Foundational

Skills

Guidebook

Macomb Community College

M-CAM

August 2015

Table of Contents

Time Management

Within this module, the following objectives will be discussed:

- learning how to manage your time as a student:
    - *self-evaluation
    - *establishing difficulty level of the course
    - *class expectations
    - *setting attainable goals (SMART goals)

- learning new ways to find time to study within your busy schedule
- making your own personal study schedule while evaluating and organizing your obligations and responsibilities

- tips for effective studying

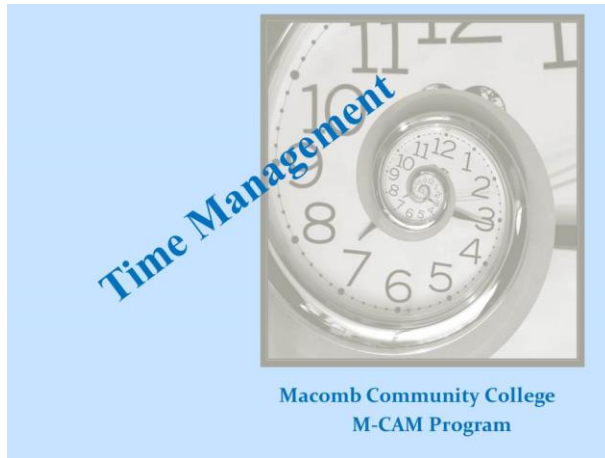- time wasters and solutions to them

Resources:
    Power point presentation with links to study resources
    Student booklet with exercises
    Student Success Calendars

Instructor Power Point Presentation
(sample slides)

Time Management

Macomb Community College
M-CAM Program

Time Management

Time Management refers to the ability to organize daily tasks in an effective way.

Time Management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency, or productivity.

Time Management Checklist

Time is a gift we are given each day.
Use it wisely!

How much time are you planning to study?

Reflect on what you want to get out of this course.
- To obtain this, how much time will you need to study?

Student Success Calendars/Planners

(sample)

Schedule Your Time

Week at a Glance

It's All in the Timing!

Time Management Planner

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:00 AM							
8:00 AM							
9:00 AM							
10:00 AM							
11:00 AM							
12:00 PM							
1:00 PM							
2:00 PM							
3:00 PM							
4:00 PM							
5:00 PM							
6:00 PM							
7:00 PM							
8:00 PM							
9:00 PM							
10:00 PM							
11:00 PM							

Week at a Glance

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday/Sunday

Motivation and Anti-Procrastination

Within this module, the following objectives will be discussed:

-a self assessment about students' motivation/procrastination level

-Maslow's Hierarchy of Needs and why this information is so important

-types of motivators:
- -biological
- -social
- -emotional
- -cognitive

-review of S.M.A.R.T. goals

-types of procrastination

-Seven Steps to Anti-Procrastination

-techniques to manage procrastination

Resources:
Power point presentation with links to study resources
Student booklet with exercises
Student Success Calendars

Instructor Power Point Presentation
(sample slides)

Motivation and Anti-Procrastination Skills

stop wishing. start doing.

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Self-Assessment

▸ Complete the self-assessment on page 2.
▸ Add up the columns and find the descriptor that matches your score on page three.
▸ Reflect and be ready to discuss your results!

Key Words

▸ **Motivation** – forces within that prompt you to do something (initiate, energize, and direct behavior)

▸ **Procrastination** – habits that prevent you from doing something (habits can be broken)

Sample from Student Booklet: Types of Procrastination

TYPES OF PROCRASTINATION

Procrastination, or putting things off, causes stress and can hurt a student's performance. There are many reasons students procrastinate. Understanding the types of procrastination can help you break the habit. Learning about these types allows you to become aware of the patterns in your life. Once you are aware, you will be able to better control your tendency to procrastinate.

THE PERFECTIONIST

Someone who cannot finish a task in a way that will measure up to his/her standards is a perfectionist. These people tend to focus on details instead of the overall objectives. They greatly fear making mistakes.

THE DREAMER

Someone who has great dreams and goals that seldom translate into specific plans is a dreamer. In contrast to the perfectionist, dreamers seem to gloss over mistakes.

THE WORRIER

Someone who cannot accept change and risk-taking is a worrier. These people tend to focus on the "worst case" scenario and tend to talk more about problems than solutions.

THE CRISIS MAKER

Someone who creates great amounts of excitement in waiting until the last minute to finish projects is a crisis maker. They get a great adrenaline rush by putting projects off until the last minute – and also put their assignments at risk. They are usually risk takers by nature.

THE DEFIERS

Someone who resists new tasks is a defiler. They often promise to do something and seldom follow through. They avoid working on teams and are reluctant to agree to anything.

THE OVERDOERS

Someone who creates lots of extra work for themselves is an over doer. They usually take on more than they could possibly do and refuse to delegate tasks. They also neglect to set priorities and then just run around in circles trying to accomplish something.

SUMMARY

If we are honest with ourselves, we will admit when we have incorporated one or more of these types of procrastination into our routine. The types of procrastination are collections of habits. The good news is that habits can be broken. First, you have to decide you want to break this habit. As you do this, you will begin to find that you have less stress. Getting things done in a timely matter will start to be enjoyable. You will have more control over your actions.

<u>Decision Making</u>

Within this module, the following objectives will be discussed:

    -self assessment on current decision making skills

    -factors that influence out decision making:
        -biases
        -reasons
        -emotions
        -memories

    -reasons why we have difficulty making decisions

    -different types of decision makers and how they relate to students

    - Seven Building Blocks to making a better decision
        including ways to make decisions:
            *pro/con list
            *weighted pro/con list
            *decision matrix
            *decision tree

<u>Resources:</u>
    Power point presentation with links to study resources
    Student booklet with exercises

Instructor Power Point Presentation
(sample slides)

Decision Making Skills

M-CAM

Decision Making

Decision making is defined as the ability and willingness to make a choice.

"Sometimes it's the smallest decisions that can change your life forever."
~Keri Russell

Self-Assessment for Decision Making

- Complete the self-assessment by checking the box that best describes you. (page 2)
  Be sure to answer as you actually are, rather how you wish you were.
- Total the columns and then add those totals to obtain your final score.
- Review the interpretation of your score, and be ready to discuss it.

Sample Student Booklet: Decision Making
(sample of the Seven Building Blocks)

Once we have analyzed how difficult it is for most people to make decisions, is it any wonder that the advice columns get so much readership? A majority of people have loads of difficulty making decisions.

They need the advice of someone else, even if that person is a complete stranger with different values and morals, customs and cultures.

At this moment, make an agreement with yourself to learn to make sound decisions. **BEGIN TO TAKE ACTION! THE SEVEN BUILDING BLOCKS TO MAKING DECISIONS** will assist you in making better decisions. You should incorporate these steps in making any decision, rather than just waiting for things to happen. By using these tools, you will begin to make better decisions. Once you start making better decisions, you will begin to feel like you have more control over your life, and making decisions will no longer be feared.

You may actually desire making decisions, which you may have avoided in the past. The more decisions you make, the more decisions you will want to make. The feeling of being in control and the power that comes with making decisions will actually give you renewed energy. Students who take on their own decision-making skills increase their feelings of being in control and feeling empowered.

THE SEVEN BUILDING BLOCKS TO DECISION MAKING

BLOCK 1 – IDENTIFYING THE DECISION TO BE MADE
Ask yourself these questions:
- Why is the decision necessary?
- What are the consequences of making a decision?
- What are the consequences of making no decision?
- What is or is not the problem?
- What is/should be/could be happening?

BLOCK 2 – STATE YOUR PURPOSE
To help clarify the real problem and issues at hand, ask:
- What needs to be determined?
- What do you really want to decide? Why?

BLOCK 3 – SET YOUR CRITERIA
To examine your decision further, ask:
- What do you want to achieve?
- What do you want to preserve or save?
- What do you want to avoid?

BLOCK 4 – ESTABLISH YOUR PRIORITIES
There are two categories that need to be established here:
Absolute Requirement – those things that the decision must fulfill.
Desirable Outcome – those things that would be desired from making the decision. Rank 1–10.
- What are the criteria that this decision must satisfy?

Learning Styles and Academic Reading

Within this module, the following objectives will be discussed:

-self assessment on participants own learning style

-discover the characteristic of each of the different learning styles

-discover what can be done to enhance learning using your predominant
  learning style.

-learn techniques for reading textbook material to increase comprehension
  - SQ3R
  - PQR-W2R
  - Skimming
  - Scanning

-how to tackle unfamiliar vocabulary

Resources:
  - Power point presentation with links to study references
  - Student booklet with exercises

Instructor Power Point Presentation
(sample slides)

Learning Styles and Academic Reading

What's Your Learning Style?

Visual | Auditory | Tactile

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Learning Style

- One's *preferred* method of acquiring new information is considered his or her "learning style".

- In addition to guiding the way you learn, your learning style influences the way you:
  - internally represent experiences,
  - recall information,
  - and even the words you choose.

How We Take in New Information

- How do you approach new information?
- Even though we share some learning patterns, preferences, and approaches, each of us learns and processes information in our own way.

MULTIPLE INTELLIGENCES

Sample from Student Booklet: What Type of Learner Are You?

WHAT TYPE OF LEARNER ARE YOU?

After reviewing your scores for the visual, auditory, and kinesthetic inventories, which was the highest?
Some people find that their scores are very close. This merely indicates that you may have multiple learning styles. Use the following list of common characteristics found in various "learners" to identify your dominant Learning Style.

VISUAL LEARNER – Learns Best by What They See
☐ Is good at recalling visual images
☐ Uses outlines, maps, graphs, pictures and charts
☐ Finds that comparison charts are helpful
☐ Color codes information
☐ Highlights details and information
☐ Prefers to see what is to be learned (seeing the task being done versus just reading directions)
☐ Observes and reads by habit
☐ Prefers to study alone to avoid distractions
☐ Likes puzzles and workbooks
☐ Tend to sit in the front or where they can see the instructor
☐ Takes numerous detailed notes

AUDITORY LEARNER – Learning Best Through Oral Discussion
☐ Needs to think out loud during study to remember information
☐ Enjoys brainstorming
☐ Studies by stating and restating information over and over, may put words to music
☐ Listens and talks by habit
☐ Learns well in study groups
☐ Enjoys stories, plays, poems and music
☐ Learns through media software and CD-ROM learning
☐ Likes to study with noise in the background (Caution: music should not have words for the highest learning)
☐ Enjoys social activities
☐ Does well in a traditional lecture class
☐ Tends to hum and talk to themselves
☐ Tends to sit where they can hear well

KINESTHETIC LEARNER – Learns Best by Doing, Being Active to Stay Alert & Focused
☐ Studies and remember best by rewriting lecture notes
☐ Uses a computer to enter and recall notes from class
☐ Often doodles about the topic while listening
☐ Learns most from field trips about the topic being studied
☐ Needs to get up and move in order to process information
☐ Enjoys using a board to write out and review information
☐ Excels at acting, sports, mechanics, anything "hands-on"
☐ Tends to use their hands when talking
☐ Needs to be active and take breaks

☐ Tends to sit in the back or near an aisle way where they can move easily

Active Listening and Note Taking

Within this module, the following objectives will be discussed:

-what active listening is and why it is so important

-speaking, listening, thinking and writing rates

-positive habits of active listeners

-how listening and note taking go hand-in-hand

-Cornell method of note taking, including:
 *the 5 R's
 *academic texting
 *Smart cards
 *Sweat pages

-note taking tips

PLEASE NOTE…..all note taking sessions are contextualized to the following
 MCAM grant modules (Welding, CNC machining, CRT, Multi-skilled, UG,
 Quality Control Operator and Production Operator)

Resources:
 Power point presentations with links to study resources
 Each note taking module is conceptualized the grant modules
 Student Booklet with exercises

Instructor Power Point Presentation
(sample slides)

NOTE TAKING
AND
ACTIVE LISTENING SKILLS

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Revised 8/15

Note-Taking

Note-Taking is the ability to actively listen to what you hear or read, and write it effectively as knowledge

Active Listening is making a conscious effort to hear not only the words that another person is saying but, more importantly, trying to understand the complete message being sent!

Listening, Writing and Note Taking

Speaking (during Lectures): Average adult can speak 100-125 wpm.

Listening Rate: Average adult can listen between 500 and 800 wpm.

Thinking Rates: Average adult can think at a rate of about 400wpm.

Writing Rate: Average adult can write (take notes) at a rate of 15 to 35 wpm.

Page 16
Sample from Student Booklet: Listening Skills

LISTENING SKILLS

"If you listen actively in class, you will put as much energy into listening as your instructor put into lecturing." (Sheperd)

Becoming an active listener is one of the most important things you can do to get the most from your college lectures. Active listening helps you to take more complete notes. Active listening, like active reading is an important ingredient in becoming a college scholar. Active listeners realize that they are affected by: the speaker, the environment, the message, and their own learning styles. These elements combine to make the listening situation that you are in one in which you will either do well or have difficulties.

ACTIVE LISTENERS
1.Recognize how important listening can be. College students spend much of their learning time listening. It makes sense that if you improve listening and note taking skills you could improve your overall chances for success in college. Educational research supports this. Applying active listening (and note taking) strategies could make a big difference in your grades as well as your overall success in college.

2. Realize there are many **influences on listeners and speakers**. Perceptions, expectations, stereotypes, and social context affect both speakers and listeners. Listeners may make the mistake of thinking that a speaker must be "just like me" in order to have anything significant to say. A college student may stereotype an elderly professor as being less up-to-date than a professor new to the field. Beware of allowing your personal biases to affect your perceptions. Liking a class or instructor is not a prerequisite for learning. Remember that you **do** have the mental ability to make yourself concentrate for a few hours each week in a course you may find unpleasant.

3. **Build** on **prior knowledge**. It is important to connect new material to what you already know.
Before you read a chapter you should think about what you already know about the subject. This will activate information already in long-term memory. When you pre-read a chapter before a lecture it gives your brain more information so you are better able to focus on listening, not processing new material.

4. **Adjust** to the **pace of the lecture**. Often students become frustrated when the pace is too fast or become disinterested if the pace is to slow. You can exert control by being an active listener and note taker. If the

instructor is hurrying through information and you don't understand, you can slow the pace by asking a question. If the presentation is too slow or the instructor is wandering, you could also ask a question to help focus on what you are listening to.

5. **Set** your **purpose** for listening. Instead of listening to everything, try to listen for key ideas. This can be a very useful tool. One quick way to set a purpose for listening is to take the topic from the lecture and turn it into a question.

Critical Thinking I

Within this module, the following objectives will be discussed:

-learn why faculty and employers state this is the most important skill to process

-discover ways to sharpen your logical thinking skills

-discuss Bloom's Taxonomy

-understand the six core critical thinking skills

-numerous activities designed to think critically

Resources:

    Power point presentation with links to study resources
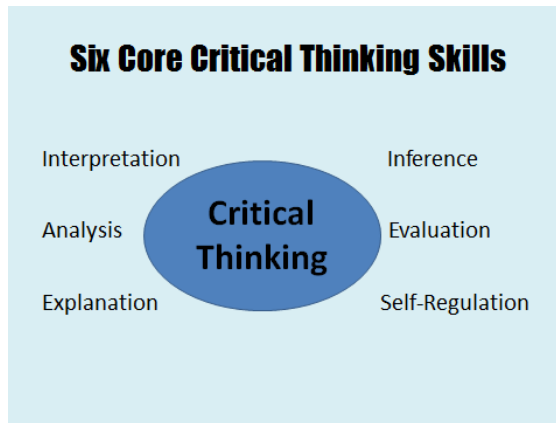   Student booklet with multiple exercises

Instructor Power Point Presentation
(sample slides)

Six Core Critical Thinking Skills

Interpretation

Inference

Analysis

Critical Thinking

Evaluation

Explanation

Self-Regulation

Page 19
Sample from Student Booklet: What is Critical Thinking?

WHAT IS CRITICAL THINKING

Critical thinking is an important skill that successful students need to develop. Critical thinking refers to the ability to think about one's thinking process. As a critical thinker, ask yourself: "Are you able to think in new and creative ways? Can you solve problems more than one way? When confronted with an unfamiliar problem, can you creatively think of ways to solve it?" These questions enable you to begin to think of the ways that you have already used critical thinking skills in the past.

Successful college students must be able to think critically and apply theories, formulas, and information in new and creative ways. With the steady increase of computer technology and information surges, critical thinking in expanded areas will be increasingly necessary, especially in future job markets.

Further defined, critical thinking encompasses the process of actively and skillfully conceptualizing, applying, analyzing, and synthesizing information.

- **OBSERVATION**
- **EXPERIENCE**
- **REFLECTION**
- **REASONING**
- **COMMUNICATION**

Critical thinking is generated through the process of questioning. It is unreasonable to expect high order thinking to occur, if questions are not asked in order to start an in-depth thinking process. Without in-depth questioning, we, as students, merely respond with rote-memorized facts and do not readily engage in the process of thinking. Thinking can only begin if questioning has taken place first. Critical thinkers must be able to apply the knowledge they have learned.

Below are two quotes that may assist in further defining critical thinking.

"Critical thinking is the active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends…"

~ John Dewey ~

"Critical thinking is the ability to think about one's thinking in such a way as to recognize its strengths and weaknesses and, as a result, to recast the thinking in an improved form."

~ Richard Paul ~

(Taken from: C*ritical Thinking*, Northern State University's website.)

Page 20
Critical Thinking II

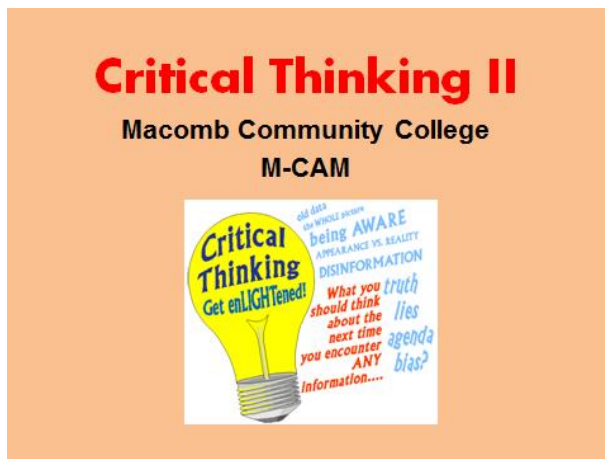Within this module, the following objectives will be discussed:

-learn what part bias and perception have in critical thinking

-recognize inferences and implications that my hinder critical thinking

-revisit the core critical thinking skills

-self assessment of students critical thinking disposition

-dispositions of critical thinkers

-common mistakes in thinking

-multiple critical thinking exercises

Resources:
  Power point presentation with links to study resources
 Student booklet with multiple exercises

Page 21
Instructor Power Point Presentation
(sample slides)

Critical Thinking II
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Critical Thinking Get enLIGHTened! What you should think about the next time you encounter ANY information.... old data the WHOLE picture being AWARE APPEARANCE VS. REALITY DISINFORMATION truth lies agenda bias?

Your Critical Thinking Disposition

- Complete the self-rating form on page 2 of your study guide.
- To score:
  - In the first (left side) column, give yourself 5 points for every "yes" answer.
  - In the second (right side) column, give yourself 5 points for every "no" answer.
  - 70 or more points = positive disposition
  - 50 or fewer points = averse toward critical thinking
  - Between 51 and 69 points = mixed disposition
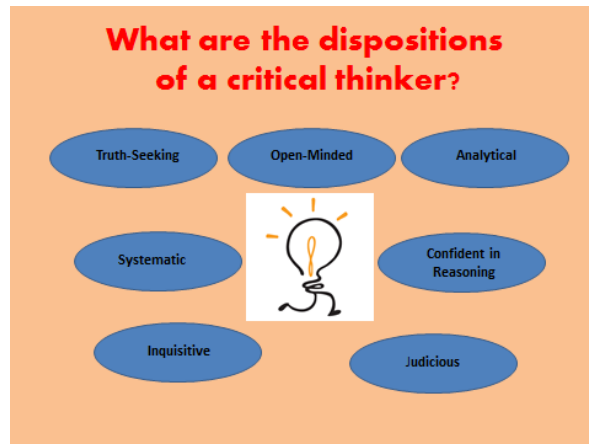
Sample from Student Booklet: Critical Thinking Disposition

CRITICAL THINKING DISPOSITION SELF-RATING FORM

Answer yes or no to each. Can I name **any specific instances over the past two days** when I…….

1. Was courageous enough to ask tough questions about some of my longest held and most cherished beliefs?
_____ Yes _____ No

2. Showed tolerance toward beliefs, ideas, or opinions of someone with whom I disagreed?
_____ Yes _____ No

3. Tried to think ahead and anticipate the consequences of various options?
_____ Yes _____ No

4. Made a serious effort to be analytical about the foreseeable outcomes of my decisions?
_____ Yes _____ No

5. Encouraged peers not to dismiss out of hand the opinions and ideas other people offered?
_____ Yes _____ No

6. Organized for myself a thoughtfully systematic approach to a question or issue?
_____ Yes _____ No

7. Approached a challenging problem with confidence that I could think it through?
_____ Yes _____ No

8. Read a report, newspaper, or book chapter or watched the world news or a documentary just to learn something new?
_____ Yes _____ No

9. Showed how strong I was by being willing to honestly reconsider a decision?
_____ Yes _____ No

10. Attended to variations in circumstances, contexts, and situations in coming to a decision?

_____ Yes _____ No

11. Backed away from questions that might undercut some of my longest held and most cherished beliefs?
_____ Yes _____ No

12. Tried to find information to build up one side of an argument but not the other side?
_____ Yes _____ No

13. Laughed at what other people said and made fun of their beliefs, values, opinions, or point of views?
_____ Yes _____ No

14. Manipulated information to suit my own purposes?
_____ Yes _____ No

Critical Thinking Combination of I and II

Within this module, the above objectives for Critical Thinking I and Critical Thinking II are combined. All the objectives listed on pages 18 and 21 are discussed just in a condensed form.

Sample of the Instructor Power Point Presentation:

Sample from the Student Booklet:

CRITICAL THINKING QUESTIONS

Critical thinking questions you want to ask yourself before you decide to support and use certain data.

1. What is the purpose, goal or point?
2. What is the problem or issue being solved or described?
3. On what data or evidence is the decision/definition/problem based?
4. What inferences are being made from that kind of data and are these inferences legitimate?
5. What is the solution, outcome, or resolution of the problem or issue?

Resources:
   Power point presentation with links to study resources
   Student booklet with exercises

General Study Skills/Test Taking

Within this module, the following objectives will be discussed:

-learn how a positive attitude enhances learning

-learn the impact of anxiety on learning

-learn the difference between objective tests and short answer/essay tests
   and how to study for each type

-pre and post exam surveys

-using Smart Cards (from Cornell Note Taking) to help study

-general test taking tips

Power point presentation with links to study resources
Student booklet with exercises

Page 25
Instructor Power Point Presentations
(sample slides)

Page 26
Sample from Student Booklet: Test Anxiety and Relaxation

OVERCOMING TEST ANXIETY

One way to overcome test anxiety is to be prepared. You will have much less anxiety if you have done everything you could do to know the material. Be sure to review the material the day of the test. Go over your study notes, lecture notes and test notes one last time before the test.

Arrive early the day of the test. Leave time to relax before you actually arrive in the classroom. Try a relaxation technique before you begin the exam. Try to psyche yourself into feeling confident in your knowledge of the material. Tell yourself, "I've studied this material, I know the material - now I just have to show what I know." Another tactic is to tell yourself, "It's just a test, I'll just do the best that I can, that is all I can do." The messages you tell yourself on the day of the test are critical as to how much anxiety you will have. Give yourself as many positive messages as possible.

OTHER PRE-TESTING TIPS:
- ☐ Get plenty of rest on the night before the exam.
- ☐ Many students find comfort in moderate exercise prior to the day of the test to avoid test anxiety.
- ☐ Do not eat a large meal just before the exam.
- ☐ Maintain a self-assured positive attitude.
- ☐ Try a relaxation exercise to relieve some of the tension. – If you're relaxed you will do better on the exam. Tension creates anxiety and loss of understanding even in students who know the material. So take a moment to relax before you take a test, quiz, or final exam.

A SIMPLE RELAXATION EXERCISE
- ☐ Sit quietly in a comfortable position. Uncross your arms and legs and let your body relax.
- ☐ Close your eyes.
- ☐ Breathe deeply in through your nose and out through your mouth. Become aware of your breathing, and slow your breathing down naturally.
- ☐ Deeply relax all of your muscles, beginning at your feet and slowly progressing up to your shoulders, neck, and head.

☐ Think of a special place that you like to go to where you can be at peace with yourself. You might picture a beach, or a summer cottage. This should be a place where you can remember feeling good about yourself and the world. Keep thinking about this place as you concentrate on your breathing and focus on one thing you remember about your special place. This could be a tree, a swing, a wave, a shell, or whatever item is important to you about your special place. Visualize this item in your mind and concentrate on it while allowing everything else to fade away.

☐ Keep this up for 5 - 10 minutes. You can open your eyes to check the time, but do not use an alarm. When you finish, sit quietly for a few moments. When you stand up, do so slowly.

☐ Don't worry if you did not achieve a deep level of relaxation. Maintain a carefree attitude and allow relaxation to occur at its own pace. If, when you try to relax, distracting thoughts occur, ignore them by not dwelling on them and return to your special place. With practice, the response to relaxation will come with less effort. Practice relaxation techniques once or twice daily but, not within two hours after a large meal. The digestive process may interfere with the relaxation response.

Financial Literacy

Within this module, the following objectives will be discussed:

-assessing current financial situation

-evaluating monthly income and expenses

-how to set financial goals

-steps to take in developing a spending plan

-steps to take in financial recovery

-recognizing how to guard against credit repair scams

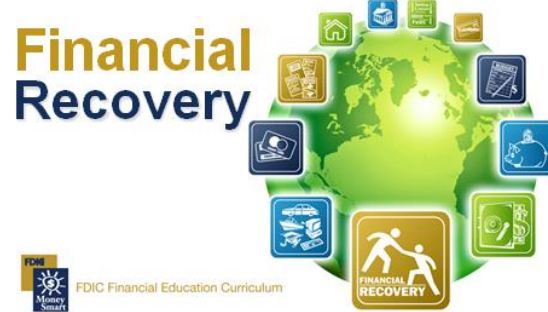-how to prevent future setbacks

-when or where to seek assistance

Power point presentation with links to study resources

Page 28

Instructor Power Point Presentation
(sample slides)
Adapted from *FDIC Financial Education Curriculum*

Steps to Financial Recovery

1. **Evaluate Your Current Financial Situation**
2. **Develop a Financial Recovery Plan**
3. **Implement Your Plan**
4. **Evaluate and Adjust Your Plan**

FDIC Financial Education Curriculum

Financial Recovery 4

Page 29

Sample From Student Booklet: Income and Expense Worksheet
(Adapted from *FDIC Financial Education Curriculum*)

Shanise's Monthly Income and Expense Worksheet

Income		Expenses	
Wages	$1,850	**Fixed Expenses**	
Public Assistance		Rent/Mortgage	$750
Child Support/Alimony		Property Taxes/Insurance	
Interest/Dividends		Cable/Telephone/Internet	$110
Social Security		Cell Phone	$45
Advance EIC	$150	Car Payment	$420
Other		Car Insurance	$75
		Health Insurance	
		Other Loan Payments	
		Flexible Expenses	
		Savings	
		Water	
		Electric	$80
		Gas/Oil	
		Groceries	$400
		Eating Out	$120
		Transportation/Gas	$100
		Credit Cards	$100
		Day Care/Elder Care	$150
		Car Maintenance	

		Education	
		Personal Expenses	$150
		Donations	
Total Income	**$2,000**	**Total Expenses**	**$2,500**

Communication

Within this module, the following objectives will be discussed:

-learn appropriate speech parameters

-develop attentiveness skills

-learn to manage emotions

-learn to deal with difficult situations

-learn to employ tact and diplomacy

-gain an understanding to the barriers to listening

-learn why non-verbal communication is important

-gain an understanding of proper communication channels

Resources:

Power point presentation with links to study resources
Student booklet with exercises

Page 31
Instructor Power Point Presentation
(sample slides)

COMMUNICATION BARRIERS

- Obstacles to effective communication, defined in terms of:
  - Physical, language, and body language barriers
  - Cultural, perceptual, and organizational barriers
    - **Intercultural communication**: Communication among people with differing cultural backgrounds

Page 32
Team Work

Within this module, the following objectives will be discussed:
-team building and organizational systems (including discussions on Brofenbrenner's socioecological models and Maslow's Hierarchy of Needs)

-why team building matters

-conflict resolution and communication skills

-restorative justice

-peace circles

Conflict Resolution

Within this module, the following objectives will be discussed:

-what conflict in the workplace is

-types of conflict

-why conflict arises

-negative effects of conflict in the workplace

-positive effects of conflict

-conflict resolution styles

-how to deal with conflict

-steps involved in resolving conflict

Resources:

        Power point presentation with links to study references
        Multiple activities for practicing of conflict resolution skills
        Student booklet with exercises

Page 34
Instructor Power Point Presentation
(sample slides)

How to Handle Conflict
at the Workplace

What is Conflict?

Conflict may be defined as friction between individuals due to differences of opinions, ideas, belief, values, needs or objectives.

Do any of these animals describe how you handle conflict?

Ostrich: I hide my head in the sand until the conflict goes away.

House Dog: I timidly slouch away and chew up the furniture when no one is looking.

Hawk: I fly above it all and pick my targets to attack.

Coyote: I use my brains to win!

Dolphin: I can fight, if necessary, but I would rather swim away.

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Sample from Student Booklet: Steps to Resolving a Conflict

1. <u>Start with a Compliment</u>
   - Take time to cool-off, if needed... (difficult to have productive discussion if angry or upset)
   - Don't attack the person

2. <u>Communicate Your Feelings</u>
   - Express without blame
   - Be ASSERTIVE not aggressive
   - Attack the problem, not the person

3. <u>Focus on the Issue</u>
   - Keep discussion focused on the problem
   - Do not include your position on the issue

4. Practice Active Listening
   - Don't interrupt
   - Ask question, try to understand other points of view
   - Accept and respect differences in opinion
   - Use eye contact
   - Acknowledge emotions that you both are experiencing

5. Consider Your Role in the Conflict
   - Take responsibility, if needed
   - Don't jump to conclusions
   - Don't make assumptions about what someone else is thinking/feeling

6. Suggestions for Solutions (from both parties)
   - Consider various approaches
   - Be open to ideas
   - Focus on common areas of agreement
   - Do not view as a competition
   - Be flexible and willing to compromise

7. Look for "win-win" situations
   - If one person's needs are not met, then the conflict is NOT resolved and will continue
   - Build "power with" NOT "power over"
   - Stay in the present

8. Thank the Person for Listening

Problem Solving

Within this module, the following objectives will be discussed:

- differences between problem solving, decision making, critical thinking and conflict resolution

-steps to solving a problem

-different problem solving techniques

-what analytical skills are and why they are important

-negotiation and the steps in the negotiation process

<u>Resources</u>:
    Power point presentation with links to study resources
    Student booklet with exercises

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Instructor Power Point Presentation
(sample slides)

PROBLEM SOLVING

M-CAM

Nov 2015

What is ....

PROBLEM: a situation you want to change

PROBLEM SOLVING: a systematic approach to defining the problem (question or situation that presents uncertainty, perplexity or difficulty) and creating a number of possible solutions without judgment of the solutions.
A **cognitive** process directed at achieving a goal where no solution method is obvious to the problem solver.

DECISION MAKING: the act of narrowing down the possibilities, choosing a course of action and determining the potential consequences of the actions.

CRITICAL THINKING: a purposeful mental activity that helps solve problems, make decisions or fulfill a desire to understand.

Steps to Solving a Problem....

1. Identify the Problem

2. Understand the Problem

3. Devise a Plan

4. Carry Out the Plan

5. Look Back

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Sample from Student Booklet: The 5 Why's

	The Present Facts		Alternatives	Selected Alternative
PURPOSE	What is achieved?	Is it NECESSARY? If yes, WHY?	WHAT ELSE could be done?	What SHOULD be done?
PLACE	WHERE is it done?	WHY there?	WHERE ELSE could it be done?	Where SHOULD it be done?
SEQUENCE	WHEN is it done?	WHY then?	WHEN ELSE could it be done?	When SHOULD it be done?
PERSON	WHO does it?	WHY that person?	WHO ELSE could do it?	Who SHOULD do it?
MEANS	HOW is it done?	WHY that way?	HOW ELSE could it be done?	How SHOULD it be done?

Memory

Within this module, the following objectives will be discussed:

-the memory process and how to commit information to memory

-different techniques to use including:
> acrostic poems
> acronyms
> rhyme and songs
> visualization
> intentional associations
> funnel approach
> grouping
> chunking
> method of loci (pegging)
> mnemonics

<u>Resources</u>:
> Power point presentation with links to study resources
> Student booklet with exercises

Instructor Power Point Presentation
(sample slides)

Memory Skills

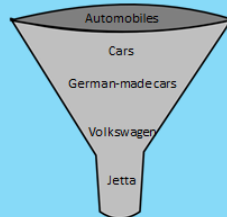Macomb Community College
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The Memory Process

You can improve your ability to remember by knowing and understanding the basic memory process:
– Attention and Selection
– Encoding
– Storage
– Retrieval

Memory Techniques and Strategies

• **Funnel Approach**
– Learn the main ideas before moving on to the details

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Sample from Student Booklet: Memory Techniques

MEMORY TECHNIQUES & STRATEGIES

FUNNEL APPROACH

The funnel approach method is used when you learn general concepts before moving on to specific details. When studying in this manner, you need to focus first on the general concepts before filling in specific details. When you understand the general overriding concepts, the specific details will usually make much more sense. Viewing smaller details while understanding how the details relate to one another allows you to further process and remember the information more concretely. The information will fit together in a mapping of details. This actually helps you store and retrieve information from memory later. Learning from an outline uses the funnel approach as does most learning activities where you must master one bit of information before you go on to more specific and detailed bits of information.

EXAMPLE

KEY TERMS: Automobiles World Leaders
CONCEPTS: Cars US Presidents
DETAILS: German made cars Presidents from Ohio
SMALLER: Volkswagen Eight
SUPPORTING: VW Jetta William Taft

INTENTIONAL ASSOCIATIONS

Organizing through meaning and association utilizes the concept of making intentional associations. Intentional associations are made when we learn something new and connect that to something we already know. Our minds make associations between what we are learning and what we already have learned.

EXAMPLE

Have you ever retraced your footsteps when you lost something? You begin by remembering the last thing you did, then what you did before that, and then what you did before that, etc. – to lead you to the point at which you lost the item. This type of memory is called stream of consciousness, or a simple type of intentional association. You are using your memory to make connections that you did not consciously make in order to remember the outcome of where you left an object.

SUMMARY

These techniques can help, not only to retrieve information from memory, but also to facilitate the storage of information from short-term memory to long term memory. By assisting you in processing the information, you are actually transferring the information from short-term memory into long-term memory. By repetition and practice with the use of visualization, information can be transferred from short-term to long-term memory.

Learning with Technology

Within this module, the following objectives will be discussed:

- Plato
- U Tooling