

WORKING EFFECTIVELY WITH OTHERS



**COMPETENCY
CATEGORY:** Work Place

**COMPETENCY
NUMBER:** H.62

COMPETENCY: Demonstrate how to work effectively with others.

OBJECTIVE: Upon completion of this module, students will be able to demonstrate how to work effectively with others.



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INTRODUCTION

- Ask the following questions:
 1. Once you find a job, is your future secure?
 2. What happens if you can do your job, but can't get along with others?
 3. What does it take to work effectively with others?

Note to Specialist: You may also want to refer to modules G.52 - Demonstrate an Ability to Adapt to People and Situations and G.45 - Understanding the Essential Elements of High Performing Work Teams.

- We will address these questions and many others as we complete this module entitled "Working Effectively With Others."

Administer Pre-Assessment

OUTLINE

- A. Skills for the future
1. An individual's performance and career advancement often depend on working relationships with other people. An individual can be a more effective team member, worker, and community member if he/she understands differences in others.
 2. Succeeding in a workplace and in a community setting made up of so many different people will require everyone to value the differences in others.
 3. The ability to relate well to all types of people will be an essential skill in the diverse workforce and "global community" of the future.

4. In the future, everyone who wants to succeed will have to build skills that will provide the basis for building productive relationships with all types of people.

B. Differences among people

1. You probably relate best to people you feel comfortable with.
2. You probably feel most comfortable with people who are most like you.
3. Every day, you come into contact with a variety of people at school, at work and in your community.
4. As long as you live you will find yourself in the company of people who are different from you in many ways.
5. Researchers have discovered that 75 percent of the population is significantly different from you because they:
 - a. Think differently than you do
 - b. Use time differently than you do
 - c. Work at a different pace than you do
 - d. Communicate differently than you do
 - e. Handle emotions differently than you do
 - f. Manage situations differently than you do
 - g. Manage stress differently than you do

C. Necessary "people skills"

1. No two people have ever been identical. Every individual is a unique mixture of qualities - important, but difficult to measure.
2. We are affected by our heredity, our environment, and the

events of our life. These factors, along with our experiences, shape us and make us what we are.

3. Necessary people skills include the ability to:
 - a. Recognize common barriers to communication and how to overcome them.
 - b. Respond to non-verbal behavior effectively.
 - c. Handle your own and others' feelings appropriately.
 - d. Apply listening skills to solve problems and strengthen relationships.
 - e. Choose appropriate listening responses.
 - f. Handle criticism non-defensively.

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| COMPLETE LEARNING ACTIVITY H.62-1 "DOMESTIC DISPUTES" |
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D. Work-related personality characteristics

1. Diplomatic to independent
 - a. Diplomatic people are generally likeable and good-natured. They are considerate, cooperative, and good at pulling people together through persuasion. They sometimes choose to avoid conflict and controversy to preserve relationships.
 - b. Independent people are single-minded and determined to win. They are confident, hardheaded and make autocratic leaders. They take charge and get things done, although they can be insensitive to the needs of those around them.
2. Cooperative to competitive

- a. Cooperative people are non-competitive, desiring to make their contributions to achievement as members of a team. They will forego their own success to help others.
 - b. Competitive people strive hard to reach their goals. They are interested in personal achievements and play to win at any cost, sometimes using others to get what they want.
3. Submissive to assertive
- a. Submissive people are tactful, seeking to avoid controversy and diffuse aggression. They would rather avoid conflict than confront it.
 - b. Assertive people, on the other hand, are outspoken because they know their own minds and are not afraid to say so. They seek to be group leaders. They can create conflict through their sometimes controversial and unpopular opinions.
4. Spontaneous to conscientious
- a. Spontaneous people are flexible, unpredictable, and work well in changing, challenging situations. When problems arise, they often adopt creative solutions.
 - b. Conscientious individuals are neat, tidy, and detail-oriented. They follow rules and abide by standard practices and procedures so you can always depend on them. They are always well prepared through careful planning.
5. Innovative to conventional
- a. Innovative people are not bound by rules and "the way things have always been done." They would rather explore new routes than take the well-traveled path. They often view established rules, policies, and procedures as obstacles to progress.

- b. Conventional people do their work in a meticulous and reliable manner. They are trustworthy, structured, and intent on doing things "the right way."
- 6. Reactive to organized
 - a. Reactive people seldom plan, choosing to react to circumstances as they arise. They take a broad view of events and leave details to others. Their work areas often appear disorganized.
 - b. Organized people are controlled and carefully plan and arrange their environment. They plan carefully to meet deadlines, but dislike situations where they must improvise, "think on their feet," or engage in unstructured debate.
- 7. Introvert to extrovert
 - a. Introverts prefer the company of a few close friends and are content to be alone. They choose quiet, familiar surroundings.
 - b. Extroverts enjoy the stimulation of being with many people, especially if given the opportunity to be the center of attention. They like exciting, lively places.
- 8. Self-sufficient to group-oriented
 - a. Self-sufficient people enjoy working alone for long periods of time. Even though they can work with others, they have no need to do so.
 - b. Group-oriented people have a strong need for other people. They depend on the support, encouragement, and social approval of others. While they want to be on the team or included in the group, they may not be interested in standing out or serving in leadership roles.
- 9. Reserved to outgoing

- a. Reserved people find everyday life stimulating and feel no need to seek further excitement. They are not bored by repetitive tasks and tend to live quiet, orderly lives.
- b. Outgoing people enjoy taking risks, accepting challenges and doing stimulating things. They dislike repetitive tasks and like being with other people for the stimulation they provide.

10. Emotional to stable

- a. Emotional people are sensitive, mostly to their own feelings of anxiety, suspicion, guilt, and irritability. They are fearful of new people and new situations.
- b. Stable people are generally untroubled and calm. They face problems and unforeseen circumstances without suffering undue stress by remaining relaxed and secure. They are untroubled by criticism.

Source: http://pages.prodigy.net/klo_people_dynamics/measures.html

E. Understanding and accepting others

- 1. Working with people who are different from you can be difficult.
- 2. Simply working or studying side-by-side with someone who is different does not automatically improve understanding or acceptance.
- 3. As a rule, a person's stereotypes stay with them until they are disproved.
- 4. Different values, perceptions, and approaches can cause misunderstandings, stress, and conflict.
- 5. Self-examination, collaborative experiences, and thoughtful effort are usually required.

6. People can build an atmosphere of mutual respect if each tries to understand the perspective of the other.
7. They need to keep expectations clear. This requires keeping the lines of communication open.

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| COMPLETE LEARNING ACTIVITY H.62-2 "WORKSITE INTERVIEWS" |
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F. Conflict situations

1. Sometimes many relationships get messy. That's not necessarily bad.
2. A conflict doesn't mean the relationship has come to an end. Remember: we often have conflicts with the people we care about the most and with whom we share our greatest hopes.
3. What do we do when relationships get messy?
 - a. Take time to listen to each other. Each person should take some time to listen without interrupting, while the other person talks.
 - b. Put yourself in the other person's shoes. Everyone in a conflict has distinctly different views of a situation.
 - c. Look at what is true about what the other person is saying. If you need to apologize, go ahead. It may feel horrible, but an apology can often help a relationship get back on the right track.
 - d. Separate emotions from reality. People often say things they don't mean when they are emotionally upset. Allow time and space for people to feel their emotions before you try to work things out.
 - e. Continue to appreciate and respect each other. Even though it may be difficult, focus on the positive aspects of the relationship.

- f. Speak from your heart. Keep focused on what you and the other person care about most: the goals of the project, each other, the community, etc.
- g. Don't give up your principles. Don't sacrifice what you believe in just to make a relationship work. If you give up on your principles, you won't be effective and the relationship won't work anyway.
- h. Hang in there when things get difficult. Where things are the toughest, there are important lessons to be learned. Also, wouldn't it be better to keep a relationship that you've invested your time and caring into?
- i. Lastly, and most important: You can act independently to improve any relationship. Even if the other person or group of people is acting rotten; you can act in a way that is positive, respectful, constructive, and thoughtful. This may surprise people, and they may in fact follow your lead.

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| COMPLETE LEARNING ACTIVITY H.62-3 "CONFLICT RESOLUTION" |
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G. Working with difficult people

- 1. Here are seven difficult types of people and some do's and don'ts for working with them:
 - a. Aggressive types want to force their viewpoint on you. They like to "blow off steam." They may attack verbally.
 - 1. Don't attack back.
 - 2. Ask them firmly to explain calmly what they have to say. Just listening without returning the anger seems to calm them.
 - b. Know-it-alls are "experts" who have no patience for other people's input.

1. Don't be intimidated or let them take over a meeting.
 2. Do listen to them and try to benefit from their knowledge.
- c. Victims often complain and feel they are being treated unfairly.
1. Don't try to become their protector.
 2. Do ask them for suggestions to improve the situation. They need practice giving positive ideas.
- d. Sarcastic types use words as weapons, often destroying harmony in a group and causing resentment. They can be poor team players.
1. Don't let them get away with this behavior. Let them know that sarcasm is unacceptable.
 2. Do compliment them when they say something positive or show team spirit.
- e. Nay-sayers have nothing good to say about others' ideas.
1. Don't try to reform them.
 2. Do invite them to suggest alternatives. Many times, they will back off if asked to something constructive.
- f. Yay-sayers will go along with anything just to gain approval.
1. Discourage them from making more commitments than they can handle.
 2. Do make sure they follow through on what they agree to do.

g. Withdrawn types seem to have nothing to contribute and are difficult to draw out.

1. Don't nag them to open up.

2. Do ask open-ended questions that require them to produce more than a yes or no answer. Be patient about waiting for their answer.

H. Working in teams

1. Teams are composed of people. Each member brings a unique blend of attitudes, convictions, beliefs, skills, strengths, and weaknesses.

2. Team members need to learn that it is important to trust one another.

3. It's in the best interest of the team members to support each other, especially when the team's performance is judged and rewarded as a whole.

I. Working effectively with others in a team

1. Accept people as they are.

2. Build and maintain trust.

3. Blend people's best contributions into productive teamwork.

4. Don't let personal feelings get in the way of a project goal.

J. Relationships and communication

1. A team should be committed to open communication where group members feel they can state their opinions, thoughts, and feelings without fear.

2. Listening is considered as important as speaking.

3. Differences of opinion and perspectives are valued and methods of managing conflict are understood.
4. Through honest and caring feedback, individuals are aware of their strengths and weaknesses as team members.
5. Each person is different and requires special consideration and a unique approach in interactions.

K. Tips for effective communication with different people

1. The more you give people what they need, the more they will give you what you need.
2. Everyone has a natural right to courtesy and respect.
3. Adapt your communication style.
4. Never expect the same reaction to a statement or situation that you would have.
5. Don't be surprised at anything that comes up.
6. Make appropriate eye contact.
7. Don't belittle or put down people's ideas or comments.
8. Don't tell others how they feel or what they think (now or in the future).
9. Don't compare people to other people, even yourself.
10. Be empathetic and positive.

L. Conflict in high performing teams

1. Conflict within teams is often the result of fear or lack of trust.
2. Team performance is directly affected by the common trust relationship that exists within.

3. At the heart of the problem is communication and the underlying factors related to understanding how to clarify issues without creating conflict.
4. The ability to manage conflict while still enhancing team harmony is difficult to accomplish.

M. Conflict resolution strategies

1. Active listening - Let the other person talk while you listen carefully. Really try to understand the person's feelings and ideas.
2. Postpone - If you or the other person are very angry, put off dealing with the conflict until another time.
3. Get help - Not every conflict can or should be resolved by the parties involved. Sometimes you need to ask a third party to act as a mediator. This could be your supervisor or a neutral co-worker who listens well.
4. Use humor - Look at the situation in a comical way. Don't take it too seriously.
5. Compromise - Offer to give up part of what you want and ask the other person to do the same.
6. Walk away - Some conflicts aren't worth it. When you are outnumbered, feel physically threatened, or find yourself in the middle of a conflict that you don't want any part of, leave.
7. Express regret - Say that you are sorry about the situation, without taking the blame.
8. Problem-solve - Discuss the problem and try to find a solution that is acceptable to both you and the other person.

N. Salvaging relationships with others after a conflict.

1. Whenever possible, apply one of the following strategies to

help protect and salvage the relationship(s) between yourself and whoever else is involved.

- a. Reaffirm the value of the relationship. You cannot assume that others feel the same way you do or understand your intent unless you communicate it. Tell them how much you value your relationship.
- b. Demonstrate commitment. You must verbalize and demonstrate your desire to continue or strengthen your relationship.
- c. Be realistic. Because of personality styles, it is difficult for some people to "forgive and forget."
- d. Remain flexible. A solid relationship involves the ability to "give and take." It is especially crucial for individuals to be able to make concessions following conflict.
- e. Keep communication open. One of the most common causes of conflict and destroyed relationships is poor communication.
- f. Gain commitment. You cannot do it all by yourself. Get a commitment to work toward reconciliation from other people involved in the conflict.
- g. Monitor progress. Do not assume that because the conflict was resolved it will remain that way. Deep-seated issues often re-surface, especially when commitment was not obtained.

COMPLETE LEARNING ACTIVITY H.62-4
"SKIT"

COMPLETE LEARNING ACTIVITY H.62-5
"JOURNAL WRITING"

COMPLETE LEARNING ACTIVITY H.62-6
"SERVICE LEARNING"

COMPLETE READING ACTIVITY H.62
"LET'S SEE IF WE CAN WORK THINGS OUT"

COMPLETE MATH ACTIVITY H.62
"BEING A PART - FRACTIONS"

Administer Post-Assessment

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| LEARNING ACTIVITY H.62-1 |
| "DOMESTIC DISPUTES" |

OBJECTIVE: To collect information on skills missing in domestic disputes

RESOURCES: Police officer or domestic dispute officer

SUGGESTED TIME: 1-3 hours total

DIRECTIONS:

1. Make arrangements for a representative of the police force or domestic dispute resolution center who has had experience with domestic disputes to meet with the class and discuss reasons for typical domestic disputes and the conflict resolution skills that are lacking in these situations.
2. Facilitate a class discussion.

LEARNING ACTIVITY H.62-2

"WORKSITE INTERVIEWS"

OBJECTIVE: To collect information on effective skills for getting along with others

RESOURCES: Worksite people to interview

SUGGESTED TIME: 1-3 hours

DIRECTIONS:

1. Have each student interview 3 people at a worksite regarding the skills they utilize in getting along with others.
2. Have the students compile a master list of skills from these interviews.
3. Using this master list, have students rate their own competency level for each skill.
4. Using this master list, have three people who know the student rate him/her on each skill.
5. Discuss results.

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| LEARNING ACTIVITY H.62-3 |
| "CONFLICT RESOLUTION" |

OBJECTIVE: To collect information on effective conflict resolution skills

RESOURCES: Conflict resolution specialist

SUGGESTED TIME: 1-3 hours

DIRECTIONS:

1. Make arrangements for an expert in conflict resolution to meet with the class and talk about effective conflict resolution skills.
2. Facilitate a class discussion and compile a master list of strategies.
3. Distribute a complete list of strategies to each student.

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| LEARNING ACTIVITY H.62-4 |
| "SKIT" |

OBJECTIVE: To present a skit involving effective people skills

RESOURCES: None

SUGGESTED TIME: 2-4 hours

DIRECTIONS:

1. Divide the class into teams of 3-4.
2. Each team will write and present a 15-20 minute skit that focuses on situations involving effective people skills.

Note to Specialist: Work with the teams to help them identify a problem or situation for their skits.

3. Conduct a brief class discussion after each skit.

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| LEARNING ACTIVITY H.62-5 |
| "JOURNAL WRITING" |

OBJECTIVE: Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY H.62-5

**"JOURNAL WRITING"
WORK SHEET**

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

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|---------------------------------|
| LEARNING ACTIVITY H.62-6 |
| "SERVICE LEARNING" |

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity H.62-6

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement, and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

| TYPES OF SUPPORT LINKAGES | | |
|--|--|--|
| Direct Services to Students | Consultative and Technical Assistance | Information and Referral |
| Community agencies | Professional organizations | Career counseling centers |
| Parents and personal advocates | Service organizations | Work experience and job placement services |
| Local education agency support/auxiliary staff | Parent organizations | School and private psychologists |
| Volunteer and service organizations | Advisory groups | Tutors |
| Placement services | State education agency personnel | Recreational programs |
| Postsecondary programs and personnel | Business/industry personnel and programs | Employers |
| Transitional services | Other vocational support service teams | Employment Services |
| Other school-based personnel | Local colleges and universities | Community agencies for counseling or health services |
| | Vocational education research and development resource center(s) | New schools (transfer students) |
| | | Division of Vocational Rehabilitation |
| | | Job Training Partnership Program |

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

SERVICE ACTIVITY ACTION PLAN

| IMPLEMENTATION ACTIVITY/IDEA | |
|-------------------------------------|-------------------------|
| IMPLEMENTATION STEPS | RESOURCES NEEDED |
| | |

| PERSONNEL/AGENCIES/ COMMUNITY | REPRESENTATIVE INVOLVED RESPONSIBILITIES |
|--|---|
| | |
| POSSIBLE BARRIERS | CREATIVE SOLUTIONS |
| | |
| TIMEFRAME | |

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| READING ACTIVITY H.62 |
| "LET'S SEE IF WE CAN WORK THINGS OUT" |

OBJECTIVE: To read with comprehension

RESOURCES: Reading Activity H.62

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of Reading Activity H.62 and distribute to each student.
2. Have students read "Let's See If We Can Work Things Out."
3. Have students complete the "Reading Recall" and check their answers for accuracy.
4. Discuss the story with your students.
5. Have students read their paragraphs from Part II.

"LET'S SEE IF WE CAN WORK THINGS OUT"

"OK, OK, OK!" said Darrian, "That is enough. We have got to work as a team on this project!"

As the "team" went their separate ways, Marshall started, "Paul is so condescending. I just can't work with him. He thinks he has all the answers. And this team stuff - we're no team!"

Grant continued to listen and let Marshall vent his frustrations.

"You remember the computer upgrade project last quarter? Everybody just sat back and Paul ran things **his** way. Every point has to start with 'There's a rumor going around?' Well, let me tell you, there is no rumor. It's Paul's thinking. He always starts with 'we can't do it that way, let's do it my way' thing," Marshall continued. "And have you seen how he asks questions? Especially those directed at some of the staff support people? He has to act like he is the only one with computer technology skills. I just refuse to work with that guy on our team."

"Now Marshall," Grant stated, "I've seen you in action. You have some very strong opinions about how we should do things on some of those software projects."

"Yes, but I was right on the I.W. software project!" exclaimed Marshall. "Paul thinks he's right on every project."

"Well, Paul does bring a lot of knowledge to the table," continued Grant. "He picked up the interface problem long before any of us saw it coming. And then there was that problem with the CD-ROM and compatibility with the operating program."

"I know, I know," said Marshall. "Your points are well made. I just don't care for Paul's attitude and how he treats everyone."

"I have an idea. Do you want to help me work out a plan to help Paul with his attitude and how he deals with the team?" asked Grant.

"What do you have in mind?" inquired Marshall.

"Well, first we have to agree that we need Paul's expertise. Second, you and I can work with Paul to help him deliver his thoughts and ideas so they don't sound so condescending," stated Grant.

"OK, but how are we going to do that?" asked Marshall.

"I have some ideas, but trust me, I think they will work and we all will be better off," remarked Grant.

To be continued?????

READING RECALL

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. Marshall stated that he just can't work with
 - a. ___ Darrian.
 - b. ___ Paul.
 - c. ___ Grant.

2. Marshall said that Paul has
 - a. ___ got to work as a team member.
 - b. ___ to lead the computer upgrade project.
 - c. ___ all the answers.


3. Marshall stated that Paul starts every point with
 - a. ___ a difficult question.
 - b. ___ "there's a rumor going around."
 - c. ___ a condescending statement.

4. Grant agreed with
 - a. ___ Darrian's ideas.
 - b. ___ Paul's ideas.
 - c. ___ Marshall's points.

5. Grant had
 - a. ___ suggested that Marshall be dropped from the team.
 - b. ___ an idea about how to help Paul.
 - c. ___ an idea about how to help Marshall.

PART II

DIRECTIONS: Finish the story by writing at least 5 paragraphs which present some ideas for helping Paul work more effectively with others.



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|-----------------------------------|
| MATH ACTIVITY H.62 |
| "BEING A PART - FRACTIONS" |

OBJECTIVE: To demonstrate the ability to add, subtract, multiply, and divide fractions

RESOURCES: Work Sheet—Math Activity H.62

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Make copies of the work sheet for Math Activity H.62 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

MATH ACTIVITY H.62

"BEING A PART - FRACTIONS" WORK SHEET

DIRECTIONS: Below is a series of questions that require the ability to add, subtract, multiply and divide fractions. Solve the questions to the best of your ability. Be certain to show your work and be able to explain your answers.

Sometimes employees feel like they're just a "cog in a big machine." The good news is that these "cogs" are really necessary. It means you are a real part of something important. Fractions show the relationship of numbers, items, even people to the whole. It is important to be able to add, subtract, divide, and multiply fractions.

Solve the following problems to the best of your ability.

1. **Add** the following fractions (remember you need a common denominator!):

a. $\frac{1}{2} + \frac{1}{4} =$

b. $\frac{3}{4} + \frac{1}{6} =$

c. $\frac{2}{3} + \frac{1}{8} =$

d. $\frac{1}{5} + \frac{2}{3} =$

2. **Subtract** the following fractions (you still need a common denominator):

a. $\frac{1}{2} - \frac{1}{4} =$

b. $\frac{3}{4} - \frac{1}{6} =$

c. $\frac{2}{3} - \frac{1}{8} =$

d. $\frac{2}{3} - \frac{1}{5} =$

3. **Multiply** the following fractions (do not need common denominator):

a. $\frac{1}{6} \times \frac{2}{3} =$

b. $\frac{1}{8} \times \frac{1}{2} =$

c. $\frac{1}{4} \times \frac{5}{6} =$

d. $\frac{1}{7} \times \frac{3}{4} =$

4. **Divide** the following fractions (remember to *invert*, then multiply):

a. $\frac{1}{2} \div \frac{2}{3} =$

b. $\frac{4}{8} \div \frac{1}{4} =$

c. $\frac{1}{3} \div \frac{8}{12} =$

d. $\frac{6}{16} \div \frac{2}{3} =$

5. a. Write as a fraction your relationship with this class.

b. Write as a fraction your relationship with the company at which you work.

6. Write as a fraction the relationship of a club or group of which you are a member to the population of your school.

PRE-ASSESSMENT **POST-ASSESSMENT**

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

1. List 4 differences between other people and you.

2. Identify 4 necessary people skills.

3. List 5 strategies to use with other people in conflict situations.

4. List 6 tips for effective communication with different people.

5. Identify 4 successful conflict resolution strategies.

6. List 4 strategies for salvaging relationships with others after a conflict.

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. List 4 differences between other people and you.
 - Think differently than you do
 - Use time differently than you do
 - Work at a different pace than you do
 - Communicate differently than you do
 - Handle emotions differently than you do
 - Manage situations differently than you do
 - Manage stress differently than you do

2. Identify 4 necessary people skills.
 - Recognize common barriers to communication and how to overcome them
 - Respond to non-verbal behavior effectively
 - Handle your own and others' feelings appropriately
 - Apply listening skills to solve problems and strengthen relationships
 - Choose appropriate listening responses
 - Handle criticism non-defensively

3. List 5 strategies to use with other people in conflict situations.
 - Take time to listen to each other
 - Put yourself in the other person's shoes
 - Look at what is true about what the other person is saying
 - Separate emotions from reality
 - Continue to appreciate and respect each other
 - Speak from your heart
 - Don't give up your principles
 - Hang in there when things get difficult
 - Act independently to improve any relationship

4. List 6 tips for effective communication with different people.

- The more you give people what they need, the more they will give you what you need
- Everyone has a natural right to courtesy and respect
- Adapt your communication style
- Never expect the same reaction to a statement or situation that you would have
- Don't be surprised at anything that comes up
- Make appropriate eye contact
- Don't belittle or put down people's ideas or comments
- Don't tell others how they feel or what they think (now or in the future)
- Don't compare people to other people, even yourself
- Be empathetic and positive

5. Identify 4 successful conflict resolution strategies.

- Active listening - Let the other person talk while you listen carefully. Really try to understand the person's feelings and ideas.
- Postpone - If you or the other person are very angry, put off dealing with the conflict until another time.
- Get help - Not every conflict can or should be resolved by the parties involved. Sometimes you need to ask a third party to act as a mediator. This could be your supervisor or a neutral co-worker who listens well.
- Use humor - Look at the situation in a comical way. Don't take it too seriously.
- Compromise - Offer to give up part of what you want and ask the other person to do the same.
- Walk away - Some conflicts aren't worth it. When you are outnumbered, feel physically threatened, or find yourself in the middle of a conflict that you don't want any part of, leave.
- Express regret - Say that you are sorry about the situation,

without taking the blame.

- Problem-solve - Discuss the problem and try to find a solution that is acceptable to both you and the other person.

6. List 4 strategies for salvaging relationships with others after a conflict.

- Reaffirm the value of the relationship. You cannot assume that others feel the same way you do or understand your intent unless you communicate it. Tell them how much you value your relationship.
- Demonstrate commitment. You must verbalize and demonstrate your desire to continue or strengthen your relationship.
- Be realistic. Because of personality styles, it is difficult for some people to "forgive and forget."
- Keep communication open. One of the most common causes of conflict and destroyed relationships is poor communication.
- Gain commitment. You cannot do it all by yourself. Get a commitment to work toward reconciliation from any other people involved in the conflict.
- Monitor progress. Do not assume that because the conflict was resolved it will remain that way. Deep-seated issues often re-surface, especially when commitment was not obtained.

| |
|-------------------------|
| ANSWER KEY |
| READING ACTIVITY |

PART I

1. Marshall stated that he just can't work with
 - a. Darrian.
 - b. Paul.
 - c. Grant.

2. Marshall said that Paul has
 - a. got to work as a team member.
 - b. to lead the computer upgrade project.
 - c. all the answers.

3. Marshall stated that Paul starts every point with
 - a. a difficult question.
 - b. "there's a rumor going around."
 - c. a condescending statement.

4. Grant agreed with
 - a. Darrian's ideas.
 - b. Paul's ideas.
 - c. Marshall's points.

5. Grant had
 - a. suggested that Marshall be dropped from the team.
 - b. an idea about how to help Paul.
 - c. an idea about how to help Marshall.

PART II

- Answers will vary, but they should include some of the ideas contained in this module.

ANSWER KEY
ANSWER KEY
MATH ACTIVITY

PART I

1.
 - a. $\frac{3}{4}$
 - b. $\frac{11}{12}$
 - c. $\frac{19}{24}$
 - d. $\frac{13}{15}$
2.
 - a. $\frac{1}{4}$
 - b. $\frac{7}{12}$
 - c. $\frac{13}{24}$
 - d. $\frac{7}{15}$
3.
 - a. $\frac{1}{9}$
 - b. $\frac{1}{16}$
 - c. $\frac{5}{24}$
 - d. $\frac{3}{28}$
4.
 - a. $\frac{3}{4}$
 - b. 2
 - c. $\frac{1}{2}$
 - d. $\frac{9}{16}$