

# Milady's Master Educator

## Student Course Book

Volume I—Basic Teaching Skills for  
Career Education Instructors

Volume II—Professional Development for  
Career Education Instructors

**Letha Barnes**



**Milady's Master Educator Student  
Course Book, Second Edition**  
Letha Barnes

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*“This book is dedicated to my mother and best friend,  
‘Pickle’ Trapp, a talented and skilled cosmetologist,  
educator and school owner who provided the foundation  
of my passion for this great industry. She was an  
inspiration to me and thousands of students throughout  
her career. Thank you, Mom, for your love, support and  
dedication to this exciting field. I miss you.”*

—Letha

# About the Author



**LETHA BARNES** currently directs the Career Institute, which is the seminar and consulting division of Milady and Cengage Learning. She is a third-generation cosmetologist, instructor, and school owner. In her more than 40 years in the exciting field of cosmetology, she has achieved many accomplishments.

She served the State of New Mexico for 10 years as the school representative on the Board of Barbers and Cosmetologists, holding the position of vice-chairman or chairman during the entire tenure. She is a former president of the American Association of Cosmetology Schools (AACS), during which time she spearheaded the effort, with the assistance of a great team of professionals, to reestablish the educational branch of the association, which is known today as Cosmetology Educators of America. She was designated the AACS Person of the Year in 1995. She is the recipient of the AACS Special Recognition Award for her Contribution to Cosmetology Education and the AACS Award of Distinction for Lifetime Contribution to Cosmetology Education. Her schools were recognized in 1998 as runners-up for the American Salon “Big Apple Award.” She was also the recipient of the Dygve-Kretzmer 1999 Community Service Award. In addition, she was the 2001 recipient of the coveted N. F. Cimaglia award.

As an approved provider of continuing education and Director of the Career Institute, she has presented continuing-education programs to tens of thousands of educators, professionals, and students throughout the United States and Canada. She has been a speaker at many regional, national, and international events, including Hairworld '96, Great Clips for Hair National Conventions, AACS Mid-Year Conferences, AACS annual conventions, the National Interstate Council of State Boards annual conferences, and numerous Cosmetology Educators of America conventions. She is well known for her highly energetic presentations and her passion for the field of cosmetology and education. She has testified before the New Mexico State Senate and a U.S. Congressional Subcommittee on behalf of cosmetology education. She served as a school owner commissioner and first vice-chairman for the National Accrediting Commission of Cosmetology Arts and Science (NACCAS) and taught the NACCAS Accreditation Workshops for over 10 years.

In addition to *The Master Educator*, she has authored numerous other works for Milady, including several editions of *Milady's Standard Cosmetology Course Management Guide*, *Milady's Standard Cosmetology Study Guide*, and the Instructor Support Slides for the *Milady Standard Cosmetology* 2008 edition.

# Foreword

by **Bill Church**

**When asked by Letha Barnes** to write a foreword for the revised *Master Educator* textbook, several thoughts entered my mind. My first thought was that of Letha and how she has transformed education in the beauty school industry by developing and impacting educators throughout the United States and beyond. Second, I was flattered at being asked to contribute in a small way to that endeavor. Third, and perhaps most important, I believe that the *Master Educator* textbook and its accompanying training modules impact instructors and students in ways that can hardly be measured.

Let me give you an example. I have taught for 30 years, both part time and full time at the public school and university levels. When I was first introduced to the Master Educator program and asked to teach a module for the Career Institute, I was completely “blown away” by the quality of material I saw. In both undergraduate and graduate school, I attended all of the university education courses required for my major. After reviewing all of the material contained in Milady’s *Master Educator*, I have come to this conclusion: Once an instructor completes a program of study using the *Master Educator* textbook and/or attends all the accompanying modules offered by the Career Institute, he or she will have been exposed to more information than one who was trained at the university level. The material that Letha has developed for this book is that good.

Let’s look for a moment at what that means to our industry. Too often new instructors are hired on a Friday, given a *Milady Standard Cosmetology* textbook to review over the weekend, and asked to begin teaching on Monday or Tuesday—a monumental task at best! If it were within my power, completing the Master Educator program would be a requirement for all instructors before they entered a classroom. Since such a requirement is not always practical, ongoing training, as early as possible, for both new and veteran instructors, is necessary. Better-trained instructors translate to better-trained students. Better-trained students translate to more professional employees. More professional employees translate to better incomes and more respect throughout the profession. The Master Educator program does all that and more. It is an inspiration for me, a Career Institute educator, when instructors in my class look at me at the end of our session and say, “Thank you for empowering me with this information. Where has it been all my life?” Or, “This is the kind of material I have been looking for since I began teaching.”

Read this book. Use this book. It will empower both you and your students, and ultimately make a difference in the industry as a whole. There is nothing I have seen for instructors that even comes close to the quality of information contained in this book.

Thank you, Letha Barnes, for your part in changing the face of the beauty industry. Keep up the good work!



**Bill Church, BA., MA**  
Owner, Euclid Beauty College  
Past President, American  
Association of  
Cosmetology Schools

*Bill Church, BA., MA*

# Foreword

by **Eric Fisher**



**Eric Fisher**  
Founder of Eric Fisher Salons  
and Eric Fisher Academy  
Wichita, KS

**Endless resources** for education are available, but for me, *Milady's Master Educator* epitomizes what great learning is all about.

My father used to tell me, "Never stop learning. Be a student for life. Don't let your current knowledge reservoir keep you from getting bigger and greater." Leaders lead with information and knowledge. Look at the amazing value we can add to society with the training of passionate young professionals who will go out and make a difference in their clients' lives.

Do I sound too idealist or passionate? Maybe I am. Being a new school owner has shifted my paradigm. The ineluctable truth is that teaching is a way of giving back. The more you give, the more you get. Education is the lifeblood in any field, and somehow defines us in this industry even more. The more we can help others, the more passionate they can be with their newly gained knowledge. Passion is the driver of creativity and imagination. We can all make a difference in the lives of those we touch. It feels good to learn. It feels good to teach. All it takes is a committed student and a committed teacher, and the possibilities are endless. You may say you can lead a horse to water, but you can't make him drink...but you can salt the hay!

Good Luck.  
Get the salt out.

*Eric Fisher*

# Preface

**The purpose of *Milady's Master Educator*** is to offer teaching methodology, learning philosophy, and professional development for aspiring cosmetology educators. It is intended to be adopted by schools offering instructor training as a core program in the overall curriculum. The material is applicable to educators within any discipline within the wide field of cosmetology. It is designed to work effectively in an instructor-led classroom environment but can also be used in a mentor/self-study environment, allowing learners to move at their own pace, which encourages independent study. Volume I is designed to address all the core information required to pass a basic instructor licensing examination. Volume II takes the basic instructor a step further and deals with subject matter more relevant to a seasoned educator or one who wants to pursue professional development. Both volumes support the Career Institute's Master Educator Certification program, which offers one-day training modules in educator development. For more information, please go to [www.milady.cengage.com/careerinst](http://www.milady.cengage.com/careerinst).

## Why this Text Was Developed

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Education within the field of cosmetology, barbering, nail technology, and esthetics has undergone a drastic series of changes in the past decade, and it continues to change, just as the industry and business within the field has experienced significant changes. Cosmetology education now demands new approaches in teaching and new directions for learning. *Milady's Master Educator* is an interactive textbook/workbook that addresses these new approaches and directions.

It has been my intention to make this interactive textbook/workbook industry driven. Before the first edition, there was an outcry for quality material that would prepare educators for the marketplace. As a third-generation educator within the field of cosmetology, I have been blessed with a passion for the industry and compassion for my students. I recognize those same characteristics in other educators throughout the United States. Many have told me how they would have given anything to have quality educational materials to help prepare them for their roles as educators. Others have told me that even though they have been teaching for awhile and they are blessed with the passion, they did not feel they had the training or the tools to facilitate the best possible education for their students prior to the publication of the first edition of *The Master Educator*. It has been with those educators and the future educators of America in mind that this project evolved and has been revised. Initially, schools and educators throughout the United States were surveyed to determine what qualities and characteristics were sought in educators as well as the major educator challenges that schools face on a regular basis. Every possible attempt was

made to address all of the issues identified in those surveys. Anyone who is licensed or certified as a practitioner and wishes to become a provider of education to others within their field will benefit from studying this material. It has been tested and proven in classrooms within the field of cosmetology and many other disciplines as well.

## Organization of Material

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Written in a clear, easy-to-read style, the interactive textbook/workbook is user-friendly and will serve as a resource that learners and educators can draw on to develop their own plans of action in the classroom. The book is divided into two volumes to address training for career education instructors. The first volume accommodates the needs of the most basic instructor training programs, such as those states that require 500 hours or less. The second volume is added to meet the needs of more comprehensive programs as well as the needs of those already licensed instructors who wish to further their professional development.

Volume I contains the following chapters: The Career Education Instructor; The Teaching Plan and Learning Environment; Basic Learning Styles and Principles; Effective Classroom Management and Supervision; Basic Methods of Teaching and Learning; Program Review, Development, and Lesson Planning; Educational Aids and Technology in the Classroom; Effective Presentations; Assessing Progress and Advising Students; Making the Student Salon an Adventure; and Career and Employment Preparation. The second volume deals with more advanced subject matter as well as career development topics, with the following chapters: Educator Relationships; Achieving Learner Results; Learning Is a Laughing Matter; Teaching Study and Testing Skills; Teaching Success Strategies for a Winning Career; Teams at Work; Communicating Confidently; The Art of Retaining Students; and Evaluating Professional Performance.

Each chapter contains stated objectives as well as in-depth enabling exercises to be completed by the learner at the conclusion of each chapter.

## How to Use this Material

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The text provides integration of theory and applied methods for master educators teaching beginning cosmetology students as well as those teaching cosmetology teachers. It can also be used by salon and distributor or manufacturer trainers to fine-tune their delivery skills and enhance their effectiveness. The hope is to create a comprehensive, conceptual, and practical framework for generating learning outcomes for every learner type. The future of the cosmetology profession depends in large part on the quality of education provided in cosmetology schools throughout the world. In recent years, every area of education has been challenged to adjust to increasing diversity among students, changing social conditions, and significant personal “baggage” carried by today’s students. For training to be effective, educators must be able to meet and overcome these challenges. As a master educator, you become a “facilitator” of growth, insight, change, and improvement. Your students will discover that answers come from within. Education in any field cannot rise above the quality and ability of its teachers.



This interactive textbook/workbook can be used by educators to teach their students to become educators. In addition, it is designed to be used for independent study by those wishing to become educators. Each learner should review the objectives listed at the beginning of each chapter, read the chapter thoroughly, complete the enabling exercises found at the end of each chapter, and observe the videos as indicated throughout the text. The comprehensive *Course Management Guide* provides detailed lesson plans with supplementary educational materials to make the information even more meaningful. It will be up to the educator within the course of study to use those materials to make learning even more effective for those enrolled in a teacher-training program.

In your quest for excellence as a master educator, you must be a role model for your students. Your own behavior, attitude, and image will set the example for your students. Your personal planning, your adherence to the rules of learning that you set forth, your enthusiasm, and your interest in your students and their goals will make an everlasting impression on your students. You must move from a *teacher-centered* method of education to a *student-centered* environment. This interactive textbook is designed to help you make that transition and unleash the learning potential of the adults whom you train.

By completing this course of study using Milady's *Master Educator*, you will learn valuable qualities needed in an educator. You will gain knowledge of and discover educational methods that assist in learner attention and retention.

## Features

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The textbook and accompanying Course Management Guide have several distinctive features:

- Pedagogical use of color accelerates learning through illustrated material.
- Measurable performance objectives needed for success are spelled out at the beginning of each chapter.
- Forms, charts, and illustrations are used for clarification.
- Review material and enabling exercises are included in each chapter.
- A comprehensive *Course Management Guide* is available, which includes:
  - Detailed lesson plans for each chapter of the text and more
  - Learning-reinforcement ideas and activities for each lesson
  - Multiple-choice tests for each chapter

## Acknowledgments

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I would like to thank the many schools and educators who participated in the industry-wide surveys that provided essential feedback for the preparation of this text and the reviewers who read the revision proposal and offered valuable input as to how to implement changes to make the book even better.

I would also like to acknowledge two other very special people who found the time to write a foreword for this work. My special thanks to Bill Church, fellow educator, friend, and colleague. As a cosmetology school owner, former director and past president for the American Association of Cosmetology Schools, and school owner commissioner for the National Accrediting Commission of Cosmetology Arts and Sciences, Bill continues to make a great difference in our industry. Thanks, Bill, for your kind words.

In addition, I would like to thank my new friend, Eric Fisher, whose accomplishments and awards in this industry are too numerous to list but range from NAHA winner in Advant Garde and Texture to Top Leader in the Industry by *Salon Today Magazine*. Eric was named one of the “Best Educators of the Last 100 Years” by *Modern Salon Magazine*. He excels at his craft with a rare combination of artistic and business leadership and most recently has taken those talents and his vision for this industry to the school level as founder of Eric Fisher Academy. Thank you, Eric, for your support of this book and our industry.

I would also like to express my heartfelt gratitude to Steve and Brandon Martin, owners of Avenue Five Institute in Austin, Texas. They opened the doors of their beautiful facility and extended their gracious hospitality to our team during the photo shoot that provided the majority of the photos for this book.

After many months and many, many hours of work on this project, I would be remiss (if not a candidate for divorce) if I did not give a heartfelt and sincere thanks to my very special friend and husband, Tom Barnes. He remains my partner in business and in life. Without his support, his willingness to manage our other business endeavors, and his dedication to my cause, this book would not have been possible. Like the song says, he is my hero; he is everything that I wish and hope to be. I have had many opportunities to fly higher than eagles only because of his wind beneath my wings. He continues to take me even higher. Thank you, Tom. I love you.

My fervent hope is that this effort, which has sincerely been a labor of love, will be a blessing and benefit to many, many educators for years to come. I dedicate this book to *you, the educators*, who are the very foundation of this great industry and the hope of our future. If this book has touched you in any way, I would appreciate hearing from you. I look forward to receiving both your positive comments and your constructive criticisms. It is only through sincere feedback from other professionals that we can make the next revision of this text even better. You can reach me by e-mail at [letha.barnes@cengage.com](mailto:letha.barnes@cengage.com). I look forward to hearing from you and will do my very best to respond to any comments received.

*Letha Barnes, Author, Educator, and Director of the Career Institute*

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Volume I includes all content required by most regulatory oversight agencies and national testing agencies for licensure as an instructor to teach the various disciplines within the field of cosmetology. The first volume is used for instructor training courses up to 600 clock hours.

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# Volume One

## Basic Teaching Skills for Career Education Instructors

*“Education’s purpose is to replace  
an empty mind with an open one.”*

*—Malcom Forbes*

# Chapter

# 1

# The Career Education Instructor

*“Insanity is doing the same things over and over again and expecting different results.”*

—Albert Einstein

## Objectives:

After reading and studying this chapter, you should be able to:

- Understand the importance of developing the qualities and characteristics desired in a master educator.
- Perform the key concepts in time management and event control.
- Put into practice the strategies for building self-confidence.
- Practice the steps for independent action and self-control.
- Implement the actions for self-motivation.
- Adopt behaviors necessary for developing enthusiasm.
- Practice the steps to developing a winning personality and positive attitude.

## Qualities and Characteristics of a Master Educator

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**TEACHING REQUIRES DYNAMIC**, conscious effort on the part of the educator, whose basic function is to facilitate learning among students. Teaching is an intellectual experience that demands the ability to invent, adapt, and create new techniques and procedures to meet the changing demands of learners. In order to be effective in the role of educator, certain qualities, characteristics, traits, skills, and practices are essential. Because educators are also human (contrary to what their students may think on occasion), no two educators will be exactly alike. However, they will have learned that possessing certain qualities will aid their success as an educator, whether they are teaching in the classroom, in the laboratory, in a salon, on a platform, or in specially developed classes for a varied audience.

The profile of a master educator will vary depending upon individual strengths, weaknesses, abilities, and attitudes. It may even change from one group of students to another. Qualities of a great educator cannot be reduced to a single list, but rather create a collage in which the various roles and characteristics of educators are combined to achieve the ultimate goal of success with learners.

### Roles of the Instructor

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During your career as a master educator, you will find yourself filling the role of motivator, coach, mentor, friend, disciplinarian, peace-maker, negotiator, arbitrator, nurturer, and entertainer. In other words, you will find that you must be a well-rounded individual to fill the role satisfactorily. The classroom is a businesslike environment wherein learning occurs and knowledge is born. It is also, however, a place where adults interact on a continuous basis through verbal and nonverbal communication. The educator who is knowledgeable in a variety of subject areas will be a more interesting role model and educator to students. Take the time to ensure that you have interests outside the classroom and that you can converse confidently about personalities, places, and events. This life balance will serve you well as an individual and as an educator.

Research was conducted across the United States regarding the qualities, characteristics, and personality managers and directors look for in the educators they hire as well as the qualities students look for in their teachers, as discussed in the following sections.

### Loyalty to the Institution and Its Mission

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This is one of the most frequently cited characteristics that managers and directors require in their educators. Employers expect loyalty in their employees. You become much more valuable to your organization if you practice unswerving faithfulness and allegiance to your institution and its purpose. Why is loyalty so important? The predominant goal or purpose of the institution cannot possibly be accomplished if every member of the team within the institution is not working faithfully to accomplish that mission. Employers need to feel confident that you have, at all times, the best interests of the institution and



**Figure 1–1 Practice unswerving faithfulness and allegiance to your instructors.**

its students in mind. If your purpose is consistent with that of the institution, your actions and performance can do no permanent harm to the school, even when mistakes are made. If, on the other hand, you are not faithful to your institution and harbor ill feelings for your supervisors or for the school itself, a great deal of irreparable harm could be done, especially to the students.

## LOYALTY

When you work for a man, in heaven's name, work for him; speak well of him and stand by the institution he represents . . . If you must growl, condemn, gripe and eternally find fault, then resign the position and from the outside damn to your heart's content. . . .

As long as you are a part of the institution, be for it . . . If you are against it, the first high wind that comes along will blow you away, and probably you will never know why. Remember, an ounce of loyalty is worth a pound of cleverness!

As an educator you will have ample opportunities to bring about positive change within your organization by working *with* management rather than complaining or working *against* management. As you develop as a master educator, you may also wish to adopt a personal mission statement or philosophy to live by. Following is an example of one educator's mission statement. *"I am committed to ensuring the success of my graduates in their chosen field while providing an energetic environment that facilitates the confidence and skills necessary for them to attain success. I am dedicated to helping students unlock their creativity and imaginations, improve themselves, and ultimately achieve professional success while observing loyalty before all else except honor and integrity."*

## Welcome Advice from Colleagues

You've heard it said that "two heads are better than one." This aptly applies to educators. There will always be more than one method of doing a task or facilitating learning. Your fellow educators may have had great success with delivering specific material that could be very beneficial to you. Their success can only be useful to you if you are willing to listen to them and apply those techniques or principles that may work for you as well. In other words, be receptive to competent counsel from colleagues and be guided by that counsel as long as it does not compromise or impair the dignity and responsibility of your position as an educator. Remain open to the knowledge of all those around you, especially your own students. You will gain a wealth of information from your learners if you keep an open mind and listen attentively.

## Constant Pursuit of Knowledge

Educators must possess a high level of expertise in the various disciplines they teach. Educators will be judged by their ability to perform and demonstrate the skills they teach. Students will ultimately admire and look up to those educators who are experts in their chosen fields. Educators must also be well grounded in the theory of the disciplines in which they teach. In doing so, they will earn and maintain the respect of their students while at the same time imparting information that will allow the students to improve their own skills, knowledge, attitudes, appreciations, and habits.

Education is a continuing process for your students and for you, the educator. Changes and improvements in techniques and technology take place daily. It is in the best interest of the educator and the students to stay constantly alert and maintain competency in the changing trends. Your commitment to personal career development is another quality greatly desired by employers. Obtaining a license to teach does not conclude your learning; it merely signifies the beginning. Learning, after all, is the basis for thinking.

Your career development does not end with the basic technical and theoretical knowledge needed within the disciplines you teach. You must also continue to develop your abilities and expertise as an educator. Continuing education in teaching methods and other related topics may be required for institutional reaccreditation or license renewal by state regulatory agencies, if applicable. Employer surveys are very clear that they are looking for educators who want *much more* than just what is necessary for licensing. Regulatory agencies may require from 8 to 36 hours of continuing education per year. Employers are disappointed to discover that many educators never do more than the absolute minimum.

To be a master in any profession, it takes more than "minimum" participation. A good rule of thumb for effective professional development as an educator is to obtain at least 40 contact hours per year. Master educators recognize this as a personal responsibility related to the position. The most successful individuals in any field are those who invest in themselves. They do not expect the institution or employer to arrange for and provide for all their continuing education. Master educators seek

*"When a collection of brilliant minds, hearts, and talents come together... expect a masterpiece."*

—Unknown

*"The credit belongs to those people who are actually in the arena... who know the great enthusiasms, the great devotions to a worthy cause; who at best, know the triumph of high achievement; and who, at worst, fail while daring greatly... so that their place shall never be with those cold and timid souls who know neither victory nor defeat."*

—Theodore Roosevelt

learning opportunities because they understand that learning is the basis for all thinking. They will be active members in professional organizations. They will read industry publications on a regular basis. They will pursue continuing knowledge of their career field and maintain practical and current methods of teaching as well as cooperate with professional organizations and individuals engaged in activities that enhance the development of their profession.

## Effective Time Management and Organized Work Methods

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Time is one of the most valuable resources of life, and every human being has exactly the same amount of it. Your supervisor, your children, your students, your neighbors, highly successful CEOs, and you have the same 365 days per year, the same 24 hours per day, and the same 60 minutes per hour. Why is it that some educators achieve greatness in the classroom and have time left over for a balanced, harmonious life outside the institution, while others seem to be buried under an endless sea of papers, projects, assignments, and details? How you organize and use your time determines how much you get done at school, how much time you spend with your family, and whether you have a sense of moving forward or regressing. How you use your time will determine whether you feel you are managing your life or it is managing you!

According to *Webster's Dictionary*, time is a continuum that is measured in terms of events that succeed one another from past through present to the future. Therefore, the basic elements of time are *events*. The key to managing our time effectively is mastering "event control." It is not a mysterious gift or talent you are born with. It is a skill that can be learned and practiced. While you will probably never have enough time to do everything you want to do, you certainly can become more systematic in your approach. It will be helpful to identify some important key concepts in time management and event control.

1. **Set Goals.** Goals will determine the general direction of your life and energy. For example, if your goal is to become a master educator, decisions about education and self-development will be easier to make.
2. **Establish Objectives.** By setting objectives that must be accomplished to achieve your ultimate goal, you will clarify your direction. Identify your most important objectives for five years from today, one year from today, six months from today, one month from today, and, finally, *today*. Ask yourself, "What is the best use of my time today and how will that help me progress toward the achievement of my goal?"
3. **Identify Priorities.** List your objectives in priority order. Label them as A, most important; B, average importance; and C, objectives you would like to accomplish but would be willing to sacrifice. Decide what is important today and do something about it. Even if you are unable to complete the task, you will feel a strong sense of accomplishment just by beginning.
4. **Analyze Time Use.** Learn to schedule important tasks during your peak productivity hours and avoid time wasters.

*"It is an undoubted truth that the less one has to do, the less time one finds to do it in. One yawns, one procrastinates, one can do it when one will, and therefore, one seldom does it all.... There is time enough for everything in the course of the day if you do but one thing at once; but there is not time enough in the year if you will do two things at a time... I recommend you to take care of the minutes; for hours will take care of themselves."*

—Lord Chesterfield

5. **Plan Your Time.** Establish a weekly plan. List the activities that will help you accomplish your own objectives and the mission of the institution. Then schedule some for each day of the week. Remember to plan some “free” or unscheduled time for those unexpected or unplanned, but necessary, activities.
6. **Relax.** Include time management techniques in your everyday life, but don’t over-organize. This will allow you to find more time to relax while still accomplishing the things that have to be done.

You really can learn to make things less complicated and even more fun. It begins by identifying a level of performance or achievement that you can reach, both at home and on the job. Then, when you do more than you have actually scheduled or expected, you feel like a hero instead of criticizing yourself for falling short of your own expectations. The Time Utilization Log in Table 1-1 will help you get better acquainted with yourself, which is the first step in changing your ways and using your time more efficiently. For one day, record your time on the log following the instructions provided. Review the log carefully and ask yourself the following questions:

1. Did I accomplish what I hoped to?
2. Did I spend the appropriate amount of time on the most important tasks?
3. Which tasks or projects took my time but contributed nothing to important goals?
4. Were there activities I could have delegated to someone else?
5. Did I spend valuable time on unimportant work?
6. At what point during the day did the longest period of uninterrupted time occur?
7. How many times was I actually interrupted?
8. How many of those interruptions were actually necessary?
9. How much time was spent on the time wasters?

When answering these questions, keep in mind that some common time wasters that may affect your performance as an effective educator. When analyzing your log, identify any of the applicable time wasters and determine whether they are caused internally or externally.

**Interruptions:** These may be the hardest to control. It is essential that you learn to say “no.” You can also ask people to talk with you later. Limit your personal calls or visitors, which impose on your productivity at work.

**Waiting:** This can be infuriating for anyone. A certain degree of it is inevitable each day, but you can work to minimize it. If your dentist, your students, or your friends are late, explain the value of everyone’s time. Consider going to the bank at a different hour to avoid lines or look into online banking. When waiting is absolutely necessary, put the time to good use by reading an industry periodical, planning your next class presentation, writing a list of things you need to do, or using your cell phone or BlackBerry to catch up on important correspondence.

**Procrastination:** Delaying starting a project or task is often caused by the desire for perfection. Don’t set standards so high for any project that they cannot be accomplished. Otherwise, your fear of failure will prevail and you will probably never even begin the task. Warning signs for procrastination are: “I’m going to start this job and I’m not going to stop until



Figure 1-2 Schedule important tasks during peak productivity hours.

Table 1-1

**TIME UTILIZATION LOG**

TIME	Planned work	Interruption	Unplanned	SUBJECT/ACTIVITY	PRIORITY					TIME-SAVING IDEAS
					A	B	C	Other		

**INSTRUCTIONS.** TIME: Record every activity as it occurs. TYPE: Check whether the activity was planned, unplanned, or an interruption. SUBJECT: Provide a brief description of the activity. PRIORITY: Check the appropriate column with A—most important, B—average importance, C—low importance. TIME-SAVING IDEAS: Record any ideas that might improve or correct time lost owing to the activity. Review the log carefully and evaluate what was accomplished compared with what you hoped to accomplish. Determine which activities could have been delegated or eliminated. Identify your most productive, uninterrupted time during the day. This will aid in future planning.



it's finished," and "I'll do it as soon as I (enter your favorite excuse)." This can be overcome by starting with the easiest part of the project. Write an outline, obtain important background information, and make necessary contacts. It is not recommended to begin with the most important part of the task because you may become frustrated at your lack of progress toward completion. Beginning with the simpler elements allows you to enjoy the feeling of accomplishment sooner and allows you to celebrate your accomplishment. Giving yourself small rewards as you cross certain thresholds toward completion will encourage you to continue your work.

We've all heard the expression, "mind your P's and Q's." In developing a plan for the most effective use of your time, it will be helpful to consider the P's and Q's of event control (see Table 1-2). Remember, if you fail to control the events in your life, the events in your life will control you.

**Table 1-2 The P's and Q's of Event Control**

P's	Q's
<p><b>PLAN:</b> Predetermine a course of events for long-range, short-range and immediate goals and activities. Master educators know they must have a realistic, workable plan for today, this week, this month in order for their classes to have direction and momentum. Alan Lakein said, "Failing to plan is planning to fail." Remember that lack of planning on your part should not cause a state of emergency for someone else.</p> <p><b>PRIORITIZE:</b> Make a list of tasks that need to be accomplished and give a value (A, B, or C) to each task. Determine the order or sequence in which the tasks need to be completed.</p> <p><b>PEAK TIME:</b> Energy, creativity and productivity come in peaks and valleys. A master educator will determine when peak time occurs and schedule the most important tasks during that time and the less important activities when energy levels are low.</p> <p><b>PROCRASTINATION:</b> A master educator will not put off until tomorrow what can be accomplished today. It is not uncommon to want to put off those tasks that are difficult or unpleasant. Avoidance of such projects can be overcome by chipping away one small task at a time and giving yourself small rewards for the accomplishment.</p> <p><b>PRACTICE:</b> Event control and time management take behavior modification and practice. Developing the habit of daily event control will require little effort in no time at all.</p> <p><b>PERFECTION:</b> A master educator understands that perfection only exists in our imagination. Since perfection can never be accomplished, striving for it will only result in frustration and fear of failure. Learn to be realistic in your goals for quality.</p>	<p><b>QUESTIONS:</b> A master educator will ask, "What is the most important use of my time right now? Why is this important to me?"</p> <p><b>QUALITY:</b> If you are really good in one particular area and you spend the entire day working on that, the day will have been well spent. Strive to bring quality into all your work. Time will be saved from unnecessary corrections.</p> <p><b>QUANTITY:</b> Master educators will make sure their efforts really count. Don't spend time on lots of small things in an effort to appear to have accomplished a lot unless those small things are contributing to the greater goal. Don't do a lot of "busy work" just to gain a feeling of satisfaction.</p> <p><b>QUIRKS:</b> Learn what works for you. You may communicate best when wearing a certain color. You may reflect on important issues best during the middle of the night. Whatever your style, if it is effective, keep doing it.</p> <p><b>QUIET TIME:</b> A master educator will schedule some quiet, personal time daily that can be used to reflect on life's events and to relax. This is a perfect time to dream, think, plan and organize. Don't do any work during this time or make phone calls or schedule appointments. This small investment in yourself will result in big payoffs.</p> <p><b>QUIT:</b> A master educator will know when to quit any task or project. They will also know when to quit for the day. Never spend three or four hours on a project that is really only worth one of your valuable time. Recognize when you are no longer being productive due to fatigue or burn-out. Take a break, relax, breathe, and get refueled for the rest of the project or day.</p>

*“The sea is dangerous and its storms terrible, but these obstacles have never been sufficient reason to remain ashore... Unlike the mediocre, intrepid spirits seek victory over those things that seem impossible... It is with an iron will that they embark on the most daring of all endeavors... to meet the shadowy future without fear and conquer the unknown.”*

—Unknown

We change our lives by changing our attitudes and perceptions. We become what we think about ourselves. Practice will not necessarily make something perfect, but it will make it permanent. Therefore, we must practice what we do correctly. Certainly by practicing event control and time management, you will be better able to maintain efficiency and consistency in the performance of the administrative tasks of teaching.

### Authority, Order, and Self-Confidence

With respect to your role as an educator, authority is defined as:

1. an individual cited or appealed to as an expert, and
2. the power to influence or command thought, opinion, or behavior.

Neither definition indicates the need for an educator to be a drill sergeant. The definitions do, however, imply that an educator holds a great deal of responsibility. If authority is imposed and used fairly and consistently, it will gain the respect and loyalty of your learners. It will allow you the privilege of influencing or commanding the thoughts, opinions, and behaviors of your learners.

For an educator to achieve recognition as an authority, he must first have self-esteem and self-confidence. To hold someone in high esteem, according to *Webster’s Dictionary*, is to hold him in high regard and prize accordingly. Therefore, self-esteem is the deep-down feeling you have in your own soul about your own value or self-worth. Self-confidence, on the other hand, is confidence in oneself and in one’s own powers and abilities. An educator who lacks confidence will not believe that he has the ability to do the kinds of things that other educators have done and, oftentimes, won’t even try. Master educators, however, have unshakeable confidence in their ability to achieve anything they really want to accomplish. They have no fear of failure whatsoever. Not all of us are blessed with that belief in self. If you should fall into the latter category, there are some steps you can take to build confidence in yourself.



Figure 1-3 To gain learner respect use authority in the classroom fairly.

## SELF-CONFIDENCE BUILDERS

- **Like and accept yourself unconditionally.** Consider yourself a valuable and worthwhile human being. Respect yourself, consider yourself a good person, and believe in yourself, and you will be confident in your ability to say and do the right thing at the right time.
  - **Be clear about your own values.** The more you understand what you believe in and stand for, the more you will like yourself. Ultimately, you will gain a deep-down sense of self-assurance and calmness.
  - **Be true to yourself.** Live your life in accordance with your highest aspirations and the highest values you have established for yourself.
  - **Never compromise your integrity.** Be courageous and accept yourself for who you really are (not as who you might be or as who someone else wants you to be). After taking everything into consideration, know that you are a pretty good person.
  - **Enjoy your uniqueness.** You have your own skills, talents, and abilities that make you extraordinary. Become aware of how unique you really are and incorporate that awareness into your personality and your attitude toward your career.
  - **Practice self-control.** You will feel confident to say and do the things that are consistent with your values when you are in control of yourself and your life. Obtaining control can be accomplished by setting clear goals or objectives, establishing a sense of direction based on what you hope to achieve in life.
  - **Work step by step toward desired goals.** When you achieve predetermined goals, you feel strong and capable and in control. You feel like the winner you are. Your self-confidence soars and your willingness to take on even greater challenges grows. The more you achieve, the more you feel you are capable of achieving.
  - **Become an expert.** Self-efficacy is the ability to perform effectively in your chosen area. Whenever you teach well, your self-esteem and self-respect will skyrocket. You will experience a sense of personal pride and obtain the self-confidence to take on even greater challenges.
  - **Make a commitment to excellence.** When you resolve to pay any price, make any sacrifice, invest any amount of time and money to be the best that you can be, you will become a master educator. At that point, you will elevate yourself above the average educator who drifts from job to job, class to class and accepts mediocrity as the adequate standard.
  - **Avoid the enemies of human happiness.** Fears and doubts undermine our self-esteem and self-confidence and cause us to think in negative terms about ourselves. When referring to the story of the human race, Abraham Maslow said that it is the story of men and women “selling themselves short.” Don’t magnify your difficulties and minimize your opportunities.
- Take action to overcome the doubt, worry, and fear.**

Engage in systematic, purposeful action, consistent with your values, to move in the direction of goals. Stretch your abilities to the maximum and you will feel positive and more confident about yourself. You can achieve or have whatever you dream of if you have the self-confidence to go for it.

For an educator to influence the classroom, self-confidence and a climate for serious learning is required. Learning will occur if the environment is student-centered and fun. However, the outcomes expected must be serious. You must be able to define what is expected of your students and never allow the quality of their work to be compromised.

Your recognition as an authority in your chosen field will not happen automatically or overnight. It has already been established that you must be a subject-matter expert in every subject you teach in order to gain the respect of your students. That is the first step from which you will acquire and accumulate your authority. Once your authority has been established, you will be able to effortlessly maintain order in your classes. Your goal will be to achieve a level of authority that will encourage a strong desire in your

learners to achieve something great within their career field. Once your students have developed that aspiration, your job as an educator becomes much more simplified. As an authority, you have the power to influence your students and the ability to command thoughts and behavior in them that will ultimately result in aspiration.

Having authority in the classroom requires that you establish a formal distance between yourself and your learners. You can be friendly with your students. You can be supportive and nurturing with your students, but you will face many unnecessary hurdles in the educational process if you fraternize or socialize with your students as a friend outside the institution. Such relationships will result in a challenge to your authority and, more than likely, disrupt the order that you have strived to develop in your classroom. Conversely, maintaining order ensures that your classes have direction and momentum. It implies that your classes are comfortably disciplined and peaceful. Clearly, to establish authority and order in your classroom, you must set an example for your students and fairly and equitably enforce the standards of conduct expected of your learners. You must strive to achieve the highest standards of excellence at all times and you must respect your students, clients, coworkers, and fellow educators if you are to be respected. Such leadership skills will earn your recognition as an authority and ensure that your classes are conducted in an orderly manner.

### **Professional Ethics, Character, and Human Relations**

*“We must adjust to an ever changing road...while holding onto our unchanging principles.”*

—Unknown

Educators who are of high moral excellence and firmness and who hold dear a set of moral principles or values that are above reproach are in great demand in the workforce. It is important to emphasize the relationship between effectiveness in teaching and ethical conduct. The potential for abuse of students and the abuse of the school and management is constant. Great educators will recognize the potential harm that can be brought upon both the students and the school through irresponsible, unethical behavior. They will exercise extreme care to avoid breaches of good ethics that would bring dishonor upon themselves or their institution. Master educators will be aware of the ethical standards of their profession, and they will model and teach those standards in their everyday interactions with students. They will work for honesty and truth in fulfilling the requirements of their position. They will supervise and instruct without prejudice and avoid unethical practices at all times. They will avoid criticism of others and never gossip, keeping confidentiality where appropriate.

### **Dependability and Flexibility**

*“Every job is a self-portrait of the person who did it. Autograph your work with excellence.”*

—Unknown

It has been said that all it takes to be considered in the top 20% of your profession is to:

- show up
- be on time
- be ready to work

It must be true, because research indicates that dependability and flexibility are two of the most important characteristics sought when hiring new

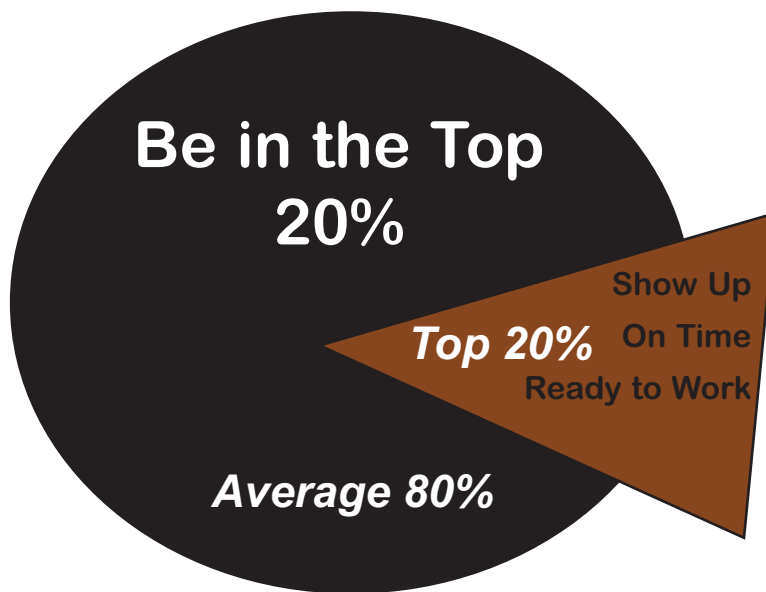


Figure 1-4 Be in the top 20% of your profession.

educators. When institutions enroll students in various programs, they are making a commitment to provide quality education to those students. That cannot be accomplished if the educators are not present to facilitate that educational process. In 1995, baseball legend Cal Ripken, Jr., broke Lou Gehrig's record of playing in 2,130 consecutive baseball games. He received much praise and many accolades, which he brushed off, instead praising America's real working heroes. One of the individuals he referred to was a woman by the name of Mildred Parsons, who at the time was 82 years of age, and had not missed a day of work as secretary for the Federal Bureau of Investigation in 56 years. Can you imagine the consistency and security that the students in our nation's schools would feel if their educators were that dedicated and dependable?

In addition to dependability, employers are actively seeking educators who are flexible. They are looking for educators who readily adapt to new, different, or changing requirements. Many educators are extremely resistant to change in any form. If you think about it, though, when you change, you take action, you affect the future. Change is inevitable as we enter the new millennium. Without change and growth, educators will go the way of the dinosaur. As a master educator, your ability to perform effectively in this world of ongoing, never-ending change really is a true measure of how well developed a person you are. If you learn to become a *change master* rather than a *change resister*, the results you can achieve will be unlimited. One of the most common challenges faced by school managers and directors is having seasoned educators who use teacher-centered, rather than student-centered, education and present lessons the same way they did many years ago. They are unwilling to continue their education to update their teaching methods and materials and move into learner-centered education.

Employers are also looking for educators who are willing to adapt to any role that may be assigned on any given day. They want educators who are willing to step in and take whatever actions are necessary to achieve the

*“Without change  
there can be no  
breakthroughs.  
Without break-  
throughs there can  
be no future.”*  
—Unknown

mission and objectives of the institution. They state that a common challenge to providing quality education derives from educators who are unwilling to “go the extra mile” and avoid certain tasks because “it is not my job.” A master educator will always be willing to give that little extra that can make a significant difference, as summed up in the poem “And Then Some” by Carl Holmes.

### AND THEN SOME

“These three little words are the secret to success.  
 They are the difference between average people and top people in most companies.  
 The people always do what is expected...and then some.  
 They are thoughtful of others; they are considerate and kind...and then some.  
 They meet their obligations and responsibilities fairly and squarely...and then some.  
 They are good friends and helpful neighbors...and then some.  
 They can be counted on in an emergency...and then some.  
 I am thankful for people like this, for they make the world more liveable.  
 Their spirit of service is summed up in these little words...and then some.”

—Carl Holmes

By giving a full day of work for a day of pay, committing to punctuality and preparedness, and practicing the three little words contained in Mr. Holmes’s poem, you will demonstrate your dependability and be in great demand.

### Cooperation and Teamwork

It is no wonder that the ability to cooperate is a characteristic employers seek in their educators. All institutions of higher education hope their students will attain uncommon results. Teamwork creates synergy, which has been described as what happens when one plus one equals three. Whether you’re completing the everyday tasks of running a school or getting together with other staff members to solve a problem or conflict or to create a great new improvement plan for the institution, teamwork benefits everyone involved.

Teamwork does not exist in all schools. If one educator believes that his assigned students are his only students and doesn’t pay any attention to students in other classes, there is no school team. If an educator believes he is assigned to teach only one class or subject and remains unwilling to cross-train or to take over other areas when needed, the team is deficient. Many independent educators work in the same facility, but often they are not working together toward the common goals or mission of the institution. When this occurs, the students and the clients sense the tension.

For a dynamic team to exist in any institution, there has to be a spirit of cooperation and communication among all members of the organization.

*“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.”*

—Eleanor Roosevelt

Table 1-3 Dynamic Team Building: Stumbling Blocks and Stair Steps

STUMBLING BLOCKS TO DYNAMIC TEAM BUILDING	STAIR STEPS TO DYNAMIC TEAM BUILDING
Selfishness	Empathy
Dishonesty	Honesty and Integrity
Unreliability	Reliability
Hostility	Goodwill, Positive Attitude
Suspicion and Interference	Trust and Openness
Laziness	Willingness and Energy
Untidiness	Neatness and Order
Controversy	Adaptability
Trouble Making	Cheerfulness
Poor Communications	Open, Clear Communications
Rudeness	Courtesy

Successful cooperation is a two-way street. If you are not willing to give an inch, it is unlikely that you can expect others to cooperate with you. Developing cooperative relationships with your coworkers is essential to your success as an educator. When you place other people's interests higher than your own, cooperation will flourish. A successful school team doesn't mean looking "at" each other, but looking in the same direction, toward the same goals, together. Table 1-3 lists some of the stumbling blocks to building a dynamic school team and some positive steps for creating successful cooperation within the institution.

### Interest in Other People

A dynamic educator will actively cultivate an interest in other people, personnel, educators, students, and clients. This will bring joy into the educator's own life and into the institution. The eternal law of cause and effect will begin to work. When you show interest in others, they will ultimately show interest in you. A dynamic team will need to share a spirit of passion and focus on the same goal. When you're part of a dynamic school team:

- You will get help from your coworkers at times when you're overwhelmed and you will return the favor when they need your help.
- You will be able to refer your students requesting assistance to another educator when you are not feeling well or when you are swamped with administrative responsibilities.
- You will be able to share knowledge with other educators and learn from them.
- You will work to project a unified, professional image for the institution.


*“It is the individual who is not interested in his fellow men who has the greatest difficulties in life and provides the greatest injury to others. It is from among such individuals that all human failures spring.”*

—Alfred Adler



**Figure 1-5** Teamwork creates a spirit of cooperation and communication among all members.

- You will work in an atmosphere of colleagues helping other colleagues rather than competitors working in disharmony.
- You, your fellow educators, the students, and the institution will enjoy greater success. Everyone wins.

 “Goodwill” expectations are contagious. Put the interests of others ahead of you and practice the positive self-expectancy that they will do the same thing. If you pledge your commitment to counsel and assist fellow instructors in the performance of their duties and strive for teamwork and cooperation, you will almost always achieve it. An appropriate Ethiopian proverb says that when spider webs unite, they can tie up a lion! Imagine what can be accomplished with that same effort of unity within your school.

### Initiative and Ability to Work Independently

In today’s higher education environment involving adult learners, a master educator needs to exercise initiative in starting and following through on assigned work. He will learn to work independently with little close supervision. He will learn to initiate actions required to solve problems whenever possible without intervention from supervisory or management personnel. The master educator will maintain steady performance under varying work pressures. Educators who have adopted and developed these particular skills will become much more valuable to their employers. Employers are looking for educators who are “self-starters.” They need individuals who are in harmony with the institution’s mission and know that providing quality education to its students is the first and foremost priority. Schools need educators who will take whatever steps are necessary to ensure that objective is met.

*“The best way to predict the future is to create it.”*

—Unknown



There are certain steps you can take to ensure you have initiative and can work independently without a great deal of close supervision, as noted in the accompanying box.

## STEPS TO INDEPENDENT ACTION

- **Study your position description.** What is expected of you in your educator role within the institution? What are the specific job duties for which you are responsible? Study and learn this information and be prepared to fulfill those requirements on a daily basis.
- **Read and study the school's operating procedures.** Become knowledgeable of the institution's written operating procedures which address the various functions and departments within the institution. This will allow you to know the actions or procedures which should be followed for those situations which occur only occasionally.
- **Read and study rules established by oversight agencies.** Become knowledgeable of the state statutes and regulations governing the operation of your institution. Make yourself aware of the policies, standards and criteria established by the institution's accrediting agency. This information will allow you to make independent, but informed decisions, when the situation calls for it.
- **Be willing to take risks.** Know that if you wait until everything is perfect, you will never do or accomplish anything. If your goals and objectives are on target and your actions are performed with the best interest of the institution and your students in mind, then dive in. There will be times when it was the wrong thing to do, but you will take comfort in knowing it was not because of the wrong reason. Most employers will appreciate and respect your willingness to take action.
- **Follow the steps for building self-confidence.** When your level of self-confidence rises, you will be able to take action without worrying that the action is the right thing to do. You will know it is the right thing to do.

Remember, the less supervision or “maintenance” you require, the more valuable you become to your employer.

## Patience and Self-Control

As a master educator, you will face countless challenges posed by your students on a daily basis. The educator who is sincere, patient, and in control can turn those challenges into opportunities. Your students will easily recognize and appreciate your honesty and straightforwardness with them. You will only be able to lead your students if you can control your own emotions. Your students will quickly lose respect for you if you lack poise and frequently display fits of temper and unprofessional behavior. Preparation and proper planning will go a long way toward accomplishing self-control. When faced with a situation that would otherwise cause your blood to boil, follow these important steps:

1. Pause and breathe. Take a deep breath and count silently to 10. This gives you the opportunity to get in control and evaluate the situation.

*“Some people want their problems solved yesterday. They can't wait to think it out, talk it out, or work it out. The truth is that time can solve a problem just as easily. The only thing we need is patience and faith.”*

—Arlene Alpert

2. Consider the circumstances. What actions or events caused you to want to react in an uncontrolled manner? What has caused your student to behave in this manner? Are there factors unknown to you that could have caused the student's behavior?
3. Evaluate the options. What actions are available to resolve the situation? Choose the most effective approach—if possible, one in which everyone “wins” or benefits.
4. Behave professionally. Identify and display the professional behavior you want your students to observe in you; behavior you won't regret or be embarrassed about later.
5. Listen to the student. Hear what the student has to say. You will learn what unknown circumstances led to the volatile situation.
6. Apply the best approach. In a controlled manner and with an even, moderate voice, follow the best approach to resolve the situation.

By following these steps, you will maintain the respect you have earned from your students. You will convey professionalism that cannot be questioned or criticized. You will display poise and self-control, which will increase your self-confidence. Thinking clearly and acting in this manner is an excellent way to prevent irreparable harm from an emotional storm. Remember, you never have to apologize for something that was never said or done. Maintaining patience and self-control will aid you significantly in facilitating a safe and effective learning environment.

### Professional Image

*“You never get a second chance to make a positive first impression.”*

—Unknown

The responsibility for portraying a professional image before your students is essential. Educators must pay particular attention to their own wardrobe while also observing the boundaries and guidelines established by the institution. A master educator will practice impeccable grooming and never consider arriving for work without all aspects of personal appearance being properly addressed.

1. Shower or bathe daily.
2. Use appropriate deodorants or antiperspirants.
3. Follow proper oral hygiene by brushing and flossing teeth daily and using mouthwash.
4. Wear freshly laundered, properly pressed clothing that is in good repair.
5. Wear shoes that are clean and in good condition.
6. Maintain clean, healthy, and appropriately styled hair.
7. Maintain well-manicured hands and nails.
8. Wear appropriate makeup if female; maintain clean-shaven face or neatly trimmed facial hair if male.
9. Wear appropriate jewelry.
10. Practice proper posture and deportment.

Stand in front of the mirror each morning before departing for work and ask yourself whether or not you would hire the person standing before you. If you fail to follow steps 1 through 10 daily, you send a message to your coworkers and students that you don't care enough about them or yourself to project a positive, professional image. Even those students whose appearance and image leave something to be desired may be inspired to improve when you set the perfect example for them. In fact, consider following one



**Figure 1-6** All elements of your appearance should combine to make a memorable and pleasing impression on others.

school's example: Install a full-length mirror on or near the door entering the classroom with a full-sized, red "stop" sign above it. Mount the question, "Would you hire this person?" just above the mirror and below the stop sign. Your example and this exercise will go a long way in stressing the importance of portraying a professional image at all times to your students. A master educator will make certain that everything about his or her appearance—from clothing to grooming, scent, and smile—combine to make a memorable and pleasing impression on others.

### Courtesy, Compassion, and Consistency

Other qualities essential to success as a master educator are courtesy, compassion, and consistency. Good manners and old-fashioned politeness are basic to being effective as an educator. Being on time to work, starting class on time, and keeping appointments as scheduled with your students all amount to simple, common courtesy. By being courteous, you can command the same behavior from your students. In addition to courtesy, having compassion for your students suggests you hold a sympathetic consciousness of your students' distress and have a desire to help alleviate that distress. Compassionate educators will be able to put themselves in the learner's place and understand what has caused certain behaviors and actions on their part. When you have compassion for your students, you will want to know all you can about them: their background and family

*“Resolve to be tender  
with the young,  
compassionate with  
the aged, sympathetic  
with the striving, and  
tolerant with the weak  
and wrong...because  
sometime in your life  
you will have been all  
of these.”*

—Unknown

history, their culture and beliefs, their interests and goals. Your compassion for your students will make your approval of them even more enjoyable, and it will make your correction of their performance more palatable. All humans, including students, need to feel needed, appreciated, and important. Compassion will convey approval at every opportunity without showing favoritism in any manner.

Your compassion will help ensure that rules and standards are applied fairly and equitably. It is poor practice to firmly enforce a rule today and ignore it tomorrow. This sends a message to your students that you are not sufficiently interested in them, and they won't know what to expect from you. Consistency can be likened to justice: justice ensures fairness and righteousness. The master educator will look for the best in all students and treat them fairly, courteously, and with compassion.

### **Desire and Motivation**

As we build fragments into the collage that profiles a master educator, two key ingredients must be added: strong personal desire and self-motivation. Desire will be the ingredient that makes the difference between an average educator and a *master educator*. It has been referred to as the “great equalizer” because it is the factor that allows individuals of average knowledge or ability to compete successfully with those who have far more ability.

Desire creates what Abraham Maslow has defined as *unconscious incompetence*. That theory states that “we don't know that we don't know.” Perhaps it can best be related to the bumble bee. Scientific evidence based



**Figure 1-7** Desire allows individuals of only average knowledge or ability to compete successfully.

on aerodynamics has proven overwhelmingly that the bumble cannot fly. Its wingspan isn't wide enough and the wings are far too light for its heavy body weight, and therefore it is impossible for the small creature to fly. But the bumble bee has unconscious incompetence. It does not know that it cannot fly and it does not read. It does, however, fly!

Something desired is something longed for or hoped for; it is something craved or coveted. It therefore becomes the foundation for all self-motivation. *Webster's Dictionary* defines a motive as a need or desire that causes a person to take action. So, everyone is motivated, educators and students alike. The amount of success you achieve as an educator will greatly depend upon the degree of your self-motivation and the direction that motivation takes.

You may have heard that as an educator, you will have the responsibility of motivating your students. That theory would imply that motivation is an external factor. The fact is that motivation is internal. On an external level, however, you can create circumstances or situations by which your students can be motivated. For example, you could publicly criticize and humiliate a student during a class, causing him to get up and stalk out of the classroom. Would you have really motivated the student to leave the class, or did your behavior cause in your student the internal motive of anger or frustration, which ultimately resulted in his action? A number of external motivators can be used in the classroom, such as exciting presentations, pep talks, student success rallies, competitions, incentives, motivational guest speakers, and more. The bottom line is that most of those external motivators will have very little effect until your students make the personal decision to want to change their lives for the better. They have to be ready to internalize and accept your messages. So, the most important aspect of motivation lies in the fact that it is an internal decision influenced by external situations or circumstances.

Your responsibility as a master educator will be to awaken in students the personal desire to take the actions necessary to attain their own goals for success. It is not likely that you will be able to awaken such a desire in your students if it has not been awakened in you. We all have the power within us to become motivated, but some of us are afraid to risk going after our own dreams. Motivation can be compared to the motor of an automobile. It is the driving force behind everything an individual will accomplish, whether positive or negative, intentional or unintentional. Motivation is your inner drive that will keep you moving toward your goals in spite of mistakes, setbacks, or discouragement. For human beings there are some fundamental physical and mental motivators basic to life, such as hunger, thirst, love, money, pleasure, faith, and survival. The two most powerful emotions that influence our behavior are desire and fear. Fear can cause anxiety, stress, and hostility, which defeat plans and goals, whereas desire will excite and energize; *desire* will encourage enthusiasm for excellence.

For motivation to be effective and active, it must focus on a specific need, goal, or aim. It can be likened to steam that, if released into the air, evaporates and disappears. If it is contained in a small room, inhabitants of the room would feel hot and uncomfortable. However, if that same steam

*“If one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours.”*

—Unknown

is harnessed to an engine, it can propel a thousand-ton ship. It is important that your motivation doesn't simply evaporate into inertia or become trapped inside, causing you to feel frustrated or agitated. By attaching your motivation to a desired goal, your accomplishments will become limitless.

If you feel that you lack strong, personal motivation, there are some actions you can employ to help you stay positively self-motivated, as discussed next.

**Do Things That You Enjoy Doing.** There are many unhappy people in today's society because they are working in areas they don't enjoy. As a master educator, you will experience and enjoy many rewards as you watch your students grow and hear them say, "Aha!"

**Associate with Positive, Motivated, Successful People.** Your environment affects, to some degree, who you are. If you associate with negative thinkers, it will be far too easy for you to acquire some of their behavior. If, on the other hand, you associate regularly with high achievers who set a positive example, you are likely to adopt some of the same positive behaviors.

**Identify Motivating Activities and Situations.** Hobbies can be personally uplifting. Upbeat music is another example of how you can set the mood for positive thinking and get reenergized. It can help to improve your attitude and prepare mentally and physically for tasks that may lie ahead.

**Improve Your Physical Fitness.** As you become more healthy and fit, your energy level will soar. Physical activity, whether it is routine exercise, playing tennis, swimming, taking nature walks, or running, helps keep you both healthy and positive.

**Listen to Motivational Tapes and Read Inspirational Publications.** Many great thinkers and authors have great ideas to share with you both in books and on tapes. It has been said that you will be the same five years from now except for the people you meet and the books you read. Spend some time browsing the self-improvement section at the local bookstore. Purchase books that address specific needs, desires, or concerns in your life and read them actively. Underline or highlight key ideas and then take action by applying the principles learned to your life.

**Eliminate "I Can't" from Your Vocabulary.** Saying you can't do something is merely another way of saying you won't even try. In reality, you "can do" almost anything you set your mind to and are willing to work to achieve.

**Change "I wish" to "I will."** Concentrate on how you can accomplish the things you desire and then take action. Don't focus on things you wish you could do "if only" someone or something didn't prevent it.

**Identify Major Life Goals or Desires.** Again, desire is the fuel for motivation. You cannot work toward achieving a goal until you have identified it. Your desires cannot be achieved instantly. You must reaffirm your goals daily and have an action plan to attain them.

### **Enthusiasm and Energy**

It is impossible to finish any task or to achieve even the smallest goal if enthusiasm is lost. The term *enthusiasm* is derived from the Greek word

*"The great accomplishments of man have resulted from the transmission of ideas and enthusiasm."*

—Thomas J. Watson

“enthous,” which means *inspired*. Today it is defined as strong warmth or feeling, keen interest, or fervor. It is the inner fire that, combined with desire, can set you apart from those who have far superior abilities. Enthusiasm does not depend upon how you have been raised, or on your individual talent, or even on your intelligence. It is a winning spirit that comes from within. The medical profession now agrees that fatigue, in large part, is of mental origin rather than a result of any physical ailment. Today’s society is plagued with feelings of boredom, frustration, anxiety, worry, and resentment, all of which can eclipse enthusiasm in a moment. It is important to understand that *energy* and *enthusiasm* are two essential halves of a very important whole. To have energy you must be enthusiastic; to be enthusiastic you must have energy. When the two work hand in hand, a high degree of energetic enthusiasm can be maintained throughout the day.

Motivational experts concur that enthusiasm can be developed. Following are some behaviors and activities that can help even the most sluggish educator become enthusiastic.

**Wake up Singing.** That’s right. Sing in the shower; sing in the car on the way to work (ignore the strange looks you get from other travelers). Singing indicates that you are happy, and when you are happy, you generate happiness for those around you, even your students.

**Smile, Smile, Smile.** There is no such thing as an “unattractive smile.” Smiling actually relieves facial tension and produces a subtle chemical change in your body. Smiling makes your endorphins start pumping, and soon you’re feeling more enthusiastic. Your students will appreciate the boost they receive from your smiles because they are contagious...what a great emotion to spread!

**Be a “First-Timer.”** As an educator, you must perform many routine tasks each day. You must prepare lesson plans, tests, handouts, and learning activities. You must prepare your classroom and organize your presentations. Try to remember to approach each task as if you were performing



Figure 1-8 Your mind as well as your body needs a fitness regimen.

it for the very first time. Handle each assignment with a fresh mind. Even though you may have taught the subject a hundred times, you owe it to your students to make your class as fresh and interesting as if you were presenting it for the first time ever.

**Apply the “Pretend Principle.”** This behavior ties in with being a “first-timer.” When your work as an educator requires you to perform routine and boring tasks, pretend they are interesting and exciting. Make a game of it. Attempt to do the task perfectly, perhaps even faster than you normally do it. Set quotas or time limits; discover new and creative ways in which the work can be performed. Pretend you are having fun doing the menial task and, before you know it, you will be enjoying it. Adopting this principle will leave you with a great deal more energy and enthusiasm at the end of the day to apply to your personal life as well.

**Practice Proper Posture.** By standing up straight with your chest out, stomach in, and shoulders back, you will actually feel uplifted mentally and physically. Body language can literally distinguish winners from losers. Let your posture identify you as an enthusiastic and successful educator.

**Have Personal Pep Rallies.** Your mind as well as your body needs a fitness regimen. In addition to your regular physical fitness routine, coach your mind to be positive. Positive self-talk is a great way to get yourself mentally prepared for a challenging day of teaching.

**Attach Yourself to a Purpose.** This will generate a great new surge of power. We can be compared to tickets of admission that have printed on them a line that reads, “invalid if detached.” It is the same with people. We lose our value and importance when we become detached from commanding aims and purposes. Keep focused on your goals. The enthusiasm you use to tackle your responsibilities as an educator grows in direct proportion to the clarity of your purpose.

**Seize the Spirit of Adventure.** Nothing can squelch enthusiasm more than a rigid, inflexible, routine, boring lifestyle. Be willing to try new foods and attempt new things you’ve never tried before. Take a few risks. View each new challenge as an opportunity and adventure. Take a different route to work each day. Bring some variety into your life. Robert Frost is a perfect example of this principle. Before he became famous as a poet, Mr. Frost had dropped out of school a number of times. He was considered nonteachable. He took odd jobs that never lasted. His grandfather, who felt that becoming a poet was demeaning, gave Robert a farm in New Hampshire with the directive to work the farm to feed his family. He and his wife raised six children there in poverty and lost two of them to death. Frost clung to his vision and purpose of becoming a poet. At the age of 40, he and his wife left the farm and moved to England, where he would pursue his dream of writing poetry. History has proven that it was the turning point in his life. In 1916, when reflecting upon his life, he wrote *The Road Not Taken*, which said it all:

*Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.*



**Expand Your Mind through Learning.** Stretching and expanding the mind through learning is a rich and inexhaustible source of enthusiasm. Continue to read, write, and learn with insatiable curiosity. Ceaseless intellectual activity is a common characteristic among many great world leaders who remained active until very late in life. As you learn, new interests will be awakened, igniting sparks of enthusiasm in your life.

**Think Enthusiasm.** Wake up each morning saying that you are enthusiastic. As you progress through the day tell yourself that you are enthusiastic. As you face each new challenge with your students, do it with enthusiasm. It has been said that you will become what you think. If you want to be enthused with energy, you must think and act with enthusiasm!

Your personality as a master educator will become brighter, warmer, and more alive if you are enthusiastic. Pursue a dominant purpose in your teaching career, create the spirit of adventure in your classrooms, and never stop learning.

## **Imagination and Pleasure**

Educators who are in great demand in the workforce are resourceful; they have creative ability and active minds. You may be thinking right now that you are not creative. However, creativity is not something mysterious that only a few educators possess. All of us are born with creativity. If you do not believe that, give a four-year-old a simple object such as a stick and watch what happens. Over the course of a morning the stick will become many things: a baton, a cane, a sword, a horse, or even an orchestra conductor's wand. It's the child's imagination, his ability to form a mental image of something not present, that allows him to create and enjoy all the toys his imagination and creativity allow.

Master educators believe that they have the resourcefulness to facilitate learning for their students. They are confident that knowledge will be transferred to their learners. Developing a vivid and clear imagination in the educational process will not only help learners expand their own imaginations but also will help them grasp the knowledge being transferred. When students can form a mental image of something not present or something they have not yet done, it makes doing it for the first time much easier. As an educator, you must be able to see students as successful career professionals in order to be able to instill that same vision in them.

A creative imagination will help facilitate the presentation of various course topics. It will aid the master educator in making sure that new ideas are used for delivery, that new activities for student participation are implemented, and that new projects or assignments are used to reinforce learning and increase retention of the material presented. By introducing new ideas and activities into classes daily, you will bring surprise and excitement into the educational process. This is a sure way to ensure that students return to class the following day. If our students take one day of class at a time, they will ultimately graduate and be prepared to enter the workforce as professionals.

*“A mind, once stretched by a new idea, never regains its original dimensions.”*

—Unknown

**“Learning is proportional to the amount of fun you have.”**

—Bob Pike

**“A barrier to communication is something that keeps meanings from meeting. Meaning barriers exist between all people, making communication much more difficult than most people seem to realize.”**

—Reuel Howe,  
theologian

It is an established fact that stress and anxiety obstruct the learning process. You must accept the fact that your adult learners are nothing more than babies in big bodies. They like to play and explore and, in doing so, combine fun with learning. Human nature dictates that humor and laughter help people bond. As a master educator your connection to your learners is important to their participation in the learning process. If your students like and enjoy your classroom style, they are more likely to learn from you. Don't misunderstand—learning is a very serious matter; the outcomes of learning must never be compromised. The process, however, can be fun! It's a proven fact that when the process is fun, the outcomes are generally improved. Later on in this text, we will discuss in detail the various skills, techniques, and ideas that can make learning more fun and more effective.

### **Effective Communications and Generational Skills**

The national survey of school managers and directors indicated that educators must be able to master the art of communication, not only with their coworkers and clients, but also with their students, who vary greatly in age, background, culture, beliefs, and attitudes. An educator is unique in that he is called upon to speak before groups of learners *every day*. It is not so with other professions. Courtroom attorneys address juries occasionally; doctors speak with individual patients, not groups, on a daily basis; clergy speak a few times a week to their congregations. As a master educator, however, you are responsible for your own material (unlike clergy) and must present that material to a diverse audience of learners on a daily basis. Those learners include: underachievers, high achievers, students with little or no personal discipline, students with little respect for the rules, students with dysfunctional families, as well as students who are aggressive.

### **Winning Personality and Positive Attitude**

As an educator you will never be wholly efficient, no matter how thoroughly you know the subject matter or how completely you master the techniques of teaching, unless you have developed a personality that fosters learning *and* genuine human relationships. In addition to knowing yourself and your own attitudes, you must also know how others, specifically your students, perceive you. This can be accomplished through feedback from students and coworkers and through self-evaluation. A master educator must also sincerely enjoy working with students. Finally, and possibly most important, as a master educator, you must convey a sincere positive attitude toward your subject matter. If you do not have a *passion* for your industry and education and *compassion* for your students, you should pursue another career avenue. Without enthusiasm for your subject matter and your students, you can hardly hope to motivate your students or help them achieve their career goals.

If you feel your personality is lacking, there are a number of steps you can take to develop a pleasant, enjoyable, gracious, and amiable personality, as discussed next.

**Maintain an Open Mind.** Seek out different ideas, cultures, and creeds that may be different from your own. A healthy curiosity promotes interesting questions and unlimited learning. Others will always appreciate the opportunity to explain their backgrounds and experiences. Even if you are not as comfortable with the speaking role in conversation, you can still become an interested listener and learner. Remember, your mind is similar to a parachute...it works much better when it's open.

**Build a Bank of Poise.** Learn to smile and shrug off awkward moments, especially if you have to cope with the moment. A smile will go a long way toward turning what could be a very awkward situation into an insignificant matter. You put those around you at ease when you show that you don't take yourself too seriously. This can be especially important and effective when dealing with students. They need to know you are human.

**Make the Best of What You Have.** Accept the fact that no one has everything, including you. Count your blessings and realize that you have the time and energy to contribute to your students' self-satisfaction and success, sometimes with nothing more than a kind, encouraging word or two. You may sometimes feel that life is less than fair, but never forget that self-pity is an acid that eats holes in contentment.

**Do Not Hold Grudges.** A life can be wasted by spending time keeping bitter moments alive. A well-known country song popular in the late 1990s said it best, "We bury the hatchet and leave the handle sticking out." That behavior can be deadly when applied to students. Even though your anger or hurt may be justified, dwelling on such feelings will only make you more unhappy. When you are hurt, hostile, or nursing a grudge, you pass on those negative feelings to your coworkers and students. They will naturally find any way possible to avoid your negativity.

**Do Not Live in Fear.** What is going to happen tomorrow, next week, or next year will happen whether you're worried about it or not. Learn to live life one day at a time, even one hour at a time, if necessary. This can be very helpful in achieving a calm, cheerful attitude—and remember, cheerfulness is contagious. What a great emotion to spread!

**Focus on the Future Rather Than the Past.** Let go of past mistakes and try to discover what you can learn and do to correct them in the future. Make a personal resolve to do better. Have confidence in your ability to improve instead of sulking about what cannot be undone.

**Avoid Sarcasm at Someone Else's Expense.** It really only sends the message that you are dissatisfied with yourself or lack self-confidence. An ego can never be built at the expense of others without losing friends.

**Practice Sharing Pleasing Remarks.** This is also known as practicing random acts of kindness. Use your voice and your mind to practice delivering only kind and pleasant remarks to both those you know and to strangers. Such behavior will go a long way toward making you feel much better about yourself. Others will find you more pleasing to be around as well. Before you know it, you will be in demand, as a teacher, as a guest, and as a friend!

**Do Not Be Critical.** You've all heard the expression that we should never judge others until we have walked in their shoes. For example, have you ever approached an intersection while driving and the driver coming

*“The currents that  
determine our dreams  
and shape our lives,  
flow from the attitudes  
we nurture every day.”*

—Unknown

from the other direction suddenly turned left in front of you without signaling? If so, you probably entertained some not so positive thoughts about the other driver... then a few blocks down the road, you found yourself displaying the exact same behavior—turning without a proper signal. Somehow, nature has a way of balancing our actions and criticisms. Thinking about similar situations you have experienced should help keep you from being so quick to criticize others.

**Do Not Insist on Having the Last Word.** This can be especially difficult for an educator. However, even if you may be right most of the time, sometimes things are better left unsaid. Remember, it is never necessary to apologize for things you *haven't* said or done.

By following these simple steps, you will find that others are drawn to you and will look forward to conversation and interaction because you are kind and considerate. Well-known speaker and author Brian Tracy said, “You are the architect of your personality and character. Your success and happiness depend on making the cultivation of a positive mental attitude a priority in your life.”

### **General Instructor Responsibilities**

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There is no doubt that a positive mental attitude is indispensable to success and achievement. You can build and maintain a positive attitude by focusing on doing what appears immediately in front of you. This automatically leads to the next step until you ultimately reach your goal. Your personal desire should be to develop an attitude that is so strong that no matter what happens, you are able to remain positive and optimistic. After all, what good is an attitude that is only positive when things are going well? This relates back to your self-confidence and your faith that no matter how distressing situations may seem in the here and now, they will work out positively in the long run. It has been determined that successful people are really no different from anyone else, with the exception of one special characteristic: They choose to work toward achieving their goals rather than thinking and worrying about the challenges and difficulties that face them daily.

Respected neuropsychologist Dr. Karl Pribram has found that the “law of attraction” is most prevalent and working in today’s society. He concludes that any visual image, especially one that is visualized in complete detail, sets up an energetic force field that attracts into your life the ideas, things, people, and circumstances that are consistent with your visual image. Think about that: If your image is positive, it will eventually bring about positive, desired outcomes. If it is negative, you achieve the same results. This relates to the theory that we are, in fact, in control of our own attitudes.

It has been said that a healthy self-esteem and positive self-talk are the spiritual seeds of happiness and success. It is up to us as individuals to get those seeds to sprout. Nothing can be more nourishing for those seeds than a positive attitude. Conversely, any chance for happiness or success can be squelched by negativism. If that sounds like exaggeration or hype, consider the discovery in the second half of the twentieth century that a positive mental attitude is one of the single most important traits

toward achieving health and happiness. Medical researchers discovered endorphins, the natural, internal opiates secreted and used by the brain that screen out unpleasant stimuli and reduce the experience of pain. In a study related to this theory, actors were connected to electrodes and blood catheters that measured the rate at which the body produced endorphins. The actors were then asked to act out various scenes that portrayed a wide range of emotions. When the actors portrayed characters who were joyful, confident, and full of love, the rate of endorphin production in the body soared. Conversely, when they portrayed characters who were depressed or angry or devastated and without hope, the endorphin production dropped significantly. These scientific studies and experiments have shown that endorphins encourage feelings of optimism, satisfaction, and safety. What's more, the studies prove that you are in control of your own attitudes. If actors can pretend to be positive and enthusiastic, and actually become positive and enthusiastic due to the increased rate of endorphin production, there is no justification for feelings of negativity ever again... unless, of course, you just want to indulge in a "pity party." The greatest thing about this discovery is that it is now known that you no longer have to lose control. You can pretend, imagine, and play-act certain emotions, feelings, and attitudes and, ultimately, you can determine your own behavior. This is much better than to be "reacting," without control, to others' behavior and actions.

Remember that negativity can spread like flames in a forest fire. Negative attitudes can literally destroy a school, harm interpersonal relationships, and cease the growth of creativity among students. Negative people are usually frustrated, lonely, and profoundly unhappy. They are often driven to external means to cure their depression. They hope to find the answer in drugs, alcohol, tranquilizers, food binges, shopping sprees, gambling, or promiscuity. In order to save themselves, they must learn that they have the ability to control their own thoughts and can therefore change for the better.

Victor Frankl wrote, when reflecting on his experiences in Nazi concentration camps, that the last great freedom of man is the freedom to choose his attitude under any given set of circumstances. We cannot control what happens to us in some cases, but we can control our attitude toward what happens to us. As a master educator, you will be responsible for your own actions and attitudes. Educators who are happy, self-satisfied, and successful in attaining their goals are self-made, and their positive attitudes helped get them there! Remember, it is nearly impossible for even the most difficult student to remain argumentative, neutral, or indifferent in the presence of a positive educator. You will radiate energy, good humor, and motivation. Students will become infected by your endearing and positive outlook. Your attitude is definitely a choice you make, and a positive attitude is indispensable to your success! Albert Schweitzer said, *"Sometimes our light goes out but is blown again into flames by an encounter with another human being. Each of us owes the deepest thanks to those who have rekindled this inner light."* As a master educator you will have countless opportunities to strike a match to the inner spirit and potential of your students. What a powerful responsibility!

*“Tentative efforts lead to tentative outcomes. Therefore, give yourself fully to your endeavors. Decide to construct your character through excellent actions and determine to pay the price of a worthy goal. The trials you encounter will introduce you to your strengths. Remain steadfast... and one day you will build something that endures; something worthy of your potential.”*

—Epictetus,  
Roman teacher and  
philosopher  
(44–135 A.D.)

## In Conclusion

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Educators are unique in that they are required to prepare and present information to a group of learners from diverse backgrounds on a daily basis. In doing so, they must interact effectively with coworkers, clients, and students. The profile of a master educator will vary based upon individual strengths, weaknesses, abilities, and attitudes. Our national survey of school managers and directors, however, established that a number of attitudes and behaviors are required of educators to ensure success in the institution. First and foremost, they are looking for *loyalty* to the institution and its mission. They also seek educators who *welcome advice and counsel from their colleagues*. At the top of the list was the *constant pursuit of knowledge* and professional development within the beauty industry and as an educator. They expect their educators to *organize* their work in advance and *manage their time* effectively. Educators who are *self-confident authorities* in their given field and maintain order and tranquility in their classrooms are also in demand.

Employers are, of course, always seeking educators of high moral excellence who hold dear a set of *moral principles* and *ethics* that are above reproach. They have stated that it is essential for their educators to maintain *dependable*, regular attendance as well as a *willingness to adapt* to the daily, inevitable changes that occur in the industry. The dynamics of *teamwork* and *cooperation* among all personnel are also essential ingredients in the profile of a master educator. Schools are also looking for educators who exercise *initiative* in starting and following through on assigned work; they need educators who *work independently* with little close supervision. In addition, they also recognize that educators must be able to convey *patience* and master *self-control* in light of today’s educational environment. As educational institutions, schools also consider a *professional image* to be essential for educators. How can educators possibly serve as role models for students if they do not project a positive, professional image as an example? Schools have determined that many of the other qualities and characteristics required of a master educator can be more easily accomplished if the educator is *courteous*, *compassionate*, and *consistent* when dealing with learners.

Based on the many years of experience held by the schools surveyed, it was established that to be a master educator, you must have strong *personal desire and motivation*. With desire and motivation, a certain amount of *energy and enthusiasm* comes naturally. These are also key ingredients necessary for success as a master educator. Schools are looking for educators who have developed their *imagination and creative ability* and who share that creativity in the classroom. They state that *effective communications skills* are needed to reach the variety of generations and backgrounds in today’s learners. Finally, all survey respondents agreed that the master educator will possess a *winning personality* and *positive attitude* on a daily basis.

By developing all these qualities and characteristics, the master educator will be better equipped to fill the demanding roles required of the position: motivator, coach, mentor, friend, disciplinarian, peace-maker, negotiator, arbitrator, nurturer, and entertainer!

## Enabling Exercises

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- ① Write a brief essay regarding a past experience when someone (who should remain anonymous) you trusted was not loyal. Explain how it made you feel and what you learned from the situation.
- ② Establish goals and develop an action plan for obtaining continuing education over the next five-year period.
- ③ Complete a written report containing the six elements of the key concepts of time management and event control: set goals, establish objectives, identify priorities, analyze time use, plan your time, and relax.
- ④ Make a list of activities that you can work on when you find yourself in that inevitable time-wasting situation of “waiting.”
- ⑤ Consistent with the 10 self-confidence builders, identify what your own values are. Once that has been done, you can achieve a greater sense of self-assurance and calmness.
- ⑥ Make a list of the skills, talents, and abilities that make you unique.
- ⑦ Prepare a brief essay describing an encounter with someone who was unethical and explain how it made you feel and/or what you learned from that experience.
- ⑧ Prepare a brief essay about the one individual that you depend upon most. Explain what makes this person so dependable and why you are confident that you can always count on this person.
- ⑨ Consider your own appearance and grooming habits and make a list of things you plan to change or improve.
- ⑩ Journal your discoveries. Create a *discovery journal* that you will use throughout the course of study. In this journal, list at least three important concepts you learned from this chapter. Then record practical applications that you plan to use to apply those concepts when you become a teacher.
- ⑪ Journal your accomplishments. Create an *accomplishment journal* that you will use throughout the program of study. In this journal, write at least three things you have accomplished since your decision to enroll in this program of study that relate to your career goals. Pat yourself on the back and have a small celebration for your accomplishments.