



8322

SALON OPERATIONS AND
CLIENT SERVICES (12C)

40S/40E/40M

A Hairstyling Course

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Course Description

This course focuses on the business operations of a hair salon, retail and salon management, along with learning the skills to gain employment as an apprentice hairstylist. Students learn all of Unit A5: Retail and Salon Management, Unit H1: Business Fundamentals, and Unit H2: Journey person Trainer in this course.

Goal 1: Describe an understanding of, and demonstrate adherence to, all **health, hygiene, safety, sanitation, and decontamination** protocols.

GLO 1.1: Describe an understanding of, and demonstrate adherence to, all **health, hygiene, safety, sanitation, and decontamination** protocols.

- SLO 12C.1.1.1 Demonstrate an understanding of, and adherence to, all health, hygiene, safety, sanitation, and decontamination protocols.
- SLO 12C.1.1.2 Maintain a clean and organized workstation and work area.
- SLO 12C.1.1.3 Identify and describe the Workplace Hazardous Material Information System (WHMIS) and procedures. (B1.3)
4.3 hours.
- hazard identification
 - product labels, symbols, and classification
 - supplier
 - workplace
 - Safety Data Sheets (SDS)
 - chemical and biological hazards
 - emergency washing
 - transportation of dangerous goods
 - storage and handling

- SLO 12C.1.1.4 Identify and describe Safe Work Procedures (SWP). (B1.4) 4.3 hours.
- hazard identification
 - uncontrolled risk
 - SWP development
- SLO 12C.1.1.5 Identify and describe injury prevention. (B1.5) 4.3 hours.
- hazard recognition, evaluation, and control (SAFE acronym)
 - occupational disease and illness
 - musculoskeletal
 - ergonomics
 - psychological health and safety
 - harassment and violence
 - working alone
 - young workers
 - physical hazards
 - chemical and biological hazards and exposures
 - dust and fibres
 - fumes, aerosols, gases, and vapours
 - confined space entry
 - electrical safety
 - lockout/tagout procedures
 - fire types, fire extinguisher classifications and applications
- SLO 12C.1.1.6 Identify and describe injury response. (B1.6) 4.3 hours.
- control the scene
 - incident investigation
 - near miss
 - incident
 - serious incident
 - corrective actions
 - follow-up
 - reporting an injury [Workers Compensation Board of Manitoba (WCB)]
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- SLO 12C.1.1.7 Demonstrate navigation and retrieval of key content areas from SAFE Work Manitoba’s website and apply resources directly to unit objectives. (B1.7) 4.3 hours.
- legislation
 - bulletins
 - templates
 - shop talk
 - other resources

Goal 2: Describe and demonstrate the use and management of **equipment, tools, materials, and products.**

GLO 2.1: Describe and demonstrate the use and management of **equipment, tools, materials, and products.**

- SLO 12C.2.1.1 Describe and demonstrate the use and management of equipment (including mannequins), tools, implements, materials, and products.
- SLO 12C.2.1.2 Demonstrate professional dexterity in the operation of equipment, tools, and implements.

Goal 3: Describe and demonstrate the knowledge and skills related to **pre-service.**

GLO 3.1: Describe and demonstrate **preparing the station and client** for services.

- SLO 12C.3.1.1 Describe and demonstrate preparing the station and client for services.
- SLO 12C.3.1.2 Discuss consultation and pre-service procedures. (A3.1) 1.0 hour.
- Greeting clients
 - introductions
 - assistance
 - removal of personal accessories and/or clothing
 - safe storage
 - liability issues
 - preparation procedures
 - seating
 - adjusting chair
 - positioning of client
 - draping
 - concern for care and comfort of client

- client's needs
 - climate of trust
 - client's lifestyle, preferences, and health
 - home maintenance and affordability
 - duration of time for service
 - correct interpretation of client's needs/desires
 - inform clients of possible side effects of various chemical products
- face and head shape analysis
- hair analysis
- scalp analysis
- recommendation of service
- record results

Goal 4: Describe and demonstrate the knowledge and skills related to **service**.

GLO 4.1: Describe and demonstrate the knowledge and skills related to **service**.

- SLO 12C.4.1.1 Demonstrate shear/scissor cuts at an advanced level. (C2.10) 13.8 hours. Also taught in 8314, 8316, and 8323 at beginner and intermediate levels.
- SLO 12C.4.1.2 Demonstrate razor cutting on hair and skin at an advanced level. (C3.7) 5.0 hours. Also taught in 8316, 8321, and 8323 at beginner and intermediate levels.
- SLO 12C.4.1.3 Demonstrate clipper cuts on models at an advanced level. (C4.6) 5.0 hours. Also taught in 8316, 8321, and 8323 at beginner and intermediate levels.
- SLO 12C.4.1.4 Demonstrate colouring hair on models using permanent colour at an advanced level. (F5.6) 5.0 hours. Also taught in 8317, 8320, and 8323 at beginner, intermediate, and advanced levels.
- new growth
 - virgin
 - corrective
- SLO 12C.4.1.5 Demonstrate creating formal (Up Do) hair on models at an advanced level. (E7.3) 10.0 hours. Also taught in 8313 and 8318 at beginner and intermediate levels.
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Goal 5: Describe and demonstrate the knowledge and skills related to **post-service**.

GLO 5.1: Demonstrate the post-service steps required **while the client is in the salon**.

- SLO 12C.5.1.1 Demonstrate the post-service steps required while the client is in the salon.
- SLO 12C.5.1.2 Educate the client regarding care and maintenance of artificial hair.
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GLO 5.2: Demonstrate the post-service steps required **after the client leaves the salon**.

- SLO 12C.5.1.2 Demonstrate the post-service steps required after the client leaves the salon.
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Goal 6: Demonstrate an awareness of the **evolution, innovations, and new trends** in hairstyling.

GLO 6.1: Demonstrate an awareness of the **evolution, innovations, and new trends** in hairstyling.

- SLO 12C.6.1.1 Describe the evolution, innovations, and new trends in hair salons.
- SLO 12C.6.1.2 Demonstrate an awareness of digital record keeping in salons.
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Goal 7: Demonstrate an understanding of the **scope** of hairstyling (along with associated professions), including **working conditions, and training and career opportunities**.

GLO 7.1: Demonstrate an understanding of the **scope** of hairstyling (along with associated professions), including **working conditions**.

- SLO 12C.7.1.1 Describe two levels of workplace competency. (A1.2) *10.0 hours*.
- job competencies related to workplace culture
 - knowledge of workplace equipment and materials
 - skills and techniques
 - social competencies related to workplace culture
 - language of work
 - workplace belief systems
 - rules and meanings
 - equity, diversity, and inclusion in the workplace
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- SLO 12C.7.1.2 Describe accommodation for apprentices with accessibility requirements. (A1.3) 10.0 hours.
- awareness of the *Accessibility for Manitobans Act*
 - customer service accessibility standard
 - employment accessibility standard
 - information and communications accessibility standard
 - built environment
 - transportation
 - technical training
 - requirements
 - roles and responsibilities
 - services and information required by persons with accessibility requirements
 - on-the-job
 - requirements
 - roles and responsibilities
 - services and information required by persons with accessibility requirements
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GLO 7.2: Demonstrate an understanding of **career** and **training opportunities** in hairstyling and associated professions.

- SLO 12C.7.2.1 Demonstrate the knowledge and skills required to create a
- resume
 - cover letter
 - portfolio
- for finding employment in the hairstyling profession.
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Goal 8: Describe and demonstrate the transferable **cross-curricular** knowledge and skills.

GLO 8.1: Apply the transferrable **literacy** cross-curricular knowledge and skills to hairstyling.

No applicable SLOs.

GLO 8.2: Apply the knowledge and skills from **the sciences** to hairstyling.

No applicable SLOs.

GLO 8.3: Apply the transferrable **numeracy** cross-curricular knowledge and skills to hairstyling.

SLO 12C.8.3.1 Demonstrate the use of a tape measure to measure a head.

Goal 9: Demonstrate an awareness of **sustainability**.

GLO 9.1: Describe the impact of **human sustainability** on the health and wellness of hairstylists and clients.

SLO 12C.9.1.1 Practice ergonomic principles while providing services.

SLO 12C.9.1.2 Demonstrate an awareness of the importance of practising healthy eating habits while working in a salon.

SLO 12C.9.1.3 Demonstrate an awareness of the importance of living a healthy lifestyle while employed in the industry.

SLO 12C.9.1.4 Demonstrate an awareness of the importance of healthy ergonomic practices.

GLO 9.2: Describe hairstyling's **sustainability** practices and their impact on the environment.

SLO 12C.9.2.1 Demonstrate an awareness of ways to reduce the consumption of equipment, tools, materials, and products.

GLO 9.3: Demonstrate an awareness of **sustainable business practices** in the hairstyling industry.

SLO 12C.9.3.1 Discuss strategies for acquiring and retaining clients using new technologies and social media.

Goal 10: Demonstrate an awareness of the **ethical and legal standards** associated with hairstyling.

GLO 10.1: Demonstrate an awareness of the **ethical standards** associated with hairstyling.

SLO 12C.10.1.1 Demonstrate an awareness of the ethical implications of retailing services or products that do not meet the needs of the client.

SLO 12C.10.1.2 Demonstrate an awareness of some of the ethical issues in the hairstyling industry.

GLO 10.2: Demonstrate an awareness of the **legal standards** associated with hairstyling.

No applicable SLOs.

Goal 11: Demonstrate **employability skills**.

GLO 11.1: Demonstrate fundamental **employability skills**.

- SLO 12C.11.1.1 Demonstrate professional rapport with teachers, employers, co-workers, students, and clients.
 - SLO 12C.11.1.2 Describe and demonstrate a professional image.
 - SLO 12C.11.1.3 Demonstrate punctuality and regular attendance.
 - SLO 12C.11.1.4 Demonstrate organizational skills.
 - SLO 12C.11.1.5 Demonstrate the ability to follow instructions.
 - SLO 12C.11.1.6 Demonstrate teamwork skills.
 - SLO 12C.11.1.7 Demonstrate effective communication skills, both in person and using various technologies.
 - SLO 12C.11.1.8 Demonstrate the ability to adapt to a variety of challenging situations.
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GLO 11.2: Demonstrate an understanding of the **business operation** of a hair salon.

A5 Retail and Salon Management (25 hours)

- SLO 12C.11.2.1 Discuss reception duties. (A5.1) 4.0 hours.
 - telephone
 - professional communication
 - accessing and using telephone answering service
 - tact
 - proficiency under pressure
 - empathy
 - scheduling appointments
 - recording appointments (hard copy or electronic)
 - appointment calendar
 - time estimates for services requested
 - matching service requested with availability of stylist
 - filing client's record
 - directs clients (check-in/check-out)

- client complaints
 - initiative, tact, and courtesy
 - listening skills
 - analysis (facts from non-facts)
 - company policies
- special needs
 - company policies
- office and waiting area
 - temperature
 - attractive, clean, and comfortable
 - reading materials
 - music
 - proper lighting
 - ventilation
 - refreshments
 - supplies

SLO 12C.11.2.2 Discuss salon management functions. (A5.2) 3.0 hours.

- daily intake
 - individual stylist intake
 - tally tickets and recording results
 - compute manually and/or using electronic aids
- working hours
 - time sheets
 - time clocks
- inventory control
 - check inventory
 - order supplies
 - count, organize, stock, restock
 - report missing or outstanding products
 - sales trends
 - reorder point
 - schedule purchases and deliveries
 - delivery receipts and invoices

- staffing
 - advertising
 - interview
 - resume
 - portfolio
- finances
 - salaries
 - rental charges
 - commission
 - retail sales
 - vacation pay
 - net monthly profit

SLO 12C.11.2.3 Discuss retail sales. (A5.3) *3.0 hours.*

- product displays
 - balance and aesthetics
 - housekeeping routines
 - window dressing
 - accessible to client
- pricing
 - price tags on products
 - monitoring mark-ups and mark-downs
- marketing
 - ethics in advertising
 - product knowledge
 - promoting sales
 - need for clients
 - up-selling

SLO 12C.11.2.4 Demonstrate reception duties and salon management functions. (A5.4) *15.0 hours.*

H1 Business Fundamentals (7 hours)

SLO 12C.11.2.5 Describe professionalism. (H1.1) *1.4 hours.*

SLO 12C.11.2.6 Describe how to market products and services. (H1.2) *3.9 hours.*

SLO 12C.11.2.7 Describe a business plan. (H1.3) *1.8 hours.*

H2 Journeyperson Trainer (7 hours)

SLO 12C.11.2.8 Compare/contrast role-options and responsibilities of the supervising journeyperson. (H2.1) 3.5 hours.

- implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used
- accountability for results: e.g., journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc.
- long-term vs. short-term supervision assignments—e.g., considerable latitude/little latitude for apprentice to learn from mistakes
- formally vs. informally structured—e.g., supervision assignment is part of a prescribed cycle of assignments involving coordination among multiple journeypersons; apprentice is trained according to an individual training plan negotiated with employer
- types of supervisory role options and what is implied by each:
 - journeyperson trainer (JT) role: often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement
 - mentor role: often initiated by apprentice, and relatively open-ended regarding content, duration, etc.
 - peer role: typically involves individual upgrading or cross-training of one journeyperson by another; can include senior apprentice assisting less-experienced trade learner
 - coordinator role: often a senior-level journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
 - other roles: may be improvised by journeyperson, such as combination or multiple roles of the above

SLO 12C.11.2.9 Describe and demonstrate common requirements about providing journeyperson level supervision. (H2.2)
3.5 hours.

- apprenticeship learning adapted to journeyperson supervision assignments and a journeyperson perspective
 - application of adult education concepts to trades teaching and learning (e.g., responsibilities and expectations of senior-level apprentices)
 - practical significance of ‘styles’ of adult learning and teaching
 - helping senior-level apprentices integrate in-school technical training and on-the-job practical training experiences
 - providing help and guidance about new tasks and skills
 - providing help and guidance about fixing mistakes
 - learning and teaching “the ropes”—socialization of apprentice within a community of trade practice (e.g., how to borrow a tool, interrupt a journeyperson, and seek advice of experienced co-workers)
 - coverage and documentation of prescribed tasks and subtasks where applicable.
 - discuss the limits of the journeyperson trainers’ own responsibilities and competence (e.g. scope, willingness to train, etc.)
 - benefits of maintaining a personal record of achievements, ideas, and needs as a journeyperson trainer (e.g., resume, portfolio, training credentials, logbook, etc.)
- individual reflection and guided group discussion about personal experiences of workplace learning as an apprentice
 - identification of best and worst practices of journeyperson trainer
 - identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
 - development of professional standards and work ethics about responsibility to share one’s knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)

- qualities of a good journey person trainer
 - components of workplace journey person training
 - processes and recommended practices re: journey person training
 - troubleshooting problems re: supervision assignments
 - role of assessment in supervising, coaching, or guiding other people to learn or improve their skills (e.g. formative and summative evaluation), and how this might contribute to how the journey person-level supervision task is approached in future
 - compare and contrast discussion results with current knowledge and resources about workplace training methods as they apply to journey person-level supervision assignments
 - other (as may be specified by instructor)
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GLO 11.3: Demonstrate the knowledge, skills, and attitudes required to **think critically** in order to **solve complex problems**.

SLO 12C.11.3.1 Demonstrate an understanding of some of the steps required to solve complex problems in hairstyling.

SLO 12C.11.3.2 Describe how to modify/cut hair extensions in order to blend them with the natural hair.

GLO 11.4: Demonstrate an awareness of **culture** and **diversity** and its importance in the workplace.

SLO 12C.11.4.1 Demonstrate an awareness of the need for cultural competence in hairstyling.
