Medical Esthetician

Salon Spa Business and Career Success

Instructor Manual

©Anderson College of Health, Business and Technology

Overview

This module outlines important aspects of successful salon business management and personal career success.

Objectives

Upon completion of this course, students will be able to:

1. Explain the beauty business.
2. Outline the requirements of owning a business.
3. Describe booth rental.
4. Identify the elements of a successful salon, spa, or barbershop.
5. List marketing strategies for building a business.

Knowledge 40 Hours

Core Competency**: Know the elements for career success in the aesthetics industry.**

1. Describe the effective techniques for writing a good resume.
2. Describe and discuss methods for exploring the job market and researching potential employers.
3. Discuss what constitutes a successful job interview.
4. Discuss the host expectations during an internship and what is required to successfully obtain and complete an internship.
5. Understand the importance of continuing education in the esthetics profession.

Core Competency: Conduct and effective job search.

1. Produce a professional resume and cover letter.
2. Demonstrate knowledge of the industry.
3. Identify potential employers.

Core Competency: **Know the business basics of the beauty industry.**

1. Describe the qualities and skills for success with the aesthetics industry.
2. Understand basic business terminology and distinguish between different types of business organizations.
3. Evaluate the benefits and drawbacks of owning an aesthetics salon.
4. Explain the need for a business plan and outline the key components of a business plan.
5. Identify specific pricing strategies, and record keeping systems used for inventory.
6. Understand the importance of productivity and efficiency in the salon.
7. Recognize the importance of the salon layout and location for success of the business.

Core Competency: **Know the basics of marketing and sales for the beauty industry.**

1. Identify various target markets, their unique characteristics and customer buying motives.
2. Explain how to handle customer objections.
3. Distinguish the 4 “P”s of marketing: product, price, place and promotion.
4. Explain the impact of the 4 “P”s.

©Anderson College of Health, Business and Technology

5. Distinguish among pricing strategies used in salons, clinics, or spas.
6. List the basic principles of selling products and services in the salon.
7. Explain the purpose of marketing and promotions.
8. Discuss the best methods of advertising to promote sales in the salon.
9. Explain the importance of understanding client needs in selling products and services.
10. List the most effective ways to build a clientele.
11. Discuss the value of the brochure in promoting sales.
12. Explain the best practices in setting up retail displays.
13. Describe the most effective ways to close the sale.

Skills 40 Hours

Core Competency: **Apply business concepts.**

1. Prepare an opening order for a new aesthetics.
2. Demonstrate the ability to work within assigned time frames to meet deadlines.
3. Produce professional research on esthetics product line.
4. Produce professional reports/projects free of errors, properly bound, typed, etc.
5. Follow proper hygiene procedures by sanitizing implements after each use and keeping the clinic as well as the workstation and reception/customer areas clean.
6. Perform all services in an efficient manner.
7. Demonstrate responsibility in handling cash out transactions and client files.
8. Design a spa menu and brochure.

Core Competency: **Demonstrate skill and proficiency in product sales and booking repeat appointments.**

1. Demonstrate how overcome customer objections related to skin care ingredients.
2. Demonstrate the ability to book repeat appointments.
3. Demonstrate a client needs analysis and how to build a plan for service or product up-sell.
4. Demonstrate the ability to prescribe special treatments specific to the client's needs, such as nail and hand treatments using masks, paraffin, exfoliating products, etc.

Core Competency: **Apply interpersonal and customer service skills.**

1. Demonstrate the fundamentals of servicing clients and what it takes to provide service excellence.
2. Demonstrate professionalism by arriving on time and having a clean, neat appearance.
3. Demonstrate helpful and professional attitude when greeting clients and working with other students and staff.
4. Show gratitude to the client.
5. Actively participate in all set-up procedures and work effectively as a team member.
6. Prescribe home care regimes and products.
7. Demonstrate the use of professional terminology as well as proper care and conduct with clients, other students, and staff.
8. Consistently display a positive attitude and appropriate personal appearance, hygiene, and communication skills.

©Anderson College of Health, Business and Technology

Core Competency: **Know the skills required for customer service and managing interpersonal relationships.**

9. Explain what clientele development is and the role it plays in the aesthetics business.
10. Explain how to handle customer complaints.
11. List the most effective ways to build a clientele.
12. Explain best practices for customer service in the beauty industry.
13. Describe the skills as how to relate to clients, co-workers, and managers.
14. Describe techniques for how to manage personal feelings and preferences at work.
15. Describe how to successfully make the transition from the classroom setting to the workplace. Describe the best methods for communicating effectively.

Textbooks

Milady's Standard: Fundamentals for Estheticians, 12th Ed. Delmar Learning

Milady's Standard: Fundamentals for Estheticians, Workbook, Delmar Learning

Instructor Resources

D2L, Videos Textbooks, Lesson Activities

Instructor Preparation

The instructor should be ready and prepared.

The instructor is to review and be familiar with all material in the course textbook, D2L, quizzes and all daily lesson plans of time prior to the class presentation.

NOTE: The PowerPoint presentations will require prior preparation with key notes, and lectures. The PowerPoints are merely guided images of the chapters to be learned.

The instructor will also create, as needed, reviews, games, or quizzes according to class needs.

Schedule 2 Field Trips

1. To a Spa
2. To a Medi Spa

Schedule 3 Guest Speakers

1. A broker (Commercial leasing)
2. A business management agent
3. A spa owner

Teaching Presentation

©Anderson College of Health, Business and Technology

Teaching / Learning Strategies	Activities to Enhance Learning
Lectures – Question/Answer Sessions Videos Class Discussions Group Assignments Individual Reading/Research Computer Investigation Classroom Exercises Instructor/Student Interaction	Assignments Group Discussions Games Internet Research Self and Peer Evaluation Role Play One-on-One Feedback Laboratory Activities

Equipment Requirements

Resources listed in the lesson plans.

Assignment 1

Have students develop a written business plan for opening a new salon, spa, or barbershop using all the elements contained in the chapter and handout 10.1: **Components of a Business Plan**.
The Assignment will be presented as **a Sole business**. Have a written component part of their business plan, the daily, monthly, and yearly budgets on excel spreadsheets, earning projections using marketing analysis in the area where the business will be located. The written portion will be emailed and submitted on the due date to be decided by the instructor.
15-minute Oral presentations with the following:
The students should present the business along with business cards, a list of services, the product lines names, the array of services, the number of employees, a fictional web site (it can be drawing or on a PowerPoint) and a layout of their salon, spa, or clinic. The class will be allowed to ask questions.
This is a large project and students should be working on this for homework and on allotted times during class. Schedule a deadline for the project. Instructions are found on D2L.

Assignment 2

Instructor should provide materials to students for their 3D models or assist on PowerPoint presentations. Materials for the 3D projects need to be ordered ahead of time through the Campus Director and need to be ready for students on day 1 of the beginning of their project. Students can also be encouraged to bring fun stuff to present their vision for bonus points.

Have students divided into groups of 2 to 4 during practical class, students should develop the assignment by creating a partnership representing a corporation, each participating member will have a specific task of their choice following the guidelines of what involves a corporation. This activity will take over 1 week in total in class including field trip as examples if needed. As a follow up to Activity #3, you may want to have students develop a three-dimensional salon, spa, or barbershop layout to go with the floor plan identified in their business plan for the presentation to the bank, instructions are found on D2L.

©Anderson College of Health, Business and Technology

Self and Peer Evaluation

Students will complete the self and Peer Evaluation on D2L after the group work at the end of the module, The instructor will try to constantly mix the groups so that students get to work with each other and get to know each other.

Homework

Instructors will assign chapters to read prior to the lesson for the next day. Lessons and lectures will be based on the book chapters which the student will have previous reading knowledge of. Instructors will assign homework pertaining to the chapters covered the day of the lesson. **Students will continue to work on their assignments and projects and presentations assigned by instructor**.

Marking Scheme

Attendance and Participation	10%
Assignment (2)	50%
Theory Test (2)	15%
Final Theory Exam	25%
TOTAL	**100%**

Course at a Glance

Contract Hours	Module Topic	Value Percentage
20 Theory In Class or Online	**Career Success** • Effective techniques for writing a good resume • Methods for exploring the job market and researching potential employers • A successful job interview • Host expectations during an internship and what is required to successfully obtain and complete an internship • Continuing education in the esthetics profession	25%
20 Theory in Class or Online	**The Salon/Spa Business** • The qualities necessary to be successful in a service profession. • The options for going into business for yourself. • The types of business ownership and discuss the advantages and disadvantages of each. • Accurate business records • Best practices for telephone use	25%

©Anderson College of Health, Business and Technology

20 **In Class** **Mandatory**	**Interpersonal Skills for Esthetics** • Skills as how to relate to clients, co-workers, and managers, • Personal feelings and preferences at work, • Transition from the classroom setting to the workplace. • Communicating effectively	25%
20 **In Class** **Mandatory**	**Selling Products and Services** • Basic principles of selling products and services in the salon • The purpose of marketing and promotions • Best methods of advertising to promote sales in the salon. • Importance of understanding client needs in selling products and services. • Effective ways to build a clientele. • Value of the brochure in promoting sales • Best practices in setting up retail displays. • Effective ways to close the sale.	25%

©Anderson College of Health, Business and Technology

Lesson Plan

	Topical Coverage	Suggested Presentation Techniques
Knowledge 40 Hours	**Overview:** **Know the elements for career success in the aesthetics industry.** **Know the business basics of the beauty industry** **Know the basics of marketing and sales for the beauty industry.**	Lectures Key notes prepare ahead of time. Prop demonstrations Video Games Group and Individual Activities Question/Answer Sessions Class Discussions Group In-class Assignments Individual Reading/Research Classroom Exercises Instructor/Student Interaction Guest Speakers
Day 1	**Review** • Course syllabus • Goals, structure, and resources • Attendance policy, grading, classroom rules and expectations, vaccination policies, book policies, bookstore website. • In Class in person schedule • Where to buy uniforms • Student manual rules and regulations • Weekly schedule, expected outcomes, objectives, class assignments and homework • Inform students of all graded work, value, tests / exam dates and assignment due dates	Course Syllabus Weekly schedule
Day 2	Recap of the previous day Lecture • PowerPoint - Career	Power Point Presentation by presenter Workbook Homework

©Anderson College of Health, Business and Technology

	Building by Lisa Chisholm • Determine your employment options. • Demonstrate effective techniques in writing a good resume. • Discuss methods of exploring the job market and researching potential employers • Career Opportunities Homework: Students to create a mock resume using the lesson of the day and read page 217 to 239 Students to research what real potential employers are out there for them.	
Day 3	Recap of the previous day Students share what they learned from the resume building workshop. • D2L Group discussion, Dream Career • Watch SWOT ANALYSIS • Individual work, 15 minutes, students to develop their own SWOP analysis. • PowerPoint Owning a Business (Chapter 10 Foundations page 269) • Students to work on the elements of the business plan, mission statements etc. • D2L Group Discussion what are the outline requirements of owning a business. • Break • PowerPoint The Business plan Activity • D2L quiz activity (not graded) Case study Opening a business • D2L Business Plan matching Discuss • Written Assignment requirements, value, due date,	Individual Activities Assignment Group Discussions Homework PowerPoint

©Anderson College of Health, Business and Technology

	explain the marking rubric. Homework • Start working on the assignment	
Day 4	Recap of the previous day • PowerPoint # Types of Business ownerships • Watch Activity • Group exercise on PowerPoint • D2L Complete Chapter 10 Business Structures True and False questions • Students to continue to complete workbook related questions. • Theory Exam # 1 Review • Students to complete Page 269 to 282 of the textbook Homework • To study for test •	PowerPoint Group activities Individual Activities Group Discussions Homework
Day 5	Recap of the previous day • Test # 1 • Small 5-minute break • PowerPoint Business Operations Activity • D2L Types of Business • Explain the Excel spreadsheet task and demonstrate how to use it. • Work on the spreadsheet for 1 hour with the students Recap of the day Q and A Homework • Review the chapter and complete on workbook. • Continue working on assignment.	PowerPoint Group activities Individual Activities Group Discussions Homework

©Anderson College of Health, Business and Technology

Day 6	• Commercial Broker Speaker (around 2-hour presentation) • Break • Give the students their final mark in private. • Review the tests on the questions that were mostly answered wrong. • Do not ever show the whole tests to students as to avoid them from taking pictures of it • Students to continue to work on the business plan and apply the lease costs on the excel spreadsheet. Homework Continue to prepare the assignment # 1	Guest Speaker Excel Spreadsheet
Day 7	Recap of the previous day Activity • Guest Speaker, Business Management Agent • Break Individual Activity • In class work towards assignment • D2L Activities from activity lease lockdown	
Day 8	Recap of the previous day • PowerPoint The Spa layout Activity • D2L Shop Layout • Students to write down what they think would be a successful layout for the Spa. • Students share their findings	PowerPoint Group activities Individual Activities Group Discussions Homework and Review for exam

©Anderson College of Health, Business and Technology

	and participate in group discussions. • Break • Test #2 Review • Students to quiz each other on the test with quiz cards • Homework	
Day 9	Recap of the previous day • Test # 2 • Small Break • PowerPoint Elements of a successful Spa Activity • D2L the successful business True or False • Allocation of Money Page 175 and 179 • D2L Review for Test # 2 • Divide class in 2 and make students create quiz cards for the review of test 2 and quiz each other. Homework Assignment # 1	PowerPoint Group activities Individual Activities Group Discussions Homework
Day 10	Field Trip Day Spa Homework: Assignment # 1 presentation	Field Trip
Skills **40 Hours** **Day 11**	**The next 2 weeks will be in classroom in person** Meet in person and greet. Make sure the classroom is ready for the PowerPoint presentation and individual presentation, create a fun atmosphere, have some candy at hand to complement their presentations.	Written assignments to be submitted. Oral and visual individual presentation

©Anderson College of Health, Business and Technology

	• Students to submit their written assignment by 9 am • Students will present their assignments orally to the class, with a time allotments of 15 to 20 minutes each. • End of Day	
Day 12	• Have a Salon Owner as a Guest Speaker • Break • Review the test marks and show the questions that were wrong. Be discreet and do not disclose names or last names. • PowerPoint # Marketing • Group exercise from PowerPoint • PowerPoint 4 P's of Marketing • Break **Activity 11:** Divide the class in groups, assign each group a very difficult item to sale, like pea soup soothing mask. Let them work and storm ideas on how to sale the product (1 hr) each group should chose the sales person who will pitch the sale to the rest of the class, All groups should present their pitch.	Guest Speaker PP Group Activities
Day 13	Recap of the previous day • Divide your Class in even groups. • Explain the rules of Assignment # 2 Activity • Go Through phone etiquette on page 292 • Divide the class in groups of 2, one should be the client, another the employee, let them practice a mocking booking, price consultation, and complaints. They should switch and role play. Ask the students to write on cards the complaints and how they	PowerPoint Group activities Group Discussions Homework

©Anderson College of Health, Business and Technology

	solved the issue • Ask students to share with the rest of the class • D2L activity phone etiquette **Activity 9.** Ask students to share any good or bad experiences they have had with someone in business over the phone. The discussion should bring some levity and humor to the class. • Assign homework	
Day 14	• Recap of previous day **Activity 10.** The personality Color game, how to work with others. Game and PP. Make the students fill out the color quiz sheet, group the students in the correspondent colors, explain what the colors mean, Put the different colors in separate rooms, make them work in the following questions: • What type of management helps me thrive • What are the things that bring me down • What would be our theme song for our groups Make the groups share the findings. • Review For Final test on D2L Homework Review for test	Fun group activity, Colors
Day 15	Recap of Previous Day • Final Theory Test • Smal Break • PowerPoint Presentations The Skin Care Line • PowerPoint Pricing Strategies • Break **Lesson Activity 4.** Be Your Guest: Have students consider what their customer service will look like by taking on the role of their own guest. Ask students to imagine they are calling or walking into their dream salon, spa, or barbershop. Have them write down everything about their ideal experience as a customer, from the way they are greeted to the actual service to checkout at the desk when they leave. They should endeavor to	Test PP Group Activities

©Anderson College of Health, Business and Technology

	include all five senses. Reconvene as a class and have volunteers share some experiences from their dream shops, realistic or not. • End of Day	
Day 16	• Field Trip to a Medical Spa or Cosmetic Surgery Med Spa	
Day 17	Recap of the previous day • Grading from exams and reviews • Recap of the art of selling PowerPoint • PowerPoint your target audience • PowerPoint overcoming the fear of selling. • Break • Assignment Groups should develop a marketing strategy and selling strategy for their corporation Recap of the day	PowerPoint Group activities Homework
Day 18	Recap of the previous day • The assigned groups should work together piecing their Assignment to be presented in the final day Instructor should go around in the groups helping them with ideas and improving their presentation	Group activities
Day 19	Recap of the previous day • The assigned groups should work together piecing their Assignment to be presented in the final day Instructor should go around in the groups helping them with ideas and improving their presentation	Group Activities
Day 20	Group Assignment Presentation	

©Anderson College of Health, Business and Technology

EXTRA LESSON ACTIVITIES

Activity 1. Practically in Business: Divide students into teams. Designate certain tasks to specific team members or decide if everyone will work on every task as a group. Each group should perform the following tasks: • Decide on a name for their business. • Determine what services will be offered. • Create fun signage for the shop's exterior. • Write a vision statement. • Write a mission statement. • Create an organizational plan and a marketing plan. Note: Most students will not be able to develop complex budgets, but students can decide on a specific budget and allocate it to key areas, such as decorating, equipment, supplies, and personnel.

Lesson Activity 2. Lease Lockdown: Ask how many students are currently renting or leasing a home or apartment. Then divide the students into groups and have them list as many elements of the rental or lease agreement and process as they can remember. Give them 5 to 10 minutes to do so. Then have them report their results to the whole class. Point out that much of what they stated will also be important to the lease of a professional facility.

Lesson Activity 3. Legendary Layout: Have students draw pictures, use words, or try a combination of both to describe what their dream salon, spa, or barbershop would look like. The description should detail the kinds of clients they want, the services, and the working environment.

Lesson Activity 4. Be Your Guest: Have students consider what their customer service will look like by taking on the role of their own guest. Ask students to imagine they are calling or walking into their dream salon, spa, or barbershop. Have them write down everything about their ideal experience as a customer, from the way they are greeted to the actual service to checkout at the desk when they leave. They should endeavor to include all five senses. Reconvene as a class and have volunteers share some experiences from their dream shops, realistic or not.

Activity 5. Invite a panel of owners, managers, and graduates to speak to the theory class in a talk-show format. The instructor would be the host; the students would make up the audience who ask questions of the panelists about what salon, spa, or barbershop life is really like.

Activity 6. Conduct a field trip to area businesses. Have students write a brief report on their observations and choose the salon, spa, or barbershop they would most like to work in.

Activity 7. Have students role-play interviewing potential professionals to work in their salon, spa, or barbershop. The "hiring" students should formulate a list of questions for potential employees. After the role-play is completed, have the student body participate in a discussion about which questions worked or didn't work and why.

Activity 8. Group students into teams and have them brainstorm what they believe to be an effective compensation plan.

Activity 9. Ask students to share any good or bad experiences they have had with someone in business over the phone. The discussion should bring some levity and humor to the class.

©Anderson College of Health, Business and Technology

Activity 10. The personality Color game, how to work with others. Game and PP. Make the students fill out the color quiz sheet, group the students in the correspondent colors, explain what the colors mean, Put the different colors in separate rooms, make them work in the following questions:

- What type of management helps me thrive
- What are the things that bring me down
- What would be our theme song for our groups

Make the groups share the findings.

Activity 11: Divide the class in groups, assign each group a very difficult item to sale, like pea soup soothing mask. Let them work and storm ideas on how to sale the product (1 hr) each group should chose the sales person who will pitch the sale to the rest of the class, All groups should present their pitch .

©Anderson College of Health, Business and Technology