Giving a good impression Introduction to Module 5

Most new entrants to hairdressing will undergo an induction period. During this time they will receive company information covering health and safety, policies and procedures specific to their own employment setting, and information about their roles and responsibilities. The amount of information given to new employees can be daunting and learners will benefit from exploring these documents and becoming more familiar with their contents. It is expected that workers can access and understand this information, not only during the induction period but throughout their employment, as specific needs arise and in order to update their knowledge and skills. There is also a requirement to follow verbal instructions and to communicate effectively with a variety of people. This is a very important aspect of the work environment that is often overlooked, but which impacts on the overall impression of the individual or the company they represent.

In this module teachers and learners will consider ways of creating a good impression, the appraisal process and a variety of strategies for reading and understanding a wide range of written information as well as thinking about ways of coping with difficult clients. It also includes themes on checking wage slips and calculating commission. There is a jargon-busting theme for those embarking on an NVQ. The module covers the following:

- job roles and responsibilities
- communicating in the salon
- checking wage slips
- commission, incentives and targets
- appraisal
- NVQ jargon
- dealing with problems.

The information used for this module is generic to a range of hairdressing settings. It is important that learners are encouraged to apply the skills and strategies developed here to information from their own workplace setting. The materials can also be adapted using the Word version of the pages.

Hairdressing – Module 5: Giving a good impression					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Job roles and responsibilities	Ha 5:1–5:2	Unit G5; Unit G8	SLc/L2.3; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rt/L2.8; Rs/L2.2; Rw/L2.1; Rw/L2.2; Rw/L2.3		C1.2
Communicating in the salon	Ha 5:3–5:5	Unit G5; Unit G8; Unit G9	SLlr/L1.3; SLc/L1.1; SLc/L1.3		
Checking your wage slip	Ha 5:6–5:7			MSS1/L1.1; N2/E3.4	N1.1
Targets, incentives and commission	Ha 5:8–5:9			N2/L1.8; MSS1/E3.1	
Appraisal	Ha 5:10–5:11	Unit G8	SLc/L2.1; SLc/L2.3; Rt/L1.1; Wt/L1.2; Wt/L1.4; Wt/L1.5		C2.1
NVQ jargon busting	Ha 5:12–5:13	All	Rt/L2.1; Rt/L2.3; Rt/L2.6; Rt/L2.8; Rs/L2.1; Rw/L2.1		C2.2; C2.3
Dealing with problems	Ha 5:14–5:15	Unit G5	SLlr/L2.1; SLlr/L2.4; SLc/L2.1; SLc/L2.2; SLc/L2.3; SLd/L2.5; Rt/L2.2		

Skills checklist

Some of the things you have to deal with at work don't involve clients, but they are still important. Knowing exactly what your job involves, how your wages are worked out and understanding NVQs and staff appraisals are all part of the background to giving a good impression at work. At the same time how you talk to clients and other members of staff and how you deal with difficult clients is also important to the overall impression you create.

The table below will help you think about the skills you already have as well as those you need to develop. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.

Skills for giving a good impression	Now	Later
Reading official documents such as a job description or contract of employment		
Talking to clients and colleagues		
Checking your wage slip		
Understanding payments made for commission and incentives		
Taking part in appraisal		
Completing an NVQ		
Dealing with difficult clients		

PAGES 5:1–5:2

Job roles and responsibilities

Occupational setting

Everybody working in a salon is part of a team and as such has a role to play and a person to whom she or he is responsible. Knowing what you are responsible for is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text. This theme develops some of the reading skills required to read and understand job descriptions.

Materials

Procedures, job descriptions and contracts from the work setting (e.g. Deed of Apprenticeship, National Hairdressers' Federation *Guidelines on Terms and Conditions in Salons* handbook)

Job description from the Source material (0:48)

Terms of employment from the Source material (0:49)

Dictionaries

Learning outcomes

1 To work out the meanings of unfamiliar words (focus page, Task 1)

2 To use detailed reading techniques to obtain specific information (focus page, Task 2)

3 To use different strategies to aid understanding (focus page, Task 3)

Suggested teaching activities

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Encourage learners to bring their own experience of the workplace to this discussion.
- Discuss documents about procedures, contracts and job descriptions and any difficulties learners have experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Draw attention to the particular reasons for understanding a statement of terms of employment and a job description, using the focus page. Offer strategies for improving understanding.
  - **Identifying difficult words and using context, glossary or dictionary or asking a colleague, to guess and check meaning.** Practise using examples from workplace texts. For example, in the Terms of employment: *Can you work out what 'fluctuations'* (see point 5) *means from the rest of the sentence? Find the meaning of the word 'incapacity' in a dictionary.*
  - **Using wording to identify instructions, especially imperatives.** Ask learners to name actions you perform using a command or order word (e.g. sit, stand, write, read). Look at the three imperatives (command or order words) highlighted on the Job description from the Source material. Understanding the imperatives tells you how many instructions there are in a sentence. Identify imperatives in the rest of the Job description and another set of workplace instructions or job description.
  - **Chunking the text.** Demonstrate that punctuation can help with chunking the text into manageable pieces. As an example, read out the second bullet point under the heading 'Responsibilities' in the Job description. Stop at the full stop and review what has been read before carrying on.
  - Use one of the examples on the page to show how each separate point beginning with a dash (–) is in fact the end of a sentence. Read out the separate sentences that can be formed. (e.g. 'During the course of your work you will be expected to conduct client consultations. During the course of your work you will be expected to provide clients with a full range of services and treatments.')

  - Demonstrate how a list can be one long sentence, with the items separated by commas, as shown on the page. In this case, each item on the list becomes a chunk to be understood before carrying on. Learners could make this sentence into a bullet-pointed list.
  - **Rewording difficult text.** Model rewording difficult text. Ask learners to explain sentences from the job description in their own words to a colleague. Does this help to make it clearer? ESOL learners may need support with some of the vocabulary, such as 'maintain', 'act in accordance with'.
- Conclude the session by asking learners to share any other techniques they have developed for reading and understanding difficult texts – not only job descriptions and contracts, but insurance forms, applications for loans, etc. Acknowledge that any method that is successful in aiding understanding is valid. Some suggestions might be: reading aloud, reading several times, self-questioning about what has been read, chunking text into manageable pieces, explaining it to a friend, photocopying and enlarging. If appropriate, role-play asking for time to read a contract (or a similarly important document) and not just signing it without reading it.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	Unit G5	C1.2
Rt/L2.3	Unit G8	
Rt/L2.7		
Rt/L2.8		
Rw/L2.1		
Rw/L2.2		
Rw/L2.3		
Rs/L2.2		
SLc/L2.3		

Task 1

Use a variety of strategies to find out the meaning of words

Rt/L2.1
Rw/L2.1
Rw/L2.2
Rw/L2.3

- Make sure learners each have a copy of the Terms of employment from the Source material.
- Ensure learners understand that a Terms of employment is another name for a contract of employment.
- Remind learners that unfamiliar words can make a piece of text difficult to understand. Reflect on the strategies discussed earlier that can be used to find the meaning of such words.
- Suggest to learners that they try the meaning out in the context of the phrase/sentence the word came from to check that it makes sense.

If the learner has difficulty

- First help learners to familiarise themselves with the text. Point out the titles and headings and make sure these are understood. Talk about the contents under each heading.
- Take one word at a time. Highlight the word that needs to be interpreted and support the learner to read the whole sentence. Can they predict the meaning from the text around it? Check their definition using the glossary or dictionary. Substitute another word to replace the word in the question. Read the sentence again to ensure that it makes sense.

Extension

Ask learners to highlight other words that they perceive to be problematic or unnecessarily difficult. Ask them to construct a word search or crossword using their own definitions as clues.

Task 2

Read a text using detailed reading strategies to obtain specific information

Rt/L2.7

- Discuss with learners that knowing rights and responsibilities at work can lead to a clearer understanding of your role in the team and that on some occasions it is vital to have a complete understanding of what you have read.
- Remind learners that reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex text may need to be read several times, sentence by sentence.
- Remind learners of the techniques of skimming, scanning and detailed reading practised in the themes 'Finding information' and 'Policies and codes of practice' in Module 4.

If the learner has difficulty

- Refer to *Skills for Life* literacy materials for extra reading activities.
- It is important to have a clear understanding of what each question is asking. Work on identifying the key words in each question. Does this help to locate the correct part of the Terms of employment?
- Work with the learner to read and understand the text sentence by sentence. Explain complex language.

Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

Task 3

Put text into own words to clarify understanding
Rt/L2.1
Rt/L2.8
Rs/L2.2
SLc/L2.3

- Discuss with learners that rights and responsibilities at work can lead to a clearer understanding of your role in the team.
- Putting text into your own words can clarify understanding. One way to do this is by explaining something to a colleague.
- Learners could rehearse their versions and make notes before sharing them with colleagues. Write up an agreed version of the text for all to share. Check that this covers all the points in the text.
- Words such as 'in lieu' may be understood by using context clues.
- This might be a useful opportunity to talk about notice and the reasons for giving it and receiving it!

If the learner has difficulty

- This text explains complex, legally expressed information and learners may need support to understand the detail, especially of terms such as 'in lieu'. Take each point separately.
- Learners should practice explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone else who is able to explain the information clearly and accurately).

Extension

Learners could write their rewording for other learners to read.

Theme assessment

- Repeat the activity using other workplace documents.
- Learners could reword other important workplace documents for colleagues.

Job roles and responsibilities

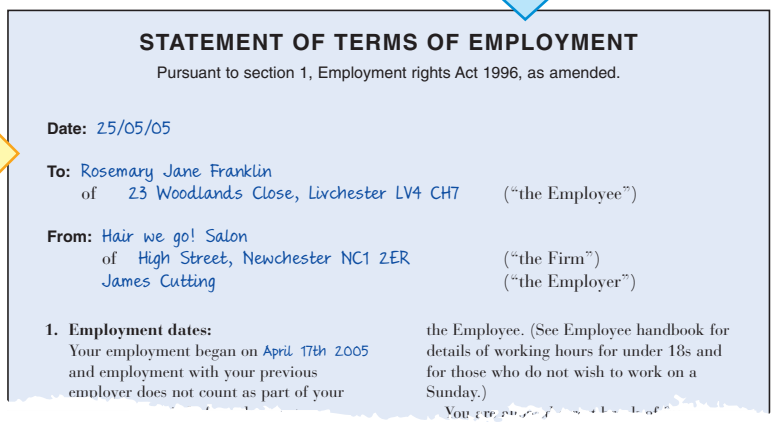
Focus

As a stylist you work as part of a team. It is important for you to know:

- what your duties are
- what the duties of other members of the team are
- who you should report to.

Your Statement of terms of employment sets out your rights and responsibilities at work.

- Read a contract in detail before you sign it.
- Find out about anything you do not understand.
- Try to guess the meaning of an unfamiliar word by reading the words around it.
- Check it in a glossary or dictionary or ask a colleague.



STATEMENT OF TERMS OF EMPLOYMENT

Pursuant to section 1, Employment rights Act 1996, as amended.

Date: 25/05/05

To: Rosemary Jane Franklin
of 23 Woodlands Close, Livchester LV4 CH7 ("the Employee")

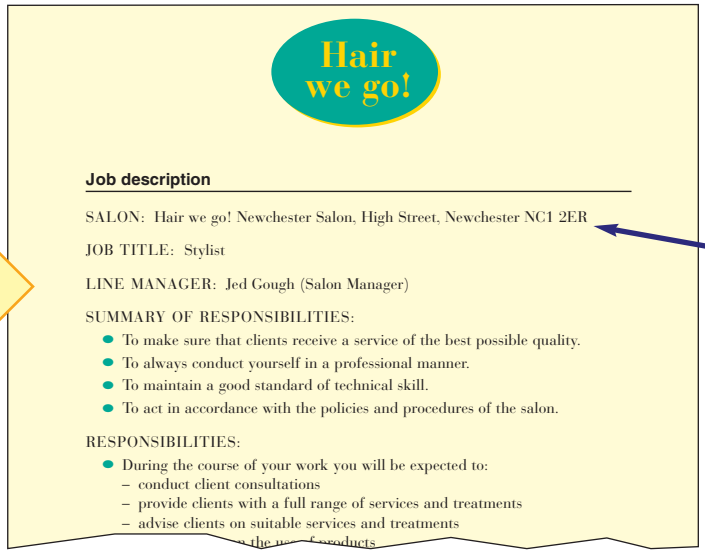
From: Hair we go! Salon
of High Street, Newchester NC1 2ER ("the Firm")
James Cutting ("the Employer")

1. Employment dates:
Your employment began on April 17th 2005 and employment with your previous employer does not count as part of your

the Employee. (See Employee handbook for details of working hours for under 18s and for those who do not wish to work on a Sunday.)

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.



Hair we go!

Job description

SALON: Hair we go! Newchester Salon, High Street, Newchester NC1 2ER

JOB TITLE: Stylist

LINE MANAGER: Jed Gough (Salon Manager)

SUMMARY OF RESPONSIBILITIES:

- To make sure that clients receive a service of the best possible quality.
- To always conduct yourself in a professional manner.
- To maintain a good standard of technical skill.
- To act in accordance with the policies and procedures of the salon.

RESPONSIBILITIES:

- During the course of your work you will be expected to:
  - conduct client consultations
  - provide clients with a full range of services and treatments
  - advise clients on suitable services and treatments

The job description says exactly what the job involves. It says what must be done.

Using the commas in this piece of text, list the things that you are also expected to assist in.

'You will also be expected to assist in the maintenance of the salon, assist in the maintenance of stock, assist in other salons in the 'Hair we go!' group as necessary, and undertake any additional tasks required by your line manager.'

Using the commas in this piece of text, list the different areas of company policy that you must maintain.

Job roles and responsibilities

Task

Read the Terms of employment from the Source material.
Then answer the questions.

Task 1

What do the words in **bold** mean?

1 **continuous** period of employment
2 a *Stylist* or such other **capacity**
3 **Remuneration**
4 (**excluding** overtime)
5 **mutually** convenient time
6 **pre-determined** by clients

Task 2

Decide whether the following statements are true or false.

1 Rosemary is employed as a Stylist. True / False
2 Rosemary is paid £875 a week. True / False
3 She must phone her employer on the first day that she is sick or injured. True / False
4 Every year she can have 25 days off work that she is paid for. True / False
5 Rosemary doesn't have to work on Sunday or Monday. True / False
6 If her employer, James Cutting, wants her to work at one of his other salons, Rosemary can refuse to go. True / False
7 Rosemary never has to work overtime. True / False
8 If she works through her rest breaks Rosemary will be given time off at a different time to make up for it. True / False

Task 3

Read this information. Explain each sentence in your own words.

10. Notice
The minimum periods of notice for terminating your employment are as follows:
(i) from you to the Employer is one week and remains at this throughout the period of your employment
(ii) from the Employer to you is one week after four weeks employment and before the completion of the first year of service. After one year's service this is one week for every complete year of service up to a maximum of twelve weeks after twelve years' service.
Payment in lieu of notice may be given.

Tips
- Read the text aloud if it helps.
- Read it as many times as you need to.
- Use the punctuation to break the text into chunks.

Rt/L2.1; Rt/L2.7; Rt/L2.8; Rw/L2.1; Rw/L2.2; Rw/L2.3; Rs/L2.2; SLc/L2.3

PAGES 5:3–5:5

Communicating in the salon

Occupational setting

Effective working relationships are very important in the salon, both for client satisfaction and for working as part of the professional team. Good communication skills are an important part of building and maintaining that relationship and to give a good impression of the salon. This theme has applications for use with the *Habia Learning Support Pack for Hairdressing*: Level 2, Unit G5 – 'Give clients a positive impression of yourself and your organisation' and Unit G8 – 'Develop and maintain your effectiveness at work'. It covers key areas of verbal and non-verbal communication, with the purpose of raising awareness of the hidden messages that can be given.

Materials

Internet access

Any of the suggested items taken from the Internet at the teacher's discretion (if Internet access is not available to learners)

Photos from magazines showing body language, with explanations

Body language pictures from the Source material (0:50)

Situation cards from the Source material (0:51)

Audio equipment

Learning outcomes

1 To recognise how language is adapted to suit different situations (focus page 5:3, Task 3)

2 To consider the effects of volume, pace and tone (focus page 5:4, Task 2)

3 To understand the messages given by different forms of non-verbal communication (focus page 5:4, Tasks 1 and 2)

4 To discuss examples of 'good' (encouraging) and 'bad' (off-putting) body language when talking to others (focus page 5:4, Task 1)

5 To recognise barriers to understanding and find solutions (focus page 5:3, Task 3)

Suggested teaching activities

Introduction

- Ask learners about situations in which they said or did something that was misinterpreted by someone else (this does not have to be in the workplace). Ask what they think caused the misunderstanding and how it was resolved.
- Ask learners to think about an embarrassing moment (they do not have to share this unless they want to). Explain that embarrassment is usually caused by doing or saying something that is inappropriate to that particular situation. Learners might take a few moments to relate this to their own experience.
- Link the discussion to the theme of communication by explaining that good communication skills involve adapting language and behaviour to the person and situation in order to avoid misunderstandings or embarrassment.

Focus page 5:3

- Read the introduction and explain that verbal communication means speaking – what you say to people.
- Read through the text about verbal communication. Introduce the idea of formal and informal language and give examples of a greeting said in these ways (e.g. 'Good morning' and 'Hi ya'). Discuss why the latter is generally not appropriate for use with clients.
- Explain that technical terms can be used with other colleagues because they understand the meaning. However, clients or other people who do not work in hairdressing may not understand such terms and they may need simplifying or explaining. Write some typical workplace examples on the board/flipchart.
- Compare and contrast the language in the speech-bubbles. Discuss why one is appropriate to use in front of a client and the other is not. Point out that it is rude to say 'your perm's here' rather than using the client's name. The client will not feel valued (and therefore may not return to the salon).

- Go through the bullet-points about being a good hairdresser. Explain the meaning of each one. Explain that the 'bad' example in the speech-bubble does not show consideration or respect for anyone.
- Look at the communication barriers and explain any that learners do not understand, using the situation cards from the Source material if necessary.

Focus page 5:4 18

- Use the statement in the speech-bubble to help explain the meaning of non-verbal communication.
- Explain that your voice can affect the meaning of the words or give messages to others about you.
- Read through the bullet-points as examples of vocal effects. Then read the extra information on volume, pitch and tone and use the relevant audio clips to exemplify these. (Volume – clips 1 and 2; pitch – clips 3 and 4, tone – clips 5 and 6.)
- Divide learners into pairs. Give one person a piece of paper with an emotion written on it and ask them to say 'good morning' in that tone. The other person has to respond in any way they like and then analyse the effect on the listener – how it made them feel or react.
- Discuss what effect talking too quickly or too slowly might have on other people.
- Look at the examples of feedback sounds again and discuss what these sounds mean (e.g. 'uh-huh' usually means 'yes' or 'I see'). Talk about the likely effect of making a lot of these sounds when someone is talking (learners could try this out in pairs).
- Explain the meaning of body language – messages given to others by the body not the voice (i.e. non-verbal communication).
- Read through the bullet points as examples of body language.
- Go through the information on eye contact and ask learners how they feel if someone does not look at them when they talk. Point out that there is cultural variation here, as with other aspects of body language (this is further emphasised in the Remember! box).
- Read through the rest of the information and talk about appropriate and inappropriate physical contact in the salon (e.g. putting your arm round a client you don't know). Explain that physical contact has cultural variation and can also affect individuals in different ways.
- Give learners the Body language pictures from the Source material. Ask them to discuss the messages given by the body language. For example:
  - What moods do the facial expressions show?
  - What do the gestures say?
  - What can you 'read' from the postures about the way the person is feeling?

  If required, look at further examples from magazines.
- Use any differences of opinion to highlight the fact that body language can be interpreted in different ways and may also have different meanings in different cultures.
- Make lists of positive and negative body language.
- Discuss closed and open body language, giving examples and explaining what message each might give others. Make a list of appropriate open body language for greeting, gowning up and seating clients.
- Further information and a fun quiz activity on body language can be found at: http://www.kent.ac.uk/careers/interviews/nvc/htm and http://www.bbc.co.uk/dna/h2g2/A427277

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.3	Unit G5	
SLc/L1.1	Unit G8	
SLc/L1.3		

Task 1

Pick out positive and appropriate body language SLlr/L1.3

- Make sure learners work in pairs.
- Read out the instructions and emphasise that learners are looking for positive or appropriate things to do.
- Remind learners of the lists of 'good' and 'bad' body language made earlier.
- Point out the tip.

If the learner has difficulty

- Make sure learners understand the meaning of 'positive' and 'appropriate'. Remind them of the lists of 'good' and 'bad' body language made earlier.
- Demonstrate the body language to learners. For example, sitting with legs and arms crossed in a slouched position. Ask if this is a suitable way to sit when talking to clients.
- Go through each one separately, asking direct questions about it.

Extension

Discuss the messages the negative or inappropriate body language would give.

Task 2 19

Recognise how tone is created by putting emphasis on different words
SLc/L1.3

- Make sure learners are aware that there are two parts to this task.
- Read through the instructions for each part and explain that for both parts they will be listening to four audio clips.
- Play all the audio clips through once for gist.
- Play the first clip again and ask learners to say which word was emphasised (for practice). Get learners to underline the word.
- Remind learners that they can listen to the clips as many times as they like.

If the learner has difficulty

- Play the audio clips one at a time, giving learners time to discuss each one in terms of the word or words they can hear emphasised or the tone of voice used.
- Where necessary, read the script aloud, emphasising the stressed words or tone a little more deliberately. Ask learners how the shift in stress changes the meaning or indicates a different attitude.
- Let learners tackle these in any order, working by a process of elimination so that they can leave the one they find hardest until last.
- Check that learners are happy with their answers by saying the phrases aloud again in support of their answers. If necessary, do this with a slightly exaggerated tone.

Extension

Discuss how the meaning of the words can be changed by the tone, as in the first part of the task (e.g. clip 1 suggests that someone else made the appointment or means 'so don't blame me').

Task 3

Discuss solutions to communication problems
SLc/L1.1
SLc/L1.3

- Read Card 7 from the Source material and discuss it as a group, as an example to help learners understand what they need to do for this activity.
- Explain that this illustrates the difficulty with cultural variation. In some cultures it is rude to look people in the eye. In others it is seen as a sign of being under-confident or lying. If you have students whose native language is not English, ask them to contribute to this discussion and share their experience of cultural variation.
- Remind learners that it is always a good idea to double-check that the other person understands what is being said.
- Let learners choose one of the remaining cards from the Source material that match the other 'communication barriers' from focus page 5:3.
- Point out the tip and remind learners that they can also refer to the information on the focus pages.

If the learner has difficulty

- This activity requires learners to imagine situations and think of coping strategies. Some learners may find this difficult and will need support in interpreting the situation or knowing what solutions there might be.
- Read through the chosen card with the learner and ask questions about the situation. If there is a salon policy related to it (e.g. keeping clients waiting), remind learners of this.
- Use the tip as a starting point for discussion.
- Ask learners what they could say to the client (or colleague) to help the situation.

Extension

- Ask learners in pairs to write their own scenario onto Card 8. This may relate to dealing with clients with disabilities (use information from the *Habia Learning Support Pack for Hairdressing*, Unit 5).
- Give the card to another pair and ask them to discuss the situation and role-play the situation to demonstrate the appropriate language and body language to use.
- Ask groups to develop a short observation checklist and then ask an observer to use this to evaluate the skills during the role-play.

Theme assessment

- Ask learners to keep a note of the people they speak to face to face in the salon over the period of a working day. They should write down who the person was, why they spoke to that person and where they were at the time.
- Ask learners to note down examples of body language they observe from clients or colleagues under these headings: positive, negative, closed, open.

Communicating in the salon

Focus

Communication skills are essential in the salon.
Communication can be verbal and non-verbal.

Verbal communication

A good hairdresser is:
- considerate
- adaptable
- respectful.

There are three main reasons for talking to clients and colleagues:
1 to welcome people
2 to pass on information
3 to get information.

The language you use depends on:
- **who** you are talking to
- **why** you are talking
- **where** you are.

With colleagues
Your language may be quite informal (but not in front of clients). You may also use some technical terms.

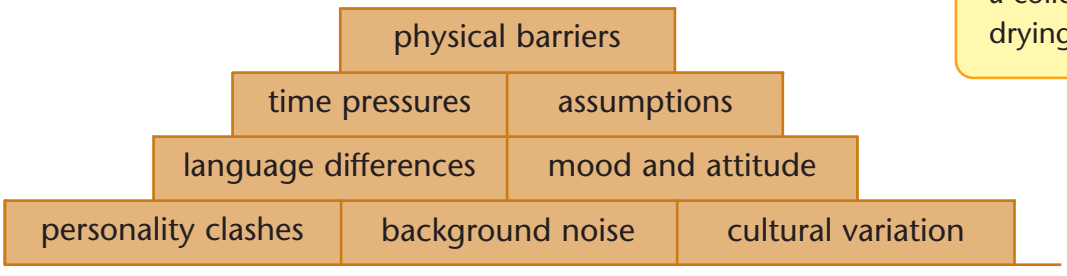
With clients
Your language will generally be more formal but you will need to simplify or explain technical terms.

Oy Jules – your perm's 'ere when you've done that one. D'you want me to put the extra-large gown on 'er? ✗

Jules, Mrs Harding's here. Would you like me to gown her up while you finish Mrs Johnson? ✓

Communication barriers

Certain situations like those shown on the 'wall' can get in the way of effective communication.



Discuss
How would you pass on an urgent but confidential message to a colleague who is blow-drying a client's hair?

Communicating in the salon

Focus

Volume
- A loud voice is often thought of as aggressive or overbearing.
- A quiet or soft voice is often thought of as timid or polite.

It's not what you say, but how you say it ...

Vocal (voice)
- **Volume** (how loud or quiet)
- **Pace** (how fast or slow)
- **Pitch** (how high or low)
- **Tone** (the manner of speaking)
- **Feedback sounds** ('mmm', 'ah-ha', 'er')

Tone
You can often tell what mood someone is in from the tone they use.

18 Discuss pace and feedback sounds.

Non-verbal communication

Eye contact
Not looking someone in the eyes can show a lack of confidence. However, in some cultures it is considered rude to look people straight in the eyes.

Physical (body language)
- **facial expression** (e.g. smiling, frowning)
- **eye contact** (looking at or away from)
- **gesture** (e.g. waving, pointing)
- **posture** (e.g. slouching, standing upright)
- **proxemics** (close or at a distance)
- **movement** (e.g. walking, reaching)
- **physical contact** (e.g. shaking hands)

Movement
This can be slow and fluent, static and stiff or fast and jerky. It can show confidence or nervousness.

Body language can be closed, open, positive or negative, or a mixture of these.

Physical contact
Some people are embarrassed by physical contact from someone they do not know well.

Proxemics
If you stand too close to someone you don't know, they may feel threatened.

Discuss facial expression, gesture and posture.

Remember!
Non-verbal communication can mean different things to people from different cultures or different generations.

Communicating in the salon

Task

Work through these three tasks with a partner.

Task 1

Tick the examples of non-verbal communication below that you think are **positive** and appropriate when listening to a new client explain the style she wants.

- ☐ yawning
- ☐ looking at the ceiling
- ☐ shaking head
- ☐ putting one thumb up like this
- ☐ making eye contact

- ☐ sitting with arms and legs crossed
- ☐ nodding
- ☐ putting an arm round the client
- ☐ frowning
- ☐ smiling

Tip
Try them out on each other.

Task 2

19

1 Listen to the sentence below said by a stylist to a colleague using four different tones of voice. Underline the word or words emphasised each time.

a *I didn't make an appointment for Mr Omar.*

b *I didn't make an appointment for Mr Omar.*

c *I didn't make an appointment for Mr Omar.*

d *I didn't make an appointment for Mr Omar.*

2 Listen to the stylist again. Draw lines to the tone he uses each time.

Tone 1	Tone 2	Tone 3	Tone 4
assertive	hesitant	sarcastic	angry

Tip
You can listen as many times as you like.

Task 3

Choose a Situation card from the Source material. Discuss the following questions.

1 What communication problems are there?

2 What might you say and do to resolve the situation?

Tip
Think about who you need to talk to and for what purpose.

Recognise appropriate verbal and non-verbal communication.

SLc/L1.1; SLc/L1.3; SLlr/L1.3

PAGES 5:6–5:7

Checking your wage slip

Occupational setting

All employees should have the confidence and ability to understand and check the contents of a wage slip. This theme clarifies these contents. It will also be of use to learners who intend to become self-employed, as it discusses issues such as tax and National Insurance contributions.

Materials

Examples of different types of wage slips – blank or completed, but with confidential details (e.g. name) blanked out

Mock-ups of wage slips with errors (Theme assessment)

Learning outcomes

1 To understand the layout of wage slips, gross pay, net pay and deductions (focus page)

2 To calculate gross pay (focus page, Task 1)

3 To identify and correct errors on wage slips (focus page, Task 2)

Suggested teaching activities

Introduction

- The wage slip is an important personal document for an employee, but it can seem confusing if you are unfamiliar with its layout and contents. The language can appear complex and the mixture of words and numbers confusing.
- Ask learners about their experience of wage slips. Do they know what all the deductions are for? Do they check the information (e.g. the number of hours worked, commission and overtime) to ensure it is correct? Look at some examples of wage slips, to see the different formats and how the information is recorded. Calculation of commission is covered in more detail in the next theme: 'Targets, incentives and commission'.
- This focus page contains a breakdown of the essential details/information that must be on any wage slip. Confirm that it is a legal requirement that wage slips are provided with this information.
- This theme offers a useful opportunity to discuss issues around self-employment, including the keeping of records for tax purposes and paying National Insurance contributions. It also offers the opportunity to discuss pension payments.

Focus page

- Explain that although a wage slip is personal to each individual, only certain parts of its information are specific to that individual.
- Work through the wage slip using the information boxes to help with explanations. Ensure that all headings are understood. If appropriate, display a large version of the wage slip on an overhead transparency (OHT). Cards with definitions could also be used with an enlarged paper copy of the wage slip.
- Ask learners what they look at first when checking their own wage slip. How do they check that it is correct? Some learners will move systematically from the employee's name, through the various stages of information to the take-home pay at the end. Others may start from the net wage and work backwards. It is important to understand the separate processes and headings in order to understand how the net pay total is calculated.
- Can learners identify which information/vocabulary on the wage slip will be the same for all employees at *Hair We Go!* and which details will be different (i.e. personalised)?
- Direct attention to 'Checking your wage slip' and ask learners to look at the first bullet point 'Hourly rate'. Are learners aware of their own hourly rates?

- Direct attention to 'Hours worked'. Look through the example and ensure that learners understand the three ways of presenting the number of hours and minutes. Point out to learners that 39.50 is $39\frac{1}{2}$ hours. This is shown to two decimal places on the wage slip but it is easier to write it down as 39.5 to avoid confusion with minutes.
- Ask learners to do the exercise. How will they calculate Nicky's pay? Allow learners to discuss their approaches to this problem. The following is one solution. Learners may have others, which should be valued if effective.
  - 2 hours' pay is 2 × £5.05; 3 hours' pay is 3 × £5.05.
  - So 7.5 hours is 7.5 × £5.05 = £37.875.
  - Multiply this by 5 to get 5 days' pay.
- Learners could use calculators. Explain that this sort of calculation is part of the process of checking a wage slip.
- Ask learners to read the descriptions of 'Commision on takings' and 'Commission on products'. Ask what they understand by the term 'commission'. Explain that commission on takings is an extra payment based on the amount of money that individuals earn for the salon. Can they find the word 'commission' on the wage slip? Point out that on this wage slip, commission has been paid on both takings and on products sold. Calculation of commission is covered in more detail in the next theme: 'Targets, incentives and commission'.
- Ask learners what they understand by the term 'Gross pay.' Give an explanation of this, if necessary, or use the glossary. Ask learners to find this on the wage slip. Can they find the numbers that are added together to make this amount?
- Ask learners to work out the gross pay in other scenarios, for example, if Chris's basic pay was £199.48 and she earned £25 for commission on takings and £10 for commission on products, what would her gross pay be?
- Ask how net/take-home pay is calculated from gross pay. Elicit that this is where the deductions occur. Do they know what this word means?
- Ask learners why these deductions are made. Look at the wage slip. Discuss the terms 'Co. pension', 'Income tax' and 'National Insurance', and look at how they together form 'the deductions'. Make sure learners understand what this money is used for and why they have to pay it. What would happen if it wasn't paid?
- Round off by asking learners to check the whole of the wage slip, ticking off the numbers used in calculations or arrived at in answers as they do so. Discuss strategies used and methods for checking.
- Note: the language of mathematics can be a barrier for many learners, including ESOL learners. Be aware that learners may use different terminology to describe the same processes.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.1 N2/E3.4	N/A	N1.1

Task 1

Calculate gross pay
MSS1/L1.1
N2/E3.4

- Remind learners of the terms 'basic pay', 'commission' and 'gross pay'. If appropriate, ask why they can't calculate the net/take-home pay (they don't know the tax and National Insurance amounts).
- Discuss the benefits and pitfalls of using a calculator, and discuss methods for checking answers.
- Encourage learners to make mental approximations first before completing their work in whatever way suits them.
- Remind learners that they will need to convert any fractions of an hour to a decimal figure before they can calculate basic pay.
- Remind them that commission is added on to basic pay to arrive at gross pay.
- Point out that gross pay needs to be recorded on the page in pounds and pence. If they are using a calculator and the display shows 205.5, they must interpret this as 205.**50** (two hundred and five pounds and fifty pence).

If the learner has difficulty

- Check that the learner has an effective method for approaching the problem. Ask them to talk through their approach.
- Does the learner have the required skills to complete the calculations? Can they:
  - multiply the hourly rate by the hours worked
  - do this calculation using a calculator
  - add on the commission on takings
  - add on the commission on products
  - read and record the answer as an amount in pounds and pence?
- Encourage the learner to do each part of the calculation separately. Use sticky notes to help with this activity, writing down answers as they are reached.
- If the learner is using a calculator, observe the order in which they key in numbers and functions. Is the calculation carried out sequentially? Dyslexic learners may key in numbers or functions in the wrong order.

Extension

Calculate the gross pay for each of the three employees if they worked $7\frac{1}{2}$ hours per day for 5 days.

Task 2

Check a wage slip to identify errors

MSS1/L1.1

N2/E3.4

- Remind learners of the systematic way in which you checked the wage slip on the focus page – read from the top left-hand corner down to the bottom, then the right-hand column down to the bottom. This reduces the likelihood of overlooking anything.
- Ask them to think about where an error is most likely to occur and why.
- When the errors are found, use this to illustrate why wage slips should be checked.

If the learner has difficulty

- Make sure that the learner reads the written statements about Greg. Can he/she find clues in these statements as a starting point for finding an error? It would be quite easy to overlook the fact that one of his days was longer than the others.
- Split the wage slip in two and deal with each part separately.
- Check calculator skills, as above.

Extension

- Give some further examples of calculating gross pay based on a mixture of number of hours and hourly rates.

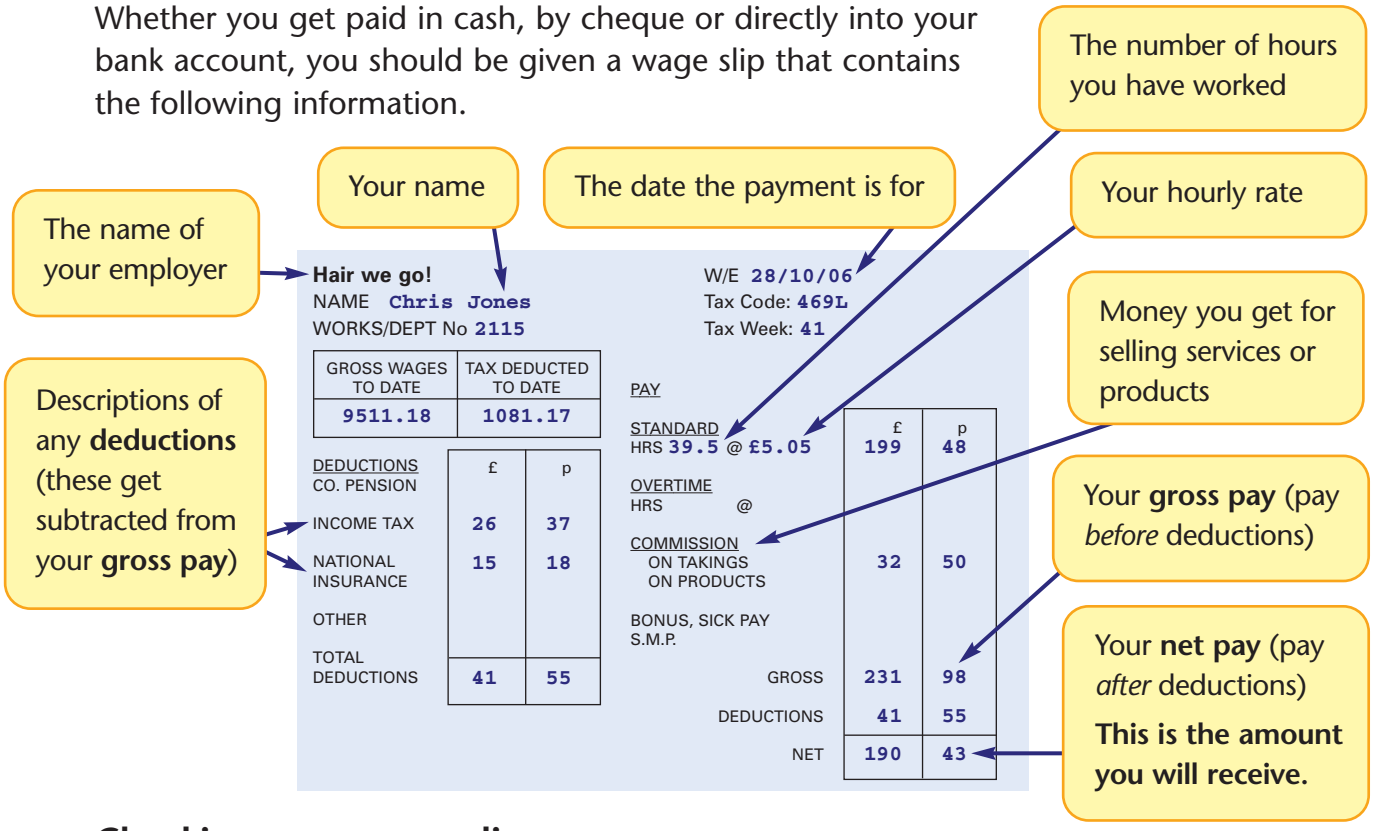
Theme assessment

Create another two wage slips with different errors for learners to check, including incorrect subtraction.

Checking your wage slip

Focus

Whether you get paid in cash, by cheque or directly into your bank account, you should be given a wage slip that contains the following information.



Checking your wage slip

- **Hourly rate:** the amount paid to you for each hour that you work.
- **Hours worked:** These are usually written as decimals. For example,
  12 hours 15 minutes = $12\frac{1}{4}$ hours = 12.25 hours
  39 hours 30 minutes = $39\frac{1}{2}$ hours = 39.5 hours
  40 hours 45 minutes = $40\frac{3}{4}$ hours = 40.75 hours

Hours worked × Hourly rate = Gross pay
39.5 hours × £5.05 = £199.48

- **Commission on takings:** Money you get paid based on the amount of money you received from clients in a week.
- **Commission on products:** Money you get based on products you sell in a week.
- **Gross pay:** this is what you have earned for the hours that you have worked plus commission you get for services and products you sell. You calculate your gross pay like this:

Basic pay + Commission = Gross pay
£199.48 + £32.50 = £231.98

- **Net pay:** The Government collects income tax and National Insurance contributions from your wages. It is taken from your gross pay. The amount left over is called net pay. You calculate net pay like this:

Gross pay – Deductions = Net pay
£231.98 – £41.55 = £190.43

Nicky gets paid £5.05 per hour. She works $7\frac{1}{2}$ hours a day for 5 days per week. How much is her basic pay?

Checking your wage slip

Task

Task 1

Work out the **gross pay** for each employee.

1

2

3

	Mishal	Darren	Sharli
Hourly rate:	£5.05	£5.10	£5.20
Hours worked:	37 hours	40 hours	$39\frac{1}{2}$ hours
Commission on takings:	£72.75	£73.25	£53.00
Commission on products:	£24.50	£31.25	£19.30
Gross pay:	£_____	£_____	£_____

Task 2

- Greg gets paid £5.05 an hour.
- Last week Greg worked $7\frac{1}{2}$ hours each day for 4 days and $8\frac{1}{2}$ hours for 1 day.
- He has calculated that he will receive commission of £38.90 on takings and £15.50 on products he has sold.

Check Greg's wage slip and correct any mistakes.

Hair we go!
NAME **Greg Rodriguez**
WORKS/DEPT No **3229**

W/E **28/10/05**
Tax Code: **469L**
Tax Week: **29**

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
5583.37	511.56

DEDUCTIONS	£	p
CO. PENSION		
INCOME TAX	26	31
NATIONAL INSURANCE	15	15
OTHER		
TOTAL DEDUCTIONS	41	46

PAY	£	p
STANDARD HRS 37.5 @ £5.05	191	25
OVERTIME HRS @		
COMMISSION		
ON TAKINGS	38	90
ON PRODUCTS	1	55
BONUS, SICK PAY S.M.P.		
GROSS	231	70
DEDUCTIONS	41	46
NET	190	24

Understand and check the contents of a wage slip.

MSS1/L1.1; N2/E3.4

PAGES 5:8–5:9

Targets, incentives and commission

Occupational setting

The hairdressing trade's prime function is to make money by selling services or products. Many salon staff receive a basic wage that is independent of how many clients they serve; commission is added to this based on their own weekly takings and product sales. It is important that hairdressing staff understand how the incentive works. To fully engage with the incentive, learners should be encouraged to calculate their own commission. The commission rate used for teaching is 10%. This should be used as a starting point so that learners understand the principle. As an extension, they can learn how to calculate different percentages in order to apply the learning to their own situation.

Materials

Commission and daily takings cards from the Source material (0:52)

Calculators

Learning outcomes

1 To add and subtract money in order to work out weekly takings and takings in excess of a set target (focus page, Task 1)

2 To understand and calculate simple percentages (focus page, Task 1)

Suggested teaching activities

Introduction

- Establish that every member of staff has a role to play in the success of a salon. In recognition of this, many employers set up a commission scheme in order to reward staff. Ask learners for examples that they have seen in their own workplace. This may include percentage commission payable on the sale of products and services. Write examples of incentives on the board (e.g. 5% commission on sale of products, 10% commission on weekly takings over £300).
- Ask which staff will benefit most from commission payable as a percentage of weekly takings or product sales. Elicit from learners that those who sell the most products or services in monetary terms (and therefore make the most money for the salon) will reap the biggest rewards.
- Talk through the meaning of 'per cent' (i.e. per hundred) and what this means in monetary terms (i.e. 1% means £1 per £100; 5% means £5 per £100; 10% means £10 per £100, and so on).
- Point out that if you receive a 10% commission on products, you will get paid £10 for each £100 worth of products that you sell. Ask learners how much you will get paid on 10% commission if you sell £200, £250, £20 or £25 worth of products. Encourage learners to calculate mentally and ask them to explain what they are doing. Spend time ensuring that learners can calculate 10% in a way that they understand and can repeat accurately. Share effective strategies with the group and encourage them to try different methods.

Focus page

- Read through the focus page one speech-bubble at a time, stopping to discuss the content and making sure that learners understand the context.
  - Briefly discuss the word 'takings' as a term for describing money that clients pay for services (it is not money 'taken' without the clients' permission!).
  - Check that learners follow and understand each stage of the commission calculation. Ask learners to discuss alternative ways of calculating their commission, valuing effective methods.
- Point out that many hairdressers like to keep a count of their daily and weekly takings and find it motivating to know when they have reached their target and how much they have earned in commission.

- The Commission and daily takings cards from the Source material have been designed to give learners practice at calculating 10% commission on takings in excess of a given weekly target. Encourage learners to use mental calculation methods but have calculators available for learners to check their answers. Work in pairs or small groups:
  - Learners choose a commission card to find their weekly takings target and the commission payable on weekly takings in excess of the target amount. (Either choose one card for the whole group or one for each player.)
  - Players then choose five daily takings cards each to find the amount earned on the five days that they worked that week. Learners may notice that takings are generally higher on Saturdays than on other days, so this is a good day to work if you want to increase your commission.
  - Learners record their daily takings and say how much commission they have earned at the end of each day, and at the end of the week.

Curric. refs	NOS/NVQ	Key Skills
N2/L1.8 MSS1/E3.1	N/A	N/A

Task 1

Subtract sums of money and calculate simple percentages
MSS1/E3.1
N2/L1.8

- Draw attention to the following:
  - some commission is paid without a target having first been met
  - some commission is paid after a target has been reached, and is calculated on the amount in excess of the target
  - the target may differ for different staff, depending on experience and the amount charged for their services.
- Make sure learners understand the task and have established strategies for calculating percentages.

If the learner has difficulty

- Check that learners understand and can complete the calculations. Do they have a strategy for working out 10%? Additional support can be provided with *Skills for Life* numeracy materials, Level 1 Unit 1.
- Check learners understand that when a target amount is involved, commission is paid on the amount *in excess* of the target. Check that learners know how to subtract the target from the takings to arrive at this figure.
- If the learner is using a calculator, check that they key in numbers correctly and that they are using the right functions in the correct order. Dyslexic learners may key in numbers or functions in the wrong order. Support learners to use the calculator if necessary.
- Check that learners interpret the calculator display correctly (i.e. do they record 39.5 as £39.50?). *Skills for Life* numeracy materials (Level 3 Unit 2) provide practice in this.
- Check that dyslexic learners are able to read back and interpret answers correctly.

Extension

Using the weekly takings calculation on the focus page, ask learners to say on which day Cory first earned commission and to calculate how much commission he earned each day until the end of the week.

Theme assessment

Ask learners to record their own takings and product sales and to calculate how much commission they have earned at the end of a given period.

Targets, incentives and commission

Focus

In addition to **basic pay**, many salons pay their staff a **commission** based on how much money they make for the salon during the week.

The more I earn for the salon, the more I get paid.

*If my weekly takings are over £300, I get paid **10% commission** on the amount **over £300**.*

Day Sheet
Stylist: *Cory*
Date: *Sat 23rd May*

Client	£
Mrs Johnson	32
Miss Carter	30
Mrs Khan	23
Miss Sovak	30
Ms Spears	35
Mr Cruise	23
Mr Evans	27
Ms Price	35
Ms Lopez	35
Daily takings £	270

*This is my **day sheet**. I **add** the amounts to find my daily takings. I **add** all the days' takings together to find my weekly takings.*

Weekly takings
Stylist: *Cory*
Date: *W/e 23rd May*

	£
Tuesday	125
Wednesday	145
Thursday	180
Friday	205
Saturday	270
Weekly takings £	925

I enjoy working out how much commission I'll get! This is how I do it.

My weekly takings this week are **£925**.
My target is **£300**.
My takings are **£625 more than my target**.

925 – 300 = 625

To calculate how much commission I'll get paid, I have to find **10% of £625**.

To find 10%, I divide by 10.
625 ÷ 10 = 62.50
*How do **you** do it?*

My commission this week is £62.50.
That's extra to my basic pay!

Targets, incentives and commission

Task

Task 1

Work out how much commission each stylist will receive.

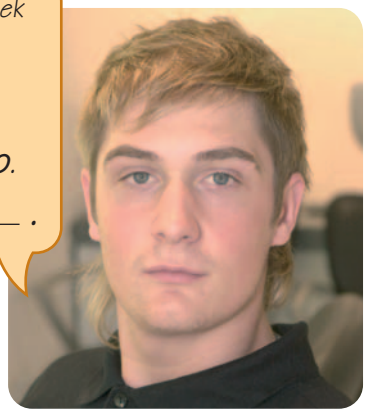
Tip
Divide by 10 to find **10%**.

1 *I receive **10%** commission on **products** that I sell.*
*This week I sold products totalling **£110**.*
I'll receive £_____ .

2 *My share of the tips is **10%**.*
*This week there was **£65** in tips.*
I'll receive £_____ .

3 *This week, my takings are **£750**.*
*I get paid **10% commission** on weekly takings **over £300**.*
I'll receive £_____ .

4 *My takings this week are **£695**.*
*I get paid **10% commission** on takings **over £300**.*
I'll receive £_____ .



5 *My takings are **£882**.*
*I get paid **10% commission** on weekly takings over **£300**.*
I'll receive £_____ .

6 *I'm the senior stylist. Clients pay more for my services, so my target is higher.*
*I get paid **10% commission** on takings **over £350**.*
*My takings for the week are **£1255**.*
I'll receive £_____ .

PAGES 5:10–5:11
Appraisal

Occupational setting

Learners may be asked to complete a self appraisal form or make a personal development plan in preparation for a meeting with a line manager. This aspect of the appraisal process is covered in Unit G8 of the *Habia Learning Support Pack for Hairdressing*. This theme develops a positive approach to the review and appraisal process and encourages learners to be valued and valuable employees. It is intended to give learners an overview of the process and to help learners to prepare for appraisal and understand the importance of expressing themselves clearly. It is important that learners see appraisal as an on-going process that is a positive benefit. Responding constructively and positively to any criticism is difficult for anyone, but learners can be helped by encouraging them to find constructive solutions to particular problems.

Materials

Examples of appraisal/self assessment forms from the workplace

Appraisal preparation form parts 1 and 2 from the Source material (0:53–0:55)

Audio equipment

Learning outcomes

1 To understand written information about appraisal (focus page, Task 1)

2 To consider appropriate ways to discuss issues during appraisal (focus page, Task 2)

Suggested teaching activities

Introduction

- Discuss the review and appraisal systems learners are familiar with in their own setting. Point out that different terms are used in different companies. *What is the purpose of appraisal? Is there anything difficult about being appraised? What skills do you need for appraisal?*
- Ask learners about their positive and negative experiences of reviews and appraisals, either at work or elsewhere. Negative reactions may include feeling that they have been criticised unfairly or that nothing ever happens as a result of appraisal.
- Elicit learners' ideas about what makes a review or appraisal a positive and forward-looking process, including:
  - positive feedback for the things that are going well
  - constructive and fair criticism where there are weaknesses
  - positive suggestions
  - setting of specific targets
  - follow-up after appraisal.
- For the appraisee, appraisal is a good way to air any problems in the workplace and to make points about training needs and the future. For the appraiser, it is a good way to identify possible problems in the workplace, training needs and to contribute towards effective management. It is important that learners understand this.
- You may need to explore how positive and negative feedback differs, in tone, language used, body language, etc. You could model this for learners (particularly ESOL learners) so that they can understand how each will sound.
- Be aware that difficulties may stem from different cultural practices rather than from language issues.

Focus page

- Go through the box entitled 'Getting ready for the meeting'. Ask learners for examples of what they might include in their notes. Emphasise (using examples) the need to think about the positive aspects of their job as well as raising issues or problems.
- Point out that making notes beforehand is a useful reminder, particularly if you find the appraisal interview daunting.

- Go through the box entitled 'At the meeting', elaborating on each point and asking learners to contribute their personal experience and any tips they have for successful appraisal meetings.
- Focus on a scenario in which the appraisee has something difficult to raise during appraisal, such as a problem with a line manager or colleague. Discuss in pairs the best way to tackle this situation. Emphasise that this should be dealt with on a professional level. What are the dangers of being negative here?
- This can be developed into a role-play by mixing up the pairs. First the 'appraisee' should rehearse straightforward answers. Then introduce how to talk about some of the difficult issues: being clear, not blaming other people, using professional language. Ask learners to pick out appropriate and inappropriate ways to express their concerns and give reasons.
- Expect this to be more difficult for ESOL learners and for those who find it difficult to choose diplomatic language. The best way to learn this is by controlled example, as in the role-play.
- For some learners, and ESOL learners in particular, role-play needs to be controlled and structured. You may want to devise short scripts of good and poor examples of appraisal to read out and discuss. Ask direct questions about it to ensure understanding.
- The group could listen to each role-play and 'score' performance based on how effective the appraisal would be in improving things for the appraisee.
- If learners are in work, it would be helpful to relate the appraisal back to their job descriptions.
- Go through the box entitled 'After the meeting', emphasising that the appraisal process should be a positive experience and that any agreements made should be followed up and acted upon by both appraiser and appraisee.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1 Wt/L1.2 Wt/L1.4 Wt/L1.5 SLc/L2.1 SLc/L2.3	Unit G8	C2.1

Task 1

Read information and explain it in own words
Rt/L1.1
Wt/L1.4
Wt/L1.2

- Ensure learners each have a copy of the Appraisal preparation form from the Source material.
- Remind learners of the value of reading information on forms first and that understanding the 'big picture' will help them contribute positively to their own appraisal process.
- The word 'opportunity' is a clue to completing this task – learners need to know what this word means.
- It may help learners to recognise the importance of the commas, full stops and the word 'and' in deciding on the five items on the list.
- Learners discuss each point and make a note of what each means.

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud to themselves in order to make sense of long sentences. Guide them to the part of the appraisal form that contains the information they are looking for. Highlight or underline five points from this text about the purpose of appraisal.
- Learners should formulate their own version of these points verbally, before making a note of them.
- Check that the learner understands all the terminology – most is in the glossary. Support learners to look up words and to interpret meanings in their own words. Encourage them to use other strategies such as prediction and asking colleagues.

Extension

Refer learners to other relevant workplace documents that are also about appraisal. Ask them to outline the process in own words.

Task 2 20

Think about appropriate ways to express concerns in an appraisal situation
SLc/L2.1
SLc/L2.3

- Remind learners about the importance of being positive and constructive when they speak in appraisal settings, rather than 'having a moan'.
- Ask learners to listen to the audio clip for gist.
- Play the audio clip again, pausing after each speaker.
- Ask learners to give reasons for their answers – what is good, what is bad and how it can be improved.
- Model some additional examples from your own experience.
- If appropriate, discuss body language, using the photographs as examples.

If the learner has difficulty

- Replay the audio clip or role-play using the audio scripts. Discuss the merits of each in turn and support learners to express an opinion about each.
- You may need to explain why the first and third clips are not appropriate, as there are significant subtleties in the language. In particular, the first clip includes the words 'I'll just pick up the rest as I go along', which seems to be reasonably acceptable at first hearing. You will need to discuss why this is in fact inappropriate – it doesn't give a good impression of keenness to learn. In the third clip, the appraisee is critical of the line manager ('you should've told me'). The appraisee feels useless.

Extension

- Ask learners to think of some additional examples of good practice for talking about difficult aspects of appraisal to share with other learners.
- Finish the session with some free role-play practice.

Theme assessment

- Ask learners to think about their own job descriptions (if they have one) and fill in the appraisal preparation form from the Source material. Learners will need support with this as follows.
  - Emphasise the importance of preparing for appraisal, thinking carefully about what you want to say and making a note of this.
  - Go through each of the headings and check that learners understand what should be included in each section.
  - Ask learners to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to get this?
  - Learners may need to write more notes to reflect their thoughts. These thoughts are summarised in part 2 of the form.
  - Ensure that learners understand that this is not the complete form. Part 3 filled in by the manager would summarise the meeting, indicate strengths and areas for improvement and training needs. It would include a plan of when certain actions should be completed by.

Appraisal

Focus

Whether it is called appraisal, evaluation, assessment or review, a meeting or interview with your manager can help you to think about:

- how you feel about your job
- how your training is going
- what you would like to do in the future.

Getting ready for the meeting

- Use the appraisal form to focus your attention on the issues.
- Think of examples of how you do your job well.
- Gather information and evidence about what you have achieved in your job.
- Think about what you would like to develop or improve in the future.

At the meeting

- Refer to your appraisal form and your notes to remind yourself of what you want to say.
- Express yourself clearly.
- Ask questions.
- Discuss and agree your next steps with your manager.
- Make sure the appraisal form is filled in.

After the meeting

- Remind your manager about how he or she agreed to help you.
- Make sure you keep to the agreements you made.

- Think about each statement on the form.
- Think about the things you are good at.
- Think about any issues you have.
- Write some notes to remind you about what you want to talk about during the meeting. These may include things that are not covered by the form. (Don't forget to take your notes with you to the meeting.)

Think about clear and positive ways to raise some of the issues:

- use clear language
- be professional
- do not blame other people.

The review process is there to help **you** and **your employer**.

Appraisal

Task

You will need Appraisal preparation form part 2 from the Source material for these tasks.

Task 1

If it helps, highlight them first.

Annual Appraisal Preparation Form Part 2

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

1 Read the top of the Appraisal Preparation Form.

2 List the five things that appraisal gives you an opportunity to do.

3 Make a note of each one in your own words as shown.

Tip

Check any words that are new to you by asking a friend or looking them up.

Appraisal gives me the opportunity to:	In my own words this means:
• evaluate my own practice	• think about how I'm getting on at work
•	•
•	•
•	•
•	•

Task 2

20

Listen to three hairdressers talking about their job knowledge in an appraisal meeting. Do they get the message across in a positive and clear way?

1

2

3

Understand the appraisal process and speak clearly to express yourself.

Rt/L1.1; Wt/L1.4; Wt/L1.2; SLc/L2.1; SLc/L2.3

PAGES 5:12–5:13

NVQ jargon busting

Occupational setting

This theme gives a useful opportunity to discuss the structure of the whole National Vocational Qualification (NVQ) and evidence requirements. The format and jargon used in NVQs is unfamiliar to entrants to training and it can be daunting and difficult to understand for all trainees. It is worth spending some time looking at the structure of the NVQ statements and showing learners how to use the glossary and other reading skills to understand what it is all about. Tasks for this theme allow learners to develop and practise some of the skills required to do this.

Materials

NVQ portfolio

Dictionary

Glossary

Unit G1 from the National Occupational Standards (Habia)

Book with index

Learning outcomes

1 To understand and be able to use some of the jargon words associated with the NVQ (focus pages)

2 To become familiar with the format and layout of an NVQ unit (focus pages)

Suggested teaching activities

Introduction

- Demonstrate how to look up the word 'jargon' in the glossary and encourage learners to find it for themselves. Check that learners can use a dictionary or glossary. Discuss the explanation of 'jargon'.
- Discuss how jargon gets accepted into mainstream language (e.g. TV, words associated with computing, street language or language associated with different sports and hobbies). Ask learners to give examples of jargon that they know but that others in the group may not know. This will highlight the fact that jargon can be exclusive and create barriers. Once understood, however, jargon can be used as a communication shorthand.
- Discuss in general terms what learners understand about the NVQ qualification. Make sure they understand that they will be learning and being assessed at work in practical situations. Ensure they know that the National Occupational Standards for the NVQs in hairdressing are laid down by Habia (Hairdressing and Beauty Industry Authority), which is a national organisation. The standards ensure that everybody, wherever they live in the country, reaches the same level of competence before achieving a qualification.

Focus pages

- The **bold** words in black on the focus pages indicate jargon words to be discussed or looked up in the glossary. As you work through the pages, encourage learners to look up these words and explain the meanings to the group. Make sure that each jargon word is fully understood by the learners. The next time it occurs on the page, use it without explanation.
- There may be other words that puzzle individuals. Encourage learners to highlight these and look them up. Glossaries are the best places to look up technical words and jargon. Dictionaries give explanations of everyday words. Encourage learners to keep a personal glossary or notebook with key words explained.
- Note: dyslexic learners will find it difficult to use a dictionary or glossary and may need additional support.
- Exemplify the use of format (e.g. bullet points, headings and subheadings, sections and subsections, bold, italic and underlined information). Explain its use in navigating the text.
- Further examples of the material on the second focus page can be found in the learners' NVQ portfolios or assessment book and expanded on as required.

- Exemplify how the codes in the NVQ work. Challenge learners to find particular units, outcomes and sections of range and knowledge and understanding that go with them using the codes alone.
- Show learners an index in a book. Demonstrate how it lists all the pages in the book where particular information can be found. Relate this to the index of evidence required for a portfolio. Compare and contrast an index and a contents list. Use the assessment book to exemplify a contents list.
- Using Unit G1 from the *Habia Learning Support Pack* or another relevant unit, read through all the information it contains and discuss each section, addressing any issues the learners raise and relating each section to the points already discussed on the focus pages. Ask learners to identify sentences that you have put into simpler language (e.g. *Can you find the sentence that says you need to know who the people are who are responsible for health and safety in the place where you work?* (correctly naming and locating the persons responsible for health and safety in the workplace). Ask learners to put some of the sentences/passages that puzzle them into their own words.
- Compare the unit with another for learners to see similarities and to illustrate that each unit is much like another in format; once the format and jargon is understood, the information in the unit can be interpreted and used for portfolio building.
- As a group it may be useful to outline the whole NVQ process using a flow chart constructed with the learners' input.
- It may also be useful to go through the assessment book, using the contents and looking at the different sections.
  - **Glossary.** Ask learners to substitute the meanings of the words into one of the sentences in the unit to see if it makes more sense to them than the original.
  - **Evidence requirements.** This can provide useful information for a candidate when deciding on what constitutes evidence. Assist learners to interpret what this means for them.

Curric. refs	NOS	Key Skills
Rt/L2.1	All	C2.2
Rt/L2.3		
Rt/L2.6		
Rt/L2.8		
Rw/L2.1		
Rs/L2.1		

NVQ jargon busting

Focus

Once you understand the **jargon** used in the NVQ in Hairdressing, it makes the whole thing easier to understand.

1 Find out what jargon means by looking it up in a glossary or asking a colleague.
2 Make sure you understand it.
3 Use jargon yourself when talking to colleagues.

NVQ stands for **N**ational **V**ocational **Q**ualification.

You will get the qualification for doing your job and collecting **evidence** that you can do it.

While you are working or training, you will have to collect **evidence** that you are doing your job according to the **National Occupational Standards**.

You will keep your **evidence** in a **portfolio** of evidence.

Evidence to prove that you are **competent** can be given in many forms:

- observations by an **assessor**, colleague or supervisor
- **witness statements**
- oral questions
- **simulations**
- assessment of your past learning **(APL)** or your experience
- written questions or assignments
- photographs, project work, videotape, workplace documents.

While you are collecting your **evidence**, lots of different people will look at your **portfolio**. These will include:

They are all checking that you are doing your job to the same standard as everybody else doing an NVQ in Hairdressing.

an **assessor**

an **internal verifier**

an **external verifier**

NVQ jargon busting

Focus

Your **assessment book** will tell you how to achieve each part of the NVQ.

Use the **codes** in it to keep track of your **evidence** in your **portfolio**.

The **NVQ Standards** are divided into:

- **units**, which are divided into
- **outcomes** (sometimes called **elements**).

Each **outcome** has a list of **performance criteria**.

To be considered **competent** at this part of your job, your **evidence** needs to show that you have met all the **performance criteria**.

Range statements tell you about all the different situations where you will be **assessed** to show that you are **competent**.

The **knowledge and understanding** section lists all the things you need to be familiar with in order to do this part of your job properly.

You have to collect evidence for a number of different units to complete your NVQ.

Some of the **units** are **optional** and some are **mandatory**.

1 What is Habia?
2 What do the letters NVQ stand for?
3 How many mandatory units must be completed?
4 How many optional units must be completed?

You will also need to make an index or contents list so that you and your assessor can find your way around the evidence.

Unit G1

ENSURE YOUR OWN ACTIONS REDUCE RISKS TO HEALTH & SAFETY

The main **outcomes** of this unit are:

1. Identify the hazards and evaluate the risks in your workplace
2. Reduce the risks to health and safety in your workplace

Performance criteria

In order to perform this unit successfully you must:

1. Identify the hazards and evaluate the risks in your workplace by
   b) correctly naming and locating the persons responsible for health & safety in the workplace
   c) identifying which workplace policies are relevant to your working practices
   d) identifying those working practices in any part of your job role which could harm yourself or other persons

RANGE

1. Risks resulting from:
   a) the use and maintenance of machinery or equipment
   b) the use of materials or substances
   c) working practices which do not conform to laid down policies
   d) unsafe behaviour.

KNOWLEDGE AND UNDERSTANDING

To perform this unit successfully, you will need to know and understand:

Health & Safety Legislation and Workplace Policies

1. your legal duties for health & safety in the workplace as required by the Health and Safety at Work Act 1974

PAGES 5:14–5:15

Dealing with problems

Occupational setting

Resolving client complaints or problems can be difficult if salon staff are not confident in communicating with others or do not know the correct policies and procedures that should be followed. Incorrect and insensitive handling of situations will exacerbate problems and may damage client relations and generate bad publicity. This theme does not go into detail about the legal aspect of complaints such as consumer rights, which is covered in the theme 'Legal requirements in the salon' in Module 1. It raises awareness of the general speaking and listening skills required for dealing with client complaints or problems in a positive way, to make the experience more pleasant for both client and staff member. The skills in this theme are at Level 2 as some interpretation and inference is required in putting the written guidelines into practice. This theme has applications for use with the *Habia Learning Support Pack for Hairdressing*: Level 2, Unit G5 – 'Give clients a positive impression of yourself and your organisation'.

Materials

Staff training video for client complaints if available

Staff policies and procedures for dealing with client complaints

Client service guidelines from the Source material (0:56)

Audio equipment

Learning outcomes

1 To learn strategies for being an active listener (focus page, Task 1)

2 To deal with criticism calmly and efficiently (focus page, Tasks 1–3)

3 To identify appropriate language for dealing with complaints (focus page, Tasks 1 and 2)

4 To read and interpret guidelines on dealing with complaints (focus page, Tasks 1–3)

5 To identify an appropriate tone of voice to use with clients (focus page, Task 3).

Suggested teaching activities

Introduction

- Ask learners: *How do you know when someone is angry, upset or confused, before they say anything?* Discuss the messages given by body language and give examples, for example a clenched fist usually shows that the person is angry, watery eyes shows that they are upset, etc. Ask learners to come up with their own ideas to add to these.
- Explain that you can often tell how a client is feeling before they say anything and this can help you to be prepared if they are about to complain or explain a problem.
- If available, play a clip from a staff training video to highlight some of the key issues around dealing with complaints.
- As a group discuss the issues and problems that learners have experienced when dealing with complaints or when trying to resolve difficult situations at work. Key issues include:
  - identifying the problem
  - how to keep the situation under control
  - knowing what to do if a client is angry or aggressive
  - knowing what you are able to offer the client
  - knowing when to involve your supervisor or manager.
- List the issues on the board/flipchart and ask learners to discuss, in pairs, the solutions to these, from their own experience or knowledge of their own company guidelines and training. If there are a lot of issues, divide these between several pairs.
- Report back the solutions to the group and invite discussion. Ask the learners 'What if …' and present them with non-routine situations. Emphasise the fact that they must be clear in their minds about how they will behave in these situations, so that they are not just reacting to the client spontaneously.
- Ask learners how they will know if they dealt with the situation successfully. What might be the consequences if the situation is not resolved satisfactorily?

- Explain that clients will be unhappy if they don't fully understand a situation or are not treated with respect and offered help or reassurance.

Focus page 21

- Reinforce the point that dealing with complaints entails both understanding the company policy and being able to communicate within these guidelines effectively and with confidence. This may be a good opportunity to look at policies or guidelines in more detail.
- Go through the main points for 'LAST' on the focus page and ask learners to discuss each point and to contribute examples and experiences of their own that reinforce these points.
- Make sure learners understand the concept of how to empathise.
- ESOL learners may benefit from developing language that is appropriate for set scenarios (e.g. introductions, phrases for thanking the client, etc.). Give learners model phrases or key utterances to practise in advance of the task.
- Some learners may find it difficult not to over-react in situations where the client is angry, aggressive or rude. This will need to be discussed and explored carefully in order that the learner understands the outcome of inappropriate language and behaviour.
- Point out that a listener can use both visual and verbal signals to show that they understand, empathise or that they are not interested.
- Be aware of cultural variation here, as body language and non-verbal signals vary from culture to culture. This can provide a good focus for discussion if you have ESOL learners in the group.
- Make sure learners understand what is meant by open body language as opposed to closed or negative body language. Demonstrate this or ask learners to demonstrate strategies they have for indicating that they are interested/not interested, listening/not listening, etc.
- Demonstrate or ask learners to demonstrate specific tones: *Now make it sound like you're cross with the client*. Note any words that are emphasised and any body language used to accompany the tone (e.g. facial expressions such as frowning or smiling). Pick out any clear tones such as sarcasm and write these on the board/flipchart to discuss in more detail. Make sure learners understand the consequences of inappropriate tones of voice. In order to illustrate the use of tone and emphasis, ask learners to close their eyes and listen, identifying different stresses in a sentence and changes in tone. Discuss what this may indicate.
- Play the audio clip and ask learners to listen carefully to the client's complaint.
- Discuss the scenario with the group with reference to either the workplace policies (if these are specific enough) or the Client service guidelines from the Source material, which give specific information for different scenarios.
- Compare these guideline with the LAST points on the focus page to see whether they cover all the necessary areas for dealing with the complaint.
- Discuss anything extra learners may need to do (e.g. thanking clients).
- Point out that serious complaints such as hair damage or colouring errors should be recorded and passed on to the senior staff, as further action may be required for legal purposes.
- Point out the 'Remember!' box and stress that dealing with a problem or complaint efficiently stops a situation from getting any worse.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.1 SLlr/L2.4 SLc/L2.1 SLc/L2.2 SLc/L2.3 SLd/L2.5 Rt/L2.2	Unit G5	

Task 1 22

Listen and respond appropriately to a client's complaint.
SLlr/L2.4
SLc/L2.1
SLc/L2.3
SLd/L2.5

- Explain to learners that they are going to hear a client complaining; they need to listen for what the complaint is about.

- Play the audio clip through once for gist. Ask learners direct questions about what they heard.
- Play the audio clip again, reminding learners to listen carefully for the details.
- Read through the three statements in speech-bubbles and explain that only one of them repeats the details correctly.
- Ask learners to tick the one they think repeats the information correctly.
- Play the audio clip again for learners to make a note of any key points.
- For part 2, make sure learners each have a copy of the Client service guidelines from the Source material.
- Explain that they need to read the guidelines that relate to this particular complaint.
- Allow learners to work in pairs and discuss what they would say to the client, using the guidelines for reference.
- When they are happy with what they have decided to say, they should write this down and share it with the rest of the group.

If the learner has difficulty

- Read the audio script aloud one sentence at a time, stopping to question learners on what the client said. Learners may need support to understand the spoken idiom.
- Encourage them to pick out key details, such as the treatment the client wants.
- Support them to relate the points she makes to the summary statement.
- If necessary, ask learners to look at the statement and relate it to the information given in each separate sentence of the audio script.
- Encourage learners to use a process of elimination, discounting the summaries they do not think repeat the information correctly first.
- For part 2, support learners to find the information they need from the guidelines.
- Go through the bullet points, thinking about what they might say for each one. Give ESOL learners plenty of oral practice.
- Ask learners to write down their ideas, or act as scribe.
- Read through learners' ideas and support them in putting the sentences together in a way that makes sense.
- Read the final speech back to them and ask if they are happy with it or want to make any changes.

Extension

Read and discuss the model answer given for part 2. Ask learners to compare it with their own versions. Are they positive, reassuring and informative? Do they follow the Client service guidelines and the 'LAST' checklist for apologising and solving appropriately?

Task 2

Choose the most helpful response to a client who has been kept waiting

Rt/L2.2
SLlr/L2.4
SLc/L2.1
SLc/L2.3
SLd/L2.5

- Read through the instructions and point out the tip.
- Read the options aloud so that learners can hear how they sound.
- Make sure learners know what to look for in the Client service guidelines and remind them that they can choose more than one option if they feel the responses are suitable.

If the learner has difficulty

- Support learners to find the information they need from the guidelines.
- Read through the bullet points with learners, helping them think about how they might give this information to clients.
- Ask learners direct questions about what the stylist says linked to the guideline bullet points (e.g. *Can you find any that tell the client how much longer she may be waiting?*).
- Encourage learners to work by a process of elimination if this is easier for them.

Extension

Relate the unselected statements to the Client service guidelines and discuss what is wrong with them/what they fail to do.

Task 3 23

Select the most appropriate tone for thanking a client
SLlr/L2.4
SLc/L2.1
SLd/L2.5

- Explain to learners that they are going to listen to the same statement said in four different tones of voice.
- Play the audio clips through for gist and check that learners can hear the differences in the tones.
- Point out the tip.
- Play the audio clip again, one stylist at a time, giving learners time to think about each one.

If the learner has difficulty

- Learners may find it difficult to distinguish the positive tone.
- Go through the clip and encourage learners to discuss ideas about the way each stylist sounds. If necessary, ask leading questions: *Does she sound like she's really interested? Would you believe that she meant it if she said that to you?*
- Encourage them to eliminate any they can first.
- If learners are undecided on any, read these audio scripts, slightly exaggerating the tone of voice and possibly giving some appropriate body language signals.
- Once the learners have chosen, play that audio clip again so that learners can confirm their choice. Get them to practise saying it.

Extension

Discuss what impression the other three tones would give to the client and how the client might react.

Theme assessment

- Ask learners to look at work procedures or guidelines on client care to find out what sort of complaints have to be referred and to whom.
- Ask learners to write a personal checklist of what to do in the case of these serious complaints, including how to speak or react to the client.
- Finish the session with a role-play and ask an observer to use their checklist, ticking off skills that are used and then to report back.

Dealing with problems

Focus

You will have to deal with problems from time to time. Your workplace will have procedures for dealing with specific customer complaints but here are some useful general points to remember.

Good customer relationships are built to

L A S T

L Listen

- Concentrate on what the client is saying.
- Show the client that you are listening properly through open body language.
- Ask for further information or for details to be repeated, if required.
- Check the information – repeat details back to the client.

A Apologise

- Empathise with the client.
- Always remain calm, polite and professional.
- Use appropriate language, tone and body language.
- Don't make excuses or blame others.

S Solve

- Follow company guidelines or procedures.
- Deal with problems as quickly as possible.
- Tell the client what you are going to do and by when.
- Follow up any problems you passed on to someone else.

T Thank

- Thank the client for bringing the problem to your attention.
- Use a sincere tone of voice.

21 Listen to the client complaining to the receptionist. Use the Client service guidelines from the Source material to decide how to deal with the situation. Do the guidelines cover all the points above?

Remember!

A client who complains is giving YOU a chance to put things right!

Dealing with problems

Task

Task 1

22

1 Listen to the client's complaint. Tick the statement that repeats the main points.

a *Can I just check the details – you've got a party at 4 o'clock with Nigel but he's been given late appointments?* ☐

b *Can I just check the details – you wanted to book an appointment with Nigel at a quarter to 5?* ☐

c *Can I just check the details? You want a cut and blow dry on Saturday before 4 o'clock and your regular stylist is booked up?* ☐

Tip
Listen carefully for the details.

2 Find out how you would deal with the situation and practise what you would say to the client.

Tip
Use the Client service guidelines from the Source material.

Task 2

Tick the appropriate things to say to a client who is being kept waiting for an appointment.

a *Sorry to keep you waiting. We're always very busy this time of year.* ☐

b *I'm afraid Sue will be about another fifteen minutes. Can I get you a coffee or some magazines?* ☐

c *Not long to wait now, Mrs De Silva.* ☐

d *Sue's running late again, Mrs De Silva. Here's some magazines while you wait.* ☐

e *Sorry for the delay, Mrs De Silva. Sue will be free in about a quarter of an hour. If you prefer, Mike can cut your hair instead.* ☐

Task 3

23

Listen to four stylists thanking a client for bringing a complaint to their attention.

Tick the one that uses the most appropriate tone of voice.

Tip
Choose the tone that sounds sincere.

Stylist 1 – Julie ☐ Stylist 2 – Gunta ☐ Stylist 3 – Jason ☐ Stylist 4 – Fasia ☐

SLlr/L2.4; SLc/L2.1; SLc/L2.3; SLd/L2.5; Rt/L2.2

Check it

1 What is the gross pay for this employee?

Hourly rate: £5.15
Hours worked: 40 hours
Commission on takings: £50.50
Commission on products: £43.50

A £300.00
B £350.00
C £300.50
D £315.00

MSS1/L1.1; N2/E3.4

2 What is Selma's take-home pay for the week?

Selma's gross pay was £265.75.
Her deductions for the week come to £51.60.

A £317.35
B £217.55
C £215.45
D £214.15

MSS1/L1.1; N2/E3.4

3 How much commission on products will this stylist receive?

I receive 10% commission on products that I sell. This week I sold products totalling £115.

A £15.00
B £1.15
C £11.50
D £115.00

N2/L1.8; MSS1/E3.1

4 How much commission on takings will this stylist receive?

This week, my takings are £670. I get paid 10% commission on weekly takings over £300.

A £370.00
B £37.00
C £3.70
D £3700.00

N2/L1.8; MSS1/E3.1

You may need to use a dictionary to complete questions 5 and 6.

5 What does the phrase in **bold** mean?

> You are allowed a rest break of 90 minutes per day to be taken at **a mutually convenient time**.

A a time that suits everybody

B the same time every day

C the correct time

D any time you like

Rw/L2.1; Rw/L2.2; Rw/L2.3

6 What does this sentence from a job description mean?

> It is your responsibility to achieve designated performance targets.

A It is up to you to design styles for performances.

B It is up to you to reach the goals that have been set to show how well you are doing.

C It is up to you to aim higher.

D It is up to you to get the work done.

Rw/L2.1; Rw/L2.2; Rw/L2.3

Use the information in the speech-bubble to answer questions 7 and 8.

I've got to pick my children up from school at 3.15. I've been sitting here waiting for 35 minutes now. My appointment was for 2 o'clock! Is there any chance I might be seen within the next five minutes?

7 Which question repeats the main points of the complaint?

A Your appointment is for 3.15 and you're sitting here waiting for it?

B Your appointment was at 2 o'clock and you've been waiting for 35 minutes?

C You need to be seen in the next 5 minutes because you have to pick your children up at 3.15. Your appointment was at 2 o'clock and you've been waiting for 35 minutes?

D You've got to go now to pick your children up from school?

SLc/L2.3

8 What would be the best thing to say to this client?

A You'd better go now to be sure you'll be at the school in time.

B I'm sorry we have kept you waiting so long. Would you like to make another appointment?

C We're really short-staffed at the moment. Everybody is having to wait. Thirty-five minutes is nothing. She's been here an hour already.

D I'm sorry you've had such a long wait. Will you accept this product with our compliments? Perhaps I can make you another appointment at a time to suit you?

SLc/L2.3

9 How is this person feeling?

A angry

B puzzled

C excited

D playful

SLd/L2.5

10 Which of these is a clear, honest, positive response to a question during an appraisal meeting?

How do you think you're getting on with your shampooing technique?

A I think I've made good progress with my shampooing technique. I used to get the client wet, but that hardly ever happens now.

B I'm never going to get shampooing right. I still get some clients wet.

C OK.

D I'm really good at it now. Excellent in fact. I need to move on to something else before I get bored with shampooing.

SLc/L2.3

Audio

Communicating in the salon

PAGE 5:4

18

1–6: It's not what you say, but how you say it.

PAGE 5:5

Task 2 19

a–d: I didn't make an appointment for Mr Omar.

Appraisal

PAGE 5:11

Task 2 20

1: There's a lot to learn, but I suppose it's OK. Jean tells me quite a lot and I'll just pick up the rest as I go along.

2: I'm learning a lot all the time. John is really helpful – he explains things to me about the way things work in the salon. I would like to know more though, because I can see that the senior stylist's job is an interesting one.

3: Quite honestly I feel useless half the time. I can't make out what I'm supposed to do at all. Donna is a useless manager. She doesn't tell me what to do. I'm always having to ask people what I should do next. You should've told me it'd be like this before I started.

Dealing with problems

PAGE 5:14

21

I rang to make an appointment with Marcus for 11.30 today and it turns out someone booked it for tomorrow instead. I've got an important meeting this afternoon. What are you going to do about it?

PAGE 5:15

Task 1 22

I'm going to a party on Saturday and I wanted a cut and blow dry. I've been told Nigel's booked up until a quarter to five. That's no good. I need it done before four.

Task 3 23

1–4: Well thank you for letting me know about it, Mr Jomudu.

Answers

PAGES 5:1–5:2

Job roles and responsibilities

Task 1

1	**continuous**	unbroken, non-stop
2	**capacity**	role, job, position
3	**remuneration**	payment, salary, wages
4	**excluding**	not including, without
5	**mutually**	by both people or parties
6	**pre-determined**	fixed, decided by

Task 2

1 True
2 False
3 True
4 True
5 True
6 False
7 False
8 True

Task 3

You might have said something like this:
10. Notice
If you want to leave your job you have to give your employer one week's warning that you are going to stop working for him/her.
If your employer wants you to leave after you have worked for him/her for over four weeks but less than a year, s/he has to give you one week's notice. For every year you work for him/her, the employer has to give you a week's notice. This carries on for up to twelve years when you get twelve weeks' notice. If you work for more years than twelve years, you still only get twelve weeks' notice. You may be able to leave straight away and have the right number of weeks' pay instead of working through the notice time.

PAGES 5:3–5:5

Communicating in the salon

Task 1

The positive and appropriate things are:
making eye contact
nodding
smiling

Task 2

1 a **I** didn't make an appointment for Mr Omar.
b I **didn't** make an appointment for Mr **Omar**.
c I didn't **make an appointment** for Mr Omar.
d I didn't make an appointment for **Mr** Omar.
2 Tone 1 = sarcastic
Tone 2 = angry
Tone 3 = hesitant
Tone 4 = assertive

PAGES 5:6–5:7

Checking your wage slip

Focus

Nicky works 7.5 hours per day for 5 days, so she works 37.5 hours each week. (7.5 × 5 = 37.5)
Her hourly pay is £5.05 per hour.
37.5 hours work at £5.05 per hour earns Nicky a basic weekly wage of £189.38
(37.5 × 5.05 = 189.375)

Task 1

1 £284.10
2 £308.50
3 £277.70

Task 2

Greg worked **38.5 hours** (7.5 + 7.5 + 7.5 + 7.5 + 8.5 = 38.5 **or** 7.5 × 4 days + 8.5 = 38.5)
His **gross pay** should be **£194.43**
(38.5 hours × £5.05)
Commission on takings of £38.90 is correct, but **commission on products** should be **£15.50**
His **gross pay** should be **£248.83**
(194.43 + 38.90 + 15.50 = 248.83)
His **net pay** should be **£207.37**, although the wages clerk will need to recheck the tax and National Insurance figures.

PAGES 5:8–5:9

Targets, incentives and commission

Task 1

1 £11.00
2 £6.50
3 £45.00
4 £39.50
5 £58.20
6 £90.50

PAGES 5:10–5:11

Appraisal

Task 1

Model answer:

Appraisal gives me the opportunity to:	In my own words this means:
■ evaluate my own practice	■ think about how I'm getting on at work
■ recognise existing skills	■ highlight my strengths, not my weaknesses
■ monitor progress	■ keep a record of how I am improving
■ highlight concerns	■ talk about or raise any difficulties or problems
■ discuss training needs	■ think about areas where I need more training

Task 2

Model answer:
1 This is not an honest response. The line manager may think everything is OK.
2 This is a positive response. The worker is saying that she is learning but that she wants to know more.
3 This is very negative and puts the blame onto the line manager.

PAGES 5:12–5:13

NVQ jargon busting

The answers for the words that are looked up in the glossary should be mediated by the teacher as should the answers to the questions.

PAGES 5:14–5:15

Dealing with problems

Task 1

1 c Can I just check the details? You want a cut and blow dry on Saturday before 4 o'clock and your regular stylist is booked up?
2 You might say something like:
I'm sorry that Nigel's booked up. Saturdays are always our busiest but I can check if another stylist is available for you. Or would you like me to put you on the cancellation list and ring you if any of Nigel's appointments cancel before 4 o'clock?

Task 2

b I'm afraid Sue will be about another fifteen minutes. Can I get you a coffee or some magazines?
e Sorry for the delay, Mrs De Silva. Sue will be free in about a quarter of an hour. If you prefer, Mike can cut your hair instead.

Task 3

Stylist 2 – Gunta

Check it

1 A
2 D
3 C
4 B
5 A
6 B
7 C
8 D
9 B
10 A