



Schools Auction Idol Competition



Mentors's Guidelines

In association with the Society of Auctioneers
& Appraisers (SA) Incorporated
www.auctioneers.com.au

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Performance Criteria

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Schools Auction Idol

In 2007, during discussions about the Auctioneering Industry in South Australia, the School's Auction Idol idea was born. Its purpose was to teach students about Real Estate through the Art of Auction and create a career opportunity which may not have been previously available or considered.

Created by the Society of Auctioneers & Appraisers (SA) Inc. it is designed to encourage students in years 10, 11 or 12 to enter a state-wide auction competition representing their school.

Each student conducts an auction of a property of their choice in their internal school heats.

The highest point scorer becomes the School representative and subsequently goes on to participate in the State Schools auction idol heats, where the top 6 then compete in a final.

This competition is held annually in conjunction with the States Senior Auctioneering Competition.

Students can receive SACE points if the module is included in an existing approved subject e.g. drama, legal studies etc.

Practicing auctioneers mentor, guide and train the students teaching lifetime skills in public speaking and confidence; and work closely with teachers to deliver an interactive program.

This competition established in 2007 was the initiative of Past President & Golden Gavel Winner, Lindsay Warner and has provided and will continue to provide a unique platform for students to be introduced to real estate and Auctioneering as a career choice.

In South Australia, students are now being employed straight from school into the Real Estate Industry.

In 2009 Rostrevor College in South Australia became the first school in Australia to offer specific Real Estate subjects within their school curriculum as a direct result of their involvement with Society of Auctioneers & Appraisers (SA) Inc's Schools Auction Idol Concept.

Workbooks and mentor's guidelines are available at www.Auctioneers.com.au

SCHOOLS AUCTION IDOL INTRODUCTION

This booklet will guide you through the process of starting up and facilitating the Auction Idol Competition in your state. The steps to create this event are as follows:

- How to approach schools with the Auction Idol Program
- Mentor Students for 10 weeks prior to competition
- Run competition heats with students
- Select student/s to compete in finals

APPROACHING SCHOOLS

1. The first step is to contact the school directly and ask to speak to the VET (Vocational Education and Training) coordinator and organize a time to meet them personally.

The VET coordinator's job is to assist students in developing skills for future employment. The title of the VET coordinator may vary from state to state so you may refer to them as a 'career counsellor/advisor' or a similar title. If there is no VET coordinator available you can contact the headmaster or one of the teachers involved in law, drama or business studies.

2. Before meeting at the school email your contact with a link to http://www.auctioneers.com.au/index.php?REQ_Action=ShowVideo&REQ_Video=uMDOFima5VI) (www.Auctioneers.com.au) which will take them to a Channel 10 news report which explains the competition. This is a good background to the competition before they meet you.
3. It is important to take along a DVD or USB with the videos provided with this kit or, if this is not possible, ensure you have access to a computer or iPad with an internet connection so you can visit www.auctioneers.com.au and load videos detailing the competition.

When speaking to your contact at the school there are several key points about Auction Idol program which is designed to assist students in developing the following skills:

- i) Public Speaking
- ii) Confidence
- iii) Legal Knowledge of Real Estate
- iv) General Knowledge of Real Estate
- v) Professional Presentation Skills
- vi) Ability to think on their feet
- vii) Introduction to real estate as a career

This competition is ideal for students from years 10, 11 and 12 with most coming from year 11. Also, a majority of the students join the competition after being approached by a teacher who felt they would excel at or have a lot to gain from this kind of coaching. Leave some brochures with the school so that they have something to look at after you leave and direct them to www.auctioneers.com.au which is the best reference to work with.

4. Let your contact know you are willing to present the competition to a class or assembly of students if they feel it would be appropriate.

When presenting to a full class it is important to get them interactive as soon as possible in order to grab their attention. Start your presentation by asking the class **'Who has seen an auctioneer in the field auction a house?'** Let the students answer and then pick one and ask them where they live, what type of house they have and ask them to name two or three features of the house. Once you have this information, launch into an auction scenario by saying **"Good afternoon Ladies and Gentleman, my name is (your name), your auctioneer from**

(School name) Real Estate and today we are auctioning this beautiful home in downtown (Suburb), featuring (list the features that the student described). I wish you the best of luck in securing this home with your competitive bidding in a few minutes time." Or words to that effect.

Do this loudly and confidently and you will get the students laughing and involved. At this point pick a student who looks confident and invite them to try doing exactly what you have done, completing the first paragraph of an auction spiel. Don't be discouraged if the student starts off shy, if you spend a couple of minutes prompting them and helping them with what to say and how to say it they should build confidence and end up delivering quite a strong performance.

Note: Don't worry about any legalities or bidding, just focus on the opening paragraph of the auction spiel.

Once you're happy with the role play and the student has returned to their seat you can start talking about the competition and explain everything the students can learn if they choose to take part.

5. After your school presentation is complete, contact the school again to find out the number of students who are interested in the program and to organize dates and times for the mentoring process.

Generally you'll find the best result you'll get is to have four or five students interested but it is acceptable to have one or two. This is a good outcome as it allows you plenty of time to work with the students in small groups. Mentoring times need to fit in with the State Senior Auctioneering competition ideally which will happen in May.

MENTORING STUDENTS

The aim of the mentoring process is to help students learn about Real Estate via the Art of Auction. As you move through the weeks of training, work with the score sheet and the allocation of the 100 points to the different stages of the auction. (The 100 point Score Sheet is found on page 9 of this booklet) This is to be achieved by providing the students with not only the knowledge they'll need but also by helping them develop confidence and ability. It is usually most effective to concentrate on one section of the score sheet at a time and get the students comfortable with each section before moving on to the next.

There is a workbook for the students and at the back of it is a section called 'Structure and Format' which gives students a step by step guide on how to go about their auction. Use this section of the worksheet to help students prepare for the competition and to learn all the specifics of the auction process once they are comfortable with the basics.

You want to host one 45 minute mentoring session per week with the students and then add an extra session in each of the last two weeks before the competition. This session time will fit in with the students and could be during a student free time, lunch or immediately after school. Try and make it the same time every week as this helps create commitment and it's good for your own time management.

These 45 min sessions each week, in the first instance, work on individual blocks of auctioneering. For example:

Weeks 1& 2 Work just on the introduction eg:

"Good Morning my name is John Smith your auctioneer and our company Brighton High School Real Estate is proud to offer this fabulous 4 bedroom home on the Esplanade at Seacliff. We would like to thank the vendors for their instructions and their beautiful presentation throughout the marketing campaign" etc. etc.

It is critical they write down their introduction and then type it in 16 font so they can continually refer to it, and make changes whenever they come up with a new word or phrase they discover.

The opening script has to reflect the character of the student auctioneer, so let them develop their own personality and not just become a clone of the mentor.

Weeks 2 & 3 Work on the legals and questions etc.

"However before we call for your competitive bidding, I need to touch upon the legalities associated with Sale by Auction and they are as follows.....Are there any questions?"

Keep the legals very simple and questions very easy. At this time students are learning a lot about the statutory requirements of auction such as reserve price, bidding registrations. Once they have the legals join the Opening Introduction to the legals and after 4 weeks they should have this flowing nicely.

Week 3 Work on the property description.

The students should be given a simple template to guide them in the preparation of their description. Emphasis should be placed on creatively describing the lifestyle benefits that buyers will enjoy, rather than a room by room description. Property description should be approximately 1.5 – 2 minutes.

Week 4 & 5 Work on the bidding:

Start with a marketing price around \$280,000 to \$320,000 and a reserve around \$310,000. Start very slowly with the numbers as this is where the students will have most "perceived" difficulty. Remind them it is not about speed, it is about clarity. Have the students count in \$10,000 blocks from \$250,000 to \$300,000. Then get them to count in \$5,000 blocks followed by \$2,500 blocks.

Once they have this worked out, mix it up with different combinations.

You can then get the other students to become bidders and you will find their confidence will grow quite quickly with recalling the numbers. Help them with padding words such as **"Round me up to \$280,000"** **"Can I suggest another \$5,000 bid"** **"Just one more could secure the home"** etc. etc.

Also teach how to vary the same number such as \$265,000 could be called as: **"2 – 6 - 5"** **"Two Hundred and Sixty Five"** **"Two Hundred and Sixty Five Thousand"** or just **"Sixty Five"**

Week 6 Continue the bidding but now add in:

Calling it 3 times, **"First call, second call, third and final call"**

Plus the checking with the under bidder **"Can I tempt you with one more bid"** **"Thank you for your bidding"** etc. and then the SOLD!!! Followed by the close such as **"Congratulation to the successful bidder, & I take this opportunity of thanking the under bidders for their participationwe look forward to seeing you at our next auction"** or words to that effect

Instruction should be given on how and when to make a "Vendor Bid" i.e. slightly under the lower price of the selling range.

Week 7 -10 Now put all the parts of the jigsaw together and have them perform the entire auction. The time limit shall be 12 minutes from the time they first speak to the fall of the hammer.

Ensure the script is written in 16 font and they bring this script to every session. Always keep the questions simple, ensure the students don't rush through their presentations, encourage them to create excitement into the entire performance especially the bidding, while maintaining good clarity.

Emphasis delivering the entire performance with energy and enthusiasm.

HELPFUL HINTS TO GUIDE YOU AS A MENTOR IN THIS PROCESS

- It is important students have an enjoyable learning experience. At no stage should students be left hung out to dry and the mentor is to intervene whenever necessary with a prompt, a bid or any other necessary assistance to help them through the experience. The properties need to always reach reserve and sell so students never have to refer to the vendor. Keep enjoyable and educational throughout the entire program including both the mentoring and the competition stage.
- Students should be aware an auctioneer's physical appearance, professional presentation and body language is critical to the result they achieve; and they too will be required to present in a professional and positive manner. Towards the end of the mentoring period, the students should be rehearsing in full school uniform including blazer and tie.
- When mentoring for the first time, a teacher will generally be present, however after the first few sessions teachers will often be happy for the mentor to work with students alone. Ensure a specific room is booked at the school so you have a place for each session. A good idea is to sometimes work on the school oval or other open space as this changes the voice projection and feel of the auction performance. A police check might be required for you to work with the students without a teacher present. This needs to be confirmed with the school at the early meetings. Always continue to check with the teacher, students and parents if necessary to ensure the students are comfortable with the program and with you as the mentor.
- If ever you are corresponding with students via email make sure their teacher is always CC'd into any emails you send. If you meet the parents of the students it is a good idea to ask them if they would also like to be CC'd into your email correspondence with their children.
- The legalities have been summarized and it is up to the Mentor to modify the presentation of the legal description. As a minimum you need to include the title details, inclusions and exclusions, deposit and settlement details, insurance requirements and bidding requirements. Keep this simple and it is probable most students will learn these off by heart.
- It is natural in the first four weeks or so of the program for progress with the students to appear quite slow. The students' progress is likely to accelerate very quickly after this and by the 10th week you should be amazed at how good the students have become. A good analogy for the students is that learning auctioneering is like learning the words to a new song, it takes some effort at first but after a while they'll become comfortable and it will be like second nature to them.
- There may sometimes be periods of frustration when students may miss a class or may not be progressing well. Always keep in mind you are in a mentoring/teaching role and you will always need to keep an encouraging and positive mindset.

HOLDING THE COMPETITION

It is critical students have an enjoyable learning experience. At no stage should the students be left hung out to dry and the trustee or auction supervisor is to intervene whenever necessary with a prompt, bid or any other necessary assistance to help get them through. The properties always reach reserve and sell so students never have to refer to the vendor. Keeping it enjoyable and educational is important throughout the entire program including the competition stage.

Students should wear their school uniform including their blazer and tie when competing and the name of their company should be the name of their school followed by 'Real Estate' eg: Stuartholme Real Estate or Boys Grammar Real Estate. Avoid emphasizing your company as this shows the parents and teachers our primary interest is in teaching students rather than promoting your brand.

Unless you have organised otherwise, you will be the auction supervisor for the internal school competition. It is your job to introduce each of the students to the audience and potentially to help the students with prompts if they get stuck during their presentation. You will need to elect three people to be the bidders (Assign them titles of 'Bidder 1,' 'Bidder 2,' and 'Bidder 3') for each auction and provide them with a bidding scenario. The bidding scenario document will give them an overview of how the auction process should go and what their role is within it. During the bidding process it will be the bidder's responsibility to ensure the student does not struggle on stage by prompting them with bids if necessary. The bidders need to understand the students will be very nervous however by the time they reach the competition they should be quite competent.

As auction supervisor you will select a panel of at least 3 judges to score each of the students. As long as the 100 point score sheet is followed it should be easy to determine an accurate score for each student.

Elect two of your three bidders to ask the auctioneer a question each. These questions should be taken from the list of ten questions that is contained in this kit. You should have gone over these ten questions with your students during the mentoring process as two of these ten questions will be asked during their auction competition. (You don't want them feeling uncomfortable or caught out)

Once all students have presented their auction it is up to the adjudicator to check the scores and announce the winner.

In summary, this is a very rewarding experience for both students, teachers and mentors. Always keep in mind this program should be fun and inspiring for all involved. If you let yourself enjoy the experience you can be sure that the students you are mentoring will enjoy it too.



SCHOOLS AUCTION IDOL JUDGING SHEET

Time Penalty is 1 point per second per Judge over 12 minutes

CONTESTANT			
JUDGE			
TIME CLOCK STOPS AT RESERVE		TIME	

NO VENDOR BID WILL BE USED IN THE HEATS. ONE VENDOR BID IN THE FINAL.

IMMEDIATE IMPRESSIONS		
Standard of dress and appearance	10	
Initiation of proceedings		
Bearing command and presence		
DOCUMENTATION		
Terms and conditions of sale	10	
Contract details/Statutory information		
Clarity and manner of delivery		
DESCRIPTION OF PROPERTY		
Setting the scene	20	
Degree of creativity		
Knowledge of property		
QUESTIONS		
First question	5	
Second question	5	
BIDDING		
Commencement/nomination of opening bid	30	
Nomination of bidding rises		
Identification of bidders		
Use of the Vendor Bid		
Encouragement/rapport with bidders		
Overall handling of bidding		
COMPLETION OF BIDDING		
Use of calls (once/twice)	10	
Sell/pass in/holdover		
Final close		
OVERALL PERFORMANCE		
Voice control/diction	10	
Style/personality		
Movement/body language		
GRAND TOTAL	100	

Contestants Instructions:

1. All Contestants will auction the same property in the final, In the heats, you choose your own property.
2. Contestants will need to cover the conditions of auction as highlighted in the contestant's package as follows:
 - a. Any person may bid in person or by their proxy representative, subject to the conditions of auction
 - b. The Auctioneer will only accept a bid if the person making the bid displays an allocated number
 - c. The property is being offered subject to a reserve price
 - d. The Auctioneer may make up to two bids on behalf of the vendor, and those bids will be declared as "vendor bids."
 - e. The Auctioneer may refuse a bid and will not be obliged to give any reason
 - f. The highest bidder at or above the reserve price will be the purchaser
 - g. The Auctioneer will not accept a bid made after the fall of the hammer
 - h. At the fall of the hammer, the property will be at the risk of the purchaser
 - i. At the fall of the hammer, the purchaser will be required to sign the contract and pay a deposit of 10% of the purchase price, with the balance due in cash at settlement
 - j. The Auctioneer will have the discretion and authority to sign the contract of sale on behalf of the purchaser or vendor if required
 - k. Cooling off rights do not apply to sale by auction
3. Each auctioneer will be required to conduct the auction as if they were live in the field
4. Contestants must be prepared to answer up to two questions from the bidders or other attendees as specifically instructed by the chief judge at any time during the auction
5. Contestants are advised the opening bid may be initiated by the floor.
6. Contestants may use up to two vendor bids, but they must clearly be identified as "vendor bids".
7. Contestants may not use any visual aids other than those supplied by the host.
8. For the final, a large visual display of the property may be shown throughout the presentation.
9. Each auctioneer will be required to stand on the stage for their entire performance
10. A lectern must not be used
11. A pencil cannot be used, however a clerk will be appointed to record the bids and prompt if required
12. Bids can only be taken from bidders displaying a bidding number
13. The Contestants must finalize the auction within 12 minutes, penalties will be imposed if this time is not met (there will be no time warnings).
14. The start of the auction will be when the Auctioneer commences talking and the auction will conclude on the fall of the hammer and will not include closing remarks.
15. A benchmark auction will be held for the heats and final, utilizing the exact same bidding plan used by contestants.

Bidding Scenario indicating what is trying to be achieved with the bidders.

The Bidding:

Reserve \$401,000

Sell \$416,000

Marketing in the \$370,000 to \$405,000 Range - 3 bidders

Bidder 1. \$310,000 after short wait.

All Bidders. Hold back until auctioneer accepts \$310,000 or suggests they are looking for a bigger amount possible around \$350,000. Need to give auctioneer time to try and get more money.

Bidding
\$310,000
to
\$350,000

All Bidders

If auctioneer takes \$310,000, all bidders compete to \$350,000 in \$10,000 increments. Offer bids at a casual but consistent rate. Say "another 10" or whole No "\$330,000"

If auctioneer insists on \$340,000 to \$360,000 range and refuses to take the \$310,000, **Bidder 2 to call out the amount the auctioneer is requesting.**

If no specific request run with \$340,000.

At \$350,000 wait for auctioneer to call property 3 times, they must do this, however do not hang them out to dry, if getting desperate, a bidder to call out a \$5000 rise.

Bidding
\$350,000
to
\$380,000

All Bidders (must wait for 3 calls from auctioneer before bidding)

Once 3 calls made, run with \$5000 bids to \$380,000

Mix this up slightly, sometimes wait for 3 calls and sometimes not.

Let the auctioneer show their character. If auctioneer calls a higher no go with it.

At \$380,000 Auctioneer needs to call 3 times and go through a mid auction stall and possible call 3 times again. **DO NOT ALLOW A VENDOR BID**

After \$380,000 bidders compete as follows:

Bidding
\$380,000
to
\$405,000

Bidder 1. (\$1000 bids) Offers \$1000 increment by alternating between calling out \$1000 or the actual amount that the bid will be if the \$1000 bid was added to the current bid.

Bidder 2. (\$5000 or \$10,000 bids) Always round up to a \$5000 amount being \$385k, \$390k etc on top of Bidder 1's call immediately after it is made.

Bidding to run to \$405,000. Should be bidder 2. but make sure is at \$405,000. Wait for auctioneer to almost sell.

Wait for auctioneer to call 3 times. If does not call 3 times and sells then Sale Price SHALL be \$405,000

Bidding
\$405,000
to
\$416,000

Bidder 3. \$410,000 after 3 calls

Wait for auctioneer to call 3 times

All bidders compete in quick succession in \$1000 to \$416,000. Make clear but fun.

Sell \$416,000

Bidding Scenario

Bidder 1	\$310,000	\$310,000
Bidder 2	\$320,000	\$320,000
Bidder 3	another 10	\$330,000
Bidder 1	10	\$340,000
Bidder 2	350	\$350,000
Bidder 1	355	\$355,000
Bidder 3	60	\$360,000
Bidder 1	5	\$365,000
Bidder 3	70	\$370,000
Bidder 2	375	\$375,000
Bidder 3	another 5	\$380,000
Bidder 1	381	\$381,000
Bidder 2	85	\$385,000
Bidder 1	1	\$386,000
Bidder 2	90	\$390,000
Bidder 1	1	\$391,000
Bidder 2	Four Hundred Thousand	\$400,000
Bidder 1	1 more	\$401,000
Bidder 2	405	\$405,000
Bidder 3	410	\$410,000
Bidder 1	11	\$411,000
Bidder 2	1	\$412,000
Bidder 3	1 from me	\$413,000
Bidder 2	1 more	\$414,000
Bidder 1	\$415,000	\$415,000
Bidder 2	\$416,000	\$416,000