



**Georgia Department of Technical
and Adult Education**

Module 9

COOPERATION

WORK ETHICS MODULES

LESSON TITLE: *Cooperation*

INTRODUCTION:

Upon completion of this lesson, students will understand how leadership skills, the ability to handle criticism and conflicts, problem-solving capability, the ability to get along with others, and the willingness to follow the chain of command enhance one's work ethics. In addition, the objectives listed below should be met.

OBJECTIVES:

- Display leadership skills
- Practice good conflict-management skills
- Demonstrate problem-solving capabilities
- Maintain good working relationships with supervisors and co-workers
- Follow the company's chain of command

EQUIPMENT AND MATERIALS:

Module 9 – Cooperation

MODULE OVERVIEW:

A student's ability to interact professionally will impact the student's success at school and at work and will, in some ways, affect the success of others around him or her. In order to succeed professionally and personally, students must know how to handle problems and resolve conflict, follow the chain of command, and get along with others. This module gives opportunities to practice these professional interaction skills.

COOPERATION

Developing Leadership Skills

Leaders have a somewhat special point of view. Their basic aim is to get other people to do things. Even though it may sometimes seem that being a supervisor would be easy because anybody can give orders, that is not true. Some managers may try to manage by ordering people about, but these managers are usually not very productive. Bossing people is not leading them. You can get only so far trying to boss people because they resent it. Most people would rather be led than bossed.

Leaders get more out of people than *bosses* do. Consider the following two contrasting examples.

Example 1: "Cody, I expect you to get this repair done by 4 p.m. today, or I want to know why."

Example 2: "Cody, I'm working on the Walker site this afternoon, but this repair needs to be done by 4 p.m. today. Could you try to get it done? If you need any help, let me know, and I'll see what I can do."

Of course, everyone would prefer to be asked (Example 2) rather than told (Example 1). The tone of the request in the second example would encourage Cody to join the effort to get the work done.

Overall, successful leaders demonstrate the following traits:

- Leaders do not let their feelings control them. When angry or annoyed, they do not explode. When frustrated, they do not sulk.
- Leaders are more democratic than dictatorial. They encourage people rather than order them around.
- Leaders set realistic goals that are challenging but not impossible for their employees to achieve.
- Leaders build group loyalty by seeing that workers are rewarded for their good work. They do not try to take all the credit for a job well done.
- Leaders continually question themselves. They do not think that everything they do is wonderful or right. They are able to accept constructive criticism and use it to improve their leadership abilities.
- Leaders are competitive. The desire to excel is a motivator for them.

Because leadership skills are developed—you are not born with them—don't forget to give your leadership skills a workout at every opportunity. This does not mean that you should go around telling people what to do, but be aware of opportunities to be a leader. For instance, when working with a group, try to get a cooperative effort from the group rather than have everyone pulling in a different direction. You can provide leadership by taking actions that would help the group complete its task and by helping the group members maintain good working relationships. Such practice will help you develop your own leadership style.

Understanding Conflict Management

Avoidance

Avoidance requires us to refrain from any action that might force a confrontation. People avoid conflict by refusing to take a stance, by physically leaving or by “tuning out.” When it is merely a way to hide from conflict, avoidance is an ineffective technique. Most problems do not disappear when they are ignored. An ostrich that buries its head in the sand when faced with unpleasant situations is practicing “avoidance.”

Despite the arguments against avoidance, it can be an effective strategy when you know the source(s) of the conflict will disappear or get better in a short period of time. Another situation might be one in which the opposing parties are so angry that feelings should not be bared at that time.

Accommodating

People accommodate when they attempt to make peace by either calming down the combatants or pointing out their common interests. They are then reacting to the emotions, not to the problem. The accommodating approach, like avoidance, does not cause the source of the conflict to go away—only to remain hidden for a while.

The quieting of festering feelings may seem to be a useful technique, and occasions arise in which accommodating should be used. However, someone who takes this action frequently is not resolving the real issues. Probably a more effective use of the accommodating method is to direct the attention of the competing individuals to the accomplishment of a goal that is important to both sides, if such a goal exists.

Forcing

Forcing takes place when a solution to conflict is imposed by any of the following: (1) the most powerful of the two sides, or (2) the supervisor. Forcers use authority, threats, and intimidation; they might also call for majority rule when they know they will win.

If one side in the conflict has more power than the other, the stronger side can simply intimidate the weaker. Two problems exist with this approach. First, the resolution is not guaranteed to be in the best interest of both parties or the company—only that it will be in the best interest of the stronger party. Second, the losing party will be frustrated by the results and may attempt to retaliate or sabotage the plan. This method is especially bad when the winner is the supervisor and the loser is the subordinate.

Forcing can be a highly effective method of controlling conflict, and times exist when it has to be used. However, it is usually only a short-term resource because the original conflict will reemerge or similar ones will arise to create more problems.

Bargaining

Unlike forcing, bargaining seeks a solution through give and take. This compromising means that both sides move from their original position to one that is somewhere in between. Because both sides must be willing to give up something of value and to bargain in good faith, there is rarely a clear winner or loser. Therefore, the outcome is often less than completely satisfactory to both sides.

Bargaining is a more assertive mode than either avoidance or accommodating, but it is not as assertive as forcing. It is a relatively cooperative approach to conflict which causes it to be one of the most practical and often used methods of conflict resolution.

Problem Solving

Problem solving is the one mode of conflict resolution with the greatest potential for achieving a permanent solution to conflict. Contrasted with avoidance, problem solving deals squarely with the issues. Contrasted with accommodating, problem solving focuses on the roots of the conflict although feelings are not ignored. Contrasted with forcing, no one is coerced into accepting an unwanted solution. Contrasted with bargaining, a solution is sought in which neither side feels it has to give up something important to get what it wants.

Problem solving brings the parties in conflict together to examine the situation, often with third-party help, and mutually to bring about the conditions for improving that situation.

Problem solving is often not used for the following reasons.

1. It is time consuming; the other modes of conflict resolution are much quicker.
2. It requires a great deal of energy and commitment by the people involved.
3. Both parties must be attempting to achieve the same, or similar, goals and have a desire to see the problem solved. The opposing sides must believe that they can achieve a better solution through collaborating than through fighting and be willing to see the problem from the other side's point of view.

Summary

Probably no one best method of conflict resolution exists which would be applicable to every conflict. We should understand all the modes and know which would be the best to apply in a given conflict situation. The following chart summarizes the conditions that would indicate the best use of each approach.

Conflict Resolution Approach	Context of Conflict
Avoidance (refraining from confrontation) works best when	<ul style="list-style-type: none"> ◆ The potential damage of addressing the conflict outweighs the benefits of resolution. ◆ People need a chance to cool down emotionally. ◆ Others are in a better position to resolve the conflict. ◆ The problem will no doubt go away by itself. ◆ There's little chance you'll get your way anyway.
Accommodating (trying to appease combatants) works best when	<ul style="list-style-type: none"> ◆ Preserving harmony is important. ◆ Conflicting personalities are the major source of problems. ◆ The issue itself cannot be solved. ◆ You care more about the other person than getting your own way.
Forcing (getting my way) works best when	<ul style="list-style-type: none"> ◆ You know you're right. ◆ You must protect yourself. ◆ A rule has to be enforced. ◆ Quick, decisive action is needed.
Bargaining (compromising) works best when	<ul style="list-style-type: none"> ◆ The opposing sides do not share goals but are equal in power. ◆ Temporary settlements on complex issues are needed. ◆ Problem solving won't work.
Problem solving (reaching a consensus) works best when	<ul style="list-style-type: none"> ◆ Both sides bring concerns that are much too important to be compromised. ◆ Hard feelings must be worked through. ◆ A permanent solution is desired.

Developing Problem Solving Techniques

Solving problems is a challenge we face everyday. Problems are sometimes big and sometimes small. It is important to realize that no matter what the problem, it is better to solve the problem before it gets bigger and more difficult.

Problems are something with which everyone must deal. They can cause us to lose sleep, to do poorly on the job or in school, to be cranky with friends and family, and to have health problems. Not solving problems we have *now* may create a crisis situation *later*. A crisis is usually hard on our physical and mental health.

Solving problems means making decisions, and making decisions is often hard to do. We make decisions everyday--what clothes to wear, what classes to take, where to live, which friends to be with, and so on. However, some decisions are more complex and require a solution. For example: "What career should I choose?" "What should I do with my rebellious child?" "What am I going to do about moving out on my own?" To some people, these questions are overwhelming; to others, the solution may be simple. Remember that one person's problem may not be a problem to someone else.

When solving problems and making decisions, it is important to avoid:

- **Acting on feelings rather than logic and valid information.** Sometimes the results of the solution are considered in great length, while the realities of the solution are often overlooked.
- **Narrow vision.** Narrow vision involves zeroing in to the point where the problem solver cannot be open-minded and does not consider other events that may affect the decision.
- **Following poor advice.** Friends or relatives who seem to be experts may in fact give you misleading advice resulting in a poor decision and unobtainable solution.
- **Lack of direction and goals.** When a person has no direction, it is difficult to make decisions and solve problems. A solution that seemed good at one point may in fact tend to be poor when circumstances change.
- **Lack of thoroughness.** Facts and figures needed to solve a problem must be carefully collected and considered. Every alternative should be thoroughly and patiently checked before a decision is made.

There are many reasons that cause people to make an incorrect decision:

- **Fear** is probably one of the biggest obstacles an individual has to overcome. Thinking of all the bad things that could result from a decision causes some people to hesitate and lose confidence in themselves.
- **Not looking ahead will result in the problem reoccurring later.** Always consider the future consequences of the solution.
- **Seeing the problem as worse than it is.** The more a person thinks about the problem, the larger it grows. Often the person talks himself or herself out of even beginning to deal with the problem.
- **Not being able to identify the problem.** Often the problem seems so complex that the problem-solver does not know where to begin.

The **IDEA** method for solving problems is a sure-fire method for reaching a solution to problems.

Step 1: **I**dentify your problem.

What do I need to accomplish?

What should I be able to do when I finish this task?

Understanding the purpose of your activity is extremely important. As a sharp thinker once said, "If you don't know where you are going, how will you know when you get there?" So, be sure to clarify your goals when setting up to begin a task.

Step 2: **D**esign your solution.

What information is available to solve my work problem?

What materials do I need to solve my work problem?

Designing means planning. A person who applies technology to tasks doesn't jump into the middle of the project but takes a look at the information and materials available to complete the task. After collecting the information sources and materials, it is necessary to select those which will be the most useful tools for the project and arrange them in an efficient way in order to complete the job.

Step 3: **E**xamine your resources.

What do I already know about this situation that will help me?

What information sources will be the most helpful?

Within the information sources, what information is important because it will help me solve my problem?

Now that you have your resources together, it is time to use them. As a rule, instructions for installation or repair of equipment are written in a stepwise format—numbered 1, 2, 3, 4, 5, etc. This is called process or chronological order because the first step should occur before the second step, the second step before the third, and so on. Problems are usually solved more efficiently if you read and follow the instructions in a detailed and careful manner. Not only will your future employer appreciate your attention to detail, but also, currently, while you are in school you will find that your instructors are favorably impressed by students who can follow and understand directions.

At the same time that you are looking over owner's manuals, service manuals, or other information sources to complete your task, be sure to take note of the table of contents. The table of contents shows you the parts of the manual and helps you select only the information that will help you. For instance, to install a system you need only the setup information. To repair a problem, you may need only the troubleshooting guide.

Once the essential information for the project has been located, the worker who applies technology surveys not only information resources but also herself/himself. All individuals have a lifetime of problem-solving experience behind them. Look within yourself to see if you have knowledge gained from a previous task that you can use to guide you in the current activity. Use what you know to help you learn about what you don't know.

Step 4: **A**ssess your solution.

Did I accomplish my purpose?

Did the information help me solve my work problem? How did it help?

Upon completion of any project, it is essential to revisit your original goals. You need to be sure that you arrived at wherever you intended to go. It is also a good idea to survey your resources again. Did you have what you needed to complete your task on hand, or were you constantly having to stop your task to gather more materials or information? Use this experience to make you better prepared for your next challenge.

Here are a few more suggestions that will help in thinking more creatively and critically:

- Instead of sitting back and waiting for events to determine your actions, get involved up front. Shape the course of events by energetically pursuing the process of solving the problem.
- Think for yourself. Although others can help you, you are ultimately responsible for decisions affecting your life.
- Look at all sides. Consider all arguments, even those you may not want to hear. Remain open to new ideas and viewpoints that differ from your own. (Most great inventors and artists were considered screwballs because they had the courage and imagination to consider notions that wouldn't have occurred to "normal" people.)
- Relax and let your subconscious mind work on the problem. Brilliant, creative people often seem absent-minded and idle, "lost in thought." (Albert Einstein concentrated so deeply that he once actually forgot where he lived!) Purposeful daydreaming is a state in which the mind and body are alert but relaxed--the ideal setting for creative problem solving.

Maintaining Good Relationships with Supervisors and Co-Workers

The more you know about people and their needs, the better you get along with them. If you have no idea what makes another person tick, you will probably have a hard time relating to them. Four general points of which you need to be aware in order to get along with others are:

- Everyone is unique.
- Everyone wants to feel important.

- People have many roles.
- Needs affect actions.

Maintaining an awareness of everyone's uniqueness will keep us from treating everybody in the same manner. For example, one supervisor may want to be called "Jim" and another "Mr. Baxter." One co-worker might like to hear an occasional workplace joke but another might choose to refrain from such. To maintain good relationships, you must recognize, accept, and respect these differences.

While it is natural to feel that what is different from you is somehow not as good (or maybe even bad), you must realize that others have good reasons for their actions and preferences too. Respect their preferences. To do otherwise would make them feel unimportant. Remember how it feels when a sales clerk ignores you but waits on somebody else or when a boss talks down to you? Most of the time, you would want to get even with the offender, so always assume that others feel the same way when we don't respect their opinions and different expectations.

We have to remember that supervisors and co-workers have other roles in life besides that they play for us. They are parents, sisters, sons, husbands, softball coaches, church members, and so on. If someone acts irritable or moody, perhaps it is because his child is sick or his personal life is undergoing some upheaval. Make allowances and understand that by supporting them in their other roles, you'll improve your working relations with them.

All humans have needs. If one is thirsty, he takes a drink of water. If one is lonely, she seeks out a friend. Knowing that people are always trying to satisfy one need or another can help you maintain good human relations. You will not be quick to get angry at a person's behavior if you understand why the person is behaving in some way. For example, someone who brags a lot may get very annoying. But if you remember that this person may simply be acting from a need for approval, you will be much more tolerant and might even encourage that person to resist the bragging behavior.

Good human relations skills take practice and patience, and all of us make mistakes sometimes. However, if we always stop to consider what other people want and need and not just react to an immediate, surface situation, we will have more success at maintaining good working relationships with our supervisors and our peers.

Following the Chain of Command

One of the most important human relations things you can do when you begin your job is to learn the organizational chart. Understand who your immediate supervisor is, who the supervisor of your supervisor is, who other department managers are, and so on. Keep your supervisor informed about what's going on with your job. When you need permission to take time off, do not go over your supervisor's head without his or her permission. Keep your boss informed whenever you want to talk to other management people about the possibility of making changes in the order of business.

References: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984. Working at Human Relations, 2nd Ed., Fruehling/Oldham, Paradigm, 1990.

MODULE 9

Cooperation Activities

Suggested Activities For Module 9 COOPERATION

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Module 9 ■ Activity 1 ■ COOPERATION

Activity: Developing Leadership Skills

Materials Needed: Handouts/Transparency: "Developing Leadership Skills"

Directions: Directions are given on the activity sheet. Lead your students in a discussion of what made the supervisor in each item either a good or poor leader. Ask your students to share with the class their reasons for rating each supervisor as they did. Encourage students to share experiences they've had with similar supervisors.

Answers are:

- a. Poor
- b. Good
- c. Poor
- d. Poor

**Time Required:
10 Minutes**

Developing Leadership Skills

A good way to develop your leadership skills is to observe leaders around you. What makes you willing or unwilling to follow them?

1. The situations below describe several leaders. Ask yourself whether you would like to work under them. In the columns on the right, place a check mark to indicate whether they are good leaders or poor ones.

- a. Cindy decided that the workers under her were not producing enough. She felt they needed some goals so she spent a few evenings writing some for everyone under her. When she was finished, she handed the goals to the workers and told them they had better meet them.
- b. All the workers knew exactly where they stood with Carmen, the plant manager. She did not like fooling around on the job, and she was hard on people who made careless errors. But she was ready to help when needed, and she always let everyone know exactly what was expected of them. When she had to make decisions concerning the workers, she asked them to participate and help her.
- c. Colin was always driving the people under him at the photo developing plant. He was quick to punish them with fines and payless days off when they did not perform as he expected. This made Nate uncomfortable. He talked to Colin about his style of leadership, but Colin said, "That's the way I've always done it. I assume it ought to be done that way. Do you want to be let go?"
- d. No one had to bother thinking in Sabina's department. She did it all for them. There was a certain way to do things and no one was allowed to do them any differently. When problems came up Sabina expected the workers to bring them to her. She felt that she was making life easy for the workers under her by having a rigid routine and eliminating their need to think as much as possible.

Good Leader	Poor Leader

2. In the space below, write out the reason for each of the evaluations you made above. How could those with poor leadership skills improve?

Source: Working at Human Relations, 2nd Ed., Fruehling/Oldham, Paradigm, 1990.

Module 9 ■ Activity 2 ■ COOPERATION

Activity: Case Study in Leadership Qualities

Materials Needed: Handouts/Transparency: "Leadership Qualities"

Directions: Have the students work in groups of three. They should read the case study and answer the 5 questions. Afterwards, a spokesperson for each group should share the mistakes Brad made which contributed to his not getting the leadership position he wanted. Discuss how an awareness of the communications skills and leadership skills needed by a leader would have helped Brad in his quest. (Answers will vary but be sure to point out that Brad was acting like a *boss*, not a *leader*.)

**Time Required:
10 Minutes**

Case Study—Leadership Qualities

In the situation below, there is a human relations problem. Read about it and then answer the questions to solve the problem.

Brad was chosen for a management training program at the bank. As part of the training, he spent a month as temporary manager of a small branch of the bank. A supervisor observed and evaluated his performance.

Brad was determined to do well and show everyone he was a leader. He made sure he knew all the rules and regulations. He even added a few of his own. He decided, for one thing, that women could not wear pants suits. When they asked his reason, he said he just felt that women's pants suits did not fit the bank's image.

He was at work early every morning. He made it a point to check everyone in. If anyone was even a few minutes late, Brad would criticize that person in front of the whole staff. He knew that this was embarrassing, but he felt it served as a good warning to the others.

Some of the tellers in the branch were older employees who had been there for many years. To prove he was boss and not afraid of them, Brad made these senior employees change the way they did several things.

"You do it like this because I say so," he replied when some of the tellers tried to question him about the reason for the changes.

To demonstrate that he was alert and on top of things, Brad kept an eye on the tellers and watched what they did. If he did not like something, he did not hesitate to say so and correct the teller, even if a customer was there.

Brad felt that he had to assert himself and let everyone know who was running things. When the training program ended, he was surprised that he was not promoted to permanent manager.

Case Study Analysis

- a. What is the real problem?
- b. What are the important facts to consider in this problem?
- c. What solutions to this problem can you think of? Describe a few.
- d. What would happen if the solutions you suggested were followed? Explain the results of each solution you described.
- e. Of the solutions you described, which would you recommend? Why?

Source: Working at Human Relations, 2nd Ed., Fruehling/Oldham, Paradigm, 1990.

Module 9 ■ Activity 3 ■ COOPERATION

Activity: Case Study in Gaining a Leadership Position

Materials Needed: Handouts/Transparency: "Case Study—Leadership"

Directions: Have the students read the case study. Lead the class in a discussion of the mistakes Sylvia made which contributed to her not getting the leadership position she wanted. Discuss how an awareness of the communications skills and the leadership skills needed by a leader would have helped Sylvia in her quest. Also point out how Ms. Smith was using good leadership skills in her handling of the situation.

Possible answers to the case study: Sylvia should have approached her supervisor, Ms. Smith, and discussed the situation to get the whole picture so that the internal conflict did not continue. Because she allowed the problem to go unsolved and to affect her work, it probably cost her the promotion she was after. Ms. Smith was going to recommend her until she allowed her work to deteriorate. Ms. Smith showed good judgment in not initially promising Sylvia the job and in promoting someone else.

**Time Required:
5 Minutes**

Case Study—Leadership

Sylvia was young, serious-minded, well educated, and capable. More than anything else she wanted a management role with her company.

Sylvia worked hard for three years. She did an excellent job in human relations. Her personal productivity was never questioned. Ms. Smith, her supervisor, encouraged her to prepare to take over her job. She helped Sylvia a great deal in this respect, but, of course, she could make no promises.

About this time, Sylvia went to lunch with Helen, a friend of hers. At one point Helen told Sylvia she had heard that Mr. Young, an employee from another department, was being trained to take Ms. Smith's place as department head.

Although she said nothing and did not show it on the outside, Sylvia was very disturbed by the news. It was hard to believe that management could make such a decision so far in advance. She fretted about it constantly and could not keep her mind on her work. As a result, she made more and more mistakes, and certain important reports were turned in late. Over the next six months the excellent relationship she had with her supervisor slowly deteriorated.

Then, just as Helen had said, Ms. Smith was promoted and Mr. Young was made department head in an official announcement from top management. Sylvia was deeply hurt and disappointed.

What mistakes did Sylvia make that might have contributed to her ultimate disappointment?

Module 9 ■ Activity 4 ■ COOPERATION

Activity: Evaluating Supervisors' Leadership Skills

Materials Needed: Paper and pen

Directions: Have the students work independently. Give them these directions:

One of the best ways for you to develop good leadership skills is to identify the skills of leaders around you. I want you to evaluate some people you know who are supervisors or managers. In completing this exercise, you will determine whether they are good leaders or just bosses.

Think of three or four leaders you know. On your paper, write them down as Leader A, Leader B, Leader C, and so on. Teachers can be included. Then, list the noticeable characteristics of each person and indicate whether you think that person is a good or a poor leader. When you've finished, look through your lists and make a list of the general characteristics of a good leader.

After students have completed the activity, ask a student to list on the board all characteristics good leaders should possess that the rest of the class had listed.

**Time Required:
5 Minutes**

Module 9 ■ Activity 5 ■ COOPERATION

Activity: Determining Your Conflict Resolution Profile

Materials Needed: Handouts/Transparency: "Conflict Resolution Profile Survey"

Directions: Give each student a copy of the handout Conflict Resolution Profile Survey. Directions for completion are on the handout. If you don't wish to give students a copy of the accompanying discussion questions, you can read those aloud. Possible answers to those questions are listed below:

- Answers:**
1. How do you explain your own profile? To what degree does it stem from your personality as opposed to the situation of which you were thinking? *Responses should bring out the fact that conflict resolution style is primarily a function of both context and personality. Encourage students to explain their responses in detail. Draw them out if they are hesitant to volunteer opinions.*
 2. What would you consider to be an "ideal" conflict resolution profile? *Since the success of a conflict resolution approach is determined by its appropriateness to the context (time, place, people, history, and nature of the conflict), there can be no universally applicable ideal profile. It will be important for students to recognize that they need to be capable of implementing any and all five of these approaches as the situation dictates. For example, a student whose low forcing score is attributed to shyness or sense of basic kindness should be given cause to rethink this inherent aversion for an aggressive approach to conflict resolution. A confrontive resolution may be the only realistic option in a particular setting.*

**Time Required:
15 Minutes**

Source: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984.

Conflict Resolution Profile Survey

For each of the thirty statements listed below, indicate how frequently you typically behave as described when you come into conflict with another person. Rather than responding to these statements generally, you may wish to relate the statements to a particular person or setting familiar to you. Use the following scale.

2 = Most of the time

1 = Some of the time

0 = Rarely

1.	_____	I ask for help in resolving the conflict from someone outside our relationship.
2.	_____	I try to stress those things on which we both agree rather than focus on our disagreement.
3.	_____	I suggest we search for a compromise solution acceptable to both of us.
4.	_____	I attempt to bring out all the concerns of the other person.
5.	_____	I am firm in pursuing my goals.
6.	_____	I strive to preserve our relationship.
7.	_____	I seek to split the difference in our positions where possible.
8.	_____	I work toward a solution that meets <i>both</i> our needs.
9.	_____	I avoid the discussion of emotionally charged issues.
10.	_____	I try to impose my solution on the other person.
11.	_____	I emphasize whatever similarity I see in our positions.
12.	_____	I try to postpone any discussion until I have had time to think it over.
13.	_____	I propose a middle ground to the other person.
14.	_____	I use whatever power I have to get my wishes.
15.	_____	I attempt to get all our points immediately out in the open.
16.	_____	I give up one point in order to gain another.
17.	_____	I encourage the other person to offer a full explanation of her or his ideas to me.
18.	_____	I try to get the other person to see things my way.
19.	_____	I treat the other person as considerately as possible.
20.	_____	I suggest we think our concerns over individually before we meet in the hope that the anger will cool down.
21.	_____	I press to get my points made.
22.	_____	I support a direct and frank discussion of the problem.
23.	_____	I try to find a fair combination of gains and losses for both of us.
24.	_____	I try not to allow the other person's feelings to become hurt.
25.	_____	I avoid taking positions that would create controversy.
26.	_____	I suggest we each give in on some of our needs to find a solution we can both live with.
27.	_____	I listen carefully in order to understand the other person as well as possible.
28.	_____	I soothe the other person's feelings if emotions are running high.
29.	_____	I assert my position strongly.
30.	_____	I shrink from expressions of hostility.

Scoring the Survey

Fill in the blanks below with the same numbers you entered on the survey, and total your scores on each conflict resolution approach. Note that the blanks to be filled in do not always appear in the same order as the items on the survey.

1.	2.	5.	3.	4.
9.	6.	10.	7.	8.
12.	11.	14.	13.	15.
20.	19.	18.	16.	17.
25.	24.	21.	23.	22.
30.	28.	29.	26.	27.
Column Total	Column Total	Column Total	Column Total	Column Total
Avoidance	Accommodating	Forcing	Bargaining	Problem Solving

This is your conflict resolution profile. Note that your score for each approach can range from a low of 0 to a high of 12.

Source: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984

Questions for Discussion

1. How do you explain your own profile? To what degree does it stem from your personality as opposed to the situation of which you were thinking?
2. What would you consider to be an "ideal" conflict resolution profile?

Source: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984.

Module 9**Activity 6****COOPERATION**

Activity: Discussing Conflict Resolution/Conflict Management

Materials Needed: Handouts/Transparency: "Conflict Resolution Discussion Questions"

Directions: Lead the students in a discussion of the questions dealing with conflict management. Possible answers to those questions follow the activity.

**Time Required:
10 Minutes**

Conflict Resolution Discussion Questions

1. Give an example of an actual situation where you feel avoidance would be the most appropriate conflict resolution approach. Do the same for accommodating, forcing, bargaining, and problem solving.
2. What might be the consequences of making too much use of avoidance? Accommodating? Forcing? Bargaining? Problem solving?
3. Which of the five approaches is high on both assertiveness and cooperativeness?
4. Give examples of situations where the most effective use of the conflict resolution approaches would be to apply them in combination with one another or in sequence.

Source: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984.

Conflict Resolution Discussion Questions

ANSWERS

1. Give an example of an actual situation where you feel avoidance would be the most appropriate conflict resolution approach. Do the same for accommodating, forcing, bargaining, and problem solving.

Responses will vary according to the example given. Your objective here is to assist students in recognizing that despite the inherent superiority of problem solving, all five approaches have their place. This discussion should also demonstrate that the conditions necessary for problem solving to succeed are rarely met.

2. What might be the consequences of making too much use of avoidance? Accommodating? Forcing? Bargaining? Problem solving?

Overuse of avoidance: People may not get your input when they need it; tough issues may not be addressed; subordinates may be frustrated by your unwillingness to take a stand; you may not be asserting your wishes often enough or getting your way when you should. Overuse of smoothing (accommodating): Your own needs may not be getting the attention they deserve; rules may not be followed as often as they should; you may be seen as a "softie." Overuse of forcing: You may be surrounded by sycophants (self-seeking flatterers); subordinates may be unwilling to admit uncertainty to you; you are probably missing opportunities for solutions that are more creative than the ones you devise. Overuse of bargaining: You may get so caught up in power tactics that you lose sight of the real issues in contention; you may be encouraged to make concessions on issues that cannot afford to be compromised; an atmosphere of gamesmanship may rule over honesty. Overuse of problem solving: Too much time may be spent discussing issues in depth that are unimportant; other people may be taking advantage of your collaborative style at times; you may be misreading the situation some of the time, assuming problem solving is indicated when it really isn't, and thereby achieving poor solutions.

3. Which of the five approaches is high on both assertiveness and cooperativeness?

		ASSERTIVENESS		
		High	Medium	Low
COOPERATIVENESS	High	Problem Solving		Accommodating
	Medium		Bargaining	
	Low	Forcing		Avoidance

4. Give examples of situations where the most effective use of the conflict resolution approaches would be to apply them in combination with one another or in sequence.

One's first approach to many conflict situations might be to attempt problem solving until it becomes clear that another of the approaches would be more realistic and appropriate. A decision to apply forcing might be changed to bargaining upon realization that power is equal rather than in your favor; the ultimate choice might be avoidance if you later discover that you do not even have parity with your opponent. Problem solving and smoothing (accommodating) often work well together, as the latter strategy is one way to encourage the other person to problem solve. Other cases of the approaches in combination of sequence can also be argued.

Source: Comex—The Communications Experience in Human Relations, Sussman/Deep, South-Western Publishing Co., 1984.

Module 9 ■ Activity 7 ■ COOPERATION

Activity: Conflict Resolution Techniques

Materials Needed: Handouts/Transparency: "Conflict Resolution"

Directions: This handout can be used when the instructor feels that students need to review the principles of conflict resolution. Give each student a copy of the handout *Conflict Resolution*. Discuss the steps to properly resolve conflicts.

**Time Required:
10 Minutes**

Conflict Resolution Techniques

People working in close contact with each other will have misunderstandings, irritations, and complaints from time to time. Even minor problems can develop into major problems if not resolved in a satisfactory manner.

The majority of job-related problems can be resolved by the parties involved through open, honest communication.

The following process is outlined as a suggested means of discussing problems with your co-workers.

1. Schedule discussions at a time that is mutually convenient for all parties involved. This scheduling will ensure that there is sufficient time for focused and thorough discussion.
2. State the issue at hand before beginning the discussion.
3. Each party should state, without rationalization or justification, the results they desire from the discussion.
4. Each party should state briefly their perception of the issue(s) at hand and possible solutions.
5. All parties should then work together to reach all goals (or reasonable compromises) set forth in Step 3. During this step:
 - a. **NEVER** interrupt someone while he or she is speaking.
 - b. Keep your points brief (under 1 minute).
 - c. Use the goals set forth in Step 3 as starting points for discussion.
 - d. Don't focus on the problem or its causes. Keep the discussion focused on **solving** the problem.

The intent of this procedure is to establish and maintain open lines of communication. While this process certainly guarantees no particular result, it does present opportunities to explore a problem from all points of view in an open and productive manner.

If after making a good faith effort, you are not able to resolve conflicts yourself, then seek the assistance of your supervisor.

Module 9 ■ Activity 8 ■ COOPERATION

Activity: Conflict Resolution Activity

Materials Needed: Handouts/Transparency: "Conflict Resolution Activity"

Directions: Divide class into groups of three and give each student a copy of the handout. Read the activity aloud to make sure everyone understands the ground rules. After the activity is completed, discuss the follow-up questions in Item 7. The *Think about This* section should help the students determine which of the conflict management styles they used during the activity.

**Time Required:
15 Minutes**

Conflict Resolution Activity

1. Divide into groups of three. Each person contributes 25 cents to the group; the 75 cents is placed in the center of the group.
2. The group decides how to divide the money between two people. Only two people can receive money. The group has no more than ten minutes to make this decision. The group cannot use any sort of "chance" procedure, such as drawing straws or flipping a coin, to decide which two persons get what amounts of money. Side agreements, such as buying a soft drink for the person left out, are not allowed. It is all right for one person to end up with all the money. A clear decision must be reached as to how the money is to be divided up between no more than two people.
3. The purpose of the lesson is to get as much money for yourself as you can. Try to convince the other two members of your triad that you should receive all the money. Tell them you are broke, poor, smarter than they are, or more deserving of the money. Tell them you will put it to better use or will give it to charity. If the other two people make an agreement to divide the money between themselves, offer one of them a better deal. For example, if they agree to split the money 50/50, tell one person that you will let her have 50 cents and will take only 25 cents if she will agree to split the money with you.
4. A majority rules. Whenever two people make a firm agreement to split the money a certain way, the decision is made. Be sure, however, to give the third person a chance to make one of the two a better deal.
5. As soon as a decision is made, write your answers to these questions.
 - ◆ What were my feelings during the decision making?
 - ◆ How did I act during the decision making? What are the ways I handled the situation? Did I give up? Did I try to persuade others to my point of view? Did I try to take the money by force?
 - ◆ How would my conflict style be described during the decision making?
6. In your group of three, give each other feedback. Describe how you saw each other's actions during the decision making.
7. In class, discuss the following questions.
 - ◆ What were the feelings present in each group during the decision making?
 - ◆ How did members act in each group during the decision making?
 - ◆ What conflict styles were present in each group during the decision making?
 - ◆ What did we learn about conflict from the lesson?

Think about this:

The lesson on taking the money was set up so that you would have to negotiate. Did you:

- ___ Stay silent during the whole thing and let the other two people divide the money?
- ___ Try to force the other two people to let you have at least half the money?
- ___ Try to give the money away to the other two people to make sure they didn't feel bad or get angry?
- ___ Seek a compromise where somehow everyone would get his or her money back, even if it meant violating the rules for the lesson?
- ___ Try to think of a logical reason as to which person (or persons) should have the money?

—Derived from *Human Relations and Your Career*, David W. Johnson, Prentice-Hall, Inc., 1978, pp. 257-58.

Activity: Practice Problem-Solving and Thinking Skills

Materials Needed: Handouts/Transparency: "Problem-Solving Exercises and Problem-Solving Worksheet"

Directions: Put the students in groups of three. Give each student a copy of the handout *Problem-Solving Exercises* and each group enough of the handout *Problem-Solving Worksheet* to complete however many exercises you are assigning. The groups' assignment is to read each exercise and, using the guidelines discussed in Module 9 and the problem-solving worksheet, determine the best solution for each exercise. You might want to work through the first exercise with the students. Sample answers are provided below for the first two activities. Answers will vary. After the activity is completed, lead the class in a follow-up discussion of their process and answers.

**Sample answers
To Problems 1 & 2:**

PROBLEM 1

Identifying the problem: You need to take care of your health so that you can continue providing for yourself and your children

Determining possible solutions:

1. Your neighbor might keep the children.
2. You can ask your doctor how long you will be in the hospital and take those days in paid sick leave.
3. You can ask your mother to keep the children.
4. Don't get the tests done.
5. Ask for leave from work without pay.

Examining your resources:

1. If your neighbor keeps the children, you'll have to return the favor.
2. If you take sick leave, you'll use up your sick leave days.
3. Your mother may nag you about having to keep the children again.
4. If you don't get the tests done, you may get sicker and have an even greater problem.
5. If you take unpaid leave, you'll get the tests done, but you need the money you'll lose.

Coming up with the best answer considering all variables: Ask your neighbor to keep your children and take sick leave from work so that you can get your tests done.

PROBLEM 2

Identifying the problem: You cannot afford to pay the \$75 rent increase with your current limited income.

Determining your solutions:

1. You can move.
2. You can take on a roommate.
3. You can move in with your parents or other family member.
4. You can talk to the landlord.
5. You don't pay the extra money.

Examining your resources:

1. If you move, you have to locate other housing and spend time moving.
2. If you get a roommate, you will have no privacy.
3. You might have a hard time getting along with your parents or other family members.
4. Your landlord may not care about or understand your problem.
5. If you don't pay the \$75, you will be evicted.

Coming up with the best answer from the above: Talk to the landlord and explain your situation. Explore payment options.

**Time Required:
10 Minutes**

Problem-Solving Exercises

Read each of the following scenarios. Using the handout *entitled Problem-Solving Worksheet*, identify the problem, determine your possible solutions to the problem, examine your resources, and assess your solutions to come up with the best possible answer. Be prepared to discuss your problem-solving process and outcome with the class.

Problem 1

You have been experiencing terrible, painful headaches. You have gone to the doctor, and he has scheduled some tests to diagnose the origin of the pain. You have a job and three children to take care of, and you shouldn't miss any more time from work. What should you do?

Problem 2

Your rent will go up \$75 per month, and you cannot afford it.

Problem 3

A co-worker makes a mistake adding up a customer's bill, and it costs your company \$150. The co-worker asks you to lie for him if the boss asks you who made the mistake.

Problem 4

You've been not only working fulltime for three months at night but also going to school fulltime during the day. It has not been easy to get all your schoolwork done, but so far, you've managed. Now it is your company's peak work period. Your boss has told you that because of the work overload, he needs you to work two days (about 16 more hours) each week until the company gets caught up on its orders. You really don't want to leave your job, but you also want to stay in school. What can you do?

Problem-Solving Worksheet

Identify the problem:

Design your solutions:

1.

2.

3.

4.

5.

Examine your resources:

1.

2.

3.

4.

5.

Assess your solutions (answer):

Module 9 ■ Activity 10 ■ COOPERATION

Activity: Problem-Solving—Almost Infinite Circle

Materials Needed: 4-ft. length of 3/16" cord for each student

Directions to Students:

Description of Activity: Two people, each with their wrists tied together using a small cord, are connected together as one person's cord passes behind the other person's cord. The objective of the activity is for the persons to get disconnected from one another. Each person will still have his or her wrists tied together with the cord. They will no longer be connected together with one another, however.

Setup: Have participants select a partner and ask them to stand near one another. Ask one of the persons to extend their arms toward you. Tie one end of a 4-ft. cord around one of this person's wrists. Then tie the other end of the cord to the other wrist. Use a bowline knot to tie a loop around each wrist, being sure it is tight enough to avoid easily slipping over the hand but loose enough not to impair circulation. When the wrists of one person have been tied together, tie the other person's wrists together in the same manner, but before tying the last wrist, pass the cord behind the cord of the partner. This will connect the two persons together with the cords and arms forming two large circles that are interconnected.

Be sure to use a bowline knot. This knot will not slip and is also easy to untie when the activity is over.

Once the partners are attached, briefly review the objective of the activity and the rules and then ask them to move to the side and they can begin working on the puzzle.

Rules:

1. The cord is not to be cut, untied, slipped off a wrist, or disconnected from its tied position connecting each person's wrists together.
2. Do not jerk on the cords or do anything that will pull on the partner's cord in a way that would cause injury or harm.
3. If you know the answer or you discover the answer, do not show others the solution and spoil their enjoyment of the puzzle.

Directions to Instructor:

Use the *Almost Infinite Circle* activity to illustrate some key points about being dependable and about problem-solving. Students will work on this problem in pairs. Quickly tie two partners together and then go on to another pair of students until all are tied together. Allow students to work with the problem until either a solution is found or they become bored with trying to solve the problem.

Module 9 ■ Activity 10 ■ COOPERATION

Typical maneuvers for solving the problem usually involve stepping through the partner's cord and arms or twisting into various contortions to try to get disconnected. Some may try to loosen the loops and slip it over a hand so be sure to stress the rules.

The reason the circles formed by the ropes and arms are almost infinite is because of the four gaps where the cords attach to the wrists. The solution is found by taking your own cord, pushing it under the loop on your partner's wrist—partner's arm should be palm up and you should push your cord under loop from elbow side toward hand side of loop, bring your cord around hand, and you should be free. If procedure is done incorrectly, the ropes will not be wrapped around each other twice. For students who get their cords twisted and tangled, untie the end of one of the cords, untangle the cords, and retie the rope.

After an appropriate period of time, demonstrate the solution to a pair of students who are seriously trying to solve the problem. Soon all will see the solution. Collect the cords for future use.

Follow-Up Discussion:

Discuss the following items after the group activity is completed.

- ◆ Before you tried to solve the problem, did you believe there was a solution? After you tried, did you believe there was a solution?
- ◆ Did you depend on your partner to try to find a solution? Did your partner make an honest effort to help solve the problem?
- ◆ Did you think that the instructor was a reliable source of information about the problem? Why or why not?
- ◆ If there had not been a solution, how would that have affected your trust in the instructor?
- ◆ What does it mean to be dependable? How many chances does a person have to be dependable?

*Source: Activity described in Karl Rohnke's 1977 edition of *Cowstalls & Cobras*, a collection of initiative tasks and other activities used by Project Adventure in Hamilton, MA.*

**Time Required:
20 Minutes**

Module 9 ■ Activity 11 ■ COOPERATION

Activity: How to Handle Criticism

Materials Needed: Handouts/Transparency: "How to Handle Criticism"

Directions: Give students a copy of the handout and ask them to read it. Follow up with a discussion of the main points and with the completion of some of the other activities on criticism.

**Time Required:
10 Minutes**

How to Handle Criticism

There are specific guidelines for handling criticism when it is directed to you and when you must criticize others.

When You Are Criticized

If the criticism is deserved (that is, did you really make a mistake?) or undeserved (that is, you were not working the shift when the error was made), you follow practically the same procedure.

1. **Listen very carefully to the suggestions being made.** Do not interrupt or answer until the person doing the criticizing has stopped talking. Bite your lips if necessary. Do not try to deny. Don't say "but," "wait a minute," or "no." Just keep quiet.
2. **Ask polite, reasonable questions** if necessary to clarify the error on the suggestion being offered. It is not necessary to be rude or to raise your voice. Keep calm. Do not offer excuses. Just give any facts needed, but usually stick to questions about how you can correct the error. (If the criticism is undeserved, lead your accuser through your questions to the fact that you are being unfairly criticized.)
3. **Offer to correct the error if possible.** Make an effort to follow the suggestions. (If the criticism is undeserved, accept the apology of the accuser, but do not expect one or demand one. Some people, maybe like you, have trouble apologizing.)
4. **Thank the person giving the criticism.** Be sincere; this is a chance to make yourself a better employee. (If the criticism is undeserved, say, "Thank you for your time. I hope I have helped you to straighten out the situation.")
5. **Return to your workplace and keep your mouth shut** about the incident.

No matter where we work, we will be criticized at some time. Criticism is a part of living; sometimes we have to take it and sometimes we have to give it. Either way criticism can be constructive if we let it. Criticism is a form of self-improvement. There are various negative reactions to criticism which we should avoid but which we should understand that many people will automatically use.

1. **Aggression**—arguing with the speaker or blaming someone else.
2. **Withdrawal**—being afraid to respond or tuning out the speaker and dwelling on your own insecure feelings.

Module 9 ■ Activity 11 ■ COOPERATION

When You Do The Criticizing

1. **Praise others regularly.** If others know that you respect them and their work, they will be more receptive to your requests for change and improvement.
2. **Be positive.** Avoid saying, "You didn't mail the package when I told you to." Say, "The top priority package wasn't mailed on time." Focus on future improvements, not past failures.
3. **Be concrete.** Name the specific area in which improvement is needed and give suggestions about how the improvements should or must be made.
4. **Avoid attacking** a person's characteristics or personality. State only what specific incident or situation needs adjustment and how that adjustment should be made. Avoid the pronoun *you* whenever possible. Focus on the situation and how it can be improved in the future.
5. **Be considerate.** Choose an appropriate time and place for criticism. Do not criticize in front of others. Avoid criticizing on the person's birthday, just before vacation or the end of the workday, or when the person isn't feeling well.

All people make mistakes; criticism is one way to learn from them. These guidelines also work in personal relationships.

Module 9 ■ Activity 12 ■ COOPERATION

Activity: Reviewing Tips on Handling Criticism

Materials Needed: Handouts/Transparency: "Learn to Accept Criticism—Effective Criticism"

Directions: Choose the items you wish to discuss with your class and either give students a copy or make transparencies to use on an overhead projector. No answers are required.

**Time Required:
5 Minutes**

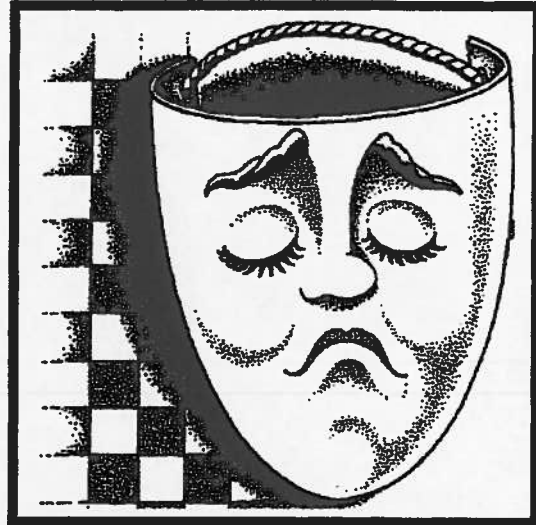
Learn to Accept Criticism – SARA

S – Surprise

A – **Anger**

R – Rationalization

A – *Acceptance*



HOW TO CRITICIZE OTHERS . . .

Remember how hard it is to receive criticism when giving it.

12 Ways to Criticize Effectively

- | | | |
|--|---|---|
| 1. Start with something good. | 6. Keep it short and sweet. | 10. Cool off before writing a critical note. |
| 2. Make criticisms specific. | 7. Offer to help the person. | 11. Direct your criticism at the action, not the person. |
| 3. Be sure the behavior you are criticizing can be changed. | 8. Do not use anger or sarcasm. | 12. End with your support and confidence in the person's ability. |
| 4. Use "I" and "we." | 9. Show the person you understand his feelings. | |
| 5. Make sure the other person understands the reason for your criticism. | | |

*Life Skills: Job Skills – Lesson 4 – Being a Good Worker
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Effective Criticism

- ◆ Identify behavior
- ◆ Be specific
- ◆ Don't criticize what can't be changed
- ◆ Use "I" and "we"
- ◆ Help the other person understand
- ◆ Keep it short
- ◆ Offer incentives for changed behavior
- ◆ No anger—no sarcasm
- ◆ Show understanding
- ◆ Cool off before writing
- ◆ Start by saying something good
- ◆ End by expressing support

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Module 9 ■ Activity 13 ■ COOPERATION

Activity: Accepting Criticism

Materials Needed: Handouts/Transparency: "Criticism," overhead projector

Directions: Using the transparency, ask students to determine the proper response to each of the items. Remind students that not all criticism is bad criticism; constructive criticism can be very helpful. Ask for reasons behind answers.

Suggested answers:

1. usually
2. always
3. always
4. sometimes
5. always
6. never
7. sometimes
8. never
9. never
10. always

**Time Required:
5 Minutes**

CRITICISM

You can WIN on the job by listening to criticism when it is given. Determine the response you feel is best in the following sentences.

Responses: Sometimes / Usually / Always / Never

1. I should accept criticism with a smile.
2. I should think about the criticism offered before rejecting it.
3. I should think about the criticism offered before accepting it.
4. I should defend my way of doing things.
5. I should be polite in rejecting or accepting criticism.
6. I should feel bad for a long time when I am criticized.
7. I should ignore criticism.
8. If people criticize me, I should try to get them back as soon as I can.
9. I should try to "pass the buck" when I am criticized.
10. I should be grateful for good, sound, helpful criticism.

—Derived from Common Essential Elements, Human Relations and Personality Development, p. 72.

Module 9 ■ Activity 14 ■ COOPERATION

Activity: Determining Personality Profiles in Order to Get Along With Others

Materials Needed: Handouts/Transparency: "Respecting and Getting Along with Others on Our Work Teams—Blueprint for Managing Differences"

Directions: Have the students complete the handout entitled Blueprint for Managing Differences. The instructions for completing the task are on the handout. Then ask the students to read the handout entitled Respecting and Getting Along with Others on Our Work Teams. Discuss with the students how knowing their own and others' personality profiles can influence how they interact. Several other activities are available to follow up this assignment.

**Time Required:
30 Minutes**

Respecting and Getting Along with Others On Our Work Teams

In order for supervisors and peers to respect us and our ideas, we have to respect them—their positions, their feelings, their needs. Different people have different kinds of needs that must be met in order to develop a satisfying relationship with them.

Reflectives/Perfectionists

Identifying reflectives/perfectionists. Some people we will encounter on the job or at school are very task- and detail-oriented, are quiet, and have deep need to keep their work as perfect as possible. They enjoy spending time alone and do not make decisions quickly. Their perfectionism might annoy us at first, but we can learn to appreciate their high work standards and careful attention to details, especially if we tend to be weak in that area.

In a job or school setting, people with a reflective/perfectionist style of behavior will generally take an orderly, systematic approach and will usually be looked to by others for advice. They like things to be rational and well organized. They are likely to pause until they are sure the task is clear, then work at it with persistence, conscientiousness, and thoroughness. Well-established rules and procedures will create an environment in which their methodical effort will be more effective. They may become tense when surrounded by confusion.

Working with reflectives/perfectionists. How can we serve on teams with reflectives/perfectionists? We can do the following:

1. Appeal to the person's orderly, systematic approach to life. Be well organized.
2. Approach this person in a straightforward, direct manner. Get down to business quickly.
3. Be as accurate and realistic as possible when presenting information.

Directors/Controllers

Identifying directors/controllers. Other people we will find at the work site are very task-oriented, strong-willed, forceful, direct, and aggressive. They enjoy making decisions and make them rapidly. They like to run things, which they may do with a take-charge attitude.

In a job or school setting, people with a controlling behavior style will generally respond to a fast-moving challenge and will tend to get bored if they find the pace to be too slow. They may sometimes offend others with their eagerness to get a job done, but others do tend to look to controllers for leadership. Controllers want to be in the know and want to be in on the planning. Not having a situation under control raises their tensions.

Module 9 ■ Activity 14 ■ COOPERATION

Working with directors/controllers. In all work situations, we will get along more easily with co-workers who have director/controller tendencies by remembering the following:

1. Be specific, brief, and to the point. Use time efficiently.
2. Present the facts logically and be prepared to provide answers to specific questions.
3. If you disagree, take issue with the facts, not the person.

Promoters/Emoters

Identifying promoters/emoters. Promoters love to have the freedom to talk and make friends with everyone. They are usually very outgoing, entertaining, impulsive, and somewhat disorganized. You will notice their willingness to share thoughts and personal points of view with you.

In a job or school setting, people with this behavior style will generally be eager to please others and will attach themselves to people they admire. They tend to be imaginative and respond to incentives, wanting to be measured by personal contribution. They generally like to move from task to task. They need to be in a work situation in which structure is provided to help them with planning and follow-through.

Working with promoters/emoters. When you work side-by-side or on teams with promoters/emoters, the following will help you succeed:

1. Take time to build a social as well as a business relationship. Leave time for relating and socializing.
2. Display interest in the person's ideas, interests, and experiences.
3. Do not place too much emphasis on details. These people like fast-moving, inspirational kinds of activities.

Supporters/Steadies

Identifying Supporters/Steadies. These co-workers and supervisors will appear to be casual, likeable people who try to minimize interpersonal conflict. Though they are responsive to people, they generally let others take the initiative in social situations. They are very helpful, understanding, friendly, and nonthreatening. They are very concerned with the feelings of others.

In a job or school setting, people with a supporter style will generally be cooperative and willing to serve others and to accept supervision. They try to please others by doing what they are expected to do. They like reassurance that they are doing well. They don't like to hurt others or to be disliked.

Module 9 ■ Activity 14 ■ COOPERATION

Working with Supporters/Steadies. Team and co-worker relationships with supporters can be enhanced by doing the following:

1. Show a sincere interest in the person. Take time to identify areas of common interest.
2. Patiently draw out personal views and goals. Listen and be responsive to the person's needs.
3. Present your views in a quiet, nonthreatening manner. Don't be pushy.

Module 9 ■ Activity 14 ■ COOPERATION

Blueprint for Managing Differences

INSTRUCTIONS Put a checkmark beside the 5 adjectives in each column that best describe you or the individual whom you are evaluating. Then, cut out the rating scale on the next page and line up the arrows on the scale with the arrows on each column. Assign points as they relate to the checks in each column. Add the points in each column. The column with the highest score shows the personality style of the individual profiled.

Promoters/Emoters ←	Supporters/Steadies ←	Reflectives/Perfectionists ←	Directors/Controllers ←
<input type="checkbox"/> listener	<input type="checkbox"/> unpredictable	<input type="checkbox"/> spontaneous	<input type="checkbox"/> indecisive
<input type="checkbox"/> persuasive	<input type="checkbox"/> predictable	<input type="checkbox"/> preoccupied	<input type="checkbox"/> decisive
<input type="checkbox"/> suspicious	<input type="checkbox"/> excitable	<input type="checkbox"/> stubborn	<input type="checkbox"/> cautious
<input type="checkbox"/> self-promoting	<input type="checkbox"/> listener	<input type="checkbox"/> conscientious	<input type="checkbox"/> firm
<input type="checkbox"/> enthusiastic	<input type="checkbox"/> steady	<input type="checkbox"/> loves details	<input type="checkbox"/> authoritative
<input type="checkbox"/> quiet	<input type="checkbox"/> impatient	<input type="checkbox"/> dislikes details	<input type="checkbox"/> submissive
<input type="checkbox"/> generous	<input type="checkbox"/> concentrating	<input type="checkbox"/> tolerates details	<input type="checkbox"/> "show me"
<input type="checkbox"/> charming	<input type="checkbox"/> cooperative	<input type="checkbox"/> non-demonstrative	<input type="checkbox"/> balanced
<input type="checkbox"/> emotional	<input type="checkbox"/> possessive	<input type="checkbox"/> polite	<input type="checkbox"/> achiever
<input type="checkbox"/> factual	<input type="checkbox"/> critical	<input type="checkbox"/> forceful	<input type="checkbox"/> careful
<input type="checkbox"/> unemotional	<input type="checkbox"/> change-oriented	<input type="checkbox"/> haphazard	<input type="checkbox"/> contented
<input type="checkbox"/> talkative	<input type="checkbox"/> trainable	<input type="checkbox"/> organized	<input type="checkbox"/> fighter
<input type="checkbox"/> outgoing	<input type="checkbox"/> calm	<input type="checkbox"/> precise	<input type="checkbox"/> aggressive
<input type="checkbox"/> shy	<input type="checkbox"/> agitated	<input type="checkbox"/> lacks precision	<input type="checkbox"/> peaceful
<input type="checkbox"/> agreeable	<input type="checkbox"/> gracious	<input type="checkbox"/> procrastinating	<input type="checkbox"/> self-assured
<input type="checkbox"/> reflective	<input type="checkbox"/> eager	<input type="checkbox"/> rigid	<input type="checkbox"/> deliberating
<input type="checkbox"/> impulsive	<input type="checkbox"/> loyal	<input type="checkbox"/> diplomatic	<input type="checkbox"/> spirited
<input type="checkbox"/> reserved	<input type="checkbox"/> restless	<input type="checkbox"/> arbitrary	<input type="checkbox"/> conservative
<input type="checkbox"/> poised	<input type="checkbox"/> mobile	<input type="checkbox"/> independent	<input type="checkbox"/> practical
<input type="checkbox"/> trusting	<input type="checkbox"/> presence of mind	<input type="checkbox"/> mature	<input type="checkbox"/> evaluating
←	←	←	←

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The *Blueprint For Managing Differences* is directed toward tendencies and not absolutes. It should be tempered with the many factors in the total make-up and environment of the individual. The exercise is designed to assist the manager in understanding the concept of personality differences and to stimulate more effective planning and utilization of human resources.

Module 9 ■ Activity 15 ■ COOPERATION

Activity: Using Skits to Gain Understanding of Communication Styles

Materials Needed: Handouts/Transparency: "Skit Activity-Communication/Personality Styles"

Directions: Arrange the students in groups of three. Give each student a copy of the handout and have them follow the directions. Each group will present its two skits to the rest of the class.

**Time Required:
30 Minutes**

Module 9 ■ Activity 15 ■ COOPERATION

Skit Activity Communication/Personality Styles

20-30 minutes

In groups of three, write a skit in which you show how misunderstandings occur and are subsequently handled (many times causing conflicts and hurt feelings) when one is not aware of the different personality types that others bring to a conversation/work situation. Include at least two of the basic personality types in your skit participants.

Then, write the skit again, this time showing how the conflict/misunderstanding could have been avoided had the participants had an understanding of how the four basic personality types can interact successfully.

10 minutes

Be prepared to present the original skit to the class. Lead the class in its determination of the personality styles conveyed in the skit.

Then, present the revised version in which all misunderstandings have been avoided by using proper communication tools.

Module 9 ■ Activity 16 ■ COOPERATION

Activity: Tips on Getting Along with Others

Materials Needed: Handouts/Transparencies or various sheets

Directions: Several activities are given in this section. Choose the ones you wish to discuss with your class and either give students a copy or make transparencies to use on an overhead projector. No answers are required.

**Time Required:
5 Minutes**

Dealing with difficult people

- ◆ Keep your temper under control.
- ◆ Refuse to act like a victim.
- ◆ Refuse to act like the difficult person.
- ◆ Build friendships in the group.



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Types of Difficult People



The Angry Attacker



The Fault Finder



The Two-Faced Person



The Know-It-All



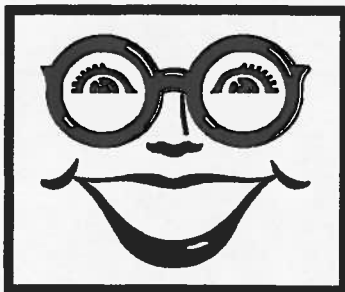
The Constant Complainer



The Cold Shoulder



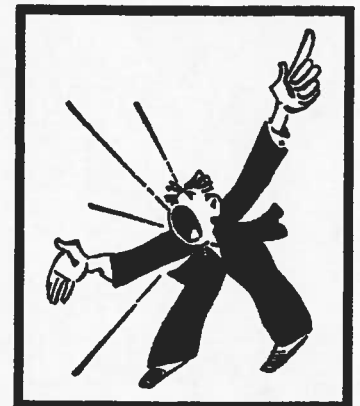
The Time Bomb



The Yes Person



The Sniper



The NO Person

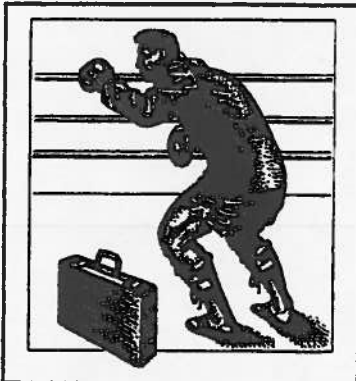
When Dealing With Difficult People:

- ◆ Give them a break. Sometimes they have personal problems that have nothing to do with you.
- ◆ Aim yourself in a positive direction.
- ◆ Think in terms of opportunities.
- ◆ Think about past experiences and what you learned from them.
- ◆ Know what you want from the person. What you don't want usually is obvious. Oftentimes it isn't easy to say what you want.
- ◆ Appreciate yourself.

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Working Together

You Cannot Change Another's Action You Can Only Change Your Reaction



- ✓ Keep your temper under control.
- ✓ Refuse to act like a victim.
- ✓ Refuse to act like the difficult person.
- ✓ Build friendships in the group.

What Is Your Reaction Style?

Rationalization and Denial

You make excuses for the person's behavior. You tell yourself it doesn't matter or pretend the situation is not happening at all.

Burning Bridges

You blow up, make a scene, seek revenge, and come across as unprofessional and out of control.



Finding the Opportunity for Growth

You collect your thoughts, keep your cool, think about how you are feeling, and use the situation to learn more about yourself, your workplace, and difficult people in general. You try to think of a way to defuse the situation while also standing up for yourself.

Module 9 ■ Activity 16 ■ COOPERATION

A Short Course in Human Relations

The SIX most important words:	"I admit I made a mistake."
The FIVE most important words:	"I am proud of you."
The FOUR most important words:	"What is your opinion?"
The THREE most important words:	"If you please."
The TWO most important words:	"Thank you."
The ONE most important word:	"We"
The LEAST IMPORTANT WORD:	"I"

Ten Rules To Work By

- IF YOU OPEN IT, CLOSE IT.
- IF YOU UNLOCK IT, LOCK IT.
- IF YOU TURN IT ON, TURN IT OFF.
- IF YOU MOVE IT, PUT IT BACK.
- IF YOU BORROW IT, RETURN IT.
- IF YOU USE IT, TAKE CARE OF IT.
- IF YOU BREAK IT, REPAIR IT.
- IF YOU CAN'T REPAIR IT, REPLACE IT.
- IF YOU MAKE A MESS, CLEAN IT UP.
- IF YOU SAY IT, MEAN IT.

Almost every organization is made up of four bones—wishbones, jawbones, knucklebones, and backbones:

- The wishbones spend their time wishing someone else would do the work.
 - The jawbones do all the talking, but little else.
 - The knucklebones knock everything that everybody tries to do.
 - The backbones get under the load and do all the work.
-

Module 9 ■ Activity 17 ■ COOPERATION

Activity: Practicing Getting Along With Others Through Case Studies

Materials Needed: Handouts/Transparencies of selected case studies

Directions: Several case studies are given in this activity. Choose the ones you wish to discuss with your class and either give students a copy or make transparencies to use on an overhead projector. Some possible answers are provided.

**Time Required:
5 Minutes**

Human Relations Case Study—Personality Types

The personnel division has just hired a salesperson for your department. The resume indicates the new salesperson has had four sales jobs in the past two years. Record high sales volume was achieved at each location but this person seems to have a problem staying at one job longer than six months. As sales manager you realize how much it costs to train and nurture a new sales person to the point where the company's income from the person's sales exceeds the expense of training. The break-even point is usually six months after a new person begins working for the company. What is your attitude toward bringing this person on board your sales staff? What sort of work environment will the new salesperson require in order to stay contented on the job?

Source: Adapted from Positive Self-Expectancy, 1983, Dennis Waitley, Inc., Rancho Santa Fe, CA 92087.

ANSWERS

Human Relations Case Study—Personality Types

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Answers:

Attitudes will vary. This new salesperson is probably a Director/Controller who will need a fast-paced, constantly changing work environment in order to remain challenged and to stay on the job. However, he/she will no doubt want to move up in the company in order to stay contented.

Source: Adapted from Positive Self-Expectancy, 1983, Dennis Waitley, Inc., Rancho Santa Fe, CA 92087.