

## Module 8: Table of Content

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## Project STEPP Transition Curriculum Materials

Module 8: Campus Living			
Lesson Topic	Learning Objective(s)	Support Materials Included	Preparation
<b>Lesson 1:</b> Introduction to Campus Living	Students will describe the options and considerations for living on campus during college for a campus they want to attend.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “College Housing Options” worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “College Housing Options” worksheet</li> </ul>
<b>Activity 1:</b> Campus Living Necessities	The student will create a top 10 list of “must have” items essential during their first year living on campus.	<ul style="list-style-type: none"> <li>• Activity Plan/Overview</li> <li>• “Campus Living Necessities” worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review activity plan</li> <li>• Make copies of “Campus Living Necessities” worksheet</li> </ul>
<b>Lesson 2:</b> Dimensions of Campus Diversity	The student will define the concept of diversity on a college campus and discuss at least three potential benefits of a diverse learning community.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “Why Diversity Matters” worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “Why Diversity Matters” worksheet</li> <li>• Gather markers and poster board for pairs of students</li> </ul>
<b>Lesson 3:</b> Living with a Roommate	The student will list critical personal preferences regarding living with a roommate such as selection, communication, and building positive relationships.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “Personal Preferences” worksheet</li> <li>• “Quotes from First-Year Students” handout</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of “Personal Preferences” worksheet for students</li> <li>• Make copies of page 1 only of “Personal Preferences” worksheet for parents</li> <li>• Make copies of “Quotes” handout</li> </ul>
<b>Lesson 4:</b> Understanding Conflict Management Styles	The student will describe his/her conflict management style and apply this to implications for campus living situations.	<ul style="list-style-type: none"> <li>• Lesson Plan/Overview</li> <li>• PowerPoint file with teacher notes</li> <li>• Student-Guided Notes</li> <li>• “Conflict Scenarios” Worksheet</li> <li>• “Conflict Management Questionnaire”</li> </ul>	<ul style="list-style-type: none"> <li>• Review lesson plan and PowerPoint</li> <li>• Make copies of Student-Guided Notes</li> <li>• Make copies of conflict scenarios for pairs or small groups of students</li> <li>• Make copies of the conflict management style questionnaire</li> </ul>



**Objective:** Students will describe the options and considerations for living on campus during college for a campus they want to attend.

Lesson Element	Procedures	Materials
<b>Lesson Setup &amp; Lesson Opening</b>	Obtain PowerPoint for Module 8 Lesson 1 and make copies of student-guided notes for each student in the class. Let students know that at the conclusion of this lesson they should have a basic awareness of the types of housing options in college, the terms and people they may encounter in a campus living setting, and other considerations related to living on campus. This lesson sets the stage for the more in-depth information included in later lessons and activities within Module 8.	PowerPoint File Module 8 Lesson 1  Student-Guided Notes
<b>Lesson Body</b>	<p><b>Teacher Input</b> Use teacher notes (detailed) and PowerPoint slides (key ideas) to discuss the introductory information about campus living. Facilitate discussion and take questions as needed.</p> <p><b>Guided Practice</b> Go to the website of a college housing office. Demonstrate navigating around the site to locate information about the school's housing options, policies, and procedures. As a class, complete the College Housing Options Worksheet using the information found on the website.</p>	PowerPoint Teacher Notes  Student-Guided Notes  College Housing Options Worksheet
<b>Extended Practice</b>	Students work in pairs to explore the website of another college housing office and complete the College Housing Options Worksheet. After all groups have finished, regroup as a class and facilitate a discussion about their findings. Each pair should share the information about the school they researched with the group and students should discuss similarities, differences, and other key issues they noted.	College Housing Options Worksheet
<b>Lesson Closing</b>	Review key points regarding campus living.	
<b>Homework</b>	Using the website of a college they may be interested in attending, students should research their housing options at that school and complete the College Housing Options Worksheet for that campus.	College Housing Options Worksheet

# Introduction to Campus Living



## Module 8 Lesson 1

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## College Living Options

- On campus – Residence Halls/Dorms
- Off campus
  - At home
  - Student-oriented apartment complexes
  - Other apartments or houses



For many students, the milestone of beginning college also includes the milestone of moving out of their family home and into a college residence hall.

However, not all college students live on campus. Some colleges require all students to live on campus; some only require first-year students to live on campus. Some provide campus housing but allow students to decide whether to live on campus or off campus. Others don't provide any campus housing, so all students live off campus.

Some colleges even offer their students assistance with finding housing off campus in the area.

In researching colleges you may want to attend, it's important to find out what your housing/living options would be and select a school that's a good fit with your needs and preferences.

## Residence Hall / Dorm

- Housing owned and operated by the university
- Common residence hall types or options
  - Coed or single-sex
  - All-freshman or all-upperclassman or both
  - Traditional hall-style or suite-style or apartment-style
  - Amenities, policies, restrictions
  - Themed housing, Living-Learning Communities

The terms “residence hall” and “dorm” are generally interchangeable. They both refer to housing that is owned and operated by the college or university.

Most universities have multiple types of dorms and different options that students can select from when applying for housing. These may include:

- Coed or single-sex. Coed dorms may have men and women living in separate rooms on the same floor, on separate floors, or in separate wings. A few colleges offer “gender neutral” housing; in other words, your roommate does not necessarily have to be the same gender as you. However, this is an uncommon option at this time.
- Some dorms are restricted to students in a certain year of college – either freshman-only or upperclassman-only; others house students in any year of college
- The way a dorm is set up is another option.  
A traditional hall-style dorm usually has 2-person rooms that share a centrally-located bathroom on the floor, which has multiple showers, sinks, and toilets.  
A suite-style dorm usually has 1- and/or 2-person rooms that share a single bathroom located within the suite. For example, 2 bedrooms connected by a bathroom. Some of these also have a “common room”/living room.  
An apartment-style dorm is generally similar to the suite-style, except it also includes a kitchen. It may also be larger or have more common space (living room, etc.)
- On each campus (and also from college to college), dorms often vary in their amenities, policies, and/or restrictions. For example...
  - Visitation rules (who can be in the dorm along with the people who live there, and when can they visit?)
  - Do students have to leave during college breaks (winter break, spring break) or can they stay in the dorm even when the college is closed for awhile? Dorms that offer this may be called “Academic Year Halls”
  - Is tobacco allowed in the dorm? Can you smoke in your room? If you are over 21 can you have alcohol or drink in your room?
  - What items are considered “illegal” in the dorm? Are some items allowed in certain dorms but not others? (Please note that this does not refer to items that are actually illegal in a broader context. This refers to things like incandescent light bulbs, aquariums, grills, etc.)
- Many campuses offer some type of themed housing options. Some of these are set up as Living-Learning Communities (LLCs) (more info on next slide)

## Living Learning Community (LLC)

- A campus living program providing additional educational and extracurricular experiences related to a specific theme
- Connects classroom learning with residential life
- Students in an LLC often...
  - Live in the same dorm (and/or on the same floor)
  - Take certain classes together
  - Participate in social and educational activities together

May also be known as Residential Learning Communities, Themed Housing, or other similar names.

The idea behind LLCs is that a student's development in college includes academic (inside and outside the classroom), life skills, social, wellness, and many more aspects. Although these areas are interconnected for the student, they're often served by very separate and disparate entities within the university. LLCs attempt to create more cohesion in these areas for students by linking various aspects of the college experience within the context of students' interests, goals, majors, etc.

LLCs often include a residential living component (living in a specific dorm together), an academic component (taking certain classes together; sometimes a "University 101" course or a foundational course within the major curriculum; tutoring), and a programming/educational/social component (bringing students together for certain activities; these might include social events, programs that develop skills (e.g., resume writing, leadership seminar, etc.), programs that help students network (e.g., guest speaker, meet-n-greet, etc.), and much more.

## Living Learning Communities

- May be themed around a common...
  - Major
  - Interest
  - Lifestyle
  - Culture
  - Goal
  - Extracurricular Activity
  - Year in college
  - Other
- Examples of LLCs at colleges in NC
  - Jarvis Leadership Program (ECU)
  - Future Pirate Nurse Living Learning Village (ECU)
  - QUEST Transfer Students LLC (ECU)
  - Substance-Free Environments (UNC-CH)
  - La Casa – Spanish House (UNC-CH)
  - Living Green (ASU)
  - Sisterhood Experience (ASU)

LLCs can be based on any type of commonality that links students together.

- Major – these LLCs might group students together in certain key classes within their major curriculum, as well as focusing on opportunities to develop major-related skills and facilitating contacts with people in the field
- Year in college – some LLCs are designed for students who are just entering college as freshmen; others target students newly transferring to the school; and some are designed for sophomores. Each of these provides opportunities, events, and supports based on the experiences that their target students are likely to be experiencing at that point. For example, a Freshman LLC might focus on helping students meet people on campus, get connected with campus resources, and get involved in activities.
- Extracurricular activity – these LLCs would be themed around and generally run by other campus organizations. For example, an LLC connected to the Honors Program or the basketball team would fall into this category.
- LLCs based on interests, lifestyles, cultures, and goals often overlap...
- Goals – these LLCs are usually based on supporting students as they work towards similar goals.
- Lifestyle/Interest/Culture – these LLCs are themed around a particular area of interest or a common way that students identify themselves.
- For example, students who have a goal of maintaining a lifestyle that avoids alcohol, tobacco, and other drugs might take part in a substance-free LLC. Students who want to immerse themselves in a language or culture in order to improve their language skills and develop a deeper appreciation of that culture might live in the Spanish House. Students who want to take advantage of leadership opportunities and develop their leadership skills might join the Jarvis Leadership Program.

Some colleges have lots of LLC options; some have a few; and some don't offer LLCs as an option. This is another area to consider when researching colleges and trying to find a good fit.

Sources of LLC examples:

<http://www.ecu.edu/cs-studentaffairs/campusliving/community.cfm>

<http://housing.appstate.edu/rlc>

<http://housing.unc.edu/residence-life/living-learning-communities>



# People in Campus Living

- Resident Assistant / Resident Advisor (RA)
  - Student employees, leadership role
  - Usually 1 per floor
  - Resident Assistants...
    - Inform students about policies, procedures, events, resources
    - Enforce rules
    - Mediate conflicts between residents
    - Respond to emergencies
    - Create programs and events to create sense of community and connect residents with each other
  - Get to know your RA!

The titles of the campus living staff varies from college to college. These are fairly common designations for the people you'll likely encounter working in your residence hall.

## Resident Assistant or Resident Advisor (RA)

- RAs are student employees who have been hired by the campus living department to serve in this leadership role within the dorms
- There's usually 1 RA per floor; if your dorm is divided up differently or particularly large or small, this may be a little different
- RAs are responsible for tasks such as...
  - Informing students about policies, procedures, events, campus resources, etc. They may hold meetings to do this, and they may also share information using bulletin boards, flyers, posters, etc.
  - Enforcing policies and rules in the dorm. For example, if someone makes a noise complaint, the RA will probably handle telling the students to keep it down. If the RA sees someone violating a rule, they will be obligated to report it. On some campuses, RAs must conduct room inspections to ensure that their residents don't have "illegal" items in their rooms and that there hasn't been any new damage to the building or the furniture.
  - Mediating conflicts between residents, especially roommates. Your RA may help you set up a "roommate contract" (additional info about that in a future lesson) at the beginning of the year and then help you resolve any issues if they arise. They can be an excellent objective third party to help you if you're having difficulty communicating with your roommate.
  - Responding to emergencies such as fire alarms/drills, medical emergencies, maintenance emergencies, etc. The RA is usually just the first person on the scene and immediately calls in the appropriate professional resources depending on the emergency. At many schools, there's an RA "on call" for each dorm or area after hours. This ensures that if a problem arises, there's always someone to respond, even if the RA for your specific floor isn't around.
  - Creating programming and events for the residents. There are many types of programs that an RA might sponsor, but they usually have the purpose of creating a sense of community in the hall, helping residents connect with each other, and often also connect them with a resource or teach them something new at the same time. Programs might be focused on social activities, academics, health/wellness, spirituality, diversity, leadership, life skills, community service, etc. For example...movie night, self-defense class, poetry reading, board games night, candlelight vigil, midnight breakfast, etc.
- Getting to know your RA is one of the first things you should do after moving into the dorm! This person is a great resource – they know the campus, they want to help other students, and they live right down the hall!

## People in Campus Living

- Residence Hall Director / Coordinator
  - Full-time, professional employees
  - Live in the residence hall
  - Supervise RAs and oversee hall operations
- Other Campus Living Staff
  - Varies from college to college
  - May include maintenance, housekeeping, security, desk assistants, programming assistants, etc.

Residence Hall Director or Residence Hall Coordinator (RHD, RHC, etc.)

- These are full-time, professional employees. At some schools they're graduate students; at others they may have already graduated from college or even from graduate school.
- They generally live in the residence hall, or at least on campus. Many dorms have a Hall Director apartment somewhere in the building.
- RHDs do many things, but their primary task is usually to oversee the operations of their residence hall and supervise the RAs in that building. If you're having a problem and don't feel comfortable going to an RA for any reason, you can generally go directly to the RHD for assistance. It's worth knowing who your RHD is, where their office is located, and how to contact them.

Depending on your college, there may also be many other Campus Living staff members. You may or may not interact with these people on a regular basis while living on campus, but it can be helpful to know who they are.

Possible staff members include...

- Housekeeping, Maintenance
- Security
- Various types of assistants (e.g., someone who mans a front desk, someone who helps with events or programming, etc.)
- Living-Learning Community staff

# Transitioning to Living On Campus

- Independent Living Skills

- Personal Hygiene
- Safety
- Transportation
- Health/First-Aid
- Nutrition
- Communication
- Money Management
- Housekeeping/Cleaning

- Self-regulation

- When to go to bed? When to wake up?
- When and what to eat?
- When to come home? Whether to come home?
- How often to shower? How clean to keep your room?
- How much money to spend? What to spend money on?

For many students, transitioning to living independently in college is a big adjustment. Being prepared for certain key issues ahead of time can be helpful.

Even students who are considered fairly independent in high school may be surprised by the level of independent living skills and self-regulation required to succeed in college.

Independent Living Skills – Many of these are often the types of tasks that students don't realize their parents have been doing for them behind-the-scenes. Even students who are aware of and knowledgeable about these issues may struggle at first to handle these types of tasks in addition to their academic workload.

- Personal Hygiene – keeping self and clothing clean and maintained appropriately
- Health/First-Aid – keeping up with healthful habits, recognizing and treating minor injuries and illnesses, seeking health care when needed
- Money Management – accounting for money earned and spent, making responsible financial choices
- Safety – handling emergencies safely, making smart decisions regarding personal safety and security
- Nutrition – regularly eating healthful foods in appropriate amounts
- Housekeeping/Cleaning – maintaining a clean and healthful living space
- Transportation – safely operating and maintaining personal transportation or accessing public transportation
- Communication – effectively communicating with others in personal, educational, and other settings

Self-regulation – Related to all of these independent living skills is the idea of self-regulation. In other words, not only do students need to know how to do all these things, they need to possess the self-regulation to actually complete the tasks when they need to be completed and balance them with other tasks that must be completed, such as their academics. Nobody is telling them when to go to bed, or when to get up. Nobody makes sure that they eat regularly and nutritiously. There's no curfew. Nobody waits up to make sure they get home safely at night.

Practicing self-regulation before leaving for college is a key component of college preparation.

Source consulted for independent living skills information: [http://www.dshs.wa.gov/pdf/ms/forms/10\\_267.pdf](http://www.dshs.wa.gov/pdf/ms/forms/10_267.pdf)

## Applying for Housing

- Pay attention to deadlines
- Learn about your options
- Be honest and accurate on lifestyle questionnaires
- Read the **entire** housing contract, and have your parents read it too!



Some tips to keep in mind when applying for housing in college:

Pay attention to deadlines. At some colleges, the demand for housing surpasses the supply. If you miss the deadline, you may completely miss your opportunity to live on campus. There may also be late fees or fines associated with submitting a late application.

Learn about your options. [The Guided Practice, Extended Practice, and Homework for this lesson specifically address this point.]

It's important to know what types of housing are available at the colleges you're considering and take into account your preferences and needs when applying. As a freshman, you may or may not have much choice in where you live, but finding out as much as possible about the options will help you make an informed decision when given the opportunity.

If your housing application includes a lifestyle questionnaire, the housing office will likely use it to help match you with a dorm and/or roommate. It's crucial to be honest, realistic, and accurate on these forms and to take the time to fill them out completely. If you provide answers that don't match up with your actual habits and preferences, you will likely be matched with someone who will be less compatible on these factors. Some examples of the types of questions these forms may ask include...

- The hours you prefer to keep (early bird, night owl, etc.)
- Studying style (multitasking with tv or music on, background noise only, very quiet, etc.)
- Cleanliness (messy, neat, cluttered, etc.)
- Social style (like to have friends over often, more private or introverted, depends on time of day, etc.)
- Smoker/non-smoker (although many dorms do not allow any smoking at all inside or near the building, some colleges may place smokers together or allow students to specifically request non-smoking roommates due to allergies or sensitivities)

We know that the housing contracts can be long, dense, and full of confusing language. However, it's extremely important to know what the conditions of your contract are, especially because they can vary drastically from college to college. You need to know...

- Is the contract for a semester? An academic year? A calendar year?
- When is the dorm open and closed?
- What you can/cannot bring into the building. What are the penalties if you're caught with contraband?
- Who can/cannot be in the building and when?
- What happens if you drop out mid-semester or mid-year?
- How long do you have to cancel the contract if you change your mind?
- What happens if you have a disciplinary violation within the dorm? What about outside of the dorm? Can they cancel your contract for certain types of disciplinary or legal problems?
- Who is responsible if there's damage to your room? How do they handle damage when neither roommate claims responsibility?
- How are roommate conflicts or changing rooms handled?
- Do you have to sign up for a certain meal plan if you're living in the dorm? Are your meal plan contract and housing contract linked?
- And anything else you or your parents want to know.

Don't hesitate to ask your housing office to clarify if you don't understand.

## Researching Housing Options

- Visit the website of the college's housing office
- During your campus visit, ask to tour a dorm
- Ask current students what they like and dislike about their dorm and living on campus

In researching your housing options in college, a good place to start is the website of the housing office.

Direct links to the housing office websites for several colleges in NC:

- East Carolina University: <http://www.ecu.edu/cs-studentaffairs/campusliving/>
- Appalachian State: <http://housing.appstate.edu/>
- UNC-Chapel Hill: <http://housing.unc.edu/>
- UNC-Charlotte: <http://housing.uncc.edu/>
- UNC-Wilmington: <http://www.uncw.edu/stuaff/housing/>
- UNC-Greensboro: <http://hrl.uncg.edu/>
- NC State University: <http://www.ncsu.edu/housing/>
- NC Central University: <http://www.nccu.edu/futurestudents/housingdining/index.cfm>
- NC A&T State University: <http://www.ncat.edu/campus-life/housing.html>
- Fayetteville State University: <http://www.uncfsu.edu/reslife>
- Elizabeth City State University: <http://www.ecsu.edu/students/studentaffairs/residencelife/>
- Western Carolina University: <http://www.wcu.edu/student-life/division-of-student-affairs/departments/residential-living/index.asp>

Other things to consider include taking tours of the dorms when visiting campus, and asking current students about their experiences. Keep in mind that the student employees (tour guides, RAs, etc.) at some colleges may have guidelines about not saying negative things about the school. It's important to talk to these people, but it's also good to talk to some students who aren't on the payroll to hear both pros and cons.



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## College Housing Options Worksheet

Name of College/University:

Name of this school's housing office:

Are students required to live on campus?

When is the deadline to apply for housing?

Are any Living-Learning Communities or Themed Housing Communities offered? If so, what are they?

Complete the following chart describing the housing options on this campus.

Name of Dorm	Type Traditional hall, suites, apartments, or other	Coed or Single-Sex?	Year/Age Restrictions? Freshman-only, upperclassman-only, none, or other	Amenities	Other Details



**Objective:** Create a top 10 list of “must have” items for college living.

### Materials Needed

- Transition Notebook
- College Living Necessities Handout

### Activity Description

#### In-Class Discussion

There are many decisions to make about what to pack for college your first year, especially if you are living in a dorm room. We polled freshmen students who lived on campus at East Carolina University in the dorm and this is the top 10 list of “must haves” they shared.

1. **Shower shoes:** Believe it or not, most dorms have 1–2 showers per 8–10 students on a hall in a dorm in the form of community showers. You never know who has set foot (literally) in a shower before you. Heads up, where there is water, there is often mold. Don’t walk barefoot in the shower or bathroom of a dorm.
2. **Lockbox or lockable trunk** for storing valuables
3. **Water filter (Brita® pitcher):** Fresh drinking water is a must. An easy way to cut down on costs (rather than purchasing bottled water) is to bring a water filter and pitcher.
4. **Ethernet cord (extra long):** In the dorm, you never know how far you are going to have to reach a cord to plug from the wall into your desktop or laptop computer. Some dorms are exploring wireless connections, however, not all have this capability yet.
5. **Cable cord (extra long):** Having extra long cords helps when you and your roommate want to rearrange the furniture in the middle of the night, including where you plug in your TV and/or computers. Make sure you have the extra footage needed to make your decorating dreams come true.
6. **Small fan:** You never know how hot the dorms are going to be, especially during the summer months. Most dorm rooms are not equipped with an individual thermostat.
7. **Cleaning supplies:** Just because your mom is not hounding you to “clean your room,” this still does not mean you do not have to clean every once in a while. Do not let your dirty dishes pile up to the ceiling—or the dust mites either. Clorox® disinfecting wipes, dusting supplies, dishwashing liquid, laundry detergent, and some cleaning cloths should be on everyone’s list. (No, your mom did not pay me to say that.)
8. **Casual clothing:** The more you have, the less laundry you have to do. Find a balance, though. Dorm rooms have limited storage space.



9. **Comfortable shoes:** Walking around campus can constitute a cardio workout depending on how far you have to walk from class to class. Bring a comfortable pair of shoes to help support your feet on those long walks.
  
10. **First aid kit:** It really helps to have Band-Aids®, Tylenol®/ibuprofen, gauze bandages, and other medicines packed in your own first aid kit. Plus, this helps you avoid unnecessary panic in a minor emergency

*Some others to consider, but did not make the top 10 list:*

- Portable music player
- Plastic containers
- Bed linens (more than one set of sheets)
- Microwavable foods



## Campus Living Necessities

Directions: Create your own top 10 list of what you think you will want to bring when you move into your dorm room or apartment. Provide a rationale for each item.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Other things to consider:



**Objective:** The student will define the concept of diversity on a college campus and discuss at least three potential benefits of a diverse learning community.

Lesson Element	Procedures	Materials
<b>Lesson Setup &amp; Lesson Opening</b>	<p>Obtain PowerPoint for Module 8 Lesson 2 and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about “who they are.” How do they identify themselves, especially in relation to diversity?</p>	<p>Power Point File Module 8 Lesson 2</p> <p>Student-Guided Notes</p>
<b>Lesson Body</b>	<p><b>Teacher Input</b></p> <p>Use the PowerPoint file with teacher notes to discuss diversity on a college campus. A summary of the main points is listed here. More detailed information is provided in the PowerPoint and Teacher Notes files.</p> <ol style="list-style-type: none"> <li>1. Diversity helps <u>develop worldly knowledge.</u></li> <li>2. Diversity <u>improves social growth.</u></li> <li>3. Diversity <u>prepares students for a work environment.</u></li> <li>4. Diversity <u>encourages innovative thinking.</u></li> <li>5. Diversity <u>increases self-advocacy.</u></li> <li>6. Diversity <u>enhances various viewpoints.</u></li> </ol> <p>Provide examples and take questions as needed during the full-group discussion of each.</p> <p><b>Guided Practice</b></p> <p>Students will work in pairs to create a person who is different from them. They will draw this person on poster board and label <b>at least</b> five differences on the picture. The pairs of students will take turns sharing their diverse person with the class. When they share, they need to be sure they tell <b>why</b> they would <b>like to get to know</b> this person who is different from them. Tell the students to be creative. Their person should have a name, age, gender, and all the details of a person.</p>	<p>PowerPoint file with teacher notes</p> <p>Student-Guided Notes</p> <p>Poster board for each pair of students</p> <p>Markers</p>

<b>Extended Practice</b>	Students will complete the “Why Diversity Matters” worksheet independently. They should be able to clearly articulate their answers in relationship to the lesson. After the teacher reviews the sheets, they should be placed in the students’ transition notebooks.	“Why Diversity Matters” worksheet  Transition Notebook
<b>Lesson Closing</b>	Ask students to share some of their answers from the “Why Diversity Matters” worksheet.	
<b>Homework</b>	<b>Optional:</b> Research a college or university campus that you are interested in attending. What types of diverse programs do they offer? Remember to look at topics such as, but not limited to: clubs and organizations, majors, study abroad, multicultural programs, etc. Write a brief response about what you find. Bring your parents in on the conversation.	



# Dimensions of Campus Diversity

## Campus Living

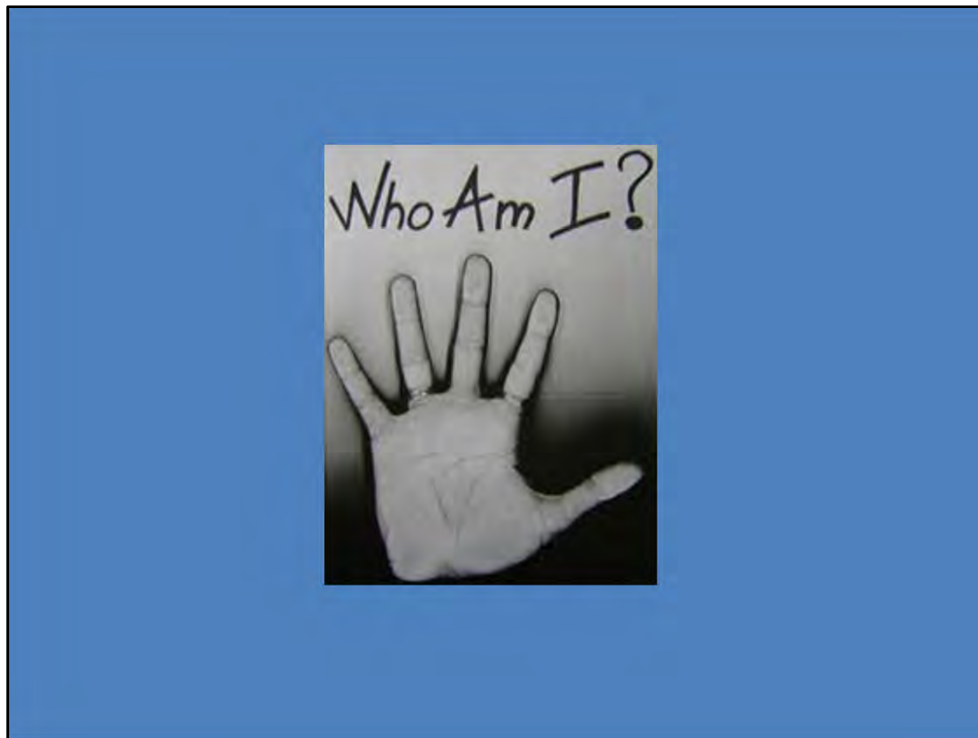


### Module 8 Lesson 2

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Graphic created using [www.wordle.net](http://www.wordle.net)

Some content in this lesson is adapted from Smith, A. (2008). *Student Development and Learning in Higher Education* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall/Hunt.



Use this slide to open a class discussion of how students would describe themselves to others. Some categories could include: gender, age, race, ethnicity, socioeconomic status, citizenship, native language, national origin (country of birth), national region (specific area of home country), creed (system of beliefs/principles), generation, political ideology, religious/spiritual beliefs, family status (composition of your family of origin), marital status, parental status (number of children), sexual orientation, physical ability/disability, mental ability/disability, learning ability/disability, mental health/illness, veteran's status, genetic information (Smith, 2008).

## Benefits of Diversity

- Helps develop worldly knowledge
- Improves social growth
- Prepares for work environment
- Encourages innovative thinking
- Increases self-advocacy
- Enhances various viewpoints



Read through this list of the benefits of diversity that will be covered in this lesson. Each benefit will be discussed in detail in the upcoming slides.

**\*\*NOTE\*\*** The student guided notes will highlight each of these items, but actually start with the next slide.

## Worldly Knowledge

A college campus is like opening the door to the entire world without traveling anywhere.



Diversity helps develop knowledge of the world and its cultures. Ask students to name places that interest them and why they are interested in those places. College might be the first time students have had the opportunity to have real interaction with people from diverse groups. Not only are the students diverse, but the faculty and staff are also diverse. Instead of being reserved or removed from people who are different from them, students should embrace this opportunity to learn more about different cultures and customs of the world as well as teach other people about their own culture and traditions.

It is important to remember that worldly knowledge doesn't necessarily have to mean a different country. Some students have never traveled outside of their state or even their region. Worldly knowledge to them might be getting to know someone from a big city if they are from a rural area or someone from another part of the United States. For some students worldly knowledge might include being exposed to a person of a new religion.



## Social Growth

Consider how boring your conversations would be if you only had friends who had everything in common with you.



Diversity improves social growth. Interacting with others helps widen your social network. This helps develop relationships with others whom you may not have associated with in the past.

It takes effort to reach out to people who are different from you. In many high schools, there tend to be cliques of people who stay with their own group of people. Take some time to brainstorm as a class some of the different cliques in your school. Examples might include: musically inclined students (band), athletes, students who make good grades, foreign students, race/ethnicity. Many times stereotypes are assigned to these groups of people, and they never take the time to get to know people in other social circles. When students go to college, it can be easy to gravitate toward people who are similar, but there will be *many* opportunities to get to know people who have different interests who they would have never “hung out with” in high school. This widens their social growth and opens their eyes to the intrinsic value of people.

There is danger in never taking the time to get to know people with different interests/likes/dislikes.

## Prepare for Work

“America's workforce is more diverse than at any time in the nation's history, and the percentage of America's working-age population comprised of members of minority groups is expected to increase from 34 percent to 55 percent by 2050.”

(Hyman & Jacobs, 2009)



Diversity prepares students for a real world work environment. Successful accomplishments in today's dynamic workforce require sensitivity to others' differences. It doesn't matter what career path you take, you will be working with employers, coworkers, and clients from diverse backgrounds from across the globe. When you experience diversity in college, you will begin to lay the groundwork to be comfortable working with individuals from all populations. How you relate to people from different backgrounds also needs to be considered for success.

## Innovative Thinking

“Research consistently shows that we learn more from people who are different from us than we do from people who are similar to us.”



(Hyman & Jacobs, 2009)

Networking with others who are unlike us helps us think outside of our own “box” (prior experiences, knowledge, skill set, etc.). When you begin your college career you will “think harder” as you are presented with new material. The same will happen as you interact with different groups of people.

Diversity increases your ability to view issues or problems from various angles. People from various backgrounds bring different background knowledge and therefore a different approach to situations, problems, circumstances, etc. Instead of always thinking that our way is best and right, we can learn from other people and gain wisdom from having alternative solutions and mindsets. These angles will work to your benefit when you are presented with problems in complex situations.

Be encouraged to expand your views and think of multiple options when making decisions. Remember your own views, for example regarding ethics and morals.

## Self-Advocacy

Diverse learning environments will help you understand yourself more than you ever have.



Diversity increases self-advocacy. Self-advocacy is the ability to effectively/assertively communicate your needs and preferences to make your own decisions. When you are around people who are different from you, your eyes are opened to ideas, opinions, etc. that are different from your own. This provides you the opportunity to decide for yourself why you do the things you do, believe the things you believe, and say the things you do. College is the time in your life when you go from doing what your family, peer group, or even community has always told you to do, to deciding for yourself who you will be. Being around diverse people can help with this process.

Learn from others and sharpen your self-knowledge and insight by comparing and contrasting your life experiences with those of others.

## Various Perspectives

Be open-minded when it comes to meeting new people and exploring other cultures.



Diversity enhances various perspectives. College will give you this opportunity, so try and take advantage of it every day. Move past yourself and take a look at the world in which you live. Embrace your new surroundings and enjoy learning about yourself and others.

## References



Hyman, J. S., & Jacobs, L. F. (2009). *Why does diversity at college matter anyway?* Retrieved from <http://www.usnews.com/education/blogs/professors-guide/2009/08/12/why-does-diversity-matter-at-college-anyway>

Smith, A. (2008). *Student Development and Learning in Higher Education* (2<sup>nd</sup> ed.). Dubuque, IA: Kendall/Hunt.

[www.wordle.net](http://www.wordle.net)



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## Why Diversity Matters

1. Explain the concept of diversity in regard to a college campus. What can you expect to find?
2. Thinking past high school and college, why is it important that you should care about diversity?
3. List three benefits to taking advantage of a diverse college environment.
  - 
  - 
  -
4. How are you going to take advantage of being in a diverse learning environment?



**Objective:** The student will list critical personal preferences regarding living with a roommate such as selection, communication, and building positive relationships.

Lesson Element	Procedures	Materials
<b>Lesson Setup &amp; Lesson Opening</b>	<p>Obtain PowerPoint for Module 8 Lesson 3 and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about campus living issues regarding a roommate such as selection, communication, and relationship building.</p>	<p>Power Point File Module 8 Lesson 3</p> <p>Student-Guided Notes</p>
<b>Lesson Body</b>	<p><b>Teacher Input</b> Use the PowerPoint slides to discuss topics associated with having a roommate. Detailed information is provided on the notes pages of each slide in the PowerPoint file. Provide examples and take questions as needed during the full-group discussion of each.</p> <p><b>Guided Practice</b> Group students in pairs and have them choose three of the aspects of shared living discussed in the lecture. They should brainstorm how each one could potentially cause problems in a roommate relationship and tell how they would resolve the situation. When they are finished, they should share one of the situations they created. <i>Optional:</i> The students will act their situation out for the class and then show how they would resolve it.</p>	<p>PowerPoint with teacher notes</p> <p>Student-Guided Notes</p>
<b>Extended Practice</b>	<p>Students will independently complete page 1 of the “Personal Preferences” worksheet. When complete, discuss some personal preferences that students feel are important when having a roommate. Discuss the difference between preferences that are essential to a roommate relationship and preferences that are simply preferences and not as important. What can they live with and without? Students will complete page 2 of the “Personal Preferences” worksheet.</p>	<p>Make copies of “Lifestyle Preferences” worksheet</p>
<b>Lesson Closing</b>	<p>Review (method of your choice) the three main points regarding selection, communication, and positive relationships with your roommate. Pass out the “Quotes from First Year College Students” handout as a take home sheet for students.</p>	<p>“Quotes from 1<sup>st</sup> Year Students” handout</p>

**Homework**

Dinner table discussion with parents about living with a roommate. Your parents know you the best. They may offer some suggestions about how you may react during certain situations regarding a roommate. Have them complete page 1 of the “Personal Preference” form based on what they have observed about you. Compare your sheet to the one you completed for yourself.

Make a copy of page 1 of the “Lifestyle Preferences” worksheet for students to take to their parents/guardians.



# Living with a Roommate



## Module 8 Lesson 3

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## Transitioning to Living with a Roommate

What do you think it will be like to live with a roommate?

How might it be different from living with your parents, siblings, etc.?

Before beginning the content of this lesson, have the students consider these questions.

You may want to have them brainstorm aloud as a class, or think quietly and jot down their ideas independently.

Thinking about the possibilities of what it might be like to transition from living with family members to living with a roommate will help prime students for this lesson.

## Overview of Roommate Topics

1. Roommate Selection
2. Communicating with your roommate
3. Building a positive relationship with your roommate

When living in close quarters with someone, it is important to get started on the right foot. Roommate selection, communication, and building a positive relationship are three common issues that college students need to take into account as they prepare to live with someone other than a family member.

**\*\*NOTE\*\*** These are the three topics that will be discussed in detail in this Power Point.  
**\*\***

## Roommate Selection Considerations

How do I select the right person?

Should I room with someone I don't know?

- Going "potluck"
- Be open-minded!

Should I room with someone I know?

- Best friend
- Someone from my school
- Someone from an extracurricular activity



The first step in the process of living with a roommate in college is generally deciding who to live with.

Some colleges give incoming students more choice and allow them to select their own roommates. They may have the option of requesting to room with someone they already know or someone they are "randomly" assigned to live with by the housing staff (although those assignments may or may not actually be random). Some colleges also offer the opportunity to pair up with another student who will be living on campus through some type of web-based system or social media platform.

"Going Potluck" is a common term used by students who decide to move in with someone they do not know. In this situation, students need to be open-minded and remember that they could be matched with anyone – someone who has a lot in common with them, or someone who is drastically different in many ways. Regardless of how similar or different this person is, you may end up living with your future best friend!

Depending on the college, students who go "potluck" may be matched randomly with another student of the same gender who has requested the same dorm; or the college may use a roommate questionnaire to attempt to match students up based on lifestyle factors.

In this situation – just as in any roommate situation – the roommate relationship could end up being “a match made in heaven” or “like oil and water”...or anywhere in between. The important thing to remember is that knowing your roommate ahead of time isn’t a guarantee that it will end up going well. Although many incoming freshmen are scared away from random roommate assignments by “horror stories” told by their older friends/siblings/etc., plenty of students who go potluck end up having a strong roommate relationship.

The important thing to know is that there are no standard right/wrong answers to these questions. Each student is different and should take their own preferences and needs into account when determining what roommate situation will likely be the best for them. Each has pros and cons. For example...

- Living with someone you don’t know (who is assigned by the housing office) provides an opportunity to expand your social circle and start making connections with new people from the very beginning of college. It also allows you to live with a person who doesn’t have any preconceived notions about you – which is perfect if you’re craving a fresh start and a chance to break out of social roles you may have played in high school. However, it requires you to get to know this person from scratch, which means it might take longer and require more direct communication to develop mutually-acceptable routines as roommates.
- Living with a close friend means that you’ll already know a lot about this person’s personality, preferences, and habits. You know in which ways you’re compatible and where you might have friction/tension. It can also be comforting to know that you’ll have a built-in social support in your room. However, along with a pre-existing friendship can come other pre-existing issues as well. Some people can be great friends but make terrible roommates simply because they’re so different on key issues that only matter when you’re sharing close quarters with someone. It can also potentially create awkward situations because if you have a disagreement with your roommate, it automatically means you’re also at odds with a part of your social support system, who you might otherwise have gone to for support in such a situation.
- Living with someone you know, but who isn’t necessarily a close friend, can include pros and cons from both of these other categories.

## Roommate Matching based on the Housing Application

- Many housing applications include a lifestyle preferences questionnaire.
- The college may use this to match you with a roommate.
- Be sure to fill this out completely and accurately.



If your housing application includes a lifestyle questionnaire or questions about personal preferences, the housing office will likely use it to help match you with a dorm and/or roommate. It's crucial to be honest, realistic, and accurate on these forms and to take the time to fill them out completely. If you provide answers that don't match up with your actual habits and preferences, you will likely be matched with someone less compatible on these factors.

When filling these out, students should keep in mind what is really important to them and what they can live with or without.



## Examples of Lifestyle Preferences

- Sleeping habits
  - Do you like to take naps?
  - Are you a morning person?
- Study habits
  - Where do you like to study? (e.g., your room, library, etc.)
  - When do you like to study?
- Guests
  - When do you like to have guests in your room?
  - When do you prefer to be alone?
- Cleanliness
  - Are you a “neat freak”?
  - Do you do laundry once every three weeks?
- Quiet hours
  - Do you like to go to bed early?
  - Do you sleep during the day and stay up all night?
- Use of space
  - What resources are you willing to share? (e.g., food, hairdryer, etc.)
  - Do you prefer a “split the room in half” approach or a mixture of shared and personal space?

These are some examples of the types of lifestyle/personal preferences often found on housing application questionnaires.

These questions will be presented on the worksheet “Personal Preferences”. You may choose to have an open discussion now or later.

## Living with a Friend

- Be careful when selecting a friend to be your roommate.
- Great friends don't always share similar daily habits and lifestyles. Roommates need to be compatible enough to live peacefully together.
- Scenario to consider:
  - You are a night owl who needs a cup of coffee and a long shower before speaking to another human each morning.
  - Your best friend pops out of bed chattering cheerfully by 7:00 a.m. every day.
  - Are you putting your friendship in jeopardy by sharing a small room for the next 9 months?

You may have the option to live with someone you already know. Discuss the pros and cons of living with someone you know. Pros may include familiarity, friendship, fun, etc. Cons can include having expectations that are too high and being disappointed, the two roommates having different expectations of living with each other (one thinks they should go everywhere together while the other wants to branch out and make new friends), unexpected different habits, a ruined friendship, etc.

If things don't go well with a roommate with whom you have a lasting friendship, that friendship might be ruined. If things don't go well with someone you don't originally know, little is likely lost and you still have your friend from home. On the other hand if things do go well with a school-picked roommate, you now have two good friends.

## Final Thoughts: Roommate Selection

- Be patient and allow for an adjustment period to get used to your roommate.
- If you are upfront about your wants and needs, finding a roommate can be an exciting chance to get to know another person.
- Having a successful roommate experience is dependent on a mutual respect for each other!

Be aware of the adjustment period that will need to take place in the beginning and don't be too hasty to switch roommates after the first week. With any roommate it will take a few weeks for each of you to learn about your quirks, habits, and schedules without driving each other crazy. Finding someone you can successfully cohabit with leads to a much more pleasant living arrangement, provided that you and your roommate have similar expectations and a mutual respect for one another.

## Communicating with your Roommate

- Effective communication is the most important part of living with a roommate
  - Helps avoid conflicts and resolve issues
  - Forms foundation of relationship
- Start communicating as soon as possible
  - Touch base before move-in day
  - Get to know each other a little
  - Discuss logistics, “who is bringing what”

Once you’ve been paired up with a roommate, communicating with that person is the next step in the process of establishing a relationship.

The most important part of living with someone else is effective communication!

Communicating effectively with your roommate will lay a foundation for your roommate relationship. Based on the way you communicate, this will determine how you handle conflicts and resolve issues together. Because you will be living in such close quarters with this person, some friction is inevitable. The end result of that friction – and whether it leads to a mutually acceptable solution or a huge argument – is largely determined by the way you communicate with each other.

One of the best things you can do is to start out by communicating before you even move in together. Most housing offices make this easy by giving you your assigned roommate’s email address and/or phone number as soon as your assignment is made. It can be awkward to reach out and make the initial contact with a stranger in this situation, but it’s well worth it. A good place to start is with a conversation about logistics – for example, discussing who is bringing any large items that can be shared (e.g., tv, dvd player, futon, etc.) so you won’t end up with duplicates, talking about when you’re each planning to arrive for move-in, etc. This is also a great opportunity to start getting to know each other a little better. This can help you feel like you aren’t living with a stranger.

Some of the information in the following section on communicating with roommates is adapted from the following websites: About.com College Life section, and SparkNotes.com College Life section

## Communication Tips

- Set ground rules with a roommate contract
- Compromise
  - Both roommates have an equal claim on the room
  - Express your needs/preferences while also respecting your roommate's needs/preferences
- Be straightforward, honest, and trustworthy
- Establish mutual respect



The following are some tips that will help ease communication between roommates.

### Set ground rules

- Many college housing offices encourage (or require) roommates to create a “roommate contract” during the first week or two of the semester.
- Roommate contracts open up the avenues of communication between roommates on key topics that have the potential to cause friction when two people are living in close quarters.
  - Examples include quiet hours, when guests can be in the room, what items are shared or not shared, acceptable noise levels, temperature of the room, reasonable number of times to snooze an alarm clock, how often to clean, etc.
- You can work with your roommate and you can also get assistance from your RA to create a roommate contract that meets the needs of and respects the preferences of both you and your roommate
- Even if you think some of the issues listed on your roommate contract may never become a problem between you and your roommate, it's better to have them documented from the beginning anyway. The contract can always be revised if needed, and it will allow you to have something to refer back to if something does unexpectedly become a source of friction.
- In creating this document, it's very important to strike a balance between standing your ground on non-negotiable issues and compromising on other issues.

### Compromise

- Compromising is an important component of any relationship, including a roommate relationship.
- Living with someone always comes with the need to compromise. Even the most compatible roommates will have differing needs/preferences sometimes. The key to successful compromise in these situations is expressing your own needs/preferences but still respecting your roommate's.
- You will need to be able to identify when it's time to "give a little" or "give in" versus when it's time to "stand your ground." Because both roommates have an equal claim on the shared space of the room, neither of you should be giving in or standing your ground significantly more than the other is.
- Negotiating a roommate contract is often the first time when new roommates have to compromise with each other.
- An example of roommate compromise: You like to blast your music and move around when you study, but your roommate likes dead silence. An easy way to compromise is for you to wear headphones and for your roommate to wear earplugs. That way, you get to hear your music, and your roommate won't be able to hear either the music or the sounds of you moving around.

### Be straightforward, honest, and trustworthy and establish mutual respect

- The best way to earn respect is to be respectful
- Start off on the right foot and treat your roommate the way you want to be treated in order to establish the kind of relationship based on mutual respect

## Communication Tips



- Establish a system for notes and messages
- Know when to communicate face-to-face instead
  - Address problems in person, not in a note or text
  - Make time to connect with your roommate face-to-face
  - Pay attention to the subtle, unspoken messages you send through your actions
- Don't expect your roommate to be a mind-reader
- Address issues while they're still small

Having a consistent system for leaving each other notes and messages will help prevent misunderstandings and conflict. This can apply to anything from “James stopped by to borrow your psych textbook” to “we’re out of peanut butter, can you pick up more please?” Also, as a safety precaution, it’s always a good idea to let someone know where you are and when you’ll be back. Your roommate is a great person to notify about these things, and it can be as simple as a note in your designated spot saying “spending the night at Morgan’s apartment; back by noon Sunday.” If you have a dry-erase board or bulletin board in your room, you can leave your schedules and other information up there so you’ll know when to expect each other to be around.

Although leaving each other notes or texting each other is a great method for most communication, sometimes you need to touch base face-to-face. Knowing when it’s appropriate to do this is important. Use your best judgment; as a general rule, if you think the issue will cause conflict between you, it’s better to talk about it directly.

### Be available

- You don’t have to become best friends with your college roommate, but being friendly and taking the time to get to know them can set the stage for at least an amicable acquaintanceship
- It’s easy to get busy and wrapped up in other activities and connections, but don’t lose sight of the fact that you and your roommate are also part of each other’s support network in college. If you realize you rarely see your roommate, take the initiative to connect or reconnect. If your schedules are busy, you might want to set a time to get dinner or coffee together. You might even want to set up a roommate meeting or roommate evening every so often – whether you do something together or just talk, it’s great to have a designated time when you know you’ll be able to touch base face-to-face about anything that needs to be discussed.
- Be aware of the unspoken messages you’re sending to your roommate through your actions. Are you never around? Do you always have earbuds in when you’re in the room? Do you always sit with your

back towards your roommate's side of the room? If there's tension in your roommate relationship, it could be related to the subtle messages you're sending by actions like these. Your roommate might think you're uninterested in or upset with him/her, even if that wasn't your intention. Your body language can convey whether you're available or not as well as your words.

Don't expect your roommate to be a mind reader. If you've never expressed your feelings about an issue, you can't hold your roommate responsible for not respecting them. This is part of why a roommate contract is so valuable – because it gets a lot of these preferences out in the open before they become a point of contention. In addition, don't expect your roommate to know that you're upset about something if you've been hiding your feelings. Sometimes college students will carry on like everything is fine even though they are furious inside. When they finally boil over – usually over a small issue (the “straw that broke the camel's back” so to speak) – their roommate is completely taken by surprise because they had no outward indication that the roommate was angry. Similarly, if you think your roommate might be irritated with you, speak up and find out. You may be able to look at your own actions recently and determine what you might have done. But if you can't, don't let the tension fester. It may be uncomfortable to bring up at first, but it's far better than being caught off guard later on!

The previous point ties into this one as well – address issues when they're small. Don't wait until a dozen things have upset you or until the situation has reached gargantuan proportions. In a non-confrontational way, deal with friction before it boils over into a huge problem. Similarly, if you handle things when they first come up, you're more likely to avoid nitpicking or overanalyzing your roommate's every move. If one thing is bothering you, it can sometimes lead to focusing on everything else that your roommate does that is even slightly different from how you would do it and then viewing everything s/he does as wrong. This can drive a wedge in between the two of you, when it doesn't need to.

**\*\*Use personal examples when possible!\*\***



## Final Thoughts: Roommate Communication

- Practice respectful communication skills
  - Listen
  - Think before you speak
  - Use respectful language
- Use your resources if problems arise
  - Refer back to your roommate contract
  - Talk to your RA or other housing staff



Practice respectful communication skills before getting to college so they will be second-nature by the time you need to use them in your roommate relationship.

- Listen. It's important not just that you are listening, but that your roommate feels like you are really listening. If you're talking face-to-face about something important, look at them when they're talking and give your undivided attention
- Think before you speak. It's very difficult to un-do damage created by saying something in anger or haste. Take the time to say what you mean and mean what you say.
- Use respectful language. Nobody likes to feel blamed or accused, and you can convey the same information without resorting to language that will make your roommate feel disrespected and cut off their willingness to listen. One way to do this is to state your concerns in the first-person ("I") instead of second-person ("you"). For example: "I have a hard time concentrating on my homework when there's a lot of background noise like phone conversations or tv." ...instead of... "You're making it hard for me to study by watching tv and talking on the phone."

If difficulties arise in your roommate relationship, access the people and resources on campus that are available to assist you

- You can refer back to your roommate contract for a mutually-acceptable compromise. You may even want to renegotiate the terms of the agreement if things have changed.
- Your RA and the other housing staff are in place to help you in case of roommate difficulties. Don't hesitate to talk to them for help with addressing any roommate situation.

## Building a Positive Roommate Relationship

- Avoid assumptions and snap judgments
  - Get to know your roommate yourself
  - Don't rely on other people's opinions, Facebook, etc.
- Give yourselves a chance to get along
- Appreciate the experience as an opportunity to expand your exposure to diversity

The final topic within this area is building a positive relationship with your roommate.

When you are first starting out with your new roommate, the old adage “don't judge a book by its cover” is very applicable. It's important to avoid assumptions and snap judgments and to instead take the time to get to know your roommate yourself. You can't rely on what you hear from other people or what you see on social media sites, etc.

You might be surprised how many people don't even bother trying to get to know another person or trying to get along with them because they've decided from the get-go that they are too different to be compatible. Before even spending one minute in a room together, some students have written off their roommate as “just someone to share space with” because of preconceived notions about their interests, personality, etc.

Even if you don't agree on many things with your roommate, you can still appreciate the experience as an opportunity for personal growth. Learning to compromise with someone and expand your understanding of other people is a key component of appreciating diversity. Staying open-minded will allow you to see the experience in a different light.

## Building a Positive Roommate Relationship

- You don't have to be best friends with your roommate
  - Share the space amicably
  - Be respectful and hopefully s/he will be respectful in return
- Key skills for successful roommate relationships include compromise, respect, and empathy

Although you may or may not end up being friends with your roommate, keep in mind that this is someone you need to peacefully coexist with and share space with for 9 months. Even roommates who aren't close can usually find a way to share the space amicably. Being respectful towards your roommate can often go a long way towards encouraging him/her to be respectful in return.

## Final Thoughts: Building a Positive Roommate Relationship

- Remember to:
  - Be respectful
  - Communicate effectively
  - Compromise
- Pick your battles
- Contact your RA if problematic roommate situations arise





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## **Lifestyle Preferences and Personal Habits Worksheet**

**Directions:** Next to each question, write down some of your personal habits/concerns. Be prepared to discuss.

### **Roommate Preference Questionnaire**

1. What are your sleeping habits? (i.e., weekdays, weekend)
2. What type of sense of humor do you have? (e.g., silly, sarcastic)
3. What time do you typically arrive home? (e.g., before midnight, after midnight, 2:00 a.m.)
4. What are your concerns about noise level? (e.g., TV, radio, studying, sleeping)
5. How much TV do you watch and what kinds of shows do you like to watch?
6. Is it OK if your roommate watches TV when you are in the room? (When would it not be OK?)
7. What state do you like the room to be in? (e.g., very neat, messy)
8. What kind of music do you listen to? Are there any types of music that you dislike?
9. Where do you like to study?
10. What belongings of yours are you willing to share? If so, what are the ground rules?
11. How do you feel about the use of drugs/alcohol?
12. Do you smoke?
13. What are your spiritual or religious values?
14. How do you like to handle confrontation?
15. What guidelines should be set for guests in the room?

**Directions:** Look at the preferences listed above. Which of those things are absolutely essential to you in terms of facilitating a healthy roommate situation? Which of the preferences listed above would be nice to have, but are not essential to your roommate happiness?

Essential Preferences	Non-Essential Preferences

How will you use effective communication when conflict arises in your roommate relationship?

What steps will you take to build a positive relationship with your roommate?



## Quotes from First Year College Students

“Carefully consider the size of your room and your specific needs when deciding which items to pack and which to leave at home.”

“Living on campus means you have a lot of convenient dining options. Using your meal plan at the dining halls gets the most bang for your buck.”

“Try to meet people on your residence hall as soon as possible.”

“Get to know your RA (Resident Advisor).”

“Don’t be surprised when the fire alarm goes off.”

“The dorm is generally not a quiet place.”

“Don’t have any expectations about what your roommate or your roommate relationship will be like.”

“Roommate conflicts are inevitable, but most of them are minor.”

“Put together a basic first aid kit with medications and supplies.”

“Stick to a consistent schedule for going to bed and waking up.”

“If you and your roommate agree, you don’t have to keep your room spotlessly tidy.”

“Early in the year find a space in your residence hall where you can go to study and/or hang out other than your room.”

“Be considerate in the laundry room.”





Objective: The student will describe his/her conflict management style and apply this to implications for campus living situations.

Lesson Element	Procedures	Materials
Lesson Setup & Lesson Opening	<p>Obtain PowerPoint for Module 8 Lesson 4 and make copies of Student-Guided Notes for each student in the class.</p> <p>Inform students that during this lesson they need to think about campus living issues regarding conflict management styles discussed.</p>	<p>Power Point File Module 8 Lesson 4</p> <p>Student guided notes</p>
Lesson Body	<p><b>Teacher Input</b> Use the PowerPoint file with teacher notes to discuss issues with conflict management styles. A summary of the main points is listed here. More detailed information is provided in the PowerPoint file.</p> <ol style="list-style-type: none"> <li>1. Accommodating</li> <li>2. Avoiding</li> <li>3. Collaborating</li> <li>4. Competing</li> <li>5. Compromising</li> </ol> <p>Provide examples and take questions as needed during the full-group discussion of each.</p> <p><b>Guided Practice</b> Give small groups or pairs of students one scenario on the “Conflict Scenarios” sheet. They will write an approach to solving the conflict based on each of the conflict management styles. Have each group/pair share their conflict and one of the ways to resolve it. Discuss how to handle the situation if the other party tries to resolve it in one of the other manners.</p>	<p>Power Point file with teacher notes</p> <p>Student-Guided Notes</p> <p>“Conflict Scenarios” worksheet</p>
Extended Practice	<p>Students should complete the “Conflict Management Questionnaire.” When complete, they will respond to a conflict scenario by answering three questions:</p> <ul style="list-style-type: none"> <li>• How would I resolve this conflict?</li> <li>• What style would this be?</li> <li>• What would I do if my roommate used a different conflict management style?</li> </ul>	<p>“Conflict Management Questionnaire”</p>

**Lesson  
Closing**

Review (method of your choice) the conflict management styles, as well as the importance of being able to use them appropriately.

# Understanding Conflict Management Styles



Module 8 Lesson 4

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## What is a conflict management style and why do I need to know this?

- Conflict Management Style: Form of behavior that a person practices in response to conflict with others
- When living and interacting with others on campus, you need to know how to resolve issues in different situations.

## Conflict: Where does it come from?

- Goals
- Personality conflicts
- Scarce resources
- Styles
- Values

**Goals:** Conflict can happen as a result of conflicting goals or priorities. It can also happen when there is a lack of shared goals.

**Personality conflicts:** Personality conflicts are a common cause of conflict. Sometimes there is no chemistry, or you haven't figured out an effective way to click with somebody.

**Scarce resources:** Conflict can happen when you're competing over scarce resources.

**Styles.** People have different styles. Your thinking style or communication style might conflict with somebody else's thinking style or their communication style. The good news is that conflicts in styles are easy to adapt to when you know how.

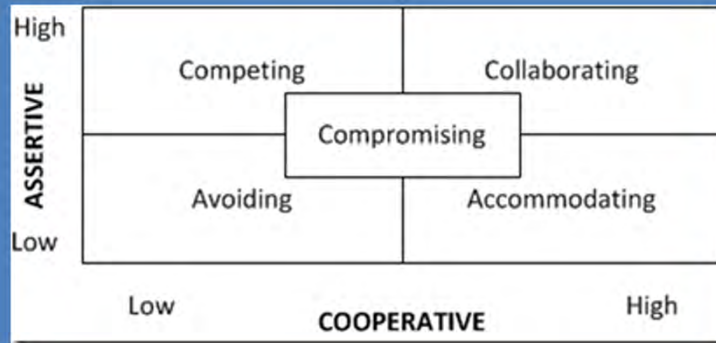
**Values.** Sometimes you will find conflict in values. The challenge here is that values are core. Adapting with styles is one thing, but dealing with conflicting values is another. That's why a particular business, group, or culture may not be a good fit for you. It's also why "bird's of a feather flock together" and why "opposites attract, but similarities bind."

## The Positive Side of Conflict

- Conflict can teach you to make the most of each situation and use it as a learning opportunity or a leadership opportunity.
- You can also use it as an opportunity to transform the situation into something better.

# Five Styles of Conflict Management

You will experience some form of internal or external conflict while living with roommates at some point in your college career. Understanding how you handle conflict is important in helping you decide how to deal with stress and manage certain situations.



People have different ways of handling conflict. When people are living together, conflict is sure to arise. It is important to know how you handle stressful situations, but it is also important to know how the people you live with react to conflict. For example, you may be ready to talk about the situation and bring resolution to it immediately; whereas, your roommate may need 30 minutes to get his/her thoughts together. We'll take the rest of this lesson to learn five of the main styles of conflict management.

The image above is the Thomas Kilmann Conflict Mode Instrument which is a model for handling conflict. You can see on the x and y axis that there are two sides of conflict management; assertive and cooperative. By using the diagram you can see that: avoiding is low on both assertive and cooperative

competing is high on assertive and low on cooperative  
collaborating is high on both assertive and cooperative  
accommodating is low on assertive and high on cooperative  
compromising is in the middle of assertive and cooperative.

We will talk about what each of these mean in more detail in the following slides.

## Accommodating

People who accommodate are unassertive and very cooperative.

- Give in during a conflict
- Acknowledge they made a mistake/decide it was no big deal
- Put relationships first, ignore issues, and try to keep peace at any price
- Effective when the other person or party has a better plan or solution

- People who use accommodating often neglect their own concerns to satisfy the concerns of others. Accommodating is the opposite style of competing.
- People who accommodate may be selflessly generous or charitable, and they may also obey another person when they would prefer not to, or yield to another's point of view.
- They may work against their own goals or objectives to reach a desired outcome.
- They may have to give in to reach the desired outcome.
- Accommodating may preserve future relationships with the conflicting person or party.



## Avoiding

People who avoid conflict are generally unassertive and uncooperative.

- Avoid the conflict entirely or delay their response instead of voicing concerns
- Can create some space in an emotional environment
- Not a good long-term strategy

When someone uses avoidance, they are not helping the other party reach their goals, and they are not assertively pursuing their own.

To do so, they may diplomatically sidestep or postpone discussion until a better time, withdraw from the threatening situation or divert attention. They perceive conflict as hopeless and therefore something to be avoided. Differences are overlooked and they accept disagreement.

This works when the issue is trivial or when you have no chance of winning. It's also very effective when the atmosphere is emotionally charged and you need to create some "space". Sometimes issues will resolve themselves, but in general, avoiding is not a good long term strategy. "Hope is not a strategy."

## Collaborating

Collaborators are both assertive and cooperative.

- Assert own views while also listening to other views and welcoming differences
- Seek a “win-win” outcome
- Identify underlying concerns of a conflict
- Create room for multiple ideas
- Requires time and effort from both parties

People who collaborate work together make plan to improve a situation or achieve goals of both parties. They attempt to work with others to find solutions that fully satisfy the concerns of both parties.

This can be effective for complex scenarios where a novel solution is needed. This can also mean re-framing a challenge to create a more room for everybody’s ideas. The downside is that it requires a high-degree of trust, and reaching a consensus can require a lot of time and effort. It takes work to get everybody on board and to synthesize a variety of potentially conflicting ideas.

People using this style often recognize there are tensions in relationships and contrasting viewpoints, but want to work through conflicts.

## Competing

People who approach conflict in a competitive way assert themselves and do not cooperate while pursuing their own concerns at another's expense.

- Takes on a “win-lose” approach where one person wins and one person loses
- Does not rely on cooperation with the other party to reach outcome
- May be appropriate for emergencies when time is important

To compete, people take a power orientation and use whatever power seems appropriate to win even at the expense of the other party. This may include arguing, pulling rank or instigating sanctions. Competing may mean standing up and defending a position believed to be correct, or simply trying to win. Forcing is another way of viewing competition. People using a forcing style perceive that some people are right and others are wrong.

This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action. People should be aware of and support the approach.

This is not a good conflict management style for handling normal conflict situations due to the fact that it demands only one person to be completely right and the other completely wrong. This is rarely actually the case. Most of the time both parties need to be open to changing part of their behavior.

## Compromising

Compromisers are moderately assertive and moderately cooperative.

- Try to find fast, mutually acceptable solutions to conflicts that *partially* satisfy both parties
- Results in a “lose-lose” approach
- Appropriate temporary solution
- Considered an easy way out when you need more time to collaborate to find a better solution

The concept of this being a “lose-lose” situation could be confusing. Basically it means that no one is going to get exactly what they want, but everyone benefits in some way. The trap is to fall into compromising as an easy way out, when collaborating would produce a better solution even though it requires more work.

Compromisers give up less than accommodators, but more than competitors. They explore issues more than avoiders, but less than collaborators. Their solutions often involve “splitting the difference” or exchanging concessions. Conflict is mutual difference best resolved by cooperation and compromise.

It may be appropriate for scenarios where you need a temporary solution, or where both sides have equally important goals.

## Which one is best?

There is no BEST way to handle conflict. Each conflict is different and requires a different response.

As a society, we teach:

“Two heads are better than one.” (Collaborating)

“Kill your enemies with kindness.” (Accommodating)

“Split the difference.” (Compromising)

“Leave well enough alone.” (Avoiding)

“Might makes right.” (Competing)

Usually, after getting the results of any test or assessment, the first question people ask is: "What are the right answers?" In the case of conflict-handling behavior, there are no universal right answers. All five modes are useful in some situations: each represents a set of useful social skills. The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes: few could be characterized as having a single, rigid style of dealing with conflict. However, most people use some modes better than others and therefore, tends to rely upon those modes more heavily than others.

## Conclusion

- Different conflict management styles may be used when faced with different situations.
- Knowing yourself and fully understanding each situation will help you understand the conflict management style needed.
- Try a scenario-based approach to test the effectiveness of different approaches to specific situations.

By knowing your own default patterns you improve your self-awareness. Once you are aware of your own patterns, you can pay attention to whether they are working for you and you can **explore alternatives**. By using a scenario-based approach, you can choose more effective conflict management styles and test their effectiveness for you and your situations.

## References

- Thomas, K. W., & Kilmann, R. H. (2011). *Five conflict management styles at a glance*. Retrieved from <http://sourcesofinsight.com/conflict-management-styles-at-a-glance/> and [http://peacebuilding.caritas.org/index.php/Conflict\\_Handling\\_Styles](http://peacebuilding.caritas.org/index.php/Conflict_Handling_Styles)

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## **Conflict Scenarios**

You live in the dorm with someone that you did not know before move-in day. You have made the decision not to drink alcohol while you are under the age of 21. However, your roommate wants to drink alcohol every weekend and often has it in your dorm room. How will you handle this conflict?

You live in an apartment with a friend you knew from home. He never washes dishes after he eats, and the dirty dishes keep piling higher and higher. How will you handle this conflict?

You live in a dorm room with a friend from home. You are a night owl. You like to watch TV, listen to music, and study late at night. Your roommate likes to go to sleep early enough to get 8 hours of sleep before her 8:00 a.m. class each day. How will you handle this conflict?

You live in an apartment with a friend from home. He has a girlfriend and they keep fighting in front of you. You came home one day to find a lamp broken. How will you handle this conflict?

You live in a dorm with a person that you did not know before move-in day. The two of you decided to share food, but for the fourth time in a row, you opened your favorite box of cereal in the morning and there was barely enough to cover the bottom of the bowl. How will you handle this conflict?

You live in a dorm with a good friend from home. Your boyfriend visits your dorm room a lot. You can tell that it is bothering your roommate, but she is not saying anything to you about it. How will you handle this conflict?

You live in a dorm with your best friend from home. During the first semester, the two of you did not really branch out from each other or meet new friends. The second semester, your best friend/roommate has decided to join a sorority. She has a lot of things to do at night and is meeting new friends. You feel left out and out of place most of the time. You feel like you are losing your best friend. How will you handle this conflict?

You live in a dorm with a friend from home. He is always stressed out about school and the amount of homework he has. He constantly complains and studies all the time. You finally stopped asking him to do things with you, but now he has expressed frustration that you are never around. How will you handle this conflict?

You live in a dorm with someone you did not meet until move-in day. His classes begin at 8:00 a.m. each day and your classes do not typically begin until at least 10:00 a.m. When he wakes up in the morning, he turns on the light and makes a lot of noise. It wakes you up every morning. How will you handle this conflict?

You live in a dorm with someone you did not meet until move-in day. The two of you have almost nothing in common. You like different kinds of music, movies, and TV shows. It is very hard to do anything together in the room. How will you handle this conflict?

You live in an apartment with three other friends. One of your roommates starts acting strange. When she comes home, she goes straight to her room and closes the door. She never eats dinner with you anymore. When you ask her questions, she only gives you “yes” or “no” answers. How will you handle this conflict?

You live in an apartment with a friend. You have agreed to split all of the bills in half, but your roommate never seems to have quite enough money to cover his part. How will you handle this conflict?



## Conflict Management Questionnaire

**Directions:** Answer the questions by indicating how you would behave rather than how you think you *should* behave. Each question provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4.

**1 = Rarely    2 = Sometimes    3 = Often    4 = Always**

1. I explore issues with others to find solutions that meet everyone's needs. \_\_\_\_\_
2. I try to negotiate and adopt a "give-and-take" approach to problem situations. \_\_\_\_\_
3. I try to meet the expectations of others. \_\_\_\_\_
4. I generally argue my case and insist on the merits of my point of view. \_\_\_\_\_
5. When there is a disagreement, I gather as much information as I can to keep the lines of communication open. \_\_\_\_\_
6. When I find myself in an argument, I usually say very little and try to leave as soon as possible. \_\_\_\_\_
7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?  
\_\_\_\_\_
8. I prefer to compromise when solving problems and just move on. \_\_\_\_\_
9. I find conflicts challenging and exhilarating. I enjoy the battle of wits that usually follows. \_\_\_\_\_
10. Being at odds with other people makes me feel uncomfortable and anxious. \_\_\_\_\_
11. I try to accommodate the wishes of my friends and family. \_\_\_\_\_
12. I can figure out what needs to be done and I am usually right. \_\_\_\_\_
13. To break deadlocks, I would meet people halfway. \_\_\_\_\_
14. I may not get what I want, but it is a small price to pay for keeping the peace. \_\_\_\_\_
15. I avoid hard feelings by keeping my disagreements with others to myself. \_\_\_\_\_

## How to score the Conflict Management Questionnaire:

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of multiple styles.

**Style Corresponding Statements: Total: The numbers represent the questions above.**

- Collaborating: 1, 5, 7 \_\_\_\_\_
- Competing: 4, 9, 12 \_\_\_\_\_
- Avoiding: 6, 10, 15 \_\_\_\_\_
- Accommodating: 3, 11, 14 \_\_\_\_\_
- Compromising: 2, 8, 13 \_\_\_\_\_

## Brief Descriptions of the Five Conflict Management Styles

**Accommodating:** Cooperating to a high degree where you may have to give in to maintain relationships

Pros: Minimizes injury when we are outmatched; relationships are maintained

Cons: Breeds resentment; exploits the weak

**Avoiding Style:** Non-confrontational approach

Pros: Does not escalate conflict; postpones difficulty

Cons: Unaddressed problems; unresolved problems

**Collaborating Style:** Problems are solved in a way for all involved to get what they want and negative feelings are minimized.

Pros: Creates mutual trust; maintains positive relationships; builds commitments

Cons: Time consuming; energy consuming

**Competing Style:** Authoritarian approach

Pros: Goal-oriented; quick

Cons: May breed hostility

**Compromising Style:** Middle ground approach

Pros: Useful in complex issues without simple solutions; all parties are equal in power

Cons: No one is ever really satisfied

## Conflict Scenario

You and your roommate live in a dorm room on campus. Your roommate has a friend who is on fall break at a different time than your school. She wants to invite her friend to visit and stay for two nights. You know that you have three tests and a paper due that week. You would rather not have a guest that week.

How will you work out this situation with her?

What conflict management style did you use?

What would you do if your roommate did not want to use this style?



# Campus Living

## Introduction to Campus Living

### A. College Living Options

- On campus - \_\_\_\_\_
- Off campus
  - At home
  - Student-oriented \_\_\_\_\_
  - Other apartments or houses

### B. Residence Hall/Dorm

- Housing owned and operated by \_\_\_\_\_
- Common residence hall types or options
  - \_\_\_\_\_ or single-sex
  - All-freshman or \_\_\_\_\_ or both
  - Traditional hall-style or \_\_\_\_\_ or apartment-style
  - \_\_\_\_\_
  - Themed housing, Living-Learning Communities

### C. Living-Learning Community (LLC)

- A campus living program providing additional \_\_\_\_\_ experiences related to \_\_\_\_\_
- Connects \_\_\_\_\_ with \_\_\_\_\_
- Students in an LLC often...
  - Live in the same \_\_\_\_\_ (and/or on the same floor)
  - Take certain \_\_\_\_\_ together
  - Participate in \_\_\_\_\_ together
- May be themed around a common...
  - Major                      Culture                      \_\_\_\_\_
  - \_\_\_\_\_                      Goal                      Other



- Lifestyle \_\_\_\_\_
- Examples of LLCs at colleges in NC
  - Jarvis Leadership Program (ECU)
  - Future Pirate Nurse Living Learning Village (ECU)
  - QUEST Transfer Students LLC (ECU)
  - Substance-Free Environments (UNC-CH)
  - La Casa – Spanish House (UNC-CH)
  - Living Green (ASU)
  - Sisterhood Experience (ASU)

#### D. People in Campus Living

- Resident Assistant/Resident Advisor (\_\_\_\_\_)
- Student employees, \_\_\_\_\_
- Usually \_\_\_\_\_
- Resident Assistants...
  - Inform students about \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_ conflicts between residents
  - Respond to emergencies
  - Create \_\_\_\_\_ to create a sense of community and \_\_\_\_\_ with each other
- Get to know your RA!
- Residence Hall Director/Coordinator
  - Full-time, professional employees
  - Live \_\_\_\_\_
  - \_\_\_\_\_ and oversee hall operations
- Other Campus Living Staff
  - Varies from college to college

- May include maintenance, housekeeping, \_\_\_\_\_, desk assistants, programming assistants, etc.

#### E. Transitioning to Living on Campus

- Independent Living Skills
  - Personal Hygiene                      Safety                      \_\_\_\_\_
  - Health/First-Aid                      \_\_\_\_\_                      Communication
  - \_\_\_\_\_ Management                      Housekeeping/Cleaning
- Self-\_\_\_\_\_
  - When to go to bed? When to wake up?
  - When and what to eat?
  - When to come home? Whether to come home?
  - How often to shower? How clean to keep your room?
  - How much money to spend? What to spend money on?

#### F. Applying for Housing

- Pay attention to \_\_\_\_\_
- Learn about your \_\_\_\_\_
- Be \_\_\_\_\_ on lifestyle questionnaires
- Read the **entire** housing contract and \_\_\_\_\_!

#### G. Researching Housing Options

- Visit the \_\_\_\_\_ of the college's housing office
- During your campus visit, ask to \_\_\_\_\_
- Ask \_\_\_\_\_ what they like and dislike about their dorm and living on campus

## Dimensions of Campus Diversity

A. Who am I? \_\_\_\_\_

B. Worldly \_\_\_\_\_

- A college campus is like opening the \_\_\_\_\_ to the entire world without \_\_\_\_\_ anywhere.

C. \_\_\_\_\_ Growth

- Consider how \_\_\_\_\_ your conversations would be if you only had friends who \_\_\_\_\_

D. Prepare for \_\_\_\_\_

- “America’s workforce is more \_\_\_\_\_ than at any time in the nation’s history, and the percentage of America’s working-age population comprised of members of minority groups is expected to \_\_\_\_\_ from 34% to \_\_\_\_\_ by \_\_\_\_\_. (Hyman & Jacobs, 2009)

E. Innovative \_\_\_\_\_

- “Research consistently shows that we learn more from people who are \_\_\_\_\_ than we do from people who are \_\_\_\_\_.”  
(Hyman & Jacobs, 2009)

F. Self-\_\_\_\_\_

- Diverse learning environments will help you understand \_\_\_\_\_ more than you ever have.

G. Various \_\_\_\_\_

- Be \_\_\_\_\_ when it comes to meeting new people and exploring \_\_\_\_\_.

## Living with a Roommate

### A. Transitioning to Living with a Roommate

- What do you think it will be like to live with a roommate? \_\_\_\_\_  
\_\_\_\_\_
- How might it be different from living with your parents, siblings, etc.? \_\_\_\_\_  
\_\_\_\_\_

### B. Overview of Roommate Topics

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### C. Roommate Selection Considerations

- How do I select the right person?
- Should I room with someone I don't know?
  - Going "\_\_\_\_\_"
  - Be \_\_\_\_\_!
- Should I room with someone I know?
  - Best friend
  - Someone from my \_\_\_\_\_
  - Someone from an \_\_\_\_\_

### D. Roommate Matching based on the Housing Application

- Many housing applications include a \_\_\_\_\_  
questionnaire
- The college may use this to \_\_\_\_\_
- Be sure to fill this out \_\_\_\_\_

### E. Examples of Lifestyle Preferences

- \_\_\_\_\_ Habits
  - Do you like to take naps? Are you a morning person?

- \_\_\_\_\_ Habits
  - Where do you like to study? (e.g., your room, library, etc.) When do you like to study?
- \_\_\_\_\_
  - When do you like to have guests in your room? When do you prefer to be alone?
- \_\_\_\_\_
  - Are you a “neat freak”? Do you do laundry once every three weeks?
- \_\_\_\_\_ Hours
  - Do you like to go to bed early? Do you sleep during the day and stay up all night?
- Use of \_\_\_\_\_
  - What resources are you willing to share? (e.g., food, hairdryer, etc.) Do you prefer a “split the room in half” approach or a mixture of shared and personal space?

#### F. Living with a Friend

- Be careful when selecting a friend to be your roommate.
- Great friends don’t always share similar \_\_\_\_\_.  
Roommates need to be \_\_\_\_\_ enough to live peacefully together.
- Scenario to consider:
  - You are a night owl who needs a cup of coffee and a long shower before speaking to another human each morning.
  - Your best friend pops out of bed chattering cheerfully by 7:00 a.m. every day.
  - Are you putting your friendship in jeopardy by sharing a small room for the next 9 months? \_\_\_\_\_

#### G. Final Thoughts: Roommate Selection

- Be \_\_\_\_\_ and allow for an \_\_\_\_\_ to get used to your roommate.
- If you are upfront about you \_\_\_\_\_, finding a roommate can be an exciting chance to \_\_\_\_\_.

- Having a successful roommate experience is dependent on a \_\_\_\_\_  
\_\_\_\_\_ for each other!

#### H. Communicating with your Roommate

- \_\_\_\_\_ is the most important part of living with a roommate
  - Helps avoid \_\_\_\_\_ and resolve issues
  - Forms foundation of \_\_\_\_\_
- Start communicating \_\_\_\_\_
  - Touch base before move-in day
  - \_\_\_\_\_
  - Discuss logistics, “ \_\_\_\_\_ ”

#### I. Communication Tips

- Set ground rules with a \_\_\_\_\_
- Compromise
  - Both roommates have an \_\_\_\_\_ on the room
  - \_\_\_\_\_ your needs/preferences while also \_\_\_\_\_ your roommate’s needs/preferences
- Be straightforward, \_\_\_\_\_, and \_\_\_\_\_
- Establish mutual \_\_\_\_\_
- Establish a system for \_\_\_\_\_
- Know when to communicate \_\_\_\_\_ instead
  - Address \_\_\_\_\_ in person, not in a note or text
  - Make time to \_\_\_\_\_ with your roommate face-to-face
  - Pay attention to the subtle, \_\_\_\_\_ messages you send through your \_\_\_\_\_
- Don’t expect your roommate to be a \_\_\_\_\_
- Address issues while they’re still \_\_\_\_\_

J. Final Thoughts: Roommate Communication

- Practice \_\_\_\_\_ communication skills
  - Listen
  - Think \_\_\_\_\_ you speak
  - Use respectful \_\_\_\_\_
- Use your resources if \_\_\_\_\_
  - Refer back to your \_\_\_\_\_
  - Talk to your \_\_\_\_\_ or other housing staff

K. Building a Positive Roommate Relationship

- Avoid \_\_\_\_\_ and snap judgments
  - Get to know your roommate yourself
  - Don't rely on \_\_\_\_\_, etc.
- Give yourselves a chance to get along
- Appreciate the experience as an \_\_\_\_\_ to expand your exposure to \_\_\_\_\_
- You don't have to be best friends with your roommate
  - \_\_\_\_\_
  - Be respectful, and hopefully s/he will be respectful in return
- Key skills for successful roommate relationships include \_\_\_\_\_  
\_\_\_\_\_

L. Final Thoughts: Building a Positive Roommate Relationship

- Remember to:
  - Be \_\_\_\_\_
  - \_\_\_\_\_ effectively
  - \_\_\_\_\_
- \_\_\_\_\_
- Contact your RA if problematic roommate situations arise

## Understanding Conflict Management Styles

A. What is a conflict management style and why do I need to know this?

- Conflict Management Style: Form of \_\_\_\_\_ that a person practices in response to \_\_\_\_\_ with others
- When living and interacting with others on campus, you need to know how to \_\_\_\_\_ in different situations.

B. Conflict: Where does it come from?

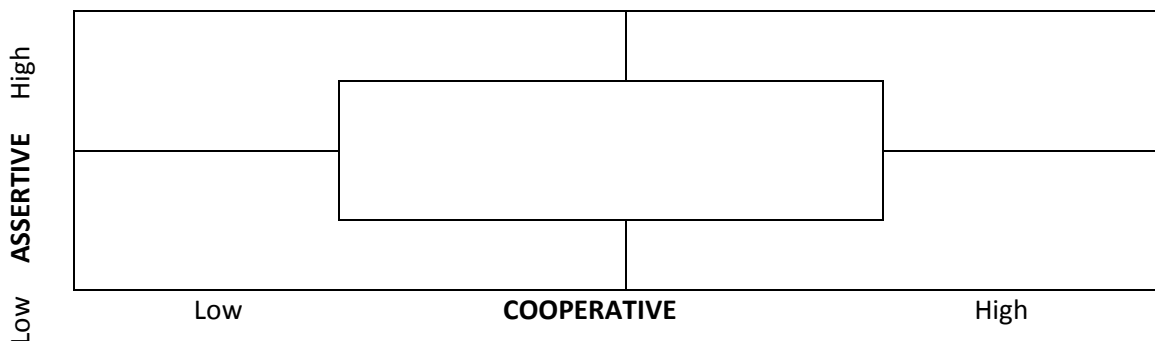
- Goals
- \_\_\_\_\_ conflicts
- Scarce \_\_\_\_\_
- Styles
- \_\_\_\_\_

C. The Positive Side of Conflict

- Conflict can teach you to make the most of each \_\_\_\_\_ and use it as a \_\_\_\_\_ opportunity or a \_\_\_\_\_ opportunity.
- You can also use it as an \_\_\_\_\_ to transform the situation into something \_\_\_\_\_.

D. Five styles of Conflict Management

- You will experience some form of \_\_\_\_\_ or \_\_\_\_\_ conflict while living with roommates at some point in your college career. Understanding \_\_\_\_\_ if important in helping you decide how to deal with stress and manage certain situations.





## E. Accommodating

- People who accommodate are \_\_\_\_\_.
- \_\_\_\_\_ during a conflict
- Acknowledge they made a \_\_\_\_\_ or decide it was no big deal
- Put \_\_\_\_\_ first, ignore \_\_\_\_\_, and try to keep \_\_\_\_\_ at any price.
- Effective when the other person or party has a better \_\_\_\_\_.

## F. Avoiding

- People who avoid conflict are generally \_\_\_\_\_.
- Avoid the conflict entirely or \_\_\_\_\_ their response instead of voicing concerns.
- Can create some space in an \_\_\_\_\_ environment.
- Not a good \_\_\_\_\_ strategy.

## G. Collaborating

- Collaborators are both \_\_\_\_\_.
- Assert \_\_\_\_\_ while also listening to other views and \_\_\_\_\_.
- Seek a “\_\_\_\_\_” outcome
- Identify \_\_\_\_\_ of a conflict
- Create room for multiple \_\_\_\_\_
- Requires \_\_\_\_\_ from both parties

## H. Competing

- People who approach conflict in a competitive way assert themselves and \_\_\_\_\_ while pursuing their own concerns \_\_\_\_\_.
- Takes on a “\_\_\_\_\_” approach where one person wins and one person loses
- Does not rely on \_\_\_\_\_ with other party to reach outcome

- May be appropriate for \_\_\_\_\_ where time is important

#### I. Compromising

- Compromisers are moderately \_\_\_\_\_ and moderately \_\_\_\_\_.
- Try to find fast, \_\_\_\_\_ solutions to conflicts that \_\_\_\_\_ satisfy both parties
- Results in a “ \_\_\_\_\_ ” approach
- Appropriate in \_\_\_\_\_ solution
- Consider an easy way out when you need \_\_\_\_\_ to collaborate to find \_\_\_\_\_

#### J. Which one is best?

- There is no \_\_\_\_\_ way to handle conflict. Each conflict is different and requires a different \_\_\_\_\_.
- As a society, we teach:
  - “Two heads are better than one.” ( \_\_\_\_\_ )
  - “Kill your enemies with kindness.” ( \_\_\_\_\_ )
  - “Split the difference.” ( \_\_\_\_\_ )
  - “Leave well enough alone.” ( \_\_\_\_\_ )
  - “Might makes right.” ( \_\_\_\_\_ )

#### K. Conclusion

- Different styles may be used when faced with different situations.
- Knowing yourself and fully understanding each situation will help you understand the conflict management style needed.
- Try a scenario-based approach to test the effectiveness of different approaches to specific situations.

