DOCUMENT RESUME

ED 448 282 CE 081 042

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TITLE	Project-Based Learning for Cosmetology Students.
INSTITUTION	Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Career-Technical and Adult Education.
PUB DATE	2000-00-00
NOTE	129p.
AVAILABLE FROM	Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090, Tel: 800-848-4815, ext. 24277, Fax: 614-292-1260 Web site: http://www.cete.org/products ($35).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Education; Articulation (Education); Behavioral Objectives; Business Administration; Career Development; Career Exploration; Classroom Techniques; Competence; *Competency Based Education; Computer Uses in Education; *Cosmetology; Definitions; Education Work Relationship; Educational Objectives; Educational Opportunities; Employment Practices; Employment Qualifications; Entrepreneurship; Evaluation Methods; *Experiential Learning; Fused Curriculum; Guidelines; Information Sources; Instructional Materials; Integrated Curriculum; Internet; Job Search Methods; *Job Skills; Job Training; Learning Activities; Material Development; Portfolio Assessment; Postsecondary Education; Scoring Rubrics; Secondary Education; Small Businesses; Statewide Planning; Student Evaluation; *Student Projects; Teacher Developed Materials; Teaching Methods; *Vocational Education; World Wide Web
IDENTIFIERS	Job Shadowing; *Ohio; Secretarys Comm on Achieving Necessary Skills

ABSTRACT

This document, which was written for Ohio cosmetology teachers and academic teachers who instruct cosmetology students, presents projects that were developed by a team of highly skilled cosmetology and academic teachers with input from workplace representatives. Section 1 presents the following materials to help teachers provide students with effective project-based learning (PBL) experiences: an overview of PBL; guidelines and materials for portfolio assessment and assessment rubrics; suggestions for getting started with projects; suggestions for using the projects in this document; suggestions for integrating technology into the cosmetology curriculum; suggestions for developing additional projects; and a list of 33 print and World Wide Web cosmetology project resources for teachers and students; and a list of 7 references. Section 2 contains complete instructions for six projects that teachers can use to supplement and enhance the cosmetology curriculum. The following are among the items provided for each project: project summary; project index; list of competencies taught or practiced in the project; teacher information and instructions; project rubric; student instructions; and production schedule. The project topics are as follows: researching careers in cosmetology; job

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shadowing; developing a salon business plan; developing and using training programs and materials; creating salon employees policy manual; and getting a cosmetology job. (MN)

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Project-Based Learning for Cosmetology Students

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This publication was funded by the Ohio Department of Education's Center for Curriculum and Assessment, Office of Career-Technical and Adult Education and coordinated through The Ohio State University's Center on Education and Training for Employment. The contents do not necessarily reflect the views of the Department or other agencies or offices.

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Acknowledgments

The project staff extend sincere thanks to the many people who committed their time and talents to create this useful resource for cosmetology and academic teachers.

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About This Book

Purpose

Project-Based Learning for Cosmetology Students was written for cosmetology teachers and academic teachers who instruct cosmetology students. The projects in this book were developed by a team of highly skilled cosmetology and academic teachers, with input from workplace representatives.

Structure

In addition to the projects, this book contains a wide variety of information that will help you provide students with highly effective project-based learning (PBL) experiences. The book is organized in two sections. The first section includes information to help you understand the concepts underlying PBL and ideas for developing your own projects, as follows:

- Overview of Project-Based Learning
- Assessment Tools for PBL
- Suggestions for Getting Started With Projects
- Suggestions for Using the Projects in This Book
- Suggestions for Integrating Technology Into the Cosmetology Curriculum
- Suggestions for Developing Additional Projects
- Cosmetology Project Resources
- References

The second section contains complete instructions for six projects that can be used to supplement and enhance the cosmetology curriculum. As you can see, these projects teach some of the skills that are not covered in standard textbooks. The projects are:

- Researching Careers in Cosmetology
- Job Shadowing

- Salon Business Plan
- Training Programs and Materials
- Salon Employees Policy Manual
- Getting a Cosmetology Job

Overview of Project-Based Learning

Definition of Project-Based Learning

Project-based learning (PBL) is an instructional strategy that involves teams of students in responding to situations that might be encountered in the workplace and other non-school contexts.

Characteristics[1] of Project-Based Learning

Project-based learning. . .

- Focuses on the central concepts and principles of a discipline.
- Involves students in activities that have real-world context.
- Teaches additional skills needed to succeed at work.
- Involves students in problem-solving investigations using real-world resources.
- Requires students to construct their own knowledge.
- Is a student-centered method that encourages students to work autonomously.
- Culminates in authentic products, which are assessed using a variety of strategies.

Each of these PBL characteristics is discussed in this section. This background information is provided so that you will *understand the rationale* behind the development of the projects in this book and will *gain insights* into how to develop additional projects on your own.

[1]This list of PBL characteristics was adapted from Buck Institute for Educators' *PBL Overview* (www.bie.org) and from the Ohio Department of Education's *ITAC to Instruction: Resource Guides for Ohio's Career-Focused Education System*. Used with permission.

Project-Based Learning Focuses on the Central Concepts and Principles of a Discipline

Projects should focus on knowledge and skills that are important to the discipline (i.e., critical knowledge, skills, and attitudes). For this reason, when developing projects, one or more critical competencies should be addressed.

> For example, a project might be developed to enhance the math skills that are needed in everyday salon operation.

Note: We will expand on this example as we examine additional characteristics of PBL. Each example will appear in a shaded box.

Project-Based Learning Activities Involve Real-World Context

Projects should focus on a specific problem to be solved—one that students might encounter at work or in daily life. By learning skills in the context in which they will be applied, the transfer of learning is maximized.

> To teach workplace math skills, for example, a workplace context should be selected. The project could involve selecting and implementing a bookkeeping system for a salon. (We just picked bookkeeping for this example. Of course, there are many other math-related skills that could be learned and practiced through projects like calculating pay or pricing products and services.)

Project-Based Learning Teaches Additional Skills Needed to Succeed at Work

Factual knowledge is not the only thing needed for workplace success. In addition to the specific competencies required of cosmetologists (e.g., knowledge of skin conditions; skills for cutting, coloring, and perming hair), authentic projects can teach many other skills that are extremely critical for workplace success. They help students develop job-seeking, management, and teamwork skills, to name just a few.

More specifically, projects allow students to develop and practice many of the SCANS skills. These skills, identified by the Secretary's Commission on Achieving Necessary Skills (SCANS), comprise a three-part foundation of skills and personal qualities, and five competencies that are needed for solid job performance.

As you read through the following list of SCANS skills, think about situations in salons or other cosmetology-related workplaces that require the use of these skills.

SCANS Foundation Skills–workplace competence requires:

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens, and speaks.

- ***Reading*** – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
- ***Writing*** – Communicates thoughts, ideas, information, and messages in writing. Creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- ***Arithmetic/Mathematics*** – Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- ***Listening*** – Receives, attends to, interprets, and responds to verbal messages and other cues.
- ***Speaking*** – Organizes ideas and communicates orally.

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason.

- ***Creative Thinking*** – Generates new ideas.
- ***Decision Making*** – Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- ***Problem Solving*** – Recognizes problems and devises and implements plan of action.
- ***Seeing Things in the Mind's Eye*** – Organizes and processes symbols, pictures, graphs, objects, and other information.
- ***Knowing How to Learn*** – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- ***Reasoning*** – Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem.

Personal Qualities:

- ***Responsibility*** – Exerts a high level of effort and perseveres toward goal attainment.
- ***Self-Esteem*** – Believes in own self-worth and maintains a positive view of self.
- ***Sociability*** – Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.
- ***Self-Management*** – Assesses self accurately, sets personal goals, monitors progress, and exhibits self control.
- ***Integrity/Honesty*** – Chooses ethical courses of action.

SCANS Competencies—effective workers can productively use:

Resources: Identifies, organizes, plans, and allocates resources.

- *Time* – Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
- *Money* – Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
- *Material and Facilities* – Acquires, stores, allocates, and uses materials or space efficiently.
- *Human Resources* – Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Interpersonal Skills: Works with others.

- *Participates as a Member of a Team* – Contributes to group effort.
- *Teaches Others New Skills* – Shares strategies, mentors others.
- *Serves Clients/Customers* – Works to satisfy customers' expectations.
- *Exercises Leadership* – Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing policies.
- *Negotiates* – Works toward agreements involving exchange of resources, resolves divergent interests.
- *Works with Diversity* – Works well with men and women from diverse backgrounds.

Information: Acquires and uses information.

- *Acquires and Evaluates Information*
- *Organizes and Maintains Information*
- *Interprets and Communicates Information*
- *Uses Computers to Process Information*

Systems: Understands complex inter-relationships within social, organizational, and technological systems.

- *Understands Systems* – Knows how social, organizational, and technological systems work and operates effectively with them.
- *Monitors and Corrects Performance* – Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance, and corrects malfunctions.
- *Improves or Designs Systems* – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Technology: Works with a variety of technology-related techniques.

- *Selects Technology* – Chooses procedures, tools, or equipment including computers and related technologies.
- *Applies Technology to Tasks* – Understands overall intent and proper procedures for setup and operation of equipment.
- *Maintains and Troubleshoots Equipment* – Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Taking our salon bookkeeping example further, the project can be set up so that students have opportunities to develop and practice many of the SCANS skills and competencies. The assignment might require that:

- Students work in teams to develop or practice interpersonal skills including clear communication, listening, teamwork, and leadership.
- Bookkeeping examples be presented in computer spreadsheet format to employ the appropriate use of technology.

Project-Based Learning Involves Students in Problem-Solving Investigations Using Real-World Resources

Real-world problems don't have a single right answer; there are usually a wide range of options that need to be sorted and evaluated. Because of this, students need to gather and synthesize information from a wide range of real-world resources (e.g., workplace experts, written materials, Internet information). In addition, they evaluate the quality, reliability, and biases inherent in the information before they can make decisions and develop a final product.

In our bookkeeping example, students might be asked to solve a problem by researching different methods for keeping financial records in a salon. To gather this information, they might *consult* accountants, salon owners/managers, the Internet, written materials, and other resources.

After *evaluating* options and *selecting* an effective method, students could *practice* teamwork and communication skills to *develop* a training video that teaches others about effective salon bookkeeping.

Project-Based Learning Requires Students to Construct Their Own Knowledge

Knowledge construction is critical to effective learning. Known as *constructivism*, strategies that involve students in constructing their own knowledge are compatible with what educational researchers have learned about higher-order thinking skills, multiple intelligences, learning styles, and brain functions. When students gather, evaluate, and synthesize information to learn answers for themselves, they are more likely to use critical-thinking strategies to gain a deeper understanding of the subject matter, and remember the important information.

Instead of our salon bookkeeping students being *told* what to do and how to do it (which is the traditional way to present an assignment), you would simply challenge student teams to *investigate* salon bookkeeping systems and *recommend* the best system to use in a specific type of salon. You would then let them struggle, if necessary, to identify the steps needed to carry out their assignment. In this case, their next step would involve learning enough about the system to train others to implement it and their final step would be to develop a training tool that would help others learn about their recommended bookkeeping system. You might need to ask open-ended questions to help students get started and/or to get re-started if their efforts get stalled.

Project-Based Learning is a Student-Centered Method That Encourages Students to Work Autonomously

When working on projects, students generally work in self-directed teams. *They* are responsible for identifying the tasks needed to accomplish project-related goal(s) and for determining and carrying out the steps needed to accomplish the project goals. By giving students opportunities to work *without* direction from the teacher, projects help students develop many SCANS skills, including problem solving, project planning, resource allocation, interpersonal communication, teamwork, and time management.

Suggestions for dividing students into teams are provided on pp. 33-35.

Once projects are designed and assigned, the teacher is *not* the central activity director. (This concept was illustrated in the previous salon bookkeeping project example.) Instead, the teacher's role is to **facilitate** learning in a variety of ways including:

- *Modeling* appropriate behavior and attitudes (e.g., researching the Internet to find needed information, explaining his/her own problem-solving strategies).

- *Coaching* students through the project activities (e.g., sharing observations, providing input on team plans, asking open-ended questions*).

*One of the strongest strategies for *guiding* student learning is to ask open-ended questions. For each project taught, you can prepare questions that require students to think critically. Your questions can ask students to:

- **Explain** what they have observed (e.g., "Why is it important that...?" or "What are the facts and limitations?")

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- **Synthesize** (summarize) what they have learned (e.g., "What have you learned about...?")

- **Make predictions** (e.g., "What would happen if...?" or "What precautions should be considered?")

- **Apply** what they learned to other situations (e.g., "How would...work in a different type of salon?")

- **Evaluate** what they have learned and make a recommendation (e.g., "Which process do you recommend? Why?")

- *Observing* students as they interact and conduct project-related activities.

- *Assessing* student learning.

After you assign the bookkeeping project, you should do the following:

- *Circulate* among teams during the in-class project time.
- *Ask* probing, open-ended questions to help students clarify their strategies and synthesize what they have learned. For example, you might ask:
  - Why did you choose this bookkeeping system over the others?
  - What makes this system better than that one?
  - What is your plan for developing a training tool? What is your time line?
- *Suggest* resources (when asked).
- *Observe* students as they interact, and use a rubric to assess their performance as team members.

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Project-Based Learning Culminates in Authentic Products, Which Are Assessed Using a Variety of Strategies

> If you have not taught using projects, it is recommended that you read through the Salon Business Plan project. Pay special attention to the procedures and the assessment strategies. This will help you understand why specific assessment tools are suggested for specific projects and what options are available for using them.

Assessments for project-based learning are, most often, different than assessment strategies used in traditional instruction. In general, written tests and quizzes are not used to assess the *products, processes,* and student *performance* that result from projects. Instead, student performance on projects should be evaluated using multiple strategies. Several are described below. Several assessment tools are described on the following pages.

- **Teacher observation of students' performance** while conducting project-related tasks (e.g., use rubrics or other tools to assess inter-personal skills, leadership skills, attitude, contributions to team tasks, and other SCANS skills)

- **Self-, peer- and/or teacher-assessments** (e.g., use evaluation forms to assess interpersonal skills, leadership skills, attitude, creativity of solutions, contributions to team tasks, and other SCANS skills)

- **Grading of verbal presentations** (e.g., use rubrics or other scoring methods to assess student performance while delivering products such as sales presentations, advertisements, videotapes, demonstrations)

- **Grading of written documents** (e.g., use rubrics or other scoring methods to assess products such as manuals, marketing plans, procedures, journals, reports of recommendations, booklets, brochures, fliers, and posters)

Assessment Tools

Several of the tools that can be used to assess the SCANS skills and other skills employed throughout PBL are described in this section. They are: portfolios, rubrics, team-, self-, and instructor-evaluation forms, and mystery shopper evaluations.

Portfolios

Portfolios can be developed by students to reflect their cosmetology-related knowledge, skills, and attitudes. See the *Getting a Cosmetology Job* project in this book for a list of cosmetology student portfolio components.

Rubrics

What is a rubric?

A rubric sets **criteria** or standards that can be used to evaluate student learning, and gives ***observable*** **indicators** of various **quality levels**. Some teachers say, "I know good work when I see it," but they have a hard time putting those criteria or standards into words. The descriptions of quality levels included in a rubric allow you to identify what a specific level of work *looks like.*

What purpose do rubrics serve?

Rubrics are especially suited to assessing project-related *processes, products,* and/or *student performance.*

What are some of the benefits of using rubrics?

- Rubrics allow you to *customize* project assessment by choosing the most appropriate criteria.
- Rubrics provide *clear, accurate,* and *observable* definitions of 3-5 quality levels.
- Rubrics allow you to be *accurate* and *consistent* in your assessment of processes, products, and/or student performance.
- Students can *understand* what is expected of them—before, during and after project participation. (To encourage student *buy-in* to the criteria included in rubrics, students can be involved in developing those criteria.)
- Rubrics accept and do not penalize *creativity.*

What are the components of rubrics?

To gain an understanding of the components of rubrics, take a few minutes to examine the rubric on p. 20. Notice from the title that the purpose of the rubric is to assess oral presentations. The left-hand column includes four **criteria** that will be used to assess a *product* related to a project (informative,

accurate, interesting, creative). The remaining columns describe different **levels of student performance** (i.e., *observable* indicators of quality). To use this specific grading scale, you would observe a presentation made by a student (or team of students) and assign scores to the criteria. Then combine the scores to determine a letter grade.

In addition, a rubric can be more general, so it can be used to assess both the *team's* process and *individual students'* contributions to the team effort. In these cases, rubrics like the Project Assessment Rubric on p. 17 can be used. This rubric uses the **criteria** of reasoning, presentation, feasibility, attention to detail, and team dynamics. Here are a few examples of how you could use the quality ratings included in this rubric:

- If a team came up with a strategy (solution) that is valid but may not be easily replicated or implemented, the team would earn a rating of "3" (acceptable).

- If the team's presentation does not include major points related to the topic and is delivered unprofessionally, the team would earn a rating of "2" (marginal).

- All team members could be evaluated on their contributions to the team dynamics. A student who barely participated would earn a "1" (unacceptable) and a student who successfully took on a leadership role would earn a "4" (exemplary).

By doing this type of rating, the *team* ratings could be combined with the *individual* rating to give each team member a separate rating—one that represents both the team's shared performance and the team member's contribution to the team's performance.

Can rubric criteria be weighted?
Sometimes you might want to give some criteria greater **weight** than others. For example, you can emphasize the student's team performance. A supplemental sheet like the one on p. 23 can be used for this purpose—with any rubric.

If you wanted to assess the teams' *recommendations* for a salon bookkeeping system using completeness, credibility, usability, and professionalism as evaluative criteria, the rubric on p. 18 would meet your needs.

At the beginning of the project, you would provide each student with a copy of the rubric. The class would discuss each criteria and the observable indicators for rating each one. Students could be invited to add to or modify the rubric.

At the end of the project, you would use a clean copy of the rubric to record the ratings for each team.

In our hypothetical example, a team might be rated as follows:

- **Completeness:** If team members analyzed 2-3 bookkeeping methods, a score of "2" would be given.

- **Credibility:** If recommendations for the most effective method were well supported by an appropriate number of credible sources, a score of "3" would be given.

- **Usability:** If recommendations were written clearly, but the tools used to describe the recommendations were only slightly useful, a score of "2" would be given.

- **Professionalism:** If recommendations were presented somewhat professionally—was somewhat attractive, included a few graphics, was understandable and an acceptable length—a score of "2" would be given.

In this example, the team's overall score would be a "9." (If you wish, you can divide the overall score by the number of criteria, e.g., $9 \div 4 = 2.25$.)

If a team disagrees with the teacher's rating, the team would be required to defend its position—using the rubric to back up its argument.

How are rubrics developed?
You can write your own rubrics by taking these steps:

1. Choose 3-5 **criteria** that are most important in giving an overall evaluation of the students' performance, products, and/or procedures for the project(s) you have in mind.

2. For each criterion, develop the ***observable*** **indicators of quality**.

   a. You can begin with a description of what an *excellent* performance, product, or procedure would look like (i.e., what the highest rating would look and/or sound like).

   b. Then describe what a *poor* performance, product, or procedure would look like and/or sound like (i.e., what the lowest rating would look like).

   c. Finally, consider how many additional quality levels are needed and write descriptions for them. Many teachers find that three quality levels are adequate to assess student performance.

> *Hints for writing rubrics:*
>
> Some teachers use actual examples of exemplary student work to validate their expectations.
>
> When possible, focus on the *presence*, rather than the absence, of behaviors; avoid negatives. For example, "Writing includes incomplete sentences" is better than "Does not use proper sentence structure."

Are there ready-made rubrics that I can use?
Several rubrics are provided at the end of this section (pp. 17-22). You can use them, in whole or part, to assess student learning. If ready-made rubrics don't meet your needs, you may wish to write your own rubrics to address your specific circumstances.

Evaluation Forms
Student, peer, and instructor evaluations can be used to assess students' team-related performance. You can use these when assessing student performance on the projects in this book. The evaluations on pp. 24-26 can be used to assess students' performance when working on projects in teams.

Mystery Shopper Evaluations

One of the cosmetology teachers who wrote projects for this book uses mystery shopper evaluations as a tool for gathering feedback about how students apply customer service skills when working with actual customers in lab situations.

> The teacher who uses mystery shoppers in her lab notes that "this idea was borrowed from the real world, where customers are hired to evaluate the service they receive from employees and the atmosphere they encounter in restaurants, hotels, businesses, and stores. The crucial element in this system is surprise: the employees never know who might be a mystery shopper. The essential lesson all employees learn (sometimes painfully) is that all customers must be treated with equal professionalism and consideration—regardless of appearance, needs, or behavior."

To implement a mystery shopper evaluation program, take these steps:

1. Facilitate a class discussion that includes the following topics:

   - Explain to the students that you are recruiting mystery shoppers to provide students with feedback about their lab performance with customers.

   - Review the letter (p. 27) and the questionnaire (p. 28) so that expectations are clear.

   - Explain that names of both the mystery shoppers and the stylists will be confidential.

   - Discuss how receiving this type of feedback will show students how others perceive their behavior, appearance, skills, and attitudes. Explain that by accepting the constructive criticism of the mystery shoppers, they can improve their customer-service skills.

   - Be clear that the feedback will give them important information that they can learn from; it will be used to make suggestions for improvement but will not be included in their grades.

   - Explain that this is a team effort; the community, the teachers, and the students are working together to improve students' skills.

2. Have an ample supply of self-addressed, stamped envelopes stuffed with letters and questionnaires for the receptionist to distribute to clients. In addition, carry envelopes with you. Then, if you observe behaviors that you want to encourage, reduce, or eliminate, you can privately approach the clients and ask them to complete the questionnaire with a specific emphasis on the observed behaviors.

   Hint: When clients compliment students or complain about something a student says or does, hand them a questionnaire and ask for their assistance in the teaching-learning process.

3. Collect returned questionnaires.

4. Compile the information. Be sure to wait until a sufficient amount of time elapses so that no mystery shopper or stylist can be identified. Do not include the names of students or clients.

5. Distribute the compiled information to each student and facilitate a class discussion about it.

Hints for processing mystery shopper feedback:

- Give students time to read and reflect on the comments before opening the floor for discussion.
- If you are teaching customer-service skills with an English teacher, that teacher should be involved in this discussion, too. That way, you can reinforce each other's comments and goals.

Project Assessment Rubric[2]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

Criteria	*1-Unacceptable*	*2-Marginal*	*3-Acceptable*	*4-Exemplary*
Reasoning	Major gaps are evident. Little or no reasoning is demonstrated.	There are major gaps in reasoning. Reasoning is somewhat apparent, but is flawed.	Reasoning is apparent, but a few minor gaps or flaws exist.	Reasoning is clear, concise, and effectively demonstrated.
Presentation	Written or oral presentation is characterized by haphazard, sloppy, or missing information.	Written report is not typed. The presentation lacks major points of emphasis and/or information is not provided in a professional manner.	The presentation is pleasant, pleasing, and informative and is clearly designed around informing the intended audience.	The presentation mimics professional quality. The message is clearly articulated to the intended audience.
Feasibility	The project solution is clearly not possible within the parameters set forth by the problem.	The feasibility was questionable until an explanation was requested and given. The solution may not be possible within the parameters of the problem.	While the solution is valid, it may not be easily implemented or replicated.	It is clear that the method of solution is valid and can be easily implemented or replicated.
Attention to Detail	Content is superfluous, giving only surface knowledge.	Only a few questions are answered in detail. The work generally does not attend to the underlying detail required by the problem.	Most of the questions posed by the project are directly answered in detail.	Questions are anticipated and addressed. All measures, scales, and other required annotations are documented.
Creativity	The approach to the project is a direct replication of a previous design. No new ideas are demonstrated.	The approach is obviously related to a previous design, with some new ideas added.	While the design presented may be similar in approach to others, unique characteristics exist that make this design stand out.	The approach to the design is fresh, novel, and unique.
Team Dynamics	Little or no participation.	Usually follows role but often does unrelated tasks.	Is an asset to the team's success.	Follows role and takes a leadership role in achieving team success.

[2]This rubric was adapted from a working draft of an ITAC resource guide. Used with permission.

Team Recommendations Assessment Rubric[3]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria. Then note each rating level in the box to the right.

Criteria	1 Needs Improvement	2 Acceptable	3 Excellent	Rating
Completeness	The team's recommendations cover few or none of the methods. Implementation of many of the recommendations is inadequately addressed.	The team's recommendations cover most methods. Implementation of each recommendation is adequately addressed.	The team's recommendations cover all methods. Implementation of each method is fully addressed.	
Credibility	One or more of the recommendations is not supported by substantive information or the authority of a source is questionable. Observation of actual workplace practices do not contribute credibility to the recommendations.	Each recommendation is supported by some substantive information from authoritative sources and evidence from actual workplace practices.	Each recommendation is well-supported by substantive information from authoritative sources and evidence from actual workplace practices.	
Usability	Recommendations are vague, unclear, or confusing. Supporting tools are not user-friendly or do not contribute to the recommended practices. Implementation would be difficult and/or unlikely to be effective.	Recommendations are generally understandable. able. Supporting tools are somewhat user-friendly or are only slightly useful for promoting recommended practices. Implementation may present a few difficulties or be only somewhat likely to be effective.	Recommendations are directly stated and clearly understandable. Supporting tools are user-friendly and promote recommended practices. Implementation is possible and likely to be effective.	
Professionalism	The report and supporting tools are not acceptably produced (e.g., unattractive, few or no graphics or appropriate graphics, difficult or confusing to read, too short or too long, contains significant grammatical errors) and/or were not submitted by the negotiated date.	The report and supporting tools are acceptably produced (e.g., somewhat attractive, some use of appropriate graphics, easy to read and understand, acceptable length, contains minor grammatical errors) and were submitted by the negotiated date.	The report and supporting tools are well-produced (e.g., very attractive, effective use of graphics, easy to read and understand, appropriate length, free of grammatical errors) and were submitted by the negotiated date.	
			Overall Score:	

[3]Adapted from the Recommendations Rubric in the Ohio Department of Education's *From ITAC to Instruction: Resource Guides for Ohio's Career-Focused Education System.*

Oral Presentation Rubric I[4]

Instructions: Circle the number that best describes each element of the oral presentation. Total the section score at the lower right column.

	Topic		Content
4	Clear introduction. Important information supports a clearly defined topic. States strong reasons for its importance. Thorough understanding of information. Topic is logically developed throughout the presentation.	4	Extensive information from credible, reliable sources supports a clearly defined topic. Demonstrates an in-depth understanding. Questions from the audience are clearly and concisely answered with specific and appropriate information.
3	Covers basic information. Provides some reason to justify the importance of the topic but lacks coherence and clarity of ideas.	3	Adequate amount of information is given to support the topic. Questions from the audience are answered clearly.
2	Topic is not clearly defined and lacks supporting information. Unclear focus. Minimal understanding of the topic.	2	Limited amount of information offers minimal support of topic. Questions from the audience are answered with only the most basic responses.
1	Topic is unclear and the presentation fails to develop the topic. Difficult to follow.	1	Vague information fails to support the topic. Credibility of sources is questionable. Questions from the audience are not adequately answered.
	Delivery		**Overall Rating**
4	Expression and voice engage the audience. Sentence structure and grammar are consistently correct. Uses clear, concise language.	4	Strong evidence of preparation, organization, and enthusiasm. Intended message is effectively and efficiently communicated.
3	Uses appropriate vocal volume and expression most of the time. Sentence structure and grammar are generally correct.	3	Some evidence of preparation and organization. Intended message is partially communicated, but unclear.
2	Volume and expression are erratic. Sentence structure and grammar are understandable, but contain some errors.	2	Evidence of preparation and organization is lacking. Intended message is not communicated.
1	Voice is difficult to understand and hear. Sentence structure and grammar distract from the presentation.	1	No indication of preparation or organization. Communication hinders the conveyance of the message.
	Visuals		**Overall Score**
4	Clearly and creatively enhances and supports the ideas presented. Easily viewed, read, and understood.		**Topic**
3	Emphasizes central idea. Fairly easy to read and understand.		**Content**
2	Restates the topic without adequate detail. Difficult to read and understand.		**Delivery**
1	Visuals detract from the presentation. Inaccurate or misrepresentation of ideas detracts from message.		**Visuals**
			Overall Rating
			TOTAL SCORE

[4]This rubric was taken from a working draft of an ITAC resource guide. Used with permission.

Oral Presentation Rubric II[5]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

Criteria	3	2	1
Informative	Used a variety of sources Important, relevant information was identified Well organized Thorough; sequence of information effective	Used 2-4 sources Covered most information Organized Adequately sequenced	Used 1-2 sources Information lacks depth or did not address topic Somewhat unorganized Sequence is hard to follow and understand
Accurate	Evaluated reliability of all sources Identified values, credentials, and intent of authors for various sources	Evaluated reliability of a few sources	Evaluated reliability of main source
Interesting	Used good voice tone Made good eye contact Used a variety of media during presentation to hold audience interest	Used fair voice tone Avoided reading presentation; made fair eye contact Used little media to add interest and emphasis	Used poor voice tone Did not make eye contact Used no media to add interest and emphasis
Creative	Used several examples or case studies to creatively present information Used additional strategies to involve audience	Used one example or case study to creatively present information	Did not use examples or case studies to present information

[5]Source unknown.

Written Presentation Assessment Rubric[6]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

	4	3	2	1
Focus	Uses a broad range of critical information selected from varied sources to address the specific focus idea. Considers different points of view. Topic is clear and sharply focused. Develops and thoroughly explains topic using information from sources. Makes thoughtful interpretations and insightful connections. Goes beyond factual information found in sources to interpret and analyze. Stays focused upon the topic throughout.	Includes information from several sources. Some of the information is elaborated and explained through examples. The thesis or perspective presented is focused. Some connections are made between and among ideas. There is evidence of thoughtfulness but the work does not demonstrate deep understanding or insight into the topic.	Includes information from limited sources. Information requires elaboration and development. The thesis or perspective presented is vague and unclear at times. Some connections are made between and among ideas, but pieces are missing and the central focus is unclear or lost at times.	Needs significantly more information from varied sources and perspectives. Information presented is superficial and the topic was not thought about deeply. The main idea or perspective is difficult to understand, vague, or absent. Connections are not made between and among ideas.
Content	Develops and elaborates ideas clearly and fully using many supportive and relevant details from information sources.	Develops ideas clearly with numerous supporting details and illustrations from the sources used.	Develops ideas too simply or superficially with few supporting details and illustrations from sources.	Ideas are fragmented and undeveloped. Information from sources is not used or is used ineffectively.
Organization	Writing has a distinctive organizing shape and structure. Ideas are presented in a clear logical sequence with transitions used to link ideas back to the thesis. The work has an introduction, body, and conclusion.	Ideas are presented in a clear order and logical sequence. Writing is easy to understand and follow. The work has an introduction, body, and conclusion.	Ideas have some sort of order or logic to them but it is unclear or ineffective in developing the essential idea of the work.	Ideas are difficult to follow and have no obvious or effective organizational scheme. Ideas seem randomly placed on the page.
Grammar and Spelling	Writing is generally free of errors in spelling, punctuation, and grammar.	Contains some errors in spelling, punctuation, and grammar, but the meaning of the writing is communicated.	Frequent errors in spelling, punctuation, and grammar impair the effectiveness of the work, although meaning is still distinguishable.	Spelling, punctuation, and mechanics seriously interfere with understanding. Attention to accuracy is missing.

[6]Source unknown.

Career Portfolio Assessment Rubric[7]

Instructions: Use the quality descriptions listed to determine the level of performance achieved in the following criteria.

Criteria	3	2	1
Content	Information is accurate. Information is complete.	Information is accurate. Information is not complete; one item is not included or several sub-parts are missing.	Information is not accurate. Information is not complete; more than one item is not included and/or some sub-parts are missing.
Presentation	Portfolio is very well organized. Contents were word processed and professionally presented. The message is clearly articulated to the intended audience. Graphics (e.g., clip art, lines, text boxes) are extremely effective and enhance the content appropriately.	Portfolio is organized. Contents were word processed, but fall below professional standards for appearance. The message is fairly clear and was designed around informing the intended audience. Graphics are somewhat effective and are used appropriately.	Portfolio lacks organization. Writing is sloppy. Contents were not word processed or were word processed but include many errors. The message is not aimed at informing the intended audience. Graphics are not included and/or are not effective.
Grammar and Spelling	Writing is generally free of errors in spelling, punctuation, and grammar.	Writing includes a small number (e.g., 1–3 per page) of errors in spelling, punctuation, and grammar, but the meaning of the writing is communicated.	Frequent errors in spelling, punctuation, and grammar impair the effectiveness of the content, although meaning may still be distinguishable. Attention to accuracy is missing.

[7] Source unknown

Supplemental Rubric Sheet

Instructions: This page can be used with any rubric. It allows the assessor to record qualitative observations and to assign weights to each of the criteria.

Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you wish to weight the ratings, use the following space.

Criteria	Rating	x	Weight	=	Subtotal
					Total Score

Team Member Performance During Projects
Self-Evaluation[8]

Name: _____

Instructions: Think about your performance on this project. Then use the following scale to rate your performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

	Circle one:
1. I followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. I participated in the team's assigned learning activities.	1 2 3 4 5
3. I offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. I supported my teammates when difficulties arose.	1 2 3 4 5
5. I treated my teammates' ideas with respect.	1 2 3 4 5
6. I asked questions when I needed more information or did not understand a task.	1 2 3 4 5
7. I had good attendance during the project time.	1 2 3 4 5

8. Write at least one thing you liked about how you worked within your team:

_____

_____

_____

_____

9. Write at least one thing that you could have done better within your team:

_____

_____

_____

_____

Additional comments: _____

_____

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Team Member Performance During Projects
Team Member Evaluation[9]

Name of evaluator: _____

Name of teammate being evaluated: _____

Instructions: Think about your teammate's performance on this project. Then use the following scale to rate his/her performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

This teammate:	**Circle one:**
1. Followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. Participated in the team's assigned learning activities.	1 2 3 4 5
3. Offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. Supported other team members when difficulties arose.	1 2 3 4 5
5. Treated other team members' ideas with respect.	1 2 3 4 5
6. Asked questions when s/he needed more information or did not understand a task.	1 2 3 4 5
7. Had good attendance during the project time.	1 2 3 4 5

8. Write at least one thing you liked about how your teammates worked within the team:

_____

_____

_____

_____

9. Write at least one thing that your teammate could have done better within the team. Remember: Gentle feedback is appreciated.

_____

_____

_____

Additional comments: _____

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Team Member Performance During Projects
Instructor Evaluation[10]

Name of the student being evaluated: _____

Instructions: Think about this student's performance on this project. Then use the following scale to rate his/her performance.

1 = No opinion/don't know
2 = Strongly disagree
3 = Disagree
4 = Agree
5 = Strongly agree

This student:	**Circle one:**
1. Followed through with assigned tasks/responsibilities.	1 2 3 4 5
2. Participated in the team's assigned learning activities.	1 2 3 4 5
3. Offered suggestions for completing tasks and solving problems.	1 2 3 4 5
4. Supported teammates when difficulties arose.	1 2 3 4 5
5. Treated teammates' ideas with respect.	1 2 3 4 5
6. Asked questions when s/he needed more information or did not understand a task.	1 2 3 5
7. Had good attendance during the project time.	1 2 3 4 5

8. Write at least one thing you liked about how the student worked within the team:

_____

_____

_____

_____

9. Write at least one thing that the student could have done better within the team.

_____

_____

_____

_____

Additional comments: _____

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Open Letter to Mystery Shopper

Thank you for consenting to confidentially evaluate our hairstylists-in-training. You already fulfill a great service by allowing our students to sharpen their skills on live models. Through your comments, which we will use as a teaching tool, you can help our students develop into productive, responsible, hard-working professionals.

A Mystery Shopper Questionnaire is attached to this letter. The questionnaire categories are described below. Please take this form home to complete and return it in the stamped, self-addressed envelope. **The process is completely confidential**; we tell the students they have been shopped, but we do not reveal your identity.

General Impression: We train our students to keep the salon neat and clean. They should pick up towels, clean mirrors, fold capes and put items they were using away. Please specifically describe the condition of the salon.

Staff Response: We train our students to greet customers immediately with a smile and a friendly welcome. If they are meeting you for the first time, they should introduce themselves professionally and shake hands with you. You should be escorted to the student's work station and treated with respect at all times.

Stylist Appearance: Our students must maintain proper grooming (e.g., keep their long hair back from their faces, manicure their nails, style their hair appropriately for the lab setting). They must be in a neat uniform, wear make up professionally, and have excellent hygiene.

Nonverbal Skills: Students are taught to maintain comfortable eye contact with their patrons, to smile sincerely, and to personally escort patrons to their stations.

Rapport: This is a personal judgement. How comfortable did you feel with your stylist? Did you not only like the stylist, but respect his/her behavior and technical skills? Please support your opinion with a brief explanation.

Discovery Process: Our stylists are trained to ask you questions before, during, and after the service. They should ask you about types of medications you take, what kind of lifestyle you have, if you have any problems with your hair or style that you would like to correct, and so forth. The next step is to help you solve your haircare problems by offering conditioning treatments for dry hair, suggestions to enhance your natural color, or advice on products that will help you.

Conversation: Our students are trained to talk about hair-related topics so that the patron can style his/her own hair at home. They may also talk socially, but must avoid controversial subjects and gossip.

Close: Each student is trained to thank you, ask you to come again, and to ask for a referral.

Other comments: Please tell us any comments that you wish to make which were not included in this survey.

Thank you for your time. We appreciate your important contribution!

Mystery Shopper Questionnaire

Stylist's name _____

General Impression (condition of salon)

Staff Response (How welcome did you feel?)

Stylist Appearance (professional dress, make up, hygiene)

Stylist Nonverbal Skills (professional behavior)

Rapport with Stylist (How well did you like, trust, and respect your stylist?)

Discovery Process (What kind of questions were you asked? Were your hair problems solved?)

Conversation (professional conversation)

Close (Were you thanked, invited to return, and asked for referrals?)

Additional Comments (Feel free to attach another page.)

Suggestions for Getting Started with Projects

If your students have little or no experience with projects, this section describes several suggestions for preparing them:

- Help students identify the steps in the problem-solving process.
- Give students opportunities to work in teams.
- Give students opportunities to solve problems or complete small projects.

Help Students Identify the Steps in the Problem-Solving Process
When doing projects, students will need to *solve problems*. If they have not practiced problem solving, you should have them work in teams of 2-3 to identify and list the steps in the problem-solving process. (You may be tempted to list the steps on the board and lecture or hold a class discussion about them. Resist that temptation and give students the opportunity to learn this for themselves. Remember: Students learn much better when they construct their own knowledge.)

Many activities can be used to guide student teams toward identifying the problem-solving steps. Such activities should require students to:

- Work in teams and
- Employ trial-and-error problem solving to complete a task.

You can use the following activity if you wish.

Build the Highest Tower

The task: Students will work in teams to design and construct a paper tower that is as high as possible, and will support a ping pong ball in the top half of the tower.

Materials:

For each team:

- 2 pieces of 8 1/2" x 11" paper
  (brightly colored paper makes the activity more fun)
- 10 paper clips
- 1 ping pong ball
- Scissors

For the class:

- 1 or more meter sticks (or other measuring tools)

Procedure:

1. Divide the class into teams of 2-3.

2. Give each team 2 pieces of paper, 10 paper clips, a ping pong ball, and scissors.

3. Give the class the following instructions (and no other information):

   - Build a tower that is as tall as possible.
   - The tower must support a ping pong ball in the top half of the structure.
   - Only the materials provided may be used to build the tower.
   - The tower must be freestanding. It cannot lean against a wall or be held up.

4. As teams work on their designs, walk around the room and observe the teams in action—watching for the problem-solving processes that are being employed. In addition, if teams are losing interest or motivation, ask "Is that as high as you can get your tower?" If they don't see ways to improve on their tower design, encourage them to walk around the room to examine other teams' towers. (This usually sparks additional ideas.)

5. Have *students* measure the height of each tower as it is completed. (A meter stick works well.)

6. Have students examine all of the towers and give recognition to the tallest tower. (You can award a prize to the winning team if desired.)

7. Facilitate a brief discussion about the design strategies that made some towers more successful than others. You can ask questions such as:

   - "What strategies worked best?"
   - "How did you figure out how to reach your goal?"
   - "Share the thought process you had as you planned your strategy for designing and building your tower."
   - "When you tried something that didn't work, what did you do next?"
   - "As you think back on your tower-building experience, what could you have done differently?"

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8. Ask teams to write a list of the steps they used to solve their design problem.

9. Have the whole class develop a list of problem-solving steps that all teams can agree upon.

> There are several commonly used breakdowns of the problem-solving process. The steps that lend themselves to project-based learning are:
>
> 1. Identify the problem.
> 2. Analyze the problem.
> 3. Generate potential solutions.
> 4. Select and plan the solution.
> 5. Implement the solution.
> 6. Evaluate the solution.

Alternatives:

If paper and paper clips don't appeal to you, try one of these alternatives:

- Ask teams to build a tall tower using different materials, including the following:
  - Use miniature marshmallows, spice drops, modeling clay, and/or dried peas that have been soaked in water as connectors.
  - Provide uncooked spaghetti, toothpicks, plastic rods, and/or straws for building materials.
- Have students work in pairs to design a bridge that will span the distance between the arms of a chair so that the center of the span will support a roll of toilet paper. The goal is to do this with the fewest possible materials. Materials might include tongue depressors, pipe cleaners, plastic rods, paper clips, and/or straws.
- Challenge students to construct their tallest possible free-standing structure using no more than 25 building pieces (e.g., LEGOs®).
- Challenge students to construct their longest possible free-standing bridge using only newspaper (no other materials or equipment).

Give Students Opportunities to Work in Teams

Many of the skills possessed by successful stylists involve interacting with others. When you have students work in teams, you give them opportunities to develop and practice some of those skills.

Team size can range from 2-8 students. You should consider the **size** and **complexity** of the project to determine the most appropriate team size.

Depending on your goals, you may wish to divide students into teams or have them choose their own teams. In addition, teams can be assigned *purposefully* or *randomly*. **Your strategy for developing teams can greatly impact the project results.** For example:

- Self-selected teams tend to result in higher ability students working together and lower ability students working together.
- When assigning teams, you can *purposefully* group students with differing strengths and experiences. This, creates more team diversity, which provides many opportunities for students to learn from each other.
- When teachers assign teams *randomly*, students can work with people they may not know well. This will give them opportunities to develop and practice important interpersonal communication skills.

There is no "correct" or best strategy for grouping students; you need to consider the learning goals, then choose the most appropriate strategy to meet those goals.

Some strategies for grouping students randomly and purposefully follow.

Methods for Randomly Dividing Students Into Teams

Numbering off
Decide how many groups you need, then have students number off. For example, if you want six groups in your class, have students count off from one through six—repeating until everyone has a number. Then all the ones are a group, all the twos a group, and so forth, resulting in six groups.

M&Ms
Pass out a colored M&M to each student as they enter the classroom. (Be sure they know not to eat the M&M yet!) When class begins, instruct all of the students with red M&Ms to sit together, all the green M&Ms to sit together, and so forth. Once students are in teams, share the rest of the candy if you wish.

Personal interest/information inventory
Ask your students some type of personal question, then group them according to their responses.

Examples:

- Ask "What month is your birthday?" Then instruct students who were born in the same month to work together. If teams are uneven, months can be joined together or split in half.

- Ask "How many siblings do you have?" Then put all students with one sibling into one group, two siblings in another group, and so forth.

- Ask students to line up in order of their birth month and date—*without talking* (i.e., using nonverbal communication). Show them where the line begins (January 1) and ends (December 31). Once lined up, divide students into the team sizes you desire. For example, if you want teams of four students each, walk to the beginning of the line and identify the first four students as a team, then the next four students as a team, and so forth.

Random "puzzle"
1. Gather several pictures (e.g., magazine photos of fashionable hairstyles) or something else related to the topic students will be studying.

2. Cut each picture into several pieces, like a puzzle. For example, if you want students working in teams of three, cut each photo into three pieces. *Hint: You can collect the pictures to use again.*

3. Place all the pieces in a box or bag and have students pull them out randomly.

4. Have students find their teammates by finding the other students who hold pieces of the same "puzzle" and putting them together.

5. If you are using "puzzle" pictures or charts that are related to what students will be studying, they can be a springboard into your project

Methods for Purposefully Grouping Students Into Teams

> Note: It is important to *assign* teams when mixed abilities/ personalities are desired. If students complain about not working with people they choose, remind them they will not often be in the position to choose their co-workers either. If a class demonstrates maturity, they may occasionally be able to work in self-selected teams.

Pick the leaders
This can be a good place to start, working with students' natural abilities and existing group dynamics. You select the natural group leaders in the class and put one in each team. Then place the other students into these groups, paying attention to their abilities and levels of responsibility and distributing them evenly across the teams.

Assign the leaders (and other roles)
After the team has done one project together, you can keep them together but assign roles, placing a different student in the role of leader and assigning roles such as recorder, researcher, reporter, and materials manager to the others. This allows others to practice leading and building these skills.

> Note: Some projects will lend themselves to the assignment of roles, while others will not. Use your own judgment.

Ability grouping
Sometimes you may want to group students by mixing their varying levels of ability and responsibility. It is the natural tendency for the responsible students to do more than their share of the work; you can avoid this by reminding students that their evaluations will be based in part on their contributions. Their contributions should be evaluated by both the teacher and by group peer evaluation. (See the team member evaluation forms provided in the previous section.)

Variety is the spice of project teams
After several projects have been completed, ask students to write on a piece of paper the names of all the students with whom they have worked. Then place them with students they have *not* worked with yet. Often students will want to stay in teams that already exist; remind them that it is important to learn to work with a variety of people.

Give Students Opportunities to Work in Teams to Solve Problems or Complete Small Projects

Once students identify the steps in the problem-solving process, give them opportunities to practice *using* the process. By doing this, you will help students develop and practice the foundation skills needed to do effective teamwork and problem solving.

You can use any curriculum-related topic. Or you can use the following projects, which are used by one of the cosmetology teachers who contributed to this book; they help students practice problem solving with a cosmetology-related topic.

Hair Color and the Color Wheel

This is a good project for beginning or advanced students who are studying haircoloring. Once you have gone over the basics of the color wheel, including primary, secondary, and tertiary colors, your students will be ready to complete this simple project.

Materials:

- Finger paint, primary colors only (red, blue, yellow)
- Heavy paper (e.g., art paper, poster board, or construction paper)

Procedure:

1. Have the students make their own color wheels using the provided materials. Once the color wheels are made, facilitate a discussion in which the following points are made:

   - What are the primary colors? What are examples of secondary and tertiary colors?
   - What are warm and cool colors? What differentiates them? What are examples of each (e.g., warm colors have red or yellow tones, such as strawberry blonde; cool colors have blue or green tones, such as platinum blonde, ash brown).
   - How are different colors made? For example, what colors make black? What colors make brown? What would you do differently to make different shades of brown (e.g., ash brown and auburn)?
   - The opposite colors on the color wheel are complementary colors—they cancel each other out. For example, if a stylist needs to modify a customer's hair color because it is too red, s/he could examine a color wheel to identify that green is opposite red, and should be used (in the same intensity) to cancel out the unwanted red.

   You may wish to display completed color wheels around the room or in a hallway.

2. Put students' color knowledge to the test. Have them work in teams of 2-3 to create a collage, using magazine pictures of different hair styles. The collage can be divided in the middle—one half for pictures of hair with cool colors and the other with warm hair colors. Designing collages allows students to study new colors on the market, as well as new styles. These, too, may be displayed in your school.

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Cosmetology "Experts"

This project provides a general way to get your students accustomed to working in teams on projects. (It is similar to, but briefer than, the *Training Programs and Materials* activities found on pp. 89-106 .)

Procedure:

1. Divide students into teams of 3-4.

2. Assign each team a cosmetology-related topic to become an "expert" about. Since students are just getting used to working in teams and developing project plans, the topics should be uncomplicated and the needed information should be readily available in the textbook and other available resources.

3. Instruct the teams to do the following:

   - Research the topic.

   - Develop a presentation to teach the rest of the class about their topic, using these parameters:

     - Make a 3-5 minute presentation that is well organized and professionally presented.

     - Include at least one appropriate visual aid or teaching tool.

     - Develop and turn in a presentation outline.

     - Involve each team member in some portion of the presentation.

   - Write a 5-10 question quiz covering the key points of the assigned topic.

   - After giving the presentation, answer classmates' questions and give the quiz. Then provide and discuss the quiz answers.

   - Ask students to evaluate their performance as team members by completing the self- and team member-evaluation forms (pp. 24-25).

> *Hint: You can use these quizzes to evaluate the team's effectiveness and to assess the individual learning of each student in the class.*

Suggestions for Using the Projects in This Book

The six projects in this book are provided for you to incorporate into your existing curriculum. They are meant to *supplement* your current instruction—to teach some of the skills that cannot be taught through textbooks, lectures, discussions, or even labs. The projects can be taught in conjunction with or separately from your traditional cosmetology curriculum.

If you are new to project-based learning, please don't think that you need to make sweeping changes in your curriculum or your teaching style. Just take these steps:

1. Pick a project that teaches some of the skills you believe are critical to students' success in the workplace.
2. Read through the instructions.
3. Make the needed preparations (e.g., copy student instruction sheets, gather some resources).

> There are many resources listed for each project. It is **not** the teacher's responsibility to provide all of these for students. Teachers will want to consider which resources to gather and make available for students and when to have students select and locate resources on their own. In some situations, it may be important for students to learn how to locate resources outside of the classroom.

4. Present the project to students.

The projects in this book were developed for the junior and senior years and are ordered by grade level.

- *Job Shadowing* was developed specifically with the **junior year** in mind—when students will benefit most from learning about a wide range of cosmetology careers.

- *Salon Employees Policy Manual* and *Getting a Cosmetology Job* were developed for the **senior year**. The policy manual is a complex and detailed project, which can be completed most effectively by seniors. And developing job search tools, by completing the *Getting a Cosmetology Job* project, is most appropriately done near the time when students will be seeking employment in the cosmetology field.

- The remainder of the projects can be used in **either or both years**.

Some of the projects will take 1-2 weeks and others can span several months, if desired. And the time lines for each project can be adapted to meet your scheduling needs.

Suggestions for Integrating Technology Into the Cosmetology Curriculum

Compared to other professions, cosmetology is not a high-tech field. However, computers can be used to enhance the effectiveness of salons and other cosmetology-related businesses. For this reason, it is **critical** that cosmetology graduates enter the workplace with a variety of computer skills, including:

- Using **word processing software** to develop marketing materials and materials to communicate with employees, vendors, and customers.
- Creating and using **database software** to record and report customer and vendor information.
- Using **spreadsheet software** to record and report financial information.
- Using **presentation software** to develop professional presentations to sell ideas and products to others.

Project-Based Learning for Cosmetology Students contains projects that help students develop and practice these technology-related skills in the context of the workplace. It is critical that you, as an instructor, give students opportunities to develop these skills—**even if you aren't proficient at them yourself.**

Here are some suggestions for locating resources that can support students during their projects:

- If your cosmetology department does not have the needed computers and software, locate them in another area of your school.
- If you are not proficient at using computers or the needed software, enlist the support of other teachers and staff members who can assist students as they learn to employ the computer applications assigned in these projects.
- Ask the school librarian to give your class instruction on doing Internet searches.

Notes

Suggestions for Developing Additional Projects

You may have ideas for additional projects that can be incorporated into your cosmetology curriculum. Go for it! The following steps are provided to help you write your own projects. In addition, The Six A's of Designing Projects (p. 45) offers further ideas for designing and improving your projects.

Steps to Developing Projects

1. Identify a critical competency.
2. Identify content standards.
3. Identify cross-curricular standards.
4. Identify each subject area's involvement.
5. Decide what the final product will be.
6. Decide how to assess the final product.
7. Identify student roles and responsibilities.
8. Estimate a time line.

Each step is listed below, along with an example that illustrates its implementation. The examples are shown in boxes.

1. *Identify a critical competency.* In other words, what important skills should be taught through PBL?

   A cosmetology teacher, let's call her Helen Smith, believes that her students need to practice communicating with clients in the reception area.

2. *Identify content standards.* What specific cosmetology competencies should be taught and/or practiced through this project?

   For Ohio cosmetology teachers, these competencies can be found in the Ohio Competency Analysis Profile (OCAP) for cosmetology or the Ohio Integrated Technical and Academic Competencies (ITAC) for cosmetology (not completed at the time this book was published).

Helen Smith reviews the cosmetology competencies and identifies several that give more details about the skills needed to succeed in this critical competency. She organizes them into this list:

Reception Duties:

Communicate with clients
- Demonstrate telephone etiquette
- Converse with clients
- Schedule and confirm appointments
- Demonstrate suggestive selling

Process client payments
- Calculate charges, including tax and gratuity
- Operate computer
- Operate cash register
- Process credit card and check transactions
- Make change
- Close out cash drawer each day
- Maintain and file records

Maintain sales area
- Display and maintain retail items
- Clean and maintain waiting area
- Inventory retail products

To identify which content standards will be addressed in her project, Helen:

a. Reviews the competency list.

b. Examines the curriculum to identify skills already being taught (by traditional methods or other projects).

c. Determines which skills can best be taught using PBL.

Based on this information, Helen decides to develop a project that will help students develop telephone etiquette skills.

3. *Identify cross-curricular standards*, including English, math, and science, as appropriate. The competencies for these subject areas can be found in the respective national and/or state standards. In addition, a list of employability skills needed for success in cosmetology-related careers can be found in the ITACs.

Helen reviews the Ohio Language Arts model and identifies several competencies that are involved in employing telephone etiquette. They are:

- The student will demonstrate appropriate listening skills by identifying and analyzing themes when listening.
- The student will use logical steps for developing a point when speaking.
- The student will analyze and synthesize information for speaking.

4. *Identify each subject area's involvement.*

Helen asks the English teacher who works with cosmetology students, Jim Alonzo, to collaborate on a project that teaches telephone etiquette skills. One of the first things they do together is review the competencies to make sure they are appropriate and complete.

Then Helen and Jim decide to give students time and guidance to do preliminary research, review their research, and write role-play scripts in their English class. They decide to have students do additional research and "perform" their role-plays in the cosmetology class.

5. *Decide what the final product will be.*

Helen and Jim brainstorm different final products, and decide that the students would benefit from writing scenarios that require the use of effective telephone etiquette in a salon, and role playing them for the class.

6. *Decide how to assess the final product.*

Helen and Jim develop a rubric to assess the salon role-plays. The rubric contains the criteria of topic, content, and delivery (which are three of the four criteria used in Oral Presentation Rubric I on p. 19).

Once developed, they share the rubric with the students, asking for their input. This helps assure that the students know what is expected of them. It also gives students a way to have an impact on how they are graded.

They also decide that assessing students' work as team members is important. They plan to use evaluation forms similar to those on pp. 24-26.

7. *Identify student roles and responsibilities.*

This is difficult for Helen and Jim. They are accustomed to giving students step-by-step instructions for the work they assign. So, instead of listing the specific things that *the teachers* expect students to do, they have a discussion with students about the nature of the project and the fact that *students* have primary responsibility for accomplishing the project goals. Then they guide students to develop a list of *their* responsibilities in completing the project.

The student discussion also gives Helen and Jim an opportunity to clarify their roles as "guides on the side" instead of "sages on the stage." They explain their roles of coaching, reflecting, and being resources for student teams.

Helen and Jim also discuss with students that they will go outside the classroom to locate resources (e.g., books, Internet, computers/software), gather information, sift through/evaluate that information, and select the most appropriate information to use as they plan their role-plays.

8. *Estimate a time line.*

Helen and Jim estimate five hours in the cosmetology class, four hours in the English class, and additional hours outside of the classroom. They will negotiate a three-week deadline with the students and plan to modify this deadline if needed.

The Six A's of Designing Projects[11]

Authenticity

- Is the project a cosmetology-related problem that has meaning to the students?
- Is it a problem or question that a stylist might face at work?
- Do students create or produce something that has value beyond school?

Academic Rigor

- Does the project lead students to acquire and apply knowledge that is central to one or more cosmetology competencies and SCANS skills?
- Does it challenge students to use methods of inquiry that are used in cosmetology-related professions?
- Do students develop decision-making and problem-solving skills?
- Do students learn how to be autonomous learners?

Applied Learning

- Are students solving semi-structured problems that do not have one correct answer?
- Does the project lead students to acquire and use competencies expected in hair salons?
- Does the work require students to develop organizational and self-management skills?

Active Learning

- Do students spend significant amounts of time doing field-based study?
- Does the project require students to engage in real investigation using a variety of methods, media, and sources?
- Are students expected to communicate what they are learning through presentations that resemble those found in salons and other cosmetology-related settings?

Adult Connections

- Do students have opportunities to meet and observe salon employees and others with relevant expertise and experience?
- Do adults from outside the classroom help students develop a sense of the real-world standards for this type of work?

Assessment Practices

- Do students have opportunities to review similar work products?
- Are there clear milestones or products at the completion of the project?
- Are students assessed in a variety of ways?
- Do students receive timely feedback on their work in progress?

[11]Adapted from Adria Steinberg (1997). *Jobs for the Future*. Boston, MA.

Cosmetology Project Resources

Resources for Teachers

Books

Marzano, R. J., D. Pickering, and J. McTighe (1993). *Assessing Student Outcomes*. Alexandria, VA: Association of Supervision and Curriculum Development.

Steinberg, Adria (1997). *Real Learning, Real Work*. NY: Routledge.

Vocational Instructional Materials Laboratory. *Cosmetology OCAP (Ohio's Competency Analysis Profile)*. Columbus, OH: The Ohio State University's Center on Education and Training for Employment.

Vocational Instructional Materials Laboratory (2000). *From ITAC to Instruction: Resource Guides for Ohio's Career-Focused Education System*. Columbus, OH: The Ohio State University's Center on Education and Training for Employment.

Web Sites

Assessment of Project-Based Learning
http://pblmm.k12.ca.us/PBLGuide/AssessPBL.html

Buck Institute for Education, *Project Based Learning Overview*
www.bie.org

Occupational Outlook Handbook, *Barbers, Cosmetologists, and Related Workers*
http://state.bls.gov/oco/ocos169.htm

Ohio Learning Outcomes www.ode.ohio.gov/ae/learn_outcomes.html

A Review of Research on Project-Based Learning
by John W. Thomas, Ph.D. www.autodesk.com/foundation

Using Rubrics to Assess Project-Based Learning
http://edweb.sdsu.edu/triton/July/rubrics/Rubric-Guidelines.html

South Central Regional Technology in Education Consortium
Project Based Learning: What is It? www.4teachers.org/projectbased

Resources for Students

Books

Battersby, Mark E. (1996). *SalonOvations' Tax and Financial Primer*. Florence, KY: Delmar Publishers.

Bergant, Kathleen Ann (1992). *Communication Skills for Cosmetologists*. Florence, KY: Delmar Publishers.

Cotter, Louise and Frances London DuBose (1996). *The Transition: How to Become a Salon Professional*. Florence, KY: Delmar Publishers.

Dunlap, Kathi (1992). *Adding It Up: Math in Your Cosmetology Career*. Florence, KY: Delmar Publishers.

Edgerton, Leslie (1996). *SalonOvations' Guide to Becoming a Financially Solvent Salon*. Florence, KY: Delmar Publishers.

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Gambino, Henry (1994). *Esthetician's Guide to Business Management*. Florence, KY: Delmar Publishers.

Gambino, Henry (1996). *SalonOvations' Marketing and Advertising for the Salon*. Florence, KY: Delmar Publishers.

Gambino, Henry (1999). *Salons & Computers: A Starters Guide for Success*. Florence, KY: Delmar Publishers.

Gerson, Joel. *Milady's Standard Textbook for Professional Estheticians*, 8th ed. Florence, KY: Delmar Publishers.

Harper, Victoria (1994). *Professional By Choice: Milady's Career Development Guide*. Florence, KY: Delmar Publishers.

Hoffman, Lee (1998). *Salon Dialogue for Successful Results*. Florence, KY: Delmar Publishers.

Hoffman, Lee (1995). *Keep 'Em Coming Back: SalonOvations' Guide to Salon Promotion and Client Retention*. Florence, KY: Delmar Publishers.

Kilmer, Beverly (1996). *Staffing Policies and Procedures*. Florence, KY: Delmar Publishers.

Milady's Standard Textbook of Cosmetology (2000). Florence, KY: Milady Publishing Corporation.

Oppenheimer, Robert (1999). *101 Salon Promotions*. Florence, KY: Delmar Publishers.

Scoleri, Donald W. and Lewis E. Losoncy (1994). *The New Psy-Cosmetologist: Blending the Sciences of Psychology and Cosmetology*. Reading, PA: People Media, Inc.

Spear, J. Elaine (1999). *Salon Client Care: How to Maximize Your Potential for Success*. Florence, KY: Delmar Publishers.

Tezak, Edward (1991). *Salon Management for Cosmetology Students*. Florence, KY: Delmar Publishers.

Wiggins, Joanne L. (1994). *Milady's Guide to Owning and Operating a Nail Salon*. Florence, KY: Delmar Publishers.

Web Site

Occupational Outlook Handbook, *Barbers, Cosmetologists, and Related Workers*
http://state.bls.gov/oco/ocos169.htm

References

Bidwell, Sheri (2000). *Job Connections Projects.* Pickaway-Ross JVS and Connections for Learning.

Bidwell, Sheri et al. (1999). *Fun with Physics: Real-Life Problem Solving for Grades 4-8.* Columbus, Ohio: Ohio State University's Center on Education and Training for Employment.

Commonwealth of Virginia Department of Education, Vocational and Adult Education (1985). *Task Analyses: Cosmetology.* Richmond, VA: VDE.

The Secretary's Commission on Achieving Necessary Skills (1991). *Learning a Living: A Blueprint for High Performance: A SCANS Report for America 2000.* Washington, DC: U.S. Department of Labor.

Steinberg, Adria (1997). *Jobs for the Future.* Boston, MA.

Vocational Instructional Materials Laboratory. *Cosmetology OCAP (Ohio's Competency Analysis Profile).* Columbus, OH: The Ohio State University's Center on Education and Training for Employment.

Vocational Instructional Materials Laboratory (2000). *From ITAC to Instruction: Resource Guides for Ohio's Career-Focused Education System.* Columbus, OH: The Ohio State University's Center on Education and Training for Employment.

Researching Careers in Cosmetology

Project Summary

This career research project will help students increase their awareness of the job opportunities available to cosmetologists.

Project Index

Topic	Page
Competencies Taught or Practiced in This Project	57
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Competencies Taught and/or Practiced Through the Researching Careers in Cosmetology Project

Project summary

This career research project will help students increase their awareness of the job opportunities available to cosmetologists.

Primary cosmetology competencies

- Identify career options and opportunities for advancement
- Analyze potential barriers to employment
- Demonstrate knowledge of employee compensation policies, insurance, and other benefits
- Prepare for employment
- Use effective communication skills

Primary mathematics competencies

- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process
- Organize data into tables, charts, and graphs
- Read, interpret, and use tables, charts, and graphs to identify patterns, note trends, draw conclusions, and make predictions

Primary science competencies

- Modify personal opinions, interpretations, explanations, and conclusions based on new information
- Search for, use, create, and store information using various strategies and methods of organization and access
- Refine personal career interests

Primary English competencies

- Utilize effective communication skills
- Refine word choice according to audience, situation, and purpose
- Evaluate, analyze, and synthesize information for writing and speaking
- Refine speaking techniques for formal, semi-formal, and informal settings
- Prepare and deliver a formal speech/presentation

SCANS skills

- Basic skills (reading, writing, math, speaking, and listening)
- Thinking skills (thinking, creativity, decision making, problem solving)
- Personal qualities (individual responsibility, self esteem, sociability, self-management, and integrity)
- Resources (allocate time)
- Interpersonal skills (work in teams, teach others, lead)
- Information (acquire and evaluate data, interpret and communicate information, use computers to process information)

Researching Careers in Cosmetology
Teacher Information and Instructions

Project summary

This career research project will help students increase their awareness of the job opportunities available to cosmetologists.

Grade level

☑ Junior ☐ Senior ☐ Either

Approximate time required

Time breakdown:

- 1-2 hours – Introduction (i.e., brainstorm the careers available, pick or assign partners, and plan strategies and time lines)
- 4-6 hours – Outside research (i.e., Internet search and interviews)
- 2-4 hours – In-class or outside research
- 1-2 hours – Team presentations (depending on class size)

Materials

- Student instruction sheet
- Rubric(s) (pp. 17, 19, 20, 21)
- Note cards
- Partner chart
- Poster board and markers
- Computer and printer (and software for word processing and making presentations, e.g., Word, PowerPoint)

Possible resources

- Internet access
- Books (See the resources listed on pp. 49-51 for suggestions.)
- Trade magazines
- Personal interviews with workers employed in the career

Reminder: Teachers may collect some resources and make them available to students. Students may be responsible for locating some resources themselves.

Instructions

1. Introduce the project by asking students to brainstorm the different careers available to those with a cosmetology background (e.g., stylist, manager, owner, nail technician, retail supplier). List them on the board as they are named.

2. Have student pairs choose (e.g., verbally, drawing from a hat/bowl) a career to research.

3. Instruct student pairs to explore all avenues of the careers they chose, then develop a final research report and presentation that includes the components outlined in the student instructions. You can have teams complete some or all of the following tasks as part of this assignment:

   ✓ Summarize the information they learned in a written report (using a computer word-processing program).

   ✓ Present the information to the class orally (using presentation software such as PowerPoint, if possible).

   ✓ Create charts to summarize the data (using a computer program, if possible).

   ✓ Graph the career information, e.g., salary data (using a computer program, if possible).

   ✓ Generate handouts containing illustrations/information (using a computer word-processing program).

   ✓ Create and perform a skit, using a script that relates to the career information.

   Important: You will probably need to customize the student instruction sheet to your chosen tasks.

4. If this is the first project your students are involved in and/or if you are concerned that students may not complete their work in the allotted time, help teams develop time lines. In addition, you may want to ask team members to keep a daily log of project activities. You can review the logs sporadically or collect them weekly.

5. Explain the grading criteria by reviewing the rubric(s) that will be used to assess student performance on this project.

Assessment

Grade the project content; if all criteria (job title, salary, and so forth) are included, give 50 points. Then evaluate project effectiveness, organization, and overall presentation. The rubrics on pp. 17, 19, 20, and/or 21 could be used to assess student performance during oral presentations and written reports, and/or to assess overall effectiveness. You can choose the assessment tools that include the criteria you think are most important.

The qualitative information from the rubric (which includes evaluation of the accuracy and completeness of the information presented), the effectiveness of visual aids, and creativity could be transferred into a grading scenario like this:

Project Grade	
Content	up to 50 points
Quality of the written report	up to 100 points
Quality of the oral presentation	up to 100 points
Total possible points	**250 points**

Researching Careers in Cosmetology
Student Instructions

Goal: To increase your awareness of the careers available to cosmetologists.

Instructions

1. Research your assigned career to determine the following:

   ✓ Job title

   ✓ Typical work day

   ✓ Work environment (i.e., stay in one area all day or travel, amount of people contact)

   ✓ Salary range and benefits for the first, second, and fifth years

   ✓ Expected first-year salary as compared to the cost of living

   ✓ Education and/or training requirements

   ✓ Personality traits and skills needed for success

   ✓ Future job market conditions

   ✓ Student personal evaluation (opinions of career, likes/dislikes)

   ✓ A career plan (i.e., steps needed to pursue this career)

2. Consider using a wide range of **resources** for this research including the Internet, books, magazines, and personal interviews with professionals working in the career.

3. Write a **report** that summarizes everything you learned about the career, including all of the items listed in #1. Be sure to include a list of the resources you used. English, grammar, and punctuation will be assessed, as well as content organization (e.g., your report should have a beginning, middle, and ending). Make your report's appearance as professional as possible by using a computer word-processing program and including graphics as appropriate (e.g., graph of salaries).

4. **Present** your career report orally to the class in 3-5 minutes. Incorporate one or more visual aids like graphs, charts, or pictures on poster board; computer-generated overhead transparencies; and/or graphics developed using presentation software (e.g., PowerPoint) to enhance your presentation.

Job Shadowing

Project Summary

Students will shadow a variety of salon professionals to develop first-hand knowledge about the work world, such as scope of work, duties, challenges, and employer expectations.

Project Index

Topic **Page**

Competencies Taught or Practiced in This Project 65

Teacher Information and Instructions 67

Possible Worksite Interview Questions 70

Student Instructions 72

Thank-You Letter Model 74

Worksite Mentor Evaluation 75

Cosmetology Personal Self-Inventory 76

Competencies Taught and/or Practiced Through the Job Shadowing Project

Primary cosmetology competencies

- Prepare for employment by investigating career options
- Analyze potential barriers to employment
- Apply decision-making techniques in the workplace
- Apply problem-solving techniques in the workplace
- Evaluate the relationship of self-esteem to work ethic
- Analyze the relationship of personal values and goals to work ethic both in and out of the workplace
- Demonstrate work ethic

Primary mathematics competencies

- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process

Primary science competencies

- Modify personal opinions, interpretations, explanations, and conclusions based on new information
- Search for, use, create, and store information using various strategies and methods of organization and access
- Refine personal career interests

Primary English competencies

- Use interviewing techniques to gather information
- Apply interviewing techniques to purposeful interviews
- Refine word choice and tone according to audience, situation, and purpose
- Evaluate, analyze, and synthesize information for writing and speaking
- Use transitions between sentences, ideas, and paragraphs when speaking
- Refine speaking techniques for formal, semi-formal, and informal settings
- Develop a repertoire of organizational strategies for presenting information orally
- Prepare a formal speech/presentation

SCANS skills

- Basic skills (reading, writing, speaking, and listening)
- Thinking skills (thinking creatively, decision making, and knowing how to learn)
- Personal qualities (individual responsibility, self-esteem, sociability, self-management, and integrity)
- Resources (allocate time)
- Interpersonal skills (work well with people from culturally diverse backgrounds)
- Information (acquire and evaluate data, interpret and communicate information)
- Systems (understand social and organizational systems)
- Technology (select equipment and tools, and apply technology to specific tasks)

Job Shadowing
Teacher Information and Instructions

Project summary

Students will shadow professionals in cosmetology-related careers to develop first-hand knowledge about the work world, such as scope of work, duties, challenges, and employer expectations.

Grade level

☐ Junior ☐ Senior ☑ Either

Approximate time required

Time breakdown:

- 1 hour - Introductory activities
- 4-8 hours - Activities outside the classroom
- 1-2 hours - Team presentations

This project can span 4-6 class periods.

Materials

- Student instruction sheet
- Rubric(s) (pp. 19, 20, 21)
- Cosmetology Personal Self-Inventory forms
- Worksite Mentor Evaluation forms
- Stamped, self-addressed return envelopes (for Worksite Mentor Evaluations)
- Poster board and markers
- Computer and printer (for word processing, e.g., Word, WordPerfect)

Possible resources

- Salon managers and employees
- Internet access
- Advisory Committee members
- Telephone books with salon names and addresses
- Staff at cosmetology trade associations (e.g., seek shadowing sites among members)

Reminder: Teachers may collect some resources and make them available to students. Students may be responsible for locating some resources themselves.

Instructions

1. Contact salons to secure job shadow sites. (Some teachers have great success doing this through their Advisory Committee members.) To assure that the student has a meaningful experience, ask your contact person to designate one person as the student's worksite mentor.

It is important to explain what students should do and learn during their job shadowing experiences. It is suggested that students spend 4-8 hours to:

- Observe employees as they work with clients.
- Ask questions of all employees in a variety of positions in the business.
- Do work, if appropriate.
- Learn about many aspects of the business, including the company's purpose, goals and markets, hiring procedures, employee expectations/policies, bookkeeping procedures, sales/marketing strategies.

2. Introduce the project by instructing the students to work in teams of 3-5 to:

   ✓ Brainstorm salon types (e.g., full-service, quick-service, nail, spa, electrolysis).

   ✓ Identify salons in their community.

   ✓ Organize the salons by type.

3. Have teams share their lists with the class, then post them in a common area.

4. Instruct students to complete the Cosmetology Personal Self-Inventory (p. 76) individually, then use the results to identify at least three personal career interests.

5. Continuing to work individually, have students compare their career choices to the salon lists and identify the salon which best meets their interests.

6. Meet with students individually to discuss and choose a job-shadowing site.

7. Facilitate a pre-visit class discussion that includes strategies for contacting the business and what to do during students' job shadowing experiences.

   As part of this discussion, ask the class to brainstorm and write a list of appropriate questions they might ask at worksites. A list of possible questions is on p. 70. (It is provided for *you*. It is not recommended that you distribute the list to students—they will learn more by developing their own list of questions.)

8. Have students call or visit their assigned worksite contact person to arrange shadowing date(s) and times. Note: Generally, 4-8 hours is sufficient for this type of student worksite learning experience.

9. Ask students to give you, in writing, the date(s) and times of their job shadowing arrangements.

10. Give students the Worksite Mentor Evaluation form and stamped, self-addressed return envelopes. Ask students to give them to their worksite mentors.

11. As students do the job shadowing, ask them about their experiences and be available to answer their questions.

12. Facilitate a post-shadowing discussion that helps students share ideas about and summarize what they learned.

13. Tell students to follow items #6 and #7 on the Student Instructions to finish their shadowing experiences (e.g., write thank-you letters and reports, make oral presentations). Negotiate deadlines for these assignments.

14. It is recommended that you read students' thank-you letters before they are mailed. Give students feedback on the contents and grammar. It is appropriate to ask students to rewrite letters that are not acceptable.

15. Arrange class time for students' oral reports. Be sure to allow time for questions. These reports will give students experience at making public presentations and will allow all students to learn from each worksite visit.

Assessment

- Grade students' oral reports using the rubric on p. 19 or p. 20.
- Grade students' written reports, checking that they included a description of the workplace and a discussion of its appropriateness for their career interests. You can use the rubric on p. 21 to grade it.
- Grade students' thank-you letters or, if you wish, provide graded or ungraded feedback on the drafts of their letters.
- Grade the on-site portion of the shadowing experience according to whether students followed the instructions (e.g., arranged shadowing date/time, sent thank-you notes) and to the comments on their Worksite Mentor Evaluations.

Possible Worksite Interview Questions

This is a list of questions that students might ask employers and/or employees during job shadowing.

Questions about the worksite

- What is your company's main purpose (or mission)?
- Who are your typical customers or clients?
- What services are performed by your company?

Questions about expectations of employees in general

- What are this worksite's expectations of employees concerning attitudes, attendance, and accountability?
- What are the three most important characteristics or skills that are expected of entry-level employees?
- What is the most valuable skill an employee can bring to your business? Why?
- How are employees' skills evaluated before they are hired or promoted?
- Why might an employee be fired from his or her job?
- Is any training provided to entry-level employees?
- Does the salon help a new employee get clients or build clientele? How?

Questions about how academics are applied in the workplace

- How important do you think it is for an employee to use good *communication* skills? Can you give an example of how employees use oral and written communication while doing their jobs?
- What communication skills seem most important at this worksite? Describe ways in which these skills are used.
- How important do you think it is for an employee to use good *math* skills? Can you give some examples of how employees use math while doing their jobs?
- How important do you think it is for an employee to use good *science* skills? Can you give some examples of how employees use science while doing their jobs?
- Is a calculator readily available for employees to use or must they do calculations in their heads?
- What measuring tools do employees need to use/read?
- What kind of problems might you face in your daily work? How would you solve it?

- Which of your high school academic classes best prepared you for your present job? Why?
- Do you wish you would have studied harder in school or taken more academic courses? Which ones? Why?

Questions about specific occupations

- What is your job title?
- What tasks do you spend most of your time doing?
- What were you least prepared for when you started this job?
- Knowing what you know now, what do you wish you would have paid more attention to while you were still in school?
- What are the main personality traits required for your job (e.g., patience, interpersonal communication, ability to work independently and take initiative)?
- Why did you decide to become a _____?
- What do you like best/least about your job?
- What is the career ladder for your job?
- How important are "first impressions" in a salon?

Job Shadowing
Student Instructions

Goal: To increase your awareness of the types of salons available and the work performance required for being a successful licensed cosmetologist.

Instructions

1. Contact your assigned salon owner/manager to arrange a date and time for your shadowing experience. (Your instructor will tell you how many hours in length your job shadow should be.)

2. Give your instructor the date(s) and times for your job shadowing—in writing.

3. Work as a class to develop a list of questions that you might ask while shadowing.

4. Complete the shadowing experience. Your time should be spent:

   - Learning everything you can about the business by observing employees.

   - Asking lots of questions.

   - Doing some hands-on work, if appropriate. (Note: Since you are not licensed, you won't be able to work with customers—even though you do in the lab.)

   When you arrive at the business, ask your worksite mentor to evaluate your performance throughout the job shadow. Provide a personalized Worksite Mentor Evaluation form and a stamped envelope addressed to your instructor.

5. Using the information gathered during the salon shadowing, discuss as a class the ways in which different types of salons affect your professional career.

6. Write a **thank-you letter** to your worksite mentor(s). Make it look as professional as possible. Use a computer and word processing software to produce it. You can use the model that follows as a format for your letter. Keep a copy of your letter to include in your job shadowing report.

7. Write a **report** about your job shadowing experience that includes the following content. Use a computer word-processing program to produce your report.

   - ✓ Date of shadowing experience.
   - ✓ Length of experience.
   - ✓ Names of key contacts/important "trainers" and how each helped you.
   - ✓ A detailed description of the activities you observed.
   - ✓ A detailed description of the activities in which you participated.
   - ✓ At least three interesting facts you learned.
   - ✓ Detailed descriptions of any difficulties you encountered.
   - ✓ A list of the steps needed to obtain entry-level employment at your site.
   - ✓ Salary range for entry-level positions, positions like the one you shadowed, and the shadowing supervisor's job.
   - ✓ Recommendations (i.e., Would you recommend this worksite to other students in your program? Why or why not?).
   - ✓ An explanation of the ways that different types of salons affect your professional career.
   - ✓ Any other information you consider important.

8. Make an **oral presentation** to the class that summarizes what you learned and how you will use the knowledge. Use at least one visual aid to support the information you are presenting.

Thank-You Letter Model

Either create your own letterhead, which lists your name, street address, city, state, ZIP code, and phone number (optional) or write this information two inches from the top of the page (as shown below).

Your street address
City, State ZIP code
Date (month, day, year)

Worksite mentor's name and title
Name of company
Street address
City, State ZIP code

Dear _____:

Paragraph 1: Thank your worksite mentor for the opportunity to do your job shadowing under their supervision.

Paragraph 2: Describe some of the things you learned as a result of the job shadowing experience.

Paragraph 3: Add any additional comments.

Sincerely,

(Your handwritten signature)

Your typed name

Job Shadowing
Worksite Mentor Evaluation

Please complete the following evaluation for _____ ,
(student)
who shadowed you on _____. Return it to _____ in
(date) (teacher)
the attached envelope as soon as possible.

Thank you for providing this job-shadowing experience!

Salon name: _____

Worksite mentor's name: _____

	Yes	No	Comments
Did the student arrive on time?			
Did the student follow directions?			
Was the student cooperative?			
Did the student have a positive attitude?			
Was the student's appearance appropriate (e.g., clothes, nails, hair, hygiene)?			
Did the student follow through with and complete all work assignments?			

Do you believe this was a worthwhile activity for you? The student? Please explain.

Additional comments:

Please return this form ASAP. Thank you for supporting our students!

Cosmetology Personal Self-Inventory

Name _____

1. Consider your personality and performance relative to the items listed. Use the descriptors for the opposing ends of the spectrum (1 and 5) to plot your current behavior on a scale from 1-5.

Trait/Characteristic	1	2	3	4	5
Attendance	*Often absent*	2	3	4	*Always present*
Taking direction	*Unable to follow*	2	3	4	*Follows well*
Memory	*Poor*	2	3	4	*Good*
Physical strength	*Weak*	2	3	4	*Strong*
Safety	*Never follows safety rules*	2	3	4	*Always follows safety rules*
Punctuality	*Never on time*	2	3	4	*Always on time*
Social skills	*Unable to get along with others*	2	3	4	*Gets along well with others*
Work pace	*Slow*	2	3	4	*Steady, appropriate speed*
Appearance	*Poor, sloppy*	2	3	4	*Always well groomed*
Supervision	*Resists authority*	2	3	4	*Respects authority*
Honesty	*Sometimes lacks integrity*	2	3	4	*Always honest*
Personal hygiene	*Unclean, rumpled*	2	3	4	*Always clean and neat*
Motivation	*Lacks desire to work*	2	3	4	*Definitely wants to work*
Handling frustration	*Easily frustrated*	2	3	4	*Manages frustration well*

2. Review your responses. They should help you to:

- Identify skills that may need improvement to assure your success in the workplace.
- Consider work environments for which you are best suited.

Salon Business Plan

Project Summary

This project will help students gain knowledge about designing and managing a salon, as they develop a business plan for setting up a salon within a defined budget and time frame.

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Competencies Taught and/or Practiced Through the Salon Business Plan Project

Project summary

This project will help students gain knowledge about designing and managing a salon, as they develop a business plan for setting up a salon within a defined budget and time frame.

Primary cosmetology competencies

- Demonstrate knowledge of workers' compensation policies, insurance, and other benefits
- Examine considerations of starting a business
- Calculate charges, including tax and gratuity
- Demonstrate effective teamwork
- Use effective communication skills

Primary mathematics competencies

- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process
- Identify real problems and provide possible solutions to these problems
- Identify given, needed, and extraneous information
- Estimate and use measurements
- Understand the need for measurement and the probability that any measurement is accurate to some designated specification
- Establish ratios with and without common units
- Construct and interpret maps, tables, charts, and graphs as they relate to real-world mathematics
- Compute total sales from a variety of items
- Determine area and volume

Primary science competencies

- Document potentially hazardous conditions in public areas
- Work as a contributing member of a collaborative research group
- Access appropriate technology to perform complicated, time-consuming tasks
- Examine the influences of social and political structures and realities that contribute to inquiry about scientific issues

- Use scientific evidence to consider options and form positions about the health and safety of others and self
- Search for, use, create and store objects and information, using various strategies and methods
- Develop possible courses of action in response to scientific issues of local and global concern

Primary English competencies

- Use the communication process to develop a published piece of writing in collaboration with others
- Use interviewing techniques to gather information
- Synthesize information from a variety of sources
- Refine word choice and tone according to audience, situation, and purpose
- Evaluate, analyze, and synthesize information for writing
- Use word processing, graphics, and publishing as aids for constructing meaning in writing
- Revise and edit papers in preparation for presentation/publication
- Use the writing process to clarify personal thinking and understanding
- Make judicious use of references
- Use a variety of resources to locate and correct errors in usage, spelling, and mechanics
- Use the writing process to facilitate learning across the curriculum
- Use cross-disciplinary resources in writing projects

SCANS skills

- Basic skills (reading, writing, math, speaking, and listening)
- Thinking skills (thinking creatively, decision making, problem solving, and knowing how to learn)
- Personal qualities (individual responsibility, self-esteem, sociability, self-management, and integrity)
- Resources (allocate time, money, materials, and space)
- Interpersonal skills (work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds)
- Information (acquire and evaluate data, organize and maintain files, interpret and communicate information, and use computers to process information)
- Systems (understand social, organizational, and technological systems; monitor and correct performance; design or improve systems)
- Technology (select equipment and tools, apply technology to specific tasks)

Salon Business Plan
Teacher Information and Instructions

Project summary

This project will help students gain knowledge about designing and managing a salon, as they develop a business plan for setting up a salon within a defined budget and time frame.

Grade level

☐ Junior ☐ Senior ☑ Either

Approximate time required:

5-8 class hours; out-of-class time will vary.
This project can be done over a 1-2 month period of time.

Materials (Some of these should be provided by students.)

- Student instruction sheet
- Rubric (p. 17)
- Team Evaluation forms (pp. 24-26)
- Computer and printer (for word processing and spreadsheets, e.g., Word, Excel)
- Graph paper
- Poster board and markers
- Construction paper
- Ledger paper and/or computer software (e.g., Excel)
- Three-ring binder
- Page protectors

Possible resources

- Service price lists from various salons
- Examples of business cards, newspaper advertisements, and yellow page advertisements
- Examples of other promotional advertisements (e.g., reminder cards)
- Books (See the resources listed on pp. 49-51 for suggestions.)
- MSD sheets for a variety of products
- *Statutes Governing the Practice of Cosmetology*
- *Ohio Administrative Code (Rules Governing the Practice of Cosmetology)*
- Supply house catalogs
- Catalogs containing equipment, supplies, and products
- Internet access
- Area salon employees and materials
- Insurance agents and information
- Trade magazines

Reminder: Teachers may collect some resources and make them available to students. Students may be responsible for locating some resources themselves.

- Product information brochures
- Copies of OSHA and EPA regulations on inspections, sanitation, storage and disposal of products

Instructions

1. Decide how to organize students for this project—developing a salon business plan. There are several options, including these:

   - The whole class works together to develop one salon business plan; assign business plan topics to subgroups. (If the class is large, the class can be divided in half, with each half developing a plan.) *This structure is best for juniors and for students with limited project experience.*

   - Teams of 6-8 develop a complete salon business plan. Each team will determine how to divide project responsibilities. *This structure is best for seniors.*

> Notes:
> There are 12 topics included in the salon plan, some of which are more complicated than others. You can assign more than one topic to each team. If your class is small, assign fewer topics.
>
> When using the whole-class structure, students will need to ensure that expenditures are kept within the allotted budget. You can ask 1-2 students to be financial managers for each business being planned. They would be responsible for coordinating and keeping a ledger of project expenditures.

2. Introduce the project by reviewing the student instructions with the class. Explain the areas that students must address and the project deadlines.

3. Review the Salon Business Plan Components and the rubric on p. 17 with students, checking that they understand the project expectations and parameters.

4. Have teams brainstorm the specific components they will need to address for each area and products they might use to address them. For example, the advertising area requires a business card and three kinds of advertisements; the team could draft some ideas for the card and ads.

5. Explain the importance of team commitment to the success of this project. Have students write a list of expectations for themselves as teammates and designate dates/project points when they will check their teamwork and adjust their performance, as needed. If you are using the Team Evaluation forms, review them with students.

6. As students work, ask for progress reports and offer support (e.g., suggest references as appropriate).

   Remember: Projects are meant to teach students skills required to solve real-life problems by gathering information, drawing conclusions, and making decisions. Teachers can help learners develop and practice these skills by *asking* questions instead of *answering* them. For example, when students ask, "Where can we get information about...?" a teacher can respond, "What resources have you considered? What other options might there be?"

Assessment

Use the rubric on p. 17 to assess the business plan.

In addition, you may wish to have students self-assess their teamwork skills. You can do this by:

- Using the expectations lists they created in Step 4. Then you can assess their teamwork skills and give points for following through with the teamwork activities.

- Asking each student to complete a self-assessment and teammate assessments (see pp. 24-25).

This project allows for flexibility in grading. You can use the assessment tools as described in this section to give students an individual grade and a team grade.

Encourage students to use technology as suggested on the student instruction sheet. If appropriate, give higher grades to teams that use technology for their projects. For example, a team that meets all expectations but *does not* use technology would earn a "B" and a team that meets all expectations and *does* use technology would earn an "A."

Salon Business Plan Project
Student Instructions

Goal: Develop a business plan that includes information about setting up and running a salon.

Instructions

For purposes of this project, you and your classmates are business partners working together to establish a new salon. Your instructor will give you directions about working in teams for this project.

You must set up your salon according to the guidelines outlined herein, stay within your allotted budget ($200,000), and meet all project deadlines.

The final product for this project will be a business plan—all information must be typed and placed in a three-ring binder with page protectors. Your business plan must address **all areas** listed in the project guidelines; however, you have some flexibility regarding the methods you use to collect and present the information. Your business plan should look as professional as possible; it should be created using a word-processing program (e.g., Word, WordPerfect). In addition, you are strongly encouraged to use computer technology (e.g., spreadsheets, databases, diagrams produced with software such as Excel, Access, and Visio) to increase the authenticity of your report.

You will present your plan to the class at the end of the project. You should include visual aids in your presentation (e.g., computer-generated overheads, PowerPoint graphics).

After reviewing the project guidelines on the next page, organize yourselves and develop a project action plan (e.g., roles each team member will play, tasks to be completed, items to be developed such as a business card and floor plan). Then enjoy this opportunity to plan your own business!

Project guidelines

1. You must follow all cosmetology laws and regulations (e.g., *Ohio Administrative Code/Rules Governing the Practice of Cosmetology* and *Statutes Governing the Practice of Cosmetology*).

2. Your salon business plan must clearly indicate how you are addressing the following:

- ✓ Site choice
- ✓ Floor plan
- ✓ Zoning regulations
- ✓ Utilities
- ✓ Services/product line
- ✓ Accounting system
- ✓ Staying within the allotted budget
- ✓ Inventory system
- ✓ Equipment
- ✓ Advertising/retailing/marketing
- ✓ Insurance
- ✓ Salaries
- ✓ Miscellaneous supplies and fees

These items are described on the following page. The descriptions outline only the *minimum* requirements; you are encouraged to include additional information in your business plan.

Salon Business Plan Components

Site location. Determine whether to buy or lease, then choose a location for your salon from an actual property listing. State the source of your location and describe how zoning laws and accessibility for persons with physical disabilities was considered in choosing your site.

Equipment. Outline your plans for purchasing the amount and types of equipment necessary for operating your salon. Consider the salon's size, number of stylists (2-10), and salon type (e.g., full-service, hair-only). Describe how you will comparison shop (e.g., compare watts and safety features) and handle regulations concerning electrical and water proximity. Your equipment might include dryers; shampoo bowls; a wet station; sanitizers; manicure, facial, and pedicure equipment; computer(s); reception equipment; a washer/dryer; and styling stations. Use computer software (e.g., Word, Excel) to organize and display your equipment recommendations. Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Floor plan. Draw your shop to scale (total square feet) and show the size of each room. Include dispensary, restroom, and equipment placement. Describe any accessible areas to the salon like doors. Show how you considered safety and sanitation issues in your design plans. Use computer software (e.g., Draw, Visio) to illustrate your floor plan.

Utilities. Include the cost of installation and project average monthly and annual costs for electricity, water and sewage, gas, telephone, and refuse. Use computer software (e.g., Word, Excel) to illustrate this information in chart form.

Product line. Choose a professional product line, including products for retail sale and salon use. You might include styling items, shampoos, conditioners, permanent waves, coloring tools (e.g., permanent, semi-permanent, color shampoos), relaxers, nail products, facial items, and makeup. Think about the mixing and disposal of products, and explain their impact on your choices. Use computer software (e.g., Access) to develop a database of the inventory that will be stocked in the salon. Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Services. Develop a complete price list that includes all services that will be performed in the salon, with realistic prices for each service. Consider such things as the cost of products, the amount of time required for each service, and salon overhead in making your pricing decisions. Use computer software (e.g., Word, Excel) to develop a chart of this information.

Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Accounting system. Provide a complete ledger of income and expenses, illustrating how your project falls within the required budget. Identify and explain your chosen payroll system. Use computer software (e.g., Excel to develop the ledger and Word or Excel to describe the payroll system). Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Inventory system. Demonstrate your knowledge of your products and their uses. Describe how you will address the proper storing of equipment and the completion of MSD sheets.

Advertising/retailing/marketing. Look into newspaper and yellow pages advertising (e.g., cost per size, length of time you would run the ads). Produce an ad for both, as well as a business card for your salon. Look into promotional advertising, then design a theme and products for a marketing campaign for your salon. Use computer software (e.g., Word) when developing these items.

Insurance. Identify the types of insurance you need (e.g., liability, malpractice, site, worker's compensation), then calculate the cost per year for each type. Use computer software (e.g., Excel) to collect and list this information. Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Salaries. Determine the types of compensation you will offer and estimate your salary-related expenses for one month and one year. Options include commission, booth rental, hourly pay, salary, retail percentage, and benefits. Use computer software (e.g., Excel) to collect and list this information. Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations

Miscellaneous supplies and fees. Identify all of the small, miscellaneous costs your salon will incur. Ideas include appointment book, paper supplies, sanitation products, cleaning supplies/services, implements (e.g., combs, brushes, permanent wave rods), laundry expenses, waste receptacles, dust pans, brooms, coffee supplies, magazine subscriptions, licensing fees, and permits. Remember that you will need a vendor's license to sell retail items). Use computer software to collect and list this information. Hint: Spreadsheet software and the "tables" function of some word-processing software allow you to create formulas that can be used to make calculations.

Training Programs and Materials

Project Summary

This project provides a framework for student learning around eight general workplace topics, including safety, customer service, communication, marketing/retailing, social skills, conflict management, and bookkeeping. The activities for each topic involve student teams in developing materials that can be used to train others about that topic.

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Competencies Taught and/or Practiced Through the Training Programs and Materials Project

Project summary

This project provides a framework for student learning around eight general workplace topics, including safety, customer service, communication, marketing/retailing, social skills, conflict management, and bookkeeping.

> Note: The competencies addressed by students will depend on the topic(s) they are studying; not all competencies will be addressed in all of the training projects.

Primary cosmetology competencies (each topic covers several of these competencies)

- Identify liability concerns of cosmetologist and employer
- Provide safe work environment
- Identify basic first aid techniques
- Develop professionalism
- Demonstrate telephone etiquette
- Schedule and confirm appointments
- Utilize effective communication skills
- Use appropriate language
- Maintain positive relations with others
- Demonstrate suggestive selling
- Use effective communication skills
- Recognize the importance of verbal and nonverbal cues and messages
- Identify marketing strategies
- Demonstrate effective teamwork
- Identify methods of taxation

Primary mathematics competencies

- Analyze the effects of parameter changes on graphs
- Make and read graphs of various kinds
- Make a drawing of the information in the problem to clarify the relationships among the given information
- Construct and use tables
- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process
- Identify real problems and provide possible solutions to these problems
- Identify given, needed, and extraneous information
- Estimate and use measurements

- Decide when a problem situation is best solved using a computer, calculator, paper and pencil, or mental arithmetic/estimation techniques
- Construct and interpret maps, tables, charts, and graphs as they relate to real-world mathematics
- Compute total sales from a variety of items
- Comprehend and compute rates of growth or decay

Primary science competencies

- Document potentially hazardous conditions and associated risks in selected public areas
- Conduct theory-based research using surveys, observational instruments and other methods
- Modify personal opinions, interpretations, explanations, and conclusions based on new information
- Access appropriate technology to perform complicated, time-consuming tasks
- Work as a contributing member of a collaborative research group
- Use technology to communicate scientific ideas
- Create products, make inferences, and draw conclusions using databases, spreadsheets, and other technologies
- Use scientific evidence to consider options and formulate positions about health and safety of others and self
- Search for, use, create, and store objects and information using various strategies and methods of organization and access
- Refine personal career interests

Primary English competencies

- Synthesize information from a variety of sources
- Refine word choice and tone according to audience, situation, and purpose
- Evaluate, analyze, and synthesize information for writing and speaking
- Use word processing, graphics, and publishing as aids for constructing meaning in writing
- Revise and edit papers in preparation for presentation/publication
- Use the writing process to clarify personal thinking and understanding
- Make judicious use of reference sources
- Use a variety of resources to locate and correct errors in usage, spelling, and mechanics
- Use the writing process to facilitate learning across the curriculum
- Use technology and other media as a means of expressing ideas
- Use cross-disciplinary resources in writing projects
- Develop topic fully and appropriately
- Use transitions between sentences, ideas, and paragraphs in writing and speaking
- Refine speaking techniques for formal, semi-formal, and informal settings

- Develop a repertoire of organizational strategies for presenting information orally
- Use interviewing techniques to gather information
- Expand vocabulary to fit topic
- Prepare a formal speech/presentation
- Develop and apply writing and speaking skills for cooperative/collaborative learning
- Develop and apply decision-making strategies
- Write collaboratively with peers
- Use cross-disciplinary resources in writing projects
- Value the thinking and language of others and self
- Be involved in individual, small group, and whole group language activities

SCANS skills

- Basic skills (reading, writing, math, speaking, and listening)
- Thinking skills (thinking creatively, decision making, problem solving, and knowing how to learn)
- Personal qualities (individual responsibility, self-esteem, sociability, self-management, and integrity)
- Resources (allocate time, money, materials, space and staff)
- Interpersonal skills (work in teams, teach others, serve customers, lead, negotiate, and work well with people from culturally diverse backgrounds)
- Information (acquire and evaluate data, organize and maintain files, interpret and communicate information, and use computers to process information)
- Systems (understand social and organizational systems)
- Technology (apply technology to specific tasks)

Training Programs and Materials
Teacher Information and Instructions

Project summary

This project provides a framework for student learning around several general workplace topics, includi safety, customer service, communication, marketing/retailing, social skills, conflict management, and bookkeeping. The activities for each topic involve student teams in developing materials that can be used to train others about that topic.

Grade level

☐ Junior ☐ Senior ☑ Either

Note: The Training Programs and Materials project can be repeated by assigning different topics.

Approximate time required:

3-5 class hours per project; out-of-class time will vary.

Materials (Some of these should be provided by students.)

Materials will vary by topic, including some or all of the following:

- Student instruction sheet(s)
- Rubrics (pp. 17, 18, 20)
- Teamwork Evaluation forms (pp. 24-26)
- Appointment book (for the Customer Service Training Program)
- Customer service tickets (for the Bookkeeping Training Program)
- Cash drawers (for the Bookkeeping Training Program)
- Graph paper (for the Salon Business Plan Program)
- Poster board and markers
- Art supplies
- Index cards
- Computer and printer (for word processing, spreadsheets, database, diagrams, and charts, e.g., Word, Excel, Access, PowerPoint, Quicken, Visio, Draw)
- Video camera, player, and tapes

Possible resources

- OSHA standards
- Local distributor (for communications assignment and other pertinent information)
- Books (See the resources listed on pp. 49-51 for suggestions.)
- Trade publications
- Library (books)
- Internet access
- Personal interviews with professionals in the given areas

Reminder: Teachers may collect some resources and make them available to students. Students may be responsible for locating some resources themselves.

Instructions

The Training Programs and Materials project is actually eight projects in one. It is designed to help students develop in-depth knowledge and experience with a wide range of general workplace topics that will help them succeed in cosmetology settings.

1. Become familiar with the topics offered through Training Programs and Materials by reviewing the student instructions (pp. 96-105). The topics are:
   - Cosmetology Safety Training Program and Materials
   - Customer Service Training Program and Materials
   - Communication Training Program and Materials
   - Marketing/Retailing (for a New Salon)* Training Program and Materials
   - Marketing/Retailing (for an Existing Salon)* Training Program and Materials
   - Social Skills Training Program and Materials
   - Conflict Management Training Program and Materials
   - Bookkeeping Training Program and Materials**

   * The marketing/retailing project can be done as described on the student instruction sheet or students can analyze and make recommendations for marketing and sales strategies for an *actual* salon. Teachers are encouraged to arrange for this type of real-world project. Authentic instruction significantly benefits both students and salon owners/employees. Students benefit because they gain experience in the context of actual worksites. Salons benefit by having students take a fresh look at their current practices and make unbiased recommendations.

   * These projects are similar; the *new* salon project involves a computer database activity and the *existing* salon project involves graphing of comparative data. Teams should work on one or the other, but not both of these projects.

   ** The bookkeeping project requires that at least two teams work on this project at the same time. In addition, teams will need help to prepare a batch of customer service tickets and a cash drawer. (They can make fictitious tickets or use actual tickets from the lab or an area salon.)

   Note: Each of these topics lend themselves to authentic instruction. Whenever possible, you are encouraged to help students do real-world investigations and applications. At the very least, salon owners/managers, stylists, and/or others from the workplace should be used as *resources* when teams research their topics. In addition, you could ask them to *assess* the training presentations and materials developed by student teams. They can provide real-world input about the content, quality, and realism of students' work.

2. Determine which topic(s) you want your students to address. (Not all topics need to be assigned—these are just options from which to choose. In addition, you can develop training project assignments of your own!)

3. Organize students into teams of 3-4. Help teams select a topic to research. (Depending upon students' needs and your instructional goals, you can *assign* topics or allow each team to *choose* a topic.)

4. Have team members discuss the topics they will be researching. Review student instructions with the class to assure that team goals and expectations are clear.

5. Discuss and negotiate deadlines and presentation dates.

6. Give students class time to plan for conducting their projects (i.e., researching their topic, organizing information, developing a training tool, making a presentation). They will also need to do out-of-class research. In addition, as teams do their research, provide appropriate coaching, ideas, and information (if asked). Remember: It is important for students to discover and learn for themselves.

7. Facilitate presentations (live and/or video) of each training project.

Assessment

Training projects can be graded using the rubrics on pp. 17, 18, and/or 20. Select the rubric that assesses the most appropriate criteria for each training program. If possible, invite salon owners/managers or others in the field to assess the student presentations.

It is also a good idea to use the teamwork evaluation forms on pp. 24-26.

Note: You may choose to grade students individually, as teams, or in a combination that includes both individual and team components.

Cosmetology Safety Training Program and Materials Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about recognizing and following important safety rules in the salon to insure a safe working environment.

Instructions

1. Pretend you and your teammate(s) are safety educators for a new employee training center.

2. Determine what areas of salon safety need to be addressed by researching stylist, salon owner, trade-specific OSHA, and State Board safety requirements.

3. Create at least three safety posters that reflect the correct safety procedures to follow in a salon. Cover just one safety issue per poster and make the posters creative, accurate, and easy to read and understand.

4. Videotape a persuasive safety presentation, using your posters as visual aids. If it is not possible to create a videotape, make a live presentation to the class using the same guidelines. Whether taped or in person, your presentation goal is to *motivate* the audience to follow the safety rules represented by your posters.

Customer Service Training Program and Materials
Student Instructions

Goal: Your team will develop a code of conduct and sample materials that can be used to train students and employees about customer service in salons.

Instructions

1. Study how area salons handle customer service situations like scheduling appointments, maintaining client records, on-site treatment of clients, telephone etiquette, unhappy customers, and client appreciation services (e.g., recognizing birthdays).

2. Pretending you and your teammate(s) own a 15-operator salon, outline a customer service code of conduct you want to see demonstrated by your employees when they serve clients.

3. Create sample documents to demonstrate your code of conduct, including a client scheduling book, a sample client record card, customer appreciation certificates, professional notes/cards, employee awards for customer service, and a customer service policy (should be brief and to the point).

4. Present your customer service code of conduct to the class, using your sample documents as visual aids. If possible, use presentation software (e.g., PowerPoint) to make your presentation.

Communication Training Program and Materials Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about effective stylist-client communication skills.

Instructions

1. Research and list **conversation topics** that you consider appropriate and inappropriate for discussion with clients. Discuss *why* the conversation topics are appropriate or inappropriate with your teammate(s). Record your reasons.

2. Research and list what subjects/items need to be covered when **greeting** a client. Working with a partner, role-play greeting a client by practicing at least three different greetings.

3. Practice **oral questioning** techniques by asking your teacher questions. After the teacher answers a question, ask another one derived from the information the teacher provided in his/her previous answer. See how long you can maintain the conversation. Then practice this oral questioning technique with each other and with clients.

4. Discuss the relationship that **nonverbal cues** have when interacting with clients. For example:

   - What can nonverbal cues tell you that a client is *not* saying aloud?
   - Why is it important to recognize and watch for nonverbal cues?
   - What should you do when you see them?

5. Design at least one situation for each of the communication areas you are studying and **role-play** them, looking for any nonverbal cues. Discuss with your teammate(s) what message the cues communicated and how the "actors" did/could have responded to them.

6. Demonstrate your knowledge of stylist-client communication techniques (i.e., appropriate topics, greetings, verbal questioning, nonverbal cues) by developing a **videotape** of a role-play designed to teach other stylists-in-training about effective communication skills. Provide appropriate **narration** and **handouts** (e.g., suggestions, guidelines) to make this an effective training tool.

Marketing/Retailing (for an Existing Salon) Training Program and Materials Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about marketing and retailing strategies used in *existing* salons.

Instructions

1. Pretend you and your teammate(s) own a salon and you want to increase your retail and service sales. Throughout this project, keep a written record of your team's activities.

2. Research the methods used by salons to increase sales. You should contact local salons and/or use trade magazines and professional publications to collect this information.

3. Collect market data for your area that includes average client age, gender, most popular services, peak service days and times, and most popular retail items.

4. Based on your research, develop (make up) statistics that will be used to make marketing decisions. Create a **graph** that illustrates different areas of *retail sales* and a graph that illustrates different areas of *service sales*. These graphs should show past sales and projected (future) sales. If possible, use a computer software program (e.g., Harvard Graphics, Draw, Visio) to develop your graph.

5. Create a **marketing plan** to increase sales in your below-average areas. Remember to address both retail and service sales.

6. Create one or more **advertisements** that support your marketing plan. For example, you could create a newspaper ad, TV commercial, radio commercial, brochure, and/or flier.

7. Present your plan to the class, using graphs to support your findings and solutions. Use your advertisement(s) as examples of tools that will be used to support your marketing plan.

> Some teams may be asked to analyze the sales/marketing strategies of an *actual* salon. If your team is using a salon for this project, you should include the salon owner/manager in the class presentation.

Marketing/Retailing (for a New Salon) Training Program and Materials Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about marketing and retailing strategies used for *new* salons.

Instructions

1. Pretend you and your teammate(s) are starting up a new salon and you want to publicize it. Throughout this project, keep a written record of your team's activities.

2. Research the methods used by salons to market and sell their services and products. You should contact local salons and/or use trade magazines and professional publications to collect this information.

3. Collect market data for the area in which your salon will be located. This information should include average client age, gender, most popular services, peak service days and times, and most popular retail items.

4. Create a **marketing plan** to promote your new salon. Remember to address both retail and service sales.

5. Use computer database software (e.g., Access) to record information on 20 potential clients. (These can be real or fictitious people.) Include separate data fields for name, mailing address (including ZIP code), telephone number, and other relevant information that may be available to you (e.g., age).

6. Develop and print **mailing labels** that can be used to send advertisements to potential clients. These mailing labels should be generated from the potential client database you created in the previous step. Have the labels arranged according to ZIP code so that you can customize your mailing list. (Database software allows you to choose how to arrange your data.)

7. Discuss and record other ways that the database could be used to support your marketing efforts. Try a few of the ideas you identified, if possible.

8. Create an **advertisement** that supports your marketing plan. For example, you could create a newspaper ad, TV commercial, brochure, or flier.

9. Present your plan to the class. Use your advertisement as examples of tools that will be used to support your marketing plan.

Social Skills Training Program and Materials
Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about effective use of social skills in the salon environment.

Instructions

1. Working with your teammate(s), use in-class and out-of-class resources (e.g., salon managers and employees, books, Internet) to identify what social skills are important to success as a stylist. In other words, identify the social skills that professional instructors and trainers teach.

2. Use the results of your research to make a list of the social skills you feel are important to becoming a successful stylist.

3. Write and act out at least four role-plays within your team to demonstrate several *poor* social skills (e.g., rudeness, disinterest, abruptness). After each role-play, *suggest positive alternatives* to each poor social skill and discuss methods for improvement.

4. Develop role-plays that can be used to train students or new employees about the social skills needed by successful stylists. Include role-plays that demonstrate your team's strong and weak social skills and methods for improvement. Create a training videotape that includes these role-plays and appropriate narration to make this an effective training tool. Provide written handouts (e.g., suggestions, guidelines), as appropriate.

Conflict Management Training Program and Materials
Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about effective conflict management strategies. You will practice and demonstrate some basic conflict-resolution steps that can be applied to conflicts with fellow employees, employers, and clients.

Instructions

1. Research effective conflict resolution strategies. You may wish to use books, training materials, and/or get ideas from professionals in the cosmetology field.

2. Use the four scenarios provided to demonstrate conflict resolution methods by role-playing with teammates. Follow the conflict resolution steps provided and gather additional information concerning conflict management tools, as needed.

3. Develop a videotape or software presentation (e.g., PowerPoint) to teach others about conflict management strategies. Use at least one visual aid.

Conflict Resolution Steps

1. Define the problem.
2. Identify factors that contribute to the problem.
3. Determine the criteria for a successful solution.
4. List possible solutions.
5. Analyze and compare solutions and their consequences.
6. Choose the solution(s) you would recommend and be prepared to justify your recommendations.

Conflict-Management Scenarios

Scenario #1: Karen borrowed Becky's shears and didn't return them. Karen was absent for the next three days, leaving Becky without shears. The missing shears have affected Becky's ability to serve customers and her grade. (She is losing lab points daily for being unprepared for work.)

Scenario #2: Jim continually takes his combs and brushes to the dispensary to be cleaned without first removing the hair and product. Before they can be sanitized, someone else must remove the hair and product.

Scenario #3: Karen's scheduled work day begins at 9:00 a.m., but most days she arrives at 9:10 a.m. The boss has made you responsible for prepping clients to keep them happy, so despite Karen's tardiness, clients still tip her. Karen receives commissions and tips, plus her hourly wage. You receive only your hourly wage.

Scenario #4: Jim's last appointment on Friday night always arrives 35 minutes late. She arrives in time for Jim to provide a roller set, but Jim asks Becky to stay and comb her out because he has to relieve his babysitter on time. Jim receives the hourly wage, the commission, and the tip. (The late client leaves Jim's tip in an envelope for him, saying "My hair only combs correctly because of Jim's perfect setting techniques.")

Bookkeeping Training Program and Materials
Student Instructions

Goal: Your team will develop information and materials that can be used to train students and employees about the bookkeeping strategies and skills needed to operate a salon.

Instructions

Do the needed research to complete the following bookkeeping-related tasks, which are divided into two main topics: balancing daily receipts and compensation. Throughout the project, your team should:

- Keep a written record of your team's activities.
- Use computer spreadsheet software (e.g., Excel) for most of the compensation tasks; it will allow you to apply formulas to different columns of data.

Balancing Daily Receipts:

1. Prepare a batch of customer service tickets and a cash drawer. Exchange your tickets and drawer with another team.
2. Practice balancing customer service tickets.
3. Practice balancing a cash drawer. Be sure to include a bank deposit slip.

Compensation:

1. Define *net pay* and *gross pay*.
2. Research the *types of salon compensations* for stylists (e.g., commission, hourly rate, hourly plus commission, salary).
3. Based on the information gathered during the previous step, *compare* different types of stylist compensation. Do this by "inventing" five stylists who are paid using at least three different compensation methods and calculating their total gross weekly pay. Record this information in a computer spreadsheet (e.g., Excel) that has at least eight columns. It will be used in step 5 of this project.

   Analyze your spreadsheet data to draw conclusions about which method you would prefer. Give reasons for your conclusions.
4. Record the *tax rates* for all payroll withholding taxes (i.e., federal income tax, state income tax, FICA, city income tax).

5. For the purposes of this project, let's say the five stylists you "invented" in step 3 work in the same salon. Using the gross pay amounts you recorded earlier, determine the withholding amounts for each employee and their net pay. This information should be recorded on the same spreadsheet you created in step 3.

6. Compare the results of your bookkeeping tasks, including your spreadsheet, with at least one other team. Discuss any differences and make corrections, if needed.

7. Brainstorm as a class voluntary payroll deductions you might come across in a salon setting (e.g., health insurance, 401k). (You can determine the accuracy of your list by checking it with several salon employees.)

8. Develop a videotape or use presentation software (e.g., PowerPoint) that will train others to either:

   - Record and balance daily receipts, or

   - Recognize employee compensation options and calculate an employee's gross and net pay.

Salon Employees Policy Manual

Project Summary

Students will increase their knowledge of employer expectations concerning performance, ethics, and workplace procedures by creating an employee policy manual.

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Rubric 113

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Competencies Taught and/or Practiced Through the Salon Employees Policy Manual Project

Project summary

Students will increase their knowledge of employer expectations concerning performance, ethics, and workplace procedures by creating an employee policy manual.

Primary cosmetology competencies

- Demonstrate knowledge of state cosmetology regulations
- Analyze the organizational structure of the workplace
- Identify staff needs
- Develop strategies to overcome employment barriers

Primary mathematics competencies

- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process
- Demonstrate effective teamwork
- Use effective communication skills
- Identify real problems and provide possible solutions to these problems

Primary science competencies

- Research inventory (e.g., proper storage, mixing and disposal of products), details found on MSDS, equipment safety and maintenance, sanitation, and OSHA regulations
- Document potentially hazardous conditions and associated risks in selected public areas
- Modify personal opinions, interpretations, explanations, and conclusions based on new information
- Access appropriate technology to perform complicated, time-consuming tasks
- Work as a contributing member of a collaborative research group
- Use scientific evidence to consider options and formulate positions about the health and safety of others and self

Primary English competencies

- Evaluate, analyze and synthesize information for writing
- Refine word choice and tone according to audience, situation, and purpose
- Use word processing, graphics, and publishing as aids for constructing meaning in writing
- Revise and edit papers in preparation for presentation/publication
- Use the writing process to clarify personal thinking and understanding
- Make judicious use of references sources
- Use a variety of resources to locate and correct errors in usage, spelling, and mechanics
- Use the writing process to facilitate learning across the curriculum
- Use cross-disciplinary resources in writing projects

SCANS skills

- Basic skills (reading, writing, math, speaking, and listening)
- Thinking skills (problem solving, decision making, knowing how to learn)
- Personal qualities (individual responsibility, self-management, and integrity)
- Resources (allocate time and staff)
- Interpersonal skills (work in teams and teach others)
- Information (acquire and evaluate data, interpret and communicate information)
- Systems (understand organizational systems, design or improve systems)
- Technology (apply technology to specific tasks)

Salon Employees Policy Manual
Teacher Information and Instructions

Project summary

Students will increase their knowledge of employer expectations concerning performance, ethics, and workplace procedures by creating an employee policy manual.

Grade level

☐ Junior ☑ Senior ☐ Either

Note: This is a very demanding project.

Approximate time required:

Approximately 8-12 class hours (can be spread over 1-2 months)

Time breakdown:

- 1 hour - Introduction
- 3-10 hours - Outside research
- 5-15 hours - Creating manual (both in and outside of the classroom)
- 1-2 hours - Team presentations

Materials

- Salon Employees Policy Manual production schedule forms
- Student instruction sheet
- Rubric (p. 113)

Possible resources

Reminder: Teachers may collect some resources and make them available to students. Students may be responsible for locating some resources themselves.

- Internet access
- Salon owners/managers
- Sample salon/company employee policy handbooks
- Insurance agents and information
- Sample salon hourly rates and commissions
- Trade magazines (salon management techniques)
- Books (See the resources listed on p. 50 for suggestions.)
- *Ohio Stylist & Salon News-Brief*
- *Statutes Governing the Practice of Cosmetology*
- *Ohio Administrative Code (Rules Governing the Practice of Cosmetology)*
- MSD sheets for a variety of products
- Textbooks covering the proper storage of various cosmetology-related products
- Catalogs containing equipment, supplies, and retail product information
- Employees at supply houses and area salons

Instructions

1. Introduce the project by asking the students to brainstorm the different topics that should be covered in an employee policy manual, listing them on the board.

   Alternative: Send students on a scavenger hunt for policy manuals in the building (e.g., library, cafeteria), let them review their "finds," then conduct the brainstorming.

2. Organize students into teams of 3-4. Distribute the student instructions for the teams to review and discuss. Provide an opportunity for class Q&A about the project.

3. Distribute and discuss the production schedule. Negotiate deadlines with the students.

4. Discuss the project rubric (i.e., grading criteria) and point values with students.

5. Have students conduct research and organize their findings in booklet form (i.e., a policy manual), according to the guidelines in the student instructions.

6. Facilitate teams' oral presentations.

Assessment

Establish a point value for each draft section; reduce points for missed deadlines. (Point out that late products in the workplace receive a larger penalty than lost points—they may result in serious financial consequences or even getting fired.) Use the rubric* on the following page to grade the final policy manuals.

* This rubric is similar to the rubric on p. 17. However, several criteria were deleted because they did not apply to this project. In addition, a fifth category was added because the authoring teacher thought it would facilitate grading (1 = E, 2 = D, 3 = C, 4 = B, 5 = A).

If desired, the rubric on p. 19 or p. 20 could be used to assess student performance of oral presentations.

Salon Employees Policy Manual Rubric

	Unsatisfactory	Marginal	Acceptable	Proficient	Exemplary
Presentation	The manual's contents are haphazard, sloppy, and missing major information points.	The manual's contents are not presented in a professional manner and lack complete information.	The manual is informative and designed around the intended audience.	The manual is clear and customized to the intended audience.	The manual is superbly articulated and customized to the intended audience.
Feasibility	The proposed policies are clearly not possible.	The feasibility of the proposed policies is questionable.	While the policies are valid, they may not be easily implemented.	The policies are valid and can be implemented.	The policies are valid, realistic, and can be easily implemented.
Attention to detail	Content is superfluous, giving only surface knowledge.	The work generally does not attend to underlying detail.	A majority of the areas were covered in adequate detail.	All areas were accurately covered in detail.	All areas were accurately covered in detail; anticipated questions were addressed.
Teamwork	Little or no participation.	Usually follows role but often does unrelated tasks.	Follows role and stays on task.	Follows role and is an asset to the team's success.	Follows role and takes a leadership role in achieving team success.

Salon Employees Policy Manual
Student Instructions

Goal: To recognize what employers want from their workers (e.g., performance, ethics, workplace procedures) and why employees are asked to follow specific rules and regulations.

Instructions

1. Imagine that you and your teammates are co-owners of a salon. Discuss and list the characteristics and behaviors you, as employers, might want to see in your employees.

2. Conduct **research** to gather information to develop a policy manual designed to help your employees meet your expectations. Possible resources include:

   - The Internet
   - Salon owners/managers
   - Employees at supply houses and area salons
   - Sample salon/company employee policy handbooks
   - Insurance agents and information
   - Sample salon hourly rates and commissions
   - Trade magazines (salon management techniques)
   - Books (Your instructor has a list of resources that might be helpful.)
   - *Ohio Stylist & Salon News-Brief*
   - *Statutes Governing the Practice of Cosmetology*
   - *Ohio Administrative Code (Rules Governing the Practice of Cosmetology)*
   - MSD sheets for a variety of products
   - Textbooks covering the proper storage of various cosmetology-related products
   - Catalogs containing equipment, supplies, and retail product information

3. Create a **rough draft** of your policy manual in sections (per the project's production schedule). Using word-processing software (e.g., Word, WordPerfect), make your manual look as professional as possible. Then refine its contents and write a **final draft.**

All of your employees should be able to meet your performance expectations by reviewing your book and practicing its contents. Your manual must contain *at least* the listed items.

- ✓ Cover page (name of salon, title of manual, owners' names)
- ✓ Table of contents
- ✓ Mission statement (A summary of the salon's purpose; it should guide all operational and management decisions.)
- ✓ Salon goals (concerning clients, employees, and the community)
- ✓ Expected work ethics (e.g., guidelines for professionalism, rules of conduct)
- ✓ Salon orientation
- ✓ Salon safety and sanitation procedures (including chemical storage and clean-up)
- ✓ MSDS
- ✓ Salon duties (daily and weekly)
- ✓ Licenses
- ✓ Scheduling (e.g., where is it located, who prepares it)
- ✓ Salary (e.g., pay schedule, rules regarding hourly pay and commissions, recording work time, booth rental, product commission)
- ✓ Sick leave policy/compensatory time
- ✓ Benefits (e.g., insurance, product and service cost to employees)
- ✓ Vacation and holiday policies
- ✓ Absenteeism and tardiness
- ✓ Parking
- ✓ Dress code (e.g., hair style, body piercing, tattoos)
- ✓ Other salon policies (e.g., customer relations, theft)

4. Make an **oral presentation**, using your policy manual as a visual aid.

Salon Employees Policy Manual
Production Schedule

Instructions: Develop your policy manual in sections, as outlined below. Submit a rough draft of each section to your instructor on or before the deadline. Each section will be returned with comments and suggestions. Start preparing the final draft as the sections are returned and while completing the remaining sections.

Cover page
Table of contents
Mission statement
Salon goals
Expected work ethics **Deadline:**

Salon orientation
Salon safety and sanitation procedures
MSDS
Salon duties **Deadline:**

Licenses
Scheduling
Salary
Sick leave/compensatory time **Deadline:**

Benefits
Vacation and holiday policies
Absenteeism and tardiness
Parking
Dress code
Other salon policies **Deadline:**

Final version of policy manual **Final deadline:**

Getting a Cosmetology Job

Project Summary

Students will practice job search tasks such as completing a job application, writing cover and follow-up letters, designing a resume, and interviewing. In addition, a professional skills portfolio can be developed within the parameters of this employment-related project. (Portfolios can be placed in students' Career Passports.)

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Competencies Taught and/or Practiced Through the Getting a Cosmetology Job Project

Project summary

Students will practice job search tasks such as completing a job application, writing cover and follow-up letters, designing a resume, and interviewing. In addition, a professional skills portfolio can be developed within the parameters of this employment-related project.

Primary cosmetology competencies

- Prepare for employment
- Design a resume
- Complete and process job application forms
- Demonstrate interviewing skills
- Apply decision-making techniques in the workplace
- Apply problem-solving techniques in the workplace
- Use effective communication skills

Primary mathematics competencies

- Identify a sub-goal and follow the steps that need to be taken in the solution process
- Recognize a problem that will need more than one step in order to reach a solution
- Select other strategies that may be helpful in the solution process
- Identify real problems and provide possible solutions to these problems

Primary English competencies

- Synthesize information from a variety of sources
- Refine word choice and tone according to audience, situation, and purpose
- Evaluate, analyze, and synthesize information for writing and speaking
- Use word processing, graphics, and publishing as aids for constructing meaning in writing
- Revise and edit papers in preparation for presentation/publication
- Use the writing process to clarify personal thinking and understanding
- Use a variety of resources to locate and correct errors in usage, spelling, and mechanics
- Refine speaking techniques for formal, semi-formal, and informal settings

- Develop a repertoire of organizational strategies for presenting information orally
- Prepare a formal speech/presentation
- Expand vocabulary to fit topic
- Develop and apply decision-making strategies

SCANS skills

- Basic skills (reading, writing, speaking, and listening)
- Thinking skills (thinking creatively, making decisions, solving problems, knowing how to learn, reasoning)
- Personal qualities (individual responsibility, self-esteem, sociability, self-management, honesty/integrity)
- Resources (allocate time, manage material)
- Interpersonal Skills
- Information (acquire and evaluate information, organize and maintain information, interpret and communicate information, process information with computer)
- Technology (selects technology, applies technology)

Getting a Cosmetology Job
Teacher Information and Instructions

Project summary

Students will practice job search tasks such as completing a job application, writing cover and follow-up letters, designing a resume, and interviewing. In addition, a professional skills portfolio project can be developed within the parameters of this employment-related project.

Grade level

☐ Junior ☑ Senior ☐ Either

Approximate time required:

10-20 instructional periods, if these project components are completed during class time. However, much of this work can be done independently—during non-instructional time.

Time breakdown:

- ◷ 4-6 class hours for the Writing a Resume
- ◷ 7-10 class hours for the Successful Interviewing
- ◷ 3-5 class hours for the Writing Employment Letters
- ◷ 5-8 class hours for the Creating a Career Portfolio

Materials

All projects require access to computers and printers for word processing.

Writing a Resume:

- Writing a Resume Student Instruction sheet
- Resume Rating Sheet (p. 126)
- Job applications
- Theme from *Mission Impossible* and audio player (optional)

Successful Interviewing:

- Successful Interviewing Student Instruction sheet
- Interview Rating Sheet (p. 128)
- Video camera with tripod
- Television and VCR

Writing Employment Letters:

- Writing Employment Letters Student Instruction sheet (p. 129)
- Employment Letter Assessment (p. 130)

Creating a Career Portfolio:

- Creating a Career Portfolio Student Instruction sheet
- Career Portfolio Rubric (p. 22)

Possible resources

- Internet access
- Books (See the resources listed on pp. 49-51 for suggestions.)
- Advisory Committee members
- Employees of the National Cosmetology Association (NCA) and affiliates
- Employment recruiters
- Employment web sites or reference books
- Employees of cosmetology-related businesses
- Professional magazines
- School guidance counselors
- Newspapers
- Campus job placement office employees
- Employees of the Ohio Bureau of Employment Services
- Human Resources Department(s) employees

Instructions

These four job-search projects are written separately so that you can spread them out over several months. However, they build on one another, so they should be conducted in the order presented.

Writing a Resume:

1. Optional: To set a positive tone, softly play the theme song from *Mission Impossible.*

   Distribute student instructions and the Writing a Resume Rating Sheet. Explain/clarify the project, its requirements, and provide deadline(s).

2. Have students work individually to conduct the research, collect information, gather resume and application samples, share their findings, and apply the knowledge gained to completing a job application and creating a personal resume. The information students collect will be used to complete related projects, too.

   Throughout this project, your primary function is to facilitate student learning. For example, you should be available to respond to questions, suggest appropriate resources, and provide encouragement.

3. Grade the resume and provide students with feedback. It is best if you can invite salon managers or others who hire stylists to be external judges to evaluate each resume.

Successful Interviewing:

1. Divide the class into teams of 3-4 according to their individual talents.

2. Introduce Successful Interviewing by discussing the project requirements (student instructions), assessment rubric, and project deadline(s).

   Note: You will need to decide what you consider appropriate behavior and content, and censor activity, if needed.

3. When interview role-plays are complete, facilitate class presentations. It is best if you can invite external judges to rate the effectiveness of each interview (using the Interview Rating Sheet). Possible judges include drama and speech teachers, principals, career counselors, salon owners/managers, and stylist recruiters. In addition to providing written feedback, ask the judges to give the class oral feedback about all of the entries.

Hint: This project requires students to create and perform two interviews. It is strongly recommended that these interviews be ***videotaped*** *so students will have the benefit of observing themselves in an interview. However, if videotape equipment is not available at your school, have students role-play their interviews for the class and judges.*

Writing Employment Letters:

1. Review the student instruction sheet, reminding teams to use a wide range of resources, including the printed materials they gathered during Writing a Resume (e.g., cover and follow-up letters, classified ads for cosmetology jobs) as they write their employment letters.

2. Discuss the Employment Letter Assessment Checklist with students, helping them identify the project requirements and grading criteria. In addition, negotiate deadline(s) with the class.

3. As students develop and modify their employment letters, facilitate student learning by asking questions and providing support to students. In addition, even though students will be writing letters individually, you can encourage them to ask for feedback from each other.

4. Once letters are completed, have students take turns playing the role of a potential employer receiving the letters in front of the class. Discuss the recipient's reactions and the characteristics in the letters that motivated the reactions. Note: Moderate the role-playing to ensure students provide constructive feedback.

   It is best if you can invite external judges to rate the effectiveness of the employment letters (using the Employment Letter Assessment Checklist). Possible judges include English teachers, principals, career counselors, salon owners/managers, and stylist recruiters.

5. Return the letters to students for editing.

6. Optional: Give students additional letter-writing practice by having them work in teams of 2-4 to develop several job-application scenarios, then exchange the scenarios and write letters for each.

Creating a Career Portfolio:

You may wish to have students synthesize and apply what they learned through the Getting a Cosmetology Job projects in a practical way by having them create a career portfolio. A portfolio can be presented to potential employers (in a Career Passport or as a separate document) as evidence of the student's skills and experiences. Suggested contents are listed on the Student Instruction sheet.

Assessment

Use the rubrics on pp. 126, 128, and 22 respectively to assess the resumes, interviews, and portfolios and the criteria on p. 130 to assess the letters. Whenever possible, make assessment as authentic as possible by inviting external evaluators (e.g., drama and speech teachers, English teachers, principals, career counselors, salon owners/managers, and stylist recruiters.) Note: It is likely that the input of salon professionals will provide students with the most relevant feedback about their job-seeking skills and tools.

Conduct *additional* assessments for some or all other aspects of the projects as listed below.

Writing a Resume

- Use judges' comments as part of student grades.
- Grade the students' job applications, providing specific feedback (e.g., content, grammar, spelling). Give them a form for rewriting their applications to correct the mistakes.

Successful Interviewing

- Use judges' comments as part of individual and team grades.
- Use a generic teamwork rubric or self- and team-evaluations to assess teamwork skills demonstrated during this project.
- Evaluate students' social behaviors/skills in comment form (e.g., suggestions for improvement written in workplace context). Be sure these are provided in confidence; students may be more receptive if these are not included as part of the grade.

Writing a Resume
Student Instructions

Dear Student:

Your mission is to gather information that will help you complete an application for a cosmetology job and, based on this information, create your resume. You must complete the following tasks:

- ✓ Collect classified ads for cosmetology-related jobs.
- ✓ Obtain sample employee applications from cosmetology-related businesses. Attach their business cards.
- ✓ Collect brochures, pamphlets, articles, and other printed information regarding applications and applying for jobs, resumes, resume cover letters, interviewing, and interview follow-up letters.
- ✓ Organize the materials collected into a portfolio or filing system.
- ✓ Be prepared to share your information about the job-application process with the class.
- ✓ Complete an employment application. Be as accurate and complete as possible. You are encouraged to ask one or more classmates to review your completed application and give you input.
- ✓ Write a resume designed to help you seek a job in the cosmetology industry.

Should you choose to accept this mission, your performance will be graded based on the Resume Rating Sheet. Good luck.

Resume Rating Sheet

CRITERIA	4	3	2	1
Applications Gathered	More than three applications with business cards from cosmetology-related businesses.	Three applications with business cards from cosmetology-related businesses.	Two applications with business cards from cosmetology-related businesses.	One application with business card from a cosmetology-related business.
References Used	More than two printed references for **most/all** topics (i.e., applications, resumes, cover letters, interviewing, and follow-up letters).	Two printed references each for applications, resumes, cover letters, interviewing, **and** follow-up letters.	One printed reference each for applications, resumes, interviewing, **and** cover or follow-up letters.	Two printed references regarding applications, resumes, cover letters, interviewing, **or** follow-up letters.
Job-Application Process Information	Accurate and complete information about the job-application process.	Accurate information about the job-application process.	Inaccurate or incomplete information about the job-application process.	Inaccurate and incomplete information about the job-application process.
Job Application and Content	A neat, accurate, and complete job application.	A neat, job application with 1-2 errors in accuracy, completeness, or spelling/punctuation.	A somewhat neat job application with 3-4 errors in accuracy, completeness, or spelling/punctuation.	A messy job application with five or more errors in accuracy, completeness, or spelling/punctuation.
Professional Appearance and Content	A word-processed resume, saved on a disk, and the hard copy has **no** spelling/punctuation errors.	A word-processed resume, saved on a disk, and the hard copy has one or two spelling/punctuation errors.	A manually typed resume with three or fewer spelling/punctuation errors or a word-processed resume with 3-4 spelling/punctuation errors.	A handwritten resume or a manually typed resume with over three spelling/punctuation errors or a word-processed resume with five or more spelling/punctuation errors.

Successful Interviewing
Student Instructions

Dear Student:

Using the interviewing information you collected during Writing a Resume, your team is being asked to:

1. Write two interview scripts—one that illustrates the world's worst interview and the second that shows the right way to handle yourself in an interview.

2 Practice with your scripts.

3. Videotape your polished performances. Videos will be shown to a panel of qualified judges who will evaluate each interview, using the Interview Rating Sheet.

Caution: While we want to have fun with this project, it needs to be **clean** fun. So keep your actions well within our school's code of behavior and the classroom rules of conduct. Violations of these policies will be firmly and promptly handled and will affect your individual and team grades. When in doubt about the appropriateness of your idea(s), ask for the teacher's input. Keeping these boundaries in mind, create your scripts and videos and have a good time with this project.

Break a leg!

Interview Rating Sheet

CRITERIA	3	2	1
Appearance	Actors are dressed appropriately for the interview, with very good grooming and posture.	Actors are dressed in uniform, are clean and reasonably neat, and sit up straight.	One actor is dressed inappropriately for the interview, with apparent poor grooming and obvious poor posture.
Presentation	Actors behave professionally, have appropriate level of confidence, and very good social skills.	Actors generally behave appropriately, may demonstrate some shyness.	One actor behaves unprofessionally, has inappropriate level of confidence, and/or has poor social skills.
Communication Skills	Actors use proper grammar, eye contact, and voice level; and ask questions.	Actors speak softly, maintain uneven level of eye contact, and ask mostly appropriate questions.	One actor uses improper grammar, eye contact, and voice level; and asks few questions.
Professional Qualifications	Actors are knowledge-able of the position offered and applied for, and able to sell company or skills.	Actors generally know about the position offered and applied for, and are generally capable of selling company or skills.	One actor lacks knowledge of the position offered or applied for, and is unable to sell company or skills.
Response to Questions	Actors take time to think about answers, answer directly, and relate needs/abilities to position available.	Actors take some time to think about answers, generally answer directly, and relate needs/abilities to position available.	One actor thinks too slowly, answers questions indirectly, and cannot relate needs/abilities to position available.

Comments:

Writing Employment Letters
Student Instructions

Dear Student:

During Writing Employment Letters, you will work individually to write a **cover letter** to accompany your resume and a **follow-up letter** to send after interviews.

Use the resources you used during other parts of the Getting a Cosmetology Job project to aid you in creating these letters. In addition, you may ask for the input of classmates and hair-care professionals.

Your letters will be graded using the criteria described on the Employment Letter Assessment, which also gives a detailed list of the project requirements.

The deadline for this project is _____.

At that time, you will be asked to take turns playing the role of a potential employer receiving the letters in front of the class. After these role-plays, you may be asked to modify your letters.

In addition, your teacher may ask you to work in small teams to develop several job-application scenarios, then exchange the scenarios and write letters for each.

Employment Letter Assessment

Instructions: In the work world, business letters are expected to be **perfect**, so one point will be deducted for each spelling and grammar error. (Some business people simply throw away letters and resumes that contain these kinds of errors!) More points (3-10) will be deducted for content, appearance, and presentation problems.

Points earned	Total possible points	
		Criteria for All Business Letters
	25	Grammar and spelling
	25	Appearance (e.g., typed, clean, professional business letter style)
	25	Presentation (e.g., smooth transitions, message is clear, concise but complete, confident but not arrogant)
		Criteria for Cover Letter Content
	25	Introductory paragraph states reason for writing and how the writer learned of the opening/company
	25	Second paragraph addresses the skills or traits that employers would desire
	25	Third paragraph requests an interview or the next step in the process
		Criteria for Follow-up Letter Content
	25	First paragraph thanks the interviewer and includes the date, day, and time of the interview and the title of the position for which applicant interviewed
	25	Second paragraph refers to at least one specific topic discussed during the interview and expresses enthusiasm
	25	Third paragraph thanks interviewer again, responds to a request for further information, and closes politely

Cover Letter Total Points:	**Cover Letter Possible Points: 150**
Follow-up Letter Total Points:	**Follow-up Letter Possible Points: 150**

Comments:

Creating a Career Portfolio
Student Instructions

Dear Student:

Your mission is to gather information that will help you develop a career portfolio that will "sell" you to a potential employer. Your portfolio must contain the following components. It should have a professional appearance and tone. You will be graded using the Career Portfolio Rubric.

- ✓ Letter of introduction from school superintendent that explains the school's mission
- ✓ Letter from technical instructor summarizing course content
- ✓ Cover letter written by student that explains the portfolio's content and his/her personal career goals
- ✓ Resume
- ✓ Transcript of grades 9-12
- ✓ Class rankings at home and technical schools
- ✓ Attendance records for junior and senior years
- ✓ Test results (e.g., OCAP, Work Keys)
- ✓ Proficiency test results
- ✓ Technical license
- ✓ List of competencies earned
- ✓ High school diploma
- ✓ Completion certificate for technical program/school
- ✓ Samples and photographs of work products
- ✓ Warranty
- ✓ Letters of recommendation
- ✓ Awards/recognition certificates