

The transfer of hairdressing skills and techniques

—The necessity of technical guidance for hairdressing instructors—

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Abstract

Currently, the focus of the hairdressing industry is quality, and the highest priority is customer satisfaction with the need to provide the highest levels of technical skill and hospitality. Also, because the hairdressing industry, a service industry, is based on personal interactions, education has become a vital issue for the improvement of the industry's quality. I believe that it is necessary to continually develop high quality education where hairdressing training takes place. My studies have been on the necessary means for this continuation.

Of the expected abilities of educators in hairdressing training, the ability to provide instruction and to evaluate education is important. The educator must be able to judge the effectiveness of the education and instruction quickly, to determine how a given learner should be instructed, and to put in place appropriate education and instruction.

To this end, how to evaluate the motivation, attitude, and ability of inexperienced or unskilled learners for technical mastery is important. From such evaluations, it will be possible to encourage the learner's self-development to cultivate adaptability and creativity. But based on data analysis from technical evaluations, it will also be important to give clear instruction regarding the next learning goal for each learner and to create opportunities to improve motivation for learning. Based on this viewpoint, I developed an original technical evaluation system. The next step will be to improve this system.

The transfer of hairdressing skills and techniques is essentially through hand labor. As times change and the environment of the hairdressing industry changes dramatically, it is necessary for educators to work actively on adaptable hairdressing education and instruction that can respond to the changes in character and temperament of learners born and raised in the times. For this, instructing methods also need to evolve continually. Finally, I studied the necessity of technical guidelines for hairdressing education and hairdressing work. From this study, I plan to continue this work with the expectation that a new way of instruction will emerge.

1. Introduction

Since olden times, the education of newcomers to the hairdressing industry has been by apprenticeship. Because of this, a hairdresser's independence is determined by the instructor's personal judgment. Appropriate ways of gratitude is an example of such

learning.

However, the skills and techniques are most likely dependent on individual personality and personal qualities. The transfer of hairdressing skills and techniques is through one-to-one education, such as from parents to children and from masters to disciples

(1~4). Because of the individual instruction, it can be said that those in the position of teachers - parents, masters, and mentors - teach people skills in addition to technical skills. The method of instruction, learning by one's own eyes and hands, is considered the best way of learning the skills and techniques. One-to-one instruction is the easiest way to transmit the skills and techniques, and it is also easy for learners to understand. This is a wonderful aspect of the apprenticeship system and I believe it is a reason why it has survived in the hairdressing industry.

On the other hand, hairdressers who have acquired excellent skills and techniques almost always have excellent mentors. Such skills include those fundamental for a hairdresser. Therefore, in order to educate and train excellent hairdressers, it is necessary to have excellent mentors who can devote themselves to education, and also necessary for these mentors to have knowledge and leadership to develop character.

However, from consideration of the essence of vocational education, it is also necessary to consider the relevance to modern society. In modern society, every field has become specialized, and a change to dynamic and outward thinking has become necessary. The hairdressing industry is no exception.

Is it possible to respond to the demands of society (and industry) with simple one-on-one education? Even outstanding managers, seniors, mentors, masters and educators can instruct only limited numbers of apprentices. Therefore, at workplaces and schools in particular, collective education and not just practical training is indispensable. Because of this, the development of various manuals that teach skills and techniques for workplaces and schools is important. For this it is necessary to have knowledge and theories of beauty that are scientifically analyzed and systematized as in other academic fields. In a well-equipped educational environment, scientifically systematized hairdressing skills and techniques can be accumulated and, as a wealth of technical experience is added, research on teaching methodology can progress. With this in mind, teaching the teachers how to teach has become a major issue. Hairdressing instructor training has expanded from places of education to places in society, where the actual experience of

working on beauty differentiation, in addition to heightened results, is the professional's education⁽⁵⁾. In other words, the workplace is the place for teacher training and it is considered desirable for the teacher to be in a place for practicing skills while learning the work (techniques).

On the other hand, in order to establish the transfer of skills and techniques, it is necessary to educate and train capable human resources (students) in leadership positions. And, it is necessary to train a large number of human resources who can advance into society as experts and contribute to the industry⁽⁶⁾. However, in order to instruct these students on a one-to-one basis, there is the difficulty of securing teachers economically. I was keenly aware of the necessity of a management evaluation system for skills and techniques to promote and train these teachers, to unify the instructional content, and to improve the quality of school education. I studied such a system and succeeded in developing a basic system⁽⁷⁾⁽⁸⁾. I will review part of the content in this paper.

2. Problems and Tasks of Beauty Training

The major purpose of education at a hairdresser training facility is to pass the national hairdressing examination. On the other hand, however, it is important to understand the image of a hairdresser that hairdressing salons look for, and to analyze and study the content of technical education carried out at the salons. And, it is also important to teach students to be able to deal with these important tasks.

When I was working in a hairdressing salon, there were, based on my own experiences, several problems that I looked at and developed a technical learning system for. The teaching method at the time was still mainly an apprentice like system in which the skills were learnt by observing the work of hairdressers. There were no systems for seniors to instruct juniors, and no manuals to teach from. Hairdressers at the time also recommended technique focused hairstyles to customers. Today, however, it has become customer focused with the aim of providing satisfactory service for the customers themselves. Technique focused was a method of positively promoting new hairstyles, and

customer focused is a method in which the service is provided to satisfy the individual customer.

Customers' criteria for choosing a salon have also changed, notably from technical selection to service-oriented selection and from standard-oriented to personalized-oriented. Customers now prefer salons that offer new hairstyles, and salons that understand the customer personally. It is now necessary for beauticians to be able to understand customers' wishes and to provide appropriate satisfaction. The salon now does not gather customers, but each hairdresser captures customers' hearts, so they become repeaters. In other words, how many customers they can capture is becoming a qualification of hairdressers. In the current apprentice education system, the sensitivities of young hairdressers have been dulled, and when they debut as hairdressers, they become inflexible and cannot respond to customer's needs. A new apprenticeship system is now required.

It should be noted that hairdressers evaluate the usefulness of hand techniques as they work by hand, and that hairdressers must be able to accurately grasp the entire range of hand techniques. Because of the rapidly changing nature and circumstances of the current society, the techniques that are urgently required must be acquired first. After that, while on the job, it is important to acquire the remaining skills and techniques.

On the other hand, hairdressers can gain customers' trust for the first time if they can turn treatments into messages that touch customers' hearts. The messages, via direct hands on experience of hairdressing techniques applied to the customer at the hair salon, play an important role in conveying the thoughts of the hairdresser. The fundamental hairdressing techniques are particularly important. After acquiring the absolute basics at a hairdresser training facility, the students learn practical techniques while they deepen their understanding of the skills and techniques, and knowledge of hairdressing tools and materials. An excellent hairdresser will emerge for the first time if the fundamentals of the work as a hairdresser are learnt, and an effort is made to develop the person as a professional worker, not just acquire techniques. When such hairdressing education is accomplished,

expressive cutting techniques, makeup techniques, up-do hair techniques, and *Shin Nihon Gami* beautician training will be possible.

In order to acquire hairdressing skills and techniques, the concept of "Workplace = Place of education" is necessary, but it is also important to have an environment where potential human-specific qualities such as inspiration, sensitivity and creativity can thrive. In order to train excellent hairdressers, the topics and themes at each technique level must be narrowed and the central theme made the target goal. In other words, it is necessary to set up goals and to provide guidance for each individual.

Considering the above, the following hairdressing training educator manual was devised. For various hairdressing training, a framework of four points including (1) introduction, (2) contents, (3) summary, and (4) application, is necessary. The main points of each are described below.

(1) Introduction

For good practice, it is necessary to have detailed plans to get the students' attention and practice that is interesting and exciting.

- ① Clarify what the practice is about.
 - ② Allow students to think about when and where they will use what they learned.
 - ③ Decide what kind of style the practice will be conducted.
 - ④ Think about what you can expect from students during or at the end of the practice.
 - ⑤ Review the content of the previous practice
- The entire learning and practical training must be student centered, not teacher centered. For example, rather than, "Today I am teaching..." you can say, "Today you will learn to be able to ..." to attract students' interest.

(2) Content

Hairdressing techniques themselves are the major part of practical training, and by the study tasks of the students, knowledge and skills are transferred. As in the introduction, it is very important to keep students enthusiastic as much as possible at all times.

- ① All of the content should be ordered in a logical

and easy-to-understand manner.

- ② Task content should be explained from simple to complicated.
- ③ All of the content should be related to main subject of the lesson.

(3) Summary

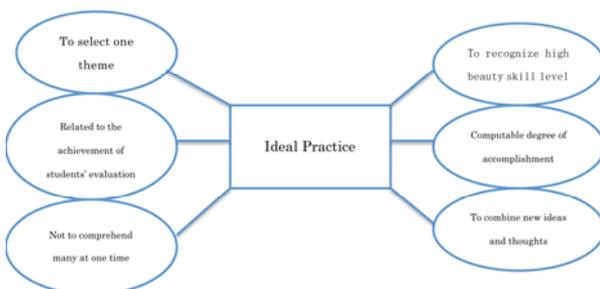
The summary should be considered on the premise that, by reviewing, the most important parts of the practice are made easier to remember and to organize. Various methods can be included in a summary.

- ① Repeat the instructions to emphasize the most important parts of the practical training and to make organization easier.
- ② Ask questions about the important parts to see whether the students really understand.
- ③ Conduct a level check test on that taught in the practical training.

The important thing at this time is not merely to give an evaluation but to instruct students to review the most important parts of the practice. Next, inspire a challenging spirit in the students. Finally, briefly preview the content of the next lesson.

(4) Application

Even if you can understand and explain the implementation in your head, practice by hand is different. The application in a real fight is important. The above points are summarized in the figure below.



Depending on the situation and circumstance, the transfer of skills and techniques encompasses various forms of content and beauty training. There is no this way or that way to transfer skills and techniques, but the results should be that aimed for in the student's

practice with the instructors. Thus, it is necessary to consider the following points in an overall sense.

(1) Growth is decided after three months from the start!

For this, we need to clarify the goals related to effort and the process for instructional evaluation.

(2) Growth is determined by human relationships!

When the teaching side strives to grow while maintaining high motivation, the student side will also become ambitious to grow as a hairdresser.

(3) With growth, the framework of practice can be understood, and be put into practice. It is important to experience joy as an instructor.

(4) Opportunities will arise!

If you look forward to practical training with enthusiasm, opportunities will arise. Along the way you will be rewarded and also made aware of your errors.

(5) Growth will be decided by toughness, strictness, and the refusal to give up and go home.

When their skills are evaluated low, students will feel fear. However, if they feel that they are growing steadily, they will hope for further growth. The result will be an understanding of growth together with the teachers, and there will be a feeling of empathy.

On the other hand, it is necessary to develop a long-term plan for the transfer of techniques and skills when students face unfamiliar situations. To advance the beauty-training program, it is necessary to always predict and prepare objectives for every occasion, skill, and tool used. In order to achieve a goal, the direction of practical training is important. It is also important to create a class atmosphere necessary to stimulate learning to achieve the goals in the practical field. Below is a list of points regarding the necessary abilities of hairdressing instructors

(1) Problem identification!

It is important to sufficiently grasp the students' qualities and level of understanding in order to prepare the most effective curriculum, and not to create a feeling of loneliness or hopelessness.

(2) Improvements constantly needed to make the system work.

- ① Each student has a clear goal.
- ② The students understand the meaning of a task (technique) needed to reach a goal.
- ③ Technical progress and results (evaluation) are shared between all of the hairdressing instructors.
- ④ The students understand that their abilities will be evaluated truthfully.

(3) Technical ability is grounded in fundamentals

- ① Technical ability: These include practical abilities (skills required for the national hairdressing examination), general hairdressing skills, salon techniques, the ability to handle people (customer service), and manner education.
- ② Concept reinforcement: Explaining ideas and actions and their significance to students is essential to helping them to, "learn to learn, know to know".
- ③ Information organization: It is necessary to analyze hairdressing scientifically and to build an appropriate skill management evaluation system.

3. Prerequisites of hairdressing technique instruction and basic policies of the "teaching / learning" relationship

Before beginning hairdressing technique instruction, it is necessary to strictly enforce rules on teaching attitude and learning attitude as follows:

- ① Begin by understanding that the school has a close relationship with the workplace. In general, after graduating from a hairdressing training facility, few students become office workers. Most find a job in the hairdressing industry. Students should be instructed to believe that the hair salon is where the techniques they learned can be applied, and where their dreams come true.
- ② Students need to understand that if the subjects required to pass the theory based national examination, and hairdressing skills and techniques, like the two front wheels of a car, do not turn together, the students will lose their goals of learning.
- ③ In practical training, a point should be made

regarding skills and techniques. Techniques and skills are the work of the hand; winding cannot be done in the head. It must be understood that acquisition can only be achieved by working the hand, and through repetitive practice.

- ④ Basically, the transfer of acquired techniques is by hand, from the hand of the instructor to the hand of the student. For this, mutual trust between the instructors and students, and an attitude to share and communicate are necessary.
- ⑤ Between the instructors and the learners, a rule to grow together is important. The instructors must be highly motivated to grow. The students must have as much motivation as possible and the instructors must communicate their thinking.
- ⑥ Greeting is also an important rule. At the start of the session, students should bow 30-degrees and greet the instructor with, "Please teach us what we need to know." At the end of the session, students should greet the instructor with a 45-degree bow and, "Thank you very much."
- ⑦ At a hair salon, a customer must be greeted with, "Welcome" when entering and, "Thank you" when leaving. The meaning is not just to thank the customer for coming to the salon, but also to convey the feeling that the salon would like the customer to come again. As a part of technical education directly related to work in a salon after graduation, the meaning of greetings learnt in school days must be understood.
- ⑧ It is important to make a straightforward and clear "Yes".
- ⑨ When learning skills, it is necessary to have the right mind. If the relationship between teaching, learning, and the system is not close, the practice will not be effective. For this, students must understand that they need set their minds to practice.

Conclusion

Many of the hairdressing skills are hand techniques. In order to use the skills, after also having the techniques scientifically analyzed, it is very important to communicate or transfer the skills and techniques.

Meanwhile, instructors supervise the students based

on accumulated experience at various hairdressing salons and schools. The result is that there is no correct way to teach hairdressing skills. Instructors have subtle differences in concepts, techniques, and procedures. It depends not only on individual physical characteristics, such as the height of each individual, the size of the hand, the length of the finger, the size of the client's head, bone structure, and the thickness and length of the hair, but also on the application of the related technology. This can be considered part of the process of acquiring skills.

On the other hand, when instructing students in a faculty, such conditions have a tendency to invite unnecessarily confusion and content that is not unified to become abstract. Essentially, the content of the subjects themselves are constantly evolving and changing with new facts and new values. Therefore, besides the necessity to constantly update expert knowledge, instructors must agree on grading rules and the use of the technology so that all the instructors will produce the same results.

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美容教育に期待される能力は、実践的な技術指導経験を如何に積むかによって左右される。学生の習熟度を的確に判断する評価制度設定し、常に科学的な根拠に基づいて柔軟な姿勢で教育指導する事を心掛け実践している。

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