



Task Title: Resolving Conflicts

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes No

Goal Path: Employment Apprenticeship

Secondary School Post Secondary Independence

Task Description:

Resolving conflicts through discussions.

Main Competency/Task Group/Level Indicator:

- Engage with others

Materials Required:

- Pen/pencil and paper and/or digital device

Learner Information

In a work environment, at home, and in other situations, sometimes people have a difficult time getting along. At times, the “problem” goes away but sometimes, the person involved needs to face the other person and have a conversation to deal directly with the problem. This can be difficult and challenging.

Think of a time when you had an issue with someone at work, home or school or choose one from the examples below.

Work or volunteer:

- Someone not doing their fair share of the work, arriving late or taking too long a break or talking too much
- Someone bad-mouthing you behind your back or someone who is always negative
- Someone always wanting to do it their way and they will not listen to anyone else’s ideas
- Someone swearing all the time or putting down other races, religion, sexual orientation

Home:

- Family members or roommates who are messy, do not do their share of the housework
- Someone who takes your food, especially your snacks
- Someone who is always using your things, perhaps even broke an item of yours but won’t replace it
- Someone who always is playing video games or watches TV with the volume too loud and does not give you a chance to play games or watch TV

School:

- Someone who borrows your stuff but never returns it
- While working on a group project, one person does not do their share of the work
- Someone who wants to borrow your notes or copy your assignment because they never bother to come to class or do not have the work done on time

Work Sheet

Task 1: Explain the issue or situation to your instructor/practitioner.

Answer:

Task 2: How was the situation affecting you?

Answer:

Task 3: What did you do about it?

Answer:

Task 4: What was the solution to the problem?

Answer:

Task 5: Is there anything you would have done differently now that you have had time to think about it?

Answer:

Task Title: ResolvingConflicts_EASPI_F

Task 6: How can you apply what you've learned in this situation to situations that may come up in the future?

Answer:

Answers

Answers will vary depending on the learner's experiences.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
F	recognizes roles of others			
	acknowledges and accepts others' perspectives			
	demonstrates tolerance and flexibility			
	demonstrates a willingness to help others			
	recognizes areas of agreement and disagreement			
	identifies options for resolving disagreements			

Task Title: ResolvingConflicts_EASPI_F

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print):

Learner (print):

Practitioner/Facilitator Notes

Skill-Building Scenarios

The following scenarios can be used as a skill building activity. This will also assist the learner to recall details of a situation they have encountered themselves.

Choose one of the scenarios. Role-play with one person as the person who wants to resolve the issue and one person who is being approached. Genders can be changed. Have two learners role-play or take a role yourself.

Scenario 1

Karen and Nancy are both receptionists and share a desk at the office. Karen is quiet and does not like to answer the phone if she can get away with it. Nancy always has to answer the phone but then she talks loudly to the person. Nancy also talks for extended periods to the people coming to the desk. Karen feels Nancy spends too much time talking to others and not enough time doing the paperwork. Karen ends up doing more than her share of the work. Karen finally wants to speak up.

Scenario 2

Greg is a hard-working man who always has to do things his way. Whenever he needs to work with anyone else, he always takes the lead and it has to be done his way or no way. He had post-secondary education and feels superior to everyone as a result. Al was hired on recently. He has more job experience than Greg does and a lot of common sense although he does not have any formal education beyond his GED. Often, Al disagrees with Greg on the way things should be done. Greg never listens to Al and Al is getting very frustrated and often stomps away, leaving Greg to work on his own. Al realizes he is not handling the situation in a mature way and wants to talk about it with Greg.

Scenario 3

Mrs. Smith and Dana both work at Value Village, doing the fitting rooms and general tidying up. Mrs. Smith is a mother of three teenagers and works full-time. Dana is a nineteen-year-old who finished high school but doesn't know what she wants to do with her life. Mrs. Smith gets very agitated with Dana and feels she does not "pull her weight" during her shift. Every time she runs into Dana, she gives her a blast of negativity (nagging). Dana is tired of it and talks badly about Mrs. Smith behind her back. She also tries to avoid Mrs. Smith as much as possible. Mrs. Smith decides she needs to sort this out with Dana.