of tracking trends is you can anticipate customer demands. You'll see a demand for a certain product or service before other companies do. Trend-tracking tools allow you to anticipate changes in customer buying behavior. Trend analysis tools can help you identify emerging opportunities in new markets. The challenge that comes with this is keeping up with constantly changing market trends. This makes us constantly research to identify the latest trends and how they can be incorporated into the SBE. Another challenge is the availability of data. Gathering accurate and reliable data on market trends can be difficult, especially for small businesses like the SBE. Overall, tracking trends in the SBE requires a lot of dedication and research to adapt to a market that's always changing.

ANALYZE CUSTOMER BEHAVIOR (E.G., MEDIA CONSUMPTION, BUYING, ETC.)

Customer acquisition is something we have to do every year as new freshmen enter our building. We do this through targeted marketing campaigns. We keep up with what the younger grades find popular and use that in our decision-making. From there, we retain customers by getting to know them and partnering with organizations and clubs around the school. To gain new customers, we began offering a loyalty program this year where customers can earn stars for free items and money off their purchases.

As a student-managed business, it is important for students to analyze customer behavior and make decisions based on their findings to improve the overall performance of the SBE. For example, if the SBE is experiencing low sales on a particular day, students may analyze customer behavior to identify the potential cause. They may observe that customers are not finding what they are looking for in the store or that the store is not organized in a way that is easy to navigate. Based on this analysis, students may decide to rearrange the store layout or add new merchandise to improve customer experience and increase sales. Similarly, students may analyze customer behavior to identify popular items and trends. They may observe that certain products are selling out quickly or that customers frequently ask for a particular item that is not currently offered. Based on this analysis, students may decide to order more popular products or introduce new products that align with customer preferences to meet demand and increase sales. The decisions made by students based on their analysis of customer behavior can have a significant impact on the overall success of the SBE. By understanding customer needs and preferences, students can make informed decisions that improve customer satisfaction, increase sales, and ultimately contribute to the success of the business.

SAMPLE STANDARD 4: MARKET PLANNING

The following section describes the necessities for market planning. Market planning involves the organizing and defining of market goals and strategies.

DEVELOP CUSTOMER PROFILE

A customer profile is the act and process of describing a target market based on demographics, psychographics, socioeconomics, buying patterns, etc. Customer profiling allows a business to understand what its customer base consists of and the characteristics of people who are most likely to purchase its products and/or services. Customer profiling is important to our SBE as it allows us to gain awareness of our target market in a specific manner, providing an understanding of our customers that we can then use to best adapt our store to customers needs and wants. Below is a table detailing THE SCHOOL STORE's average customer using a customer profile.

PRIMARY CUSTOMER

Demographics: Students of XXX High School (14 years-18 years) of both genders, largely in Generation Z.

Socioeconomics: Typically do not have large amounts of disposable income and are looking for inexpensive product offerings.

Psychographics: Students interested in quality snacks and beverages during the school day. Those with interest in having school spirit and supporting our DECA chapter.

SECONDARY CUSTOMER

Demographics: XXX High School staff of both genders. Staff consists of a variety of ages.

Socioeconomics: Staff traditionally have some degree disposable income to be used in school apparel. Staff fall into a variety of income brackets.

Psychographics: Staff interested in quality clothing that satisfies the need for school spirit. Those who like a wide variety of clothing options.

At THE SCHOOL STORE customers traditionally spend \$2.31. Their purchases are largely composed of cookies and our bottled beverages. Customer buying decisions can be greatly altered through the actions of our SBE, particularly in regards to price and product offerings. At our SBE, customer decisions were altered when the prices for our Otis Spunkmeyer Cookies were decreased from \$0.75 to \$0.50 in honor of DECA's School-based Enterprise Week. During this week, we saw an increase in cookie sales as customers wanted to purchase more cookies while they were at a reduced cost. Additionally, a change in product selection, such as the addition of new apparel brands and styles, increases customer sales as customers are inclined to purchase the new apparel or the new product selections. At our SBE, students utilize customer profiles to enhance

business decisions by assessing the interests and wants of customers based on such a profile. Students use our Square POS system to analyze data regarding average amount spent by consumers and what products consumer are purchasing. With this information, students are able to work with our chapter advisors to ensure that our SBE is stocked with products that customers are actively looking for and purchasing. Students also recommend additions to the store based on customer profiles.

CONDUCT MARKET ANALYSIS (MARKET SIZE, AREA, POTENTIAL, ETC.)

Market analysis is a detailed quantitative and quantitative assessment of a business’s target market as well as its competitive market. Market analysis is grounded in research which can allow a business to gain a comprehensive understanding of its existing competition and current customer buying behaviors. At our SBE, market analysis is conducted in a variety of ways in order to best determine product offerings and customer service offerings. Below is a detailed description of the research methods we use in order discover more about our market and, in turn, conduct market analysis. We utilize four key forms of research in order to conduct market analysis:

METHODS USED TO CONDUCT MARKET ANALYSIS

Customer Surveys: The use of customer surveys to gain insight into customer feedback regarding THE SCHOOL STORE and its product offerings as well as the customer experience as a whole. Surveys are distributed to our customers via the online application of Survey Monkey. Customers are asked questions regarding their experience at THE SCHOOL STORE and what products they frequently buy, and are also given an opportunity to provide suggestions. We utilize these decisions to adapt our SBE and its product offerings. For example, when customer surveys revealed that they wanted further beverage options to be offered at THE SCHOOL STORE, students worked with our chapter advisors and our beverage distributor, Viking Coke, to offer beverages such as Minute Made Agua Frescas, Monster Zero Sugar Energy drinks, and diet soda offerings.

2. What product do you buy most often at the DECA store?

- Cookies
- Pop/Juice
- Clothes
- Other food items
- I don't buy products from the DECA store

3. What type of DECA cookie do you buy the most?

- Chocolate Chip
- M&M

Focus groups: Focus groups with our customers serve as a key source of primary research as we are able to directly meet with customers and receive open communication from them regarding their experience within our SBE. We meet with both staff and students in order to form a comprehensive assessment of the experience of our primary and secondary markets at THE SCHOOL STORE. In such a meeting, we discuss key aspects of our store and gain a more in-depth analysis of customer feelings than what a traditional survey can provide. Through these groups, customers cited that they wanted new apparel designs in the store. Over the summer, we created new apparel with input from students.

Student observations: Our student employees are responsible for conducting market analysis through the use of customer observations. When customers come into the store, whether they are staff or students, our student employees are encouraged to observe the products customers gravitate to and are interested in. Observations allow us to gain a perception of the customer experience firsthand within the store and how they interact with our SBE. Customer observations can also involve our student



employees communicating with their peers regarding what they would like to see present within the store. Such observations allow for market analysis as we gain greater insight into our target markets, such as the scope of the market (pertaining to who enters the store) and market potential relating to expanding the market.

Square POS reports: In THE SCHOOL STORE, we utilize a Square Point of Sales System for all financial management and exchanges. All sales are tracked and process through this POS system. We analyze sales trends, both overall and for given products, throughout a given time period, such as one month to one year. Based on these trends, decision-making was impacted as we analyzed what products are commonly bought within the store. In turn, we offer more of such products and try to find similar products that would satisfy the needs of our customers. These reports also allow us to assess how the various prices at our store are perceived by our customers. If products are not selling or meeting sales goals, students might conclude that prices are too high and thus should try lowering the price for that product to satisfy customers.

STRENGTHENING PRODUCT PURCHASES AND PLACEMENT

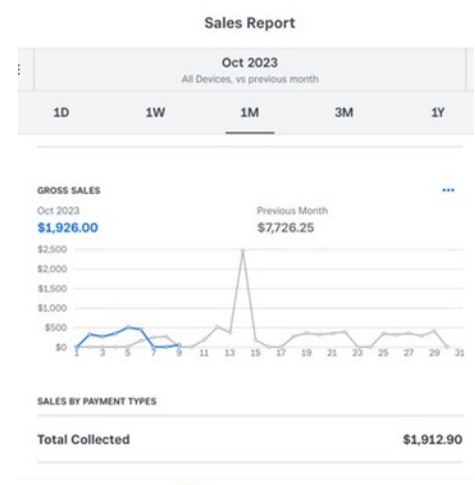
To supplement the experience of our students in our SBE, in our marketing classes students are presented with tools and knowledge regarding the function of products within a retail setting and how market data can be utilized to strengthen the purchases of products by consumers and product placement. Based on the content provided in class, such as virtual simulations of retail settings in which students must analyze their should be placed, students utilize their business knowledge to analyze market trends relating to product offerings and placement. Students recommend products to chapter advisors and are responsible for placing products in such a way that will draw customer's eyes. For example, our snacks are placed on shelves with a strategy that emphasizes customer demand of the product and the visibility of the products.

EXPLAIN STRATEGIES FOR LINKING PERFORMANCE MEASURES TO FINANCIAL OUTCOMES

In our SBE, we establish key performance indicators, or measures, at the beginning of each school year that will guide us in making business decisions, particularly in relation to financial outcomes. Such performance measures include inventory turnover, customer retention, year on year growth, net growth, and more. A key aspect of our SBE operations in a year involves linking these performance measures to financial outcomes. This allows for an increased understanding of demand, which promotes the success of our SBE.

STUDENT RESPONSIBILITIES IN TRACKING SALES AND DEMAND

Students are responsible for tracking sales within our SBE using our Square POS system. Sales reports are provided by Square on a day, weekly, monthly, or yearly basis. These reports, such as the one included to the right, details fluctuations in sales overtime, providing a general view of sales trends within a given time period. Tracking the sales of products within our SBE as well as the inventory levels of products within the store provides an understanding of customer demand. Students assess customer demand and determine which products have the highest and lowest demand within the SBE. By assessing demand, our SBE can continue offering goods that are in demand, such as our



Otis Spunkmeyer cookies. As demand for the cookies are high, we make sure that we are constantly well stocked on cookies in order to compliment the high customer demand. Demand impacts our business operations by influencing sales and impacting the inventory levels of our products and the products we offer.

PRODUCT DEMAND'S INFLUENCE ON OPERATION

Product demand within a business has a large influence on business operations. In our SBE, sales data and reports have indicated that our cookies, bottled beverages, and apparel, specifically sweatshirts, are the products that are in highest demand within THE SCHOOL STORE. Students cited that they hoped to see more apparel within the store, specifically with brands such as Carhartt or Nike. We in turn purchased items of clothing designed by these brands to offer in THE SCHOOL STORE. After introducing these products to the market, we noticed that demand for such products were high. In turn, we made the operational decision to purchase additional and different apparel designs by these brands in response to the high customer demand. Similarly, as demand for our Monster Zero Sugar Energy Drinks in the store was high, we began selling other popular brands of sugar-free energy beverages, such as Reign Storm beverages.

SAMPLE STANDARD 5: PRODUCT-SERVICE MANAGEMENT

The following section includes the systems used to obtain product/service management. Product/service management focuses on improving products/services for consumers.

IDENTIFY COMPONENTS OF A RETAIL IMAGE

We believe THE SCHOOL STORE has a great image to students as they get an opportunity to show school pride by purchasing spirit items from us. When they enter the store, they see their classmates and peers running all aspects of the store and this keeps them coming back. The students working in the store gain knowledge of working in a retail environment focusing on customer service. For the school faculty, the image they see is a classroom environment teaching students' real-world life and work skills. The faculty love to come and purchase items from their students. It is always a positive interaction, and there are many times when teachers will email our DECA advisor and compliment us on how well the students interacted with them. The image from the administration is that the store can provide gear and apparel for their school on a daily basis. They have approached us several times this year to request we be open for alumni events. The school administrators respect our store and the students working in the store and speak highly to the community about us. The store also provides a lot of funding for the academy, which also supports the school. From the district, it shows students getting real life experience in business, where other students, who are in different programs, do not.

The community thinks of THE SCHOOL STORE as a place to go purchase their school mascot merchandise in order to support the school on game day and every day. Our store has been Gold Certified the past four years and we send out a communique to the local media to get recognition. THE SCHOOL STORE is viewed by customers as a community-oriented

business. This is because we open our store for all types of school events, where parents and members of the community can come in and buy apparel. This supports the store, then ultimately goes back into the community with more products and stock.

One change to the SBE this past year was the implementation of custom window film for the outside windows of THE SCHOOL STORE. It includes pictures of what the SBE sells along with students modeling merchandise in the picture. It has added a more refined image to THE SCHOOL STORE from an outside perspective. THE SCHOOL STORE officers took the pictures needed for the window film and sent it out for manufacturing.



CHOOSE VENDORS

A vital component and responsibility of the students is THE SCHOOL STORE's ability to provide the best possible prices for our customers and also maintain our desired profit margins through vendor selection. During the selection process, we consider the vendors quality, reliability, price, and cost savings. Multiple times over the course of the store's operating year, students will check the prices of our current vendors to others offering similar products at potentially lower prices. We will continue to do business with our current vendors who provide us with our essential products sold every day at THE SCHOOL STORE and continue to elevate the prices and quality of our future merchandise. Some examples of our current merchandise vendors include Aesthetics Print and Design as well as Radwear, both located local to our school.

Student decisions have impacted the operation of THE SCHOOL STORE in several ways. They listen to customers who bring their own ideas on what merchandise they would like us to carry. They bring that idea to our DECA advisor and he will then hold a meeting to discuss further. If all parties agree on a new item, some of us will start the design process. We will offer several designs and come together to vote on our top three. From that point, we will conduct a survey with our student body at school to see if there is enough interest in the products. If there is, we will take the highest vote count and send the design for an estimate to some of our vendors. If the price is reasonable and we think we can make a profit, we will ask our vendor to go ahead with production, ordering different sizes to offer our customers.

Once we begin selling the item, the students track it carefully for the first few weeks. Commercials are made and aired on our local school news, videos are made for our social media accounts, and some of our students will wear the items to promote them. If the items do not sell well, our workers try to do a better job of marketing it. After a few months, if sales are sluggish, we would consider lowering the price for a week or two and promoting it heavily at the discounted price.

Our vendor selection process can be challenging at times. In our district, vendors must send bids to our school board. From those who complete the bids, about fifteen are chosen. From those fifteen, we must decide which carry the types of items we want and at what prices. We fell in love with a vendor years ago. We used them extensively and never had issues with deliveries, due dates, and quality of merchandise. Last year, however, they did not renew their bid and we were not able to use them this year. Luckily, we were able to find another vendor that was very similar in quality and price.

A successful example of our vendor selection process comes from our school spirit sports jerseys sold in THE SCHOOL STORE's clothing section. The officers struggled to find a vendor to supply these custom style jerseys at an affordable price for our students without sacrificing the store's expected quality. However, after much searching, THE SCHOOL STORE was able to find a vendor in time for football season and the new product was widely popular with our customers. However, on the opposite end of the success spectrum, we've had difficulties arranging prices without vendors. An example of this comes from one of our vendors who quoted us a desirable price to produce an order of school themed blankets. The problem with this order though was that each blanket contained an additional hidden fee of 5\$ that forced us to raise the price of each unit higher than desired.



PLAN MERCHANDISE ASSORTMENT (E.G., STYLING, SIZES, QUANTITIES, COLORS)

In the SBE, there are three main products we offer. We offer clothes, books, and accessories, meaning our width is three. Although we have three main products, our depth of variations is what makes us unique. We offer a multitude of sizes on every single clothing item we have. We have to market to younger siblings, the students themselves, and parents. We need to offer all of their sizes in order to satisfy our target market. That is why our depth is so extensive. We sell t-shirts, hoodies, hats, and sweatshirts offering different sizes, colors, and designs. For the length of our product mix, we offer spirit items like temporary tattoos, bumper stickers, spirit sticks, flags, jewelry, pom poms, and so on. We also sell over fifty different novels, some of which correlate with what our English teachers have for required reading. While running so many different products it is important to make sure that we maintain a high level of consistency. If we were to branch out too far, then we would lose customers. This is why we keep our product line very consistent.



Planning merchandise assortment is very important to us. We have to make sure we have a large brand mix. If we only offered clothes from a high-end retailer, then we would lose all of the customers that don't have a larger budget. This is why the students chose from a wide selection of brands to make sure that we have items for all customers in all price ranges. The price is important for customers when deciding what to purchase but so is quality. While working in the SBE we have found some brands did not give us the quality that we wanted.

For that reason, we offer many brands so our customers can pick whether they want a higher price or lower quality. We have found that this gives every person a way to find what they are looking for and lets us make more sales. While planning our merchandise assortment, we make sure to communicate with all of our students to make sure we offer what everyone needs and wants. This approach has made it easier for us to get the products that our customers want and will buy. This has impacted our SBE in an amazing way, offering us the ability to try new products and branch out on new product lines. The students are the ones that determine the product line and the brand mix. If we want to add a new product to the brand mix then we can do that by approaching our advisor and putting together a discussion meeting. The students are responsible for designing the product that will be introduced to the product line and then figuring out the best way to supply that through different brands from our vendors.

DETERMINE STOCK TURNOVER

To determine the rate of stock turnover, the cost of goods sold is taken and then divided by the average inventory. This formula allows us to see the number of items we've sold and replaced in a specific time period. Every day we have a student employee count our most popular selling items to notify our operations team on what we are low on. They also eye-check lower selling items to see if more attention is needed on quantity. Whenever an item is empty on the floor, they go to the storage room and storage cabinets to restock it. The products with the highest turnover are typically our hoodies and sweatshirts. We also have products that can stay on the shelves for years without being sold, we typically offer discounts on these items to encourage people to buy them and free up shelf space.

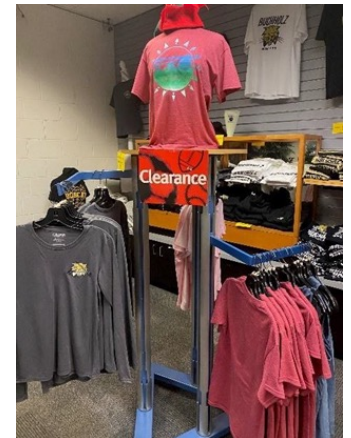
Throughout the year, the apparel turnover rate rapidly decreases, as many people have already purchased the products they want, and apparel is in low demand. We do not order any new merchandise around this time, save for seasonal items that we student workers believe would sell during the Spring months. Reordering items that are not selling at the moment would cause overstocking and give us issues with storage and profit margin.



Towards the end of the school year, however, we do a large reorder so that we have products in stock for when Freshmen and their parents come to Open House, one of our biggest selling days in the Fall.

PLAN REDUCTIONS (E.G., ANTICIPATED MARKDOWNS, EMPLOYEE/OTHER DISCOUNTS, STOCK SHORTAGES)

Students a part of THE SCHOOL STORE keep track of and are constantly aware of how much stock is available throughout a selling season. By keeping clear and well written stock records, we can determine if more products need to be purchased or if items need to be marked down in price. In fact, every spring new Spirit Spot leadership members are asked to review the stock records and begin determining what products will be sold the following year. Furthermore, in order to prepare for new inventory and inventory changes, large amounts of old stock are sold during the months of January to April to allow space for new products. When marking down items, we try to accommodate for stock that is not selling as rapidly as other products in THE SCHOOL STORE. Doing so helps us to avoid having overstocked items at the end of the selling season and school year. Furthermore, ensuring low amounts of overstock is critical because a large amount of overstock can cause THE SCHOOL STORE to lose profit by having too many old products that need to be sold, preventing us from acquiring new products and limiting the display area available for new products. While students working in THE SCHOOL STORE could buy overstocked products to help reduce overstock numbers, this still leaves a vast number of old products that need to be sold.



Hence, the challenge of selling old products involves finding the right price to discount the overstocked items down to, while still ensuring maximum profit levels and satisfying the SBE customers with reasonable prices. Since our markup is around 50%, we don't mind having to discount an item 15%. That still gives us a 35% profit on the item if it sells. Ultimately, by providing markdowns and discounts to our products, we can reduce the amount of overstock present from this and previous selling seasons while allowing a fair amount of product turnover within the SBE.

To ensure that planned reductions successfully occur, students working THE SCHOOL STORE complete different merchandise planning responsibilities. Some of the responsibilities involve changing product labeling, price tags, and signage throughout THE SCHOOL STORE to accurately reflect any recent price changes.

Furthermore, we also have the responsibility of informing customers about any price changes in order to help customers become aware of improved product prices, which ultimately benefits THE SCHOOL STORE by increasing the number of marked down products sold. Students also have the responsibility to help determine if a discount or

change to the merchandise plan is necessary based on actively observing customer buying patterns. If a student working in THE SCHOOL STORE notices that a specific product is not selling as rapidly as other goods, we use this information along with information from our written stock records to see if action must occur. Working alongside our DECA advisors and with their guidance, we can propose changing the price of poorly selling products or recommend changing the quantity of inventory for that item that we acquire in the future.

Some potential reductions can occur based on observations made surrounding customer buying patterns while working at THE SCHOOL STORE register, as mentioned previously, while other sale reductions can also occur based on previously noted seasonal buying patterns. For the SBE, a primary example involves the selling of sports jerseys, stadium cushions, and other sports related goods. It has been noticed from previous years that goods with our school logo and that are sports themed are often purchased more frequently at the beginning of the school year because of the corresponding football games taking place at the beginning of the year. Hence, once the football and fall sports season ends each year, a drop in sports-related products is noticeable and predictable.

In response to this change in consumer interest, sports-related products will receive a 15% initial discount. After two months, the discount will decrease by another 5% until the next fall season begins.

SAMPLE STANDARD 6: PRICING

The following section describes the function of pricing at our SBE and how it impacts our decisions.

EXPLAIN THE NATURE AND SCOPE OF THE PRICING FUNCTION

One of the most critical factors in determining a successful pricing strategy is the consumer's perception of the product's value. The perceived value depends on the price, quality, and quantity of the product and is highly dependent on the target market and competition. Therefore, it is essential we understand consumer behavior and purchasing power before setting a price. Among the key pricing strategies, seasonal pricing, bundle pricing, and value cost pricing have proved to be effective in enticing consumers. Examining case studies of successful pricing strategies can provide valuable insights into what works in specific industries.

Pricing strategies help us consider the various techniques to optimally benefit sales. Employing psychological pricing, which targets the consumer's emotional response, can influence their perception of the product's value and increase sales.

We also use product line pricing to differentiate our products by price level or features, and cost-based pricing can help ensure enough profit while covering production, marketing, and distribution. Additionally, bundling and unbundling of products or services allows for customization and may lead to a higher overall profit margin. Dynamic pricing, which adjusts pricing in real-time according to supply and demand, can provide us opportunity to maximize revenue. Lastly, optional product pricing or similar pricing tactics allow for flexibility when selling complementary products or services.

The pricing function refers to how businesses set prices for their products or services. It involves determining the right price that customers are willing to pay while also considering factors like production costs, competition, and customer demand. Our SBE uses competition to implement our pricing strategy. Since our store is student run our designs have to be approved by the School's Boosters, which is another high selling store that has a huge advantage over us. With their advantage we try to undercut them with our low and affordable pricing for students. In November, we do a hoodie and t-shirt combo, which is one of the best-selling times due to the massive want for hoodies. Plus, the amazing deal combo really gets customers intrigued. This encourages customers to buy more items and increases sales.



Pricing strategies can have a significant impact on sales. For instance, if a business sets a price that is too high, it may deter customers from making a purchase. On the other hand, if the price is too low, it may lead to lower profits. Finding the right balance is crucial. Since our main target market is students, we really love to do deals because it helps SBE sell out. The SBE Director asks entrepreneurship and DECA students to help price the items by asking what's the most someone will pay for it and keeping a business perspective on what's the most reasonable price. Based on that information we use to price our items; we also use those questions to help us think of our deal prices.

EXPLAIN FACTORS AFFECTING PRICING DECISIONS

The process of determining prices for products depends on the strategy our SBE adopts. Cost-plus pricing help us focus on adding a percentage profit on top of product manufacturing costs. Competitive pricing, on the other hand, takes into account the prices of competitors and their market share. Value- based pricing helps us focus on the perceived worth of the product to customers. Psychological pricing strategies with sales and promotions can help us influence consumer decision making. The price of goods has a significant impact on profits, revenue, and consumer choices. For SBE, making informed pricing decisions is crucial for our financial success. For instance, our business may use value-based pricing to differentiate our products and offer greater value to their customers.

Since our main target market is students, we try to make our prices super affordable. We still want to make a reasonable profit without raising the prices and leaving customers unsatisfied. In the decision-making process of finding the right price we viewed our competition. We saw that their cotton t-shirts sold at \$20 to \$25. We knew \$25 was too high when selling to the majority of students. 20\$ is a reasonable price but we want to undercut our competitors and have students buying from SBE instead of Boosters. We came to the decision of \$15. It's the best price to sell to students and we also gain a reasonable profit.

We recently introduced selling power blocks to sell to students and staff members. Going back to our SBE having amazing deals. We wanted to make a deal of 1 for \$10 and 2 for \$15. Students and staff members quickly bought the item, because of this amazing bargain. When looking at how much profit we made, we soon realized each power block was \$15 to buy so we were losing money by selling 2 for 15. Thereby, quickly changing the pricing strategy to 1 for \$10 dollars and no deal. We were able to rebound and gain what we lost.



When it comes to Student pricing decisions, it's crucial to evaluate the cost determinations for the various products offered by SBE. By doing so, it's possible to determine the break-even point for each product, which is the point at which the total costs of producing a product equals the revenue generated from its sale. This information is crucial because it provides insight into the minimum price point necessary to start earning a profit on each product sold. Based on this information, we can then set pricing based on ROI and markup considerations, ultimately ensuring that prices are profitable while also competitive with the market.



Student pricing decisions involve a variety of tactics, one of which is using the break-even point. Break-even analysis is a helpful tool in determining the minimum prices needed to cover costs and achieve our target profit margins. Another way students make pricing decisions is by applying Return on Investment (ROI) techniques. ROI enables businesses to consider the total costs of the products, including the money spent on production, marketing, and capital inputs. Lastly, we must consider the markup when determining pricing. Markup refers to the difference between the cost of the product or service and

its selling price. By adjusting the markup, our SBE can alter pricing to attain the optimal price balance or optimized profits.

When introducing a new product line, our SBE uses break-even analysis for determining the pricing strategy. We calculate the break-even point to determine maximum ROI. For example, our SBE launched a new hoodie and t-shirt design and we used break-even analysis to determine the number of units we would need to sell to recoup our costs. We could then set the selling price based on this calculation. Finally, our pricing decisions for a variety of products can be based on break-even analysis for maximum profitability. By using these methods, our SBE can ensure that our pricing strategies align with their financial goals for new product lines.

Our SBE relies on carefully crafted pricing strategies to succeed in our competitive market. To evaluate the effectiveness of our pricing decisions, we must consider several important factors. Understanding customer behavior is one crucial aspect. This includes analyzing their needs, preferences, and willingness to pay for a particular product or service.

Another crucial factor is price sensitivity. We must determine how much elasticity exists in our customer's demand for their products. Lastly, competitor analysis plays a pivotal role in evaluating the effectiveness of pricing decisions. Studying how our competitors prices can reveal valuable insights into what works and what doesn't.

We often utilize various pricing strategies to boost sales and grow our customer base. One such strategy is penetration pricing, which involves setting prices lower than competitors to penetrate the market and gain a foothold. Another strategy we use is premium pricing, which involves offering products or services at higher prices to give customers the perception of exclusivity and prestige.

Finally, discount pricing is another proficient strategy we use, which involves offering discounts or promotions to attract customers and increase sales. Each of these pricing strategies are effective, depending on the specific goals and circumstances we want to reach.

When students engage with the success or failure of a pricing plan, they learn real world market dynamics and decision making that's best for SBE and any business. Learning the success and failure of correlation between customer behavior and pricing. Learning how to adapt to make the best profit for SBE and other businesses and while most importantly satisfying the customer.



Hoodie \$25
T-Shirt \$15
Joggers \$TBD

SPECIALS

Hoodie and T-shirt \$35
Sweatpants and hoodie \$TBD
Sweatpants and T-shirt \$TBD

SAMPLE STANDARD 7: DISTRIBUTION/CHANNEL MANAGEMENT

The following section describes the methods our SBE uses to regulate the movement of products from manufacturers to end consumer.

EXPLAIN THE RELATIONSHIP BETWEEN CUSTOMER SERVICE AND DISTRIBUTION

Establishing customer relationships is very important in THE SCHOOL STORE. All student employees are encouraged to talk to customers in a friendly manner and always invite them to return. On occasion, employees of THE SCHOOL STORE venture out into the cafeteria during lunch hours to invite other students inside to purchase some goods or simply watch a movie with us in our lounge area. At the beginning of the school year, our store has the most spirit wear and clothing in stock. During that time, we are able to meet most customer's needs and wants with the product on hand. As the fall goes on, more and more inventory is sold out and popular sizes are gone. Unfortunately, we rarely order replenishment stock on apparel items as we do not sell much spirit wear after the football and basketball seasons. This sometimes affects the "late shopper" because we may no longer have their size or the style they wanted from the start of the season.

The timing of orders could definitely affect the ability to provide customers with the things they want. For example, this school year our high-end apparel was very late in arriving. Due to the tardiness, we missed the opportunity to sell our more expensive pieces to the staff members and family members of our students at the beginning of the year sales. This caused those people to "settle" for other items and then not come back to purchase the more expensive piece when it did finally arrive. Timing of orders is crucial to our revenue and profits. For beverages and snacks, product availability is everything. If we run out of a popular product, that customer may not stop back in for a week or more. We need our daily customers to continue to shop in our store for our day-to-day food sales, so keeping items such as gum, mints, and iced tea in stock constantly helps us to keep our loyal customers.



EXPLAIN THE RECEIVING PROCESS

All orders that are put in for the SBE are determined by DECA chapter members. Most of the orders, such as mass clothing orders, drinks, and other furniture items for THE SCHOOL STORE are shipped directly to the school. The orders shipped to the school are brought into THE SCHOOL STORE by a school employee. XXX High School is open from 7:20 am to 2:35 pm, and orders for the SBE are typically delivered after school hours. We have an agreement with the janitors to transfer our deliveries to THE SCHOOL STORE, from where they are delivered to the back of the school. They unlock the doors, let the delivery man inside to place items down, and then lock the doors. If items are delivered to the front of the school, the front secretary lets the person delivering inside the building and unlocks the SBE. After all items have been placed in THE SCHOOL STORE, the

secretary locks the door. This process usually takes place in the evening to afternoon hours of the day. The next school day, DECA chapter members unbox and separate orders. This process typically takes a 45-minute class period. At this time, the SBE also takes inventory count to ensure all items are included in the order.

Items that cannot be delivered to the SBE, are personally picked up by the advisor or members of the SBE. These are usually food orders and special orders. Food orders are picked up from wholesale stores such as Sam's Club or Costco. Typically these orders are picked up after school so that students and the advisor don't miss out on class time. The food is kept in the car's trunk until the next school day, but never over the weekend. The following school day, students go out to the car and pick up inventory to then bring into THE SCHOOL STORE. Items are then organized by the SBE and put where they belong.

The process of receiving items is very important to the SBE to ensure everything is put where it belongs. Oracle Netsuite says, "Without sales, there is no business. Without order fulfillment, there are no sales." If the SBE is not able to fulfill receiving orders, it will not be able to make profitable sales. THE SCHOOL STORE depends on customers being enticed by the new products we have ordered, and without fulfillment of the orders, the SBE will not create revenue.

COMPLETE INVENTORY COUNTS

After receiving items, the physical inventory is shared with all SBE staff members. From that point on, inventory of all apparel is tracked daily. Our Square Point of Sale System keeps track of each item sold. At the end of each day, a manager of THE SCHOOL STORE uses the sales report from the day to update the inventory list. For consumables like beverages and snacks, inventory is taken at the end of each week when the employees in charge of stocking are creating the "shopping list" for the following week.

The learning outcomes from inventory tracking include accountability, accuracy, reading and analyzing sales reports, checks and balances (many student employees have to work together to ensure everything is being tracked correctly and everyone is being honest in their tracking), using spreadsheets and spreadsheet formulas, and basic retail knowledge such as stocking shelves, determining which items to hang up in the store, etc.

It is critical that the SBE keeps accurate records of inventory counts, so in the future the SBE can determine at what rate it takes for items to sell out from the point it was initially purchased. Keeping inventory also allows us to keep track of thefts that may occur in the SBE. It lets us learn how to prevent this and has allowed the SBE to take measures to further prevent this.

DETERMINE INVENTORY SHRINKAGE

Inventory shrinkage has occurred in apparel and consumables. This has happened after a busy event such as a football game where we have a lot of sales or after a hectic lunch period when lines get really long. For apparel, this seems to happen if a student-employee rings the item up as something other than the actual name for it in the system. For example, students may ring up a "Classic Hooded Sweatshirt," but the item may have been a "Specialty limited sweatshirt." This would cause inventory shrinkage as the physical inventory wouldn't match the accounting records. For consumables, we sometimes have inventory shrinkage if things are ringing in incorrectly or if the cashier misses an item and doesn't ring it in at all. This also happens when students pay in cash. Some SBE employees don't enter the order into the system or ring a different amount paid than what

was actually used. To minimize inventory shrinkage, employees have had extensive training on the cash register and the names of our inventory items.

Student employees play an important role in shrinkage control. They manage the inventory each day and thoroughly each week. If inventory is missing, the managers and employees try to question and look back on the week to determine where items went. If theft is the suspected problem, the team of employees begins an investigation so we can prevent further theft. Preventing theft is important because the more it occurs, the more profit the SBE loses.

Design	Item Name	Start Quantity	Current Quantity	Price
Powell OH	Retro Heather Tee	36	Blue 12 Gray 7	10.00
	Retro Heather Hood	24	Blue 5 Gray 2	25.00
	Vivanne V Neck	6	Blue 0	10.00
	Ladies Ringspun	6	White 0	10.00
w/ Pat Head	Classic Tee SS	24	Black 2 Gray 4	10.00
	Classic Tee LS	24	Black 1 Gray 1	13.00
	Comfort Fleece Hood	12	Black 0	20.00
	Comfort Fleece Crew	12	Gray 0	15.00
"LIBERTY"	Classic Tee SS	30	Gray 9 White 0 Blue 4	10.00
	Classic Tee LS	30	Gray 8 White 0 Blue 2	13.00
	Comfort Fleece Hood	24	Black 2 Blue 0	20.00
	Comfort Fleece Crew	24	Black 1 Blue 3	15.00

Shrinkage affects the finances because we lose money on whatever the cost of that item. A real example of how inventory shrinkage affected the financials of THE SCHOOL STORE was in October of 2023. When passing out jerseys to the players of the powder puff game, the wrong color jerseys were handed out to the wrong grade. This was a major issue as each individual chose between a sweatshirt or T-shirt and what size. There were many options for players to choose from, and an abundant amount was already out to players. Not all shirts were returned by each grade, and that resulted in a lot of confusion. The SBE later came to find that sophomores and freshmen were switching jerseys amongst themselves, and that's why the SBE didn't have it tracked in their database. The investigation did not turn up any of the missing money but it seemed to be students taking shirts from the special items table without paying.

SAMPLE STANDARD 8: PROMOTION

The following section describes the promotional mix and how it contributes to the sales and customer retention rates of our SBE.

EXPLAIN THE NATURE OF A PROMOTIONAL PLAN

Utilizing and implementing promotional strategies greatly contribute to the success of attracting new customers for our SBE and displaying our current brand image for the surrounding community. Shown below are the standard of objectives for our SBE's promotional strategies:

OBJECTIVE 1

Goal: Implement an online store website and have \$1000 in sales by the end of 2023-2024 school year

Purpose: Opening an online store website will allow more access to customers who seek to shop for merchandise outside the school district or for customers who have difficulty visiting during store hours. This will also allow our SBE to gain another source of promoting our brand image and generating another source of income.

OBJECTIVE 2

Goal: Increase overall sales by 5%

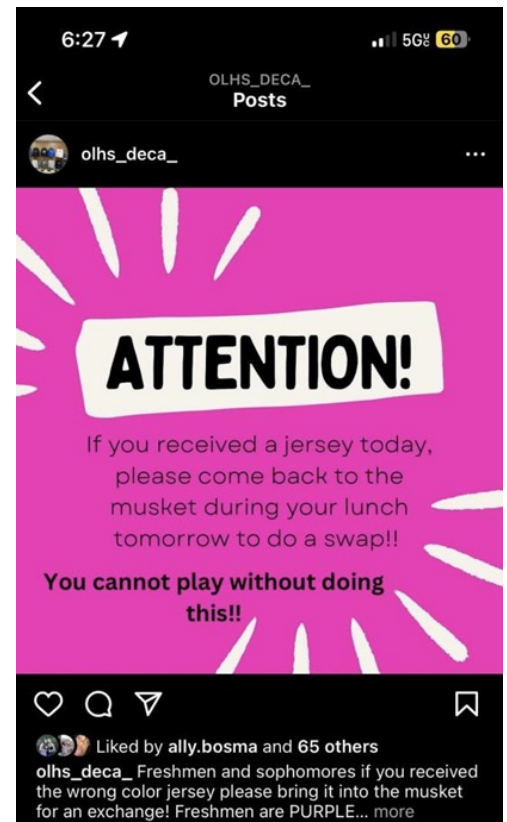
Purpose: By increasing our sales, our SBE will be able to consistently order more products to keep the shelves stocked for our customers. In addition, a sales increase will also indicate that our SBE has enhanced the customer retention rates and provide an incentive to purchase more product lines for our customer base. Our DECA chapter will also gain more funding to hold community events and travel expenses for competitions.

OBJECTIVE 3

Goal: Increase social media presence and interaction to improve brand image

Purpose: By increasing our social media presence, our SBE will gain more potential customers through a source of common technology. By utilizing common social media platforms such as Instagram, Facebook, and TikTok, our SBE can establish connections and relationships with our target market, which can result in an enhancement in brand image from current and potential customers.

Our advanced marketing classes help our student employees gain first-hand experience and knowledge of promotion. These classes focus on types of promotion, such as public



relations, personal selling, advertising, direct marketing, and sales promotion. Furthermore, our students can use these strategies when working in THE SCHOOL STORE, as it exposes them to real-world scenarios and challenges.

Promotion can commonly be used by students when tasked with creating social media posts or posters to inform customers about upcoming events or merchandise sales. Another source of learning for our students is Virtual Business, an online simulation that challenges students to use their knowledge to add success to a business that needs to overcome a problem or generate an idea.

Currently, our SBE has a promotional budget consisting of 5% of total sales. The funding that comes from the 5% will apply to the promotional strategies that are targeted to our students, faculty, community, and general brand image. The majority of our promotion comes from the action of posting on social media and word-of-mouth at no cost, however, our DECA advisor leads our promotional team with the quote, “You have to spend money to make money”, which applies to some of the other forms of promotion that include additional costs. Some of our major promotions that are carried out every year is the 10% teacher discount that is offered when the store is opened before the school year starts. Another event that is highly popular is giving out cookies to the freshman on their first day of school, as well as any other charitable events. Lastly, another promotion is 50 cent cookies instead of 75 cent cookies for the duration of SBE week. This can be focused through some key parts of the promotion mix, such as sales promotion and public relations. All of these examples of promotion we use are included in the yearly promotional budget.

EXPLAIN THE USE OF VISUAL MERCHANDISING IN RETAILING

Our SBE has generated a system that appeals to the visual merchandising aspect to attract new or returning customers. This includes setting out multiple types of displays such as our window display that allows customers to view the store from the outside. In the window display, there is a mannequin that is clothed in new apparel to catch the attention of any customers. In addition, the mannequin also serves as a benefit to influence the units per transaction rates, as customers will see an example of how our merchandise can be layered and worn with additional purchases. Our SBE also utilizes variety of slatwalls, metal racks, shelves, and cubic organizers. With that assortment, our products are displayed in different areas of our store to create a visual variety for our customers. The items in the store are strategically placed in a way that attracts to the common customer base. An example of this is placing newer merchandise in the middle metal racks and the slatwall towards the back of the store. By placing the newer items towards the front of the store, customers will be exposed to newer items before moving towards the more consumable and regular items.

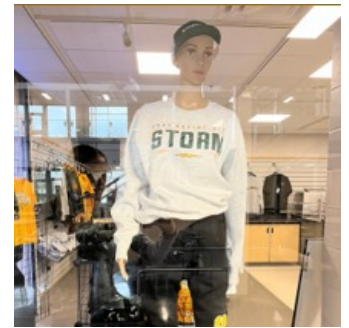
Our store also uses the appeal of lighting to enhance the focus on clothing and draw the eyes of customers to look at specific products. These LED lights can be placed behind the slatwalls and shelves to gain a fun and interactive feature to the merchandise. To help enhance the task of visual merchandising, students learn about certain techniques and skills that contribute to the presentation of our SBE. Visual merchandising is a crucial step to follow for our SBE as it helps attract customers, envisions possible outfits, and, as a result, increase our sales.

Our students play a crucial role in the strategic roles that apply to visual merchandising. Before the school year is done, students will participate in taking down the merchandise

and displays in our store and placing them in the storage unit during the summer months. Then following in the month of August, students will help set up our store before the school year starts. Students will participate in folding, hanging, and stocking inventory, as well as planning and executing ways to display our new merchandise. Based on the learning experience from their marketing classes, students will develop ideas that best pertain to the eyes of customers and make a new store layout that is reasonable to our merchandise and food items. By participating in these projects, students will gain real-world experience by understanding the important roles of generating visual merchandising to contribute to our SBE's brand image and overall sales.

USE CROSS-MERCHANDISING TECHNIQUES

Cross-merchandising is a strategy that involves mixing different products together to create a visual or an idea of possible bundle purchases. An example of cross-merchandising that our SBE uses is the mannequin that is placed in our display window. The mannequin is dressed with layered clothing items such as sweatpants, sweatshirts, hats, vests, scarves, and lanyards. The attire of the mannequin can help customers envision potential outfits that can be purchased in the store. Another example is collaborating with our concession stand to sell and display the limited line of bleacher seats next to the hot chocolate display. This will gain the attention from customers as they can piece ideas for purchase decisions. The cross-merchandising techniques that are used in our SBE will bring an increase in sales in result to the affects of mixed products that guide customers to purchase more products. This can also be known as an enhancement to the rates of unit per transaction.



PLAN SPECIAL EVENTS

Planning special events is an opportunity for our SBE to interact with the school district and the surrounding company, as well as enhancing our brand image while increasing sales. One event that is hosted each year is the freshman cookie event, which involves serving freshman cookies on their first day of school. This event will help our SBE interact with potential customers and utilize the opportunity to promote the brand image of THE SCHOOL STORE and foster an idea of what one of our popular items are within the store to the new freshman.

Furthermore, our SBE offers a 10% discount to the school administration and staff during teacher workshops and open house. By offering this promotion to staff, the store traffic is expected to increase, as it provides an incentive for staff to purchase multiple items of merchandise with the benefit of the discount. In addition, our SBE participates in SBE week, which is a week dedicated to informing our audience of what our SBE is, as well as including promotions to increase our brand image. This includes the mark down of cookies prices for that week from 75 cents to 50 cents. This event will help generate more store traffic and allow more students to be aware of our SBE. Lastly, our SBE also hosts a Halloween event called Not-So-Spooky Halloween, which is an event for children. The admission is a canned good, which is all supplied to homeless shelters. This creates a good brand image for our SBE as it results in a community impact.

IDENTIFY WAYS TO TRACK MARKETING-COMMUNICATIONS ACTIVITIES

Our students utilize Square Reports to gain specific data to track marketing-communication activities such as detailed transaction reports. By doing this, select students will carry out the responsibility of running monthly sales reports and making

sure that they are within the gauge of our forecasted sales. Additionally, we have two DECA Treasurers that keep track of counting the register's till every day and comparing the increase in profits to the promotional expense of the activities or events monthly or following a promotional activity.

We also track and analyze interactions on posts on all social media platforms in which we conduct promotional activities. By reporting and analyzing this data, we will generate strategies that apply to either maintaining or increasing profit from our promotional events and activities. Furthermore, we are able to make accurate forecasts on future sales, allowing us to determine the SBE's future budget.

The students who participate in planning, executing, and analyzing our promotional plans are exposed to real-world challenges and scenarios that prepare them for future situations in their careers. Students also learn the importance of creating promotional plans and what factors of the plans can heavily contribute to success or failure of our SBE. Lastly, students gain an idea of how promotion can affect the growth of our SBE's brand image and how it can generate sales based on our customers buying habits.

Sales Report By Department
Confidential

Department	Category	Total Quantity	Total Cost	Total Price	Total Disc.	Net Total Price
APPAREL		211.00	3,708.98	5,988.25	476.17	5,432.08
	Clearance	4	78.36	112.00	2.50	109.50
	Hats	8	89.62	148.00	1.80	146.20
	Polo Shirts	3	60.75	81.25	12.62	68.63
	Pullovers	7	203.50	290.00	29.00	261.00
	Sweatshirt Crew Neck	24	386.75	710.00	67.90	642.10
	Sweatshirt Hoodies	94	2,105.00	3286.00	249.25	3036.75
	T-Shirt Long-Sleeve	23	312.25	468.00	49.80	418.20
	T-Shirt Short Sleeve	46	418.75	729.00	54.90	674.10
	Washblints	2	54.00	84.00	8.40	75.60
BEVERAGES		32.00	30.28	57.47	0.60	56.87
	Energy Drinks	3	3.34	6.00	0.00	6.00
	Soda Pop	23	22.55	43.03	0.60	42.43
	Sport Drinks	2	1.75	4.00	0.00	4.00
	Waters	4	2.30	4.44	0.00	4.44
FOOD PREP		89.00	8.50	25.00	0.00	25.00
	Baked Cookies	50	8.50	25.00	0.00	25.00
OPEN DEPTS.		25.00	0.00	335.00	12.10	322.90
	Apparel Open	22	0.00	329.00	11.70	317.30
	Beverage Open	3	0.00	6.00	0.40	5.60
SNACKS		2.00	0.98	3.00	0.00	3.00
	Bakery	2	0.98	3.00	0.00	3.00
Totals:		320.00	3,748.74	6,328.72	488.87	5,839.85
Less Line Discounts:					-	-5.00
Less Trade Inc:					-	0.00
						Total: 5,834.85

SAMPLE STANDARD 9: SELLING

In retail settings, selling is integral to success. At our SBE, we prioritize strong and effective selling behavior. In the following sections, we will define and explore this behavior within our SBE.

DETERMINE CUSTOMER/CLIENT NEEDS

The student can determine customer/client needs in many different ways. A good way is having focus groups. The goal of a focus group is to foster an open dialogue with attendees and potential customers to get a better understanding of the products in our SBE and the services we provide. We also identify what our customers need through keyword research. Distributing the info to relevant stakeholders in our organization. Next, we craft product features or create content that speaks to customer needs. Finally, customer feedback on how our efforts meet their expectations.

If our customers are indecisive, then we'll help them out by giving them different options to choose from and sharing our honest opinion to see what's best for them. If customers are unhappy with their purchase, we will want to find out why by listening to them and using that to help them accommodate their needs. Understanding customer feedback will ensure for us to be a better and well rounded SBE.



ESTABLISH RELATIONSHIP WITH CUSTOMER/CLIENT

A good way to do this is to always remember to go to order for the customer. If there is a regular we see and they often get the same thing time and time again, we'll try to have their order ready for them without having them think about it. The little things like this help make the customer feel valued and will keep them coming back for more service next time. Our employees can also build relationships with customers by going the extra mile to ensure their satisfaction, such as following up with them after purchase to ensure everything went smoothly or offering special deals or promotions. They can also make the shopping experience more enjoyable by creating a welcoming and inviting atmosphere, offering samples or demonstrations, and ensuring the store is clean and well organized. By consistently providing excellent customer service, employees can help support customers who will keep coming back again and again.

The SBE has its own website where we can help customers get what they need online if they are unable to make it in person. Our website serves as the primary platform for customers to interact with us online. We provide a user-friendly interface that allows customers to place orders, track their orders, and make payments conveniently. Additionally, we maintain an active social media presence, where we engage with customers by answering their queries, sharing updates about our products and services, and running promotions or contests. We also send out regular newsletters and email updates to keep our customers informed about new products, special offers, and other relevant information. By establishing an online relationship with our customers, we can

provide them with a seamless and personalized experience, which will help in building brand loyalty and ensure repeat business.

DEMONSTRATE SUGGESTION SELLING

Routine suggestive selling techniques are typically provided to employees through training programs and on-the-job coaching. These techniques involve suggesting additional products or services to customers during a transaction, with the goal of increasing sales. For students who work in sales positions, there are often training opportunities available to help them improve their suggestive selling skills. These may include workshops or online courses that provide instruction on specific techniques and strategies for increasing customer sales. Experienced sales associates or managers can work with students to provide feedback and guidance on their suggestive selling techniques, helping them refine their approach and improve their overall sales performance.

In THE SCHOOL STORE, providing customers with excellent service is always the standard. Just like with every business, there will always be customers who are negative or complaining about something the place doesn't offer. Negative customers can have a significant impact on sales and the overall reputation of the SBE. They can discourage potential customers from visiting the business and can lead to negative reviews and feedback. The SBE also has a policy in place for dealing with unreasonable or disruptive customers. If a customer becomes verbally abusive or threatens staff members or other customers, the manager may ask them to leave and may involve staff enforcement if needed.

PROCESS SALES DOCUMENTATION

The process of documenting sales in our SBE involves using the Square register application to record all transactions made during the day. Each transaction is recorded along with the date, time, item or service purchased, and the amount of money paid by the customer. The Square register application generates a report at the end of each day that summarizes the total sales made during the day, allowing us to track our performance and identify areas for improvement.

Tracking sales is essential in helping the SBE grow and succeed. By analyzing sales data, we can identify patterns and trends in customer behavior, such as which items or services are most popular, what time of day we experience the most sales, and which days of the week are busiest. This information can then be used to make informed decisions about inventory management, marketing strategies, and pricing, among other things. Overall, documenting and tracking sales is a crucial aspect of running any successful business, including our SBE. It allows us to make informed decisions, improve customer satisfaction, and ensure financial stability.

A customer would pick out a product he or she would like to purchase. When ready to purchase, an employee will take their order and check for any defects before ringing it up for a transaction to ensure quality service. The student manager responsible for registering using the Square app, customers are allowed to pay with different methods including cash, card, and Apple Pay. Once the transaction is complete, depending on a product we'll ask the customer if they want a bag or so. If not the customer is good to go and provided with their receipt to continue on with their day.

PROCESS RETURNS/EXCHANGES

Our return policy is very simple to ensure no confusion. If our customers are not 100% satisfied with their purchase for any reason, we'll be happy to provide them with a refund or replacement within 90 days. For this we will have them email the SBE and tell us any problems that went wrong. They can come and deliver it to our class advisor or come to the SBE and we will give them a full refund or replacement. Currently, there hasn't been a new change in the return policy.

SAMPLE STANDARD 10: HUMAN RESOURCES MANAGEMENT

The upcoming section describes how our SBE utilizes human resource management in order to be the most productive and efficient.

DISCUSS THE NATURE OF HUMAN RESOURCES MANAGEMENT

Within THE SCHOOL STORE, we value supporting employees and prioritize ensuring a positive working environment for all. To determine store employees, students must go through a selective application and interview process. Students must complete an application form that outlines their interests, and strengths, and they must provide a letter of recommendation from a teacher which provides a character description. Employees are then determined from the applications but if students demonstrate interest in becoming a manager, they must participate in an interview process to determine positioning.

This whole process takes place in April of the prior school year. Once positions and the selection process have been finalized, training begins in May to prepare for the school year in August. In the first week of May, students are introduced to all of the machinery and production sites/digital systems used in THE SCHOOL STORE. For the final two to three weeks of May in the school year students practice using the different software used. Employees practice graphic design and become comfortable with SAi FlexiPrint. This feeds into the start of the next school year, when employees and managers arrive in August they are already knowledgeable and comfortable with the procedures and software. When the store begins to receive orders and allows employees to apply their training while having managers present to assist and answer questions. Employees being trained in the months before the school year helps maximize efficiency because THE SCHOOL STORE can start up right away at the beginning of the school year.

Another way is the SBE maintains efficiency through our work period scheduling.

Employees and managers are placed into either the first period or fifth period. This school period is their shift, where they are responsible for attending daily and working during their given period. Without having to have students sign up for shifts or get their shifts covered, it makes THE SCHOOL STORE much more efficient in completing projects and our product turnaround time because students are expected to come to their class period.

FOSTER “RIGHT” ENVIRONMENT FOR EMPLOYEES

THE SCHOOL STORE prioritizes creating a fun and welcoming working environment. To keep employees feeling motivated and to maintain efficiency, THE SCHOOL STORE hosts monthly employee parties typically, a party is hosted on the last Friday of the month and employees and managers will have a calm work shift with music, and sometimes snacks! This helps to maintain a positive work environment. With students working shifts being a part of their class schedule employees are more self-motivated because they are receiving graded work for the given class period. They are given grades



for tasks such as the cleanliness of the workspace, attendance, efficiency, and more. THE SCHOOL STORE also does Employee of the Month to motivate employees. Employee of the Month will be awarded by our supervisor based on the previous month's performance and will be given a gift of goodies.

Employees are also required to meet monthly hours and record their hours on monthly time sheets. To make up many hours, employees are offered the opportunity to do additional tasks such as deep clean the workspace, taking stock of substrate supply, or working on any outstanding projects.

TRAIN STAFF

As previously mentioned, training begins in May after employees and managers are selected in the previous school year. In May students are exposed to all of the machinery, equipment, and production sites/digital systems used in the SBE. The training in May is run by our supervisor/advisor. Students practice using the different software which is frequently used in the store. Employees practice graphic design and become comfortable with SAI FlexiPrint. This feeds into the start of the next school year, when employees and managers arrive in August they are already comfortable with the procedures and software. When the SBE begins to receive orders at the beginning of the school year, it allows employees to apply their training while having managers present to assist and answer questions. Employees being trained in the months before the school year helps maximize efficiency because THE SCHOOL STORE can start up right away at the beginning of the school year.



THE SCHOOL STORE works as the perfect learning laboratory for students because while we are still fully functioning and operating as a business, employees and managers can always rely on the support of our supervisor/advisor for help and advice. The learning laboratory helps to teach employees and managers through firsthand experience and instructional activity how to run a high-functioning business properly.

ASSESS EMPLOYEE PERFORMANCE

To evaluate employee performance, records are kept of turnaround time for products. This is used in helping to see the efficiency of employees in the workspace. Employees are also responsible for assigning each other's performance in the workspace. Specifically, managers will have evaluations where they will spectate how groups of employees work together and will leave any positive or negative feedback with the supervisor/advisor to be discussed with employees if needed.

Open staff meetings are often held where employees can communicate openly with each other and mention any issues or concerns they feel are relevant. One-on-one personal reviews are also held with each employee and the supervisor/advisor. Here employees will discuss how they viewed their performance and receive constructive feedback from our advisor. Receiving frequent feedback and praise for good work has proven to be the most effective way to strengthen employees' overall performance.



School-based Enterprise Gold Certification Manual Best Practices

- Refer to the certification guidelines EVERY YEAR, performance indicators are occasionally updated and re-certification guidelines change yearly
- Use the checklist in the certification or re-certification guidelines
- Use headings and subheadings so that the evaluator can ensure you clearly discussed each performance indicator
- Include graphics, charts, graphs and photographs in the manual
- Submit your manual as a PDF, some evaluators may not have the same fonts on their computers which can make the manual very difficult to read

Thanks to the following school-based enterprises for sharing portions of their Gold Certification Manuals and photographs that were used in this sample.

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