

NEGOTIATING CONFLICTS SUCCESSFULLY



**COMPETENCY
CATEGORY:** Life Survival Skills

**COMPETENCY
NUMBER:** G.50

COMPETENCY: Negotiate solutions to conflict.

OBJECTIVE: Upon completion of this module, students will be able to negotiate solutions to conflict.



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INTRODUCTION

- State module topic and review module objective.
- Ask students to describe a real life conflict they have encountered.
- Ask students if they think it is important to negotiate conflict successfully.
- Ask students whether or not it is always possible to negotiate conflict successfully.
- Ask students to identify the skills necessary to negotiate conflict.

Administer Pre-Assessment

OUTLINE

- A. Guiding principles for negotiating conflict
1. Respect the person, even when your views differ.
 2. Listen to what is being said.
 3. Find common ground on which you can agree.
 4. Honor different opinions.

COMPLETE LEARNING ACTIVITY G.50-1 “EXAMPLES OF THE PRINCIPLES OF NEGOTIATING CONFLICT”

- B. Active listening techniques:
1. An important step in conflict management is to ask questions to ensure understanding and to listen carefully without judging others.
 2. Successful negotiation of conflict requires a high degree of

communication between everyone involved in the conflict, therefore active listening skills are essential.

3. Steps to become an active listener:
 - a. Stop what you are doing and make eye contact.

Note to Specialist: Demonstrate making eye contact.

- b. Stay focused and alert; communicate non-verbally that you are paying attention.

Note to Specialist: Demonstrate non-verbal communication skills.

- c. Avoid interrupting, assigning blame or arguing.
 - d. Listen and ask questions to ensure understanding.
 - e. Ask the other person what they consider important in the situation.
 - f. Summarize the overall situation to verify accuracy of understanding and determine what needs to happen next.
4. Barriers to the active listening process:
 - a. Making judgments about conflict
 - b. Assuming what people will say or do next
 - c. Assuming you know all of the facts
 - d. Interrupting or completing sentences for others
 - e. Telling others how the conflict should be resolved without asking for their opinions

COMPLETE LEARNING ACTIVITY G.50-2
“COMPONENTS OF EFFECTIVE LISTENING”

C. Approaches for negotiating conflict to a successful resolution

1. Maintain current situation - to avoid **immediate** actions.

Example:

Kim and Laverne were sharing a locker. Kim preferred the top shelf of the locker. Kim noticed that Laverne continued to pile books and stuff on the top shelf of the locker. Kim doesn't say or do anything about Laverne using the top shelf because she doesn't want to risk a confrontation with Laverne.

2. Persuasion - focus on benefits of other person's ideas, use other's preference to motivate and to suggest your alternatives.

Example:

Larry and Bob were trying to decide where to go skiing during spring break. Larry suggested they go to Colorado because there is always snow and they have trails that are very challenging. Bob tells Larry, he is right. They need to go someplace that will challenge them. Bob suggests that they go to Utah. He further explains that he has done some research and Utah would definitely meet Larry's criteria for the ski trip.

3. Control - to accomplish through directives, order or assignments to control the actions of others.

Example:

Morgan has just purchased a brand new tape and decided to take her "walkman" to school, to listen to the tape when she was not busy. The math teacher assigned a couple of pages of review problems and Morgan decided to listen to the tape while she was working. The math teacher asked Morgan if she knew there was a rule about bringing a "walkman" to school. Morgan indicated she knew the rule but did not think listening to a tape

while she was completing her assignment would hurt anyone. The math teacher responded that the issue is not whether or not listening to the "walkman" would hurt anyone. The school has a policy on listening to a "walkman" during the school day. The math teacher told her to put the "walkman" away and not to bring it out again in school.

4. Group consensus - to use everyone's opinion and decide upon an objective rule, thereby coming to a joint agreement to make a decision or choice.

Example:

A group of students were discussing ways to raise money for their career association. The students decided to brainstorm fund raising events they could sponsor. They listed 6 possible events (car wash, bake sale, mulch sale, sell tee shirts, sponsor a flower sale for Valentine's day, or sell donuts before school). Once the events were listed, the group decided to set up criteria for deciding on which fund raising events they could sponsor. The group decided they could not sponsor two activities that would require the club to invest money from their treasury. Based upon the criteria the group decided they could sponsor a bake sale (everyone donates baked goods) and a flower sale for Valentine's Day.

5. Ignore - two parties agree to go their separate ways for a period of time when no agreement can be reached.

Example:

Jim asked his parents if he could use the car on Saturday night to go to a party. Jim's parents have told him they do not like the idea of him driving to a party with a group of friends in the car. After about 15 minutes of discussion, Jim and his parents decide to talk about it later in the week.

6. Compromise - to exchange, trade, or reach mutual agreement.

Example:

Jim and his parents decide to sit down and talk about whether or not he can borrow the car to drive a group of friends to a party on Saturday night. It is very clear from the discussion that his parents don't like the thought of a group of kids in the car with him. After 20 minutes of discussion Jim proposed that they let him go to the party if he agrees not to pick up anyone else. Jim's parents agreed.

7. Follow - one person chooses to let another person's point of view be the deciding factor, when there is nothing to be gained by resisting.

Example:

Lucy and Regina were at the mall shopping. Lucy suggested they eat lunch at an Italian restaurant and Regina wanted to eat at a Mexican restaurant. The two girls tried to reach a compromise but the only other restaurant in the mall was closed for remodeling. Regina decided after about 20 minutes of discussing the lunch options that if she continued to push Lucy they would probably end up fighting. So, Regina decided she would eat Italian food and told Lucy Italian was fine.

8. Empower others to act - encourage others to develop a low risk workable solution.

Example:

A group of students was discussing possible solutions to the problem of not being able to leave the school cafeteria during the lunch hour. One member of the group suggested that students just do what they want during the lunch period – they could just ignore the rule. Two other members of the group decided to support a solution that was not as risky, but still a viable option. The two students suggested that students be allowed to leave the cafeteria and gather outside in a small courtyard. This would allow the students to leave the cafeteria but not the school grounds. The group decided they would continue to work on this issue of leaving the school grounds in the future.

9. Collaborate - to work cooperatively with others to find a reasonable solution to the issue.

Example:

Josh and Enrique decided to work in a homeless shelter for their community service project. The shelter was attempting to find winter clothes for the patrons before the weather turned cold. They met with all of the volunteers working on the winter clothes drive. The group decided to brainstorm some ideas for collecting clothing. Josh and Enrique contributed some ideas. The gentleman in charge of the clothes drive wrote down all the suggestions. He told the group he wanted them to think about the solutions and come back ready to discuss and willing to listen in order to make a decision.

COMPLETE LEARNING ACTIVITY G.50-3 “ANALYSIS OF RESOLUTIONS”
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D. Process for managing conflict

1. Explore the key issues and source of disagreement.
 - a. Identify the source of conflict/disagreement.
 - b. Who is involved in the conflict?
 - c. Assess the time and energy you are willing to devote to seek a solution.
2. Prepare your options for conflict resolution.
 - a. Identify the obstacles that block resolution.
 - b. Choose one or a combination of possible solutions.
 - c. Decide what you are willing to compromise on in order to reach a resolution.
3. Develop an action plan.

- a. Agree on the action, time, place, responsible persons.
 - b. Determine how to monitor implementation of the action.
 - c. Determine the consequences of failure to follow the agreed upon action plan.
 - d. Discuss the fact that “not to act” is considered an action.
4. Conduct follow-up.
- a. Monitor the action plan.
 - b. Identify what is working in the resolution and determine if additional action is needed.
 - c. Determine if any additional training, discussion or action is needed in order for successful conflict resolution to occur.

COMPLETE LEARNING ACTIVITY G.50-4
“PLANNING SUCCESSFUL CONFLICT RESOLUTION”

COMPLETE LEARNING ACTIVITY G.50-5
“CONFLICT RESOLUTION AND CURRENT EVENTS”

COMPLETE READING ACTIVITY G.50
“COM-PROM-IZES”

COMPLETE MATH ACTIVITY G.50
“COLLECTING AND ANALYZING DATA”

Administer Post-Assessment

LEARNING ACTIVITY G.50-1
"EXAMPLES OF THE PRINCIPLES OF NEGOTIATING CONFLICT"

OBJECTIVE: To identify the principles of negotiating conflict

RESOURCES:

- Work Sheet—Learning Activity G.50–1
- Flip chart paper, markers, and tape

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. Have students form groups of three.
2. Distribute the work sheet for Learning Activity G.50-1 to the groups for discussion.
3. Ask each group to appoint a recorder who will be responsible for taking notes and a spokesperson to report back to the large group.
4. Facilitate a class discussion using the information provided by the small groups.
5. Have the groups respond orally or have each group record their response on flip chart paper for group discussion.

FOLLOW-UP ACTIVITY:

1. Have students observe someone (peer, teacher, parent) for approximately ten minutes. Have the students describe whether or not they observed the following: respect for others demonstrated through verbal communication, respect for others demonstrated non-verbally, or characteristics of a good listener.

LEARNING ACTIVITY G.50-1
"EXAMPLES OF THE PRINCIPLES OF NEGOTIATING CONFLICT"
WORK SHEET

1. How do you demonstrate verbal respect for others?

2. How do you demonstrate non-verbal respect for others?

3. What are the characteristics of being a good listener?

4. What does it mean, "to find some common ground" on which you can agree?

5. Why is it important to find common ground in conflicts?

6. How can you show others that you understand their opinion or position even though it is different from yours, both verbally and non-verbally?

LEARNING ACTIVITY G.50-2
“COMPONENTS OF EFFECTIVE LISTENING”

OBJECTIVE: To identify verbal and non-verbal listening skills and behaviors

RESOURCES:

- Pre-selected videotape
- VCR and TV
- Work Sheet—Learning Activity G.50-2

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Select a scene from a recent movie or television show that demonstrates a conflict.
2. Have the class watch the videotape keeping in mind the active listening process.
3. In small groups (3 or 4 students), have the students complete the work sheet for Learning Activity G. 50–2.
4. Lead a group discussion by asking the class the questions on the work sheet for Learning Activity G.50-2.

FOLLOW-UP ACTIVITY:

1. Have students create role-plays that demonstrate active listening and act out the situations for the class.

LEARNING ACTIVITY G.50-2
“COMPONENTS OF EFFECTIVE LISTENING”
WORK SHEET

DIRECTIONS: After viewing the videotape, answer the following questions.

1. Describe the conflict that is portrayed in the videotape.

2. Did the individuals in the videotape model good listening skills?

3. What evidence did you observe that made you think the individuals demonstrated good listening skills or poor listening skills?

4. What verbal and non-verbal behavior did the individuals in the videotape demonstrate?

5. Identify one of the participants and explain how they could have improved the situation for a successful resolution to the conflict.

6. What is the role of active listening in successfully negotiating conflict(s) in school or the work place?

LEARNING ACTIVITY G.50–3
“ANALYSIS OF RESOLUTIONS”

OBJECTIVE: To identify the approaches students have used previously in conflict situations

RESOURCES:

- Writing board or flip chart, paper, marker and tape
- Work Sheet—Learning Activity G.50-3

SUGGESTED TIME: 45 minutes

DIRECTIONS:

1. List the approaches to conflict resolution on the writing board or flip chart.
2. Ask the students to define each approach and provide an example.
3. Have the students identify a conflict they recently experienced and explain which method they used for conflict resolution.

Note to Specialist: This will illustrate their understanding of various approaches to conflict resolution.

FOLLOW-UP ACTIVITIES:

1. Have students attend one of the following community based meetings: city council meeting, school board meeting, legal proceeding (civil/criminal case), state legislature meeting, teacher approved meeting.
2. Have students do a critical analysis of the meeting. They will identify the problem and plan for resolution of the conflict. Use the work sheet for Learning Activity G.50-3 for guided questions.
3. Have student bring to class their completed work sheet for Learning Activity G.50-3 for a group discussion.

LEARNING ACTIVITY G. 50–3
“ANALYSIS OF RESOLUTIONS”
WORK SHEET

Type of meeting attended: _____

1. What was the nature of the conflict or disagreement?

2. Who was involved in the issue?

3. Identify the active listening skills demonstrated by all parties involved.

4. What suggested solutions to the conflict did the parties involved make?

5. Is there any "common ground" on which the people involved can agree?

6. Was there an action plan or suggested actions that would lead to a possible solution?

LEARNING ACTIVITY G.50–4
“PLANNING SUCCESSFUL CONFLICT RESOLUTION”

OBJECTIVE: To analyze a conflict situation and develop an action plan for conflict resolution

RESOURCES: Work Sheet—Learning Activity G.50-4

SUGGESTED TIME: 1 1/2 hours

DIRECTIONS:

1. Place students in groups of 3 or 4.
2. Briefly instruct class on how to use the action plan form.
3. In the small groups, have the students read the scenario provided on the work sheet for Learning Activity G.50–4.
4. Have each group develop an action plan using the format on the work sheet to resolve the conflict.
5. Upon completion, have each group share with the class how the situation was resolved and the process that was used.
6. After all groups have presented, have the class vote as to which group(s) successfully negotiated the conflict.

FOLLOW-UP ACTIVITIES:

1. Using the action plan format on the work sheet for Learning Activity G.50–4, select an issue that has recently appeared in a newspaper and on a television news program.
2. In small groups, have the students develop an action plan to solve the conflict.

LEARNING ACTIVITY G.50–4
“PLANNING SUCCESSFUL CONFLICT RESOLUTION”
WORK SHEET

DIRECTIONS: Read the scenario and in small groups develop an action plan.

SCENARIO

Three students work for an establishment that is very busy on New Year’s Eve. All three students have requested New Year’s Eve off, but the owner can only allow one of the three students off. All three students have pleaded their cases to the owner and the owner has decided to have them work this situation out on their own. The three students must work out this conflict and determine who will be working New Year’s Eve.

- What is the conflict in the scenario?
- What is the desired outcome?

Action Plan			
Issues	Activities/Action	Timeline	Person Responsible

LEARNING ACTIVITY G.50-4
“PLANNING SUCCESSFUL CONFLICT RESOLUTION”
WORK SHEET

1. What do you think needs to happen to solve this problem?

2. Whose help or cooperation might you need to solve this problem?

3. What do you need to do to get the solution you feel will best resolve this situation?

4. How can you be sure that your solution is the best one to solve this problem?

LEARNING ACTIVITY G.50-5
“CONFLICT RESOLUTION AND CURRENT EVENTS”

OBJECTIVE: To analyze conflicts in current events and identify possible resolution(s)

RESOURCES:

- Newspaper articles related to current events (one per group)
- Work Sheet—Learning Activity G.50-5

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Have students form groups of 3 or 4.
2. Distribute articles to each group.
3. Have groups read the article.
4. Distribute the work sheet for Learning Activity G.50-5.
5. Have students return to the large group with their completed work sheets.
6. Have each group orally report the “conflict” in the article and their group’s options for conflict resolution.

LEARNING ACTIVITY G.50-5
“CONFLICT RESOLUTION AND CURRENT EVENTS”
WORK SHEET

DIRECTIONS: Answer the following questions.

1. Identify the conflict and issues involved in your article.

2. List the various ways the conflict may be resolved, successfully and unsuccessfully.

3. What is the “issue” in the conflict?

4. Who is involved in the conflict?

5. What are the possible options for resolutions? Include successful and unsuccessful resolutions.

6. Is there any common ground on which the people involved can agree?

READING ACTIVITY G.50
“COM-PROM-IZES”

OBJECTIVE: To demonstrate recall and retention

RESOURCES:

- Reading Activity G. 50
- Newspapers
- Scissors, tape, and poster board
- Stationery, envelopes and stamps

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity G.50 to each student.
2. Have students read “Com-Prom-izes.”
3. Have students complete “Com-Prom-izes” Recall Questions and check answers for accuracy.
4. Divide class into groups of three or four and give each group a newspaper, scissors and tape.
5. Instruct students to search through the newspaper to find examples of conflict on the national or local level.
6. Have students cut out the articles.

Note to the Specialist: Tell the students to be sure to check the editorial pages.

7. Have students group the articles into categories (ex. political, environment, etc.) and tape them to the poster board and place them around the room.
8. After viewing all the poster presentations, have students stand by the board with the articles they feel are most interesting.

9. Have students divide into groups according to interest.
10. Have each interest group explore the key issues and sources of disagreement, prepare options for conflict resolution, and develop a plan of action.
11. Have each group take its plan of action and develop it into a letter to the editor of the newspaper, to the President, or some other official.

Note to Specialist: Check letters before they are mailed.

“COM-PROM-IZES”

Tension crackled in the Wallace living room on a warm, late April afternoon.

Alice, a slender, youngish-looking mother, lifted one eyebrow in askance to her daughter’s last statement. “Young lady, just **who** do you think pays the bills around here? Who puts a roof over your head and clothes on your body? Certainly **not** your friends!” Alice’s face began to redden slightly with the force of her speech. “So, don’t tell me that you should get to stay out all night for the prom just because your friends are! I’m the parent, and I say NO!”

“You just don’t understand,” Nicole wailed. She crossed her arms and stared at the ceiling. “I’ve proven myself responsible. I’m eighteen. I’m an adult. Don’t you trust me?”

Alice took a deep breath and hoped that she sounded calm. “Nicole, I **do** trust you, and I trust that you make good decisions. But, I do not want to put you in a position that you are not experienced enough to handle.”

“Mom,” Nicole leaned forward and insisted, “I get good grades. I have a job. There’s not that much time for me to get together with my friends. Do you want my friends to have to stop their good time in order to take me home?”

“I understand that you’re frustrated,” Alice soothed. “I felt the same way when my parents put a prom curfew on me.”

“Your parents did this to you?” Nicole was astonished.

“Yes, and it was only years later that I appreciated the stand my parents took with me and the limits they set. You may not understand now, but when you become a parent...”

This statement was more than Nicole could deal with. “Mom, I don’t care about **then**. It’s **now** that I don’t understand.”

“Well, understand this. You have two choices. You can go to the prom

and be home by 1:00 a.m., or you can stay home. I don't care if everyone and his brother gets to stay out later. I will be waiting on the front porch. And," she paused for breath, "if you are even **one** minute late, you will be grounded for the next two months!"

Nicole screamed in anger and headed for the stairs. "If this is the payback I get for being a good kid, I just don't understand!" Stomping up the stairs, she slammed the door to her room. Moments later the sounds of her stereo came blasting through the house.

Her anger cooling somewhat, a smile of remembrance flickered on Alice's face as she recalled a similar conversation with her own parents many years ago and the feeling of being misunderstood and mistrusted. Maybe, she decided, her decision had been made in haste. Maybe she should talk to her daughter once more.

Calling Nicole downstairs, she began her conversation softly, "I know you're angry, but perhaps we can come to terms about prom night." She continued despite the startled look on her daughter's face. "I saw in the newspaper where the school is sponsoring a post-prom party at the Simmons Hotel until 2 A.M. If you wish to go to this chaperoned party, I will extend your curfew until 2:15 A.M. but not one minute after."

Nicole's teary eyes brightened at this but her mouth still held a hint of a frown. "What about the party at the beach afterward?"

"I know you think I'm being unreasonable, Nicole, but I have to stay firm on that. But, if you'd like to have some of your friends over here for a breakfast and videos after the post-prom party, that would be fine," Alice offered.

Nicole realized that her mother had stretched her boundaries about as far as they would go on this issue. "Thanks, Mom, I appreciate your compromise," she smiled as she hugged her mother. "I know you have to make rules, and I know I can be a "brat" about them sometimes. Someday I hope I can be as understanding as you are."

RECALL QUESTIONS

DIRECTIONS: Answer the following questions as quickly as you can to show retention and recall of what you have read.

1. Why did Nicole tell her mother that she should be allowed to stay out all night for the prom?

2. What arguments did Nicole use to show that her mother did not understand?

3. Despite trusting her daughter, why did Alice refuse to give permission to the request?

4. What time-related issue did Nicole use?

5. What ultimatum did Alice set about prom night?

6. How did Nicole react to the ultimatum?

7. Why did Alice decide to rethink the curfew issue?

8. What changes did Alice agree to make about prom night?

9. Although Alice could not agree to Nicole's going to the beach party, what did she offer instead?

10. How were mother and daughter able to resolve their disagreement?

MATH ACTIVITY G.50
“COLLECTING AND ANALYZING DATA”

OBJECTIVE: To collect and analyze data

RESOURCES:

- Work Sheet—Math Activity G.50
- Pencils and paper
- Microcomputers with graphing software (optional)

SUGGESTED TIME: 2 days

DIRECTIONS:

1. Day (1) – Divide the class into pairs of two.
2. Explain that they will be surveying at least five other sets of partners.
3. They will ask each other about handedness, which eye they wink (or is it both?), thumb dominance, and whether each can roll his or her tongue.

Note to Specialist: Handedness is determined by which hand the student uses to write.

4. To test thumb dominance, have the person being surveyed fold his/her hands. The thumb that is on top is the dominant one.

Note to Specialist: To determine whether you want tongue rolling to mean folding the tongue back in half or curling the tongue up in half.

5. Have the students complete the spreadsheet as they question each other.
6. Day (2). Have the students re-pair with their partners.
7. Explain to the students that they must now construct bar graphs to represent data.

8. Allow students to decide how to group the data. If computers are available, students may wish to key in the data and let the computer do the graphing.
9. After thirty minutes have passed, conduct a class discussion about how the individual groups organized and graphed the data.

FOLLOW-UP ACTIVITIES:

1. Have students try this with at least ten other friends or family members.
2. Do they see any connections?
3. Are there any similarities or differences?

MATH ACTIVITY G.50
“COLLECTING AND ANALYZING DATA”
WORK SHEET

ANALYSIS TABLE

Name	Participant's Handedness	Thumb dominance L or R	Winking L or R or B	Tongue Rolling Y or N

Totals:

Right handed _____
 Left handed _____
 Both _____
 Right-thumbed _____
 Left-thumbed _____
 Left wink _____
 Right wink _____
 Tongue rollers _____

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability.
A listing of points as opposed to writing sentences is suggested.

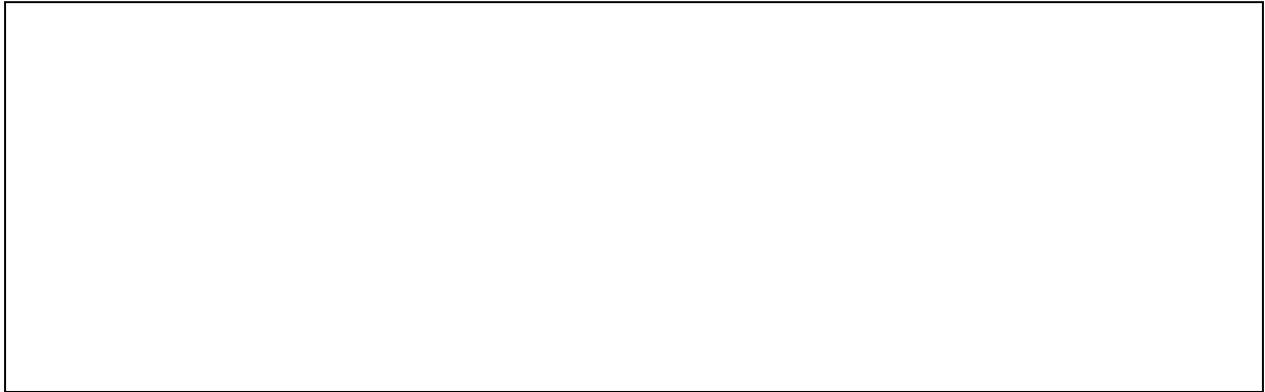
1. Identify the guiding principles for negotiating conflict.

2. Give an example of the process you recently used to solve a conflict.

3. What are some of the barriers to the active listening process?

4. List the steps to become an active listener.

5. What are the approaches for negotiating conflict to a successful resolution?



ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. Identify the guiding principles to negotiate conflict.
 - Respect the person, even when your views differ
 - Listen to what is being said
 - Find common ground on which you can agree
 - Honor different options

2. Give an example of the process you recently used to solve a conflict.
 - Answers will vary

3. What are some barriers to active listening?
 - Making judgments about conflict
 - Assuming what people will say
 - Assuming you know all the facts
 - Interrupting or completing sentences for other people
 - Telling others how the conflict should be solved versus soliciting the opinion of others

4. List the steps to become an active listener.
 - Stop what you are doing and make eye contact
 - Stay focused and alert, communicate non-verbally that you are paying attention
 - Avoid interrupting, assigning blame or arguing
 - Listen and ask questions to ensure understanding
 - Ask what others consider important in this situation
 - Summarize the overall situation to verify accuracy of understanding and determine what needs to happen next.

5. What are the approaches for negotiating conflict to a successful resolution?

- Maintain current situation
- Persuasion
- Control
- Group consensus
- Ignore
- Compromise
- Follow
- Empower others to act
- Collaborate

ANSWER KEY
READING ACTIVITY

1. All her friends got to stay out all night.
2. She's responsible and eighteen, she's an adult.
3. The mother did not want to put her daughter in a position that she could not handle.
4. Nicole does not have time to be with her friends because of studying and working.
5. Nicole has to be home at 1:00 A.M. on prom night or stay home.
6. She screamed in anger, slammed the door, and turned up the volume on her stereo.
7. Alice remembered how she felt as a teenager.
8. Alice agreed to let Nicole go to the post-prom party with a curfew of 2:15 A.M.
9. She offered breakfast and videos at their house for Nicole and her friends.
10. Compromise

ANSWER KEY
MATH ACTIVITY

- Answers will vary.