

**EVALUATING
ACADEMIC READINESS
FOR APPRENTICESHIP TRAINING**
Revised for
ACCESS TO APPRENTICESHIP

**COMMUNICATIONS SKILLS
UNDERSATNDING SEQUENCE**

**AN ACADEMIC SKILLS MANUAL
for
The Hairstylist Trade**

*Workplace Support Services Branch
Ontario Ministry of Training, Colleges and Universities*

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In preparing these Academic Skills Manuals we have used passages, diagrams and questions similar to those an apprentice might find in a text, guide or trade manual.

Trade related material is not intended to instruct you in your trade. It is used only to demonstrate how understanding an academic skill will help you find and use the information you need.

COMMUNICATIONS SKILLS

UNDERSATNDING SEQUENCE

*An academic skill required for the study of the
Hairstylist Trade*

INTRODUCTION

In the trades, it's essential to follow directions in the right order to successfully complete a job. The skills that enable you to read technical material and then follow directions accurately are essential for successful completion of a job. Most trade material is written in a step by step order called sequence so that you acquire information in a logical manner. This is especially important when you are learning the steps in a procedure.

Sequencing refers to an ordered arrangement; one step is followed by another in a series. A sequence can be the step-by-step description to complete a task or it can be a description of the parts and uses of a styling tool. Each piece of information (or step) is part of the whole thing. The steps work together, but you need to understand and follow each step on its own.

In Parts I through IV of this skill sheet, we will look at trade material to:

- ◆ Examine the order of information;
- ◆ Identify and follow steps in a sequence;
- ◆ Identify and follow sequence in diagrams; and

PART I

EXAMINE THE ORDER

When we are learning something, we usually ask a lot of questions. We usually start with basic questions – the information we need to have – then ask questions which demand more detailed (perhaps more difficult) answers. The questions should cover most of what we need to know: What is it? How is it made? How does it work? How do I use it?

Technical material

Technical reading material is set up in a logical order. In many cases, the reasons you need the information comes first. In other words, technical writing often starts by answering the question: “What do I need this for?” The answer gives you the function, use or purpose of something as it relates to the construction trade, and so it is the first information you will see.

Look for information to appear in this or a similar sequence:

- ◆ Why do I need the information? (purpose)
- ◆ What is it? (definition and description)
- ◆ How is it made? or How does it work?
- ◆ What is the correct procedure?

Notice that the correct procedure or information about “how to do something” often comes last. You get description, explanation, and underlying principles so the procedure will make sense as you follow it.

Read it through first

When you read information that contains instructions on how to do a job, read it through to the end *before* starting the job. When you are aware of the order of each step, you can understand how each fits into the whole procedure. Reading through all of the instructions first should become a part of assessing and preparing for any job.

Some passages don't set up the steps so that you can clearly see the sequence. In this case, look for clues. Notice if there are letters and indicators such as commas to separate the points. Look for words such as *first, then, next*.

Passage 1, *Shampoo Procedures*, illustrates how this might work. The object is to see the sequence of information. Read through the passage first to get a sense of the whole. Then go through it step by step to examine the *sequence*. See how the information helps you answer the questions listed above.

Notice the way sequence is used and how the information helps you answer the questions listed above.

Passage 1 Shampoo Procedures

Shampooing is the first step in many services provided by a salon. It is an important preliminary step in order to cleanse the hair and scalp. Additionally, the pleasure and relaxation of a shampooing can have favourable psychological effects.

In order to be effective, the shampoo must remove all dirt, oils, cosmetics and skin debris without harming the scalp or hair. It is also important to use this time to evaluate the hair and scalp for any disease or disorder. Once you have prepared the client and your materials at the workstation, use the following steps:

Begin by adjusting the volume and temperature of the water spray. Saturate the hair thoroughly with warm water spray. Protect the client's face, ears, and neck from the spray when working around the hairline. Next, apply small quantities of shampoo to the hair, starting with the hairline and then working back. Using the cushions of the fingers, work in the lather. Next, begin the scalp manipulation (see figure 6-3 for details). Once the massage is complete, rinse the hair thoroughly with a strong spray. If required, apply shampoo and rinse again as above. Once the hair is clean, apply a conditioner or rinse ...etc.

Why do I need this information?

Paragraph one tells you the purpose of shampooing. The opening, or introduction, spells this out for you. In the first paragraph you learn, in order, the following about shampooing procedures:

- it's the first step in many services a salon provides;
- it's purpose is to cleanse the hair and scalp;
- it may also provide pleasure and relaxation.

This information is placed in the introduction to let you know why you should pay attention to the details that follow. It answers the question "Why should I learn this?" and it gives you a purpose for your reading.

What is it?

Paragraph two sets up the answer to "What is shampooing?" The paragraph prepares you to follow "how to" directions. Reread it to see how this works. You find:

- that shampooing will remove: **dirts, oils, cosmetics and skin debris**,
- that shampooing can achieve this without harming the scalp,
- that shampooing gives the stylist or shampooer the **time to evaluate the hair and scalp for any disease or disorder**, and
- that instructions will be given in the next paragraph.

You now know where this passage is going. It is leading in a logical way to answer, "How do I do it?" This is the next step in understanding.

How do I do it?

Once you know what something is, and how it functions, you are ready to follow "how to" procedures. You are now getting to the "hands on" stage.

Look at the passage, paragraph 3, to see how it guides you. It tells you:

- to adjust the water spray for correct volume and temperature;
- to saturate hair with spray;
- to protect the client's face when working around the hairline;
- to apply the shampoo and work it in with the fingers;
- to see the (omitted) diagrams as a reference for scalp manipulation procedures;
- to rinse hair with a strong spray;
- to repeat shampooing and rinsing if necessary,
- to apply conditioner or a rinse, and
- etc.

Sequence of learning

As you read **Passage 1**, you should start to see the general order. It is organized so the learning moves from general information to more specific details. You also see how the practical steps are laid out in a sequence so that the first step comes before the second and so on. As you become aware of the order, you see how all the steps fit together. This leads to an understanding of the whole process.

As you read, think of other questions that may arise. Look for the answers as you go. Observe how information is organized to answer your questions. If it is organized in sequence, you will find the material easier to understand and act on. Use this system to your advantage. Give yourself enough time to carefully read technical material, noticing how it moves from step to step.

The first information you learn in your trade will become a base that you can later build on. *Because learning expands on what you have previously learned, you need to make sure you understand what you have read before you go on to new material.* You also need to recognize when information is related to something you learned earlier. The best way to understand how individual parts are related to the whole is to first learn the material one step at a time and then think about how all the parts fit together in the correct order.

PART II

IDENTIFY AND FOLLOW STEPS IN A SEQUENCE

In this section, we look at identifying and following the steps in a process or procedure.

Getting it right

At first, you may not see the reason for the sequence in a set of directions. Always follow the directions exactly as stated. The steps serve a purpose even if you don't know what it is. When you become expert with a process, you can decide if it is appropriate to make adjustments. Even after you become skilled, new products will come on the market with new procedures. You'll need to keep reading and learning to keep current.

In any set of instructions, follow the steps in the precise sequence given. Because each step relates to the ones before and after it, following the correct sequence will ensure that you reach your goal safely. Doing this also enables you to avoid errors and to spot where problems occur.

Read **Passage 2** for a straightforward example of sequence. You can clearly identify and follow the sequence, acting on each step.

Passage 2

Preliminary Steps for Hair Colouring

Semi-permanent colours may build up on the hair's end with subsequent applications. A strand test will determine your formula and timing before each service. Prepare for colouring as below:

Give preliminary patch test if required and proceed **only** if the test is negative. Thoroughly analyse the hair and scalp and record the results on the client's record card. Assemble all of the necessary supplies.

Prepare the client by protecting the clothing with a towel and tint cape. Ask that the client remove any jewellery and store safely away. Apply protective cream around the hairline and over the ears. Put on protective gloves, perform the strand test and record the results on the client's card.

The first paragraph answers *what is it, what's it used for* kinds of questions. Although the steps are not numbered, paragraph two gives you the "how to" steps:

1. give preliminary patch test;
2. analyse hair and scalp and record results;
3. assemble supplies;
4. prepare client;
5. apply protective cream;
6. put on glove, perform strand test and record results.

By reading and following these steps, you will correctly prepare a client for a semi-permanent hair colouring.

Did I miss something?

Passage 3 below is an example of what we mean by building on what has already been taught. An earlier chapter or section has provided answers to these questions:

- What is it?
- Why do I do this?

The passage assumes you have read the previous material.

Read Passage 3 and answer the questions that follow it. Each question asks about sequence (order). Start at the beginning, read carefully to the finish and then answer the questions below. **Answers are at the end of this skills manual.**

Passage 3 End Wraps

First, section hair into panels, then subdivide each panel into roller bases. The size of the base should be almost the same size as the roller and is therefore dictated by the size of the roller. Make sure the hair is wet so that it will be pliable and adhere to the plastic rollers. Next, prepare the roller section by combing the strand firmly and smoothly. This should be at a 45° angle (see figure 2-4).

Using a double end paper wrap, place the ends of the hair smoothly against the roller. (See page 44 for other wrapping methods). Do this by placing one end wrap under the hair strand so that it extends below the ends of the hair. Place another wrap on top. Next, with your right hand, place the rod under the double end wraps, parallel with the parting at the scalp. Then, placing both thumbs over the hair ends, roll the roller firmly but without tension toward the scalp. Keep the roller in position while clipping.

Remember, each parting should be no longer than the length of the rod. If the parting is too long, the hair will not wave evenly. If the hair should become dry while you are wrapping, mist the hair lightly with water.

Questions:

1. Which of the following is the correct sequence?
 - a) choose proper diameter roller, wet and prepare sections of hair, wrap hair around roller, clip into position.
 - b) section hair and subdivide sections into bases; choose appropriate roller size; wrap hair around roller; roll towards the scalp.

-
2. When would you make sure that the wrap extends below the ends of the hair?
 - a) before the top wrap has been applied
 - b) after the top wrap has been applied
 - c) once the hair is smoothly against the roller
 3. Failure to make sure the parting is not longer than the length of the rod prior to rolling may result in an uneven wave.

T F

4. Wetting the hair is required prior to dividing it into roller sections.

T F

Look back to question 1 above. You are asked to choose the correct sequence of activities. Notice that looking for the correct sequence refers to what comes first, second, third or fourth *in that group* of activities. It doesn't necessarily mean first, second, or third step in the whole project. On the job, you may be asked to follow a procedure which comes *in the middle* or *towards the end* of the task. You still follow activities in sequence, but you may pick up the job halfway through the project.

Numbered Steps

It is usually easier to follow a sequence when the steps are numbered. Numbering steps also helps you identify areas that seemed clear when you read the sequence, but aren't so clear when you come to do the job. You can figure out where you are getting lost.

If the sequence isn't numbered, as in **Passages 2 and 3**, you can break the information into steps to see the order and note any steps that you don't understand. Or when a procedure is long and only the general steps are numbered, you may want to break the numbered instructions into smaller units to separate each step.

Example: You could number the steps in Passage 3 as follows:

1. section hair into panels,
2. sub-divide panels into roller bases,
3. make sure hair is wet,
4. prepare roller section,
5. etc...

The last paragraph in Passage 3 tells you to make sure each parting is not longer than the length of the rod but there are no instructions on how to do this. As before, *if you did not know why to perform this step, you would have to find the information.*

You may not need to perform a double end wrap at this stage. You do need to know how to accurately read and follow a sequence of information and identify when you need more, detailed instruction. With this knowledge, you are on the way to learning how to perform a job accurately and how to identify when you need to ask for help.

Before we go - a word about numbering

You will see many directions with numbered steps. Usually numbering indicates the steps in a sequence and their order. Number one (1.) indicates the first step, number two (2.) indicates the second step and so on. In some cases, numbering does not indicate a sequence.

Example:

1. Maintain fire extinguishers to safety standards and place where they will be used.
2. Follow Construction Safety Association of Ontario guidelines.
3. Follow safety guides when working with flammable materials.

As you can see, these numbers do not indicate order. Here they act as a checklist. The tasks on the checklist must all be done, but they are not sequential.

Make it easy for yourself

You know how to number steps in a procedure to make the correct sequence clear. You can also divide information into individual points to help you see where the pieces of information belong.

Examples:

To remove metallic deposits from hair:

- first, apply 70% alcohol to hair, and let stand for 5 minutes;
- then apply a heavy oil thoroughly to the hair;
- next, cover hair with plastic bag and place under hot dryer for 30 minutes;
- lastly, remove mixture from hair using a concentrated shampoo for oil hair.

And:

To give the crown hair a slight lift using a blow-dryer:

1. Use a vent brush.
2. Keep dryer on the move from side to side along the curl.
3. Secure each curl with clippies as it is completed.
4. etc...

You can also mentally separate information into a sequence or point form. You will find this useful when you are figuring out how to organize the steps of a project. By taking the time to put things in order before you start working, you will have a clear picture of where you are going and how to get there.

Questions and relationships

Information is organized in a specific order for a reason. As you read, think about questions related to sequence. Stating the questions and then looking for answers can be a useful way to test your understanding when you are studying for homework or doing a job. The questions below relate to **Passages 1, 2 and 3**. They will also apply when you study other technical material.

1. Which activity or step is first, second, third?
2. Which step starts the process; which concludes the process?
3. What happens **before** or **after** a certain step?
4. What happens if I skip a step ?
5. Where do I turn if I can't ...?

The questions ask you to look at and understand the order in which things happen in a project. They also lead you to look at the relationship of one step to another in order to understand the whole picture so you can apply the information appropriately.

A different order

Earlier we suggested that you start reading new material at the beginning and move forward in a logical sequence to the end. However, once you've carefully read through from start to finish, you may want to look at the information in a different order. When you understand how steps are connected, you can move backwards or forwards in a diagram or passage without getting confused. This is particularly true when you are looking for exact details or when you need to find the causes of or solutions to a problem.

Application: Taking over in the middle

Consider a situation where you take over from your instructor or co-worker to complete a job.

Example: Suppose you are asked to complete a job of removing metallic deposits from a client's hair that someone else has started. You have to find out what was already done and what you are expected to do to finish the job.

You go to the instructions. Look them over carefully to check that you understand what you have to do. Check them carefully to find where you need to be in the sequence and pick it up from there. When you understand the sequence of steps that must be carried out, you can begin at any point in a project. You know where you must start, where you are going, and what you need to do. Looking over the whole process and reading through the steps gives you the ability to accomplish your task.

When you have to step into the middle of project, ask yourself the following questions:

- What am I expected to do?
- How do I do this?
- What's already done?
- Where do I start?

And so it goes

Example:: You have to perform a chemical service on a client. You do a history and find that they have used haircolouring products in the past. In order to proceed, you need to test the hair for metallic or other coating dyes.

1. In order to do this you have to mix your test solution and follow the steps.
2. Once the test is complete, you have to interpret the results.
3. This may involve consulting a manual or a co-worker.
4. If it has been previously treated, you need to remove the metallic or coating dye with another procedure.
5. This involves another strand test.

And so it goes. At every step, you find yourself with new conditions to manage that require new steps.

What does this have to do with sequence? Even before you start a task, you need to pay attention to the sequences of preparing for the job. When you are doing a job, each step depends on the step before it. If the first (second, third or any other) step is left out, performed too quickly or inaccurately, you will not get the desired results. The finished product depends on the successful outcome of each step.

PART III **SEQUENCE IN DIAGRAMS**

In technical manuals and texts, many passages are accompanied by a diagram. A diagram can illustrate the sequence of steps in a colour application. It may show you what you can't see such as the chemical changes in hair. It can show the point when something happens

Passages with diagrams

It is important to understand diagrams that accompany writing. The passage and the diagram are designed to be used together but you may examine them separately at first to find out what each has to teach you.

When you read diagrams, your eyes will move between the writing and the diagram – like watching a hockey puck on the rink. Focus on one section until you understand it, and then move to another, repeating this process until you understand the whole.

Passage 4 and Figure 1 below are taken from instructions on applying hair relaxers. Together they make the directions (and the sequence) clear to the reader.

Passage 4

Chemical Hair Relaxing Process

Part the hair in four or five sections. See Figure 1. Apply protective base and conditioner-filler. Using the comb method, remove a quantity of the relaxing cream from the jar. Beginning in the back right section of the head, carefully part off 1/4" to 1/2" of the hair, depending on thickness, and curliness. Apply the relaxer on the top side of the strand. Then raise the subsection and apply the relaxer underneath. Lay completed strand out of the way.



FIGURE 1: Part hair into sections as recommended by your instructor

Using the sequence in Figure 1A, complete right back area and then, moving in a clockwise direction, cover each section in the same manner. Once complete, go back over the head in the same order,

applying additional relaxing cream where necessary, and spreading the relaxer close to the scalp and up to the hair ends.

The diagram relates to the information about the correct sequence for sectioning the hair. The arrow indicates the correct direction while the numbers indicate the correct sequence. To be sure you've got it, the text tells you which sequence to use (1A). If you were unclear about the words "move in a clockwise direction," the diagram should clear it up for you.

Furthermore the information below the diagram tells you to *part hair into sections as recommended by your instructor*. This adds a direction not found in the passage and explains why there are two diagrams, even though the passage only refers to one. The importance, the direction and the sequence have been clearly laid out for you through the passage and the diagram.

Focusing on sequence helps you become aware of how a passage or diagram is organized. It helps you see the order of steps in a procedure. Apply the suggestions below when you are reading a passage that includes a diagram. This way, you get the most information from the passage.

1. Read the whole passage.
2. Look at the diagram.
3. Look back to note how the passage and diagram are organized.
4. Match the diagram to information in the passage.
5. Go through any step by step directions, looking at both the passage and diagram to see how the steps described in each are related.

Read **Passage 5** about curling short hair. The questions which follow ask you to find the correct answers in a sequence: **Answers are at the end of this skills manual.**

Passage 5

Curling Short Hair

After sectioning off the base, comb the hair smooth and straight out from the scalp. This makes sure that the heat and tension are the same for all hair in the section. Loose hairs could result in an uneven and ragged curl.

Once irons have been heated to the desired temperature, pick up a strand of hair, combing it up and smooth. Placing the groove on top, insert the irons about 1" from the scalp and hold for a few sections to form a base (refer to figure 2).

Next, hold the ends of the hair strand with the thumb and two fingers of the left hand. Use a medium degree of tension. Turn the iron downward with the right hand. As you turn, open and close the irons rapidly. This will prevent binding. Guide the ends of the strand into the centre of the curl as you rotate the irons. The result should be a smooth, finished curl, with the ends firmly fixed in the centre. Lastly, remove the irons from the curl.

Note: Figure 2 is omitted here.

Questions:

1. The following is a list of steps taken from the passage.
 1. Section off the base.
 2. Comb the hair smooth and straight.
 3. Form a base with the irons.
 4. Hold the ends of the hair strand applying a medium degree of tension.
 5. Prevent binding as you turn.
 6. Turn irons downward.

Which of the above items would you switch in order to put the list in the correct sequence?

- a) switch #1 and #2
- b) switch #5 and #6

2. The first step in this procedure should be to heat up the irons to the desired temperature.

T F

3. You should guide the ends of the strand into the centre of the curl, once you have rotated the irons.

T F

When answering questions, whether the information is easy or difficult to follow, you will need to go back through the passage. You need to find the appropriate place and read each step.

- You may have to trace the steps with your finger while your eyes move back and forth between question and passage.
- You might have to read the section several times to make sure you have a perfect match between question and passage.
- You might have to make your own , numbered list.
- In some cases, there may be steps that look almost the same. But you can see that” almost the same” won't get you correct or safe results.

CONCLUSION

Sequencing is an essential system for organizing information and procedures. When information is presented in a logical sequence, it is easier to understand. Make sure you read all the steps in a set of instructions before you act on them. You can then follow them in the correct sequence, completing a job correctly and safely.

Keep in mind:

- ◆ Information builds on what you have previously learned. Just as you would build a strong house foundation, *make sure your trade foundation is strong.*
- ◆ If a passage of information is building on past learning and you don't understand a definition, term or principle, you might have missed something that was already taught. *Find where this information is. Then go back and reread it.*

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- ◆ You might read steps which clearly outline correct procedure but the precise measurements, techniques or length of time are not laid out. *Know when and where to find this information.*

When you understand the steps or pieces, you can understand the relationship to other steps or pieces; this leads to an understanding of the whole process.

Summary

1. **Ask questions** that guide you through systematic instructions or descriptions.
2. **Understand how technical material is organized.** Texts and manuals will walk you through a process or principle one step at a time. Give yourself adequate time; read carefully.
3. **Information builds on what you have previously learned.** Follow procedures and understand them to build a strong foundation.
4. **Understand how steps relate to each other:** what is first, second, third; what comes before or after; what is cause and what is result.
5. **Match the steps in a passage to a diagram and vice versa.** Match everything to the job you are doing.
6. **A sequence of information can explain a principle** as it applies to your trade.
7. **The result of the finished product depends on each step.**
8. **Evaluate steps to make the right choice.**
9. **Follow accurately** to ensure error-free and safe work habits.

ANSWER PAGE

Part II Passage 3, End Wraps

1. Which of the following is the correct sequence?
a) choose proper diameter roller, wet and prepare sections of hair, wrap hair around roller, clip into position.

This is a relatively straightforward order of activity question. You may have a bit of confusion over the first two steps in answer **b)**, however, the sections of hair and bases cannot be determined unless you know the roller size. Although some steps may be omitted or reworded, **a)** is the correct sequence.

2. When would you make sure that the wrap extends below the ends of the hair?
a) before the top wrap has been applied

This is a *before /after* type of question. The passage clearly tells you to make sure one end wrap is *under the hair strand so that it extends below the ends of the hair*. Once this is complete, you *place another wrap on top*. Answer **a)** is correct.

3. Failure to make sure the parting is not longer than the length of the rod prior to rolling may result in an uneven wave.
T The answer is true. The last paragraph confirms that the parting *should be no longer than the length of the rod* and that if this occurs *the hair will not wave evenly*. Although not directly stated, if you don't check the length of the rod **before** you check the parting, you may get an uneven wave.
4. Wetting the hair is required prior to dividing it into roller sections.
? This question cannot be answered because the passage does not give you the information. We know that wetting the hair makes it pliable and more able to adhere the rollers, and we know that we need to mist the hair if it becomes to dry. We might deduce from this that wetting the client's hair will make it easier to divide the hair into sections. Still, we need more information on the preparation of the client in order to answer the question.

Part III Passage 5, Curling Short Hair

1. Which of the above items would you switch in order to put the list in the correct sequence?
b) switch #5 and #6

This is stated in the passage. Although there are some steps missing in between, you need to turn the iron downward before you can prevent the binding that turning may cause.

2. The first step in this procedure should be to heat up the irons to the desired temperature.

T? This answer is a little tricky and can only be answered based on assumption. The passage tells you to pick up a strand of hair *once the irons have been heated*. But the passage also gives you instructions prior to the details on heating the iron. The assumption comes into play when you consider the amount of time it would take to heat the curling iron - it makes sense to heat it first.

3. You should guide the ends of the strand into the centre of the curl, once you have rotated the irons.

F The wording of the sentence is very important here. *Once you have rotated* implies that the rotation of the irons is already complete. The passage, however, states that the ends of the strand need to be guided **while** the irons are being rotated. The answer is false.