

Job Corps TEST Project

**Relationship
Skills
Workbook**

Behavioral Science Associates

Relationship Skills OBJECTIVES:

- Help me get along with others.
- Help me work effectively with others.
- Help me have satisfying close relationships.
- Help me express myself assertively.
- Help me understand others better.

Relationship Skills REQUIREMENTS:

- Attend 6 weekly Relationship Skills Sessions on (day) _____; at (time) _____.
- Participate in session discussions and demonstrations.
- Complete Skill Card Role Play Assignments.
- Complete Workbook Assignments.
- Bring Skill Cards and Workbooks to every Session.

Relationship Skills REWARDS:

- I will be able to get along with others.
- I will be able to earn REWARDS:
 - _____ for 2 Skill Assignments;
 - _____ for Workbook Assignments;
 - _____ for Skill Checks;
 - _____ for video and session demonstrations.

Signed: _____

Witnessed: _____

Date: _____

Session 1

1 - Asserting Your Rights

1. DECIDE what you want
2. DECIDE if you have the right to it
3. THINK about assertive, aggressive, & passive
4. REVIEW how to get it by being assertive
5. ACT in a responsible, assertive way

1 Asserting Your Rights. *Looking out for yourself*
 Assertiveness is looking out for your rights without violating the rights of others. The 5 steps for being assertive are covered in this session.

1. **DECIDE** what you want. Think about a goal that you would like to achieve where you have to relate with others.
2. **DECIDE** if you have the right to it. As a general rule, it is good to try to assertively get what you want as long as you don't violate the rights of others.

Directions: Read through the following and check those which you recognize as basic rights for you and for others.

- | | |
|---------------|---|
| Rights | <input type="checkbox"/> The right to express my own feelings & opinions. |
| | <input type="checkbox"/> The right to ask for what I want. |
| | <input type="checkbox"/> The right to disagree respectfully. |
| | <input type="checkbox"/> The right to be listened to and taken seriously. |
| | <input type="checkbox"/> The right to make & be responsible for mistakes. |

Here are some things that most agree we do **not** have the right to do.

- | | |
|-------------------|---|
| Not Rights | <input type="checkbox"/> The right to do whatever I want. |
| | <input type="checkbox"/> The right to take anything I want. |
| | <input type="checkbox"/> The right to violate the rights of others. |

Asserting Your Rights (continued)

3. **THINK** about *assertive, aggressive, & passive* behaviors. If you decide that you have the right to try for what you want, think about the 3 different ways of trying to get what you want as defined below and on the table on the next page.
 - a. Non-assertive responses are timid, self-denying behavior patterns in which one does not act in his/her own best interest.
 - b. Assertive responses are those in which one stands up for their own basic rights without violating the human rights of others. When acting assertively, one acts in their own best interest, expresses honest feelings, and exercises their rights without anxiety or hostility.
 - c. Aggressive responses violate the rights of others by trying to get your way at the expense of others.

4. **REVIEW** how to get what you want by being assertive. Think about exactly how to act to get what you want in an assertive way.

5. **ACT** in a responsible, assertive way by doing what you planned and thought about in step 4.

Directions: To practice assertive behavior, write below a goal that you would have to work with others to achieve. Then list how you would act in non-assertive, assertive and aggressive ways.

Goal (what you want) _____

a. Non-assertive _____

b. Assertive _____

c. Aggressive _____

Assertiveness Description

	Non-Assertive	Assertive	Aggressive
Description of behavior	Does not express own rights. Permits others to violate rights. Indirect, timid, manipulative. Allows others to choose.	Expresses own rights in a way that does not violate rights of others. Honest & direct. Persistent. Chooses for self.	Expresses rights at expense of others. Temper outbursts or hostile over-reaction. Tries to put down other. Chooses for other.
Feelings when you do this behavior	Weak, hurt, anxious. Disappointed in self at the time and possibly later.	Confident, self-respecting. Feels good about self at the time and later.	Angry, righteous. Feels superior, possibly guilty later.
Non-verbal behavior	Downcast or teary eyes. Slumped, rounded shoulders, head down, shuffling. Nervous gestures. Pleading, soft voice.	Open, direct eye contact. Standing comfortably on two feet, steady, straight. Relaxed. Strong, steady, tone of voice.	Glaring eyes. Leaning forward, stiff, rigid posture. Clenched fists, jerky movements, finger pointing. Raised shrill tone of voice.
Verbal behavior	Rambling statements. Qualifiers (<i>maybe, I wonder if you could just...</i>). Negatives (<i>don't bother, it's not important</i>).	Brief, direct "I" statements. (<i>I think, I feel, I want</i>). Cooperative (<i>Let's, how can we</i>). Statements of interest (<i>What do you think?</i>)	Short, interrupting statements. Threats (<i>if you don't, watch out</i>). Name-calling, demanding. Put-downs. Judgmental.
Outcome	Does not achieve desired goals.	May achieve short and long-term goals.	Achieves short-term goals by hurting others.
Payoff	Avoids unpleasant situations & conflict. Anger builds up. Feels unimportant.	Feels good, valued by self and others. Needs are met, relationships are freer.	Saves up anger to justify blow-ups and emotional outbursts to "get even".

Asserting Your Rights (continued)

Relationship Skills Key Steps. The Relationship Skills Training will cover the following 6 key steps to communicating and getting along with others. Each of these steps will help you work with others to get more of what you want.

Step	Challenge
1. Asserting Your Rights	<i>Looking Out for Yourself</i>
2. Expressing Feelings	<i>Expressing Yourself</i>
3. Making a Request	<i>Working Together</i>
4. Expressing Empathy	<i>Expressing Your Understanding</i>
5. Disagree With Respect	<i>Validation</i>
6. Resolving Conflict	<i>Making Relationships Work</i>

Don't Be a Wimp (Non-assertive)

Don't Be a Bully (Aggressive)

Be Assertive!

Session 1 Homework Assignment

Skill Card Assignment

1 - Asserting Your Rights

1. DECIDE what you want
2. DECIDE if you have the right to it
3. THINK about assertive, aggressive, & passive
4. REVIEW how to get it by being assertive
5. ACT in a responsible, assertive way

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment

	Page
<input type="checkbox"/> Rights & Not Rights	3
<input type="checkbox"/> Acting Assertively	3

Session 2

2 - Expressing Your Feelings

1. MONITOR your feelings
2. IDENTIFY what you are feeling
3. DETERMINE causes & meaning of the feelings
4. THINK of ways of expressing your feelings
5. EXPRESS your feelings in words (*I language*)

2 Expressing Your Feelings. *Expressing yourself*

1. MONITOR your feelings by paying attention to what is going on inside yourself. Take inventory by checking to see if there are any changes in your body (tension, tight muscles) or thinking (worries, troubling thoughts)

Body Check: *How am I feeling? Is there any tension anywhere?*

2. IDENTIFY what you are feeling by labeling the feelings as accurately as you can.

Identify Feelings: *What am I feeling?*

Identify Feelings Exercise

Directions: Sometimes it is difficult to tell exactly what we are feeling. We may just know that we are upset, but not know why or what to call it; or, we may say we're angry when we're scared, etc. We may hide our real feelings even from ourselves. Check: 1) ✓ the feelings that you are aware of having; and, 2) ✓✓ those that you are able to express to others.

- | | | |
|---------------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> affectionate | <input type="checkbox"/> afraid | <input type="checkbox"/> angry |
| <input type="checkbox"/> beautiful | <input type="checkbox"/> brave | <input type="checkbox"/> calm |
| <input type="checkbox"/> confused | <input type="checkbox"/> insecure | <input type="checkbox"/> jealous |
| <input type="checkbox"/> lonely | <input type="checkbox"/> loving | <input type="checkbox"/> optimistic |
| <input type="checkbox"/> pessimistic | <input type="checkbox"/> proud | <input type="checkbox"/> sad |
| <input type="checkbox"/> sexy | <input type="checkbox"/> shy | <input type="checkbox"/> tender |

Expressing Feelings (continued)

3. DETERMINE what's causing the thoughts & feelings by checking out your self-talk and what is going on around you. Try to figure out what your feelings mean and what they are signaling you.

Determine Cause: *What do the feelings mean?*

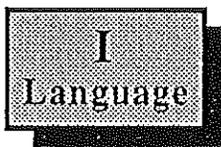
Feeling	Awareness	Cause/Meaning
<i>I feel... fast breathing</i>	<i>I'm aware of... people looking at me</i>	<i>This must mean... I must be anxious</i>
<i>I feel... tense, restless</i>	<i>I'm aware of... thinking about failing</i>	<i>This must mean... worried about school</i>
<i>I feel...</i>	<i>I'm aware of...</i>	<i>This must mean...</i>

4. THINK of ways of expressing your feelings by sharing them with others. This should be done in a time and place when others can respond; and in a way that they can hear you without feeling defensive.

How to express feelings: *How can I let people know how I feel?*

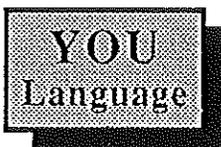
5. EXPRESS your feelings in words (*I language*)

Express feelings: *Right now, I'm feeling...*



I language involves directly expressing how you feel. It is a straight and honest way of talking because the person takes responsibility by *owning* his or her feelings.

Examples: *I feel annoyed. I think that you are upset.*



You language is an indirect way of communicating where the person does not take responsibility by *owning* his or her feelings.

Examples: *You make me annoyed. You are upset.*

Session 2 Homework Assignment

Skill Card Assignment

2 - Expressing Your Feelings

1. MONITOR your feelings
2. IDENTIFY what you are feeling
3. DETERMINE causes & meaning of the feelings
4. THINK of ways of expressing your feelings
5. EXPRESS your feelings in words (*I language*)

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment

	Page
<input type="checkbox"/> Identify Feelings Exercise	8
<input type="checkbox"/> Determining the Cause/Meaning of Feelings	9

Session 3

3 - Making a Request

1. DECIDE what you want from the other person
2. PICK a good time and place to ask
3. THINK about how to ask them
4. STATE your request (*I, positive, & specific*)
5. THANK them for their help

3 Making a Request. *Asking for what you want*

One of the most important relationship skills is that of asking others for help with something. It is clear that we could not survive without the cooperation and help of others. There are some ways of asking that make it likely that people will want to help you; and, there are some ways of asking that make it unlikely that they will help or comply. This session is about how to ask in a way that is likely to work for you.

How you ask somebody says something about how you define the relationship. If you ask politely, it suggests that you see the person as an equal and are trying to treat them with respect. If you order them, it seems like you are defining yourself as superior. Most people don't like requests that sound like orders.

1. **DECIDE** what you want from the other. The first step is to decide what you want from the other person. It should be something that it is possible for them to do and something that they will think is reasonable.
2. **PICK** a good time and place to ask. If somebody is upset or in a hurry, they probably won't be willing to help out; but, if you have helped them in the past and they are able to, they will probably want to do what you ask.

Making a Request (continued)

3. **THINK** about how to ask them. Try to make requests prompt, positive, specific, and using "I" language. For example:

a. **Prompt.** The longer you wait to ask the harder it will be and the more it will sound like an accusation.

Not Prompt: *I wish you had paid me the money you owe me last week.*

Prompt: *I would appreciate it if tomorrow you would pay me*

b. **Positive.** Positive requests let people know what you would like them to do, not what you are upset that they didn't do.

Not Positive: *I wish you had done better last year.*

Positive: *I would appreciate it if tomorrow you would...*

c. **Specific.** Specific requests state exactly what you would like.

Not Specific: *I wish you were more responsible..*

Specific: *I would appreciate it if tomorrow you would pay me the \$4 that you borrowed.*

d. **"I" Language.** "I" language sounds like a request. "You" language sounds like an order.

Not "I" Language: *You should have already paid me back.*

"I" Language: *I would appreciate it if tomorrow you would pay me the \$4 that you borrowed.*

4. **STATE** your request (*I language, positive, & specific*).

a. **Prompt** _____

b. **Positive** _____

c. **Specific** _____

d. **"I" Language** _____

Session 3 Homework Assignment

Skill Card Assignment

3 - Making a Request

1. DECIDE what you want from the other person
2. PICK a good time and place to ask
3. THINK about how to ask them
4. STATE your request (*I, positive, & specific*)
5. THANK them for their help

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment

Page

- | | |
|--|----|
| <input type="checkbox"/> Making a Request | 12 |
| <input type="checkbox"/> When a Request Sounds Like an Order | 13 |

Session 4

4 - Expressing Empathy

1. OBSERVE the other person closely
2. LISTEN actively to what they are saying
3. THINK about what they may be feeling
4. LET them know that you understand
5. Check it out by asking for FEEDBACK

4 Expressing Empathy. *Expressing understanding*

Empathy is understanding accurately how another person is feeling. It is the skill of putting yourself in the other person's shoes and seeing things through their eyes. Getting along, cooperating, caring for somebody, and wanting to help them all come from our ability to *empathize*.

Those people who are not able to empathize are likely to treat others in insensitive and hurtful ways, even when they don't mean to.

It is not easy to empathize as:

- a. people are complex— often feeling several different ways at the same time;
- b. they sometimes aren't sure how they feel;
- c. they may not want to tell you clearly what they are feeling; and,
- d. you have to be able to keep your own feelings from getting in the way;

This session will cover how to figure out what someone is feeling and let them know that you care and understand. The act of communicating empathy is a very powerful gift.

1. **OBSERVE** the other person closely. In order to be able to tell what another person is feeling you need to pay attention to a range of clues including:

appearance	posture
tone of voice	facial expression

Expressing Empathy (continued)

2. **LISTEN** actively to what they are saying. *Active listening* is listening not only to *what* people are saying but also *how* they are saying it. By listening actively you encourage the other person to talk about their feelings with you. It encourages them to trust you enough to share something important— their true feelings.

To practice active listening, you have to listen in a way that lets the other person know that you are really interested in what they are saying. What ways can you think of to do this?



To actively listen to another person is one of the most powerful gifts that you can give them. List how you feel when somebody is really listening to you: _____

3. **THINK** about what they may be feeling. As you observe and actively listen, you will want to think about and try to figure out what the person may be feeling. There are several ways of doing this.
- a. Think about how you would feel if you were in their place.
Ask yourself: *How would I feel if that was me?*
 - b. Because people often have several feelings at the same time, it is important not to stop with the first answer you come up with
Ask yourself: *They may be feeling both ... and ...*
 - c. Try to understand why they are feeling the way they do.
Ask yourself: *They may feel ... because ...*

Directions: Think of a recent time when somebody was trying to tell you something important to them and answer:

a. *How would I feel if that was me?* _____

b. *They may be feeling both ... and ..* _____

c. *They may feel ... because ..* _____

Expressing Empathy (continued)

4. LET them know that you understand. After you have 1) observed, 2) listened, and 3) thought about what the other is feeling, the next step in expressing empathy is to communicate that you have heard and understand them. This can be done through your:
- a. words (*I see what you mean, that's tough, no wonder you're upset, yeah, I hear you*); and,
 - b. actions (eye-contact, nodding, touching, shaking hands, staying with them, standing close)

List the ways that you can think of to let someone know that you care and are trying to understand how they are feeling.

Good & bad Examples: It is important to communicate that you care enough to *try* to understand, not that you *know* that you understand. Most people feel that nobody can really *know* what they feel and it may make them angry if someone says this to them.

Bad *I know just how you feel.*
Your reaction: _____

Good *I care about how you feel. Is this what you're feeling?*
Your reaction: _____

5. Check it out by asking for **FEEDBACK**. In order to find out whether you have accurately understood how the other is feeling, you have to share your interpretation and ask for feedback (their reactions to your understanding). Expressing empathy without getting feedback would be like shooting baskets and not knowing if they went in or not. Without feedback: 1) you won't ever know if you were right or wrong; and, 2) you won't be able to get better at expressing empathy.

Examples: *Is that how you're feeling?, I'm guessing that you feel...is that right? I would probably feel...is that how you feel?*

Expressing Empathy (continued)

Expressing Empathy Exercise. Think of a situation where you could practice or role play expressing empathy. Then list what you would do for each of the following steps.

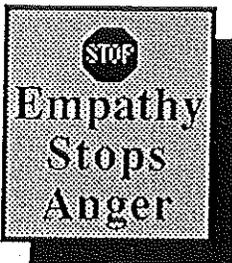
1. **OBSERVE** the other person closely.
appearance & posture: _____
tone of voice & facial expression: _____
2. **LISTEN** actively to what they are saying. _____

3. **THINK** about what they may be feeling.
How would I feel if that was me? _____

They may be feeling both ... and .. _____

c. They may feel ... because .. _____

4. **LET** them know that you understand.
a. words: _____
b. actions: _____
5. **Check it out** by asking for **FEEDBACK**. _____



The first thing that we usually do when getting angry is to label the other person (*that jerk*). Labeling is the opposite of empathy. The more we are in tune with another person, the less angry we will be with them. As soon as you are able to see the situation through the other's eyes (empathize), your anger will go away.

Session 4 Homework Assignment

Skill Card Assignment

4 - Expressing Empathy

1. OBSERVE the other person closely
2. LISTEN actively to what they are saying
3. THINK about what they may be feeling
4. LET them know that you understand
5. Check it out by asking for FEEDBACK

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment	Page
<input type="checkbox"/> Active Listening Techniques	16
<input type="checkbox"/> Listening As A Gift Question	16
<input type="checkbox"/> Thinking About Feelings	16
<input type="checkbox"/> Communicating Understanding Techniques	17
<input type="checkbox"/> Good & Bad Examples	17
<input type="checkbox"/> Expressing Empathy Exercise	18

Session 5

5 - Disagree with Respect

1. LISTEN actively to the other person
2. THINK about what they may be feeling
3. ASK questions to make sure you understand
4. Let them know you UNDERSTAND
5. VALIDATE their opinion
6. AGREE or REPEAT your opinion

5. Disagree with Respect. *Validation*

You won't always agree with what other people say and do. In fact, you will probably find yourself disagreeing often with people that you want to continue to be friendly with. So, it is important to know how to disagree in a respectful, assertive way without either giving in or hurting people's feelings. This session is about the skill of letting another person know that you respect them and their right to their own opinions even if you don't happen to agree with them.

1. LISTEN actively to the other person. As you learned in the last session, active listening is a lot more than just hearing what someone is saying. It is listening to how they are saying it and communicating your interest and understanding. By listening, you communicate respect for the other's opinion— and, this alone will reduce the level of conflict. It often seems to be considerably harder to listen to someone saying something that you don't agree with than it is listening to statements that you do agree with.

Agree

Easy to listen to what they are saying. Feel comfortable and understood.

Disagree

Hard to listen. Feel uncomfortable. Worry that they will try to argue or talk you into something you don't want.

Disagree With Respect (continued)

2. **THINK** about what they may be feeling. It doesn't cost you anything to listen and think about things that you disagree with. Nobody can make you change your mind or make you do something that you don't want to do. The better you understand their position, the more you will be able to empathize.

3. **ASK** questions to make sure that you understand. Asking questions is a good way to let them know that you are trying to understand their position. This will also reduce the level of conflict and misunderstanding. It is when people feel that you aren't listening, paying attention, or trying to see things their way that they get hot and unpleasant.

Ask: Let's see if I understand...?, Is this what you mean...?

4. **LET** them know you **UNDERSTAND** their opinion. When you are able to repeat the persons position back to them, it will be obvious that you have taken the trouble to listen and understand. This may be more important to them than trying to get you to change your mind.

Let them know you understand: You're upset that...Now I see what you're upset about, I understand your opinion.

5. **VALIDATE** their opinion. It is important when disagreeing, to let the person know that you respect them and their right to have the opinion, even though you don't agree with it. This is the skill of *validation*.

Tell them you respect: I think you have a right to your opinion, but I just don't agree with you? I understand how you feel, but I can't agree.

What are the ways you can think of to let someone know that you respect their opinion.

Disagree With Respect (continued)

6. **AGREE** with them or **REPEAT** your opinion. You have the right to either agree or to hold to your original opinion; and, you can do either of these without getting angry or defensive then repeat your own position and agree to disagree.

Agree *I agree with you. I think you're right.* or
or repeat: *I still think that... I guess that we're just not able to agree.*

Disagreeing With Respect Exercise. Think of a situation where you could practice or role play disagreeing. Then list what you would do for each of the following steps.

1. **LISTEN** actively to the other person. _____

2. **THINK** about what they are saying & feeling. _____

3. **ASK** questions to make sure that you understand. _____

4. Let them know you **UNDERSTAND** their opinion. _____

5. **VALIDATE** their opinion. _____

6. **AGREE** with them or **REPEAT** your opinion. _____

You can listen to someone without getting upset.

You can understand their opinion without agreeing with it.

You can agree with their right to the opinion without agreeing with them.

People don't have to agree to respect each other and get along.

**Validation = Listening + Respect
(not agreement)**

Session 5 Homework Assignment

Skill Card Assignment

5 - Disagree with Respect
<ol style="list-style-type: none"> 1. LISTEN actively to the other person 2. THINK about what they may be feeling 3. ASK questions to make sure you understand 4. Let them know you UNDERSTAND 5. VALIDATE their opinion 6. AGREE or REPEAT your opinion

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment	Page
<input type="checkbox"/> Respect Techniques	21
<input type="checkbox"/> Disagreeing With Respect Exercise	22

Session 6

6 - Resolving Conflict

1. DEFINE the issue
2. STICK to the issue (don't escalate)
3. Suggest COMPROMISE (2 *winner*) solutions
4. ACTIVELY LISTEN to their suggestions
5. AGREE on the compromise solution
6. CONGRATULATE each other on your success

6 Resolving Conflict. *Making relationships work*

In order to get along and make any relationship work you have to have skills to resolve the conflicts that are a normal part of all relationships. It is important to remember that the goal is not to avoid or win all conflicts; rather, it's to resolve them through compromise that is acceptable to all.

1. **DEFINE** the issue. Problems should be defined in specific, two-sided terms that suggest mutual ownership. Only 1 or 2 examples should be given as more will just make the other defensive.

Define the issue: *It seems to me that our problem is....*

One Sided

Examples: *You have a problem...You better...*
 Question: How do you think one sided definitions will work: _____

Two Sided

Examples: *We have a problem...Why don't we...*
 Question: How do you think two sided definitions will work: _____

Non Specific

Examples: *Why can't you be more responsible*
You better shape-up
I'm tired of your playing the fool.

Specific

Examples: *I would like it if you would pick up your tools...I wish you would be quiet when I'm trying to watch TV.*

Resolving Conflict (continued)

2. **STICK** to the issue (don't escalate). As long as you stick to the issue it is likely that the argument won't get a lot worse and that you will be able to resolve it successfully. Conflicts escalate when the discussion shifts from away from the issue to each other's personalities.

Conflict Resolution		Conflict Escalation
Issue	↔	Personality
Win-win <i>How can we both win?</i>		Win-lose <i>I'm right and you're wrong.</i>
Present <i>How can we work it out now?</i>		Past <i>You've been wrong for years.</i>
Mutual definition <i>We have a problem.</i>		Blaming definition <i>You have a problem.</i>
Realistic <i>I would prefer it if...</i>		Win-lose <i>I've got to get my way!</i>
How questions <i>How can we work it out?</i>		Why questions <i>Why can't you do it my way?</i>

3. Suggest **COMPROMISE** (2 winner) solutions. It may seem like strange advice, but it is important not to try to win a conflict with a friend. This is because the loser will just try again to win and this will keep the conflict going. The best approach is to seek a *two winner* solution, in which both of you feel as though you got part of what you wanted (won).

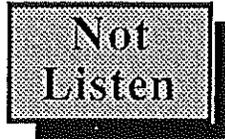


To resolve conflict, you have to:

- 1) Stick to the issue,
- 2) Stop trying to win, and
- 3) Start communicating and compromising.

Resolving Conflict (continued)

4. **ACTIVELY LISTEN** to their suggestions. To actively listen you must communicate to the other that you are interested in listening to and understanding their position. Often people are as interested in having their point of view understood as they are in "winning".



Examples: Look away, don't make eye-contact, do something else while they are trying to talk, interrupt, don't ask questions, act like you aren't interested.



Examples: Look at the person, make eye-contact, give them your complete attention, don't interrupt, ask for clarification (*let me see if I understand..*) give feedback (*I see what you mean, I think I understand, OK*).

5. **AGREE** on the compromise solution. When you have reached agreement on the compromise, repeat it to make sure that it is clearly understood by all.

Agree: It sounds like we have agreed to...Is that how you see it too?

6. **CONGRATULATE** each other on your success. Working out conflicts is hard work. You should congratulate each other when you have been successful.

Congratulate: I'm really glad that we were able to work this out. Thanks for listening.

Summary: Understanding Conflict

Conflict is normal	It is highly unlikely that you and your friends will want to do the same thing at the same time.
Conflict & caring	People have conflict when they care about each other.
Don't try to win	Winning just keeps conflict going by causing the other to want to even the score.
Conflict goal	The goal is not to avoid conflict or to win; but, to learn skills to contain and resolve conflict.

Resolving Conflict (continued)

Resolving Conflict Exercise. Practice by writing out a conflict resolution example.

1. DEFINE the issue (brief, specific, two-sided, mutual ownership).

2. STICK to the issue (2 winner, present, mutual, realistic, how questions).

3. Suggest COMPROMISE (2 winner).

4. ACTIVELY LISTEN.

5. AGREE on the compromise.

6. CONGRATULATE.

Relationship Skills Summary.

Step	Challenge
1. Asserting Your Rights	<i>Looking Out for Yourself</i>
2. Expressing Feelings	<i>Expressing Yourself</i>
3. Making a Request	<i>Working Together</i>
4. Expressing Empathy	<i>Expressing Your Understanding</i>
5. Disagree With Respect	<i>Validation</i>
6. Resolving Conflict	<i>Making Relationships Work</i>

Session 6 Homework Assignment

Skill Card Assignment

6 - Resolving Conflict
<ol style="list-style-type: none"> 1. DEFINE the issue 2. STICK to the issue (don't escalate) 3. Suggest COMPROMISE (2 <i>winner</i>) solutions 4. ACTIVELY LISTEN to their suggestions 5. AGREE on the compromise solution 6. CONGRATULATE each other on your success

	Situation	Date	Staff
<input type="checkbox"/> Role Play #1	_____	_____	_____
<input type="checkbox"/> Role Play #2	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____
<input type="checkbox"/> Extra Credit	_____	_____	_____

Workbook Assignment	Page
<input type="checkbox"/> Define the Issue Questions	24
<input type="checkbox"/> Conflict Resolution Questions	27