

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

**COMMUNICATIONS SKILLS
EVALUATION OF INFORMATION**

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

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

Revised 2011

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.

This trade 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

EVALUATION OF INFORMATION

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

INTRODUCTION

Evaluation of information means careful consideration of information in order to make a judgment about its purpose, meaning, or accuracy. We evaluate information to understand and solve a problem, to plan a job, or to choose a material, a tool or a method to do a job. As you learn your trade, and as you work, you will use this skill to make the best possible decisions about how to use information.

In order to make the best choices you need the best information. During training, and on the job, you will have many sources of information including textbooks, manuals, tables, diagrams as well as your teachers, supervisors and co-workers. You will decide if the information you have been given is accurate, or if it is just someone's opinion. And, you will decide how to use that information.

In this unit, we will examine evaluation of information under the following headings:

- ◆ Getting the right information
- ◆ Selecting relevant information
- ◆ Cause and effect
- ◆ Fact and opinion

PART I

GETTING THE RIGHT INFORMATION

In order to work through a project in an organized and effective way, you need to assess or *evaluate* the steps required to reach your goal successfully. Start by thinking about and planning the entire project before you begin any work.

Example: You have a job to complete. Before you actually start, you have to think about the whole project. You need to plan how you will proceed from the beginning of the job through to the end. Identifying safety or problem areas is probably a good first step. Next, you have to organize information, tools, materials, and equipment. Once you have all of the information, make a list in your head or on paper of how to proceed with the job. Now you are ready to start working.

Approach your work systematically. The first step in a systematic approach is to *evaluate* your situation. Assess the job to identify safety or problem areas. Next, organize the information, tools, materials, and equipment. The goal is to think about and plan the project *before you begin*.

The Right Information

Once your purpose is clear, you can gather the right information from the right texts and manuals, manufacturers' guides and suppliers. Choose the table or text that applies to the job.

Examples: If you work in Ontario, you need to work with Ontario's codes.

If you are working with metric measurements, you need metric guides – not U.S. or Imperial systems.

Making evaluated choices

When you have found information that seems relevant, you have to evaluate whether it is exactly what you need.

Example: Workplaces are supplied with safety equipment such as fire extinguishers. The choice of safety equipment is based on evaluating your working conditions and matching the equipment to the situation. To determine the class or type of fire extinguisher needed on the work site, you need to know information such as:

- the square footage of the work area,
- the presence of heat, combustibles, flammable products, chemicals, liquids, gases, etc. , and
- legal requirements such as up to date regulations and fire and safety codes for your jurisdiction (your city, county or province).

Next, you need information about types or classes of fire extinguishers such as the following:

- size,
- discharge times,
- approximate range of extinguisher, and
- the types of extinguisher used for different types of fire.

Now you can evaluate the situation and make a decision as to which types of fire extinguishers are required.

The right choice is based on an evaluation of all the information gathered.

General steps used in making sound decisions include:

1. evaluate the situation,
2. get up-to-date information,
3. make sure you understand the information, and
4. use it to make your decision.

Read Passage 1 below. It is about disinfectants used in salons. Several areas need to be evaluated. We will look at these at the end of the passage. **Answer the questions which follow. The answers are at the end of this skills manual.**

Passage 1
Disinfectants for the Salon

Modern salons must be clean and they must look clean as well. Both disinfection and sanitation are required.

Correct use of disinfectants is essential to effectively disinfect tools and implements. Some are hazardous if used incorrectly, poisonous if ingested and may cause serious skin and eye damage in concentrated forms. Always use caution: avoid contact with skin; wear gloves and safety glasses while mixing disinfectants; use tongs or draining basket to remove implements; use accurate measurements; label all containers with the correct name and store according to directions. Follow all instructions provided by the manufacturers of products and tools.

Salon disinfectants known as *super quats* (quaternary ammonium compounds) blend several quats and are effective for tool disinfection, table and counter tops. Avoid leaving implements beyond recommended disinfecting times or mixing metal types in the disinfecting container to prevent damage.

Phenols are effective disinfectants for metal tools though they may cause softening or discolouring in plastic and rubber. Handle with caution; avoid skin or eye contact; keep out of reach of children.

Alcohol (either *ethyl* or *isopropyl*) effectively disinfects implements when used at the proper strengths: minimum strength for ethyl alcohol is 70% and for isopropyl it is 99%. Alcohols are extremely flammable, slow to disinfect and evaporate quickly. The gases released through evaporation can result in headaches and nausea if exposure is prolonged or where concentrations are high. Alcohols corrode tools causing sharp edges to dull.

Questions:

1. Super quats may be a better choice for combs, rollers and brushes than phenols.

T F

2. In which of the following situations would a hairstylist use gloves and safety glasses?

- a) when mixing disinfectants
- b) when removing articles from disinfectant
- c) when measuring disinfectants
- d) when children are present in salon

3. By referring to Passage 1, you would know correct handling and storage procedures of various disinfectants.

T F

4. Why might a hairstylist choose phenols over ethyl alcohol?

- a) Phenols are more effective for tools.
- b) Phenols will not cause discolouration in rubber implements.
- c) Phenols are safer to handle.
- d) Phenols will not release vapours which cause headaches.

Evaluation

Passage 1 directs you to evaluate factors of appropriate use and of health and safety in working with salon disinfectants:

- You need to know safe handling practices.
- You need to know what materials implements are made from before you put them into the disinfecting container.
- You need to evaluate the similarities and differences in the types of disinfectants

You need to evaluate any task as you make decisions about how to handle it. The evaluation includes, but is not limited to, the following:

- the purpose of the task,
- the understanding of each factor affecting the task,
- the manufacturers' recommendations,
- where to find complete information, and
- your own skill and knowledge.

You need answers to such questions and so you look for the standards, the manufacturers' guides and codes which tell what is restricted or prohibited, what is allowed and where.

Generally, if you are aware of all the factors, you can be prepared to either avoid or correct problems you will encounter. You will evaluate your work as proceed. That way, if you have a problem you don't know how to correct, you can find instructions or advice from texts or other workers. And, you will evaluate that information to see if it will help you solve your problem.

Learning one step at a time

This passage reminds us that it is important to assess or evaluate our skill, experience and knowledge in any area. The quality of the end product produced depends on the technician's skill, experience and knowledge about how a material behaves and how a tool is used properly.

Evaluation of your understanding as you learn and then practice new skills is important. You assess how well you know the theory of a skill and then assess your practice of the skill to ensure that you understand and can carry out a task using the skill.

This is gradual learning process, of – study – evaluate – practice – evaluate, takes time but the results will be worthwhile. It is the systematic learning that all skilled trades people must take.

In Brief

You evaluate any task as you make decisions about how to handle it. The evaluation includes, but is not limited to, the following:

- the purpose of the task,
- the understanding of each factor affecting the task,
- the manufacturers' recommendations,
- where to find complete information, and
- your own skill and knowledge.

Following up

When information leaves you with one or two unanswered questions, you need to search for answers.

Example: You read these instructions on cutting curly hair.:
Wavy or moderately curly hair is generally cut while damp.

Now you need to know what *generally* means and when you would *not* cut the hair damp. You need to find the right sources to learn when *not to* cut curly hair while it is damp.

When you look for answers to questions, you accomplish two things:

- 1) You do the job you've been hired to do with the right tools, equipment and metals.
- 2) You develop your research skills, which increases your knowledge of the trade.

You may get information that tells you that you need to evaluate how information applies to you, you have to evaluate what you know,

Example:
In many cases, the timing can be left to the discretion of the technician.

Observing What's Important

Evaluating information means being observant. Trade materials use a variety of methods to emphasize important information. You may see words such as **NOTE:** or **Caution.** You may see boxed information, different sizes or types of print, or symbols such as ►, !, or ▪. *These are signals* used to catch your attention so you read the information that comes next carefully.

Use the signals to make sure you observe all essential points or steps. Look over the material first to note the **highlighted information**. Signals give advance warning about an important safety issue or an essential procedure. Reread these points and make sure you follow any instructions.

Examples:
Hair is complex and you must recognize different types. **Never** assume a client has a particular type. **Always** take the time to analyse each client individually.

WARNING: Do **NOT** manicure or pedicure when a contagious disease is present. These clients should be referred to a medical professional.

Both cosmetologists and clients should wear safety goggles as instructed when using ultraviolet rays. Damage to eyes can occur if eyes are unprotected.

The **bold print**, CAPITAL LETTERS, **coloured type**, and the box make information stand out. Pay attention! The information is designed to keep you safe and your materials in good shape.

PART II

SELECTING RELEVANT INFORMATION

As you read and become familiar with technical information, your ability to identify and select the right information improves.

- ◆ You distinguish between general rules that apply to most situations and unique situations where you have to figure out the best way to proceed.
- ◆ You notice that patterns and principles you use today on the job can also apply to future situations.
- ◆ You see the *relevance* of information you encounter.

Charts and Tables

Charts and tables give you quick information. They are designed to be orderly, simplified, and usually in a list format. You can see all the information and select what fits your situation.

Tables can guide you in selecting an implement or give help with diagnosing a problem. Tables rate tools and equipment to help you decide which to use for a job, or which ones you might want to buy. Tables also compare materials, or can show you the advantages and disadvantages of a procedure or product.

NOTE: Information in a table should be reliable, but it may not cover all the information you need. If it doesn't, make sure to use a number of sources to get a complete picture. Be sure you use current tables and up-to-date information suitable for the task.

Table 1 below illustrates the clear and simple organization of tables. The row headings clearly tell you what the numbers mean. The table allows you to find what you want quickly.

Read Table 1. Glance over everything before reading so you know what is being compared.

Table 1: Colorant Guide / Natural Hair Colour

Choose	Blonde to Dark Blonde	Light Brown to Medium Brown	Darkest Brown
05 Light Blonde	Yes		
10 Gold Blonde	Yes		
25 Light Brown		Yes	
30 Light Golden Brown		Yes	
70 Auburn			Yes
ETC.			

NOTE: This product will not lighten hair.

Did you read the **Note:** at the bottom of the chart? If not, read it now. To evaluate *how*, *when* or *whether* to use any information, it's important to *cover everything available to you*. The note at the bottom provides more details.

Be sure to read all notes and decide how or if they apply to your job. The note with Table 1 tells you this:

- This product will not lighten hair.

Notes with tables

Notes, or footnotes, that are with tables include essential information. You will have to read and follow the directions found in a table, at the bottom of the table and in the guides. Much more information is available to you when you combine footnotes with the table details. When you have more information to work from, you can decide how or if they apply to your assignment. You can *evaluate*. There is always a good reason for footnotes, so make sure you get all the details.

Notes explain terms or abbreviations.

Example:

Hydrogen peroxide (H₂O₂) is used for...

Notes may explain why you should use something or do something.

Example:

Use the comb between the scalp and the thermal curling irons to protect the client's scalp

Notes guide you to the information you need.

Examples:

Do not use this product over metallic dyes or henna treated hair.

Bar soaps should not be used in the salon because bacteria can grow on the bar.

Notes guide you to make correct adjustments.

Example:

For a softer curl, adjust the processing time to ...

Notes tell you where to find more details:

Examples:

Contact our Customer Service Number, Toll Free at 1-888-xxx-1234 if you have questions.

See Colour Guide, Chart 1 to select best colours.

You will have to read and follow these directions found in a table, at the bottom of the table and in the guides; and, you should evaluate what you read as you go.

How And When To Use Information

To decide *how and when* to use information, it is important to evaluate whether it is relevant to a specific situation. The information must:

- ◆ be reliable,
- ◆ be complete, and
- ◆ answer all the questions about the situation.

You may need to read from more than one source to get the information you need. When you have enough information to work from, you can decide how it applies to your task.

Passage 2 describes a hair condition, porosity. As you read, think about the areas that call for planning decisions or additional information. In short, evaluate what you read.

Read Passage 2 and answer the questions that follow. Answers are at the end of this skills manual.

Passage 2 Hair Porosity

Porosity is the capacity to absorb liquid. It is important to determine the porosity of each client's hair before perming because the type of perm, the strength of waving lotion and the length of processing all depend on the degree of porosity.

Several factors affect porosity: exposure to sun, wind, harsh shampoos, tints, lighteners, previous perms and using heat to style hair. One, or a combination of these factors may result in *porous* hair. Porous hair will absorb waving lotion quickly and thus require less processing time. Overprocessing may cause hair to become *over-porous*. This hair is damaged, dry and brittle (See Figure 1). It must be reconditioned or cut and should not be permed.

Test for hair porosity in three different areas on the head. In each area, hold a single strand of hair away from the head. Moving from the end of the strand down to the scalp, slide the thumb and forefinger along the strand. Normal hair feels slightly rough and has *good porosity*. This means it will absorb chemicals in an average amount of time. Hair with *poor porosity* will feel smooth. It will absorb waving lotion slowly. You can compensate with a stronger waving lotion or longer processing time.

Some hair is uneven in porosity. Usually it is porous or over-porous at the ends, and good to poor at the scalp. Lotions specially designed for this type of hair prevent overprocessing of the porous ends while giving the right amount of curl closer to the scalp.

Questions:

1. Hair that is *porous* will absorb waving lotion at approximately the same amount of time as hair with good porosity.

T F

2. By reading Passage 2, you can understand why it is important to test hair along the *length of each strand*.

T F

3. Which topic does Passage 2 give the least information about?
 - a) why hair porosity may be changed
 - b) how to adjust if hair absorbs waving lotion slowly
 - c) why hair may be both porous and over-porous
 - d) why it is important to test for porosity

4. Passage 2 gives you enough information to determine:
 - a) which type of perm and which strength of waving lotion to choose
 - b) the causes of poor porosity
 - c) how to test for porous and over-porous hair
 - d) how to test for good porosity and poor porosity

Evaluation

You need to get the expected results from a hair treatment process. To do all of this, you depend on a clear understanding of the condition of hair, including its porosity before you start the process. *Your purpose is to select the right information to come to this understanding.*

Passage 2 describes a hair condition – porosity. It describes the condition and why it is important, it examines the causes of the condition. The passage then warns against certain procedures when the condition exists. It explains how to test for the condition and finally offers options for managing the condition.

In a passage like this, someone has evaluated a condition and a problem you might face. This kind of evaluation will direct you to correct procedures, directions, tools and materials. It may help you to do a job efficiently or to avoid a problem you might otherwise encounter.

Text and diagrams

Passage 2 provides information about hair porosity. and refers you to a diagram or photograph. It says, “See Figure. 1,. When you look at the figure (which we have omitted in the passage) it will show you what you need to look for as you evaluate the condition.

The information in a diagram and text relate to what you are doing or learning. Use diagrams to understand and to evaluate sequence, positioning or angles. They will help you understand instructions which show “how to” (or “how *not* to”) do something.

PART III

CAUSE AND EFFECT

*When we refer to **cause and effect**, we are evaluating a relationship between two events. We want to see if one event is responsible for causing another event to happen. The connection between the two happenings can be established:*

- by careful evaluation based on repeated observation,
- by referring to recognized standards and manuals, and
- by talking to respected supervisors and workers in the trade.

Safety on the job often means being aware of cause and effect. If a careless step can cause you harm, you should know the effects of that action. Safety warnings often highlight the cause and effect relationship in some way, especially if the effects are serious.

A warning might tell you to avoid doing something that can *cause* a danger. The warning may also state the consequences, *effects* and general safety directions.

Example:

Use one plug only in each outlet to avoid overloading the circuit. Overloading can cause too much current which overheats the wires. This causes fuses to blow or circuit breakers to shut down.

Remember that electricity is **always** a potential source of danger. If the circuit breaker continues to shut down after resetting or fuses continue to blow, call an electrician.

Recognizing cause and effect relationships can help you understand:

- ◆ what action causes a problem,
- ◆ what action solves a problem without creating a new one, and
- ◆ what action can prevent a problem from happening in the first place.

A problem happens because something causes it. When you search for the cause of a problem, look at the relationships between actions that are closely related to the problem. As you search for solutions, think about how to change the factors that have caused the problem. When planning a project, think ahead to the logical order of procedures so that you can avoid any action that has the potential to cause a problem.

Who (or what) caused it?

In the sentence below, it is clear what happened.

Fred threw a snowball and it went through the shed window.

Fred threw a snowball. The result, or effect was, it broke the shed window. You can reverse the order of the sentence and still make sense of the relationship: *The window was broken because Fred threw a snowball through it.*

Example:

Surface cells or *epithelial cells* on the scalp sometimes are cast off in excessive amounts. If they accumulate on the scalp instead of growing to the surface and falling off, it causes dandruff.

In this example:

- The first sentence gives a cause – sometimes surface cells are cast off in excessive amounts.
- The second sentence gives a possible effect – they accumulate and cause dandruff.

We can reverse the order of the sentences and still make sense of what happened:

Dandruff is caused by cells accumulating on the scalp instead of falling off.

But we cannot change the order of the relationship. In other words, the result is not the cause. You cannot say:

Dandruff causes cells to accumulate on the scalp.

And, we cannot say: “*A broken window caused a snowball to be thrown.*”

It doesn't make sense if you mix up the cause and result. The events occur because of a cause and effect relationship. You have to keep this relationship in mind as you troubleshoot. As you search for problems and their solutions, remember to note the order of the actions even if the *sentence order* is changed.

Take two directions to study cause and effect

In practice, we often work in two directions - backwards and forwards - when we talk about cause and effect. Sometimes we know what happened (the *effect* or *result*), but we don't know why (the *cause*). Sometimes we know what action we are taking (the *cause*), but we don't know the effects or results of it.

Example: As you are driving on a winter's night along an unfamiliar concession road, think ahead. Predict the likely results of your actions. You may do any of the following:

- a) skid into a ditch,
- b) miss a turn and get lost,
- c) hit an icy patch and spin, or
- d) be lucky and arrive safely.

You have worked from your present actions forward to predict the probable or possible effects. The purpose in doing this is to evaluate the likelihood of an event taking place - of **a, b, c, or d**. When you evaluate the effects of what you are doing now, you can change your behaviour to avoid or prevent a problem.

Example: When you know that improper care and/or use of implements reduce their life and efficiency, you can do something to avoid this result. You can evaluate your own practices compared to recommended (proper) handling and use. So when caring for your implements:

- Use only as directed;
- Observe how experts handle and store the tools of the trade;
- Disinfect with the right products according to the directions;
- Repair or replace if they are not up to standard.

Passage3 outlines a relationship between cause and effect. The purpose is to understand and, therefore, avoid certain problems and poor work. **Answer the questions that follow using both Passage 3 for information. Answers are at the end of this skills manual.**

Passage 3
Shampooing: Care of the Client

Ingredients in shampoos can cause irritation or discomfort if the shampoo comes in direct contact with the eyes. Baby shampoos do not have this effect. Strong synthetics in some shampoos can cause permanent injury.

The first step to protect your clients is product choice. Choose products from a reliable manufacturer and supplier who know the product has been proven to cleanse properly and yet be safe. The second step is to follow procedures for washing and rinsing hair paying attention to the client's comfort while employing a high level of competence. For example, water temperature which is too high or low, or wrongly directed spray can cause a client to move suddenly. This can result in splash to the eyes. Protect your client's face from spray while working around the hairline.

Questions:

1. Applying the information in this passage, a hairstylist can avoid eye problems such as irritation or discomfort.

T F

2. Eye irritation or permanent damage can be caused by synthetics in shampoos.

T F

Passage 3 is a guide to making good product choices and good procedure choices for your clients. Once you know about common problems and their causes, you can avoid creating them. If they do occur, you know a good place to start your search for a cause and a solution.

Troubleshooting Guides

Trouble shooting guides list common causes of problems and solutions so you can find and solve them quickly. They are often included near the end of manufacturer's information sheets. These guides are usually tables or charts which list problems you might see (effects), their causes, and give valuable information about what to do to fix or avoid the problems.

Look for the places the problem could have occurred. As you eliminate possible causes, narrow in on the most likely ones. Use this process to find the cause of tool or product malfunction. The cause will lead you to the solution, which might be a different technique or a tool replacement.

Test Your Abilities

Evaluate the situation and yourself.

If the troubleshooting process leads you to the limits of your own expertise, you may have to find another source of information. Tables and manuals can help you make this assessment.

Example: Under the heading, *Recommended Action* in **Table 2**, step # 5, you read this: *have tool checked by an authorized service centre*. Now, you know to go to a service centre for more help.

Directions in manuals may say something like:

- *if the tool is not functioning properly...*
- *Maintain tools...*
- *use proper lubrication*

These directions assume that you know what *functioning properly*, *maintaining tools*, and *proper lubrication* mean, and that if you don't know, you will find out. An important part of evaluating a situation is to know when you have to look something up, or when you have to find further information. It also means knowing where to go for help.

Looking for more causes

Be aware that there may be more than one cause of a problem. A problem such as a poorly maintained dryer may be the cause of another problem such as an electrical breaker that keeps tripping. If you have not maintained the dryer, the problem may lead to another problem in the electrical panel.

PART IV

THE DIFFERENCE BETWEEN FACT AND OPINION

A *fact* is based on something that can be measured or proven. When you can explain a statement based on solid information, you are presenting a fact.

Example:

Pathogenic organisms (microbes or germs) are able to enter the body through breaks in the skin – cuts, pimples or scratches.

An *opinion* is based on an unproven belief. When we base an idea on an opinion, we need to look closely to find our reasons for thinking the way we do.

Examples:

Imports are better than domestic cars.

Hair grows faster on legs after it has been shaved.

Example: You are learning about hair colouring and you read this

Liquid and cream peroxides differ from each other; either form is suitable. The haircolouring technician must examine both and decide which is best for the client.

Now, it will be important for you to learn about both options. Gather facts to compare the advantages and disadvantages of each. You will finally form your own opinion about which would be better for which client

Know the difference

When you evaluate information, you need to look closely at your reasons for thinking the way you do.

Example: Are salon products such as shampoo or conditioners better than products from the drug store? In what ways? For which situations? Explain your answer.

If you can explain the answers to these questions by drawing on facts that support what you say, your answer will be true.

If you explain your answer by saying “I think “ or “I heard that ...”, you are stating an opinion. It may or may not be true.

When someone – a customer, perhaps – tells you that something is wrong, they are probably giving you valuable information. They may not have your trade knowledge; however, it’s your job to listen to them, ask some questions and then assess the information. Is it based on reliable details? Does it help you discover what the problem is – and how to solve it? Or is it an opinion that will be difficult to work with? Something like, “I never get a really good cut.”

Know your sources

Passage 3 is an example of advice and directions to avoid a type of problem.

It is important when you evaluate information to find out who wrote it. A maintenance manual provided by the manufacturer is a very reliable source. An article in a respected trade magazine is another. A chat room on the internet may not contain dependable information. *An important rule is to only use reliable sources to provide your information.*

You will seek advice from experts and experienced professionals. But, even the time-honoured practices of seasoned trades people come under occasional review that can lead to a new and better way of doing things. You need to learn and respect traditional methods but be open to new ideas. New and better ideas can only develop by someone carefully observing the actual relationship between cause and effect in the work site.

Language

Just as some words make a cause and effect relationship very clear, some words and phrases make rules and codes very clear. The language tells you that there is no room for opinion.

Words and phrases such as *never, always, must (not), shall (not), are prohibited*, make it very clear that the *information presented is not open to opinion, debate or evaluation*. Your experience may not give you enough information to understand or evaluate the reasons for every direction. The language tells you what to do; it tells you there is no decision-making necessary.

Examples:

Never provide this service to a client showing an allergic response.

Check local codes. They may not permit the use of alcohol as a disinfectant for implements.

Words and phrases like *should be, ought to, is recommended* and *make a reasonable effort*, offer suggestions or offer opinions. They offer advice that you will consider and evaluate. There may be some room for decision-making based on opinion:

Examples:

Tools should be good quality.

In some cases, two people ought to work together.

Make a reasonable effort to contain the fire.

Some techniques or products may not be so cut and dried. You will need to evaluate carefully.

Example:

Quats, a type of disinfectant, can be used to clean any surface. However, you may prefer to use an effective commercial cleaner for surfaces. These, though, are not suitable for salon implements.

Sometimes it is advisable to make a decision based on opinion.

Examples:

Many nail technicians use wood or plastic rather than metal implements.

In some cases, underprocessed hair can be permed again.

Choose low-heeled shoes for the best comfort.

As you learn about your trade, make observations with a clear, open mind. Constantly evaluate your ideas or materials. Assess your skill level in carrying out a project. What do you still need to learn? Based on your experiments and observations, you will learn to make evaluations based on useful facts, not haphazard options.

CONCLUSION

The steps in a procedure may be straightforward, but you still have to evaluate information as you make decisions about materials, equipment, costs and time or when you look for trouble spots. To solve most problems, you first need a clear understanding of how something is supposed to work. Through experience, you will discover causes of and solutions to problems. You will also learn to use experience to evaluate the effectiveness of each solution as you try it.

Materials, installation techniques, equipment and codes are constantly changing in the trades. You have to keep up with these changes. You have to differentiate between someone's opinion and reliable facts. Check with inspectors, suppliers and manufacturers to learn about the latest products and information. Learn to recognize the relevance of the information you read by evaluating how it relates to your trade and to the job you are doing.

Sound decisions depend on knowing your sources and on your ability to take advantage of all the available resources. Information can come from written material, from lessons with experts and from your own experience. Learn to evaluate what you learn so you can choose the information that best fits the situation.

Summary

1. **Evaluate the situation from every angle** and choose information, products and rules that fit the job.
2. **Understand the relationship of the information in a table, diagram and the text.** Use it all and relate it all to what you are doing or learning.
3. **Assess your skills, experience, information, and how you are applying the information.** Evaluation is one of the best learning tools we have.
4. **Understand what cause is, and what effect is.** Work backwards to find cause, and work forward to predict the effect, or the result. Your object is to prevent problems.
5. **Weigh the facts you have available and make appropriate choices at every step.**
6. **Learn the difference between fact and opinion.**

ANSWER PAGE

PART I **Passage 1, Disinfectants for the Salon**

1. Super quats may be a better choice for combs, rollers and brushes than phenols.

T This passage states that phenols “*may cause softening or discolouring in plastic and rubber*”. Because many combs and rollers are made from plastic, phenol disinfectants may damage combs, rollers and brushes. Alcohol is slow and volatile. The passage states that super quats are effective for disinfecting tools. For this reason True may be the best choice.

2. In which of the following situations would a hairstylist use gloves and safety glasses?
 - a) when mixing disinfectants

This question asks you to evaluate safety in the workplace. Passage 1 clearly states, “*wear gloves and safety glasses while mixing disinfectants*”. When a danger of splash or contact is present, eyes and skin must be protected. Other situations may require both gloves and glasses as well. Instructions and further experience will inform you about this.

3. By referring to Passage 1, you would know correct handling and storage of various disinfectants.

F Passage 1 alerts you of potentially hazardous conditions, but doesn’t give you any details about handling or storage to protect yourself and your clients. It’s important to know when you require more information. Passage 1 tells you to refer to instructions provided by manufacturers. Without these instructions, you cannot fully evaluate the situation to meet professional standards. In this case, you need all the guides for disinfectants.

4. Why might a hairstylist choose phenols over ethyl alcohol?
 - d) Phenols will not release vapours which cause headaches.

The strongest reason for avoiding ethyl alcohol is Answer c). You learn that ethyl alcohol releases vapours that may cause headaches (and nausea) and phenols do not. Passage 1 states that phenols may cause softening and discolouration in plastic or rubber, so eliminate Answer a) and Answer c).

PART II **Passage 2, Hair Porosity**

1. Hair that is *porous* will absorb waving lotion at approximately the same amount of time as hair with good porosity.

F The passage says that porous hair absorbs *quickly*, while hair with good porosity absorbs in an *average amount of time*. The passage doesn’t tell you what these times are but it is clear that they are not the same.

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2. By reading Passage 2, you can understand why it is important to test hair along the *length of each strand*.

T The last paragraph tells us that hair has different porosity along its length (more at ends, less close to scalp). If you only test part of the length, you might miss something important.

3. Which topic does Passage 2 give the least information about?
c) why hair may be both porous and over-porous

For each of topics a), b) and d), you get some information but no information about why hair might be both.. Answer c) is correct.

4. Passage 2 gives you enough information to determine:
d) how to test for good porosity and poor porosity

You are given the method to determine, by feel, good and poor porosity. You are told that you will need to choose different types of perm and different strength waving lotions, but you have no details to do this (Answer a). You have a list of factors which cause changes to porosity (Answer b), but not which one(s) may cause poor porosity. The test for porous and over-porous hair may be the same as for poor and good (Answer c), but the passage doesn't say so.

PART III Passage 3, Shampooing: Care of the Client

1. Applying the information in this passage, a hairstylist can avoid eye problems such as irritation or discomfort.

T? True with a question mark. Passage 3 states causes of irritation and discomfort. A hairstylist can avoid these causes by following the recommendations. But, add a question mark to the True response because the passage doesn't actually say these are *the only causes* of eye problems. When evaluating information, it's always important to cover all of it; in this case, *all* the possible causes.

2. Eye irritation or permanent damage can be caused by synthetics in shampoos.

T This question asks you to read carefully and to be accurate about cause and effect. Passage 3 states, "*Strong synthetics in some shampoos can cause permanent injury.*" While this may mean that there are synthetics weak enough to be safely used, the fact is that it is possible to injure or damage eyes with the synthetics that are used in shampoos.