

**MILADY STANDARD COSMETOLOGY COURSE MANAGEMENT GUIDE
CLASS SIGN-IN SHEET 2.0**

INSTRUCTOR NAME: _____

DATE TAUGHT: _____

SUBJECT: ORIENTATION

TOPIC: LIFE SKILLS

LESSON OBJECTIVES:

Upon completion of the lesson, the student will be able to:

1. List the principles that contribute to personal and professional success.
2. Create a mission statement.
3. Explain how to set short-term and long-term goals.
4. Discuss the most effective ways to manage time.
5. Describe good student habits.
6. Define ethics.
7. List the characteristics of a healthy, positive attitude.

IMPLEMENTS, EQUIPMENT, SUPPLIES REQUIRED:

Student	Instructor	Items
x	x	<i>Milady Standard Cosmetology</i>
x	x	<i>Milady Standard Cosmetology Theory Workbook, Practical Workbook, and Study Guide: The Essential Companion</i>
x		Student notebook
x		Pens, pencils

TEACHING AIDS (Audio/visual equipment, handouts, etc. used by Instructor):

1. Board
2. LCD Projector and *Milady Standard Cosmetology Instructor Support Slides* OR Overhead Projector and Transparencies
3. *Milady Standard Cosmetology DVD Series* and DVD player

FACILITY: Theory Classroom

TIME ALLOTMENT: 1–2 hours (adjust based on school schedule and student activities/participation)

PRIOR STUDENT ASSIGNMENT:

1. Read Chapter 2, *Milady Standard Cosmetology*

EDUCATOR REFERENCES:

1. *Milady Standard Cosmetology*
2. *Milady Standard Cosmetology Theory Workbook, Practical Workbook, and Study Guide: The Essential Companion*

_____ INSTRUCTOR NAME	_____ DATE TAUGHT	_____ INSTRUCTOR NAME	_____ DATE TAUGHT
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NOTES TO EDUCATOR:

1. Review chapter, entire lesson plan, and *Milady Standard Cosmetology Instructor Support Slides* prior to lesson.
2. Review Learning Reinforcement ideas/activities and predetermine which are to be used.
3. Check the projector to ensure it is working properly.
4. Gather all materials and supplies needed for demonstrations prior to starting class.
5. Have students sign in for class and document attendance based on school's procedure.
6. During the Instructor preparation time and while students are entering and getting settled for the class, have the first *Milady Standard Cosmetology Instructor Support Slide* containing the inspirational quote projected (or write it on the board or flip chart). This will help get instructors and students into the appropriate mind-set for learning and for the day.
7. The information found in this lesson correlates to the information found in Chapter 2 of the former *Milady Standard Cosmetology Course Management Guide*, 2008 edition.

LEARNING MOTIVATION (WHY?)

The fact that you are sitting in this classroom today is evidence that you've reached adulthood and, as a result, you may be wondering what else there is to learn about life skills and how to manage them effectively. It might be easier for you to understand their importance if you think of it like this. Imagine yourself on Christmas morning (sometime after midnight but before the little ones awake to see what Santa has brought them) in the garage with a huge box that contains all the parts and pieces necessary to put together a bicycle for little Johnnie. In your zeal to do something special for that angelic little one in your life, you rip open the box and begin laying out all the pieces and just when you are all ready to begin the assembly, you realize that the box contains *no directions*, nor does it contain any *tools* for putting the bicycle together.

It is going to be difficult to get this huge project finished before little Johnnie wakes up, isn't it? Now, you have all the pieces to make a great new bicycle. However, they are of little use unless they actually can be put together into the finished product. You need instructions or a *plan* for assembly, and you need wrenches and screw drivers, or the *tools* necessary to build the bike.

It is the same way with life. You have enrolled in school to obtain the skills necessary to become a licensed professional in the field of cosmetology. Here you will learn those technical skills necessary to perform the required services for your clients. But, as stated in your text, those technical skills must have a solid foundation of life skills in order to be effective. Let's think of your life skills as that missing set of instructions and tools needed to build the bike. Once you have the instructions and the tools together, plus your developed technical skills, you will have created a solid foundation upon which you can build a successful career.

You may achieve a high level of success one day, but you will not sustain that level of success without sound life skills. You may be able to get the bicycle together without the appropriate directions or the appropriate tools, but the likelihood of its staying together and lasting is greatly diminished. So by developing and managing effective life skills on an ongoing basis, there is no limit to what you can accomplish.

Inspirational Thought for the Day:

"A continued atmosphere of hectic passion is very trying if you haven't got any of your own."

—Dorothy L. Sayers

LEARNING REINFORCEMENT IDEAS AND ACTIVITIES

1. Have students complete Chapter 2 of *Milady Standard Cosmetology Theory Workbook, Practical Workbook, and Study Guide: The Essential Companion*.
2. Have students complete review and final testing with *Milady Standard Cosmetology Online Licensing Preparation*.
3. Have students list their goals in two columns: Short-Term Goals and Long-Term Goals. Then divide each set of goals into workable segments. For example, obtaining your license may seem overwhelming if you have just enrolled in school. However, if you break that goal down into workable segments, you begin to see how easily they are accomplished. Workable segments might include going to class on time, completing homework assignments, mastering skills, passing tests, etc.
4. Using resources available to them (library, Internet, etc.), have students research endorphins and write a brief essay on how the body's production of endorphins is evidence that we are in control of our own attitude and we can change it as we see fit.
5. Have students complete the Personal Characteristics Chart, LP 2.0, H-1.
6. Have students complete the Self-Care Test, LP 2.0, H-2.
7. On the lines below, write any activities, assignments, or ideas that have been used effectively with this lesson in order to aid other instructors who may use this lesson plan in the future:

PERSONAL CHARACTERISTICS

Use the chart below to answer questions 1 through 10 about yourself. Upon completion, have another student or family member in whom you have confidence complete the questions about you as well. Then compare and discuss your ratings.

CHARACTERISTIC	4 - ALWAYS	3 - USUALLY	2 - SOMETIMES	1 - SELDOM
1. Confidence - believes in self; tries new tasks.				
2. Perseverance - does not give up easily.				
3. Comprehension - pays attention in class.				
4. Initiative - finds work to do without being told by an instructor.				
5. Reliability - does not break promises or obligations.				
6. Enthusiastic - eager; has desire to learn.				
7. Cooperation - has willingness to work well with others and instructor.				
8. Safety conscious - observes safety rules in the classroom and clinic.				
9. Housekeeping - keeps tools, equipment, student kit, and work area organized and sanitary.				
10. Appearance - well-groomed, dress is neat and clean; appears professional.				

List below some examples of how you exhibit each of the above qualities.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

LP 2.0, H-1

THE SELF-CARE TEST

Some people know intuitively when they need to stop, take a break, or even take a day off. Other people forget when to eat. You can judge how well you take care of yourself by noting how you feel physically, emotionally, and mentally. Here are some questions to ask yourself to see how you rate on the self-care test. Here are some questions to ask yourself to see how you rate on the self-care scale.

Question	Answer	Points
1. Do you wait until you are exhausted before you stop working?	_____	_____
2. Do you forget to eat nutritious food and substitute junk food on the fly?	_____	_____
3. Do you say you will exercise and then put off starting a program?	_____	_____
4. Do you have poor sleep habits?	_____	_____
5. Are you constantly nagging yourself about not being good enough?	_____	_____
6. Are your relationships with people filled with conflict?	_____	_____
7. When you think about the future are you unclear about the direction you will take?	_____	_____
8. Do you spend most of your spare time watching TV?	_____	_____
9. Have you been told you are too stressed and yet you ignore these concerns?	_____	_____
10. Do you waste time and then get angry with yourself?	_____	_____

Total Points: _____

- Each yes: 5 points
- 0-15: You take pretty good care of yourself. Examine questions you answered yes to.
- 15-30: You need to rethink your priorities.
- 30-50: You are neglecting yourself and may be headed for high stress and burnout.

If you answered higher than 15, review the suggestions and philosophies contained in this chapter to implement an improvement plan for better self-care.

LP 2.0, H-2

TEST—CHAPTER 2—LIFE SKILLS

1. _____ is based on inner strength and begins with trusting your ability to reach your goals.
 - a) Loyalty
 - b) Integrity
 - c) Self-esteem
 - d) Honesty
2. Practice doing whatever you do well in order to maintain a _____.
 - a) positive self-image
 - b) good posture
 - c) good relationship
 - d) healthy diet
3. Put a stop to _____ thoughts that can block the creative mind from exploring ideas and discovering solutions to challenges.
 - a) positive
 - b) self-critical
 - c) healthy
 - d) self-improving
4. Procrastination is harmful because it can rob you of _____.
 - a) party time
 - b) good posture
 - c) productivity
 - d) arrogance
5. In order to manage your time effectively, you must tap into your _____.
 - a) inner organizer
 - b) inner spirit
 - c) external skills
 - d) external resources
6. Three bad habits that can keep you from maintaining peak performance are procrastination, lacking a game plan, and _____.
 - a) persistence
 - b) prevarication
 - c) preparation
 - d) perfectionism
7. Your sense of purpose can be validated in a personal _____.
 - a) trade magazine
 - b) mission statement
 - c) legal contract
 - d) business plan
8. Long-term goals are usually those you expect to take more than a _____ to complete.
 - a) day
 - b) week
 - c) year
 - d) month
9. Prioritizing means making a list of tasks that need to be done in what order?
 - a) most to least important
 - b) general to specific
 - c) specific to general
 - d) oldest to newest

PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 2.0

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

I. LIFE SKILLS

A. IMPORTANT LIFE SKILLS FOR A SATISFYING CAREER

1. Being caring and helpful
2. Making good friends
3. Feeling good about yourself
4. Having a sense of humor
5. Being cooperative
6. Being responsible
7. Being consistent in work
8. Being adaptable
9. Sticking to goals
10. Being organized
11. Having common sense

II. THE PSYCHOLOGY OF SUCCESS

A. GUIDELINES FOR SUCCESS

B. SUCCESS PRINCIPLES

1. Build self-esteem.
2. Visualize success.
3. Build on your strengths.
4. Be kind to yourself.
5. Define success for yourself.
6. Practice new behaviors.
7. Keep personal life separate from work.
8. Be energized.
9. Respect others.
10. Stay productive.
 - a. Procrastination
 - b. Perfectionism

Your talent must be fueled by passion.

Defining success is a personal thing.

Trust your own abilities.

Practice doing whatever makes you feel good about yourself.

Stop self-critical or negative thoughts.

Do not depend upon other people's definition. Do what is right for you.

Develop success by practicing new behaviors and skills.

Talking about yourself or others is usually counterproductive.

Take care of personal needs, get plenty of sleep, eat properly, spend time with family, and enjoy balance in your life.

Build relationships and exercise good manners. Practice being a good listener.

Avoid the bad habits of procrastination, perfectionism, and not having a game plan.

Do not put off until tomorrow what you can do today.

Expecting everything to be perfect is an unhealthy compulsion.

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

c. Lacking a game plan

In order to achieve success, you must have a plan for your life.

C. RULES FOR SUCCESS

1. Attend all classes.
2. Arrive for class early.
3. Have all necessary materials ready.
4. Listen attentively.
5. Highlight important points.
6. Take notes for later review.
7. Be attentive during summary and review.
8. Ask for clarification.

III. MOTIVATION AND SELF MANAGEMENT

Motivation propels you to do something. Self-management is the well-thought-out process for the long haul. The most effective motivation comes from within. You must have an inner desire to grow your skills and succeed.

A. YOUR CREATIVE CAPABILITY

Creativity is an unlimited inner resource of ideas and solutions. Let's look at a few guidelines for enhancing creativity.

1. Eliminate self-criticism.
2. Look inward for motivation.
3. Change your vocabulary.
4. Do not go it alone.

Criticism blocks the creative mind from exploring ideas and discovering solutions to challenges.

Build a positive vocabulary using active, problem-solving words like *explore*, *analyze*, *determine*, and so on.

Work with others to share ideas and build a team environment.

You must be prepared for obstacles to career success.

IV. MANAGING YOUR CAREER

A. DESIGN A MISSION STATEMENT

A mission statement establishes the values that you live by and sets up future goals. You must have a sense of purpose and a reason for being.

ACTIVITY: Write a personal mission statement in one or two sentences that communicates who you are and what you want for your career. One example is, "I am dedicated to achieving a successful career with dignity, honesty, and integrity." Keep a copy where you can see it daily.

B. GOAL SETTING

Goal setting is identifying short-term and long-term goals to help you decide what you want to achieve in your life. When you have goals, you can create an action plan for attaining them.

C. HOW GOAL SETTING WORKS

You must have a plan and reexamine it often.

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

D. SHORT-TERM GOALS

Short-term goals are usually accomplished in one year or less.

E. LONG-TERM GOALS

Long-term goals are usually accomplished in more than one year and are often measured in increments of five years or more. Write goals down in short-term and long-term columns and divide each into workable segments. Have a plan and reexamine it often to stay on track.

F. EFFECTIVE GOAL SETTING

Ask yourself these questions.

1. Are specific skills needed?
2. Is needed information readily available?
3. Do I need a coach or mentor?
4. What is the best approach for accomplishment?
5. Am I open to new ideas for my plan?

G. TIME MANAGEMENT TIPS

Maximize your *inner organizer*.

1. Prioritize.
2. Personalize your system.
3. Do not take on too much.
4. Learn problem-solving techniques.
5. Plan downtime.
6. Carry a notepad or organizer.
7. Make schedules.
8. Identify the best times for productivity and relaxation.
9. Reward yourself.
10. Plan exercise.
11. Schedule a block of free time daily.
12. Use to-do lists.
13. Make time management a habit.

List tasks in order of importance.

Make sure your plan works for you.

Learn to say *no* and mean it.

When a great idea strikes, write it down.

Make daily, weekly, and monthly schedules for work, study, and leisure time.

V. STUDY SKILLS

Focus on smaller tasks and smaller chunks of time for studying.

A. GOOD STUDY HABITS

Develop good study habits by knowing where, when, and how to study.

B. WHERE

1. Find a comfortable, quiet spot.

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

2. Gather supplies.
3. Sit upright and remain alert.

C. WHEN

1. Estimate time needed.
2. Study at motivated and energetic times.
3. Fit it in during waiting periods.

Such as while waiting in the doctor's office and riding on the city bus.

D. HOW

1. Study chapter segments.
2. Highlight key words.
3. Test yourself on segments.

VI. ETHICS

Ethics are the principles of good character, proper conduct, and moral judgment expressed through personality, human relations skills, and professional image.

A. FIVE PROFESSIONAL BEHAVIORS

1. Provide skilled services.
2. Be honest, courteous, and sincere.
3. Avoid discussing private matters.
4. Participate in continuing education.
5. Give clients accurate information.

B. PROFESSIONAL ETHICS

1. Self-care
2. Integrity
3. Discretion
4. Communication

Avoid stress and burnout by taking care of yourself. Your behavior and actions should match your values.

Never breach client confidentiality.

Your responsibility and ethics extend to your communication with others.

C. PERSONALITY DEVELOPMENT AND ATTITUDE

1. Diplomacy
2. Tone of voice
3. Emotional stability
4. Sensitivity
5. Values and goals

Be tactful by being straightforward, not critical.

Soften your voice, speak clearly, and deliver words pleasantly.

Remaining in control is a sign of maturity.

This is a combination of understanding, empathy, acceptance, and compassion.

Values and goals are acquired and developed.

SUBJECT OUTLINE**IN-DEPTH NOTES***(Information to share during presentation)*

6. Receptivity
 7. Communication skills
- D. THE WHOLE PERSON
1. Attitude can be improved with work.
 2. See good in difficult situations.
 3. Associate with positive people.

Be interested and responsive to the opinions, feelings, and ideas of others.

Develop an ease in talking about yourself and listening to others.

Your personality is the sum total of inborn characteristics, attitudes, and behavioral traits.

SUMMARY AND REVIEW

One of your most valuable resources in life is time, and it is exactly the same for every human being. Your instructor, your supervisor when you get to that all-important first job, your children, your significant other, your neighbors, the most successful people you know of in the industry, and YOU all have the same 365 days per year, the same 24 hours per day, and the same 60 minutes per hour to manage your time and your life skills. According to Merriam-Webster's Collegiate Dictionary, 10th Edition, time is a continuum that is measured in terms of events that succeed one another from the past through the present to the future. Thus, the basic elements of time and life are events. So the key to managing our life skills and our time is event control. We have discussed a number of strategies, tips, and rules for better managing our time and our lives in today's lesson.

We have learned that we can change our lives by changing our attitudes and possibly even perceptions. We become what we think about ourselves. Practice will not necessarily make something perfect, but it will make it permanent. Only careful, dedicated practice will make it perfect. Therefore, we must practice what we do correctly, whether it is a technical skill, an attitude, or a behavior.

LET'S REVIEW:

1. What principles contribute to personal and professional success?

Answer: Build self-esteem, visualize success, build on your strengths, be kind to yourself, define success for yourself, practice new behaviors, keep your personal life separate from your work, keep your energy up, respect others, and stay productive.

2. How do you create a mission statement? (Give an example.)

Answer: Write one or two sentences that communicate who you are, and what you want for your life. For example: "I am dedicated to pursuing a successful career with dignity, honesty, and integrity."

3. How do you go about setting long- and short-term goals?

Answer: Decide on short-term goals you wish to accomplish in a year or less and long-term goals for larger sections of time such as five years, ten years, or even longer. Once you have organized your thinking around your goals, write them down in "short-term" and "long-term" columns, and divide each set of goals into workable segments.

4. What are some of the most effective ways to manage time?

Answer: Prioritize by making a list of tasks. When designing your own time management system, make sure it will work for you. Never take on more than you can handle. Learn problem-solving techniques that will save you time. Give yourself some down time. Carry a notepad or an organizer with you at all times. Make daily, weekly, and monthly schedules. Identify the times of day when you are highly energetic, and when you just want to relax, and plan your schedule accordingly. Reward yourself for work well done, do not neglect physical activity, schedule at least one additional block of free time each day, and understand the value of to-do lists. Make time management a habit.

5. How do you describe good study habits?

Answer: Knowing where, when, and how to study.

6. What is the definition of *ethics*?

Answer: Ethics are the moral principles by which we live and work.

7. What are the characteristics of a healthy, positive attitude?

Answer: Diplomacy, a pleasing tone of voice, emotional stability, sensitivity, values and goals, receptivity, and good communication skills.

10. _____ techniques will save you time by uncovering needed solutions.
- a) Transfer
 - b) Problem-solving
 - c) Referral
 - d) Summarizing
11. If you find studying overwhelming, focus on _____.
- a) the big picture
 - b) your long-term goals
 - c) improving habits
 - d) individual small tasks
12. Some ethical characteristics that you should aspire to include respect, courtesy, honesty, and _____.
- a) sincerity
 - b) abruptness
 - c) aggressiveness
 - d) curtness
13. An individual's _____ is the sum total of her or his inborn characteristics, attitudes, and behavioral traits.
- a) image
 - b) personality
 - c) intelligence
 - d) education
14. A combination of understanding, empathy, and acceptance is known as _____.
- a) attitude
 - b) personality
 - c) mission
 - d) sensitivity
15. Make a point of relating to everyone you know with a conscious feeling of _____.
- a) recognition
 - b) comparison
 - c) respect
 - d) assertiveness

TEST—CHAPTER 2—LIFE SKILLS ANSWER KEY

- | | | |
|------|-------|-------|
| 1. c | 6. d | 11. d |
| 2. a | 7. b | 12. a |
| 3. b | 8. c | 13. b |
| 4. c | 9. a | 14. d |
| 5. a | 10. b | 15. c |