

# 7 Practice Resolving Conflicts at Work

## TRANSITION OBJECTIVE

Students will learn and practice a process to resolve conflicts.

## RELEVANCE TO SUCCESSFUL TRANSITION

Resolving conflicts is an ongoing process in our lives. It takes courage and skill to resolve conflicts.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

I get along well with others when . . .

### ❑ STEP 2: Convene Roundtable

"One way I resolve conflicts is \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will learn to resolve conflicts and practice the process for resolving a problem with someone on the job."

### ❑ STEP 4: Activity - 15 Minutes

Ask students if they have any people in their lives who do things that make them feel bad or hurt their feelings. This may be a friend, family member, co-worker, teacher or classmate. Explain that this means there is a conflict or problem with this person. Go over the **Conflict Resolution** handout with the class.

Use the following example to illustrate the steps: "Meg and Jackie work together. Jackie likes to talk on the phone when the boss is gone leaving Meg to do the work. Meg doesn't like the way Jackie is leaving all of the work for her and uses the five steps to solve this conflict. Step 1: Meg says, 'Jackie, I enjoy working with you.' Step 2: Meg tells Jackie, 'I feel used when you talk on the phone and leave all the work for me.' Step 3: Meg tells Jackie, 'I would like you to make your phone calls during your break.' Step 4: Meg tells Jackie, 'I will not continue to do your work any longer.' Step 5: Meg asks

Jackie for her opinion and ideas and waits for a response."

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CAREER MANAGEMENT: Unit 3

LESSON 7

### CONFLICT RESOLUTION

The BeCool "4-Step Assertion" Plan for Dealing with Difficult People

Step 1. **Tell the person what they do that you do not like.**  
"It really bothers me when you \_\_\_\_."

Step 2. **Tell the person how you feel.**  
"It makes me feel \_\_\_\_."

Step 3. **Tell the person what you would like them to do.**  
"I would appreciate it if you would \_\_\_\_."

Step 4. **Ask for agreement.**  
"OK? Is that something you are willing to do? \_\_\_\_."  
(Note: This is your time to listen to their side and compromise, if appropriate).

**If you can't come to an agreement, tell them what you will do if you don't get their cooperation.**

The BeCool Video Series, also available from the publisher, is an ideal supplement to this lesson.  
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CAREER MANAGEMENT: Unit 3

LESSON 7

### Resolving Conflicts

Sarah works for the Allen Construction Company. She is in charge of the office and is responsible for scheduling work sites each day. Hal, one of the workers, always calls in late to get his schedule. Mr. Allen, the owner, is angry with Sarah because Hal blamed her when he went to the wrong site the day before. Sarah knew that Hal blamed her for his failure to call in to get his schedule that morning. Sarah decided to solve the problem directly with Hal that afternoon. Using the four steps, what will Sarah say to Hal?

Step 1: \_\_\_\_\_  
Step 2: \_\_\_\_\_  
Step 3: \_\_\_\_\_  
Step 4: \_\_\_\_\_

Angela works for ABC Groceries as a cashier. She is disappointed with Laura, a box person, because she doesn't help when it's busy at the checkout counter. Laura doesn't watch to see when things are busy and will collect carts in the lot. Angela wants to talk to Laura before it turns into a problem with the other cashiers. Using the four steps, what will Angela say to Laura?

Step 1: \_\_\_\_\_  
Step 2: \_\_\_\_\_  
Step 3: \_\_\_\_\_  
Step 4: \_\_\_\_\_

Marcus has been working at UPS for four months. He started driving a delivery truck two weeks ago and has a problem with Tim, one of the loaders. Tim is not stacking the boxes correctly and they still when Marcus drives his route. Two days ago, three boxes fell on Marcus when he opened the door. He wants to talk to Tim. Using the four steps, what will Marcus say to Tim?

Step 1: \_\_\_\_\_  
Step 2: \_\_\_\_\_  
Step 3: \_\_\_\_\_  
Step 4: \_\_\_\_\_

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**□ STEP 5: Activity - 30 Minutes**

Have students work in pairs to practice the steps by solving conflicts on the **Resolving Conflicts** worksheet. After students have taken turns going through the steps for each scenario, have a class discussion to compare how students applied the steps.

**□ STEP 6: Evaluate Outcomes**

The steps to conflict resolution will help me because "\_\_\_\_\_."

**□ STEP 7: Connecting Activity**

Students use the steps to resolve a conflict they currently have in their lives and share the results with the class.

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## KEY WORDS

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**conflict****resolve**
**solve**  
**reconcile**
**tension****disagreement****MATERIALS AND PREPARATION**

- Student Handouts: **Conflict Resolution**, page 152; **Resolving Conflicts**, page 153.
- Prepare a screen image of handout.
- Prepare discussion.
- Prepare for activity and discussion.

**SCANS FOUNDATION SKILLS**

- Basic Academic Skills: Reading, Writing, Listening, Speaking
- Thinking Skills: Creative Thinking, Problem Solving, Visualizing, Knowing How to Learn, Decision Making, Reasoning
- Personal Qualities: Sociability, Self-Management, Self-Esteem, Integrity/Honesty