



## **Reagan National University**

### **Syllabus**

#### **1. Administrative Information:**

Course Number: CSC 210

Course Title: Database Management

Credit Hours: 3

Prerequisite: CSC 122

Term: SU 2018

Class Time: Wednesday 9:00-12:30

Class Room: 2

Instructor: [REDACTED]

Office Hours: M W 11:00 AM – 1:00 P. M.

Telephone:

E-Mail: [REDACTED]

## 2. Teaching Procedures:

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## 3. Text:

*Modern Database Management*, edition 13th, Jeffrey A. Hoffer, Mary B. Prescott, Heikki Topi, ISBN: 978-0-13-477365-0, Prentice Hall Publishers.

## 4. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Contribution to Class .....	10%
Homework .....	10%
Term paper .....	20%
Midterm .....	30%
Final .....	30%

### No makeup exams!!!

The course grades are assigned as:

91 – 100%	-- A
81 – 90%	-- B
71 – 80%	-- C
61 – 70%	-- D
Below 61%	-- F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of “A” (or “F”). By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

### Class Schedule

1	introduction; database design and ER models
2	the relational model, relational algebra and SQL
3	storage and indexing
4	the logical-to-physical mapping; a key-value store <i>Problem Set 1 due</i>
5	transactions
6	<b>midterm exam</b>
7	concurrency control <i>Problem Set 2 due</i>
8	recovery and logging
9	semistructured data and XML <i>Problem Set 3 due</i>
10	XML (cont.); object-oriented/object-relational models distributed databases and replication
11	NoSQL performance tuning; wrap-up and conclusions <i>Problem Set 4 due</i>

12	final exam
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**5. Classroom Policies:**

You can get policies regarding to the University academic policies from the Student's Handbook on the University web-site or in the University catalog.

**6. Attendance, Absence, Lateness, Incomplete:**

A course grade of "incomplete" will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

**7. Course Outcome:**

Upon completion of the course, students will:

- Install, configure, and interact with a relational database management system;
- Describe, define and apply the major components of the relational database model to database design;
- Learn and apply the Structured Query Language (SQL) for database definition and manipulation;
- Utilize a database modeling technique for a single entity class, a one-to-one (1:1) relationship between entity classes, a one-to-many (1:M) relationship between entity classes, a many-to-many (M:M) relationship between entity classes, and recursive relationships;
- Define, develop and process single entity, 1:1, 1:M, and M:M database tables;
- Learn and implement the principles and concepts of information integrity, security and confidentiality;
- Apply ethical computing concepts and practices to database design and implementation.

**8. Moodle Forum:**

We will use the Moodle Forum to extend the class discussion. I will actively participate in all ongoing discussion threads. This is a good place to engage your classmates in discussions of course topics. To encourage all to participate, contributions to the bulletin boards will be counted towards your class participation points. Other aspects of "class participation" will be discussed on the first day of class.

**9. Term Paper:**

The Term Paper requires students to write a report for "Principles to effectively manage data." This paper focuses mostly on how these principles have been developed and implemented for relational databases. But it will also briefly explore how they can be augmented and applied

well beyond relational contexts, to managing text data, emails, scientific databases, and data on the Web. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

#### **10. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial.

#### **11. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a “0” on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **12. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the University Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Each student turns in work that is his or her own.

#### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and faculty created resources. The Library Research Portal ([library@mu.edu](mailto:library@mu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large

number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.



## Reagan National University

### Syllabus

#### 1. Administrative Information:

Course Number: CSC 332  
Course Title: Data Communication  
Credit Hours: 3  
Prerequisite: CSC 122  
Term: FA 2018  
Class Time: F 9:00-12:45  
Class Room: 1  
Instructor: [REDACTED]  
Office Hours: M TU 11:00 AM – 1:00 P. M.  
Telephone:  
E-Mail: [REDACTED]

## **2. Catalog Description:**

This course introduces the basic concepts, theories and components in data communications such as protocols, network equipment and the infrastructure. It covers the design and evaluation of computer networks using current trends in hardware and software. Topics include data transmission, signal encoding techniques, digital data communication techniques, optical fiber communications.

## **3. Teaching Procedures:**

Teaching procedures for this course will include professional lectures, class discussions, reading assignments and examinations.

### Participation in Class Discussion

Class participation is a very important part of the learning process in this course. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the “I feel” syndrome. That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

We will use our assessment of your participation to manage borderline grades. While your participation grade is subjective, it will not be random or arbitrary. And, clearly, more frequent quality comments are better than less frequent quality comments.

## **4. Text:**

Business Data Communications and Networking by Jerry FitzGerald. Published by John Wiley & Sons; 13<sup>th</sup> ed. 2017.

## **5. Course Requirements:**

Due to the abundant amount of material that has to be covered in this class, in addition to the regular class periods, extra class might be necessary.

### Examinations

There are two in-class exams and they are scheduled as:

Midterm:           6<sup>th</sup> class period

Final: last class

## 6. Course Requirements:

Letter grades will be assigned to each student based on a mathematical calculation of the points earned on the examinations. The weights of the exams are:

Midterm .....	40%
Term Paper .....	20%
Final .....	40%

### No makeup exams!!!

The course grades are assigned as:

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

**Note:** Scores and grades will not be “curved.” Therefore, any number of students in this course can earn a score of 100 (or 0) on quizzes or exams; and any number of students can earn a grade of A (or F.) By using the preceding factor, a student should constantly be aware of his/her potential final grade in the course. Students are welcome to discuss with the professor regarding to his/her progress or any aspects of the course.

### Computer laboratory

Computer laboratory assignments are designed to supplement and reinforce skills acquired in the particular course which lists this course as a co requisite. In this course, there is an in-class lab component attended by the faculty. Usually, about 30% of class time is dedicated to lab. Faculty will be around when the students are doing their lab assignments.

## 7. Course Requirements:

### Week 1

- **Data Communication Concepts**

- o **Networks and open system standards: the OSI reference model**

- o **Network topologies and the physical layer**

- § **Bus/Tree topology, ring topology, star topology**

- o **The future of data communications**

### Week 2

- **Transmission Media and Transmission Technologies**

Revised 2019.10

- o The electrical interface
- o Metallic media
- o Optical fiber media
- o Wireless media (line-of-sight media)
- o Baseband and broadband transmission
- o Transmission bandwidth (link capacity)
- o Codes
- o Analog and digital signals
- o Modulation and demodulation, modems and modem standards
- o Transmission impairments (distortion and noise limitations on system performance)

### Week 3

- Data Transmission

- o Transmission modes
  - § Simplex, half-duplex, full-duplex communications
  - § Serial and parallel transmission
  - § Synchronous transmission
  - § Asynchronous transmission
- o Interface standards
- o Multiplexing of signals
- o Data compression

### Week 4

- Protocol Concepts - Media Access Control

- o Protocol basics
- o MAC protocols (CSMA/CD and Token passing)

### Week 5

- Data Security and Integrity

- o Error detection and correction
- o Encryption and decryption
- o Viruses, worms, and hacking

## **Week 6**

### **Midterm Exam**

## **Week 7**

- **Local Area Networks**

- o LAN standards (IEEE standards 802 for LANs)
- o Interconnecting LANs
- o LAN Hardware (server platforms, backup devices, LAN adapters, printers, etc.)
- o LAN system software, LAN application software
- o LAN selection criteria

## **Week 8**

- **Metropolitan Area Networks (MANs) and Wide Area Networks (WANs)**

- o Network routing
- o Public data networks
- o Circuit-switched data network
- o Packet-switched data network
- o Internet protocol
- o ISDN
- o Electronic mail

## **Week 9**

- **Network Architecture**

- o Layered approach
- o Hierarchical approach

## **Week 10**

- **Network Interconnections (Internetworking)**

- o LAN-to-LAN connections and LAN-to-Host connections
- o Repeaters, Bridges, Routers, and Gateways
- o Interconnection utilities

## **Week 11**

- **Internet and Intranet**

## Week 12

### Final Exam

#### **8. Term Paper:**

Term paper requires students to write a report for “Packet switching”. Packet switching is a method of grouping data that is transmitted over a digital network into packets. Packets are made of a header and a payload. Data in the header are used by networking hardware to direct the packet to its destination where the payload is extracted and used by application software. Packet switching is the primary basis for data communications in computer networks worldwide. The paper is expected to be between 8 and 10 pages in length, including front and back matter. Sections of the paper will be developed throughout the course.

#### **9. Classroom Policies:**

Policies regarding to the University academic policies. You can get them from the Student Handbook on the University web-site or in the University catalog.

#### **10. Attendance, Absence, Lateness, Incomplete:**

In accordance with the policies of the Si Tanka University, class attendance is required, and classes will start promptly at the schedule time. If you are absent or excessively late, you will receive a score of zero for the participation of that class.

A course grade of “incomplete” will be given under very unusual circumstances, and only if the student has complete at least 75% of the assigned work by the last day of class and only when an incomplete contract is signed and approved.

#### **11. Course Outcome:**

After course completion, the student should

- be able to explain knowledge within data communications
- be able to explain reference models for data communications, their layers and corresponding functions, services and protocols
- be able to describe the protocol techniques, local area networks and how Internet is built.

#### **12. Internet Use Requirement:**

I have included optional homework and project assignments that will require students to use the Internet in order to satisfactorily complete them. Additionally, my web site will maintain copies of supplemental labs and handouts that the student will find beneficial. The college maintains open labs that provide Internet access to all students.

#### **13. Academic Honesty:**

It is assumed that all students have familiarized themselves with the university's policy on and definition of academic dishonesty. All work should be the student's own - academic honesty is expected of everyone. Those who do not adhere to university and professional expectations with respect to this will be dealt with in accordance with college policy. In general – students will receive a 0 on their work if they either submit work that isn't their own (including cutting and pasting content from the Internet without proper citation) or allow other students to use their work. A second instance results in failure of the course.

#### **14. Special Needs and Accommodations:**

Please address any special problems or needs at the beginning of the quadmester with the instructor. If you are seeking accommodations based on a disability, you should provide a disability data sheet, which can be obtained from the student services office.

#### **15. The Learning Environment:**

Reagan National University is committed to providing a positive learning environment in which students of all ages and backgrounds can learn together in a setting that encourages the free exchange of ideas and information. To accomplish this goal, the members of the RNU Board have established the following expectations for learning.

- All backgrounds and cultures are respected.
- During class discussions, everyone feels welcome to participate and a free exchange of ideas takes place.
- All members of the class arrive on time and leave the class only on breaks or in case of emergency.
- Distractions are kept to a minimum. Cell phones and other electronic devices are turned off in class, labs, and library. Students remain seated throughout class and refrain from talking with classmates while another class member or the instructor has the floor.
- Each student turns in work that is his or her own.
- Consideration is always given to other classes that are taking place in adjoining classrooms.
- At the end of a class, the members of the class and the instructor leave the classroom in good condition so that the next class can begin without disruption.

#### **Reagan National University Library Services:**

RNU's online collection contains over 60,000 volumes comprised of books, journals, videos, and

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faculty created resources. The Library Research Portal ([library@mu.edu](mailto:library@mu.edu)) provides access to multiple services and authoritative resources for academic research including books, articles, texts, visual media, and teaching resources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. The Library offers a large number of appropriate sources and each student is required to attend an online Library orientation. Assistance is available to help students select and locate appropriate sources when RNU is open. The online library is available to students 24 hours 7 days a week. All students can connect to the online library through the computers and laptops available at home and on campus. Each student must use their own pass code to access the library.

As an RNU student, you are required to use the RNU online library, as one source, to assist you in completing a required research paper or project.

## Community Resources for RNU Academic programs

### Program: Computer Science

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: ██████████ VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> . Sign-up sheet attached.
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: ██████████ Senior VP, Avera Health Sign-up sheet is attached.
October 25, 2019 1:00 – 3:30	Field Trip: Team Logic IT is a company delivers highly available, secure and flexible IT systems, filling the void in the market for a trusted technology advisor. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: ██████████ VP of Operation, Lewis Drug
January 7, 2020 1:00 – 3:30	Field Trip: Raven is a technology company that creates innovative solutions to great challenges. Utilizing our strength in engineering, manufacturing, and technological innovation, Raven is a leader in precision agriculture, high performance specialty films, and situational awareness markets.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: ██████████ President, MIDCO

**Program: Information Systems Management**

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Dakota Seeds program. This program encourages companies to offer internships in the STEM (Science, Technology, Engineering, and Math), accounting, or manufacturing fields. RNU shares information about this program with students from IT.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
June 12, 2019	Guest speaker: [REDACTED] VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] Senior VP, Avera Health Sign-up sheet is attached.
October 25, 2019 1:00 – 3:30	Field Trip: Team Logic IT is a company delivers highly available, secure and flexible IT systems, filling the void in the market for a trusted technology advisor. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] VP of Operation, Lewis Drug
January 7, 2020 1:00 – 3:30	Field Trip: Raven is a technology company that creates innovative solutions to great challenges. Utilizing our strength in engineering, manufacturing, and technological innovation, Raven is a leader in precision agriculture, high performance specialty films, and situational awareness markets.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: [REDACTED] President, MIDCO

**Program: Management**

Date/Time Frame	Event/Activity
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the South Dakota International Trade Center. The ITC office is a partnership between the U.S. Small Business Administration, South Dakota Governor's Office of Economic Development, South Dakota Small Business Development Center, the Sioux Falls Development Foundation and works closely with the U.S. Commercial Service. It can provide import-export data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: (b)(6), VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), Senior VP, Avera Health Sign-up sheet is attached.
October 28, 2019 1:00 – 3:30	Field Trip: Xcel Energy is a major U.S. regulated electric and natural gas delivery company located in Sioux Falls with four utility subsidiaries. It serves 3.6 million electric and 2 million natural gas customers from Minnesota, North Dakota, South Dakota, Wisconsin, Michigan Colorado, Texas and New Mexico. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), VP of Operation, Lewis Drug
January 10, 2020 1:00 – 3:30	Field Trip: Baldwin Supply Company is a leading distributor of mechanical power transmission, conveyor belt and electrical control products in the upper Midwest. With our knowledgeable, dedicated staff, convenient stocking locations and our many value-added services.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), President, MIDCO

**Program: Finance**

<b>Date/Time Frame</b>	<b>Event/Activity</b>
Ongoing	On the mailing list of the Economic Development Partnership Program. This program provides matching grants to assist in funding equipment and training needs, new staff, or to elevate existing part-time staff, for the purpose of developing or expanding local and community economic development programs. Job opportunities will be shared among student and faculty.
Ongoing	Participate activities of the South Dakota Chamber and Economic Development Council. SDCEDC was formed for the purpose of promoting the education and professional growth of its members in management techniques and principles of economic, industrial, and community development.
Ongoing	Associated with the Proof of Concept Fund Program. The Proof of Concept Fund will provide up to \$(b)(6) investments for eligible applicants to conduct research demonstrating the technical and economic feasibility of an innovation significantly enhancing the likelihood of commercialization of the innovation. It can provide financial data to RNU management students.
Ongoing	Associated with the South Dakota Small Business Development Centers. SBDC provide a full range of confidential business counseling to the state's entrepreneurs. RNU students can also use the service for free counselling.
June 12, 2019	Guest speaker: (b)(6), VP of Advancement Dakota Resources Writer of <i>TOP 10 COMMUNITY ECONOMIC DEVELOPMENT ACTIONS FOR SOUTH DAKOTA RURAL COMMUNITIES</i> .
October 24, 2019 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), Senior VP, Avera Health Sign-up sheet is attached.
October 31, 2019 1:00 – 3:30	Field Trip: Aladdin Companies helps local business grow by providing simple, competitive leasing and financing solutions. We are also an approachable investment partner for growing businesses. Sign-up sheet is attached.
December 20, 2019 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), VP of Operation, Lewis Drug
January 11, 2020 1:00 – 3:30	Field Trip: Sprik Financial Group develops business and estate plans and tax minimization strategies for business owners and families. It focuses on the entire financial picture meaning it can handle the investments, insurance needs, and will guide clients as we can in many other areas.
January 14, 2020 2:00 – 3:00 Room 3	CEO Talk Show: (b)(6), President, MIDCO





Student Activities Sign-in Sheet

Date/Time: October 28, 2019 1:00 pm

Event/Activity: Field Trip: Xcel Energy

Signature



A sign-in sheet with two columns of horizontal lines for recording names and other information. The left column has 18 lines, and the right column has 18 lines. The top line of the left column is partially obscured by the redaction box.



## **18<sup>th</sup> Citation Narrative**

At Reagan National University, an in-service program is a professional training or staff/faculty development effort, where professionals are trained and discuss their work with others in their peer group. It is a key component of continuing education for University professionals. There are three in-house develop workshop tutorials. These programs are 24 hour/7 day accessibility, which provides convenience to learners and managers. Faculty workshop sign-up sheets are attached. Also, faculty development plans have been revised and these in-services training programs are included.

### **Strategies for Managing Communication & Conflict (in-house develop workshop tutorials)**

This workshop discusses common causes of workplace conflict, the difference between assertive and aggressive communication, and the Tomas-Kilman Conflict Mode Instrument (TKI) to identify personal conflict styles and review how this conflict style influences conflict resolution. This workshop also includes a discussion of the impact of unresolved conflict in the workplace (including statistics) and strategies supervisors and employees can use to intervene with employee conflict.

### **Professionalism in the Workplace (in-house develop workshop tutorials)**

This brief training allows employees to take a deeper look at the actions, behaviors and traits that define a true professional. Learn to assess your current level of professionalism and identify steps that can be taken to build skills in your areas for improvement. This course covers the importance of clear communication and strategies for achieving the goal of delivering a clear, concise message while providing courtesy to others and maintaining the poise of a professional.

### **Student Centeredness (in-house develop workshop tutorials)**

This training program maintains the optimum approach for dealing with the modern day student via the communication of critical information in the way that they are the most receptive. It includes valuable insight to dealing with different generations. In addition, it examines the way different methods can be perceived; things to avoid, how to ensure the information is retained, demonstrating the significance of body language, non-verbal cues and tone of voice.

# A Well-Rounded Approach to Student Centeredness

A presentation focused on the impact and effectiveness of a student focused approach, as well as some helpful tips related to communication and generational tendencies.



Reagan National  
University

# Agenda



- ✓ Step into the Student's Shoes Activity
- ✓ Student Centered Advising/Customer Service
- ✓ A Closer Look at the Millennial and Gen. Z generations
- ✓ The Importance of First Impressions
- ✓ Listening Skills Concepts
- ✓ Positive and Effective Communication
- ✓ The Importance of Effective and Efficient E-mail Communication
- ✓ Action Plan and Follow-up
- ✓ Evaluation Forms

# **Step Into the Student's Shoes Activity**

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# Let's Hear What You Have to Say

What word would you use to best describe the role of an *Advisor*?



“Advisors are interpreters who help students navigate their new world. As such, Academic Advisors have to make connections.”

- Nancy King,  
Summer Institute on Academic Advising

## **Advising that contributes to the overall teaching and learning mission of the institution:**

- ✓ Is a student centered process
- ✓ Facilitates behavioral awareness and problem solving, decision making and evaluation skills
- ✓ Encourages both-short and long-term goal setting

# What Are Your Thoughts?

What do you think of when you hear the phrase *Student Centeredness*?



## What is implied by *student-centered* advising?

To be student-centered, advising can no longer be merely passing on information or advice; rather, it becomes focused on coaching the student toward the development of attitudes, skills, and behaviors as a learner, decision maker, and community participant, with success measured in terms of learner outcomes.

Student-centered advising enlarges the domain of concerns beyond basic student decisions about the formal curriculum—i.e., beyond questions of what major to choose and what courses to take.

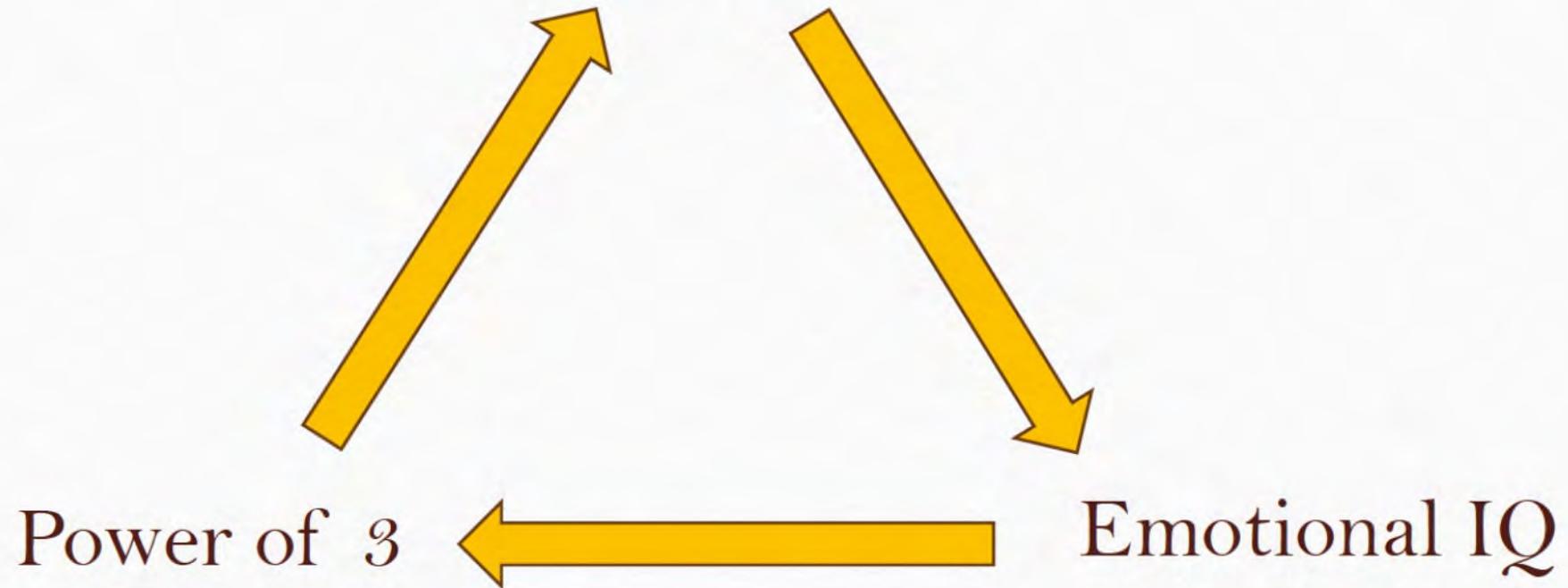
# Customer Service

## Tricks of the Trade

- ❖ Ask open ended questions
- ❖ Ask for convenient times for students to meet instead of supplying your appointment times available
- ❖ Ask what medium is preferred: email, phone, in person
- ❖ Be mindful of your tone of voice, your demeanor and body language when delivering bad news in person. You have to get the message across, but use as empathetic approach in order to show support. Keeping calm will help them remain calm and allow you both to work efficiently toward a solution
- ❖ Follow up
  - How did you do on your exams?
  - How was Winter break?

# Professionalism

Altitude



# The Millennial Generation and Beyond...



## The Generations

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### Gen Z

Born after 1997

Age in 2017: 20 and younger

### The Millennial Generation

Born: 1981 to 1997

Age in 2017: 20-36

### Generation X

Born: 1965 to 1980

Age in 2017: 37-52

### The Baby Boom Generation

Born: 1946 to 1964

Age in 2017: 53-71

### The Silent Generation

Born: 1928 to 1945

Age in 2017: 72-89

### The Greatest Generation

Born: Before 1928

Age in 2017: 90-102

# Millennials/Generation Z Comparison

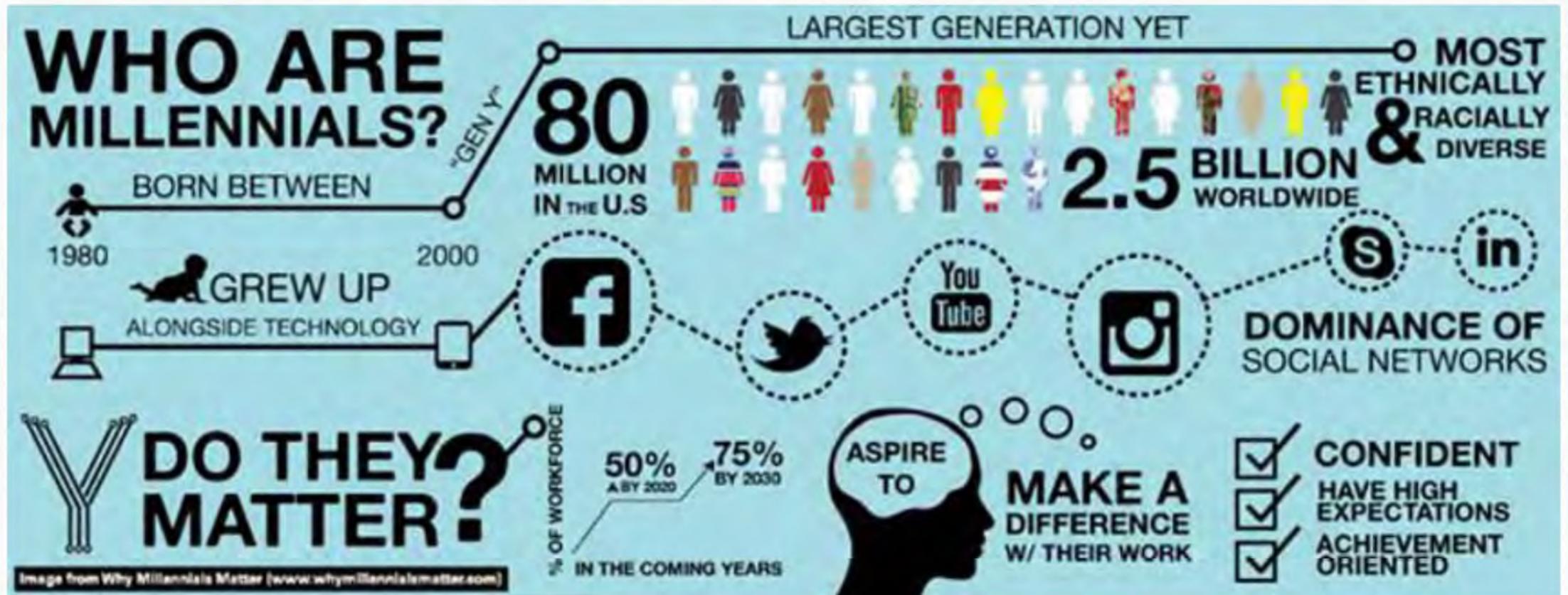
## Millennials

- More optimistic about future
- More service oriented ( volunteer)
- “Me” generation
- Tech Savvy
- Like scheduled learning
- Embrace diversity

## Generation Z

- More realistic about future
- Interested in social change
- “We” generation
- Tech Reliant
- Want “on-demand” learning
- Embrace diversity

# Millennial Statistics



# Key Traits of the Millennials

- **Special** – High praise and congrats, entitlement, “helicopter” parents, special needs/ADA accommodations, etc.
- **Sheltered** – Safety and security

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- **Confident** – optimistic about future, could be the next (b)(6), “follow rules, work really hard, don’t mess up”, greater danger and less reward in being creatively different from peers
- **Team-Oriented** – organized sports and play, group projects, group grading, peer grading/review, service learning/volunteering
- **Conventional** – being correct and meeting standards more important than being creative and having flexibility (ex. writing an essay or choosing classes), individuality not as critical (or popular)
- **Pressured** – little time or money for life balance, grades are extremely important, “tell me what I need to know!”
- **Achieving** – on the whole, better test scores, higher K – 12 completion, higher sense of entitlement
- **Is this in line with what you have observed with the Millennial generation?**

# Advising Challenges for Millennials



- The expectations of Millennials may prove to be initially challenging for advisors due to ***misaligned ambitions***. Millennial students often have ambitions but limited or unrealistic plans, to achieve them.
- Studies have found that regardless of race or sex, Millennials have limited knowledge about their chosen occupations, educational requirements, or future demand for these occupations. Without such information, their life plans are not realistic and are often ill formed.
- (b)(6), a professor of English at Clemson University and author of 20th Century Teen Culture by the Decades, says she has noticed that her recent students demand that “everything be spelled out” in detail and have trouble thinking for themselves. She believes that many students arrive at colleges and universities lacking critical thinking and analytical skills.
- **Has this Millennial trend been challenging in recent years?**



# Generation Z Information

• Is this in line with what you have observed with Generation Z?

## 1 SOCIAL

Gen Z is naturally social and spend 7.6 hours per day socializing with friends and family.

## 2 MULTI-TASKERS

Gen Z prefers to work on multiple tasks at the same time. On average, Gen Z will work off of 5 screens at once.

## 3 ENTREPRENEURS

Gen Z desires independent work environments. 72% of teens want to start their own business someday.

## 4 EDUCATED

Gen Z is constantly learning. 1 in 2 will have a college education.

## 5 PHILANTHROPISTS

Gen Z wants to do good in the world. 93% say that an organization's impact on society affects their decision to work there.



## 6 DIGITAL NATIVES

Gen Z are the first true natives to the digital era. This generation spends 15.4 hours per week on their smartphones.

## 7 INTERACTIVE

Gen Z likes to interact with people. 34% are most concerned with boosting their people management skills.

## 8 TECH-SAVVY

Have a question? Google it. 66% say that technology makes them feel that anything is possible.

## 9 LESS FOCUSED

Gen Z needs continuous updates and stimulation. It's no surprise that this generation has an attention span of 8 seconds.

## 10 CAUTIOUS

As a result of growing up during the Great Recession, Gen Z tends to be more careful with their expenses. 57% would rather save their money than spend.

# Academic Advising Tips for Generation Z

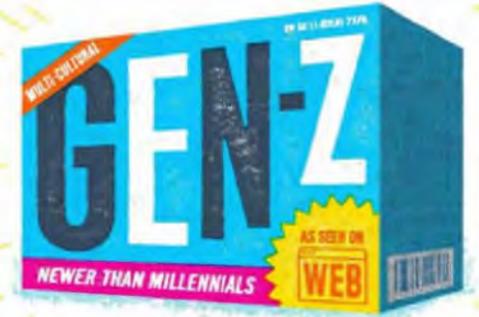
- **Talk to your students about awareness of their social media presence.** They may not realize who within their budding professional networks may be looking at online profiles and making assumptions based on what they see.

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- **Start connecting your students to other people with the same interests.** Whether it's other students, teachers, or community members interested in providing mentoring, connecting your students with people who share their interests right now is a great exercise to help teach them how to network.
- **Encourage academic exploration.** Generation Z lives in a time where acquiring transferable skills like good communication and multicultural competency are just as important as what they major in. Encouraging academic exploration will help students learn those transferable skills while finding the career they love.
- **Encourage your students to find out about available internship programs.** Help them investigate how Rowan can help them secure internships and how other students have juggled internships with classes. It's helpful for students to leave college with more than a degree to thrive in today's job market.

# Academic Advising Tips for Generation Z

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- **Give them room to figure some of it out on their own.** In the college setting, students won't always be given the necessary information to complete their tasks and they need to learn to be resourceful.
- **Teach appreciation.** Remind your students that most recommendation-writers, counselors, or potential employers still appreciate a handwritten thank you note or thank you E-mail.
- **Remember that Generation Z has a few things in common with previous generations.** It isn't all about what's trending on YouTube – today's students still appreciate a warm smile and attention to their individual concerns.

# Other Notes for Generation Z

- **Generation Z retains information best through high engagement; they don't want to be "talked at".**

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- **Short attention span and prefer to read/digest information in small bytes.**
- **Generation Z sometimes struggles with critically evaluating information.** It is important to be redundant with critical information to ensure progress is made.
- Not interested in communication via Facebook (for their parents). Use their phone to text, not call. Youtube is preferred for communicating vital information.
- **What processes or approaches do you think academic advisors will need to consider modifying to better serve and engage Generation Z?**

# The Importance of First Impressions

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**55%** *Body Language*

**38%** *Tone of Voice*

**7%** *Words we use*



# ***First up: Body Language***

Most people are familiar with the typical tips including maintain eye contact, don't cross your arms, don't fidget, etc.

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- Lesser known tip: The Hand Jive
  - Did you know people remember twice as much information due to gestures? It's true. Effective use of gestures makes a big impact. Don't use random wasted gestures.
  - For example: Take a look at the palms of your hands. Did you know that the palm immediately relaxes your eyes? It's true. Be sure to keep your palms open when gesturing, don't show the back of your hands. This shows you are open to the discussion.
  - Three of the most important gestures:
    - The Gift
    - The Show
    - The Chop

## ***Second: Tone of Voice***



### ***"Pass The Butter"***

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- When conversing with others, use the same tone you would use if you asked someone to pass you the butter at dinner. (Which means to speak in a calm, soothing, and polite tone of voice).
- It's not what you say, it's how you say it.
- Don't allow personal matters to negatively impact service level (in this case, tone of voice).

## ***Third: Words we use***



### ***"Did I say that?"***

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- Try to avoid Industry Lingo (Examples: CWA, IFPTE, ePAR, etc.)
- Extreme words like "never" or "always" are usually better left unsaid.
- Use positive messaging (using words that are laced with optimism – more impactful)
- Communicating in this way will change the way your listeners receive your feedback
- It should be personal, encouraging, passionate, and empowering.

***What do you think are the keys to a strong first impression?***

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# ***The Essentials of Effective Listening***

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Most people  
do not listen with the  
intent to understand;  
they listen with the  
intent to reply.

Stephen R. Covey



# Negative Listening Habits to Avoid

- **The Faker** – All the outward signs are there: nodding, making eye contact, and giving the occasional “uh huh”
- **The Interrupter** – Doesn’t allow the speaker to finish, ask clarifying questions, or seek more information from the speaker; too anxious to talk him or herself
- **The Quick Switch** – Favorite lines are, “Oh, that’s nothing, here’s what happened to me...” “I remember when I was...”
- **The Rebuttal Maker** – Only listens long enough to form a rebuttal; at their worst, they are argumentative and want to prove you wrong; at minimum, the person wants to make the speaker see the other point of view.
- **The Advice Giver** – Giving advice is sometimes helpful; however, at other times, this interferes with good listening because it does not allow the speaker to fully articulate their feelings or thoughts; it doesn’t help the speaker solve their own problems; it prohibits venting; it could also belittle the speaker by minimizing his/her concern with a quick solution.

# Effective Listening Techniques

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- Give your full attention. Clear your mind, desk, and hands. Face the speaker and maintain eye contact. Concentrate!
- Have an open mind.
- Avoid interrupting; suggesting “solutions” too soon can be frustrating to the speaker.
- Ask questions.
- Acknowledge that you understand the student/co-worker.





## Effective Listening Techniques

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- Wait for the speaker to pause to ask clarifying questions.
- Ask questions only to ensure understanding. Asking questions for other reasons often leads to getting off topic and an inefficient use of time.
- Try to feel what the speaker is feeling (joy, sadness, fearful, etc.) – facilitates empathy and better communication.
- Give the speaker regular feedback (i.e. “You must be thrilled” or “I can see how that could be confusing”)
- Pay attention to what isn’t said – to nonverbal cues (body language)

# Positive and Effective Verbal Communication

- **Complex Words vs. Simple Words** (ex. abbreviate vs. shorten, aggregate vs. total, feasible vs. possible, optimum vs. best, etc.)
- **Avoiding Wordy Phrases** (ex. As a general rule vs. generally, as a matter of fact vs. in fact, as you may or may not know vs. as you may know, due to the fact that vs. because, etc.)
- Keep it simple, direct, understandable, and know your listener.
- Better communication = increased efficiency (less back and forth)



# E-mail Tips

- **Courtesy E-mail** – When busy, send a short E-mail to let the individual know that you received it and that you plan to address it with a rough timeframe for completion – much better than not responding because you don't have time to complete!!
- **Don't E-mail angry** – remember that e-mail correspondence lasts forever.

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- **Use exclamation points sparingly** – Maximum number – 1!
- **Avoid using shortcuts to real words, emoticons, jargon, or slang** – it's not a text!
- **Be clear in your subject line** – With inboxes being clogged by hundreds of e-mails a day, it's crucial that your subject line gets to the point. It should be reasonably simple and descriptive of what you have written about.
- **Send or copy others only on a need to know basis** – Before you click Reply All or put names on the Cc or Bcc lines, ask yourself if all the recipients need the information in your message.
- **Pick up the phone** – When a topic has lots of parameters that need to be explained or negotiated and will generate too many questions and confusion, don't handle it via e-mail.

# E-Mail Tips



- **Maintain privacy** – If you're sending a message to a group of people and you need to protect the privacy of your list, you should use "Bcc". Additionally, avoid giving out e-mail addresses to a third party.
- **Know your audience** – Your e-mail greeting and sign-off should be consistent with the level of respect and formality of the person you're communicating with.
- **Keep it short and get to the point** – Long e-mails are typically inefficient. Write concisely so as to not overwhelm the recipient. Make sure when you look at what you're sending it doesn't look like a burden to read – feel free to use bullet points.
- **Your e-mail is a reflection of you** – Every e-mail you send adds to, or detracts from your reputation. If your e-mail is scattered, disorganized, and filled with mistakes, the recipient will be inclined to think of you as a scattered, careless, and disorganized person.
- **The message is as unique as the recipient** – The message should be tailored to best fit your target audience or addressee. Take the time to personalize a mass email message based on the recipient(s).

## Outside of the Box and Beyond Basic

Student-centered advising enlarges the domain of concerns beyond basic student decisions about the formal curriculum—i.e., beyond questions of what major to choose and what courses to take.

The overarching question for the student becomes “what activities and experiences should I program to develop my understandings and capacities as a learner?”

The path chosen can be thought of as the student's development curriculum, and it should be the centerpiece of the adviser/advisee relationship.

# Action Plan



- What will you do to implement a concept from today's session?
- When will you do this?
- What results do you expect and how will they be measured?
- What assistance will you need to implement your plan?

# Thank you



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If you have any questions, please contact the Human Resources Office at

[hr@rnu.edu](mailto:hr@rnu.edu)

# Strategies for Managing Communication & Conflict

**Reagan National University**



# Agenda

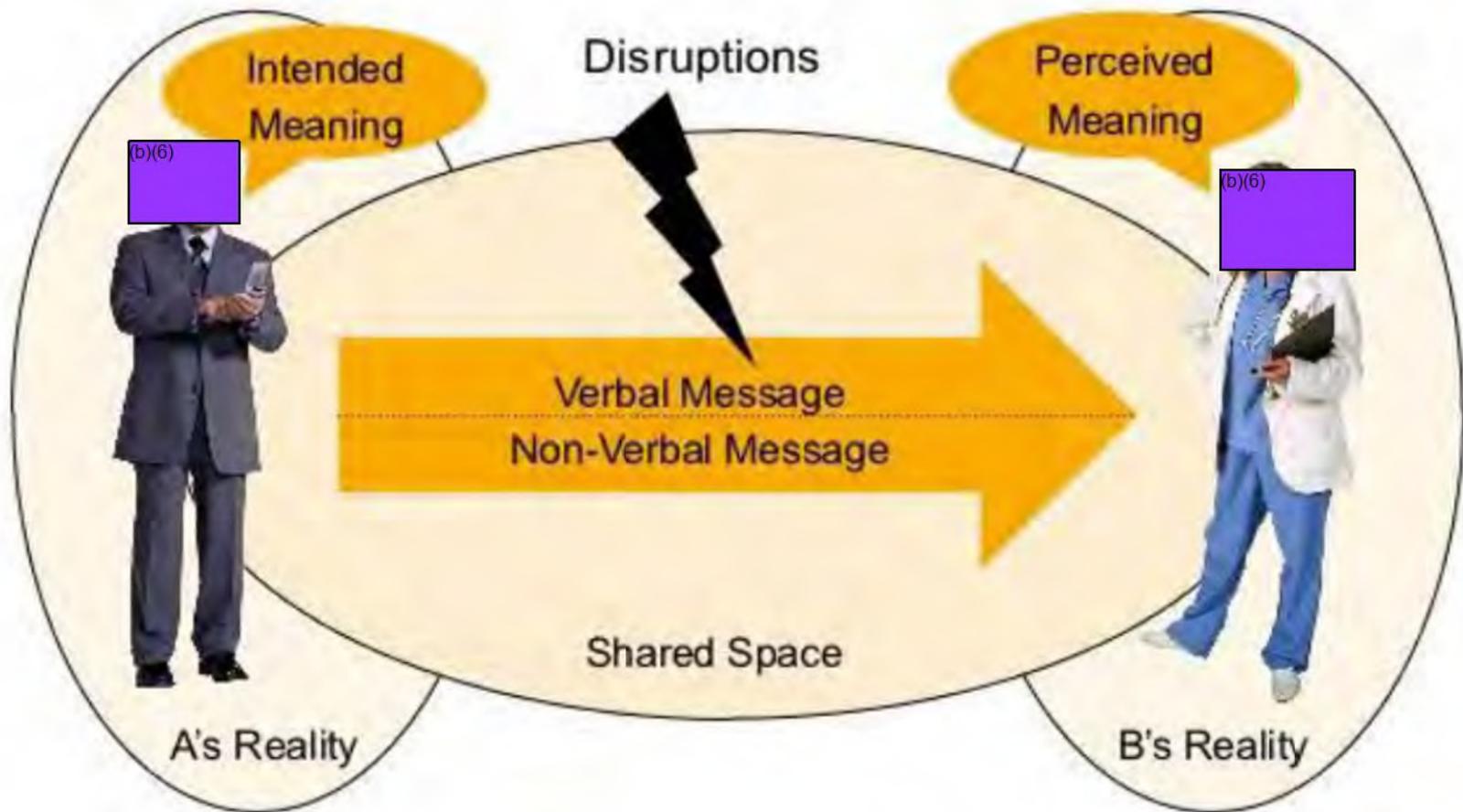
- ▶ Statistics
- ▶ The Communications Model
- ▶ 4 Word Build Activity
- ▶ The Interaction Process
- ▶ Conflict Management
- ▶ Handling Common Conflicts Activity
- ▶ Thomas-Kilmann Conflict Mode Instrument
- ▶ Tips for Tackling Workplace Conflict
- ▶ Action Plan

# Alarming Statistics

- ▶ Managers said they spend, on average, 18% of their time — more than seven hours a week or nine weeks per year — intervening in employee disputes.
- ▶ \$359 Billion in paid hours or the equivalent of 385 million working days are lost each year to workplace conflict
- ▶ 85% of employees deal with conflict on some level; 29% almost constantly
- ▶ 34% of conflict occurs among front-line employees
- ▶ 49% of conflict is a result of personality clashes and “warring egos”
- ▶ 34% of conflict is caused by stress in the workplace or heavy workloads
- ▶ 25% of employees have seen conflict result in sickness or absence
- ▶ 9% have seen workplace conflict cause a project to fail

# Communications Model

## Sender – Receiver – Model of Communication



# Sender/Receiver Interactions

Interpretation based on experience:

- ▶ Work/Industry background
- ▶ Acronyms
- ▶ Understanding of the topic



# 4 Word Build Activity

- ▶ Observations about final words selected
- ▶ How did you come to the decisions in your group(s) with regard to which ones to keep or drop?
- ▶ Were you passive in one group and more active in another?
- ▶ Did anyone try to dominate the conversation?
- ▶ Any new insights into the original word (post activity)
- ▶ How did you feel completing the exercise?
- ▶ What did you learn from the exercise?

# Assertive vs. Aggressive Communication

- ▶ **Assertive**: those who put forth their needs and views confidently and directly. They stand up for themselves, but always consider the views of others.
  - ▶ **Behavior**: Act with poise, include everyone, collaborate as a team
  - ▶ **In the Office**: "Can you have this ready by Wednesday?"
- ▶ **Aggressive**: forceful individuals with intentions of dominating others
  - ▶ **Behavior**: Making commands or having too high an expectation of others
  - ▶ **In the Classroom**: My way or the highway – "You will have this done by Wednesday!"

## What is the difference?

# Assertive vs. Passive Aggressive Communication

- ▶ **Assertive**: having/showing confidence and directness
  - ▶ **Behavior**: Communicate honestly, directly, and with no hidden agenda
  - ▶ **In the Office**: "Will you please file these documents?"
- ▶ **Passive Aggressive**: showing indirect resistance to the demands of others and an avoidance of direct confrontation, hostility
  - ▶ **Behavior**: Snide comments, stubbornness, deliberately not completing tasks
  - ▶ **In the Office**: "After you finishing chatting or doing whatever it is you do all day, would you mind filing these documents? That is, if you are not too busy."

## What is the difference?

# Nip Passive Aggression in the Bud

- ▶ **Learn to recognize passive aggressive behavior & don't be lenient**
  - ▶ Examples: Sugarcoated hostility, sarcasm, the silent treatment
- ▶ **Set limits and follow through**
  - ▶ Make it clear that you will not tolerate the behavior
- ▶ **Speak specifically – not generally**
  - ▶ Confront the individual for specific actions and be clear about the issue at hand
- ▶ **Practice assertive communication**
  - ▶ Confident, nonreactive, and respectful

# Use the Interaction Process

## Here's an example:

- ▶ **Open** – the purpose of this meeting is to determine our goals for the year
- ▶ **Clarify** – in this step we are clarifying what goals we are working on for the year
- ▶ **Develop** – consider each person's input into the goals they present
- ▶ **Agree** – agree on the goals that we are working on for the year
- ▶ **Close** – So, in summary, we have decided to work on x, y and z goals

# Keys to the Interaction Process

- Co-workers need to feel appreciated, listened to, understood and involved
- Maintain or enhance self esteem
- Ask for help and encourage involvement
- Share thoughts, feelings, and rationale (employees, esp. direct reports, like to understand the "why")
- Provide support without removing responsibility (guide, don't take someone off the hook)



# Maintain/Enhance Self-esteem

- ▶ Focus on Facts
  - ▶ Instead of “you never follow through”, be specific
- ▶ Respect and support others
  - ▶ Even when performance isn't their best, still provide support
- ▶ Clarify Motives
  - ▶ Ensure that they understand where you are coming from

Self Esteem



# Maintain/Enhance Self-esteem

- ▶ Acknowledge accomplishments and express confidence in their abilities.
- ▶ **Example:**
  - ▶ "Having you record open issues during our meeting kept us on schedule and enabled us to cover all agenda items. Thanks for your help."



# Ask for Help and Encourage Involvement

- ▶ Utilize the expertise of co-workers by asking for their input with tasks/projects.
  - ▶ **Example:**
    - ▶ “With your experience working on similar equipment, what technical problems do you think we should address in the procedures manual?”



# Keep your team in the loop

- ▶ When possible, offer the “why”
- ▶ Use good judgment – ask yourself if the information can be shared and if it will benefit the people involved.
  - ▶ **Example:**
    - ▶ “That’s right, (b)(6) was promoted recently. And I realize you anticipated a promotion too, especially since you joined the organization at the same time. Let’s talk about some of the areas in which you can focus your development efforts in order to be considered for promotion in the future.”

# Provide Support without Removing Responsibility

- ▶ Help others “think” and “do”
  - ▶ You’ve been working with this student for 3 months and are most qualified to handle this problem. I know you’re concerned about staying in touch with the rest of the team while you work with him. What can I do to help there?



# Conflict Management

## CONFLICT MANAGEMENT

INCREASE  
the positive



DECREASE  
the negative

# Conflict Management

## Definition of Conflict:

- ▶ A fight, battle, or prolonged struggle; a controversy or quarrel

## The truth about Conflict:

- ▶ Conflict is inevitable; however the results of conflict are not predetermined.
- ▶ Conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to high quality products.



# Why is Conflict Needed?

- ▶ 4 Vertical Lines Example
- ▶ Helps raise and address problems
- ▶ Helps people learn how to recognize and benefit from differences
- ▶ Helps avoid "Group Think"
- ▶ What are some negative effects of "Group Think"?



# When does Conflict become a problem?

- ▶ **When it:**
  - ▶ Hampers productivity
  - ▶ Lowers morale
  - ▶ Causes more and continued conflicts
  - ▶ Causes inappropriate behaviors



# Managing Conflict – Supervisors

- ▶ **Most critical activity for effective conflict management:**
  - ▶ More informal one-to-one conversations with direct reports
  - ▶ Acting as mediators
  - ▶ Providing more clarity over expected forms of behavior



# Conflict Exercise

## ▶ **Handling Common Conflicts Activity**

### ▶ Common Conflicts That Come up When Working Together on a Project or Task

- ▶ Personality differences
- ▶ Language barriers
- ▶ Age Differences
- ▶ Different energy levels
- ▶ Different opinions
- ▶ Practical challenges



### ▶ What are some ways to deal with these common conflicts?

# Thomas-Kilmann Conflict Mode Instrument



# Styles



- ▶ **Avoiding** – avoid whenever possible and withdraw when confronted
  - ▶ **Advantages:** Could work or be best choice when an issue is trivial or when there is no chance of winning; allows involved parties to cool down; may allow others to resolve conflict more effectively (on their own)
  - ▶ **Disadvantages:** Hoping issues will resolve themselves is not a good long term strategy in many cases. Can make a manager appear weak or not in control. Can cause long term damage with employee relationships;

# Overuse of Avoiding

**Could result in:**

- ▶ **Lack of input from you**
- ▶ **Decisions made by default**
- ▶ **Festering issues**



# Styles

- ▶ **Accommodating** – Accommodators give ground as a way of maintaining harmony
  - ▶ **Advantages:** Time saver, helps avoid any unnecessary argument/tension; may be useful when harmony and stability are more important than the subject at hand
  - ▶ **Disadvantages:** Concern for others overrides concern for self and empowers others to control the situation



# Overuse of Accommodating

- ▶ **May work against your own goals and objectives**
- ▶ **Can be harmful to the relationship if one person always gives in and the other always gets their way**



## Conflict Resolution Styles

### Accommodation

- Advantages
  - Achieves short term goals
  - Effective for meeting deadlines
- Disadvantages
  - Breeds resentment
  - Destroys creativity
  - May lead to power struggles
- Useful for
  - Future leverage
  - When you are wrong



# Styles

**Competing:** the only way for one party to reach its goals is to overcome the other; this is the “win-lose approach”; you act in an assertive way to achieve your goals, without seeking to cooperate w/ the other party;

- ▶ **Advantages:** when quick, decisive action is vital; when important issues where unpopular actions need implementing
- ▶ **Disadvantages:** generates ill will that is costly and unpleasant; workers whose needs are ignored are likely to resent their employer and act in ways that cost the organization.

# Overuse of Competing

**Could result in:**

- ▶ **Lack of feedback**
- ▶ **Reduced learning**
- ▶ **Low empowerment**
- ▶ **Surrounded by “yes” people**



# Styles

- ▶ **Compromising**: each party sacrifices something he/she is seeking to gain agreement; this is the “lose-lose” scenario where neither party really achieves what they want;
  - ▶ **Advantages**: it is cooperative, recognizing that both parties must agree to resolve a conflict
  - ▶ **Disadvantage**: it is self-centered since the parties act in their self interest to get the best possible deal

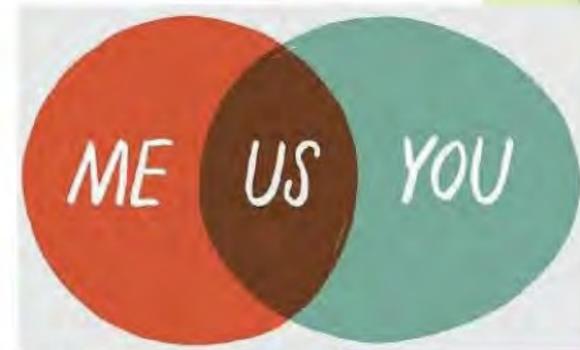


# Critical Compromising Skills

- ▶ Negotiating
- ▶ Finding a “middle ground”/making concessions
- ▶ Assessing value

**When has compromising been effective for you? Not effective?**

- ▶ The trap is to fall into compromising as an easy way out, when collaborating would produce a better solution.



# Styles

- ▶ **Collaborating**: Working together to resolve conflicts; this is where you break free of the “win-lose” paradigm and seek the “win-win”
  - ▶ **Advantages**: benefits are clear; not only can the issue at hand be resolved, but the relationship between parties is improved.
  - ▶ **Disadvantages**: takes time and a mutually satisfactory outcome isn't always possible.



# Collaborating Skills

- ▶ **Ability to listen, understand and empathize**
- ▶ **Identifying underlying concerns**

**When has collaborating been effective for you? Not effective?**



# When conflict takes you by surprise...

- **Stop, Breathe and Think**
- **Take it somewhere else**
- **Despite best efforts, it may not work, elevate to your supervisor**



# Tips for Tackling Workplace Conflict



"What if, and I know this sounds kooky, we communicated with the employees."

## **Tip 1: Tackle the issue after both parties have calmed down**

- Address issues before they escalate, but be sure to wait until things have cooled down
- Difficult to have a productive discussion if you or your co-worker are angry or upset



## Tip 2: Practice “active listening”

- **Example:** You were passed over for a promotion that you felt you deserved
- When you approach your manager, don't just fire off your concerns
- Hear he/she out – pay attention, ask questions, try to understand their perspective, and acknowledge the emotions you are feeling
- Focus on what to work on; don't dwell on it!
- Seek to understand; be open-minded

THE IMPORTANCE  
OF ACTIVE  
**LISTENING**



## **Tip 3: Ask the other person to suggest a solution**

- **Example: Holiday scheduling – equitable distribution**
- The manager could ask the team for what they think works best – what's fair
- Consider various approaches and be open to ideas other than your own
- Agree on a solution that all parties will be satisfied with and then discuss a plan for next steps

## **Tip 4: Consider your role in the conflict**

- **Example:** You are the first to gossip about something you found out about a co-worker recently
- Take responsibility for your actions
- Try to forgive and forget when you are on the receiving end of this type of situation
- Be able to let go and move on after addressing the problem
- You and your co-workers don't necessarily have to be great friends, but you do need to be able to work together in a professional manner.

## **Tip 5: Contact HR if necessary**

- **Example: Workplace harassment – based on age, gender, race, etc.**
- When direct attempts aren't effective, you may have to pursue formal channels
- Talk to your manager and/or HR and follow the formal process for filing a complaint.
- Document the problem in writing, being specific about what behaviors occurred, when they happened, what impact they had, and what needs to be done to resolve the conflict.

# Review

- ▶ Statistics
- ▶ The Communications Model
- ▶ The Interaction Process
- ▶ Conflict Management
- ▶ Thomas-Kilmann Conflict Mode Instrument
- ▶ Tips for Tackling Workplace Conflict



# Action Plan

- ▶ **What will you do to implement a concept from today's session?**
- ▶ **When will you do this?**
- ▶ **What results do you expect and how will they be measured?**
- ▶ **What assistance will you need to implement your plan?**

**ACTION PLAN**

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