



Task-based Activity Cover Sheet

Task Title: Resolving Conflicts

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes ___ No ___	
<b>Goal Path:</b> Employment ✓ Apprenticeship ✓ Secondary School ✓ Post Secondary ✓ Independence ✓	
<b>Task Description:</b> Resolving conflicts through discussions	
<b>Competency:</b> F: Engage with Others	<b>Task Group(s):</b> F: Engage with others
<b>Level Indicators:</b> F: Engage with others	
<b>Performance Descriptors:</b> see chart <a href="#">or click here</a>	
<b>Skill Building Activities:</b> see last page <a href="#">or click here</a>	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Quiet place for learner and instructor/practitioner to have discussion</li><li>• Optional: Practitioner’s Notes: Skill-building scenarios sheet (attached – page 4)</li></ul>	
<b>ESKARGO:</b> Communicates effectively <ul style="list-style-type: none"><li>• Demonstrates interest and attentive listening through body language and facial expression</li><li>• Listens for underlying messages from others</li><li>• Leaves silences so other people can enter the dialogue and work out their own position</li></ul> Demonstrates respect for others <ul style="list-style-type: none"><li>• Considers the feelings, views and values of others</li><li>• Demonstrates tolerance, patience and flexibility</li></ul> Works to resolve conflict <ul style="list-style-type: none"><li>• Understands the role of conflict in group work</li><li>• Recognizes and acknowledges when conflict has a negative impact</li><li>• Identifies options for resolving disagreements and conflict, and/or sanctions</li></ul> Attitudes: Practitioner, We encourage you to talk with the learner about attitudes required to complete this task set. The context of the task has to be considered when identifying attitudes. With your learner, please check one of the following: ___ Attitude is not important     ___ Attitude is somewhat important     ___ Attitude is very important	



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**Learner Information and Tasks:**

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 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



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

**Task 2:** How was the situation affecting you?

**Task 3:** What did you do about it?

**Task 4:** What was the solution to the problem?

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

**Task 6:** Ask your instructor if they would have done anything differently?

**Task 7:** How can you apply what you've learned in this situation to situations that may come up in the future?



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**Practitioner 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.



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
F	<ul style="list-style-type: none"><li>recognizes roles of others</li></ul>			
	<ul style="list-style-type: none"><li>acknowledges and accepts others' perspectives</li></ul>			
	<ul style="list-style-type: none"><li>demonstrates tolerance and flexibility</li></ul>			
	<ul style="list-style-type: none"><li>demonstrates a willingness to help others</li></ul>			
	<ul style="list-style-type: none"><li>recognizes areas of agreement and disagreement</li></ul>			
	<ul style="list-style-type: none"><li>identifies options for resolving disagreements</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## Skill Building Activities

### Links for online resources:

#### Dealing with Conflict (NWT Literacy Council)

[http://www.nwtliteracy.ca/resources/adultlit/career\\_life\\_work/dealing\\_with\\_conflict\\_workbook.pdf](http://www.nwtliteracy.ca/resources/adultlit/career_life_work/dealing_with_conflict_workbook.pdf)

This workbook “will help you understand conflict and will give you ideas on how you can deal with conflict situations at home, in your community and at work or school.” Note: Page 13 and the different steps of *Working Through Conflict Using Collaboration*: Step 1: Cool Off; Step 2: Use “I messages;” Step 3: Retell the person what you heard; Step 4: Take Responsibility; Step 5: Brainstorm solutions and come up with one that satisfies both people; Step 6: Affirm, forgive, or thank. There are a series of “Your Turn!” activities for the learner to practice their conflict resolution skills.

#### Soft Skills for Work (NWT Literacy Council)

[http://www.nwtliteracy.ca/resources/adultlit/career\\_life\\_work/soft\\_skills\\_for\\_work\\_workbook.pdf](http://www.nwtliteracy.ca/resources/adultlit/career_life_work/soft_skills_for_work_workbook.pdf)

In this workbook, learners are exposed to communication skills, working with others, and problem solving/decision making. By turning to page 31, learners are introduced to the “Top Ten Qualities of an Effective Team Player:” Reliable, Good Communicator, Good Listener, Engaged, Share their Ideas, Cooperates, Flexible, Good Problem Solver, Supportive of Other, Leadership. There are a series of “Your Turn!” activities for the learner to practice their soft skills.

#### Resolving Workplace Conflict (GCF LearnFree)

<http://www.gcflearnfree.org/jobsuccess/10>

This link will bring the learner to a series of slides dealing with Resolving Workplace Conflict. Within the slides, the following concepts are discussed: (1) What is conflict?; (2) Identifying Conflict; (3) Coping with Conflict; (4) Confronting Conflict (5) Resolving Conflict (6) Constructing I-Statements. When working through the slides, the learner has the option of downloading an I-Statement Worksheet.

#### Communication Skills – Listening and Responding (BBC Skillswise)

<http://www.bbc.co.uk/skillswise/factsheet/en36comm-l1-f-listen-and-respond>

By clicking on this link, learners are given a worksheet on the “how to” of expressing your ideas clearly and taking part in a successful conversation. Examples of appropriate replies and use expressions are given.

### LearningHUB Courses Available:

- **Independent Study, PLATO PLE (assigned by practitioner after assessment):**
  - Basic Skills for the Real World Assignment 1 – 8
  - Communications Assignment 1 – 3



## Prepared for: Cementing Integration Project – QUILL Learning Network 2015

- **Independent Study, Short Courses (assigned by practitioner after assessment):**

- Conflict Resolution Skills and Strategies
- Customer Service Essentials
- Improving Your Job Skills

- **Live Classes (SABA):**

- On the Job Thinking Skills

**\*To access LearningHUB courses,** learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): [https://www.learninghub.ca/get\\_registered.aspx](https://www.learninghub.ca/get_registered.aspx)

**\*To Access LearningHUB Course Catalogue:**

<http://www.learninghub.ca/Files/PDF-files/HUBcoursecatalogue,%20December%202023,%202014%20revision.pdf>