

Teacher's Manual for 4B:

Addressing Challenging Situations

Module Key Learning Target:

- I can understand that effective communication requires different strategies for different audiences and goals.

Learning Target for 4A:

- I understand that effective communication requires different strategies for different audiences and goals.
- I can demonstrate professional communication to advocate for myself or address conflict.

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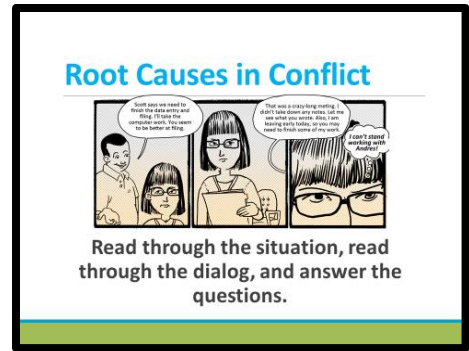
*This lesson runs longer than an hour. We advise you to choose one of the two comparable, **highlighted** activities to best serve your students in the timeframe available.

Group Activity: Root Causes of Conflict

Suggested Timing: 25 minutes

Facilitation Steps:

1. Choose the situation that is best for your students. Read, or have a volunteer read, the situation depicted.
2. Participants should answer the questions about the conflict.
3. Have participants complete the questions about their own work experiences, then conduct a pair-share with an assigned partner.
4. Use an example from your own experience to demonstrate how the chart at the bottom of the page can be used.
5. Have volunteers share their experiences, allowing other participants to share ways they could have positively resolved the conflict. Encourage participants to complete their charts using their own ideas as well as suggestions from others.



Plus 3 additional slides

Tips for Successful Implementation:



Literacy: 65 words, 8th grade level

- It can be helpful to have students write down any words that they are unfamiliar with or unsure about during their first read-through. Then, as a class, create a master list of words on the board, and ask students to define each one. You may find that as a class, students will be able to provide definitions for one another. This will prevent pausing the story during the read-aloud to answer vocabulary questions.



Accommodation:

- Consider having two students act out the dialog after you read the first portion as the “narrator”. This will improve comprehension for those who might otherwise struggle, especially as emotional cues (such as frustration) will be more obvious.
- Students whose disabilities lead to more concrete thinking may need help moving past who is right or wrong in the situation in order to be able to think about what the root cause might be (and how that information can help find a solution).



Safe Space:

- Be mindful of pairing during this activity as some conflicts may be emotionally triggering for students.

4B - Addressing Challenging Situations

WHAT DO YOU THINK:

Root Causes in Conflict - Andres & Dahlia

DIRECTIONS Read through the situation and work with your partner to answer the questions.

Andres and Dahlia both work part-time in the office of a local nonprofit organization. Andres used to work on Tuesday and Thursday, but their manager Scott recently changed the schedule. Now Andres and Dahlia both work Monday, Wednesday and Friday.

They share a cubicle and have to work together a lot on different projects. Andres is pretty sure that Dahlia does not like working with him. He is sick of her being so difficult.

Common Root Causes of Work Conflict

- Poor communication or different communication styles
- Different values or interests
- Mismatched personalities
- Competition for resources (space, work hours, promotions)
- Lack of effort or quality work



1. Which root cause(s) of conflict are present in Andres and Dahlia's story? Describe the specific causes.
2. What could Andres do differently?
3. What could Dahlia do differently?

4B - Addressing Challenging Situations

WHAT DO YOU THINK: Root Causes in Conflict - John & Damon

DIRECTIONS Read through the situation and work with your partner to answer the questions.

John and Damon work part-time at a construction site. John used to work on Tuesday and Thursday, but the site supervisor, Saul, recently changed the schedule so both he and Damon work Monday, Wednesday and Friday.

Even though John and Damon come from the same neighborhood, neither of them ever imagined themselves working together. With the old schedule, they never saw each other at work. But now they have to work together on the same crew and sometimes side by side. Damon is pretty certain that John doesn't like working with him. John thinks the same thing about Damon.

Common Root Causes of Work Conflict

- Poor communication or different communication styles
- Different values or interests
- Mismatched personalities
- Competition for resources (space, work hours, promotions)
- Lack of effort or quality work



1. Which root cause(s) of conflict are present in John and Damon's story? Describe the specific causes.
2. What could John do differently?
3. What could Damon do differently?



Assessment:

- Are students able to think about other ways they could have resolved the situation?
- Are students completing the worksheet before they start their pair discussion?

4B - Addressing Challenging Situations

Root Causes in Conflict (Continued)



DIRECTIONS Take a moment to think about experiences that you have had with conflict in the workplace. If you haven't worked much, focus on your experience working with others on school projects, sports teams, and after-school activities. Answer the following questions and be ready to discuss with a partner.

1.) Pick one work-based conflict that you have had and summarize it.

Common Root Causes of Work Conflict

- Poor communication or different communication styles
- Different values or interests
- Mismatched personalities
- Competition for resources (space, work hours, promotions)
- Lack of effort or quality work

2.) Which of the common root causes do you think played a role in the conflict you summarized above?

3.) How did you handle the situation and what was the outcome?

4.) Complete the chart.

Positive choices I made during this conflict ...	Positive choices other(s) made during this conflict ...
Ways I could have handled this situation better ...	Ways other(s) could have handled this situation better ...



Assessment:

- Are students able to reflect on a personal experience with resolving conflict?
- Are they able to identify behaviors or responses that could have proved more effective?

Group Activity: Exploring Approaches to Conflict



***Optional:** This activity focuses on different approaches to conflict. If your youth would benefit from this activity more than advocacy practice than choose this.

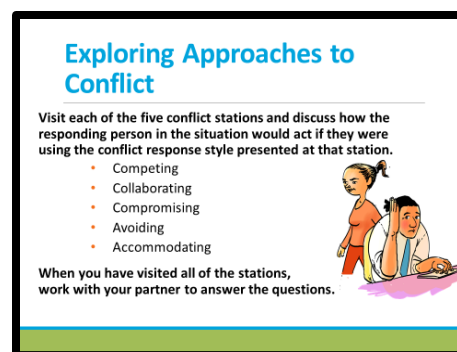
Suggested Timing: 20 minutes

Facilitation Steps:

1. Place participants in pairs.
2. Give each pair a conflict situation. Participants should address each situation as if they are the one who will respond.
3. Have participants visit each of the five conflict response stations and come up with a possible answer based on their situation and the station's style.
4. Allow time for students to return to their seats and answer the debrief questions.
5. Have each pair share their answers with the larger group.

Tips for Successful Implementation:

 <p>Organization/Class Management:</p> <ul style="list-style-type: none"> • Have a cue for group rotation and a visual timer for groups. 	 <p>Accommodation:</p> <ul style="list-style-type: none"> • Some students may become stuck on the fact that some of the styles presented are less effective at resolving certain (or many) conflicts. Be ready to reassure them that this is part of the lesson – choosing the style that is most appropriate for resolving different kinds of conflict. • For participants who require more time to complete this type of task, it may be more effective to select three stations for them to visit (two that might partially or completely resolve the conflict and one that would not) rather than have them visit all five.
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4B - Addressing Challenging Situations**Exploring Approaches to Conflict**

DIRECTIONS You and your partner(s) will be given a situation. Visit each of the five conflict stations and discuss how the responding person in the situation would act based on that station's conflict resolution style. When you have visited all of the stations, work with your partner to answer the questions below.



- 1.) Summarize your situation.
- 2.) For your situation, which of the approaches felt most effective? Why?
- 3.) For your situation, which of the approaches felt least effective? Why?

**Assessment:**

- Are students using the styles at each station?
- Do students understand how some approaches might be more effective in particular situations?

Effective Self-Advocacy with Colleagues and Supervisors: Rachel's Story


Suggested Timing: 15 to 20 minutes

Facilitation Steps:




1. Read, or ask for a volunteer to read, the situation aloud. Then, have students reread the situation on their own and complete the chart.
2. When they finish, ask volunteers to share some of their ideas of should and should not for Rachel.

Effective Self-Advocacy with Colleagues and Supervisors

- Read Rachel's story and fill in the chart.
- What should Rachel do?
- What should she avoid doing?



Tips for Successful Implementation:

 <p>Literacy: 229 words, 8th grade level</p> <ul style="list-style-type: none">• It can be helpful to have students write down any words that they are unfamiliar with or unsure about during their first read-through. Then, as a class, create a master list of words on the board, and ask students to define each one. You may find that as a class, students will be able to provide definitions for one another. This will prevent pausing the story during the read.	 <p>Accommodation:</p> <ul style="list-style-type: none">• Some students would benefit from having someone else read the situation aloud to them a second time.• Consider asking students to underline what they see as the key details in Rachel's story, so that they can identify these when they advise Rachel about how to advocate.• Some students might also benefit from a quick review of the characteristics of professionalism. This might help shape their answers for should and should not.
 <p>Time Management:</p> <ul style="list-style-type: none">• Participants may finish early. If they do, have them share with a partner.	

4B - Addressing Challenging Situations

Effective Self-Advocacy with Colleagues and Supervisors: Rachel's Story

DIRECTIONS

Carefully read the situation and complete the chart by filling in suggestions about what Rachel should and should not do..



Rachel needs to ask her supervisor for time off for an upcoming weekend. In the past, Rachel's supervisor has been willing to give her time off with advance notice. Rachel worries that this time might be more of a problem because she needs a weekend off. Rachel was hired largely because of her weekend availability. She knows that the weekend schedule can often be difficult.

Rachel should ...
Rachel should NOT ...

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Assessment:

- Are participants able to give examples of positive and negative behaviors for Rachel?
- How does the advice vary from the participants?

Presentation: The DANCE Strategy for Workplace Communication

Suggested Timing: 10 to 15 minutes

Facilitation Steps:

1. Go over the main ideas of the DANCE strategy.
2. Go over the DANCE Strategy and relate it back to the example from Rachel's story.
3. Have students generate some of the different components that Rachel would need to use the DANCE strategy.
4. If possible, share a time you have used the DANCE strategy.
5. Ask students if they have ever negotiated for anything new and which components of DANCE they may have used.

The DANCE Strategy

One special communication purpose can be when you need to ask for something.

What are some examples of things you might need to ask for in the workplace?

Plus 1 additional slide

Tips for Successful Implementation:



Time Management:

- Consider small check-in points to help students stay on track.



Accommodation:

- This may be easier than most lectures for students who typically struggle with note-taking. They should be encouraged to write the initials DANCE down the left side of their sheet and record brief information next to each.

4B - Addressing Challenging Situations

Strategies for Workplace Communication

DIRECTIONS Use the space below to take notes about what you learn during the presentation.

One question I have is: _____



Assessment:

- Are students taking notes?
- Do their questions suggest an understanding of the different components and how they might relate to self-advocacy?

Group Brainstorm and Roleplay: DANCE Strategy

***Optional:** This activity focuses on practicing advocacy. If your youth would benefit from this activity more than conflict strategies than choose this.

Suggested Timing: 15 to 20 minutes

Materials: DANCE situations

The DANCE Brainstorm

- Your instructor will give your group a workplace scenario in which you need to ask for something.
- Read it over and write down the key ideas of what you would say or do for each part of the DANCE Strategy.
- Prepare to role play your scenario for the larger group.

Facilitation Steps:

1. Separate participants into groups of 3-5 and give each group a DANCE situation.
2. You may want to share an example from your own experience to help students with the brainstorm activity.
3. Allow time for the participants to prepare the roleplay of the situation and their DANCE response.

Tips for Successful Implementation:



Time Management:

- Consider creating small check-in points to help students stay on track.



Safe Place:

- If a student(s) is uncomfortable with the role play, ask for another student to step in to read their part or offer to do so yourself.



Accommodation:

- Some students may struggle to engage with their group when faced with the entire task. Consider helping them choose one of the aspects of DANCE to focus on and answer for their team.

4B - Addressing Challenging Situations

Effective Self-Advocacy with Colleagues and Supervisors

DIRECTIONS Your instructor will give your group a workplace situation. Read it over and write down the key ideas of what you would say or do for each part of the DANCE Strategy. Prepare to role-play your situation for the larger group.

(Rewrite your situation here.)

D

(Describe the situation.)

A

(Advocate around the specific emotions or feelings you have about the situation.)

N

(Name what you want or need in clear terms.)

C

(Call attention to how you plan to repay the favor.)

E

(Express appreciation for their time and consideration.)



Assessment:

- Can students use ALL parts of the DANCE strategy for their situations?
- Do students need of additional assistance for their situations?

Resources for in Teacher's Manual

	Standard Resources	Page
1.	Exploring Approaches to Conflict Situations	15
2.	Exploring Approaches to Conflict Station Signs	16
3.	Sample DANCE Situations	21

	English Language Learner Accommodation	Page
1.	DANCE Cloze	22

Exploring Approaches to Conflict Situations

You and a co-worker have to restock the shelves. Your shift ended 30 minutes ago. Your co-worker, Thomas, just told you his shift ended ten minutes ago and he is leaving. There is at least one more aisle to stock. You know your boss will be upset if the work is not finished by tomorrow morning.

You are late because you have to pick your sister up from school. Your boss told you when you were hired that she does not like employees who are constantly late. Your co-worker Beth has just told you she hates covering for you and she is not going to do it anymore.

Dean started working the same time you did. He often asks you for advice for setting up displays and working the cash register. You just found out Dean is getting the promotion you wanted based on his excellent work and initiative.

Shirley, your co-worker, is always asking you to clean up the work area. You are sick of it.

Michelle's supervisor, Bill, writes down some of the tasks he wants her to do over the course of the day and, throughout the day, adds other tasks verbally. Michelle does not always finish even the written task list.

Competing

Insistent and Selfish



When competing, a person only cares about being right or winning.

Appropriate when:

- Standing up for your rights
- Defending a position you believe is correct
- You need to protect yourself from people who take advantage

Collaborating

Insistent and Shared



When collaborating, a person tries to work with the other person to find a solution that satisfies everyone.

Appropriate when:

- Trying to explore and learn another's point of view
- Concerns are too important for compromise
- Trying to find a solution to an ongoing problem with a person

Compromising

In-between



When compromising, a person has to find a solution that partly satisfies everyone.

Appropriate when:

- Time is an issue
- People are satisfied with only getting some of what they want
- Issues are clear

Avoiding

Hesitant and Unhelpful



When avoiding, a person does not address the conflict.

Appropriate when:

- It is an inappropriate time to discuss the issue
- You feel personally threatened
- When an issue is unimportant or when other, more important issues are pressing

Accommodating

Laid-back and Willing



When accommodating, a person sacrifices his or her own needs for someone else's.

Appropriate when:

- The issue is much more important to the other person than it is to you
- Following orders you prefer not to
- Agreeing with someone to avoid argument

Sample DANCE Role-Play Starters

You need to ask your boss if you can have a weekend off to go to a family wedding.

You need to ask your supervisor to take some extra time to help you learn how to do a task that you have trouble with in the past.

You want to ask your supervisor to consider you for a possible promotion that is coming up.

You want to ask a teacher/ previous supervisor to serve as a reference and write you a letter of recommendation.

You want to ask for a job shadow at a particular law firm.

You want to ask a co-worker if they would be willing to switch nights with you so that you can have Friday night off.

Strategies for Workplace Communication



Directions: Use the space below to take notes about what you learn during the lecture on communication.

Key Information		Notes
The DANCE MAN Strategy	One special <u>communication</u> is when you need to _____ something.	
	❖ D - _____ the situation	
	❖ A - Address your _____ about the situation.	
	❖ N Name what you _____ in clear terms.	
	❖ C Call _____ to how you plan to repay the favor.	
	❖ E Express _____ for their time.	



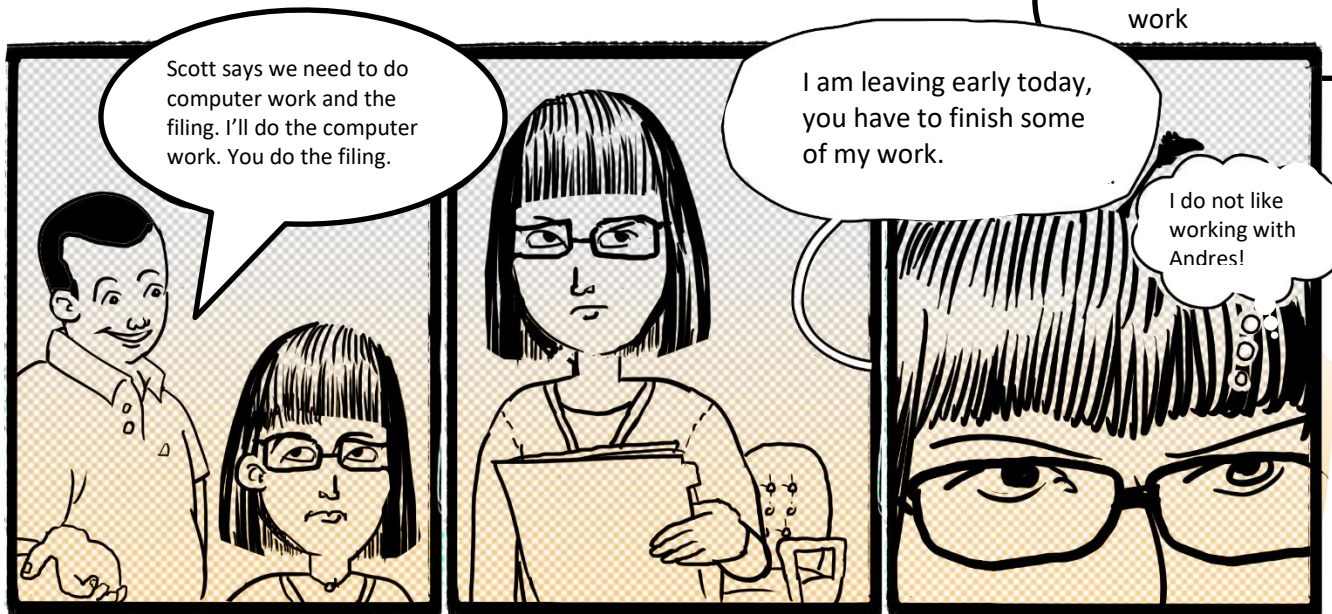
Root Causes In Conflicts

Directions: Read through the scenario and work with your partner to answer the questions.

Andres and Dahlia share an office and work together. Andres thinks Dahlia does not like working with him.

Common Root Causes of Workplace Conflict

- Poor communication or different communication styles
- Different values or interests
- Different personalities
- Competition for space, time, money, supplies, etc.
- Lack of effort or quality work



1. Check the root cause(s) of conflict that are in Andres and Dahlia's story? Describe the specific causes.

- ☐ Poor communication or different communication styles
- ☐ Different values or interests
- ☐ Different personalities
- ☐ Competition for space, time, money, supplies, etc.
- ☐ Lack of effort or quality work

This is the root cause of their conflict because _____

2. What could Andres do differently?

Andres could have _____.

3. What could Dahlia do differently?

Dahlia could have _____

Root Causes In Conflicts (continued)

Directions: Take a moment to think about experiences that you have had with conflict at work or school. Answer the questions and be ready to discuss with a partner.



1. **What** happened?

2. Which of the common root caused the conflict?

- ☐ Poor communication or different communication styles
- ☐ Different values or interests
- ☐ Different personalities
- ☐ Competition for space, time, money, supplies, etc.
- ☐ Lack of effort or quality work

3. How did you do and what were the results?

4. Complete the chart

<p>Positive choices I made:</p> <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">+</div> <div> <p>I _____</p> <p>_____</p> <p>_____</p> </div> </div>	<p>Positive choices other(s) made:</p> <div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">+</div> <div> <p>They _____</p> <p>_____</p> <p>_____</p> </div> </div>
<div style="display: flex; align-items: center;"> <p>Ways I could have handled the situation better</p> </div>	<div style="display: flex; align-items: center;"> <p>Ways other(s) could have handled this situation better</p> </div>

Competing

Win/Lose



When competing, a person only cares about being right or winning

Best to use when:

- Protecting your rights

Collaborating

Win/Win



When collaborating, a person tries to work with the other person to find a solution that makes everyone happy.

Best to use when:

- Learning another's point of view
- The issue is very important
- The problem happens a lot

Compromising



When compromising, a person has to find a solution that partly satisfies everyone.

Best to use when:

- Time is important
- People are satisfied with having a little of what they want
- Issues are clear

Avoiding

Lose/Lose



When avoiding, a person does not respond to the conflict.

Best to use when:

- It is not the right time to discuss the issue
- You feel threatened
- The issue is not important

Accommodating

Lose/Win



When accommodating, a person sacrifices his or her own needs for someone else's.

Best to use when:

- The issue is more important to the other person than it is to you
- Agreeing with someone to avoid argument