

# Visions

QUINSIGAMOND COMMUNITY COLLEGE

a newsletter of the staff development committee



## Visions Developing New Directions

by Paul Connell

This year, *Visions* plans to establish ongoing articles introducing new faces at Quinsigamond, with photos and a brief blurb about each of you. Every issue, we'll cover a couple of new people. To start, we used whatever information we had on hand—photos of Cathy Livingston and Vicki Kirsch. But we haven't forgotten you. Over the next few months, either Dan Lamarche or I will be coming around to take your picture. In addition, I'll be talking to you.

You can help out, too. If you have been hired over the past year, call me at 4354, after this week, and we can make an appointment for a photo session and a brief chat. If you don't want your picture in, well, that's o.k., too. I'd still like to talk to you.

I'm also working on establishing "dedicated" columns in *Visions* that cover development news in three areas—Faculty, Administration, and Classified. Right now, I'm trying to establish "contact" people. The heads of the three development committees seem a good place to start. Nancy Berthiaume is the current Faculty contact. Jane Pickett is serving as the Classified person. The Administrative slot is still open. Any takers?

All of this is an effort to make *Visions* a more comprehensive and inclusive publication. I'd like to get you involved—or at least included.

The following folks are relatively new on campus. If you see your name on the list and it's misspelled or I put you in the wrong department, call me (4354). If you're not on the list, and you should be, call me. Otherwise, I'll

try to get in touch with you over the next few months (it may even go into next semester—but I'll try to get everybody).

### QCC's New Faces

- Mark Davidson ..... Food Service Manager
- Jolly Shah ..... Database Programmer
- Patricia Carr ..... Bookkeeper, Business Office
- Cheryl Fortin ..... Clerk, Network Services
- Paula Moreau ..... Instructor, Nursing
- Michelle McCrillis .. Coordinator, Student Financial Aid
- Joanne McCann .... Assistant Professor, Nursing
- William McCauly ... Maintainer, Facilities
- Josephine Santos .. Maintainer, Facilities
- Joseph Hutton ..... Maintainer, Facilities
- Guy Haskell ..... Coordinator, EMT Paramedic Program
- Charluta Trivedi .... Instructor, CIS
- Sally Smith ..... Lead Teacher, ECE
- Curtis Broderick .... ABE Field Technologist, Central SABES
- Gloria Doherty ..... EDP Operator, Registrars Office
- Elsie Ramos ..... Clerk, Community Education Center
- Ellis Paakkonen ..... Assistant Director, Human Resources
- Krista Bunnell ..... EDP Operator, Registrars Office
- Randy Fournier ..... Media Center Director

You could help me immeasurably by e-mailing me a brief biography, as Vicki Kirsch did—use hers as a model—telling me where you're from, what brought you to the job, and maybe something about hobbies or activities you enjoy.

## Visions Publication Dates and Deadlines for Fall, 1998



<u>Deadline</u>	<u>Publication Date</u>
September 30 -----	October 9
October 19 -----	October 26
November 9 -----	November 16
December 1 -----	December 7

Layout, Photos, Artwork, Editing by Paul Connell

# Editorials

The opinions expressed on the editorial page(s) are those of the individual contributors and do not reflect the opinions of QCC or SDG official policy.

## Let's Abolish Spring Break! (Beginning in 2000)

by Ralph Lennon

In the Fall Semester of 1998 there are three holidays:

- Columbus Day—a Monday weekend holiday, October 12<sup>th</sup>
- Veterans Day—a Wednesday holiday, November 11<sup>th</sup>
- and Thanksgiving—a Thursday and Friday weekend holiday, November 25<sup>th</sup> and 26<sup>th</sup>.

These holidays serve as option dates or provide breaks for family life, catching up, travel, or just plain relaxation. Following a Summer Recess, these holiday weekends also serve as benchmarks, helping accelerate the Fall Semester, while allowing a coherent academic pace for our students and classes.

This is not the case for the Spring Semester Recess (the politically correct term for Spring Break). Smack in the middle of the semester we have a disruptive, extended *nine day* hiatus, that has questionable value, seems to lengthen the semester, and disrupts learning. I believe that our community college is still welded to a four-year college model that quite frankly does not suit the needs of many of our students. My proposal is basically:

*Abolish* the Spring Recess for the 2000 Spring Semester and use the four class-days more effectively by spreading them throughout the semester. The fifth class-day of Spring Break is Evacuation Day (because Evacuation Day is a Massachusetts State Holiday, the college is required to be closed—thus Spring Break is usually strategically placed in mid-March).

There is a viable rationale for the more effective use of this important time: take the four spring break days and apply them to Thursday and Friday holidays during elementary and high school February and April vacation weeks. Think of the impact for everyone in the Quinsigamond Community. Take a minute and check next year's calendar and see how these proposed changes coincide with your lifestyle. This would be especially helpful for both staff and students with school age children allowing more time for families instead of the present system which places a real burden on many of our parents.

It's a fact: most of our community college students don't go to Cancun, Ft. Lauderdale, Padre Island, or Palm Springs for college spring flings and drink-a-thons; they usually just add more hours to their part time jobs, or spend time at home with family and friends. Remember that old rationale of coordinating our spring breaks with those of our colleagues within the Consortium, especially to assist students who have cross-registered? But Quinsig's

Visions will publish your editorial, providing it follows these broad guidelines:

- It must have something to do with education, educational administration, or educational periphery.
- It must not demonize people with different points of view.
- It must be signed.

Please e-mail your editorial to: [pconnell@qcc.mass.edu](mailto:pconnell@qcc.mass.edu). You can either paste it in or attach a word-processing file to your e-mail.

Spring Recess doesn't coincide with others in the Worcester Consortium [take the Spring Recess of 1997, our Recess was different from all of the other member colleges']. There goes that argument.

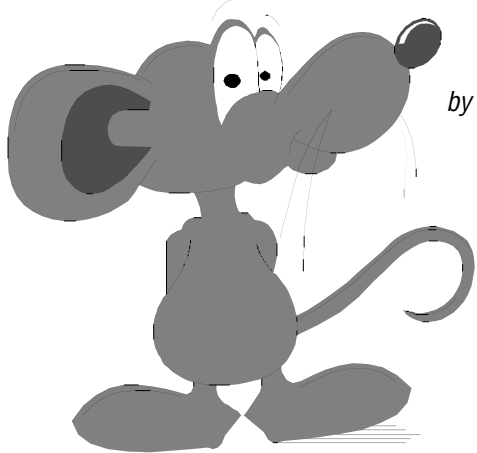
The nine day spring break is academically disruptive. I have been experiencing this disruption for several years. Just as we begin to pick up the pace of learning and homework—we stop dead in our tracks—terminate classes, interrupt the momentum of homework assignments, obstruct sequential learning, then we seem to start all over again. As a coarse attempt at witticism, I start the first class, after the long Spring Break intermission, by reintroducing myself and reminding my students of the name of the course.

The disruptive nature of long academic breaks has been brought to my attention in the past, interestingly by students. For example, I administered 5 weekly quizzes starting the second week of class, followed by the mid-term exam. Then I decided to give the class a well deserved break from testing and homework for a little more than a week. At the end of the semester they constructively criticized my scheduling because it "got them out of sync."

There is an abundance of data showing the changing travel patterns of most Americans—away from the extended month or week, toward periodically spaced, long weekends. This change and growth is taking place because of complex lives, multiple work schedules, tight budgets and sanity.

Our calendar in the next millennium should reflect the needs of the vast majority of our community. There will be an increasing number of students of all ages who will be entering or returning to community colleges for retraining or upgrading their skills for the job market. Why not implement this proposal in the year 2000 (at least for an experimental period of two years)?

# Mousetraps as Tools to Teach Professional Behavior?



by Brenda Marshall

From April 2 to April 6, 1998, I attended the American Occupational Therapy Association's Annual Conference in Baltimore, and what a joy it was to escape the mud of Worcester and see the blossoms and spring flowers of Maryland! At the National Conference several study tracks are available for attending OT's: mental health, physical disabilities, pediatrics, geriatrics and so on. Since the teaching role is a new one for me, I attended the education track with a focus on working with students with disabilities, managing clinical fieldwork placements, and developing professional behaviors in our students. This latter topic attracted large numbers of participants, not only classroom educators, but clinicians who supervise students in the clinics, and students themselves. As I had suspected, developing professional behaviors was indeed a **hot topic**; one of interest to therapists with a variety of professional roles. As yet I have had little opportunity to discuss this subject with colleagues in other disciplines here at Quinsigamond, but I am sure that we all struggle with this issue.

Several strategies have been developed in OT programs across the country to address the development of "professionalism". In all programs the first step was to identify those behaviors that are essential for the projection of a professional image. Such behaviors as dependability, initiative, empathy, cooperation, organization, clinical reasoning, communication, and the ability to engage in the supervisory process were identified in all cases. A daunting list when the goal is to graduate students with all these skills!

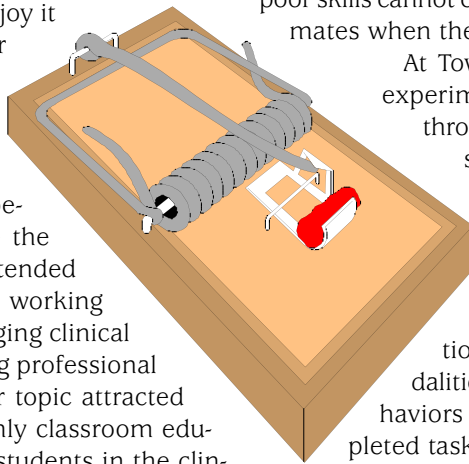
Some programs have introduced student self-evaluation of professional behaviors. If students use the same evaluation tool is throughout their time in college, they develop a record of their growth in each area. This strategy appears to be most useful when a faculty member fills out a similar form and compares that evaluation to

the one completed by the student. This serves as a reality check for the student and as an opportunity for discussion of the student's strengths, weaknesses, and development. Jack Kasar, Ph.D. and Nelson Clark, M.S. at the University of Scranton have developed a tool: *Professional Development Assessment*, that is proving very valuable within their University and in the clinics where Scranton students do fieldwork. Conference attendees were given permission to show this tool to colleagues and I will be happy to share it with anyone who is interested.

In other programs faculty members meet each semester or quarterly to discuss and evaluate student progress in professional development. In these cases a form or checklist is filled out and shared with the student. The advantages of this technique are that several opinions contribute to the evaluation, and, since the evaluation is completed on all students, those who demonstrate poor skills cannot complain of being singled out from classmates when the need for improvement is indicated.

At Towson University, Professor Yeager has experimented with teaching professional skills through tasks. Every OT curriculum contains some unit in which the students practice hands-on activities. It may be learning crafts that can be later taught to patients such as woodwork or ceramics, or it may be the fabrication of splints or the construction of adaptive equipment. In such a modalities class, Dr. Yeager observes student behaviors closely and grades not only the completed task, but also the process that the student used to complete it. During these tasks such factors as independent problem solving, safety compliance, appropriate use of resources, time management, frustration tolerance and impulsivity, and environmental management can be observed and evaluated. Although recognizing that it cannot be assumed that a behavior would be repeated in the clinic, Dr. Yeager finds the exercise to be extremely valuable in indicating potential problem areas to students. The "straight A" student who picked out all the best supplies and went off into a corner to work alone, refusing to answer the questions of a peer needing help, clearly had some work to do before she would make a good OT.

At the University of Scranton, there is a required course in the OT program that focuses on professional development and this course has a lab unit each week. Dr. Kasar and Mr. Clark use each lab to reinforce one professional behavior as listed on the "*Professional Development Assessment*" tool. The example that was shared with us at the conference was their lab to address the importance of written communication, including writing clear



*continues next page*

# New Faces at QCC

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## **Cathy Livingston, Academic VP**

Unless you've been vacationing on a different planet, lately, you probably already know we have a new Vice-President of Academics and have had a chance to chat with her. Cathy comes to us from the American Council on Education, where she held a Senior Fellowship in the Office of Women in Higher Education last year.

Previously she had worked as a Learning Center Director at Lasell College in Newton, Mass. from 1985-1988. She was promoted to Vice President of Academic Affairs at Lasell in 1988 and held that position for nine years.

Cathy has a Ph. D. in Education from the University of Illinois, where she specialized in "creating and fostering effective innovative learning environments across the life-span."

Prior to her work at Lasell, Cathy was a Director of the Individualized Learning Center at Parkland College, Illinois from 1971-1977; was the Assistant Principal at Lincoln Sudbury High School, from 1977-1984.

## **Vicki Kirsch, Director of the Womens' Center**

Vicki Kirsch, from Somerville, came to QCC from the Fresh Pond Day Treatment Center where she worked as a therapist/case coordinator and DMH Human Rights Officer for chronically mentally ill adults.

She has also been on the associate faculty of the BA/MA Off-Campus Program at Goddard College for the past five years. Vicki taught Women's Studies, Religious/Myth Studies and English/Writing at Georgetown University, Emory University, the Atlanta College of Art and the College of William and Mary. Her primary academic interests are feminist theory, psychoanalysis, religious/spiritual studies, psychology/psychotherapy.

Vicki came to QCC as Coordinator of the Women's Center because she sees this as an opportunity to bring her academic and clinical careers together. She stated that it "is a privilege to be able to initiate programming in the Women's Center, to do individual and group clinical work with students, and to envision teaching courses in Women's Studies as well." *(continues on page 10)*



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## **Mousetraps (cont'd from previous page)**

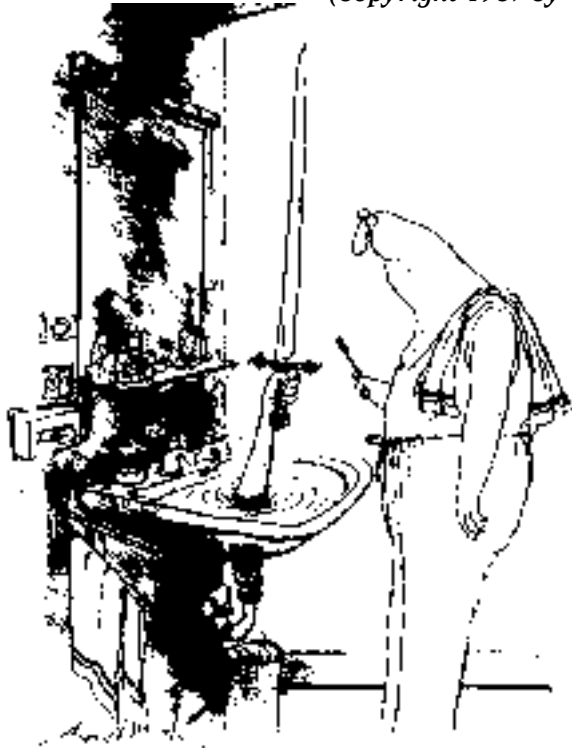
sentences, communicating ideas clearly and concisely and accurately describing complex subject matter. At the start of this lab session half the class is asked to leave the room and then the lecturer demonstrates to the remainder of the class how to set a mousetrap. He uses no words, the students must watch the demonstration and then practice setting their own traps until they can safely set and discharge the trap. The student then has ten minutes to write step by step instructions for setting the mousetrap, and then the instructions and discharged traps are left for those members of the class who are waiting outside. This second group must use the written instructions to set the traps. After the exercise, one of the sets of instructions is selected and used to "prosecute the writer in court" for injuries the "client" has received following those directions. The final task of the lab is a collaborative effort by all students to write a "perfect" set of instructions for set-

ting the trap. In this way the teachers have helped students to view documentation as important as a professional skill and not merely as a skill that they must master to get a good course grade.

During their workshop at the Conference Kasar and Clark gave each participant a trap and then requested that we form into pairs to practice this task and to experience the difficulty of writing clear, concise instructions for setting the trap. Even seasoned clinician were challenged by the assignment and some very unprofessional language echoed around the room. We learned very rapidly that the importance of clear documentation cannot be over emphasized. Such innovative instruction must leave its mark on the students. Although the bruises on my fingers have faded, I continue to be impressed by the effectiveness of this particular teaching strategy.

# A HISTORY OF THE WORLD by Richard Lederer

*(Copyright 1987 by Verbatim, The Language Quarterly)*



*One of the fringe benefits of being an English or history teacher is receiving the occasional jewel of a student blooper in an essay. I have pasted together the following "history" of the world from certifiably genuine student bloopers collected by teachers throughout the United States, from eighth grade through college level. Read carefully, and you will learn a lot.*

The inhabitants of ancient Egypt are called mummies. They lived in the Sarah Dessert and traveled by Camelot. The climate of the Sarah is such that the inhabitants have to live elsewhere, so certain areas of the desert are cultivated by irritation. The Egyptians built the Pyramids in the shape of a huge triangular cube. The Pyramids are a range of mountains between France and Spain.

The Bible is full of interesting caricatures. In the first book of the Bible Guinnesses, Adam and Eve were created from an apple tree. One of their children, Cain, once asked, "Am I my brother's son?" God asked Abraham to sacrifice Isaac on Mount Montezuma. Jacob, son of Isaac, stole his brother's birthmark. Jacob was a patriarch who brought up his twelve sons to be patriarchs, but they did not take to it. One of Jacob's sons, Joseph, gave refuse to the Israelites.

Pharaoh forced the Hebrew slaves to make bread without straw. Moses led them to the Red Sea, where they make unleavened bread, which is bread made without any ingredients. Afterward, Moses went up to Mount Cyanide to get the ten commandments. David was a Hebrew king skilled at playing the liar. He fought with the Philatelists, a race of people who lived in Biblical times. Solomon, one of David's sons, had 500 wives and 500 porcupines.

Without the Greeks we wouldn't have history. The Greeks invented three kinds of columns - Corinthian, Doric and Ionic. They also had myths. A myth is a female moth. One myth says that the mother of Achilles dipped him the River Styx until he became intollerable. Achilles appears in the Illiad, by Homer. Homer also wrote The Oddity, in which Penelope was the last hardship that Ulysses endured on his journey. Actually, Homer was not written by Homer, but by another man of that name. Socrates was a famous Greek teacher who went around giving people advice. They killed him. Socrates died for an overdose of wedlock. In the Olympic games, Greeks ran races, jumped, hurled the biscuits, and threw the java. The reward to the victor was a coral wreath. The government of Athens was democratic because people took the law into their own hands. There were no wars in Greece, as the mountains were so high that they couldn't climb over to see what their neighbors were doing. When they fought with the Persians, the Greeks were outnumbered because the Persians had more men.

Eventually the Romans conquered the Greeks. History calls people Romans because they never stayed in one place for very long. At Roman banquets, the guests wore garlics in their hair. Julius Caesar extinguished himself on the battlefields of Gaul. The Ides of March murdered him because they thought he was going to be made king. Nero was a cruel tyranny who would torture his poor subjects by playing the fiddle to them.

Then came the Middle Ages. King Alfred conquered the Dames, King Arthur lived in the Age of Shivery, King Harold mustered his troops before the Battle of Hastings, Joan of Arc was cannonized by Bernard Shaw, and victims of the Black Death grew boobs on their necks. Finally Magna Carta provided that no free man should be hanged twice for the same offense.

In midevil times most of the people were illiterate. The greatest writer of the time was Chaucer, who wrote many poems and verses and also wrote literature. Another tale tells of William Tell, who shot an arrow through an apple while standing on this son's head.

The Renaissance was an age in which more individuals felt the value of their human being. Martin Luther was nailed to the church door at Wittenberg forselling papal indulgences. He died a horrible death, being excommunicated by a bull. It was the painter Donatello's interest in the female nude that made him the father of the Renaissance. It was an age of great inventions and discoveries. Gutenberg invented the Bible. Sir Walter Raleigh is a historical figure because he invented cigaarettes. Another important invention was the circulation of blood. Sir Francis Drake circumcised the world with a 100-foot clipper. The government of England was a limited mockery. *[I'm sure that none of this looks familiar to any of our English or History Faculty—p.c.]*

# Technology, Friend or Foe by Tony Metrano



The 14th Annual Northeast Regional Conference (The *Reflective Practitioner*) sponsored by the National Academic Advising Association (NACADA) was held in Portsmouth, New Hampshire on March 19th and 20th. Guess what the “Hot” topic was: You guessed it .... Technology. As higher education begins to retrofit and gear up for this new technology which seems to be moving so rapidly that by the time a system is installed, it’s obsolete, academic advisors are beginning to feel the crunch. When man-hours equate to dollars and cents, nonacademic types, begin to be attracted to a technology which will virtually do away with the “personal touch.” I wouldn’t say I sensed fear from the crowds, but let it suffice to say, concern was felt by all.

One of the workshops I had the privilege of attending was entitled, “Technology: Friend or Foe.” Several small groups were convened to discuss the merits of tech-advising. The discussions began in a very positive light, with accolades emanating from the crowd. But, as one might expect, not long after, the comment was heard, “*computers have no feelings .... computers lack judgement....computers won’t take into consideration one’s life situation.*” This is where the concern became evident. As one and all expressed their opinions of the value of the one-on-one, counselor/advisor, relationship. One of the more techno-knowledgeable advisors in the group pointed out the merits of having immediate access to the internet, newly designed “super-effective”-mainframe-student-record systems (i.e., CARS, BANNER, et, al) and using E-Mail for both one-to-one student/advisor communication and listserves for disseminating information to all of one’s advisees (information, changes, procedures, etc.) in the advising relationship. What will the future be? Well, I believe academic advising functions will see tremendous strides in information technology. Many systems and programs are already being utilized across the country. I had

the opportunity to subscribe to the NACADA Commission on Technology in Advising’s listserv (TECADV-L@UAFSYSB.UARK.EDU). Yes, I’m being bombarded .... but, the information coming through the net is truly enlightening. Some of the innovations being used across the country include:

- Touch-tone telephone registration Web-based registration
- Degree Audit systems (*both advisor and student accessible*)
- Electronic calendar appointment systems
- Desktop videoconferencing (*Pima Community College*)
- Artificial Intelligence Systems in Academic Advising (*Dallas County Community College & Penn State University*)
- Databases that maintain students’ academic records and/or advising notes with linkages for integrating several different functional areas of student administration.

Take a look at what the university of Minnesota has put together on the web. “Molly’s University of Minnesota Experience” web site. The University Of Minnesota has put together a little slide show of what they hope their new student information system will allow. It can be found at— <http://www.umn.edu/s2000/docs/omnibrie/m01.htm>

Yet another example of some revolutionary programs being developed is at Western Washington University (WWU). The Academic Advising Center and the Tutorial Center are using technology to make “what-if” GPA calculations easier for students. It seems they have imbedded an Excel spreadsheet into a Word document. Students enter their existing GPA information as well as their expected grades for each class in which they are enrolled. The spreadsheet calculates the new, projected, GPA. Students may then work with peer advisors in the Academic Advising Center to get individualized assistance, or they may work independently using the “what-if” GPA scenarios.

We are on our way! Probably one of the most promising statements made by one distinguished panelist was although his college/university had embarked on several hi-tech advising initiatives, the telephone assistance lines in the advising center where students can call with questions about degree planning and registration were still busy, “... *Sometimes they just need to hear a real voice rather than using the web or using the automated telephone registration system.*” This was reinforcement to many of us “concerned” practitioners. I don’t understand why students would NEED this human touch, because, aeter all, when using the techno-knowledge, nothing can go wrong..gowrong..gowrong..wrong go..ongwr og!! \*\*\*\**Fatal Error*\*\*\*\**System Shut-Down Commencing*\*\*\*

# Global Reach ...Local Touch by Jenny Shih

I was in Washington D.C. from June 26<sup>th</sup> to June 30<sup>th</sup>, 1998, attending the American Library Association's 117<sup>th</sup> annual conference. The conference features 2000 sessions, 1300 booth exhibits and 100 small /product displays. With a total attendance of 24,884 conferees, it was the second largest conference in the U.S. just after the American Medical Association conference.

Since the conference offered so many programs I decided to choose the following sessions to attend because I was most interested in keeping abreast with technology and its impact on libraries:

*Ever Since Frankenstein: the Unleashed Power of Technology* reviewed the introduction of new technology and the impact of unintended consequences.

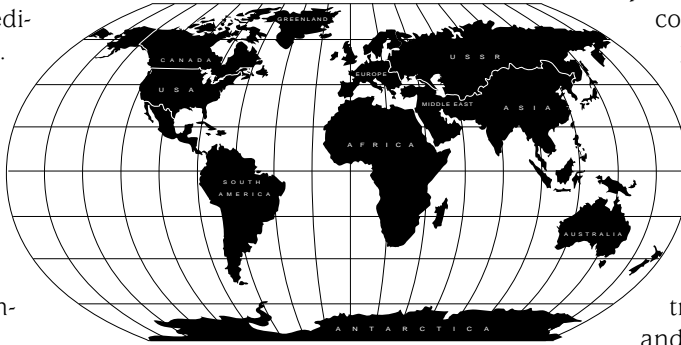
*Internet2: Beyond the Net We Know—The Internet2 Project* is the R & D effort of the University Corporation for Advanced Internet Development. Benefits of I2 cited are wider content through higher Bandwidth, more interactivity via minimal delay and reliable content delivery through a quality service mold. Developing I2 is essential for building a whole generation of new applications such as video conference and distance education.

*Internet Policy and Your Academic Library*—Since the U.S. Supreme Court's overturning of the *Communication Decency Act*, librarians are concerned that the Internet promote access and follow guidelines. Further, academic libraries often face campus computer center policies which may conflict with the ALA guidelines.

*The Virtual Library* offered an overview of three virtual library systems and their projects' development and achievements.

1. Georgia Galileo Libraries Learning Online System. The system has been up and running since April 1995. It connects Georgia's 34 public colleges and universities, all public and school libraries and 33 technical Institutes. It carries 100 databases and Georgia state government document full text and OCLC Firstsearch databases. One of their future goals is to support a state universal borrowing card. Galileo has become a household word in Georgia. URL is <http://www.poachnet.edu/galileo>.
2. MnLINK –Minnesota's library information network. URL is <http://www.heso.state.mn.edu>

3. Big Ten Libraries Cooperation through consortia. It is called CIC which stands for Committee on Institute Cooperation. One of the initiatives is that by 21<sup>st</sup> century CIC virtual electronic libraries will become a seamless whole whether those resources are developed, or owned individually or collectively. URL is <http://www.lib.umn.edu>.



This was my favorite session because the program was live with demonstrations on the big screen. I saw how these virtual library systems worked. They were fantastic, truly in the sense of local touch and global reach.

The Big Ten's CIC made me think about our local Worcester Area Cooperating Libraries. Both organizations are very similar in structure, functions and deliveries of interlibrary materials services.

The other highlight of the conference was the Chinese American Librarians Association meeting. The theme was CALA Reaches Across the Pacific. It focused upon relations between libraries in the U.S. and Asia. One of the featured speakers was the Deputy Director of the National Library of China in Beijing. Mr. Chi spoke about new directions for library and information for the 21<sup>st</sup> century for China's National Library.

It was followed by a delicious ten-course banquet at the Golden Palace Restaurant in Washington D. C.'s China Town. We were entertained by the internationally well known magician, Alain Nu's East Asian magic show.

I was so pleased that I took time out to take the guided tour of the magnificent Jefferson Building, which completed a restoration of its breathtaking murals. I enjoyed reading all those wise sayings inscribed all around the great hall.

On a personal note, attending the ALA conference was also like a mini college reunion with my classmates from Tunghai University.

I Shared the hotel room with Ming-Ming, who is a collection development librarian from Ball State University and Pei-ling, who is the Director of Technical Services from DePaul University. We had a very good time together and a lot to talk about.

I conclude this report with one of the inscriptions from the Thomas Jefferson Building: "Reading maketh a full man, conference a ready man and writing an exact man." by Francis Bacon.

## QCC Staff Development Courses—Fall 1998

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<u>Course</u>	<u>Starts</u>	<u>Days</u>	<u>Time</u>	<u>Length</u>	<u>Location</u>
MS Windows 95—Intro .....	10/13/98	T	6:30-9:30	2 wks	229A
Business Wrtg: Ltrs and Memos .....	10/15/98	R	9-4	1 day	007S
Work Organization .....	10/16/98	F	9-4	1 day	007S
Word 97—Macros, Doc Mngmt .....	10/20/98	T	1-4	3 hrs	003S
Word 97—Headers, Footers, Forms ....	10/20/98	T	9-12	3 hrs	003S
Web Page Development .....	10/22/98	R	9-4	1 day	003S
Intro to Windows NT .....	10/23/98	F	1-4	3 hrs	003S
Stress Management .....	10/23/98	F	9-4	1 day	007S
Intro to Computers .....	10/23/98	F	9-12	3 hrs	003S
Intro to Computers .....	10/27/98	T	9-12	3 hrs	003S
Intro to Windows NT .....	10/27/98	T	1-4	3 hrs	003S
Word 97—Styles, Outlines .....	10/29/98	R	1-4	3 hrs	003S
Career Planning for Support Staff .....	10/30/98	F	9-4	1 day	007S
MS Excel 97—Intro .....	10/30/98	F	9-4	1 day	003S
Language Skills for ESL Employees ....	11/ 2/98	M	9-4	4 wks	007S
Techniques of Supervision .....	11/ 3/98	T	9-4	5 wks	007S
MS PowerPoint 97—Intro .....	11/ 3/98	T	9-4	1 day	003S
Intro to Windows NT .....	11/ 5/98	R	1-4	3 hrs	003S
Intro to Computers .....	11/ 5/98	R	9-12	3 hrs	003S
Professional Skills for Support Staff ....	11/ 6/98	F	9-4	3 wks	007S
Integrating MS Office Apps .....	11/ 6/98	F	9-4	1 day	003S
MS Excel 97—Intro .....	11/ 9/98	M	6:30-9:30	2 wks	229A
MS Word 97—Intermed .....	11/10/98	T	6:30-9:30	2 wks	229A
Word 97—Intermed .....	11/10/98	T	9-4	1 day	003S
MS Access 97—Intermed .....	11/12/98	R	9-4	1 day	003S
Intro to Computers .....	11/13/98	F	9-12	3 hrs	003S
Intro to Windows NT .....	11/13/98	F	1-4	3 hrs	003S
Professional Skills for Support Staff ....	11/13/98	F	9-4	1 day	007S
Intro to Computers .....	11/17/98	T	9-12	3 hrs	003S
Intro to Windows NT .....	11/17/98	T	1-4	3 hrs	003S
MS Powerpoint 97—Intro .....	11/18/98	W	6:30-9:30	3 hrs	229A

## QCC Staff Development Courses (continued)

<u>Course</u>	<u>Starts</u>	<u>Days</u>	<u>Time</u>	<u>Length</u>	<u>Location</u>
MS Excel 97—Intermed .....	11/19/98 .....	R .....	9-4 .....	1 day .....	003S
Professional Skills for Support Staff ....	11/20/98 .....	F .....	9-4 .....	1 day .....	007S
MS Word 97—Intro .....	11/20/98 .....	F .....	9-4 .....	1 day .....	003S
MS Excel 97—Intermed .....	11/23/98 .....	M .....	6:30-9:30 .....	2 wks .....	229A
Intro to Windows NT .....	11/24/98 .....	T .....	1-4 .....	3 hrs .....	003S
MS Access 97—Intro .....	11/24/98 .....	T .....	6:30-9:30 .....	2 wks .....	229A
Intro to Computers .....	11/24/98 .....	T .....	9-12 .....	3 hrs .....	003S
Supervising Marginal Employee .....	11/30/98 .....	M .....	9-4 .....	1 day .....	007S
MS Word 97—Intermed .....	12/ 1/98 .....	T .....	9-4 .....	1 day .....	003S
Intro to Windows NT .....	12/ 3/98 .....	R .....	1-4 .....	3 hrs .....	003S
Intro to Computers .....	12/ 3/98 .....	R .....	9-12 .....	3 hrs .....	003S
Word 97—Mail Merge .....	12/ 4/98 .....	F .....	9-12 .....	3 hrs .....	003S
Work Organization .....	12/ 4/98 .....	F .....	9-4 .....	1 day .....	007S
Core Writing Skills .....	12/ 7/98 .....	M .....	9-4 .....	2 wks .....	007S
Intro to Windows NT .....	12/ 8/98 .....	T .....	1-4 .....	3 hrs .....	003S
MS Access 97—Intermed .....	12/ 8/98 .....	T .....	6:30-9:30 .....	2 wks .....	229A
Intro to Computers .....	12/ 8/98 .....	T .....	9-12 .....	3 hrs .....	003S
Web Page Development .....	12/10/98 .....	R .....	9-4 .....	1 day .....	003S
Integrating MS Office Apps .....	12/11/98 .....	F .....	9-4 .....	1 day .....	003S
Word 97—Styles, Outlines .....	12/15/98 .....	T .....	1-4 .....	3 hrs .....	003S
Transition Office 95 to 97 .....	12/15/98 .....	T .....	9-12 .....	3 hrs .....	003S
Intro to Windows NT .....	12/17/98 .....	R .....	1-4 .....	3 hrs .....	003S
Intro to Computers .....	12/17/98 .....	R .....	9-12 .....	3 hrs .....	003S
Intermed Supervisory Practices .....	12/17/98 ...	R/F .....	9-4 .....	2 days .....	007S
Intro to the Internet .....	12/18/98 .....	F .....	1-4 .....	3 hrs .....	003S
Word 97—Headers, Footers, Forms ....	12/18/98 .....	F .....	9-12 .....	3 hrs .....	003S

### Feast or Famine

**If your article did not get into this issue, please be patient. We have a lot of articles—all of them outstanding—and I intend to use them all. Thanks for your support and good will.**

# Fred Pryor Seminar Loaded with Useful Features

by Mike Brosnahan, Eleanor Dalida, Liz Ortiz, and Luz Izquierdo

Last year, we attended a Fred Pryor Seminar on *Management Skills for Secretaries, Administrative Assistants, and Support Staff*. The seminar was exceptional as was the presenter Lillian Zarzar. We were truly amazed at how much information could be covered in a seven-hour time span. The seminar covered such topics as self esteem, communication skills, assertive behavior skills, time management, prioritizing, managing change, negotiation, team building, office politics, conflict resolution, motivation, dealing with difficult personalities, etc.

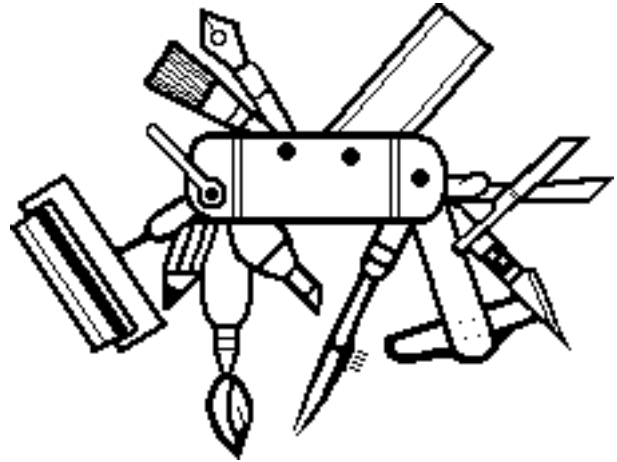
Lillian Zarzar was so energetic in her presentation that it was impossible for anyone to feel bored during the seminar. Her enthusiasm worked its way through the class as more and more of the attendees began to be active participants, asking questions and supplying answers to questions asked. We found the course material to be very beneficial in that the booklet was set up so you had to fill in the blanks and take notes as you went along. It forced you to use all modes of learning (visual, auditory and hands-on).

## Self Esteem

The first part of the seminar dealt with self-esteem. Two out of three people have low self esteem. Our self-esteem affects people around us in that we send out signals that cause people to treat us in specific ways. It was recommended that we take a realistic (balanced) view of things and be neither pessimistic nor optimistic (pessimist is past, problem oriented, optimist is future, solution oriented). The glass is neither half full nor half empty but both. It is half full *because* it is half empty. We also have to learn to “love people where they are, not where we want them to be”. Accept people for what they are, not for what we expect them to be. A nice suggestion was made to “do something good every day”.

## Goals and Priorities

Next we went into setting goals and priorities. In setting goals we have to be SMART: Specific, Measure (use concrete terms), Attainable (realistic), Results Oriented (the bottom line) and Time Bound (set realistic



time limits). “If you’re not constantly becoming the person you want to be, you’re constantly becoming the person you don’t want to be.” In prioritizing we must do what’s most important for the organizational mission. We must evaluate deadlines and the source of the request along with determining our level of optimum productivity. We must not procrastinate as this will break down our ability to forge ahead.

## Communication Skills and Assertive Behavior

Communication is not what you say; it’s what they heard and think you said. Everything we do is a communication. We communicate via words (7%), tonality (38%) and body language (55%). To heighten your non verbal awareness you must smile, use an Open posture, lean Forward, respect others Territory, make Eye contact, and Nod while speaking a name. Remember: It’s not what you say, it’s how you say it. The Irish have a saying that rings true, “It’s being able to tell a man to *Go to Hell*, and make him look forward to the trip.”

We must also develop an assertive behavior yet be ready to swing between passive and aggressive behaviors as the situation warrants. We must be assertive in our statements: being firm, to the point, never apologize, never point blame, and above all be non judgmental. We must

## Vicki Kirsch (continued from page 4)

She perceives her “greatest challenge right now is to breathe life into the Women’s Center and programs.”

One of her favorite things is to “hear students using the Women’s Center Lounge for informal lunchtime get-togethers, as a place to study, and reading the new journals and magazines as well as other resources.”

“It will take time to build community and make the Women’s Center a very inclusive and nurturing space, and I feel we are off to a very good start,” she says.

Her interests (outside of QCC) are horses—primarily riding dressage, cats (specifically Renee and Eva), good

ethnic foods and restaurants, hiking, films, all kinds of music, collecting and viewing art primarily by contemporary women artists, writing, and reading fiction, poetry, and non-fiction. Her favorite poets right now are Adrienne Rich and Joy Harjo.

Vicki holds the following degrees:

B.A.—Georgetown University

M.A.—Divinity School University of Chicago

M.S.W.—Boston University School of Social Work

Ph.D.—Graduate Institute of the Liberal Arts, Emory University

## Prior Seminar, Continued from page 10

learn to say no by acknowledging the request, decline, stating the reason (account for resources, don't apologize), and giving alternative solutions when applicable.

### Quality Decision Making

The final section of the Personal Management Skills section deals with Quality Decision Making. You should take the initiative to make decisions when you know what must be accomplished, it's in the area of your accountability and accomplishing the task eases the burden for everyone. The decision process involves the FACTS: Focus on facts, Analyze data, Choose options, Take responsibility and Stand for your convictions. There are several obstacles to making quality decisions: the need to always be right, confusing facts and/or opinions, failure to gather adequate information, fear of what other might say or think, fear or commitment and procrastination.

The key to Time Management, according to this workshop, is *putting first things first*. The process for maximizing your time in an eight-hour day is:

1. having a master memory list
2. jotting ideas on a planner
3. establishing a weekly/monthly project schedule
4. holding a briefing
5. creating quiet time for yourself
6. developing a time log
7. planning energy and concentration time
8. documenting all activity
9. creating options (have a backup system)
10. taking breaks and lunch
11. It is essential to take your breaks to maintain proper energy level throughout the entire day and keep focused.

When prioritizing daily tasks it is very important to be clear of objectives and timeframe. Creating your list of projects and determining method of job completion will help you manage time efficiently. Here are a few steps to help you stay on top of everyday assignments. Maintain communication lines open, consolidate tasks, schedule interruption time, delegate task not role, set-up a call back system and keep frequently used document at hand.

In today's world, technology continues to change. One of the greatest investments we can make in ourselves is education. Improving our knowledge and abilities will make for a smooth transition when change occurs and also provide us with a marketable skill. In the event of change we should keep an optimistic and realistic attitude. Participation in a mentorship will help to enhance skills. It is not always easy to accept change but we learn, become wiser and it is the only thing that brings progress.

The "four S" formula for successful writing is make your statement Short, be Specific and Sincere also Simply state your idea. An effective communicator has the ability to acquire wanted response.

### Managing Office Politics

In this section I believe there are many important issues. There are a number of traits that bosses look for in

an employee when hiring for a position. They are:

1. Self-Motivation
2. Optimistic Attitude
3. Dependable/loyal
4. Honest/Trustworthy
5. Flexible
6. Goal Oriented
7. Takes Pride in Efforts
8. Good Interpersonal Skills
9. Energetic/Healthy
10. Excellent Organizational Skills
11. Team Player

On the other side of the coin the seminar discussed in length a list of traits that bosses didn't like in their employees. They are:

1. Disloyalty and betrayal
2. Complaints with out solution
3. Tattle tailing
4. Surprises
5. Challenge core beliefs
6. Raising your voice
7. Burn bridges
8. Personal involvement

Both lists are realistic; the first list naturally should be a goal we all strive for. The second list is the one we want to avoid.

Its important when you are working with a number of people to become a part of a team better known as a team player. Some of the characteristics of high performance teams are:

1. Prepared
2. Efficient
3. Respectful
4. Flexible
5. Organized
6. Resources
7. Meetings

A team isn't worth anything if it doesn't have a good Manager to guide and motivate the team. There are a number of ways to motivate a team which are: create a sense of purpose, expect the best, establish high standards, create an environment where failure is not fatal, place a premium on collaboration and last but not least praise generously. Praise is one of the most important by far. I don't care who you are and what you do, we all want to be praised for a job well done. Praise must be immediate, specific and public. There are a number of ways to do this by considering excellent awards, employee of the month awards and bravo cards. Every institution should possess some sort of employee award.

Teams even motivated by the above methods have to work through conflict at one time or another. The two different types of conflicts are: Interpersonal Conflicts which consist of prejudice, bias, sensitivity, hurt, differing goals, communication breakdowns, disagreements over methods, and unfulfilled expectations. Organizational Conflicts which consist of change, conflicting goals, pri-

## Prior Seminar, Continued from page 11

orities, competition over limited resources, domino effect and office politics. Remember conflict is inevitable, builds relationships, can be managed and can be a motivator for change. We can avoid destructive conflict by providing clear job descriptions, goals and policies, work to develop listening and communication skills, and never judge, demand threaten and moralize especially in public.

On October 8th I attended a Seminar on Management Skills for Secretaries, Administrative Assistants, and Support Staff with a group of colleagues. During the whole seminar the presenter focus on self-esteem and how it affects our lives and everything we do. She explained how people with low self-esteem holding clerical positions see themselves as being at the bottom of the organization while people with healthy self-esteem considered themselves as being the foundation of the organization. One effective way of working the way up in any organization is taking responsibility for ones success. Consistently showing management skills, becoming an expert, clarifying our goals and projecting a successful image will help reach the goal of crossing the clerical ceiling. In creating a successful image one has to be aware that the first impres-

sions are lasting impressions. The appearance is the first thing that will be noticed; this is the reason why we should pay close attention of the way we project ourselves. Experts agree in that shoes should be shine, the more skin it shows the less professional you appear, and remember always dress for where you want to be. Be the first one to initiate contact; introduce yourself and extend your hand for a handshake. Also in communicating with people it is important to be specific and to practice active listening skills. Smiling is a very effective way of projecting a successful image, since a smile serves as a tension reducer, makes a person look younger, and gives a person an air of confidence.

To reach success it is necessary to balance our career and personal life. Our mental, physical, socio/emotional, and spiritual beings should be in harmony. Determining our values, establishing priorities, having a support system, exercising and good nutrition, having a positive attitude, being aware of our surroundings, choices and opportunities for advancement Are effective ways to achieve a perfect balance of our career and personal lives.

## Classified News

by Jane Pickett

If you've seen the sporty blue Zx2 and the vivacious blonde driving it, then you've seen Erika.

Erika joined the QCC family first as a temp, last October, when Jan Smith's son fell ill. She temped in Jack Coleman's office and then applied when the position became available.

When asked what her first impression was of QCC, she said she felt comfortable and welcome immediately. The scope of the job and the details felt daunting at first but Jack "keeps it real" and she likes his *go-with-the-flow* approach .

In addition to her job here she is an English major at Worcester State College, where she is carrying a double minor in Psychology and Art. Her passion is for writing and illustrating children's stories.

She began a program at WPI but decided that she is really a "humanities" person. Her involvement with a bible study group has brought her a nice circle of friends and an interest in possibly pursuing Divinity Studies at a later date.

For now she is content to work, go to school and pay off the "Z".

QCC is fortunate to have Erika in the QCC family as her energy, enthusiasm and warmth are real assets.

## Why God Never Got a PhD

1. He had only one major publication.
2. It was in Hebrew, had no references, and wasn't published in a refereed journal.
3. Some even doubt he wrote it by himself.
4. It may be true that he created the world, but what has he done since then?
5. The scientific community has had a hard time replicating his results.
6. He never applied to the ethics board for permission to use human subjects.
7. When one experiment went awry he tried to cover it by drowning his subjects.
8. When subjects didn't behave as predicted, he deleted them from the sample.
9. He rarely came to class, just told students to read the book.
10. Some say he had his son teach the class.
11. He expelled his first two students for learning.
12. Although there were only 10 requirements, most of his students failed his tests.
13. His office hours were infrequent and usually held on a mountaintop.