“Ethics”

Ethics: Personal code of conduct based on respect for one’s self, others, and your surroundings.

Topic: The importance of practicing ethical salon behavior

Synopsis of Segment

During the course of any given day, there are plenty of opportunities to breach professional ethics in a salon situation, particularly when it comes to client confidentialities and general gossip. Drawing on a classic salon situation, Milady has created a true-to-life scene about a client who is experiencing an abundance of angst in her personal life, and how an ethical stylist, Mandy, and an unethical stylist, Peter, handle the situation. As the fallout from everyone’s behavior unfolds, interactive questions are posed to keep students engaged during the entire segment. Because nearly everyone has been privy to this kind of situation at some point in their lives, be prepared for some lively discussions!

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand the importance of acting in an ethical manner toward clients and fellow beauty professionals.
2. Understand their role as a stylist, rather than as a client confidante or beauty “therapist.”
3. Realize the potential harm that comes from clients sharing their deepest, most personal feelings/experiences with their service provider.
4. Be able to redirect intimate client conversations into positive, professional experiences.
5. Understand the importance of never interjecting comments into other stylists’ and clients’ conversations.

### Implements, Equipment, Supplies Required

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### Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

### Facility

Theory classroom

### Time Allotment

90–120 minutes, depending on time available and student participation.

### Prior Student Assignment

View Milady Soft Skills DVD “Ethics.”

### Educator References

None

2 Part 1
Notes to Educator

1. Review Milady Soft Skills DVD “Ethics and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Ethics”

• How was Janine treated by Mandy?
• How was Janine treated by Peter?
• Do you think Mandy did a good job of acting ethically?
• What about Peter? Did he exhibit good ethical and professional behavior?
• What would have been the ethical thing for Peter to do?

Review Questions

1. How do you define professional ethics?
2. Why is the relationship between a client and stylist sometimes referred to as sacred?
3. How did Mandy react to Janine’s conversation about her marital problems? 
   (A) Was she sympathetic?
   (B) How did she console her?
   (C) Why didn’t she encourage Janine to open up and talk about her problems?
   (D) How did Mandy redirect Janine’s conversation without sounding judgmental or creating a negative situation?
4. What code of ethics did Peter breach when he talked to Janine about her conversation with Mandy?
5. What code of ethics did Peter breach when he talked to Pam about Janine’s problems?
6. Could Mandy have done something differently to create a more positive outcome? Let some time pass before addressing the problem? Have a public confrontation with Peter? Nothing?
7. Did John Q. deal with Peter’s behavior correctly? If you were the owner, what would you have done?
8. If Peter had decided to stay, would he have positively or negatively impacted the entire salon? Why?

Activities

Group Breakout

Topic: “Inappropriate conversations with clients”

Teaching Aids and Materials: None

When clients are encouraged, or simply not discouraged, to talk about the private details of their lives, negative consequences often follow. Divide students into groups of three or more and have them discuss the consequences of inappropriate talk with clients. What are the risks? Are there any benefits? Ask them to share their findings with the group.

Role Play

Stylist/Client Relationship

Topic: “How to avoid inappropriate conversations with clients”

Teaching Aids and Materials: None

1. Ask one student to be the client, and another to be the stylist. Have the two students role play Mandy’s and Janine’s conversation as Mandy is doing her hair.

Scenario 1: Mandy tells Janine bluntly—in her own words—that the information she is sharing with her is inappropriate and too personal. Ask the class to analyze the long-term effect of dealing with the situation this way. Would Janine feel embarrassed by her actions? Would Janine feel comfortable enough to return to Mandy for another hair service?

Scenario 2: Mandy comforts Janine without commenting on what she is saying. She then diverts her attention by—in her own words—encouraging her to forget her problems for a couple of hours.
Would Janine feel embarrassed by her actions? Would Janine feel comfortable returning to Mandy for another hair service?

**Teacher’s Guide: Sample Insights/Answers**

**to Group Breakout**

1. When clients share very personal things, they may not feel comfortable enough to return to the salon. If it is a full-service salon, the stylist, nail technician, esthetician, massage therapist, and the salon as a whole are all negatively affected.

2. Negative conversations tend to bring down the morale of stylists and clients.

3. The professional relationship between the stylist and client breaks down, causing conversations about styles and color to be reduced to non-productive personal chitchat.

4. If clients are unhappy with their services, they are far more likely to go to another salon, rather than risk ruining their “friendship” with their (former) stylist.

5. Because they want to make sure their secrets are “safe,” clients are less likely to refer their friends and family to their stylist.
“Honesty”

Honesty: The quality, condition or characteristic of being fair, just, truthful, and honorable.

Topic: Honesty as a guiding principle in both business and life

Synopsis of Segment

Stylists’ honesty can be tested on a daily basis. Sometimes it is something as simple as lying to coworkers about using their tools, or intentionally not keeping a promise. Dishonesty in the salon setting can also involve the devastating acts of stealing products, supplies and money.

In one extreme, but all too familiar, situation, this segment shows what happens when Jess, a friend and former coworker of Peter, is asked to crack the password for the salon’s computer and retrieve Peter’s client records. Jess is torn between his loyalty to Peter, his salon, and his own code of ethics. What should he do? As in Jess’s case, the final decision hinges on a person’s sense of self-respect and, above all, honesty.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Realize the importance of honesty in the workplace.
2. Know that honesty builds self-respect.
3. Understand that honesty goes beyond simply telling truth; it also means being sincere in your dealings with others.
4. Realize that dishonesty creates tension, conflict, and failure.
**Implements, Equipment, Supplies Required**

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**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD

**Facility**

Theory classroom

**Time Allotment**

60–90 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady Soft Skills DVD “Honesty.”

**Educator References**

None

**Notes to Educator**

1. Review Milady Soft Skills DVD “Honesty” and entire lesson plan prior to lesson.
2. Review Activities/Questions for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topic Interspersed in Milady Soft Skills “Honesty”

- How would you handle this difficult situation? Would you tell the owner? Warn Pam? Do what Peter asked?

Review Questions

1. How do you define honesty?
2. Why is honesty a core value that must be present before you can have healthy relationships with friends, coworkers, and salon managers?
3. Have you ever known a person like Peter? How did this person affect the entire class, workplace, or personal situation?
4. What should you say to someone who asks you to do something that is dishonest? Do you confront this person? Decline outright? Simply not come through with the request? Clue in the salon owner about the situation?
5. Do you feel that Jess is an honest, partly honest, or totally dishonest person? What actions have led you to this conclusion?

Activities

Quiz

Topic: “Test Your Honesty”

Teaching Aids and Materials: “Test Your Honesty” printouts

Honesty is a personality trait that can be improved through self-awareness. The following test helps students assess their own honesty. Remind students that this is a personal test that will not be turned in, nor will it be shared with other students. Giving accurate answers is the only way to assess whether or not they act honestly or dishonestly in their dealings with others.
Circle the answer that best describes how you would act in these situations:

1. A cashier mistakes your $5 bill for a $10 bill and gives you an extra $5 in change. Do you return the extra $5?
   (A) No. It's not my mistake!
   (B) Only if the cashier has been really nice to me.
   (C) Yes. It's not my money.

2. You dent a car in a parking lot and no one sees you. What do you do?
   (A) Take off quickly before you are spotted.
   (B) Consider leaving a note, but think better of it after deciding there was only a small amount of damage to the other car.
   (C) Leave a note on the car’s windshield providing pertinent information: name, phone number, insurance company.

3. Your boyfriend/girlfriend needs shampoo, conditioner, and pomade. Neither of you have the money to buy the products until the following week.
   (A) You take the products without paying for them.
   (B) You approach the owner/manager, and arrange to pay for the products the following week.
   (C) You ask your boyfriend/girlfriend to wait until next week.

4. You have shoplifted small items at stores over the past three years.
   (A) Constantly
   (B) A few times
   (C) Never

5. You feel justified taking small things from the workplace. In many instances, you feel it is an “earned benefit” rather than stealing.
   (A) Always
   (B) Sometimes
   (C) Never

6. Your client tells you that she has been having hard times. She asks if you can cut her hair at home for less money.
   (A) You agree to cut her hair at home.
   (B) You advise your manager of the situation, and ask for a temporary discount.
   (C) You suggest haircuts that will extend her time between salon services.

7. It is a glorious summer day and your friends have invited you to go sailing. Unfortunately, it is also a workday. What do you do?
   (A) You call in sick.
   (B) You ask for the day off. If this is not possible, you go to work, but feel cheated.
   (C) You go to work.
8. You have no money for lunch and are tempted to take another stylist’s tips that are kept in plain view on his station.
   (A) You take the money because you helped this stylist in the past and he didn’t share his tip money. He owes you.
   (B) You are tempted, but think better of it for fear of getting caught.
   (C) You decide to eat later after you have received a tip.
9. A friend and former stylist has left your salon. She calls because she needs some shampoo that only your salon carries. What do you do?
   (A) Steal the product because she is your friend.
   (B) Buy the product for her at your employee’s discount.
   (C) Ask her to come to the salon and buy it herself.
10. You consider yourself to be an honest person.
    (A) Some of the time
    (B) Most of the time
    (C) Always

Scoring the test:
    100% of your answers are C: You are a very honest person.
    90% of your answers are B and C: You are usually an honest person.
    80% or less of your answers are B and C: You have honesty issues that must be addressed in order to have a prosperous and positive cosmetology career.

Group Breakout

Topic: Discussions about honesty

Teaching Aids and Materials: None

Honesty is an ongoing issue in the workplace, with the salon being no exception. Here are three suggested breakout discussions dealing with this topic. Divide your class into thirds. Ask each group to discuss one of the following topics, and then share their findings with the entire class.

1. When stylists steal products or money from their workplace, how does it affect every employee, and the salon as a whole?
2. Many people justify being dishonest, whether it is with friends, family, or coworkers. Ask students to cite examples. Sharing personal experiences about this topic can be powerful.
3. How do you react when someone asks you to do something dishonest? As with Question 2, sharing personal experiences will bring this topic to life.
Teacher’s Guide: Sample Insights/Answers to Group Breakout Questions

1. Dishonesty causes a rippling effect that negatively impacts the entire workplace. When a stylist steals a bottle of shampoo, money is taken from the salon, which in turn minimizes the health of the business, minimizes its ability to pay better benefits, limits marketing efforts, and prevents the owner/manager from having trusting, healthy relationships with employees.

2. While beauty school is mostly a highly supervised environment, salons usually are not. It takes maturity, character, and a strong sense of self-esteem to act honestly in a workplace that is filled with temptations that constantly test a person’s honesty. How each stylist deals with these temptations will ultimately define their character, as well as shape the success or failure of their cosmetology career.

3. When you are forced to choose between your own honesty and what you perceive as a good friendship, what do you do? Steal just this once? Simply say “No”? Distance yourself from this person? This exercise will help students prepare for this all-too-familiar dilemma that is likely to happen to them at some point during their cosmetology careers.
“Respect”

*Respect: Regard for the rights, values, beliefs, and needs of others.*

**Topic:** A respectful relationship between stylist and client is based on ethical behavior.

**Synopsis of Segment**

Any time selling products or services becomes more important than taking care of clients’ needs, a negative backlash is sure to follow. In this segment, Salon Renew falls victim to a retail sales contest with stakes that are so high—a free trip for two to Jamaica—that the entire salon temporarily loses sight of its normally respectful relationship with clients. A contest board in the break room, vacation brochures, and a charismatic salesman with a dazzling smile all serve as constant reminders that a trip to paradise is only a few product sales away. Fortunately, as clients rebel against sales pressures, and tension among stylists grows, everyone is forced to reflect on the fact that having a respectful relationship with clients means recommending retail products for just three reasons: (1) health, (2) performance, and (3) appearance of their hair.

**Lesson Plans**

**Instructor Objectives**

Upon completion of the lesson, students should:

1. Understand how respect is intricately woven into their professional relationship with clients.
2. Understand the difference between recommending products versus selling for personal gain.
3. Realize that respect is the glue that holds the stylist/client relationship together for many years.
**Implements, Equipment, Supplies Required**

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**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD

**Facility**

Theory classroom

**Time Allotment**

90–120 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady DVD Soft Skills “Respect.”

**Educator References**

None

**Notes to Educator**

1. Review Milady DVD Soft Skills “Respect” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Gather products for role-play exercise.
5. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady
Soft Skills “Respect”

- Does the excitement generated by the Hair Extraordinaire product contest have a positive impact? A negative impact? Why?
- Were stylists acting in the best interest of their clients during the contest? Were they recommending products because clients would really benefit from using them, or were they using sales tactics to achieve a different goal—namely, a one-week, all-expense-paid vacation to Jamaica?

Review Questions

1. How do you define respect?
2. Why is respect essential to having a positive, lasting relationship with all clients?
3. Why did the sales contest at Salon Renew breach this respect?
4. Why did the contest at Salon Renew create unhealthy competition among stylists?
5. At what point do you believe John Q. lost his normally good judgment?
6. Give three examples of selling versus recommending products to clients.
7. Can you recommend a different, more positive way to introduce Hair Extraordinaire products to clients?

Activities

Role Play

Stylist/Client Relationship

Teaching Aids and Materials: Several hair care products to use as props

Scenario 1: Ask two students to play the role of stylist and client. The stylist is obviously trying to overload the client with products. The client is objecting in many ways, including reminding the stylist...
that last week she recommended another line of products that were also perfect for her hair. The pressure becomes overwhelming for the client as she fends off one product after another that is put in her hands. Feeling confused and distrustful, the client finally leaves the salon empty-handed.

*Scenario 2:* Repeat this scene, except this time create a respectful situation by having the stylist analyze the client’s hair and consult with her about her styling needs and challenges. Future goals should also be discussed, and how these products will help prepare the hair for an upcoming chemical service, keep the ends healthy as her hair grows out, etc. Make sure that at least three products are recommended and sold.

Ask the entire class about each scene, the quality of the relationship, and even the vibes that permeated the air. Did these feelings only impact the stylist and client? Everyone around them? The entire salon? Why?

**Group Breakout**

**Teaching Aids and Materials:** None

Divide your class into three groups. Assign each group one of the following discussion topics. After 10 to 15 minutes, ask everyone to return to class and discuss their findings.

1. Discuss the difference between setting retail goals versus caring for every client. Will setting goals for client care compromise retail dollars generated by a stylist? Why?
2. How must you conduct yourself in order for respect to be part of all your client relationships? Please explain.
3. If you strongly believe in products that are not carried by your salon, would it be ethical to recommend that your clients purchase these products from a nearby salon or beauty supply store?

**Teacher’s Guide: Sample Insights/Answers to Group Breakout Questions**

1. While stylists should only recommend products that are truly beneficial for a particular client, this does not mean that retail sales will be low. In order to be successful with all haircut/color/texture services, clients generally need special products for their hair. This exercise helps calm fears about being pushy with clients, while encouraging students to recommend
exactly what is needed to make their work shine when clients do their own hair at home.

2. Respect has a huge influence on whether or not stylists are consistently successful in a salon setting. Respect means recommending retail products to help clients look their best versus personal gain, and proposing services and appointment spans that are truly in the clients’ best interest versus generating higher sales. In all cases, a lack of respect between a stylist and client will eventually terminate their professional relationship.

3. Stylists are typically avid consumers that find a brand they love, and want to stick with it. Unfortunately, sometimes their salon does not carry this brand. This is particularly common when students first leave beauty school, have little experience with a wide variety of products, and tend to want to stick with brands they feel competent recommending.

If you recommend a product line that is not carried by your salon, it shows a lack respect for everyone concerned. It is the stylist’s obligation to first become expert in the brands carried by the salon. Only then, should he/she address any remaining concerns about the current retail offerings with the owner. As part of helping students come to the right conclusions, draw from your own beauty expertise to show there are many topnotch products carried by every salon, and that nearly all products are replaceable.
“Etiquette”

Etiquette: The codes of behavior and courtesy.

Topic
Advice on how to make clients feel welcome, at ease, and confident in their choice of salon and service provider.

Synopsis of Segment
Welcoming clients into your business should be like welcoming them into your home—their comfort and well-being must be your top priority. During “Etiquette,” a new client, Sara, experiences the right way to meet, greet, and care for clients. This segment can hit particularly close to home since nearly everyone has experienced both gracious and rude treatment at the hands of receptionists, salespeople, and, yes, stylists.

Lesson Plans

Instructor Objectives
Upon completion of the lesson, students should:
1. Understand the importance of creating a topnotch, welcoming experience for every client.
2. Know the importance of being tactful when discussing clients’ beauty needs.
3. Realize that clients must love the way they are treated, as well as the service, in order to return to the salon or spa.
**Implements, Equipment, Supplies Required**

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**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD

**Facility**

Theory classroom

**Time Allotment**

90–120 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady DVD Soft Skills “Etiquette.”

**Educator References**

None

**Notes to Educator**

1. Review Milady DVD Soft Skills “Etiquette” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Review Questions

1. How important is it to be recognized and welcomed when first walking into a business?
2. List at least six things that should be done in order to properly welcome a client to the salon.
3. Why is it important to never unduly upset clients about a possible mistake in their bookings, or the caliber of the stylist who will be taking care of them? Will it set the tone for the entire visit? Will it automatically make them wish they had booked an appointment down the street? Will they want to return, even though their service ended up being satisfactory? Will they badmouth the salon to their friends?
4. How should service providers introduce themselves to clients?
5. Why is it important to cue clients about what is going to happen next (e.g., “The first few minutes of your appointment are reserved for filling out our intake form.”)
6. What is the difference between asking someone to follow you to your station, and escorting them to your station?
7. List at least six things that should happen at the close of every appointment (e.g., thanking client, etc.)

Activities

Group Activities

Topic: “Salon Renew Doing Things Right”

Teaching Aids and Materials: None

While watching “Etiquette,” ask your students to write down everything they noticed the staff of Salon Renew doing right. Have them share their findings when this DVD segment ends.

Answer Key:

1. Pam acknowledges Sara.
2. Pam welcomes Sara to the salon.
3. Pam assures Sara that Linda will be with her shortly.
4. Pam offers Sara refreshment.
5. Pam takes Sara’s coat.
6. Pam empathizes with Sara’s nervousness over visiting a new salon.
7. Pam offers Sara a seat.
8. Pam explains Salon Renew’s booking procedure for all new clients.
9. Sara fills out a client intake form.
10. Linda introduces herself to Sara.
11. Linda escorts Sara back to her station.
12. Linda pre-books Sara for her next appointment.
13. Pam compliments Sara after the massage.
15. Linda reiterates how nice it was to meet Sara.
16. Pam gives Sara an appointment card and assures her she will call to remind her of her next appointment.
17. Linda gives Sara her business card and encourages her to call her if she is experiencing any difficulties, or has any questions.
18. Linda thanks Sara one more time before Sara departs.

Teacher’s Guide: Sample Insights/Answers to Group Activity “Salon Renew Doing Things Right”

While it is usually easy to catch students doing things wrong, it is often trickier to catch them doing things right, especially when it comes to the subtleties of client care. How observant are your students? How well do they really understand professional manners? The answers to both these questions can be found in their lists. Besides discussing what students wrote down, discuss what is missing. Did they fail to notice these acts, or did they not recognize them as proper etiquette when dealing with clients? This is your opportunity to teach your students about professional manners that must become second nature before clients are comfortable and confident in their choice of stylist.

Topic: “Build-Your-Own $500 Haircut Experience”

Teaching Aids and Materials: None

Imagine for a moment that you have arrived: you are a successful stylist, have a huge following, and charge a whopping $500 per haircut! In order to receive this hefty fee for your services, though, you must deliver topnotch services and what is known in the hospitality industry as “five-star” treatment. What experiences must be in place in order for your clients to pay you this amazing sum of money?
In this exercise, students are encouraged to build their own $500 haircut experience. Here are a few pointers to get the discussion rolling:

- What is the name of your salon?
- What types of reading material do you offer your clients? *Italian Vogue*? *Celebrity Extra*? *The Gossip Sheet*?
- What types of hair books are in the waiting area? All avant-garde? A mix of style books? Only full-color books?
- What happens when your client first walks in the door?
- How does the receptionist greet your client?
- If it is not her first visit, is she greeted differently? If so, how?
- What type of beverage is your client offered? Does someone hang up her coat?
- Do you have a serve-yourself refreshment area? If you do, why is it special?
- What types of conversation should be going on between the receptionist and the client before you arrive?
- When you enter the waiting area, how should you approach your client?
- How should you greet your client?
- What conversation should take place in the waiting area?
- How would you escort your client to your station?
- What would you discuss prior to having her hair shampooed?
- How would you give her your undivided attention throughout her service?
- What key things would take place once the service is complete?
- List at least six other things that you would do to create a five-star experience.

**Teacher’s Guide: Sample Insights/Answers to “Build-Your-Own $500 Haircut”**

After completing this exercise, invite students to imagine how successful they would be if they always provided this caliber of service, even when charging $50 for a haircut. Superlative client care (etiquette) is essential to all stylists’ success, no matter how much or how little they charge for their services. It is also one of the best ways to create a value-added experience every time a client visits a salon . . . a big factor in building and maintaining a very large, and loyal clientele.
“Personal Appearance”

*Personal Appearance: The image you present to the world.*

**Topic**

Finding a good match between a stylist’s personality and style and that of the salon.

**Synopsis of Segment**

In “Personal Appearance,” Rebecca, has just joined the staff of Salon Renew. She appears excited about working at this popular salon, and eagerly agrees to all the rules and regulations that are outlined in the employee handbook. In the beginning, Rebecca has a great personal image that is right in sync with Salon Renew. She is fashion-forward without being too edgy or, as John Q. the owner says, “. . . has just the right amount of flash to inspire, yet still relate to our clientele.” Unfortunately, things do not stay that way.

In short order, Rebecca begins showing her true personality and style as her neon color streaks and tattoos begin to overshadow even her black lipstick. Worse yet, she starts campaigning for clients to make their appearance edgier. It does not take long for John Q. to conclude that Rebecca is a poor fit with his business. After telling Rebecca that she is a talented stylist and has a promising career ahead of her, but not at Salon Renew, John hands her business cards to two other salons that are more of a fit for her personal appearance and sense of fashion.

**Lesson Plans**

**Instructor Objectives**

Upon completion of the lesson, students should:

1. Understand the importance of selecting a salon that matches their personal style.
2. Realize the positive results that come from visually inspiring, yet relating to clients.
3. Understand the importance of exercising common-sense when choosing work outfits.
**Implements, Equipment, Supplies Required**

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**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD

**Facility**

Theory classroom

**Time Allotment**

60–90 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady Soft Skills DVD “Personal Appearance.”

**Educator References**

None
Notes to Educator

1. Review Milady Soft Skills DVD “Personal Appearance” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Personal Appearance”

• None

Review Questions

1. How do you define personal appearance?
2. How would you describe Salon Renew’s personality and the tastes of its clientele?
3. Why did Rebecca’s personal appearance initially fit in with Salon Renew and its clientele?
4. What did John Q. mean when he said, “has just the right amount of flash to inspire, yet still relate to our clientele?” Cite real life examples.
5. How do you know when you are inspiring versus turning off clients?
6. What are three things you can do to understand the personality of a salon?
7. Why will finding a salon that matches your personal appearance and style promote your career?
8. What did John mean by making commonsense choices with clothing?
9. Why is wearing an extremely short skirt, or low-slung pants, a poor choice of clothing when doing hair?
Activities

Group Discussion

Topic: “In this age of individualism, why is it so important to reflect the personality of a salon?”

Teaching Aids and Materials: None

Most beauty school students are young and anxious to be independent and express their individuality, yet if they go too far, they can actually hinder, rather than help their beauty careers. To find a good match between themselves and a salon, they must first understand why this is important. The thought-provoking question for this exercise is meant to help them answer this question for themselves.

Group Breakout

“Style Assessment”

Teaching Aids and Materials: “Style Assessment” printouts

Knowing your own personal style is the first step in finding a salon that complements your sense of beauty and fashion. In this regard, a second opinion is often helpful in either confirming or providing new insight into how you appear to others.

Pair students up and ask them to assess each other’s personal style or appearance using the following criteria:

- Haircut: ( ) simple ( ) classic ( ) chic ( ) edgy ( ) out of control
- Facial hair: ( ) none ( ) unkempt ( ) neatly trimmed ( ) true fashion statement
- Hair color: ( ) none ( ) subtle ( ) moderately bright ( ) in-your-face bold ( ) depends on the day
- Makeup: ( ) none ( ) classic/neutral ( ) up-to-the-minute ( ) over the top
- Nails: ( ) plain ( ) well-groomed ( ) bright/bold ( ) works of art
- Dress: ( ) simple ( ) classic ( ) contemporary ( ) urban grit ( ) funky

How would you describe this person’s overall appearance?

( ) Reactionary
( ) Conservative
( ) Moderately progressive
( ) Progressive
( ) Over-the-top
( ) Too far out to describe

After completing this assessment, ask students to compare notes. Do both students perceive themselves in the same way? If they do not, why not? What does the group think of each person’s conclusions?

Last, ask the entire group to name three salons in the area-at-large that match each person’s personal appearance or style. Ask students to write the names of these salons in their potential employment list for future investigation.

Teacher’s Guide: Insights/Answers to Group Discussion and Group Breakout “Style Assessment”

The beauty industry is filled with creative, free spirits, yet even in this loosely structured business, stylists must find their personal niche. Fortunately, there is one key difference between the creative world of beauty and corporate America: Fitting into a salon is not nearly as important as finding one that is a good fit for your personal style. By looking around for the best possible match, stylists can begin their careers in the right setting.
“Hygiene”

Hygiene: Personal practices that help ensure cleanliness and good health.

Topic: Practicing superior hygiene standards will ensure that every student’s beauty career has the sweet smell of success.

Synopsis of Segment

Even though personal hygiene is a sensitive subject, it needs to be discussed before students begin caring for clients. After all, they are no more than three inches away from a client’s face when cutting hair, and not much farther than that when applying makeup or hair color. Even shampooing is an intimate act in terms of close physical proximity. In “Hygiene,” Angie provides a new assistant, Jennifer, with information about Salon Renew’s policy on personal hygiene. Specific challenges and solutions are discussed—including putting together a personal hygiene kit for the workstation—that will help keep students on track with providing a pleasant experience, as well as a pleasing hair service, when caring for clients.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand the importance of practicing scrupulous hygiene to avoid offending and possibly alienating clients.
2. Know how to create a hygiene kit for their station to ensure their body and breath smells fresh all day.
3. Know how to keep their clothing looking fresh by protecting it from tints, bleaches, and other chemical products.
**Implements, Equipment, Supplies Required**

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**Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)**

1. Chalkboard or overhead projector
2. DVD player and DVD
3. Hygiene kit packed with deodorant, toothbrush, mouthwash, breath mints, hand sanitizer, hand lotion, etc. (optional)

**Facility**

Theory classroom

**Time Allotment**

60–90 minutes, depending on time available and student participation.

**Prior Student Assignment**

View Milady Soft Skills DVD “Hygiene”

**Educator References**

None

**Notes to Educator**

1. Review Milady Soft Skills DVD “Hygiene” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Hygiene”

- None

Review Questions

1. How do you personally define hygiene?
2. Describe the extra steps you must take to ensure that you do not offend clients by having body odor or bad breath.
3. What special steps must you take if you smoke cigarettes?
4. What foods should remain on your “after work” menu?
5. What items should you include in your personal hygiene kit?
6. What styles of clothing are most likely to get stained in a salon situation?
7. What steps can you take to protect your clothing and keep it looking fresh throughout the day?

Activities/Questions

Group Discussion

Topic: “You Have B.O.!”

Teaching Aids and Materials: None

Having bad breath or B.O. is an embarrassing situation that is often compounded by the fact that the offender has no idea that he or she has a problem. Yet, whether it is subtle or strong, people around the source of this smell are acutely aware of the problem. This is especially true of clients who are usually in very close proximity to their stylist. Imagine conversing with a stylist suffering from halitosis that is only inches away from your face, having a stinky armpit right next to your nose while getting a haircut, or having a stylist reeking of cigarettes lean over the shampoo bowl while you pray for a breath of fresh air. While everyone is going to develop a personal odor problem at some point during their careers, it is up to their friends and coworkers to clue them in...
about the problem in the kindest, gentlest way possible. This group exercise will act as a think tank for this delicate situation: How do you tell a fellow coworker that he or she has an odor problem in a way that inflicts the least amount of hurt or embarrassment?

**Teacher’s Guide: Insights/Answers to Group Discussion**

While there is no right or wrong way to answer this question, there are some guidelines that will help students be more in tune with this sensitive subject. Should his friend tell him he has a problem? Should a note be left on her station? Should hints be dropped, but nothing said outright? What is the kindest way to break this news? Are there approaches that are strictly taboo? Personal accounts help bring real-life advice to this exercise. Everyone has a story about a person who had an odor problem. Your guiding rule should be to only share stories with a positive outcome. How have students successfully handled this problem?
“Listening”

Listening: Giving someone your thoughtful attention.

Topic: True listening means accurately understanding what a client is really saying.

Synopsis of Segment

One of the most common reasons a client does not return to a stylist is miscommunication. A client tells a stylist he wants his hair short, meaning a clean neckline, and he ends up with a one-inch clipper cut; she wants her hair to have honey-gold streaks, and she gets platinum white hair. While these unfortunate situations may seem farfetched, they still play out in salons every day. The most critical time for practicing good listening skills is during the consultation. Accurately listening to what clients are saying can avoid a lot of missteps and heartache behind the chair. To show how this is done, Milady’s “Listening” segment peeks in on Angie—the most seasoned stylist on the Salon Renew staff—as she demonstrates all the ways that stylists must truly listen to their clients.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand the importance of conducting a quality consultation before every hair service.
2. Always reiterate what a client is saying in order to confirm that both are stylist and client on the same page.
3. Rely on visual tools to back up and better define what clients envision for their hair.
4. Listen carefully when a client describes his/her lifestyle, time limitations, etc., and factor that information into their consultation.
5. Summarize everything that has been decided on before starting the service to ensure that both parties have a clear understanding about what is going to be done.
Implements, Equipment, Supplies Required

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Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Listening”

Educator References

None
Notes to Educator

1. Review Milady Soft Skills DVD “Listening” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Listening”

• Did you notice the way Angie carefully listened to what Tara had to say?
• Did you notice how she invited Tara to share her thoughts in pictures, as well as words?

Review Questions

1. What is your definition of listening?
2. Why are words such as short, long and layered imprecise?
3. Why is it important to always confirm what you believe a client is saying by repeating that information using different words?
4. Why are visual tools such as pictures and color swatches essential to accurately understanding what clients are saying?
5. What other means of communication should you use when talking to clients about their hair?

Activities

Group Activities

Topic: “Tales of the Unexpected”

Teaching Aids and Materials: None

An urban legend has been circulating in the beauty industry for many years. It goes like this: A man wearing a long ponytail goes to a salon for a trim. He
tells the stylist he wants a haircut. She asks him, “Do you want to keep your ponytail?” He replies, “Yes.” With that, she takes a big pair of scissors, cuts the ponytail off at the band and hands it to him. The man goes into total shock, takes the ponytail and begins wandering the streets, stopping by one salon after another, showing them his ponytail and asking if anyone can “fix” his haircut. Ask students to share their own true horror stories about being a salon client and asking for one thing, and then getting something else. Limit this talk to no more than 15 minutes, and insist that only those who have figured out where the communication broke down share their stories. How did they feel when they realized things were not turning out as they expected? Did they return to that stylist for other services? Did their family and friends quit going to that person, too?

**Quiz**

**Topic: “You Said What?”**

**Teaching Aids and Materials:** “You Said What?” printouts

In cosmetology, verbal communication can only take you so far. Clients may tell you they want their hair “feathered,” for instance, when they really mean “layered,” or they want their ears exposed, when they really only want the lobes uncovered to show off a new pair of diamond studs. The following exercise emphasizes the importance of first listening to and then confirming what clients are really saying. Because it is designed as a free-association exercise, encourage your students to quickly mark down the first answer that pops into their mind.

Client says:
I want to have a short haircut.

Stylist envisions:
( ) 1 inch ( ) 3 inches ( ) to the collar ( ) a lot shorter than it is now

Client says:
I want to have long bangs.

Stylist envisions:
( ) to the eyebrow ( ) center of the eye ( ) bridge of the nose ( ) tip of the nose

Client says:
I want to be really blonde.

Stylist envisions:
( ) full blonde ( ) chunky blonde pieces ( ) fine blonde pieces ( ) lighter than it is now
Client says:
I want a cut that shows off my ears.

Stylist envisions:
( ) expose the whole ear ( ) cover the top of the ear ( ) cover half the ear
( ) show the lobe

After answering these questions, have each student call out his or her answers while one student tallies the results. This questionnaire will demonstrate how a single statement can be construed in so many different ways. To underscore the results, take the test yourself and use that test to compare all answers. How many students would have lost you as a client had they only relied on verbal communication?

Role Play
Topic: “Talk to Me”

Teaching Aids and Materials:
1. head form diagram printouts (two sets per student)
2. two pictures or drawings of desired styles
3. consultation tools: swatch chart, style books, and hand mirror

In this exercise, you will be role-playing the client. Have two sketches or pictures of desired styles and/or hair color on hand, but do not show them to the students. Sit in front of the class and allow the students to give you a consultation about your hair. Draw on your own salon experiences as a stylist to speak as a client with no cosmetology training.

Scenario 1: Use one picture or sketch as the desired haircut and/or color. Answer all questions verbally, but resist using your hands. Based on what your students think you are saying, ask them to draw your desired style, making sure the bangs are the correct length, the layering is just so, etc. After asking all students to hold up their finished drawings, show your desired style to the class. How close did each student come to keeping you as a client?

Scenario 2: Using a new picture of your desired style, have the class conduct a second consultation, but this time using words and visual cues (styling books, hand gestures, etc.) just as you would during a normal consultation. At the end of the consultation, have the students draw what they believe you both agreed on. Compare their drawings to your desired style. Do their drawings show they really listened to what you had to say this time?

As a seasoned salon professional, you know that clients often ask for a completely new look when all they really want are a few more wispy bangs or a little bit of red added to their color. In addition, clients are not trained beauty professionals. As such, they tend to talk in imprecise terms when describing their hair. Realizing the importance of sifting through all the information provided by clients before performing even a simple service is the key objective for this segment. Use your expertise and knowledge of real-life salon situations to enrich this entire learning experience.
“Professionalism”

Professionalism: the skill, competence or character expected of a member of a highly trained profession.

Topic: Your professional image consists of both your outward appearance and your conduct in the workplace.

Synopsis of Segment

The beauty business has a warm, free-spirited culture that allows fellow staff members to become more personal with each other than in most other businesses. Though this closeness is what makes the beauty business so special, it also makes it challenging for stylists to maintain their professionalism—an absolute must in the salon workplace. In this segment, some staff members temporarily lose their professional focus by actively criticizing a fellow employee, Randy, who wears the same red shirt at work every day. Three stylists go so far as to make up a pool and encourage other stylists to bet on how many days Randy will wear his red shirt (the pool starts on Day 10). In the end, though, all bets are off, as Mandy’s professionalism overrides their negative behavior.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand the meaning of professionalism in the workplace.
2. Realize the consequences of losing their professional focus, even for a day.
3. Understand the importance of avoiding negative behavior by others.
4. Realize the need to accept all people in the workplace, no matter how different they may be.
Implements, Equipment, Supplies Required

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Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Professionalism”

Educator References

None
Notes to Educator

1. Review Milady Soft Skills DVD “Professionalism” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.

Discussion Topics Interspersed in Milady Soft Skills “Professionalism”

- Should you ignore negative behavior, or try to stop it?
- Should you participate in negative behavior?

Review Questions

1. What is your definition of professionalism?
2. Why did the unprofessional behavior by a few stylists affect the dynamics of the entire salon?
3. How does gossiping undermine professionalism in the salon workplace?
4. How does Mandy react when she is invited to participate in the “how many days will Randy wear his red shirt” pool?
5. What was Kyle’s reaction when Mandy told him, “You ought to cut Randy some slack and get back to the business of hairdressing”?
6. Did it take courage, conviction, or both for Mandy to speak up?

Activities

Group Discussions

Topic: “What types of unprofessional behavior have you witnessed as a salon client?”

Teaching Aids and Materials: None

Until a short time ago, everyone sitting in your class was a salon client, rather than an aspiring stylist. To build awareness about the importance of professional professionalism
behavior, encourage students to share their experiences while visiting a salon. Were employees gossiping on the floor? Were they talking about their boyfriends? Were they talking on their cell phones? Did their service providers seem indifferent toward their clients? How did the unprofessional behavior on the part of the staff make them feel?

**Topic: “Why did Randy always wear a red shirt?”**

**Teaching Aids and Materials:** None

People do things for many different reasons. For example, a person may wear the same necklace for two years. While many people may assume it has sentimental value, the explanation might be as simple the person finds it too hard to take on and off! Ask students to explain why they think Randy wore his red shirt everyday. (FYI, the official explanation behind Randy’s red shirt: Randy’s red shirt was a uniform! He wore the same-style red shirt everyday because he worked the lunch shift at a nearby restaurant to earn extra money while he built his clientele.)

**Teacher’s Guide: Insights/Answers to Group Discussions**

It is important to bring students’ discussions about professionalism in the salon full circle by asking them what they will do differently when they leave class when doing a patron’s hair, or treat other students. Have they been supercritical in the past and did not realize they were being this way? Have they talked on their cell phones on the floor at school, or arrived late for their appointments for no good reason?

In Randy’s case, it is important to keep an open mind about everyone in your life, whether it is a co-worker, relative or friend. Quite often people do things for reasons known only to themselves. The important thing to remember is that healthy relationships aren’t based on jumping to conclusions, or ridiculing people when they act differently, or even seem unfriendly. Instead, look within yourself to decide how you can create a healthy relationship with that person.
“Time Management”

Time Management: Making better use of time to increase efficiency and productivity.

Topic: Time management increases productivity and efficiency, while conserving energy in the workplace.

Synopsis of Segment

Time management is extremely important in a salon setting, where time is literally money. When stylists work efficiently—that is, prepare ahead for a foil highlighting service, set-up early for a perm, or come in a few minutes before their first appointment to review their schedule and plan the day—they can produce better services, and more of them, and still leave work feeling rested enough to focus on social activities. In this segment, Angie shows students the art of time management in a salon setting, while brief appearances by another stylist, Heather, show how stressful and tiring disorganization really can be.

Lesson Plans

Instructor Objectives

Upon completion of the lesson, students should:

1. Understand the concept of time management.
2. Understand how to prioritize tasks.
3. Know what it means to make good use of time in a salon setting.
4. Be able to integrate several time management habits into their school/work day.
Implement, Equipment, Supplies Required

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Teaching Aids (audio/visual equipment, handouts, etc., used by instructor)

1. Chalkboard or overhead projector
2. DVD player and DVD

Facility

Theory classroom

Time Allotment

90–120 minutes, depending on time available and student participation.

Prior Student Assignment

View Milady Soft Skills DVD “Time Management”

Educator References

None

Notes to Educator

1. Review Milady Soft Skills DVD “Time Management” and entire lesson plan prior to lesson.
2. Review Questions/Activities for this lesson and predetermine which ones you will incorporate, based on your time allotment.
3. Check DVD player to ensure it is working properly.
4. Take attendance or have students sign in for class based on your school’s procedure.
Discussion Topics Interspersed in Milady Soft Skills “Time Management”

- None

Review Questions

1. How do you personally define time management?
2. Name five elements of time management mentioned in this segment.
   - (1) Set Realistic Goals, (2) prioritize, (3) organize, (4) avoid procrastination, (5) Learn to say “no.”
3. Why should you prioritize your tasks by making a list and revisiting your list often?
4. How does setting goals support time management?
5. Why is it important to keep your tools and personal items organized?
6. Why did Angie show up 15 minutes early, dressed and ready to go?
7. What would have happened if Pam had not come in a few minutes early?
8. How did checking her schedule help Angie get a jumpstart on the day?
9. Why is Heather always rushing around?
10. Why is working ahead (e.g., cutting foils when your foil highlight is not due in for three hours) less tiring than doing the actual task at the time of the appointment?
11. When practicing good time management, what should you be doing with your downtime? List at least six things you could do to stay on time, or even stay ahead of schedule?
12. How does time management help keep your personal life on track?

Activities

Individual Exercises

Topic: “Create a Time-Wise Schedule”

Teaching Aids and Materials: None

Have students create their ideal appointment schedule that makes the best use of their time. Have them note the time they arrive to work, and what they do during their downtime and in-between all appointments. Are there things they could do at home to prepare for this busy day?
Criteria: Students must do all their appointments, run on time, maintain a clean station, set up for upcoming appointments, and leave the salon at 6:00 sharp.

Scenario: You have five clients on your books:

- Three haircuts
- One perm
- One full-head foil highlight and haircut

You have a break from 11:00 to 12:00 and from 4:00 to 4:30
You work from 10:00 until 6:00

Topic: “Identify 5 to 10 ways you could manage your time at school more efficiently.”

Teaching Aids and Materials: None

Students should be practicing good time management while still in school. Ask students to write down how they can make better use of their school day. How can these better time management habits help them be more successful as stylists?

Teacher’s Guide: Insights/Answers to Individual Exercises

Being organized and on top of your day makes life productive, more peaceful, and certainly more harmonious with friends, family and coworkers. Time management is also a life-enhancing skill that can make duties outside of work easier to accomplish and leisure time more rewarding. If you would like to explore time management in more depth with your students, consider sharing information from this book: *Time Management for the Creative Person: Right-Brain Strategies for Stopping Procrastination, Getting Control of the Clock and Calendar, and Free Up Your Time and Your Life* by Jill Silber (Random House, New York).