

MILADY STANDARD COSMETOLOGY COURSE MANAGEMENT GUIDE

CLASS SIGN-IN SHEET 4.0

INSTRUCTOR NAME: _____

DATE TAUGHT: _____

SUBJECT: ORIENTATION

TOPIC: COMMUNICATING FOR SUCCESS

LESSON OBJECTIVES:

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

1. List the golden rules of human relations.
2. Explain the definition of effective communication.
3. Conduct a successful client consultation/needs assessment.
4. Handle unhappy clients.
5. Build open lines of communication with coworkers.

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 4, *Milady Standard Cosmetology*

EDUCATOR REFERENCES:

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

Student Signatures	Student Signatures

(If more space is needed, use reverse side of form.)

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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 LP 4.0 of *Milady Standard Cosmetology Course Management Guide*, 2008 edition.

LEARNING MOTIVATION (WHY?)

It's story-telling time.

This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Everybody got mad about this because it was Somebody's job. Anybody could have done it, but Nobody asked Anybody. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done.

Communication is one of the most important words in any life or business endeavor. If you are an effective communicator, you and your career will move forward and most likely thrive. If you are unable to communicate effectively, like our four friends in the story, the road to success and accomplishment will become blocked with numerous obstacles, many of which can become too difficult to overcome.

One of the biggest mistakes made each day of our lives is to underestimate the power of communication. We simply take for granted that communication really is a tool. It is a tool that can help "make" or help "break" us. Your daily communication can dramatically propel you to new levels of success or even hasten failure. So let's take a closer look at how you can use that tool to help us achieve your goals and dreams.

Inspirational Thought for the Day:

"Every day do something that will inch you closer to a better tomorrow."

—Doug Firebaugh

PRESENTATION OF THE SKILLS AND/OR INFORMATION LESSON PLAN 4.0

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

I. HUMAN RELATIONS

DEFINITION: A study of human problems arising from organizational and interpersonal relations; a program designed to develop better interpersonal and inter-group adjustments. — *Merriam Webster's Collegiate Dictionary, 10th Edition*

The best way to understand others and interact well with them is to understand yourself. Good relationships are built on mutual respect and understanding.

A. HUMAN RELATIONS BASICS

When you understand the motives and needs of others, you will be in a better position to do your job professionally.

1. Social interaction required

When you feel secure, you like to interact with others. You can help people feel secure around you by being respectful, trustworthy, and honest.

2. Personal security

When you feel secure, you are happy, calm, confident, cooperative, and trusting. When you feel insecure, you become worried, anxious, overwhelmed, angry, suspicious, uncooperative, and sometimes hostile or withdrawn.

3. Handling difficult situations

Some people create conflict wherever they go; they are rude, insensitive, or so full of themselves that being considerate does not enter their minds. Try to remember that this person at this particular time feels insecure or he/she wouldn't be acting this way.

B. HANDLING THE UPS AND DOWNS OF HUMAN RELATIONS

1. Respond instead of reacting.

When you "react," you are no longer in control. Take deep breaths and tell yourself that you do not have to take a negative situation or behavior personally.

2. Believe in yourself.

Trust your judgment, uphold your values, and stick to what you believe is right. Develop a strong sense of self-worth.

3. Talk less, listen more.

The same letters that spell *listen* also spell **silent!** Remember that old saying that we were given two ears and one mouth for a reason.

4. Be attentive.

Pay attention to what the client's wants and needs are. If a client is too aggressive, ask your supervisor for advice. At all costs, remain calm and practice active listening skills.

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

5. Take your temperature.

If you notice chronic negative personal behaviors once you are in a job, pay careful attention to what is happening. An important part of being in a service profession is taking care of yourself first and resolving personal conflicts so you can properly take care of your clients.

C. GOLDEN RULES OF HUMAN RELATIONS

This is a crash course in human relations that will always keep you in line.

1. Communicate from your heart; problem-solve from your head.
2. A smile is worth a million times more than a sneer.
3. It is easy to make an enemy; it is harder to keep a friend.
4. Ask for help instead of just reacting.
5. Show you care by listening.
6. Tell people they are great.
7. Being right is different from acting righteous.
8. For every service you do for others, do something for you.
9. Laugh often.
10. Be patient with other people's flaws.
11. Build shared goals; be a team player.
12. Listening is the best relationship builder.

And it causes less wrinkles.

And you have to be a friend to have a friend.

Watch what happens.

Try to understand their point of view.

Even though they don't always act great.

An average child laughs over 400 times per day; an average adult laughs only 15 times per day. Be more like children and live longer.

They might even be more patient with yours.

Be a partner to your clients as well.

So much of everything we have talked about focuses on effective communication skills, which include being an attentive listener.

DEFINITION: The art of transmitting information, in the form of symbols, gestures, or behaviors, in order to express an idea or concept so that it is satisfactorily understood.

Common rules of courtesy apply. Be polite, friendly, and inviting. Continuing to do so will earn their trust and loyalty. Remember these basics.

Keep your problems to yourself and put your best face forward.

III. COMMUNICATION BASICS

A. GREETING NEW CLIENTS

1. Smile.

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

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| <p>2. Introduce yourself.</p> <p>3. Tour the salon.</p> <p>4. Introduce others.</p> <p>5. Be yourself.</p> <p>B. INTAKE FORM</p> <p>C. HOW TO USE FORM</p> <p>D. THE CLIENT CONSULTATION</p> <p>E. PREPARING FOR CONSULTATION</p> <p>1. Styling books and hair swatches</p> <p>2. Personal portfolio</p> <p>3. Explain portfolio photos</p> <p>F. THE TOTAL LOOK CONCEPT</p> <p>G. THE CONSULTATION AREA</p> <p>H. 10-STEP CONSULTATION METHOD</p> | <p>Also learn your clients' names and remember them. It is has been said that a person's name is the sweetest in his/her own language. Calling people by their names sends the message that they are important to you.</p> <p>Introduce the client to the receptionist if they have not already met.</p> <p>Introduce the client to anyone else you encounter on the tour. This helps the client feel comfortable and at home.</p> <p>You may have heard it said that the way to success is to fake it until you make it. However, in the words of Ms. Patricia Fripp, well-known motivational speaker, it is better to "make it so you don't have to fake it!"</p> <p>Also called a client questionnaire or consultation card. It may be accompanied by a "Hold Harmless" statement. NOTE: Instructor should introduce students to the school's form now.</p> <p>When a client makes a first appointment, let him/her know to arrive 15 minutes early to fill out a questionnaire. The service should be booked to allow enough time to perform a quality consultation.</p> <p>The consultation is the verbal communication that determines the desired results. It is the single most important part of the service. Keep the total look concept in mind as you proceed through the consultation.</p> <p>Have samples available at your station.</p> <p>Keep a camera at your station and take photos at the end of services, with the client's permission.</p> <p>This will help clients understand why certain things can or cannot be achieved.</p> <p>When counseling a client about a style, you must take into consideration her lifestyle, her personality, her shape and features, and her fashion sense and preference.</p> <p>The area needs to be clean, comfortable, and uncluttered. All materials should be gathered and organized prior to client's arrival. Read through the intake form and refer to it during the consultation.</p> <p>This Method is highly effective regardless of whether you are about to perform a hair, skin, or nail service.</p> |
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SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

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|---|--|
| <ol style="list-style-type: none"> 1. Review intake form 2. Assess client's current style 3. Determine preferences | <p>Ask client what she likes and dislikes about her current look. Ask when was the last time she loved her hair (skin, nails, body care). Next ask what she likes least about her hair. Ask what challenges she is having with her hair, etc.</p> |
| <ol style="list-style-type: none"> 4. Analyze hair | <p>Assess attributes. Ask what at-home products she uses and if they are effective.</p> |
| <ol style="list-style-type: none"> 5. Lifestyle | <p>Ask client about career and personal lifestyle. Is he/she a business person or does he/she spend a lot of time outdoors? What are his/her grooming habits? How much time will he/she spend on maintenance?</p> |
| <ol style="list-style-type: none"> 6. Show and tell | <p>Use photo collection to learn preferred looks. Listening is key. Reflective listening refers to listening, then restating or paraphrasing to confirm the client's meaning.</p> |
| <ol style="list-style-type: none"> 7. Suggest options | <p>Ask for permission to make suggestions based on lifestyle. Based on the desired service, consider lifestyle and characteristics of hair, nails, or face and body shapes, etc. Always offer two or more services.
ACTIVITY: Have students complete the Effective Listening Quiz, LP 4.0, H-1.</p> |
| <ol style="list-style-type: none"> 8. Make color recommendations | <p>This is called "up-selling" or "ticket upgrading." Suggest haircolor to make the client's new look complete. For example, you may have provided only a nail service, but a new color or texture service would help the client achieve the desired look.</p> |
| <ol style="list-style-type: none"> 9. Discuss maintenance | <p>Counsel client on required home and salon maintenance. Inform client that you will be educating her throughout the service on products needed for home maintenance.</p> |
| <ol style="list-style-type: none"> 10. Review consultation | <p>Restate everything you and the client have agreed upon by using the phrase, "What I heard you say is..." Speak in measured, precise terms. Be thorough. Pause for confirmation. Proceed with service.</p> |
| <p>I. RETAILING</p> <ol style="list-style-type: none"> 1. What 2. Why 3. How | <p>This is WHAT I recommend....
This is WHY it is effective for your hair type....
This is HOW you use the product at home.</p> |
| <p>J. CONCLUDING THE SERVICE</p> | <p>Record results and the client's reaction on a record card. Note what worked and what did not. Note retail products suggested and purchased; date and file card.
ACTIVITY: Stop here in the lesson and begin reciting the first part of well-known phrases. Use</p> |

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

IV. SPECIAL ISSUES IN COMMUNICATION

A. HANDLING TARDY CLIENTS

1. Know the salon's policy.
2. If you are able to, serve a tardy client.
3. Identify habitually late clients.
4. Notify clients if you are late.

your voice to indicate that you want the students to finish the phrase, verse, or quote. Some examples follow:

It takes one to.....(know one).

A stitch in time..... (saves nine).

A penny saved is (a penny earned).

A bird in the hand (is worth two in the bush).

Feel free to add your own phrases. After the first one or two, all the students begin chiming in and completing the phrases. You can explain that this is called a "same page" activity. In performing this activity, you were able to get all the students on the same page with you in the lesson. You were able to gather into the fold those students who were chatting, daydreaming, etc. Explain the importance of being on the same page with clients throughout the consultation and service.

How you react to the situation and how you communicate in the face of problems will greatly impact your level of success in the beauty industry.

Let's discuss some guidelines for handling this behavior.

Does the salon set a limit on the time clients are allowed to be late before requiring them to reschedule? If a client insists on immediate service, explain that you are responsible for servicing the other clients who have arrived on time. Further explain that rushing through their service is an unacceptable alternative as the results may not meet their satisfaction.

Be sure to let a late client know that you are only providing the service at this late hour because you can do so without jeopardizing another client's appointment. You want to make sure, in a polite way, that you will not always be able to serve him if he continues to be late.

You have some options. You can either schedule them for the last appointment of the day, so their tardiness does not affect your other clients or you can tell them their appointment is for 15 minutes earlier than their actual appointment.

There will be times that you are running late through no fault of yours, or even your clients, for that matter. Be sure you maintain a current list of client phone numbers and call, or have the receptionist call them and let them know about the

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

5. When you are running late...

delays. Give them the opportunity to reschedule or arrive a little later.

If you have been unable to tell a client that you are running late, approach them as soon as they arrive and explain the delay. Let them know how long the wait will be and give them the option of waiting or changing the appointment. Be sure to apologize for the inconvenience and show them extra attention.

ACTIVITY: Ask for volunteers to come to the front of the class and role-play a stylist and tardy client. Have them reverse roles and replay the scenario. Also have students role-play the situation where the stylist is running behind. After the role-play, have the observers comment on which stylist handled the situations the most professionally and explain why.

C. HANDLING SCHEDULING MIX-UPS

We've probably all experienced that embarrassing occurrence of arriving for a special appointment or meeting only to find out that we are in the wrong place at the wrong time. As a professional, you should never argue about which of you is correct and you must always be polite and courteous. Remember, in business, it is not always about being right. It is about preserving your relationship with your client.

NOTE: Instructor, you may want to interject a "same page" example here by saying, "Remember, the client is" and hope the students respond with "always right."

ACTIVITY: Continue your role-playing activity. This time have two students role-play the stylist and customer with a scheduling mix-up. Have one team role-play the stylist being wrong and one team role-play the client being wrong.

D. HANDLING UNHAPPY CLIENTS

You've heard that old saying, "You can't please everyone all the time." That applies to beauty service clients as well.

NOTE: Ask the class what the ultimate goal is? Let them respond. Certainly, the ultimate goal is to get the client to pay for the service and to return for more of the same.

1. Find out why the client is unhappy.

Ask for specifics by breaking down the service piece by piece for the client.

2. If possible, change the result.

If you can repair the part of the service that she is unhappy with, do so immediately if possible or reschedule the client as soon as possible. Enlist the

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

3. If you cannot correct the problem
4. Never argue with the client.
5. Call on a supervisor or peer.
6. Defer to a manager.
7. Confer with a manager afterwards.

E. HANDLING DIFFERENCES

F. GETTING TOO PERSONAL

IV. IN-SALON COMMUNICATION

help of another stylist who is free and explain what will occur to the client.

If the hair is "too short," for example, you must explain why you cannot fix the problem. Offer other options while the hair "grows" such as conditioning treatments, etc.

Telling a client how great she looks when she clearly does not think she does will only tend to aggravate her further.

They may have insights to assist you and make the client happy.

If you've tried everything you know to do, you may need to call upon your manager to help. The client may just simply need to deal with someone else at this point.

Hopefully, the whole experience can be viewed as one of learning. Follow your manager's advice and move on to your next client confidently and cheerfully.

When working with clients from different generations, the basic rules of professionalism apply. For example, older clients do not like gum chewing, slang, or the use of *yeah* instead of *yes*. They may prefer to be called "Mrs. Smith" rather than by their first name. When meeting him/her for the first time, you should ask how they prefer to be addressed. Younger clients will want you to be current on the latest celebrity styles. It is important to be aware of different cultures. Never use cultural slang or regionalisms that you do not fully understand.

Your job is to handle client relationships tactfully and sensitively, with professionalism and respect. Do not attempt to fill the role of counselor, career guide, parental sounding board, or motivational coach. Attempt to keep topics neutral and about beauty needs.

ACTIVITY: Have student role-play handling different client issues. Use the activity found in the textbook as a guide.

ACTIVITY: Have students brainstorm about ways to get a topic that has been taken way off target back to one of a professional nature.

As a professional, you will be building relationships with clients, peers, supervisors, managers, and salon owners. Behaving in a professional manner is your first step in making meaningful communication

SUBJECT OUTLINE

IN-DEPTH NOTES

(Information to share during presentation)

A. COMMUNICATING WITH COWORKERS

1. Treat all with respect.
2. Remain objective.
3. Be honest, but sensitive.
4. Remain neutral.
5. Seek help from someone you respect.
6. Do not take things personally.
7. Keep private life private.

B. COMMUNICATING WITH MANAGERS

1. Be a problem-solver.
2. Get your facts straight.
3. Be open and honest.
4. Do not gossip or complain.
5. Check your attitude.

possible. Your professional colleagues can help assist you, teach you, and advise you; however, you must know how to seek out and accept such assistance.

Follow these basic principles.

Being respectful does not mean that you have to like someone. Focus on their talents and knowledge.

Avoid spats and cliques. When any team member behaves disrespectfully, the whole team suffers and clients will notice the dissension.

Put yourself in the other person's shoes and avoid being hurtful or negative.

Do not pick sides. Do not get drawn into conflict. Don't gossip.

If at odds with a coworker, seek out a third party who is not involved and can remain objective.

If confused or concerned by how someone is treating you, find a quiet place and ask them about it in a non-threatening manner. They may not even realize they are giving off bad signals.

The salon is NOT the place to discuss personal life and relationships. Save that type of discussion for your personal friends or family members.

He/she has a vested interest in your development and success. You must try to understand his/her decisions and rules, whether you agree with them or not. Never ask him/her to get involved in personal or petty issues. His/her job is to make sure the business runs smoothly. Follow these guidelines.

Only take problems or concerns to a manager if you also have a solution or two to offer.

Do not waste a manager's time on a problem that does not truly exist.

If you are unsure of how to handle a situation, tell your manager and be willing to learn.

Never "tattle" on coworkers, as this might indicate you are a troublemaker. Approach the manager with a true desire to solve the problem, not just to vent.

Take your own "temperature" and learn when you need a personal "attitude adjustment"; then make it.

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

6. Be open to constructive criticism.

C. EMPLOYEE EVALUATIONS

1. Approach the event positively.
2. Conduct a self-evaluation.
3. Share self-evaluation with manager.
4. Write down questions or thoughts.
5. Ask about promotions or pay increases.
6. Thank your manager for the time, feedback, and guidance.

We never reach perfection. Remember that our critic-manager's job is to help us achieve our professional goals. One way that is accomplished is by evaluating our skills and offering suggestions for improvement in order to achieve them. We must keep an open mind and never take criticism personally.

Well-run salons provide regular and effective employee evaluations. Request a copy of your job description and the evaluation form that will be used to critique you. This is like having the answers to the test; if you know the criteria against which you will be evaluated, you can make sure to perform to the best of your ability in each area.

Be objective and think through your comments about yourself.

This will show you are serious about your improvement and growth.

This will help you have a meaningful exchange with your supervisor.

Do not fail to take advantage of this crucial communication opportunity to discuss your future.

Don't forget to put into practice the plan for improvement developed during the evaluation.

SUMMARY AND REVIEW

In a service industry such as the one that you have chosen, communication is key. You will be asked to interact with other human beings of all walks of life on a daily basis. It is essential that you can properly send messages so that they are satisfactorily understood by the receiver. You must learn how to effectively communicate with your clients, your co-workers, and your supervisors. You will learn that the communication is far more than verbal. In fact, studies indicate that only 7% of your message is verbal (the words you say) while 38% is nonverbal (how you say the words), and 55% is visual.

So our overall appearance, our facial expressions, and our body language, and our posture and gestures make up 55% of the message we are delivering. Each element is important, and all elements are critical if effective communication is to occur.

LET'S REVIEW:

1. What are the golden rules of human relations?

Answer:

- a) Communicate from your heart; problem-solve from your head.
 - b) A smile is worth a million times more than a sneer.
 - c) It is easy to make an enemy; it is harder to keep a friend.
 - d) See what happens when you ask for help instead of just reacting.
 - e) Show people you care by listening to them and trying to understand their point of view.
 - f) Tell people how great they are (even when they are not acting so great).
 - g) Being right is different from acting righteous.
 - h) For every service you do for others, do not forget to do something for yourself.
 - i) Laugh often.
 - j) Show patience with other people's flaws.
 - k) Build shared goals; be a team player and a partner to your clients.
 - l) Always remember that listening is the best relationship builder.
2. What is the definition of "good communication"?
- Answer:** The act of successfully sharing information between two people, or groups of people, so that it is effectively understood.
3. What are the elements of the 10-Step Consultation Method?
- Answer:**
- a) Review the intake form that your client has filled out.
 - b) Assess your client's current style.
 - c) Ask your client what she likes least and most about her current cut and style.
 - d) Analyze or assess your client's hair.
 - e) Ask your client about her career and lifestyle.
 - f) Encourage her to flip through your style books and point out styles, or even parts of styles, that she likes and why; then repeat back what she says.
 - g) Once you have enough information to make valid style suggestions, narrow your selections.
 - h) Recommend haircolor.
 - i) Discuss upkeep or maintenance.
 - j) Reiterate everything that you have agreed upon.
4. How should you handle an unhappy client? (List at least four points to keep in mind.)
- Answer:**
- a) Try to find out why the client is unhappy; ask for specifics.
 - b) If it is possible to change what she dislikes, do so immediately; if this is not possible, explain why.
 - c) If you cannot change what the client does not like, or it is simply impossible to change, explain the reason.

- d) Call on a more experienced stylist or your salon manager for help.
 - e) After you have tried everything, defer to your manager's advice.
 - f) Confer with your salon manager after the experience.
5. List at least five things to remember when communicating with your coworkers.

Answer:

- a) Treat everyone with respect.
- b) Remain objective.
- c) Be honest and be sensitive.
- d) Remain neutral.
- e) Seek help from someone you respect.
- f) Do not take things personally.
- g) Keep your private life private.

LEARNING REINFORCEMENT IDEAS AND ACTIVITIES

1. Have students complete Chapter 4 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 complete the Are You an Effective Listener quiz found in LP 4.0, H-1.
4. Have students complete the Nonverbal Communications Checklist found in LP 4.0, H-2.
5. 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:

TEST—CHAPTER 4—COMMUNICATING FOR SUCCESS

1. The act of transmitting information, in the form of symbols, gestures, or behaviors, in order to express an idea or concept so that it is satisfactorily understood is known as _____.
 - a) sign language
 - b) communication
 - c) listening
 - d) speaking
2. An important strategy to use when conducting a client consultation is known as _____.
 - a) interrupting regularly
 - b) avoiding eye contact
 - c) talking loudly
 - d) reflective listening
3. The most important communication you will have with your clients is the _____.
 - a) client consultation
 - b) initial greeting
 - c) sales pitch
 - d) friendly chit-chat
4. What tool can be used to put your clients at ease about your technical abilities?
 - a) style book
 - b) fashion magazines
 - c) personal portfolio
 - d) letters of recommendation
5. When you help the client select a hairstyle that is reflective of her body shape and entire lifestyle, you are subscribing to the _____ concept.
 - a) big picture
 - b) fashion personality
 - c) seasonal color
 - d) total look
6. When conducting a client consultation with a first-time client, how much time should you schedule for the consultation?
 - a) five to fifteen minutes
 - b) fifteen to twenty minutes
 - c) twenty to thirty minutes
 - d) forty-five to sixty minutes
7. What is the very first thing you should do when meeting a new client?
 - a) hurry
 - b) smile
 - c) prepare
 - d) saunter
8. When is it appropriate to argue with clients?
 - a) when they are late
 - b) when they arrive on the wrong day
 - c) when they are dissatisfied
 - d) absolutely, unquestionably never
9. If a client is dissatisfied with the service and you are trying to find out why, what is one of the first steps you should take?
 - a) gloss over the problem
 - b) ask for specifics

- c) try to cover up the issue
d) promise to do better
10. As you interact and communicate with fellow coworkers, remember to treat everyone with _____.
- respect
 - indifference
 - aloofness
 - criticism
11. In dealing with conflicts that may occur between your coworkers, it is important to _____.
- get involved
 - take sides
 - remain neutral
 - offer opinions
12. When bringing issues or problems to your supervisor or salon manager, it is important to be _____.
- an antagonist
 - a complainer
 - a problem-solver
 - a tattle-tale
13. One of the ways you can participate proactively in your career success is by approaching your employee evaluations sessions _____.
- fearfully
 - skeptically
 - apprehensively
 - positively
14. The best way to understand others is to begin with a firm understanding of _____.
- your parents
 - yourself
 - cosmetology
 - anthropology
15. People who are rude, insensitive, and generally unfeeling are usually _____.
- mature
 - immature
 - responsible
 - insecure

TEST—CHAPTER 4—COMMUNICATING FOR SUCCESS ANSWER KEY

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

ARE YOU AN EFFECTIVE LISTENER?

Using the following scale, rate yourself from A to G regarding each of the statements listed below.

A = Always B = Almost Always C = Usually D = Sometimes E = Rarely F = Almost Never G = Never

1. Do you get excited or upset when the other person's views or opinions differ from yours? _____
2. Do you let the student, client, or coworker express his/her thoughts completely without interruption?

3. Are you able to screen out distractions which could prevent your ability to listen? _____
4. Are you able to grasp any hidden messages that are being presented by the speaker by reading between the lines? _____
5. Are you continuously making mental notes about everything the speaker is saying? _____
6. Do you tolerate periods of silence by waiting quietly while the speaker gathers his/her thoughts?

7. Do you tune out or daydream when you feel the subject matter is uninteresting? _____
8. While listening, are you trying to pull together what is being said by thinking of what has already been said and what may be about to be said? _____
9. Do you shake your head no immediately when you disagree with the speaker? _____
10. While listening, do you note the speaker's body language and use it in your interpretation of the overall message? _____
11. Do you try to maintain direct eye contact with the speaker while listening to his/her comments?

12. While listening do you move around a lot by crossing your arms and/or legs, changing your posture, etc.? _____
13. Do you ask direct and pointed questions when the speaker has finished that will help to clarify what has been said? _____
14. If the speaker has been harsh or critical of you, do you try to bring him/her down by attacking the substantive part of the message? _____

Write the number which corresponds to the letter you placed by each statement to obtain your total score.

Statement	A	B	C	D	E	F	G	Score	INTERPRETATION
1.	1	2	3	4	5	6	7	_____	90 – 100 Ideal listener
2.	7	6	5	4	3	2	1	_____	80 – 89 Good, effective listener
3.	7	6	5	4	3	2	1	_____	70 – 79 Above average listener
4.	7	6	5	4	3	2	1	_____	60 – 69 Average, typical listener
5.	1	3	5	7	5	3	1	_____	Below 60 Below Average; More
6.	7	6	5	4	3	2	1	_____	effective listening skills are
7.	1	2	3	4	5	6	7	_____	needed.
8.	7	7	6	4	3	2	1	_____	
9.	1	2	3	4	5	6	7	_____	
10.	7	6	5	4	3	2	1	_____	
11.	7	6	5	4	3	2	1	_____	
12.	1	2	3	4	5	6	7	_____	
13.	7	6	5	4	3	2	1	_____	
14.	1	2	3	4	5	6	7	_____	
								Bonus Points	+2
								TOTAL	_____

LP 4.0, H-1

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NONVERBAL COMMUNICATION CHECKLIST

Think back over the past week and consider the nonverbal messages you may have sent. Use the checklist below to assist you in this task.

POSTURE

YES NO

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Did I stand tall, displaying good posture? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Did I stand at an appropriate distance from my listeners when I spoke? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Did I walk with a purpose? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Did I avoid slouching and shifting my weight from one foot to the other? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Did I maintain eye contact with my listeners, yet avoid staring? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Did I walk with a steady pace and hold my head high? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Did I avoid repeated and distracting motions with my hands and feet when sitting? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Did I avoid projecting negative feelings or attitudes with my posture and carriage? |

GROOMING AND DRESS

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Did I comply with the established dress code? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Were my clothing and grooming always neat and clean? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Did I keep my hair styled appropriately at all times? |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Did I wear tasteful jewelry that was not excessive? |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Did I keep my fragrance appropriate and not overwhelming? |

EYE AND HAND MOVEMENTS

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Was I careful to control hand or eye movements that might betray negative feelings or attitudes? |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Did I use my hands to make a point without exaggeration? |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Did I keep my eyes on other speakers to show respect? |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Did I try to make eye contact with every person when I was speaking to a group? |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Did I look at my listeners to make sure they were hearing me when I was speaking? |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Did I use my eyes and facial expressions to let other speakers know I was paying attention? |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. Did I use my eyes and facial expressions to let other speakers know I was understanding and interpreting their messages correctly? |

LP 4.0, H-2