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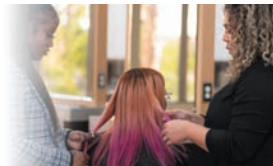
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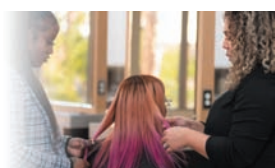


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Preface

A Letter to You: Our Future Educator

Well done! You have made a terrific decision to pursue a career in beauty and wellness education. The goal of *Milady Professional Educator* is to create a comprehensive, conceptual, and practical framework to facilitate engaged learning for every student. In recent years, every area of education has been challenged to adjust to increasing diversity among students, changing social conditions, and significant technological advances. For training to be effective, educators must be able to meet and overcome these challenges. As a professional educator, you become a facilitator of growth, insight, change, and improvement. *Milady Professional Educator* has been created to serve as a resource that you can draw on to develop your own plans of action in any teaching environment and prepare you to be an effective educator!

The Future

In your quest for excellence as a professional educator, you will be a role model for your students. Your own behavior, attitude, and image will set the example. Your personal planning, adherence to school and class rules, enthusiasm, and interest in your learners and their goals will make an everlasting impression on your students. You must move from a teacher-centered method of education to a learner-centered environment. This resource is designed to help you make that transition and unleash the learning potential of the adults whom you train.

The future of education is exciting, and the industry is changing and growing as you learn. Keep your pulse on the industry and embrace change. Your future is bright, so study hard, use your creativity and experience, don't give up, and allow yourself to grow.

The Industry Standard

Since 1927, Milady has been committed to quality education for beauty professionals. Over the years, tens of millions of licensed professionals have begun their careers studying from Milady's industry-leading textbooks.

Milady Professional Educator is dedicated to instructors who prepare today's learner to be tomorrow's successful beauty professional. The newest edition of *Milady Professional Educator* is available to you in multiple formats, including the traditional print version, an eBook version, and CIMA, which provides an interactive learning experience complete with activities, learning tools, and brand-new video content. Using CIMA will prepare you to effectively teach today's digital native learner.

Milady would like to thank the educators who participated in surveys and reviews to best determine the changes that needed to be made for this edition. We would also like to thank learners, past and present, for being vocal about your needs and giving Milady the opportunity to provide you with the very best in teacher training specifically for the beauty industry.

Thank you for trusting Milady to provide the valuable information you need to build the foundation for your career as an educator. Our content combined with your passion, creativity, and devotion to your craft and your students will set you on the path to a lifetime of success. Congratulations for taking the first step toward your future preparing yourself and others for successful careers as beauty professionals!



Sandra Bruce
Vice President and General Manager, Milady

Organization and Features

Organization of Chapters

To help you locate information easily, the chapters are grouped into two main parts:

Part 1: Fundamentals for Educators

The first eleven chapters comprise the core tools, skills, and challenges of adult skills education today. Part 1 begins by outlining the characteristics and qualities needed for success as an educator as well as for students, including an extended discussion of different learner styles and preferences. From here, chapters move through the fundamentals of preparing and leading successful, engaging presentations that reach a variety of students by making use of the rich technological tools available to the modern educator. Considerations for distance learning, including hybrid and blended approaches, appear throughout these core chapters. The part ends by pivoting to discuss class management and supervision, potential challenges to learning and how to address them, and assessing student progress and advisement.



Part 2: Beyond the Basics

The remaining seven chapters focus on additional topics, particularly regarding employment and educator job performance. Part 2 opens with success strategies for students that go beyond the study tips in Part 1, then moves back to the educator to discuss getting the most out of the student salon, leveraging laughter in class, and making student retention a priority. The text then wraps up with three chapters dedicated to working as a team, being hired and excelling at your first teaching job, and what to expect when it comes to professional performance evaluations.



Features

In response to advances in learning science and the growing importance of competency-based education, several features have been added or tweaked with the hope of making your learning experience more intuitive, more effective, and above all more relevant.

Photography and Art

Milady conducted photo and video shoots to capture and source new four-color photographs that appear throughout the text and in supporting material. The photos reflect our modern-day classrooms, including a representation of the diversity of learners across all backgrounds, identities, opinions, and experiences.

Chapter Icons

Each chapter of *Milady Professional Educator* has its own icon, which connects that chapter across all of the supplements. Think of these icons as badges—once you've achieved all of a chapter's learning objectives, you've successfully earned a chapter icon!



Learning Objectives

At the beginning of every chapter is a list of learning objectives that tell you what important information you will be expected to know after studying the chapter. These learning objectives are attached to the major sections of each chapter for ease of reference and to reinforce the main competencies that are critical to learn for course completion and/or licensure. In addition, learning objectives have been written to focus on measurable results, helping you know what it is you should be able to do after completing each section.

Check-In Questions

Instead of placing review questions at the end of each chapter, check-in questions have been added to the end of the relevant section. In this way you can check your understanding as you progress through a chapter, as opposed to waiting until the chapter is over to check your memory. Check-in questions also make it easier to find any answers you need help with. The answers to the check-in questions are provided in the instructor materials.



CHECK IN

6. What information is generally contained on all program or course outlines?

Spotlight on Success

What better way to learn than from other educators? Chapters include interviews with industry educators where they discuss their own teaching story, describe how they challenge themselves or overcome obstacles, share tips for both new and experienced instructors, and more. The hope is that hearing from these experts will be as inspiring as it is illuminating!

Case Study

At the end of each chapter is a case study that asks you to consider a real-world situation reflecting that chapter's content and answer several questions that relate to it. This helps put course material in context and requires more analysis than standard review questions.

Consider and Connect

Throughout the text, short, boxed sections draw attention to various skills and concepts that will help you make the most of *Milady Professional Educator*. The Consider and Connect pieces add to the text by highlighting technical skills or new research, further explaining complex subjects that are key to student success or offering tips to help students achieve goals.

It's Worth Remembering

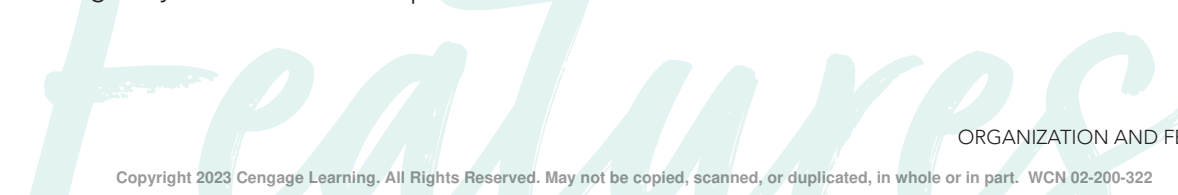
These boxes provide critical information that will enhance understanding of material and call attention to special points.

Activity

This feature describes hands-on classroom or personal exercises to help you understand concepts explained in the text.

Instructor Toolbox

As opposed to **Activity** boxes, **Instructor Toolbox** is used to present ideas for learner engagement activities for future instructors to use in their own classes. While these may be helpful to illustrate a point you are currently learning, they are intended to be practiced and saved for later.



Contributors

Message to the Authors

Milady recognizes the many gifts and talents of its authors worldwide. It is with our gratitude that we thank these very special authors of the fourth edition of *Milady Professional Educator* for their dedication to writing this volume and without whom it would not be the great educational resource that it has become. We are pleased to share their biographies, which no doubt provides just a glimpse of all that they have accomplished. Well done!



MEET THE FOUNDER, LETHA BARNES

Letha Barnes is a third-generation educator and school owner. In her 50-plus years in career education, she has achieved many accomplishments. She served the State of New Mexico for 10 years as the school representative on

the Board of Barbers and Cosmetologists, holding the position of Vice-Chairman or Chairman during the entire tenure. She is a former President of the American Association of Cosmetology Schools (AACS), during which time she spearheaded the effort, with the inspiration and assistance of a great team of professionals, to re-establish the educational branch of the association, the Cosmetology Educators of America, which is known today as the Career Educators Alliance. She was designated the AACS Director of the Year in 1995. She is the recipient of the AACS Special Recognition Award for her Contribution to Cosmetology Education and the AACS Award of Distinction for Lifetime Contribution to Cosmetology Education. In addition, she was the recipient of the coveted N. F. Cimaglia Award in 2001.

As an approved provider of continuing education and former Director of the Career Institute, Letha has presented continuing education programs to thousands of educators, professionals, and students throughout the United States and Canada. She has been a speaker at many regional, national, and international events, including Hairworld '96, Great

Clips for Hair National Conventions, AACS Mid-Year Conferences, AACS annual conventions, the National Interstate Council of State Boards annual conferences, and numerous Cosmetology Educators of America conventions. She is well known for her highly energetic presentations and her passion for education. Letha has testified before the New Mexico State Senate and a U. S. Congressional Subcommittee on behalf of career education. She served as a school-owner commissioner, an academic commissioner, and the first Vice Chairman for the National Accrediting Commission of Career Arts and Sciences (NACCAS). She also taught the NACCAS Accreditation Workshops for over 10 years. She was honored to have been asked to compile the 50 year historical documentary of NACCAS, beginning with its humble beginnings in 1969 through its 50th year of operation in 2019. It seemed fitting to do so since her Great Uncle, Ross Trapp, was present at the planning meeting for what would come to be known as NACCAS.

Letha has authored numerous educational materials in career education including three editions of *The Master Educator*, course management guides for cosmetology, esthetics fundamentals, advanced esthetics, nail technology, and instructor training. She also developed and authored four editions of the *Essential Companion Study Guide* that accompanied the *Standard Cosmetology* textbook. During semi-retirement, Barnes continues to serve the industry as Vice President of Academics and Curriculum Development for EdMan Services, LLC which offers consulting services to more than 100 cosmetology campuses throughout the United States.



LISHA BARNES

Lisha Barnes currently serves as the Academic Development Manager for Milady. She is responsible for developing and delivering Milady's continuing education including the instructor training, academic blog, and instructor Facebook group.

In addition, she supports schools with curriculum development and product knowledge.

Lisha is a licensed cosmetologist, barber, and instructor and is committed to improving the quality of cosmetology education. She received a Bachelor of Science in Communications from Eastern New Mexico University and her Cosmetology, Barber and Student Instructor training at Olympian University of Cosmetology.

Lisha's thorough understanding of the cosmetology school industry comes from over 30 years of hands-on experience serving in various roles, including Instructor, Director of Education, Admissions, Financial Aid, Accreditation, and School Administrator for multiple private cosmetology schools. She has served as NACCAS Commissioner, Cosmetology Educators of America Committee Member, AACCS Accreditation Committee Chair, SkillsUSA Cosmetology Co-Chair, and on various state board advisory committees.

Lisha has worked on numerous writing projects for Milady and various industry publications. She has presented continuing education approved courses to thousands of educators across her career as via school trainings, state association events, and national conferences such as CEA and AACCS. This industry experience allows her to see the industry from a variety of viewpoints, which helps in sharing information and ideas with educators all around the world.



ASHLEY LINN

Ashley Linn holds a license in Cosmetology and has been teaching for the past 15 years. Like many educators, she thought that years of industry experience was needed before being able to share and teach others; she learned

that students don't care that much about your actual experience, students simply want to know that you care about them. Ashley graduated from school and went on to get continuing education. After the first month of training, an educator told her that she should "go gain some industry experience and come back." After leaving the training program that day, she decided to pursue teaching, and it has been one of the best decisions she has made in her career.

Over her years of teaching, Ashley has taken a huge interest in how students learn, why they learn, and how to be an effective educator. In Ashley's opinion, the common thread that ties all inspiring, effective, and dynamic educators together is their vulnerability, authenticity, empathy, and ability to care.

Ashley has helped license over half of the instructors in the state of Washington, and has loved every minute of it. Helping new educators overcome their fear of public speaking, building self-confidence, and finding their unique teaching style brings her much joy. Her graduates have become professional educators in beauty schools, opened their own schools, helped train new employees, become certified licensed professionals in specialty skills, and started their own businesses. Ashley finds purpose in helping others realize their full potential. She wants all of the future professional educators to know that if they have a gut feeling that they should teach, to trust your gut and go for it; it is never too early to jump in and make a difference in a student's life.



MELISSA BRAINERD

Melissa Brainerd is currently a full-time Barber/Cosmetology Instructor for Madison Area Technical College. She brings 32 years of passion for the beauty industry to her students.

Melissa's career in Cosmetology started at the age of five! She was a curly-haired kindergartener when the destiny designed for her became "hair." Creating new looks or just minor changes to her Barbie collection was a daily event; any and every doll she could get her shears on as a kid became her first clients!

“Passionate” is the word used to describe Melissa’s career. Three decades later, she still loves the beauty industry and inspiring the next level of talent to create beautiful hair, skin, and nails. Advanced education is her key to staying current behind the chair and at school. Classes and informative sessions have spanned the globe from international seminars to working with wigs and hairpieces for the opera/theater.



INGE DIETZ

Inge Dietz is a licensed cosmetology educator with over 13 years of experience. She honored a proclamation in 2015 for having outstanding skills as an educator, coach, and mentor to her students. Driven by a desire to change lives through

beauty, Inge enjoys all aspects of teaching, which became her drive; she went on to open a salon of her own in 2017.

Inge’s goal is to provide continuing education training to licensed educators. Currently, she is working on getting her BA in Operation Management.



HARRY GARROTT

As Milady’s subject-matter expert, Harry has worked on a wide range of textbooks and online classes, with the common goal of providing the most consistent, up-to-date, and accessible content to the learner. One of Harry’s primary concerns has

been Milady’s instructor experience as well, and he has been at the forefront of aligning and enhancing instructor material across the Milady disciplines. No matter how strong Milady’s content is, it is our educators who truly make it come alive for learners. They deserve the best tools we can give them.

Before joining the Milady team, Harry taught courses in English Literature at State University of New York Albany, specializing in classical and film

studies. He received a Master of Arts degree from SUNY Albany and a Bachelor of Arts from the University of Virginia, both in English Language and Literature.



MALINDA McHENRY

Keeping all things informative, inspirational, and relative for the licensed beauty professional. Malinda McHenry is a practicing cosmetologist, esthetician, instructor, author, speaker, and business owner with 34 years of experience in all

branches of our industry. She co-owned Academy of Aesthetic Arts in Shawnee, Kansas, for 10-plus years and assisted over 700 of her graduates to find continued success in their chosen field of esthetics. In 2009, Malinda won Telly and David Awards for her contributions to Aesthetic Video Source as a technical video creator with nine esthetic training videos on chemical peels, body treatments for dry treatment rooms, and ultrasound for beauty. In 2017, she was a contributing author of *The Estheticians Guide to Outstanding Esthetics*. She is a regular contributing author for *Skin Inc. Magazine* as well as a contributor for *Milady’s Nail Technology* (8th edition). Malinda is a regular guest speaker and educator for the IECSC, AACS, CEA, Face & Body, and Southern Salon Spa Conferences since 2002.

Malinda is the Master of Ceremonies for the Annual Beauty Business Summit, hosted by Maxine Drake in St. Petersburg, Florida, which gives over \$45,000 in grants to deserving beauty schools to use toward improving their student outcomes. She and her husband, George Mack, co-own SprayGon Spray Tan Extraction Systems; Bronzed N Beautiful, an organic spray tan day spa; and the Academy of Advanced Aesthetic Arts, a postgraduate training center with hands-on certification to licensed nurses, nail techs, cosmetologists, estheticians, and instructors who desire to keep their credentials current and on trend in Overland Park, Kansas. Malinda consistently offers online live and advanced hands-on classes for newer estheticians, students, and beauty colleges. To learn more, you can visit her at www.estheticprofessor.com.



IDA McLEAN

Ida is the Director of Education for a privately owned school in central Arkansas. She is a licensed cosmetologist and cosmetology instructor with over 25 years of industry experience. After successfully working in the salon for many years, Ida

moved into education where she has fulfilled various roles, including Admissions, Instructor, Financial Aid, Accreditation, and Director of Education over multiple campuses. Her wide range of knowledge helps her to be a well-rounded educator and an asset to her school. She is also a recipient of the Nicholas F. Cimaglia Educator of the Year award.

Ida is a published author, having contributed to the revision of *Milady Standard Cosmetology* (14th edition). Over the past 15 years, in addition to working in a school, she has traveled the United States and Canada to facilitate Master Educator classes and has also presented at national conferences such as CEA and NACCAS. Teaching is one of Ida's greatest passions, and that passion is reflected in her classroom presentations.

Ida takes great pride in our industry and in being an educator. She consistently strives for growth and knowledge to support her goals of giving back to our industry by giving the next generation the knowledge they need to be successful professionals. On average, Ida completes 50-plus hours of professional development training each year. In addition to these trainings, she is always reading books, networking, and seeking out knowledge online—whether it is to enhance her practical skills, teaching methodology, or life skills that are pertinent to a successful career, she craves knowledge.

Ida attributes her success to having great mentors. Although she has been recognized in many ways and at many levels over the years, she remains humble and always insists that the credit is due to all of the amazing people who have shared their knowledge with her over the years. She says, "I'm not anyone special, but I've had the pleasure of knowing some incredible people who were willing to lead and guide me to become better than I was when I met them. I love each of them and I feel like an accumulation of all of them. The only way that I know to honor them is to continue to grow and learn so that I can be that person for someone else."

Acknowledgments

A team of Milady mentors, reviewers, authors, and educators have worked together to lend decades of education and experience to this new edition of *Milady Professional Educator*. We have endeavored to provide you the very best in education based on foundational teaching techniques and evolving education technology. Milady wishes to extend enormous thanks to the following people who have played a part in this edition:

- Special thanks to Steven Dawson, Barbara Padget, and Angie Shuler from Kenneth Shuler School of Cosmetology for their extensive review and suggestions of the new and improved table of contents. Their knowledge and expertise helped to redefine the structure and content to better lead our future educators.
- Jessica George for sharing her learning philosophy and all of her remarkable contributions on the topics of creating effective presentations and incorporating laughter into the classroom.
- Diana Kelly Levey, accomplished writer and editor, for all of her support and editing of every chapter, making the text friendlier and easier to read.
- Michelle D'Allaird-Brenner, owner of Aesthetic Science Institute in Latham, New York, who welcomed the Milady team to their beautiful school in order to conduct a photo shoot.
- Many thanks to our models at the Aesthetic Science Institute shoot for creating energy and motion in the classroom. The team from Jean Paul Spa & Salon in Albany, New York: Shelby Pinckney, Spa Director, and Vilma "Vivi" Valentin, Arooj Ghori, Lucy Mendoza, and Olivia Sanders. Thanks also to the models that came through to fill out our small classroom cast: Christian Jones, Eugene O'Neill, and Maxine Lawson.

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- Mike Schinnerer for managing our photo shoot. We appreciate your handling its production with such smooth agility.
- The team who handled the photo shoot at the National Institute of Medical Aesthetics in Utah. Many thanks to Tia Hill and Kathy Davis-Rees for allowing us to shoot in your gorgeous school. And

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Reviewers of *Milady Professional Educator, Fourth Edition*

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Bonus Feature

Milady Professional Educator has integrated QR Codes throughout the product to enhance your learning experience. To view full images and text, scan the QR code in the +Bonus box.

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If using an Android, use Google Lens or another app to scan the code and tap the pop-up notification.

PART 1

Fundamentals for Educators



CHAPTER 1
The Professional Educator



CHAPTER 2
Study and Testing Skills



CHAPTER 3
Learner Characteristics and Learning Principles



CHAPTER 4
Methods of Teaching and Learning



CHAPTER 5
Program Development and Lesson Planning



CHAPTER 6
Educational Aids and Technology



CHAPTER 7
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CHAPTER 8
Effective Presentations



CHAPTER 9
Classroom Management and Supervision



CHAPTER 10
Challenges to Learning



CHAPTER 11
Assessing Progress and Advising Students



water is being
on your
skin



Chapter 1

The Professional Educator

“The whole point of being alive is to evolve into the complete person you were intended to be.”

—Oprah Winfrey, media mogul and philanthropist

Learning Objectives

After completing this chapter, you will be able to:

1. Identify areas of personal growth for a professional educator.
2. Describe the qualities that contribute to an educator's success in the learning environment.
3. Outline the characteristics looked for when hiring a professional educator.

Introduction

During your career as a professional educator, you will find yourself filling the roles of a motivator, coach, mentor, disciplinarian, peacemaker, negotiator, arbitrator, nurturer, and entertainer. In other words, you will find you must, above all, be a well-rounded individual to fill the role to its fullest. A **professional educator** is a skilled practitioner who provides instruction through theoretical classes and demonstrations and who helps develop learners both personally and professionally.

Being knowledgeable in a variety of subject areas inside and outside of the beauty industry will make an educator a more interesting role model and inspiration to learners. However, it is equally important for an educator to have a deep understanding of their learners, to ask questions and actively listen to their goals and desires. Once an educator understands their learners' motivations, they can create an individualized path to success for each student (**Figure 1-1**).



Figure 1-1 Understanding your learners' motivation will help you create a path of success for them.

Your role as an educator is to remind learners of their goals and spur them on to success in those moments when they struggle with self-doubt and need support. Learners may join your class without a clear vision for their future. By asking questions and building a relationship with each of them, you will eventually find the best way to guide them. The learning environment is a place where adult learners interact on a continuous basis through verbal and nonverbal communication. It is important to listen and watch for cues from each learner and to interpret and react to them correctly. This book gives you the tools and techniques needed to be an effective and memorable educator, whether you find employment at a school, salon, or manufacturer. Like any skill set in life, it takes continual practice to gain the experience and proficiency needed to become a professional educator.

Areas for Personal Growth

➤ **LO1** *Identify areas of personal growth for a professional educator.*

Teaching requires dynamic, conscious effort on the part of the educator, whose basic function is to facilitate learning. Teaching is an intellectual experience that demands the ability to invent, adapt, and create new techniques and procedures to meet the changing demands of adult learners. In order to be effective in the role of professional educator, instructors must possess certain qualities, characteristics, traits, and skills. Possessing these qualities will help you be successful as an educator, whether you are teaching in the classroom, the student salon, over the Internet, or on location for a specialized audience. Some of these qualities may come naturally, while others need to be developed through personal growth and reflection. **Personal growth** is a consistent effort to improve one's knowledge and self by maximizing your potential and taking advantage of all opportunities to learn and grow.

Dependability and Flexibility

It has been said that all it takes to be considered in the top 20 percent of your profession is to (**Figure 1-2**):

1. show up,
2. be on time, and
3. be ready to work.

While this seems overly simple, it also might just be true, as research indicates that dependability and flexibility are two of the most

important characteristics sought when hiring new educators. When institutions enroll students in various programs, they are making a commitment to provide quality education to those learners. This cannot be accomplished if the educators are not present to facilitate that educational process. In 1995, baseball legend Cal Ripken, Jr., broke Lou Gehrig's record of playing in 2,130 consecutive baseball games. He received much praise and many accolades, which Ripken brushed off, instead praising America's real working heroes. One of the individuals he referred to was a woman by the name of Mildred Parsons, who at the time was 82 years old and had not missed a day of work as secretary for the Federal Bureau of Investigation in 56 years. Can you imagine the consistency and security that the students in our nation's schools would feel if their educators were that dedicated and dependable?

Employers also actively seek out professional educators who are flexible. They look for educators who readily adapt to new, different, or changing requirements. Too many educators can be extremely resistant to change, but, when you change, you are taking action to control your future. Change is inevitable as we proceed forward in our lives and careers. Without change and personal growth, educators will become stagnant. Your ability to perform effectively in this world of ongoing, never-ending change really is a measure of how well developed a person you are. One of the most common challenges school managers and directors face is having seasoned educators who use instructor-centered, rather than learner-centered, education and present lessons the same way they did many years ago. Such educators are unwilling to update their teaching methods and materials and move into learner-centered education.

Employers are also looking for educators who are willing to adapt to any role that may be assigned on any given day. They want educators who are willing to step in and take whatever actions are necessary to achieve the mission and objectives of the institution. A common challenge is when educators are unwilling to go the extra mile and they avoid certain tasks because they feel it is not their job. A professional educator will always be willing to give that little extra that can make a significant difference.

By committing to punctuality and preparedness and practicing the habit of giving everything your best *and then some*, you will demonstrate your dependability and be in great demand.

Confident Communication

School directors look for professional educators who are able to excel in the art of communication with their coworkers and students, regardless of their age, background, culture, beliefs, and attitudes. In fact, Chapter 7 of this textbook is dedicated to developing the ability to communicate confidently. An educator is responsible for

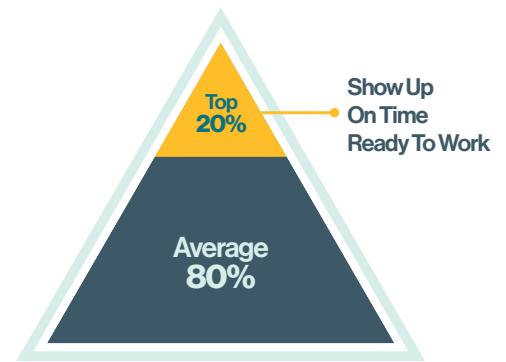


Figure 1-2 Be in the top 20 percent of your profession.

IT'S WORTH REMEMBERING

Consistently showing up on time is the easiest way to be in the top 20 percent of your profession.

IT'S WORTH REMEMBERING

Communication skills are like any skill: They must be practiced often to gain true expertise.

presenting material to a diverse audience of learners every day. Those learners include both underachievers and overachievers, students with little-or-no personal discipline, students with little respect for rules, students in dysfunctional families, students who are aggressive, and students who are barely present. The art of communication and public speaking is a skill that can be developed over time. Many professional educators have found it helpful to join a local public speaking group to help develop self-confidence, prepare for impromptu speaking, and help eliminate filler words such as *ah*, *um*, *like*, and *you know*. Strong communication skills are essential for teaching and for life.

Effective Time Management Skills

Time is one of the most valuable resources of life, and every human being has exactly the same amount of it. You and your supervisor, coworkers, children, learners, and neighbors all have the same 365 days per year, 24 hours per day, and 60 minutes per hour. So why is it that some educators achieve greatness with their learners and still have time left over for a balanced, harmonious life outside the classroom, while others seem to be buried under an endless sea of papers, projects, assignments, and details? How you organize and prioritize your time determines how much you get done at school, how much time you spend with family, and whether you have a sense of moving forward or regressing. How you use your time will determine whether you feel like you are managing your life or it is managing you!

Time, strictly speaking, is a continuum that is measured in terms of events that succeed one another from the past, through the present, and into the future.¹ The basic elements of time are *events*. The key to managing your time effectively is controlling events and managing distractions. Whether it's a conversation with someone over text message or receiving e-mail notifications on your computer, we have come to accept, and even expect frequent interruptions. Every time we respond to a ping of our smartphones or a new e-mail alert, it takes on average *twenty-three minutes and fifteen seconds* to get back to what we were originally working on.² No wonder it's so difficult to get things done in today's connected world! This presents a special challenge for an educator, as the use of smartphones and technology in the learning environment has changed dramatically over the years. Eliminating known distractions and prioritizing what's important will help you accomplish your daily goals. This is not a mysterious gift or talent you were born with, but a skill that can be learned and practiced. While you will probably never have enough time to do everything you want to do, you certainly can become more systematic in your approach to managing time. Practicing time management and event control skills will benefit you in the long run. (Figure 1-3).

IT'S WORTH REMEMBERING

The key to managing your time effectively is controlling events and managing distractions.



Figure 1-3 Schedule important tasks during peak productivity hours.

In addition to event control, learn how to make tasks less complicated and more fun. It begins by identifying a level of performance or achievement that you can reach, both at home and on the job. When you accomplish more than you expected to get done, you'll feel like a hero. The **Time Utilization Log (Table 1-1)** will help you get better acquainted with yourself and identify distractions, which is the first step toward changing habits and using time more efficiently. Record your time on the log following the instructions provided for one day. Review the log carefully and ask yourself these key questions.

TEN QUESTIONS FOR EFFECTIVE TIME ANALYSIS:

1. Did I accomplish what I hoped to?
2. Did I spend the appropriate amount of time on the most important tasks?
3. Which tasks or projects took my time but didn't contribute to important goals?
4. Were there activities I could have delegated to someone else?
5. Did I spend valuable time on unimportant work or distractions?
6. What was my longest period of uninterrupted time?
7. How many times was I interrupted throughout the day?
8. How many of those interruptions were necessary?
9. How much time was spent on time-wasters?
10. What could I do differently next time?

Table 1-1

[illegible]

INSTRUCTIONS.

TIME: Record every activity as it occurs.

TYPE: Check whether the activity was planned, unplanned, or an interruption.

SUBJECT: Provide a brief description of the activity.

PRIORITY: Check the appropriate column with A—most important, B—average importance, C—low importance.

TIME-SAVING IDEAS: Record any ideas that might improve or correct time. Review the log carefully and evaluate what was actually accomplished compared with what you hoped to accomplish. Determine which activities could have been delegated or eliminated. Identify your most productive, uninterrupted time during the day. This will aid in future planning.

When answering these questions, keep in mind that there are some common time-wasters that may affect your performance as an effective educator. When analyzing your log, identify any of the applicable time-wasters and determine whether they are caused internally or externally.

- **Interruptions:** These may be the hardest to control. In some cases, it's essential that you learn to say no. Ask people to talk to you later. Limit personal calls or visitors that impose on your productivity at work. Turn off notifications, including your phone and e-mail.
- **Waiting:** This can be infuriating for everyone. A certain degree of it is inevitable each day, but you can try to minimize it, such as by running errands during non-peak hours. When waiting is absolutely necessary, put the time to good use by reading an industry blog, planning your next class presentation, writing a list of things you need to do, or using your smartphone to catch up on important correspondence.
- **Procrastination:** Delaying starting a project or task is often caused by the desire for perfection. Don't set standards so high for any project that they cannot be accomplished. Otherwise, your fear of failure will prevail and you will probably never begin the task. Some common warning signs for **procrastination** are phrases like, "I'm going to start this job and I'm not going to stop until it's finished," and, "I'll do it as soon as I [insert your favorite excuse]." This can be overcome by starting with the easiest part of the project. Write an outline, obtain important background information, and make necessary contacts. Don't start with the most important task because you may become frustrated if you don't complete it. Beginning with the simpler elements allows you to enjoy the feeling of accomplishment sooner and celebrate your accomplishment. Giving yourself small rewards as you cross certain thresholds toward completion will encourage you to keep going.

We've all heard the expression, "Mind your p's and q's." When developing a plan for the most effective use of your time, it will be helpful to consider the p's and q's of event control ([Table 1-2](#)).

We change our lives by changing our attitudes and perceptions. We become what we think about ourselves. Practice will not necessarily make something perfect, but it will make it permanent. Therefore, we must correctly practice what we do. Certainly, by practicing event control and time management, we are better able to maintain efficiency and consistency in the performance of the administrative tasks of teaching.

IT'S WORTH REMEMBERING

You can either control the events in your day or let the events control you.

Table 1–2

The P's and Q's of Event Control

P'S	Q'S
PLAN: Predetermine a course of events for long-range, short-range, and immediate goals and activities. Professional educators know they must have a realistic, workable plan for today, this week, and this month in order for their classes to have direction and momentum. Remember that lack of planning on your part should not cause a state of emergency for someone else.	QUESTIONS: A professional educator will ask, "What is the most important use of my time right now? Why is this important to me?"
PRIORITIZE: Make a list of tasks that need to be accomplished and give a value (1, 2, or 3) to each task. Complete the tasks in order from the highest priority to lowest priority.	QUALITY: If you are really strong in one particular area and you spend the entire day working on that, the day will have been well spent. Bring quality into every aspect of your work. You'll save time since you won't have to do corrections from sloppy mistakes.
PEAK TIME: Energy, creativity, and productivity come in peaks and valleys. A professional educator will determine when peak time occurs and schedule the most important tasks during that time. You should plan to work on less important activities when energy levels are low.	QUANTITY: Professional educators will make sure their efforts always count. Don't spend time on small tasks in an effort to appear to have accomplished a lot unless those small things are contributing to the greater goal. Busywork won't produce a feeling of satisfaction.
PROCRASTINATION: A professional educator will not put off until tomorrow what can be accomplished today. It's tempting to put off those tasks that are difficult or unpleasant. Overcome procrastination by chipping away at one task at a time and giving yourself small rewards for the accomplishment.	QUIRKS: Learn what works for you. You may communicate best when wearing a certain color. You might have your best ideas before bed, so keep a notebook and pen on your nightstand. Whatever your style is, if it's effective, keep doing it.
PRACTICE: Event control and time management take behavior modification and practice. Developing the habit of daily event control takes effort, but soon will become second nature.	QUIET TIME: A professional educator will schedule some quiet, personal time daily that can be used to reflect and to relax. This is a perfect time to dream, think, plan, and organize. During this time, don't do any work, make phone calls, text, or schedule appointments. This small investment in yourself will result in big payoffs.
PERFECTION: A professional educator understands that perfection only exists in your imagination. Since perfection can never be accomplished, striving for it will only result in frustration and fear of failure. Learn to be realistic in your goals for quality.	QUIT: Professional educators know when to quit any task or project. They also know when to quit for the day! Never spend three or four hours on a project that is only worth one hour of your valuable time. Recognize when you are no longer being productive due to fatigue or burnout. Take a break, relax, breathe deeply, and get refueled for the rest of the project or day.

Desire and Motivation

As we build the framework of a professional educator, two key ingredients must be added: strong personal desire and self-motivation. Desire is the ingredient that makes the difference between an average educator and a *professional educator*. It has been referred to as the great equalizer because it is the factor that allows individuals of average knowledge or ability to compete successfully with those who have more raw ability.



Figure 1–4 Desire becomes the foundation for all self-motivation.

Something desired is something longed for or hoped for; it is something craved or coveted. It therefore becomes the foundation for all self-motivation. A motive is a need or desire that causes a person to take action.³ Everyone is motivated, educators and learners alike. The amount of success you achieve as an educator will greatly depend on the degree of your self-motivation and the direction that motivation takes (**Figure 1–4**).

You may have heard that you will have the responsibility of motivating your learners. This suggests that motivation is an external factor, when in fact it is deeply internal. On an external level, you can create circumstances or situations by which your learners can be motivated. For example, you could publicly criticize and humiliate a student during a class, causing them to get up and walk out of the classroom. Did you motivate the student to leave the class, or did your behavior cause the internal motive of anger or frustration in your student, which ultimately resulted in their action? A number of external motivators can be used in the learning environment, such as exciting presentations, pep talks, student success rallies, group projects and activities, incentives, motivational guest speakers, and more. At the end of the day, most of those external motivators will have very little effect until your learners make the personal decision to want to change their lives for the better. They must be ready to internalize and accept your messages. Motivation is an internal decision that's influenced by external situations or circumstances.

Your responsibility as a professional educator will be to awaken a learner's personal desire to take the actions necessary to attain their own goals. You probably won't be able to achieve that if the desire hasn't been awakened in you. We all have the power within us to become motivated, but some of us are afraid to risk going after our own dreams. Motivation is the driving force behind everything an individual will accomplish, whether positive or negative, intentional,

CONSIDER AND CONNECT

A dream becomes reality when it is pursued with a plan and a timeline.

or unintentional. It's your inner drive that will keep you moving toward your goals in spite of mistakes, setbacks, or discouragement. For human beings, there are some fundamental physical and mental motivators basic to life, such as hunger, thirst, love, pleasure, belonging, and survival. The two most powerful emotions that influence our behavior are desire and fear. Fear can cause anxiety, stress, and hostility, defeating plans and goals, whereas desire will excite and energize, encouraging enthusiasm for excellence.

For motivation to be effective and active, it must focus on a specific need, goal, or aim. It can be likened to steam that, if released into the air, evaporates and disappears. If it were contained in a small room, inhabitants of the room would feel hot and uncomfortable. However, if that same steam is harnessed to an engine, it can propel a thousand-ton ship. It is important that your motivation doesn't simply evaporate or stay inside, causing you to feel frustrated or agitated. By attaching your motivation to a desired goal, your accomplishments will become limitless.

If you feel that you don't have a strong drive, apply these actions to get in touch with self-motivation:

- **Do things that you enjoy.** Many people are unhappy because they are working in areas they don't enjoy. As a professional educator, you will experience and enjoy many rewards as you watch your learners grow and develop in careers they love.
- **Associate with positive, motivated, successful people.** To some degree, the people you surround yourself with affect who you are. If you associate with negative thinkers, it will be far too easy for you to acquire some of their behavior. If, on the other hand, you associate regularly with high achievers who set a positive example, you are likely to adopt some of the same positive behaviors.
- **Identify motivating activities and situations.** Hobbies like crafting, drawing, and reading can be uplifting. Listening to upbeat music can help set the mood for positive thinking and energize you. It can improve your attitude and help you prepare mentally and physically for tasks that lie ahead.
- **Improve your physical fitness.** As you become more healthy and fit, your energy levels will soar. Physical activity—whether it is routine exercise, playing tennis, swimming, yoga, taking nature walks, or running—helps keep you both healthy and positive (**Figure 1-5**).
- **Listen to motivational speakers and read inspirational publications.** Many great thinkers and authors have important ideas to share in audiobooks, videos, blogs, and podcasts. Spend some time browsing the self-improvement section at the



Lee Torrens/Shutterstock.com

Figure 1-5 Improving your fitness level will improve your body and mind.

local bookstore, an online bookstore, or your neighborhood library. Read books that address specific needs, desires, or concerns in your life. Underline or highlight key ideas and then take action by applying the principles you learn to your life. Personal growth videos may also be found online to view as often as you want. Motivational presentations cover a large range of self-development topics from time management, to thinking outside the box, and how to change your posture to feel more confident. Download an app on your smartphone that sends you motivational quotes and messages. Follow people on social media who inspire you to think more, do more, and be more.

- **Eliminate “I can’t” from your vocabulary.** Saying you can’t do something is merely another way of saying you won’t even try. You can do almost anything you set your mind to and are willing to work to achieve.
- **Change “I wish” to “I will.”** Concentrate on how you can accomplish the things you desire and then take action. Don’t focus on things you wish you could do if only someone or something didn’t prevent it.
- **Identify major life goals or desires.** Again, desire is the fuel for motivation. You cannot work toward achieving a goal until you have identified it. Writing your goals down and selecting a date to accomplish them by will help you stay motivated. Your desires cannot be achieved instantly. Reaffirm your goals daily and have an action plan to attain them (**Figure 1-6**).

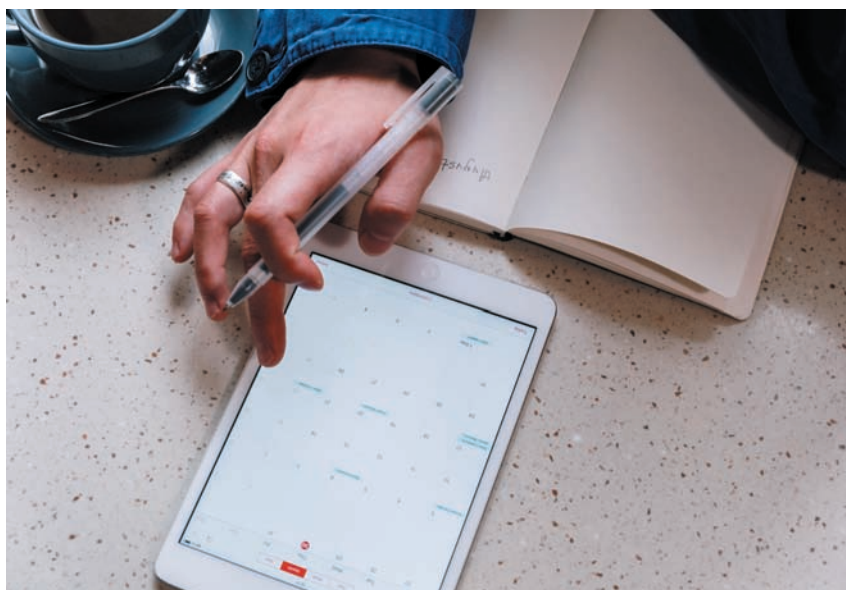


Figure 1–6 Stay motivated by selecting a date to accomplish your goals by and work toward them every day!

Winning Personality and Positive Attitude

As an educator, you will never be 100 percent efficient—no matter how thoroughly you know the subject matter or how thoroughly you study the techniques of teaching—unless you have developed a personality that fosters both learning *and* genuine relationships. In addition to knowing yourself and your own attitudes, you must also know how others, specifically your learners, perceive you. This can be accomplished through feedback from students and coworkers and through self-evaluation. A professional educator must also sincerely enjoy working with students. Finally, and possibly most importantly, you must convey a positive attitude toward your subject matter.

IT'S WORTH REMEMBERING

Be sincere and authentic in your interactions and teaching style; learners can tell when you are not.

If you do not have a *passion* for your career field and *compassion* for your students, you should pursue another career avenue. Without enthusiasm for your subject matter and your students, you can hardly hope to motivate them or help them achieve their career goals.

If you feel your personality is lacking some positive qualities, there are a number of steps you can take to develop a pleasant, enjoyable, gracious, and amiable personality.

- **Maintain an open mind.** Seek out different ideas, cultures, and creeds that may be different from your own. A healthy curiosity promotes interesting questions

and unlimited learning (**Figure 1-7**). Others will often appreciate the opportunity to explain their backgrounds and experiences. It's always beneficial to be an interested listener and learner.



Figure 1-7 Having an open mind fosters new ideas and projects a positive demeanor.

- **Build a bank of poise.** Learn to smile and shrug off awkward moments. A smile will go a long way toward turning what could be a very awkward situation into an insignificant matter. You will put those around you at ease when you show that you don't take yourself too seriously. Learners will easily connect with educators who can laugh at themselves and laugh with them.
- **Make the best of what you have.** Practice gratitude every day. Starting your day off by stating three things you are grateful for will set the tone for a great day. When you start sharing the things that you are grateful for with the people around you, those around you may be motivated to do the same.
- **Don't hold grudges.** Life can be wasted by keeping bitter moments alive. When you are hurt, hostile, or nursing a grudge, you pass on those negative feelings to your coworkers and students. They will naturally find any way possible to avoid your negativity.
- **Do not live in fear.** What is going to happen tomorrow, next week, or next year will happen whether you worry about it or

IT'S WORTH REMEMBERING

We can choose to be negative or we can choose to be positive. Either way, we are making choices that determine how we build our futures.

INSTRUCTOR TOOLBOX

Positivity Boosters

Each day when you arrive at school, make a choice to be positive. Incorporate these activities that will help keep you and your learners positive.

- Greet every student at the door and tell them how happy you are to see them today!
- Have an upbeat, high-energy song blasting through the school and encourage everyone to join in singing and dancing.
- Put up a motivational quote to review with learners before you start the lesson by asking them what that quote means to them.
- Find a short inspirational video online and start class with it.
- Have everyone take five minutes and look through their social media sites for something awesome to share with the class from an industry icon.

not. Think of FEAR as an acronym that means False Evidence Appearing Real. In other words, most of the things we worry about are not real and are often based on emotion, not logic. When you start to ruminate about a particular fear, it may be helpful to ask yourself if the thought is a fact or a feeling. This can be very helpful in achieving a calm, cheerful attitude. Remember, cheerfulness is contagious, so why not spread it around?

- **Focus on the future.** Let go of past mistakes and discover what you can do to correct them in the future. Make a personal resolve to do better. Have confidence in your ability to improve instead of sulking about what cannot be undone.
- **Avoid sarcasm at someone else's expense.** It only sends the message that you are dissatisfied with yourself or lack self-confidence. An ego can never be built at the expense of others without losing friends in the process.
- **Practice sharing pleasing remarks.** Use your voice and your mind to practice delivering only kind and pleasant remarks to both those you know and to strangers. Such behavior will go a long way toward making you feel much better about yourself. Others will find you more pleasing to be around as well. Before you know it, you will be in demand, as an educator, a guest, and a friend (**Figure 1-8**)!



Figure 1-8 Show sincere appreciation and recognize a job well done.

- **Don't be critical.** You've heard the expression that people who live in glass houses should not throw stones. For example, have you ever approached an intersection while driving and the driver coming from the other direction suddenly turned left in front of you without signaling? If so, you probably entertained some not-so-positive thoughts about the other driver and then a few blocks down the road, you may have found yourself displaying the exact same behavior—turning without a proper signal. Somehow, nature has a way of balancing our actions and criticisms. Thinking about similar situations you experienced can help keep you from being so quick to criticize others.

By following these simple steps, you will find that others are drawn to you and will look forward to conversation and interaction because you are kind and considerate.

Commitment to Personal Ethics

Educators who are of high moral excellence and firmness and who hold dear a set of moral principles or values that are above reproach are in great demand in the workforce. **Ethics** are the moral principles by which we live and work. It is important to emphasize the relationship between effectiveness in teaching and ethical conduct. The potential for abuse of students and the abuse of the school and management is constant. Professional educators recognize the potential harm that can be brought upon both students and the school through irresponsible, unethical behavior. They will exercise extreme care to avoid breaches of good ethics that would bring dishonor upon themselves or their institution. Professional educators are aware of the ethical standards of their profession; they model and teach those standards in their everyday interactions with learners. They will work for honesty and truth in fulfilling the requirements of their position. They will supervise and instruct without prejudice and they will avoid all unethical practices. They will avoid criticism of others and never gossip, keeping confidentiality wherever appropriate.

IT'S WORTH REMEMBERING

The performance of your students is a portrait of your work and ethics. Are you willing to autograph the portrait?



CHECK IN

1. When identifying distractions, what are three-time wasters?
2. List at least five actions for self-motivation.
3. What steps can be taken to develop a winning personality and a positive attitude?
4. What activities can be done daily to help keep you and your learners positive?

Qualities for Success in the Learning Environment

► **LO2** *Describe the qualities that contribute to an educator's success in the learning environment.*

Success in the learning environment starts long before setting foot inside the school or turning on your computer. From waking up singing to approaching every task as if it were your first time, this section covers the recipe for success in any class. When it comes down to it, the special sauce is preparation, energy, and enthusiasm—your learners will only be as excited as you are!

Enthusiasm and Energy

It's impossible to finish any task or to achieve even the smallest goal if enthusiasm is lost. The term *enthusiasm* is derived from the Greek words *enthous*, for inspired, and *theos*, for god, and today is used for a strong warmth or feeling, keen interest, or fervor.⁴ It is this inner fire that, combined with desire, can set you apart from those who may have superior innate abilities. Enthusiasm does not depend on your individual talent, intelligence, or how you have been raised. It is a winning spirit that comes from within. The medical profession now agrees that fatigue, in large part, is of mental origin rather than a result of any physical ailment. Today's society is plagued with feelings of boredom, frustration, anxiety, worry, and resentment, all of which can eclipse enthusiasm in a moment. It is important to understand that *energy* and *enthusiasm* are two essential halves of a very important whole. To have energy, you must be enthusiastic; to be enthusiastic, you must have energy. When the two work hand in hand, a high degree of energetic enthusiasm can be maintained throughout the day.

Motivational experts concur that enthusiasm can be developed. Following are some behaviors and activities that can help even the most sluggish educator become enthusiastic.

- **Wake up singing.** Sing in the shower, sing in the car on the way to work (ignore the strange looks you get from other travelers), sing your agenda for the day to your learners, and sing while you check mannequin work. Singing indicates that you are happy, and when you are happy, you generate happiness for those around you, even your learners.
- **Smile, smile, smile.** There is no such thing as an unattractive smile. Smiling actually relieves facial tension and produces a subtle chemical change in your body. Smiling makes your

IT'S WORTH REMEMBERING

Many great accomplishments in education have resulted when unique ideas are shared with enthusiasm.

endorphins start pumping, and soon you're feeling more enthusiastic. Your learners will appreciate the boost they receive from your smiles!

- **Be a first-timer.** As an educator, you must perform many routine tasks daily, including preparing lesson plans, tests, handouts, and learning activities. You also must prepare your learning environment and organize your presentations. Try to remember to approach each task as if you were performing it for the very first time. Handle each assignment with a fresh mind. Even though you may have taught the subject a hundred times, you owe it to your learners to make your class as fresh and interesting as if you were presenting it for the first time ever.
- **Apply the pretend principle.** This behavior piggybacks on being a first-timer. When your work as an educator requires you to perform routine and boring tasks, pretend they are interesting and exciting. Make a game of it. Attempt to do the task perfectly, perhaps even faster than you normally do it. Set quotas or time limits, or discover new and creative ways in which the work can be performed. Pretend you are having fun doing a menial task and, before you know it, you will actually be enjoying it. Adopting this mindset will help you feel energized and enthusiastic at the end of the day. Apply it to your personal life, too!
- **Practice proper posture.** By standing up straight with your chest out, stomach in, and shoulders back, you will actually feel uplifted mentally and physically. Let your posture identify you as an enthusiastic and successful educator. Just two minutes of power posing will reduce your stress hormones and increase your confidence (more on power posing in Chapter 7).
- **Have personal pep rallies.** Your mind, as well as your body, needs a fitness regimen. In addition to your regular physical fitness routine, coach your mind to be positive. Positive self-talk is a great way to get oneself mentally prepared for a challenging day of teaching.
- **Attach yourself to a purpose.** This will generate a great new surge of power. Imagine that your students purchased a large stack of tickets to attend school. They must hand you a ticket each day and the value of the ticket has been set by the cost of tuition. Let's say the ticket is valued at \$100. Just like attending a concert or show, you want to get your money's worth. Your students are no different and want to get their tickets' worth in the form of education. It's easy to lose your value and importance when you become detached

CONSIDER & CONNECT

Stay connected with your peers by joining beauty and wellness instructor groups on social media. Read up on emerging trends and industry developments by following blogs. Sharpen your skills or learn new ones by taking online classes in your down time. Milady happily provides these resources and more if you are looking for a place to start expanding!

IT'S WORTH REMEMBERING

When you stretch your mind with new ideas, dreams, and concepts, it will never return to its original limitations.

CONSIDER & CONNECT

A positive mental attitude is indispensable to success and achievement. On the other hand, negative attitudes can literally destroy a school, harm interpersonal relationships, and stop the growth of creativity among learners. Negativity can spread like flames in a forest fire. However, even in hard times you can build and maintain a positive attitude by focusing on what's in front of you. This automatically leads to the next step until you ultimately reach your goal. Your personal desire should be to develop an attitude that is so strong that no matter what happens, you are able to remain positive and optimistic.

from the purpose of your job. Stay focused on your goals. The enthusiasm you use to tackle your responsibilities as an educator grows in direct proportion to the clarity of your purpose. Make each day and each class worth the price of admission!

- **Seize the spirit of adventure.** Nothing can squelch enthusiasm faster than a rigid, inflexible, routine, and boring lifestyle. Be willing to try new foods and attempt things you've never tried before. Take a few risks. View each new challenge as an opportunity and an adventure (**Figure 1-9**). Take a different route to work each day. Inject some variety into your life. Choose the road less traveled.



Figure 1-9 Variety in life is essential; view each new challenge as an exciting opportunity.

- **Expand your mind through learning.** Stretching and expanding the mind through learning is a rich source of enthusiasm. Continue to read, write, and learn with insatiable curiosity. The pursuit of learning is a common characteristic among many great world leaders who remained active until very late in life. As you learn, new interests will be awakened, igniting sparks of enthusiasm in your life.
- **Channel enthusiasm.** Wake up each morning by actually saying that you are enthusiastic. As you progress through the day, tell yourself that you are enthusiastic. As you face each new challenge with your learners, do it with enthusiasm. It has been said that you will become what you think. If you want to be energetically enthused, think and act with enthusiasm!

Your personality as a professional educator will become brighter, warmer, and more alive if you are enthusiastic. Pursue a dominant purpose in your teaching career, create the spirit of adventure in your learning environment, and never stop learning.

Understanding Student Learning Styles

In order for the professional educator to be successful in the learning environment, they will recognize how each and every student prefers to learn. In Chapter 3, “Learner Characteristics and Learning Principles,” you will encounter the nine different learning intelligences. It is important to note the activities and games your learners enjoy doing. An activity that was highly enjoyed one month may not be as successful with your next class. A short learning-style quiz can be administered to obtain the styles more preferred by that group of learners. Then, simply adjust your lesson plans to create meaningful and enjoyable classes tailored for that particular group.

Self-Control

As an educator, you will face countless challenges posed by your students on a daily basis. Your learners will easily recognize and appreciate honesty and straightforwardness when dealing with those challenges. However, you will only be able to lead if you can control your own emotions. Your students will quickly lose respect for you if you lack poise and display fits of anger and unprofessional behavior. Preparation and proper planning go a long way toward accomplishing self-control.

IT'S WORTH REMEMBERING

The educator who is sincere, patient, and in control can turn challenges into opportunities.

SIX STEPS FOR SELF-CONTROL

When faced with a situation that would otherwise cause your blood to boil, follow these important steps:

1. **Pause and breathe.** Take a deep breath and count silently to 10. This gives you the opportunity to gain control and evaluate the situation.
2. **Consider the circumstances.** What actions or events caused you to want to react in an uncontrolled manner? What has caused your student(s) to behave in this manner? Are there factors unknown to you that could have caused the behavior?
3. **Evaluate the options.** What actions are available to resolve the situation? Choose the most effective approach—if possible, one in which everyone wins.

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IT'S WORTH REMEMBERING

Event + Response = Outcome

You can't control the event; however, you can always control your response and thus arrive at a better outcome.⁵

(Continued)

4. **Behave professionally.** Identify and display the professional behavior you want students to observe in you.
5. **Listen to your student(s).** Hear what they have to say (**Figure 1–10**). You will learn what unknown circumstances led to the volatile situation.
6. **Apply the best approach.** Resolve the situation in a controlled manner.



Figure 1–10 Listen to the learner to fully understand the situation.

CONSIDER AND CONNECT

Remember, you never have to apologize for something that was not said or done. Maintaining patience and self-control will aid you significantly in facilitating a safe and effective learning environment.

By following these steps, you will receive the respect you earned from your students. You will convey professionalism that cannot be questioned or criticized. You will display poise and self-control, which will increase your self-confidence. Thinking clearly and acting in this manner is an excellent way to prevent irreparable harm from an emotional storm.

Courtesy, Compassion, and Consistency

Other qualities essential to success in the learning environment are courtesy, compassion, and consistency. Good manners and old-fashioned politeness are paramount to being effective as an educator. Being on time to work, starting class on time, and keeping appointments as scheduled with your students all amount to simple, common courtesy. By being courteous, you

can command the same behavior from your learners. In addition to courtesy, having **compassion** for your learners suggests you hold a sympathetic consciousness of their distress and have a desire to help alleviate that distress. Compassionate educators will be able to put themselves in the learner's place and understand what has caused certain behaviors and actions on their part. When you have compassion for your learners, you will want to know all you can about them: their background and family history, their culture and beliefs, their interests and goals. Your compassion for your learners will make your approval of them even more enjoyable, and it will make your correction of their performance easier to digest. All humans, including students, need to feel needed, appreciated, and important. Compassion will convey approval at every opportunity without showing favoritism in any manner.

Compassion will help ensure that rules and standards are applied fairly and equitably. It is poor practice to enforce a rule today only to ignore it tomorrow. This sends a message that you are not sufficiently interested in your students, and they won't know what to expect from you. Consistency is like justice, with its promise of fairness and righteousness. The professional educator will look for the best in all learners and treat them fairly, courteously, and compassionately.

Authority, Order, and Self-Confidence

With respect to your role as an educator, the word **authority** means both an individual cited or appealed to as an expert *and* the power to influence or command thought, opinion, or behavior.⁶ Neither part of this definition indicates the need for an educator to be a drill sergeant. The word does imply that the educator holds a great deal of responsibility. If you impose and use authority fairly and consistently, you will earn the respect and loyalty of your students. You will have the privilege of influencing or commanding the thoughts, opinions, and behaviors of your learners.

For an educator to achieve recognition as an authority, they must first have self-esteem and self-confidence. To hold someone in high esteem is to hold them in high regard and prize them accordingly. **Self-esteem** is the deep-down feeling you have in your soul about your own value or self-worth. Self-confidence, on the other hand, is confidence in oneself and in one's own powers and abilities.⁷ An educator who lacks confidence won't believe in their abilities and, oftentimes, won't even try. Professional educators, however, have unshakeable confidence in their ability to achieve anything they want to accomplish. Happily, you can build your confidence should you feel that self-esteem is an area you would like to strengthen.

CONSIDER AND CONNECT

An educator's goal is to achieve a level of authority that will encourage a strong desire in learners to achieve something great within their career field. Once the learner has developed that aspiration, the job of an educator becomes simpler.

Stretch your abilities to the maximum and you will feel positive and more confident about yourself. Engage in systematic, purposeful action, that's consistent with your values, to move in the direction of your goals. You can achieve or have whatever you dream of if you have the self-confidence to go for it.

For an educator to influence the learning environment, self-confidence and a climate for serious learning is required. Learning will occur if the environment is learner-centered and fun. However, the outcomes expected must be clearly established. Define what is expected of your learners and help them achieve greatness.

Receiving recognition as an authority in your field will not happen automatically. A great place to start when gaining trust with learners is to create your expectations for the learning environment. These expectations can be posted and should be reviewed often to be effective. As an authority, you have the power to influence your learners and the ability to encourage thoughts and behavior in them that will help them achieve their goals and aspirations (**Figure 1-11**).



Figure 1-11 To gain the learner's respect, use authority in the classroom fairly.

Having authority in the learning environment requires that you establish a formal distance between yourself and your learners. You can be friendly, supportive, and nurturing with your learners; however, you will face many unnecessary hurdles in the educational process if you fraternize or socialize with students as friends. Such relationships will result in a challenge to your authority and, more than likely, disrupt the order that you have strived to develop in

your learning environment. Maintaining order ensures that your classes have direction and momentum. It implies that your classes are comfortably disciplined and peaceful. Set an example for your students and fairly and equitably enforce the standards of conduct expected of them. Strive to achieve the highest standards of excellence at all times and respect your students, coworkers, and fellow educators if you are to be respected yourself. Such leadership skills will earn you recognition as an authority and ensure that your classes are conducted in an orderly manner.

IT'S WORTH REMEMBERING

Professional educators learn to embrace change and growth, but never compromise their core values and principles.

10 SELF-CONFIDENCE BUILDERS

1. **Like and accept yourself unconditionally.** Consider yourself a valuable and worthwhile human being. Respect yourself, consider yourself a good person, believe in yourself, and you will be confident in your ability to say and do the right thing at the right time.
2. **Be clear about your own values.** When you understand what you believe in and stand for, the more you will like yourself. This can lead to a sense of self-assurance and calmness.
3. **Be true to yourself.** Live your life in accordance with your highest aspirations and the highest values you have established for yourself.
4. **Never compromise your integrity.** Be courageous and accept yourself for who you really are, not as you might be or as someone else wants you to be.
5. **Enjoy your uniqueness.** You have your own skills, talents, and abilities that make you extraordinary. You are truly one of a kind and your job is to be the best version of yourself every day. Become aware that you are unique and incorporate that awareness into your personality and attitude toward your career.
6. **Practice self-control.** Say and do the things that are consistent with your values. Obtaining control can be accomplished by setting clear goals or objectives, establishing a sense of direction based on what you hope to achieve in life.
7. **Work toward desired goals.** When you achieve predetermined goals, you feel strong and capable and in control. You feel like the winner you are. Your self-confidence soars and your willingness to

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take on even greater challenges grows. The more you achieve, the more you feel you are capable of achieving.

8. **Become an expert.** Self-efficacy is the ability to perform effectively in your chosen area. Whenever you teach well, your self-esteem and self-respect will skyrocket. You will experience a sense of personal pride and obtain the self-confidence to take on even greater challenges.
9. **Commit to excellence.** Resolve to pay any price, make any sacrifice, invest any amount of time and money to be the best that you can be as a professional educator. At that point, you will elevate yourself above the average educator who drifts from job to job, class to class and accepts mediocrity as the adequate standard.
10. **Avoid the enemies of human happiness.** Fears and doubts undermine our self-esteem and self-confidence and cause us to think in negative terms about ourselves. We move toward what we think about; therefore, we must think in a positive way. Take action to overcome doubt, worry, and fear.

Welcome Advice from Colleagues and Students

You've heard it said that two heads are better than one. This aptly applies to educators. There will always be more than one method of doing a task or facilitating learning. Your fellow educators may have had great success with delivering specific material that could be very beneficial to you. Their success can be useful if you are willing to listen and apply those techniques or principles that may work for you as well. Be receptive to competent counsel from colleagues and be guided by that counsel as long as it does not compromise or impair the dignity and responsibility of your position as an educator. Remain open to the knowledge of all those around you, especially your own learners. You will gain a wealth of information from your learners if you keep an open mind and listen attentively. Ask for feedback on a regular basis to ensure that you are meeting the needs of all students and their specific learning styles. Each class is unique, and you may need to adjust your teaching style and activities based on their feedback. Our minds are like parachutes: They work better when they are open!

IT'S WORTH REMEMBERING

When a group of talented and committed individuals come together and brainstorm about important issues, the results will be astounding.



CHECK IN

5. What can an educator do to develop their personal enthusiasm?
6. What steps should you take to practice self-control in trying situations?
7. List at least five strategies for building self-confidence.

Qualities for Employment Success

➤ **LO3** *Outline the characteristics looked for when hiring a professional educator.*

You may be learning how to be a professional educator for a number of reasons. Maybe your goal is to work in a school, open your own school, provide advanced classes for licensed professionals, educate professionals on your company's product line, or perhaps it's to teach specific industry certification classes. Regardless of your motivation, you will find the following qualities extremely important when working for yourself or for an employer.

Ability to Work Independently

In today's higher education environment involving adult learners, a professional educator needs to exercise **initiative** in starting and following through with assigned work. The educator must learn to work independently with little close supervision. They must learn to initiate actions required to solve problems whenever possible without intervention from supervisors or management personnel. The professional educator must maintain steady performance under varying work pressures. Educators who have adopted and developed these particular skills will become much more valuable to their employers. Employers look for educators who are self-starters. They need individuals who are in harmony with the institution's mission and who know that providing quality education to its students is the first and foremost priority. Schools and companies need educators who will do what it takes to make certain that objective is met.

There are steps you can take to ensure you take initiative and can work independently without a great deal of close supervision. Remember, the less supervision or maintenance you require, the more valuable you are to your employer.

FIVE STEPS TO INDEPENDENT ACTION

1. **Study your position description.** What is expected of you in your educator role within the institution or company? What are the specific job duties for which you are responsible? Study and learn this information and then fulfill those requirements on a daily basis.
2. **Read and study the school's operating procedures.** Become knowledgeable of the institution's written operating procedures, which address the various functions and departments within the institution. This will allow you to know the actions or procedures that should be followed for those situations that occur only occasionally.
3. **Read and study rules established by oversight agencies.** Learn the state statutes and regulations governing the operation of your institution. Make yourself aware of the policies, standards, and criteria established by the institution's accrediting agency. This information will allow you to make independent, but informed, decisions when the situation calls for it. Attend regular state board meetings and workshops to stay current on laws and rule changes.
4. **Be willing to take risks.** Know that if you wait until everything is perfect, you will never do or accomplish anything. If your goals and objectives are on target and you know that your actions are performed with the best interest of the institution and your students in mind, then dive in. There will be times when what you did was the wrong thing to do, but take comfort in knowing it was not because of the wrong reason. Most employers will appreciate and respect your willingness to take action.
5. **Follow the steps for building self-confidence.** When your level of self-confidence rises, you will be able to act without worrying that the action is the right thing to do. You will *know* it is the right thing to do.

Interest in Other People

A dynamic educator actively cultivates an interest in other people, personnel, educators, and students. This will bring joy into the educator's own life as well as the school. The eternal law of cause

and effect will begin to work. When you show interest in others, they will in turn show interest in you. A dynamic team needs to share a spirit of passion and focus on the same goal. When you're part of an effective school team:

- You will get help from your coworkers at times when you're overwhelmed, and you will return the favor when they need your help.
- You will be able to refer those students requesting assistance to another educator when you are not feeling well or when you are swamped with administrative responsibilities.
- You will be able to share knowledge with other educators and learn from them.
- You will work to project a unified, professional image for the school.
- You will work in an atmosphere of colleagues helping other colleagues rather than competitors working in disharmony.
- You, your fellow educators, the students, and the school will enjoy greater success. Everyone wins!

Expectations of goodwill are contagious. Put others' interests ahead of your own and practice the positive self-expectancy that they will do the same thing. If you pledge your commitment to counsel and assist fellow educators in the performance of their duties and strive for teamwork and cooperation, you will almost always achieve it. An Ethiopian proverb says, "When spider webs unite, they can tie up a lion." Imagine what can be accomplished with that same effort of unity within your school (**Figure 1-12**).

IT'S WORTH REMEMBERING

Put others' interests ahead of your own.

IT'S WORTH REMEMBERING

To attain their common goal, effective teams need a supportive environment, clarification of their expected goals, and a shared passion.



Figure 1-12 Teamwork creates a spirit of cooperation and communication among all members.

IT'S WORTH REMEMBERING

A team member who is not open to new alternatives or does not care about the success of the team can cause failure. All team members must subscribe to the common goal and be willing to explore the consequences of achieving it.

Commitment to Cooperation

Being able to cooperate is a characteristic many employers seek in their educators. **Teamwork** is cooperation in action, a tool with which people can achieve exponentially more than they could alone. Whether you are completing the everyday tasks of running a school, solving a problem, or creating an improvement plan for the institution, teamwork benefits everyone involved.

Teamwork doesn't exist in all schools or companies. If one educator believes that their assigned students are their only students and doesn't pay any attention to learners in other classes, there is no school team. If an educator believes they are assigned to teach only one class or subject and remains unwilling to take over other areas when needed, the team is deficient. Many independent educators work in the same facility, but often they are not working together toward the common goals or mission of the institution. When this occurs, the students and clients sense the tension and lack of connection.

For a dynamic team to exist in any institution there has to be a spirit of cooperation and communication among all members of the organization. Successful cooperation is a two-way street. If you aren't willing to give an inch, it's unlikely that you can expect others to cooperate. Developing cooperative relationships with your coworkers is essential to your success as an educator.

Place others' interests higher than your own and cooperation will flourish.

Professional Image

Portraying a professional image to your learners is essential. Educators must pay particular attention to their wardrobe while also observing the boundaries and guidelines established by the institution. A professional educator will practice impeccable grooming and never consider arriving for work without all aspects of personal appearance being properly addressed (**Figure 1-13**).



Figure 1-13 Portraying a polished and professional image is leading by example.

TEN STEPS TO A PROFESSIONAL IMAGE

1. Shower or bathe daily.
2. Use appropriate deodorants or antiperspirants.
3. Follow proper oral hygiene by brushing and flossing teeth daily and using mouthwash.
4. Wear freshly laundered, properly pressed clothing that is in good repair.
5. Wear shoes that are clean and in good condition.
6. Maintain clean, healthy, and appropriately-styled hair. Facial hair should be groomed.
7. Maintain well-manicured hands and nails.
8. Makeup should be worn to enhance your natural beauty and should be tasteful.
9. Wear appropriate jewelry and keep it to a minimum.
10. Practice proper posture.

Stand in front of the mirror each morning before departing for work and ask yourself whether you would hire the person standing before you. If you fail to follow the steps above, you send a message to your coworkers and learners that you don't care enough about them or yourself to project a positive, professional image. Even those students whose appearance and image leave something to be desired may be inspired to improve when you set an example for them. In fact, consider following one school's example: Install a full-length mirror on or near the door that's visible upon entering the classroom. Post the question "Would you hire this person?" just above the mirror and below a stop sign. Your example and this exercise will go a long way in stressing the importance of portraying a professional image at all times to your learners. A professional educator will make certain that everything about their appearance—from clothing to grooming, from scent to smile—combine to make a memorable and pleasing impression on others.

Constant Pursuit of Knowledge

Educators must possess a high level of expertise and knowledge in the various disciplines they teach. Educators will be judged by their knowledge of the subject matter. Learners will ultimately admire and look up to those educators who are experts in their chosen fields. Educators must also be well rounded in the theory, as well as any applicable practical applications, of the disciplines they teach. In doing so, they will earn and maintain the respect of their

IT'S WORTH REMEMBERING

You never get a second chance to make a positive first impression!

CONSIDER AND CONNECT

Your commitment to personal career development is another quality greatly desired by employers. Obtaining a credential to teach does not conclude your learning as an educator; it merely signifies its beginning.

IT'S WORTH REMEMBERING

Milady offers online classes to help instructors continually grow as educators and learn fresh skills for managing their students and their learning environment. Milady also offers classes and expert career advice on the soft and business skills needed to launch professional careers into the stratosphere!



Figure 1–14 Invest in yourself by seeking out learning opportunities.

learners while imparting information that allows learners to improve their own skills, knowledge, attitudes, appreciations, and habits. Teaching a new lesson can be intimidating at first, but each time you review it, you'll strengthen your memory and the material will become second nature. It may be necessary to do additional research outside the book to gain the knowledge and confidence to speak on a given topic. You may even find new excitement and enthusiasm for the topic after discovering interesting facts to share with your class.

Education is a continuing process. Changes and improvements in techniques and technology take place daily. It is in the best interest of educators and learners to stay alert and maintain competency in changing trends.

Your career development does not end with the basic technical and theoretical knowledge needed within the disciplines you teach. Developing your abilities and expertise as an educator is an ongoing process. Continuing education in teaching methods and other related topics may be required for institutional reaccreditation or credential renewal by state regulatory agencies, if applicable. Employer surveys are very clear that they are looking for educators who participate in professional development classes on an ongoing basis. For some disciplines, regulatory agencies may require from eight to 36 hours of continuing education per year. Employers are often disappointed to discover that many educators never do more than the absolute minimum.

It takes more than minimum participation to be an expert in any profession. A good rule of thumb for effective professional development as an educator is to obtain at least 40 contact hours per year. Professional educators recognize this as a personal responsibility related to the position. The most successful individuals in any field are those who invest in themselves. They do not expect the institution or employer to arrange for and provide for all their continuing education. Professional educators seek learning opportunities because they understand that learning is the basis for all thinking. They will be active members in professional organizations. They will read industry publications on a regular basis (**Figure 1–14**). They will pursue continuing knowledge of their career field and maintain practical and current methods of teaching as well as cooperate with professional organizations and individuals engaged in activities that enhance the development of their profession.



CHECK IN

8. What are the steps you can take to achieve independent action in your role?
9. List the 10 steps to a professional image.

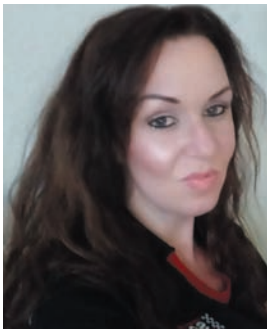
WRAPPING IT UP

Educators are unique in that they are required to prepare and present information to a group of learners from diverse backgrounds on a daily basis. Professional educators need to develop themselves both personally and professionally to achieve success. Some of the areas will come easily while others will need to be practiced in order to create new habits: dependability, flexibility, effective communication, time management skills, desire, motivation, positive attitude, commitment to personal ethics, and openness to feedback from colleagues and students. These are all qualities for success inside and outside of the learning environment.

Employers are, of course, always seeking educators who embody these qualities, as well as those who are committed to continued personal growth and development. Enthusiasm and energy go hand in hand when getting your students excited and ready to learn. Professional educators realize the importance of maintaining a high level of energy throughout the day to keep learners engaged within the lesson. The educator also knows the importance of being interested in their students and their unique learning styles. To truly help your students, you must first understand their motivations for attending school. This information will help you create opportunities for the learner to develop the skills needed to be successful. Other skills to practice in the learning environment are patience, courtesy, compassion, consistency, self-confidence, and openness to feedback. By developing all these qualities and characteristics, the professional educator is better equipped to fill the demanding roles required of the position: motivator, coach, mentor, disciplinarian, peacemaker, negotiator, arbitrator, nurturer, and entertainer!

When it comes to employment opportunities for a professional educator, the types of teaching roles are countless. Teaching in a school setting is not for everyone; some professional educators may prefer to teach to already licensed professionals who are seeking continuing education. Whether you choose to work in a school, open your own school, or create your own personalized classes for licensed professionals, you will be able to apply all of the qualities for employment. Professional educators who can work independently and are committed to cooperation are always in demand. Educators who maintain a professional image and are in constant pursuit of knowledge are sought after in the hiring process. Employers are looking for educators who will set an example for their students and will be able to give learners the most current and up-to-date information. This industry is changing every day, and hiring educators who are current with techniques and products is extremely important. Lastly and most importantly, employers are looking for professional educators who maintain a positive attitude. When hiring and building an educational team it is essential to hire the right cultural fit. Having a positive attitude is the secret to any recipe for success.

SPOTLIGHT ON SUCCESS



Michele Malave

Cosmetology Instructor at Avenue Five Institute

Licensed educator for 8 years

What is your general philosophy on teaching?

Lead by example! It's not a "do as I say, not as I do" kind of world. Learners need educators that encompass and exude pure passion for what they do. In effect, this can engage learners and keep them aspiring to be their best possible self.

How do you create a student-centered learning environment?

Engage your learners! Keep them involved and include them in real conversations. I typically say, “Hey class, I really need your input on this.” Students need to feel valued not only for their opinions and experiences, but also for their efforts.

What’s your best teaching experience or memorable moment?

I had a student who was outcast by her classmates. No one in the class would sit by her or speak to her. Every time she performed a procedure on a classmate, she would overprocess the hair, cut it way too short, burn them with the thermal iron, mix an incorrect color formula, etc. It got to the point where she could not find a model to work on. I chose her as student of the month and allowed her to do my hair on the student salon floor as a demonstration. I made it a point to highlight the fact that with every mistake comes a learning curve. I had to let this class know that the more mistakes you make, the more you learn what not to do next time. I let the class know that this is exactly the person you want to do your hair, as she knows what not to do. She became one of my top students with more repeat clients than all her classmates combined. She also walked out of Cosmetology school into the top salon in our city and is now a brand ambassador for her company.

CASE STUDY

Angela is a new educator. She strives to fulfill her role as a leader, mentor, and teammate, but sometimes feels overwhelmed with the responsibilities that can accompany her role and wonders if she’ll ever be as good as some of the other, more seasoned educators on her team. They seem to fulfill their roles so effortlessly and always seem to connect with learners and complete all of their daily tasks. Angela has decided to create a list of goals for herself to help her become more like the educators that she admires.

1. Which of the following is a good place for Angela to start when deciding what her goals should be?
 - a. wait for situations to happen that she doesn’t know how to handle and put them on her list
 - b. identify areas for personal growth
 - c. make a post on social media asking friends what her goals should be
 - d. make it a project for her students and have them create a list of goals for her

2. When trying to connect with students and build trust to improve the relationship, Angela should:
 - a. show genuine interest in learners and their goals
 - b. share personal information about her life to show how she is just like them
 - c. follow them on social media, like all of their posts, and comment frequently
 - d. allow them to break the rules here and there so they like her more

3. What tools can Angela use to help her complete more tasks throughout the day?
 - a. time utilization log
 - b. scheduling important tasks during peak productivity hours
 - c. 10 questions for effective time analysis
 - d. all of the above
4. How can Angela learn to be a great educator, like the educators that she admires?
 - a. be patient and wait until she has the years of experience that they have and it should just come naturally
 - b. seek advice from trusted colleagues and be open to what they have to say
 - c. remind herself daily of all the areas that they are better than her because feeling bad will make her want to do better
 - d. do everything perfectly so everyone will think she is perfect
5. Angela understands that when she is feeling overwhelmed it is partly because she doesn't feel confident in herself and her abilities. What actions can she take to build self-confidence?
 - a. become an expert, practice doing things that she doesn't feel confident in until she fully understands them
 - b. like and accept herself unconditionally
 - c. avoid negative thoughts and think positive
 - d. all of the above