

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

**COMMUNICATIONS SKILLS
DRAWING CONCLUSIONS**

**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 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

DRAWING CONCLUSIONS

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

INTRODUCTION

Drawing conclusions means making a decision through a process of reasoning. It involves finding facts, examining opinions, and determining causes and effects. From this background, the relevant information is selected and used to reason through to the best conclusion.

For example, your cutting shears are making a ragged cut when you snip through your clients' hair. What conclusion can you draw that might lead to a solution to the problem?

First you look for the relevant information. You check that you have the right kind of shears for making straight cuts. You observe and test the condition of the shear. From your observations, you reason that the dull edge on the blade is the cause of the problem. You come to the conclusion that you need to sharpen your shears. You have identified the problem and decided on a solution.

As you can see, this is a useful process when you need to make a decision on the job. When you think about the connection between what you observe and what you already know, you can come to a valid conclusion. You can use this conclusion to guide you in making workplace decisions.

You draw conclusions by comparing information obtained from different sources. Your information might come from texts and manuals, from listening to knowledgeable workers and teachers and from experience gained working on projects. You can also draw on the experience you have gained from your everyday observations.

Example: You decide to find employment in an area where a large number of college and university students live. You reason that, away from home, most students will need to find a new hair salon. Remembering how tight your budget was, you conclude that many students may not have much to spend and, therefore, decide to keep prices in the low range. When you find yourself with a lot of young clients, you conclude that you made the right decision.

In this skills manual, we examine the process of drawing conclusions by looking at the following:

- ◆ Selecting information for valid conclusions
- ◆ Drawing valid conclusions
- ◆ Recognizing conclusions

PART I

SELECTING INFORMATION FOR VALID CONCLUSIONS

A **valid conclusion** is one that is reasonable and that is based on fact as much as possible. The facts you use to draw a conclusion will come from instructors, textbooks, knowledgeable workers and your careful observations. Use this information and your experience to think through to a reasonable answer or solution – in other words, to a valid conclusion.

Example: An *insulator*, or non-conductor, does **not** allow electric current to flow through it whereas current flows easily through a *conductor*. You discover current is flowing in a wire where it shouldn't be; you need to know why because this is a fire safety issue.

If there is no knowledgeable person available to ask, you will have to look at the wiring system for clues. Check any information you have on conductors and insulators. The information you read and your observations should help you draw a reasonable conclusion as to the cause of the problem.

If you can't find a simple cause and solution, shut off the power or the switch and wait for an electrician to come. Turning an electrical problem over to a trained technician is a reasonable conclusion in this situation.

Read Passage 1, below, as an example of information that might explain the reason for the problem.

Passage 1

Conductors

A material that allows an electric current to pass through it easily is called a *conductor*. Although there is no perfect conductor of electricity, conductors can be divided into three classes: good, medium and poor.

Insulators (Non-Conductors)

If a material does not allow enough electric current to pass through it to be calculated, it is called an *insulator* or *non-conductor*. Although there is no such thing as a perfect insulator, insulators are used to prevent electricity from flowing where it is not desired.

Note: Moisture has the ability to change an insulator into a poor conductor; it has the ability to change a poor conductor into a medium conductor.

When you start reading this passage you might think that the problem is with an insulating material – maybe a wire has been nicked.

Then you see the reminder about moisture and recall the dampness in the basement. You conclude that moisture is a more likely source of the problem. Looking for moisture somewhere near the electrical system is the first thing to do. Even if you find the reason for the problem, the sensible conclusion is to turn off the power and call an electrician.

Understanding Relationships

Drawing a valid conclusion often depends on understanding the relationship between two things. To discover the connection between the cause of a problem and its effect, such as the situation above, you might follow the following steps:

- You look for information and read that moisture has an effect on an insulator.
- You conclude that this effect could be a possible reason for the problem.
- You go back and look for moisture at the site
- If there is moisture, you can conclude that this is a possible cause.
- If there is no moisture, you need to keep looking.
- In either case, you reasonably conclude that this is a situation for an experienced electrician.

These steps are useful when you have a problem to solve. In many cases, looking at the relationship between different parts of a system will lead you to a reason for the problem. If one thing is not working the way it is supposed to, it can lead to difficulties in many areas. Using the following steps to observe cause and effect relationships can often lead to a solution or even prevent a problem in the first place.

1. Observe the situation
2. Find information about what might cause this situation.
3. Compare your information to what you see.
4. Reach a conclusion about a likely cause.
5. Check to see if the conclusion seems reasonable.
6. Decide on an action based on your conclusion.
7. Recheck to see if it solved the problem.

In Passage 2, you read that the performance of strength (volumes) of hydrogen peroxide solutions is a factor in the results of a haircolouring treatment. **Read Passage 2 and answer the questions that follow. Answers are at the end of this skill manual.**

Passage 2

Hydrogen Peroxide

For permanent haircolouring products, different volumes of hydrogen peroxide may be recommended in formulas to achieve different results. 20 volume is most frequently used. 40 volume allows for greater breakdown of melanin (colour found in cortex of hair) allowing for a lighter colour to be achieved. Less than 20 volume is effective where no breakdown in melanin is required to achieve the sought for colour.

Manufacturers formulate their products to produce a predictable result. If higher levels of hydrogen peroxide than recommended are mixed, the formula may be too strong resulting in damage to hair and scalp. If levels are too weak, it may fail to lighten hair sufficiently.

Both exposure to light and heat can cause hydrogen peroxide solutions to break down. Dirt or other impurities can cause deterioration which results in colour which is inconsistent. Contact, even slight or brief, with any metal can result in loss of strength and, thus, improper colour development. The solution should retain its quality for up to three years if it is stored in a cool, dry place in the original

container. Never store in a bottle previously used or in an unlabelled container. Always follow manufacturers' recommendations for use and storage.

Questions:

1. Which volume of hydrogen peroxide would produce the sought for colour?
 - a) 20 volume
 - b) 40 volume
 - c) 10 volume
 - d) any of the above
2. Which result would you expect if you use a higher level of hydrogen peroxide than recommended?
 - a) a darker colour than expected
 - b) a lighter colour than expected
 - c) damage to hair
 - d) all of the above
3. You place hydrogen peroxide in a storage cupboard for two years. You can conclude this would **not** affect the quality or strength of this chemical.

T F

4. If you do **not** store in the original container, you can conclude that the product will deteriorate at a faster rate.

T F

Passage 2 describes several factors that must be considered if you want correct results when using hydrogen peroxide as a hair colouring treatment. Using this information will ensure that you make the best choice of product and technique for this job. You conclude from the passage that if you ignore the information about hydrogen peroxide, the results will not be satisfactory.

Each step in the process is important. You need to pay attention to details because a small change can make a big difference. For example, if you mix the wrong volume, use the wrong storage method or ignore the manufacturers' guides, the result will be unsatisfactory.

Note important details before you start a job. Read, ask questions, and use the information available to arrive at a practical conclusion as to how to carry out a job. Find out what factors will have an effect on the result. You may need to experiment and do some tests to check that you have drawn a logical conclusion.

PART II

DRAWING VALID CONCLUSIONS

Sometimes you know the result, but not the exact cause.

Example: A new salon near a college residence is busy in September and early October. The services in the salon are well done and not too expensive. Suddenly things become too quiet in October. What has happened?

Getting all the pieces

College or university students arriving in September may have enough time and cash to have their hair trimmed, styled and coloured. They may be concerned about looking good when they first enroll. As the semester advances, they have less time, less cash and find they are more concerned about marks than their looks. Perhaps the business will be affected by holidays, exams and students' reduced cash flow. Maybe the new owners needed to factor in these conditions as well.

A valid conclusion relies on having, and examining, all of the information important to that situation.

Read Passage 3 below. Consider the conclusions you could draw with the information given. **Answer the questions that ask you to draw conclusions. Answers are at the end of this skill manual.**

Passage 3

The Basics of Haircutting

An attractive hairstyle will be in balance with the features and body type of each client. Hairstyling depends on a good haircut. It is important to understand the general rules of haircutting so you can achieve consistently good results which meet your clients' wishes.

Follow the basic rules and develop your skills. A good haircut depends on quality tools made from superior metals with excellent design. Buy from a reliable manufacturer and handle, use and maintain your implements as directed. Improper use and storing results in reduced efficiency even in the highest quality products.

General rules apply to haircutting though pay attention to some exceptions or differences: chemically relaxed hair should be cut dry; moderately wavy or curly hair is usually cut damp with little (or no) tension; overly, tightly curled hair is cut dry for short styles; it is cut dry for long styles after being blow dried to hang straight.

Otherwise, hair can be cut dry, damp or wet. However, it must be uniformly dry, damp or wet to achieve a uniform cut. Wet, dry and damp hair stretch by different amounts, so results will be uneven if hair has different moisture content. For the same reason, you must apply equal tension on each section of hair to achieve an even cut which will blend together. As well, to ensure evenness, the client should maintain a consistent head position.

Make sure you can clearly see the hair guide which marks the length you are cutting to. If you can't see it, reduce the size of the division in that section of hair. When dividing the section into partings, keep the partings uniform throughout. Comb each parting from the scalp to the guide making sure that

you comb out any tangles and comb sufficiently to distribute the hair evenly. Scissors should be held at a consistent angle to the hair. Cut and partings should be at the same angle. Beginners should cut parallel to each parting.

Questions:

1. If you discover a client has an uneven cut, what would you conclude after reading Passage 3?
 - a) The hair was too wet when cut.
 - b) There was not enough tension on each section of hair.
 - c) The hair was tangled and not combed out properly.
 - d) All of the above.
2. Dry hair can be cut to a slightly shorter length than wet hair.

T F

3. If you observe the correct procedures in cutting hair, which of the following is true?
 - a) You can produce an even cut throughout the head.
 - b) The result will be an attractive hairstyle.
 - c) You can avoid the problem of damaged hair.
 - d) All of the above.
4. If you can't see the guide which marks the length to which you should cut hair, what should you do?
 - a) Ask the client to tilt their head so you can see it.
 - b) Reduce the size of the division in this section.
 - c) Comb hair from the scalp to the guide to distribute hair evenly.

Getting the whole picture

Factors that are not stated may also affect the results of a job. For example, suppose you follow the sequence outlined in Passage 3 and then find a piece of longer hair which you can't explain. Is something else different? Did you measure accurately when finishing the cut? Are your tools in good shape? Is there something you didn't understand?

When looking for the cause of a problem, you usually start with the obvious reasons. But sometimes you need to check out everything. Make sure you don't reach a conclusion based on only part of the information. You want all the available information before drawing a conclusion. Always get the whole picture first.

Example: Suppose you have been using chemicals to disinfect implements in an area at the back of your salon. After a few months you come down with flu symptoms - headaches, dizziness and nausea. The symptoms hang on and you see your doctor who asks about your job and if anyone else is sick.

Your doctor asks about factors at work that might cause the symptoms, but you say everything seems fine. You and the doctor decide this is just a nasty bug. You carry on at work but the flu symptoms don't go away. A few weeks later, you notice the following warning on a bottle:

NOTE: Vapours form when this type of alcohol evaporates. These can cause headaches and nausea. This product is often not recommended for this and other reasons.

You wonder if your flu-like symptoms are caused by lack of ventilation and using this product. You substitute a different product and look for changes in your health over the next weeks. Soon your illness is gone.

Can you conclude that you found the cause of the problem? From your observations, it seems likely. You can safely conclude the chemicals caused your symptoms. You can now act on this conclusion by continuing to use the new product and by carefully reading warning labels on other products.

In this example, your first conclusion was that you had the flu. You based this on your past experiences. It felt like other flu that you have had. However, when the flu didn't get better, you realized that there may be another reason for your symptoms.

From the information on the bottle, you learned about another factor that might be causing the problem. You acted on that information by providing better ventilation and your symptoms disappeared. You drew a new conclusion based on further information and observation.

Is It a Valid Conclusion?

If a first conclusion doesn't provide a practical solution, you have to keep looking. When you add new information, you should then be able to draw a different, and more valid, conclusion. In other words, new information can lead to a new conclusion when the first conclusion is not valid.

Drawing a conclusion requires several steps.

- ◆ You have to know what options are available.
- ◆ If an estimate is involved, you have to figure out and then compare the cost of each option.
- ◆ You have to compare the advantages and disadvantages of each option.
- ◆ Then you have to decide what the most important factors are in making this decision.
- ◆ Reaching a final answer involves weighing the different options and reasoning through your decisions to draw a conclusion.

To make sound decisions in the hairstylist trade, you study information in texts, manuals and diagrams so that you learn the material and can apply it. You observe different factors in the workplace for the same reason - so you can understand and evaluate what you see. What you read (theory) and what you do (practice) are essential to making good decisions. You read and learn when working with written material; you observe and learn when gaining hands-on experience.

Example: You experience a mild shock while using electric clippers. You take a good look at your clippers and notice that the cord is frayed. You know from your reading that frayed cords can cause shocks. After concluding that the frayed cord is

the cause of the electrical shock, you unplug the clippers carefully and set them aside until the cord is replaced.

Here is another situation which calls for close observation and careful response. **Read Passage 4 and answer the questions which follow. Answers are at the end of this skills manual.**

Passage 4 Processing

Processing time for permanent waving must be long enough for the hair strands to absorb the waving lotion. It must be sufficient for the chemical rearrangement of the hair to achieve its curl. Processing time depends on various factors: hair type, its condition, and the type of perm. Always follow the manufacturer's directions, but be prepared to process for less time than the directions state or the client's previous time. Most directions suggest a test curl at a certain point during the processing. Make sure you are timing carefully to avoid under- or over-processing the hair.

Several factors influence the effects of the wave lotion. In some situations, it must be reapplied during the processing time to correct a problem. For example, re-saturation may be necessary, if wave has not developed after the maximum time allowed, if the wave solution was the wrong strength for the hair type, if the manufacturer's directions were not properly followed, or if hair is dry, lotion has evaporated or was poorly applied and thus did not saturate the hair. If this is the case, **pay strict attention** to wave development as the re-application speeds up the processing and this can result in damage to the hair.

Other factors affect the processing time and the results you can anticipate: If the plastic cap is not fastened to make it airtight, processing can take longer. This will occur because the cap should hold in heat and moisture and protect hair from the hair dryer. Preheat the hair dryer. If the hair dryer filter is dirty or damaged, it will not produce the required heat and airflow. If the salon is too cool or draughty, processing may take longer.

Questions:

1. What conclusion can you come to if hair is under-processed?
 - a) The plastic cap was not fastened properly around the client's head.
 - b) The wave solution was not the correct strength.
 - c) The hairstylist did not make a test curl at the right time.
 - d) All of the above.
2. You could conclude that hair will be damaged if two applications of wave lotion are made during processing.

T F
3. You should adjust the time for processing in the following situation:
 - a) The salon is cool.
 - b) The salon is warm.
4. The amount of saturation and the amount of curl are related.

T F

Look ahead

When you read technical information, such as the passages about hair colouring and processing times, you can make **predictions**. To make a prediction, you must read the instructions and then think ahead to what the outcome of following those steps might be

You can predict that your outcome will be successful if you follow the provided instructions, use the right equipment and give yourself enough time for the job. You can also predict that you will **not** get the right result if you do not follow the directions exactly, if you work without the required knowledge and skills.

Look behind

You can turn the process of drawing conclusions around by **looking backwards**. If you have discovered a problem, you'll need to go back to find a cause. You may have to read instructions sentence-by-sentence to find where you went wrong. Read the information again, check your technique and tools, and then observe what is actually happening on the job. This will help you to identify the cause of a problem. Then you can draw a conclusion about how to avoid the problem next time.

Process of elimination

The examples in this unit ask you to use a process of reasoning for several reasons. You might want to:

- decide what is the best way to proceed,
- choose a material,
- find an answer to a question, or
- find a solution to problem.

To come to a reasonable conclusion in these cases, you might use a process of eliminating possibilities. You make a preliminary selection between possible choices as a way of getting started.

- First, you try to eliminate the least likely or the weakest possibilities first.
- Next you look carefully at the more likely possibilities, based on your reading and experience.
- Then you pick what looks like the best choice.
- If you get more information or if your choice doesn't seem to be working out, you start the process over.
- You might have to look for more options to consider.

Note: *Because of other factors – unknown to you or overlooked – this may not result in a valid conclusion. If you do not arrive at the correct conclusion, you will have to continue researching until you discover it.*

As you begin to see the relationship between various factors, you can then draw conclusions about the causes of problems and their solutions.

Is this valid?

When you observe what happens in the workplace, you use what you see to draw conclusions about what works and what doesn't. At some point, you have to assess whether your conclusions are valid.

Often when you draw a conclusion, you need more testing or examples to be sure it is valid. If an outcome happens once during project, you can't be sure it will always happen that way. More examples are required before you can use that outcome to make predictions. You would like to know if that particular conclusion is valid in all situations, if it will happen the same way the next time.

You may have overlooked other factors which affect the outcome of the finished work. If you notice that you have missed something on, make sure to take it into account the next time. Each factor will have an effect on the finished product. As you learn how each factor affects the process, you will work hard to develop the skills needed to produce a satisfactory result or conclusion.

Sometimes you need to reach a conclusion quickly, perhaps about what product to choose. You don't have time to check all the possible results of using the different products.

- You can ask other workers what they would choose.
- You can also rely on manufacturers' literature. The information will often tell you what to expect.
- If the company is reliable, you can count on them to test their product and to back them up with a guarantee.

A conclusion may be valid in one situation given the information you have available. It may *not* apply to another situation. Learn to judge each new situation before you draw your conclusion. Look at the relationship between cause and effect. Keep track of what happens in different situations so you have a range of possibilities from which to choose. Consider all the possibilities and keep your mind open when making conclusions.

There are skills you can develop to help in making valid conclusions:

- 1) Observe and keep records of what happens in different situations on the job.
- 2) Talk to skilled workers to add to your store of knowledge.
- 3) Watch and listen as you work.
- 4) Test your ability to judge a situation.
- 5) Start to see patterns that can help you make reliable prediction.

As you become more experienced, you will find it easier to reach valid conclusions and make valid decisions.

PART III

RECOGNIZING CONCLUSIONS

You might be reading a text or manual and you want to decide if the information presented is a series of facts or if there is a conclusion made based on those facts. Experienced workers might talk about different situations and you aren't sure what conclusion to draw from the conversation. There are guides that help you recognize when a conclusion is being made.

The language of conclusion

Some words and phrases provide clues that a conclusion is being drawn. When you examine information, notice when any of these words are used. They will give you a signal that the writer is drawing a conclusion.

The words *therefore*, *must have (must be)* and *would have to be* often indicate that a conclusion is being drawn:

Example: Your hydrogen peroxide is not producing the results you want. You notice where it has been stored. You might say, "This *must have lost strength* because it was left on a shelf exposed to sunlight." The conclusion is based on what you know and what you have observed on the job.

Example: In another case, you say something like, "The loss of strength *can't be* from sunlight because it was in a dark and cool cupboard; *therefore it has to be* from contact with a metal object or ... " You will then check to see if this is the right conclusion.

The words *if*, *so that*, *due to*, *because of*, or *since* often indicate that a cause and effect statement will follow. They point out the causes that lead to a result. The conclusion follows.

Examples:

If shears are mishandled or improperly stored and disinfected, it can affect the balance and the steel. This can result in damage to the blades.

Due to clean air regulations, some solvents are no longer used.

Since overly curly hair can become ingrown, always use an electric trimmer rather than a razor.
Because there is a wide variety of products available, procedures for wrapping differ.

Words such as *will then*, *consequently*, *as a result*, *must*, *thus* or *therefore* often indicate a result. Once you know the cause and result of a situation, you can sometimes use the information to reach a conclusion.

Examples:

If higher levels of hydrogen peroxide than recommended are mixed, the formula may be too strong; *consequently* hair and scalp may be damaged. If levels are too weak, it *will then* fail to lighten hair sufficiently.

Removing dust, dirt and hair spray is important to give hair a sheen, and good blood circulation is important to the health of the scalp; *therefore* brush hair whether the hair and scalp are dry or oily.

As a result of even brief contact with metal, colour development can be adversely affected.

The shears *must be held* at the proper angles. You will *thus* avoid a cut to the flesh.

Another method of drawing conclusions is by turning information around.

Example:

Tools of high quality purchased from a reputable manufacturer have a number of advantages:

- most offer lifetime warranties against failure,
- are lightweight and easy to handle, and
- hold up under use.

If the above is true about high quality tools bought from a reputable manufacturer, you might conclude that the opposite is true of poor quality tools. In other words, that they do not offer lifetime guarantees against failure, are not lightweight and are not easy to handle.

Although you can turn some information around, be careful not to jump to conclusions based on too little information. There may be inexpensive tools available that are a good deal and that work well. Before you draw a conclusion about tools based only on price, you might want to do some research by talking to others and reading guides that compare tools.

Read the advice below about caring for salon tools.

Scissors must be handled with the care.

1. Never drop scissors as this can ruin the blades.
2. Always keep scissors clean.

Scissors require care. Does this mean you can toss around other implements and tools? Think about the result of this action. Drawing valid conclusions always requires a certain amount of common sense.

CONCLUSION

To draw valid conclusions, you must first make accurate observations. Then you compare what you see to what the information you have from textbooks and manuals. You might ask a more experienced worker for their opinion of the situation. All this information is used to reason through to a logical conclusion.

After reaching a conclusion, you need to check if it seems valid in other situations. This process will gradually build up a wealth of experience that you can use to make future decisions. You will be able to quickly decide what course of action to take in various situations. This will also be useful in making a reasonable estimate.

Understanding the relationship between cause and effect is a necessary step in reaching a valid conclusion. Skill in drawing conclusions will give you the ability to judge a situation accurately. You will also develop the habit of making sound decisions as you learn. This will help you develop into an efficient and effective hairstylist.

Summary

1. **Use a variety of resources to draw conclusions.** These include experience, observations, advice from experts and all relevant technical reading information
2. **Read technical material carefully** to find information about causes, results and solutions; you can then use the information in the workplace.
3. **Carefully observe** what is happening in the workplace.
4. **Understand the relationship between things** to be able to judge cause and effect.
5. **Understand that a change in a procedure, material or tool often affect something else.** Notice how these changes affect the result.
6. **Consider whether you have all the information** needed to reach a valid conclusion. Are there factors affecting the outcome that you do not understand or don't know about?
7. **Eliminate weak possibilities** to focus on the strongest and the most likely.
8. **Observe language used in drawing conclusions** such as *therefore, thus, would have to be, must be* which set up the situation and then reach a conclusion.

Answer page

PART I Passage 2, Hydrogen Peroxide

1. Which volume of hydrogen peroxide would produce a sought for colour?
- d) any of the above

Paragraph one directs us to this conclusion. It says that each volume of hydrogen peroxide may achieve a different result.

2. Which result would you expect if you use a higher level of hydrogen peroxide than recommended?
- c) damage to hair

This question is similar to Question 1: you are examining results (conclusions) when you follow or *do not* follow recommendations. Passage 2 tells you that a higher level may damage hair, so Answer c) is correct.

3. You place hydrogen peroxide in a storage cupboard for two years. You can conclude this would **not** affect the quality or strength of this chemical.

F You can't conclude this unless various conditions have been met. For example, the storage cupboard may be dark and dry, but it may be built around a heating unit which would cause a loss of strength of the peroxide. Other factors may also affect strength.

4. If you do **not** store in the original container, you can conclude that the product will deteriorate at a faster rate.

T Passage 2 describes conditions which will cause deterioration including if you *store in a bottle previously used*. It also states *stored ... in the original container ... should retain quality for up to three years..*

PART II Passage 3, The Basics of Haircutting

1. If you discover a client has an uneven cut, what would you conclude after reading Passage 3?
- c) The hair was tangled and not combed out properly.

2. Dry hair can be cut to a slightly shorter length than wet hair.

F The passage doesn't give any information to draw this conclusion, so you will need to investigate further. The passage states only that hair must be uniformly wet, damp or dry.

3. If you observe the correct procedures in cutting hair, which of the following is true?

- a) You can produce an even cut throughout the head.

The correct procedure should produce an even cut where hair blends together throughout the head.

4. If you can't see the guide which marks the length to which you should cut hair, what should you do?

- b) Reduce the size of the division in this section.

PART III **Passage 4, Processing**

1. What conclusion can you come to if hair is under-processed?

- d) All of the above.

The passage gives several causes of under-processed hair.

2. You could conclude that hair will be damaged if two applications of wave lotion are made during processing.

F If you re-apply wave lotion during processing, the passage tells you to watch wave development very closely. (*Pay strict attention to ...*) The speeded up processing *could* result in damage, but strict attention to the time and wave development should avoid this problem.

3. You should adjust the time for processing in the following situation:

- a) The salon is cool.

You need to be aware of the environment in which you work and its influence on results.

4. The amount of saturation and the amount of curl are related.

T The amounts are related. Paragraph two suggests two situations where saturation may not be sufficient to produce the right effects from the wave lotion. Hair may be dry or the lotion may have been poorly applied in the first place. In either case, the hair may not absorb lotion and produce the curl predicted. Other factors may affect absorption. You need the details to know what adjustment to make for these conditions.