Ready for your next client

COLUMBUS TECHNICAL COLLEGE • NOVEMBER 2, 2026 • 10:45–11:45 AM EASTERN

Practice the conversations and business habits behind a dependable client experience. Choose cosmetology, barbering, or esthetics examples. All scenarios and numbers in this packet are fictional.

Digital: download this PDF, open in a form-capable reader, type, then save a personal copy. If typing is unavailable, use PDF markup or phone notes by page number.

First name or initials (optional) and program

1 Prepare and introduce yourself

Before greeting a guest: follow school clothing and station procedures, prepare supplies, and know your instructor checkpoint. Name your training stage honestly.

Write a 20–30 second introduction: name, program, current skill, then one useful guest question.

Partner: repeat the training stage and skill you heard. Offer one clearer phrase. Switch and try again.

2 Make booking easy to understand

Guest test: “Beautiful results! DM me to book.” That is the entire caption. No location, service details, price, or approved school booking route is visible.

What information would the guest still need?

Rewrite the next step using the school’s approved booking route. Mark anything that needs confirmation.

One preparation habit I will use before my next clinic assignment

A consultation that earns trust

STUDENT WORKSHEET 2 • CHOOSE ONE SCENARIO • SLIDES 16–19

Work with a partner. Ask questions first, summarize the guest's goal, and explain when you will involve your instructor. Switch roles. Do not perform a service during the exercise.

Choose a track	Fictional guest request
A Cosmetology	"I want this braided style, but I want to retain length and have very little time for home care."
B Barbering	"I want a sharp cut for an interview, but I need it to stay manageable between visits."
C Esthetics	"I want my skin to look refreshed for an event. I'm unsure which service fits my routine and budget."

1. What result matters most to the guest, and how will they describe success?

2. What will you ask about their current routine, available time, and budget?

3. What relevant history or concerns should the school intake and instructor review?

4. Summarize what you heard and confirm it with the guest.

5. What must your instructor approve before you promise a service, price, or result?

Partner feedback: Did they ask before advising, reflect the goal, and name an instructor checkpoint? Give one strength and one improvement. Follow school procedures. Avoid guaranteed results or diagnosing a condition.

Give the client a reason to return

STUDENT WORKSHEET 3 • CARE, CHOICE, AND FOLLOW-THROUGH • SLIDES 20–25

Continue the scenario from page 2. Use only care guidance and service options approved by your instructor. The next visit should have a useful purpose for this guest.

The guest's goal and one approved home-care action I can explain

How will I check what the guest understood? Use a question or a demonstration.

Before recommending a product, what will I ask about what they already own?

My return-visit invitation: purpose, confirmed service/price, proposed timing, and a choice to accept or decline

My follow-through: who will do what, by when, using which approved channel?

Rebooking and returning measure different things

Practice data: 20 guests complete a first visit. 12 book a future visit at checkout. All 20 become due for follow-up within the review window. By the end of that window, 8 have completed a return visit. Count people once.

Rebooking rate = 12 ÷ 20 × 100 = ____% Actual return rate = 8 ÷ 20 × 100 = ____%

Why is a booked appointment different from a completed return? What would you check next?

Use practice data only. Keep real guest details in approved school systems. Reminders require the school's approved process and contact permissions.

Explain value. Know your numbers.

STUDENT WORKSHEET 4 • CLASSROOM BUSINESS PRACTICE • FICTIONAL FIGURES

A client says, “Why does this cost $60?” Explain what the service includes and how it fits their goal. State the agreed price before work begins. Students use school prices and approval rules.

My value explanation: included service, relevant benefit, time, and a clear price without pressure

A sustainable service needs more than sales

Practice business: price $60; supplies $12; payment fee $2; total time 60 minutes, including consultation, service, cleanup, and records. Allocated overhead $14 per visit. Owner labor target $25 per hour. Ignore taxes for this exercise. These are teaching assumptions, not recommended prices.

1. Contribution before overhead and owner labor: $60 − $12 − $2 = $____

2. Remainder after overhead and target labor: contribution − $14 − $25 = $____

3. At a discounted $50 price, with other costs unchanged, the remainder becomes $____

4. If the original $60 visit takes 90 minutes, labor becomes $37.50. The remainder becomes $____

What could you change responsibly before assuming that more bookings will solve the problem?

My next seven days: three actions

PREPARE • One habit, date, and proof that I did it

PRACTICE • One conversation, date, and feedback partner

FOLLOW THROUGH • One booking/care process check, date, and completion test

Confidence under pressure

STUDENT WORKSHEET 5 • EXISTING BMS RESPONSE EXERCISE • SLIDES 27–30

Practice goal: Respond to a guest concern with composure, a clear next step, and follow-through. Use the authority of your actual role. Students involve their instructor before changing a service, provider, price, or refund.

Four steps to a clear response

Acknowledge the impact. **Clarify** the need and facts. **Offer** an approved option. **Confirm** who does what and when.

The practice situation

A guest arrives before an important event. The appointment is 25 minutes behind. The guest says, “You clearly do not respect my time.”

Practice facts: Another qualified provider is available now. The original provider needs 25 minutes before starting. Refunds require manager approval. Ask when the guest needs to leave. Verify any completion estimate before making a promise. These exercise conditions do not replace school policies.

How will I acknowledge the impact?

What do I need to clarify?

What can I offer within my role?

Who will do what next, and when will I update the guest?

Practice, feedback, follow-through

STUDENT WORKSHEET 6 • EXISTING BMS RESPONSE EXERCISE • SLIDES 27–30

Round 1: Each partner responds for 60 seconds. Give one specific strength and one adjustment.
Round 2: Reverse who starts. Both try again using the feedback.

Partner observation

Write Y or not yet for each round. Score the response, not the person.

Acknowledged the impact without arguing • Round 1: ____ Round 2: ____

Asked about the guest's deadline or priority • Round 1: ____ Round 2: ____

Used an approved option or correct escalation • Round 1: ____ Round 2: ____

Named a next step, owner, and update time • Round 1: ____ Round 2: ____

One behavior that helped, and one adjustment to practice

My authority and follow-through plan

I can handle independently / I need instructor approval for

Where I record commitments / My backup or escalation contact

One recurring concern, my practice date and partner, and how I will know I improved

Classroom companion by Beauty Meets Strategy. Pages 5–6 retain the existing BMS exercise inspired by Stacey Soble, "Caring for Your Caregivers at the Front Desk," Salon Today, October 1, 2026. The response framework, scenarios, and practice rubric are BMS adaptations. This companion is separate from the complete paid Ready for the Room workbook.