**Conversations about Conflict—Program Goals & Outcomes**

\*\*The following goals & outcomes are applicable to anyone completing the Mentor Experience.

**Goal 1:** **Students will increase their knowledge of conflict, including knowledge of self and factors that contribute to conflict.**

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| Outcome | Activity | Assessment |
| As a function of the new program, students will be able to name 3 natural emotional triggers that contribute to conflict. | 1. Button activity – time for reflection and discussion about emotional triggers. Students will be naming the things that push “their buttons.”
 | As discussed in class three natural emotional triggers for conflict are: A, Light sensitivity, physical appearance of others, and rude behaviorsB. Differences in cultural norms, personal attitudes, and needs C. Time of day, hunger, and moon phaseD. Poor personal hygiene, low self-esteem and lack of cultural awarenessAs discussed in class which of the following is not a natural emotional trigger for conflict?1. Personal Attitudes
2. Differences in cultural norms
3. Personal needs
4. Low self esteem

As discussed in class which of the following is a good definition of cultural norms?1. Different types of behavior, dress, and or attitude that are normal for different cultures
2. Ways of walking, talking and eating that change from country to country
3. Different strategies for meeting and getting to know other people from different cultures
4. Systems of attitude that may threaten others as they relate to race, creed or color
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| Students will be able to identify and distinguish between positions, interests, and needs as they relate to conflict.  | Presentation with handouts defining interests, positions, and needs, followed by a case study. | As discussed in class, which of the following represent positions, interests and needs? A. Please remove your socks from my desk; they are disgusting. I don’t want this to become a pattern. I appreciate a clean dorm room.B. Your socks stink. Please move them. I want you to wash your clothes so that I do not have to smell them.C. Explain why your socks are on my desk! Get them off and keep them off. Find a drawer for those things!D. When I see your socks on my desk I feel powerless. I think you know how I feel when you leave your socks on my desk. Your socks are really smelly!As discussed in class the following is a typical *position* in a conflict, and may serve to make the conflict worse:1. I am hurt by your words
2. Your socks are smelly and you do this on purpose
3. I do not understand you at all!
4. Leave the socks on your side of the room please

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| Students will be able to identify 7 different stages of conflict. | Presentation, followed by discussion.  | Identify the seven stages of conflictA. Latent, Emergent, Escalation, Crisis, De-escalation, Settlement, Post-conflictB. Arbitration, Emergence, Crisis, Escalation, Tenacity, Resolution, PerseveranceC. Emergence, Inter-mediation, Escalation, Intervention,Crisis, Intercession, Resolution |
| Students will be able to identify their conflict style according to Ron Kraybill’s conflict inventory assessment included in his peace building Toolkit for Educators. | Prior to class have students take a conflict style inventory. We will discuss the results in class. | What is your conflict style according to Ron Kraybill’s inventory assessment? How does this conflict style help and or hinder you in conflict? |
| Students will be able to name all 5 conflict styles as described by Ron Kraybill in his Peace building Toolkit for Educators.  | Prior to class have students take a conflict style inventory. We will discuss the results in class. | The five conflict styles according to Ron Kraybill are: A. Directing, Harmonizing, Avoiding, Cooperating, And Compromising.B. Directing, Lecturing, Including, Avoiding, Challenging.C. Locating, Categorizing, manipulating, Externalizing And Cooperating.D. Learning, Cooperating, Maintaining, Internalizing, And Including According to Ron Kraybill which is not a conflict style?1. Avoiding
2. Compromising
3. Harmonizing
4. Challenging

According to Ron Kraybill which is a conflcit style?1. Lecturing
2. Mothering
3. Listening
4. Avoiding
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| Students will be able to identify 3 barriers to good communication and conflict resolution (i.e. power imbalances, cultural differences, alcohol, etc.) | Brick wall activity – students will right various barriers to good communication on a paper brick which will be used to create a wall, a barrier. | As discussed in class which of the following is NOT a barrier to conflict resolution?A. Alcohol useB .Cultural differencesC. Good listening skillsD. Cultural differencesCultural differences are a typical barrier to conflcit resolution because: 1. Understanding another culture is not difficult
2. In a conflict understanding another’s culture is not a top priority, no one really wants to understand another culture
3. Cultures are really similar and differences can be hard to notice
4. we must develop and recognize our strengths and weaknesses with regards to understanding other cultures – which requires self-awareness

As discussed in class alcohol is a major contributor to poor communication and difficulty with resolving conflcit because:1. Alcohol impairs judgment
2. Alcohol inhibits the ability to discern between small issues and large problems
3. Alcohol hinders the ability to communicate our needs effectively
4. All the above
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**Goal 2: Students will develop skills to help them navigate conflict**

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| Outcome | Activity | Assessment |
| As a function of the new program, students will be able to identify 3 strategies for controlling emotions (i.e. taking a deep breath) | Onion card activity and discussion of self-care. | What are 3 strategies discussed in class for controlling emotions?Which is NOT a strategy discussed in class for controlling emotions?1. Jumping to conclusions
2. Clearly and calmly communicating your needs in a conflict
3. Taking a deep breath
4. Listening for what other people need from you in a conflcit

True or False. Calmly communicating your needs is a strategy for controlling one’s emotions.  |
| As a function of the program students will be able to identify 3 strategies for good communication (i.e. I statements, clarifying statements, paraphrasing, etc.) | Presentation followed by discussion and practice.* Summer summarization activity
* Gossip article reframing/paraphrasing activity
* Active listening role playClarification activity
 | As discussed in class which of the following are a group of good examples of communication?A. I feel hurt right now. I think you are saying that my socks being on your desk is part of a bigger problem. You are telling me that this is a big problem for you even though you know it is not such a big deal for me.B. I feel that you are the problem. I think you are saying that I am the problem. I hear you saying that I am always the problem.C. Every time you do that I get angry. You are saying that you can’t help being dishonest. I hear you saying that I am lying.D. I know that you are the problem in this, not me. I hear you saying that I am wrong about everything. I think what you are saying is that you are perfect.The following are all examples of good communication while in a conflict, except:1. I feel frustrated by having to ask that you keep your socks off of my desk
2. I think you are wrong and that your behavior is unacceptable
3. I hear you saying that you are angry about how our room looks to guests that come to visit
4. So for you this is a big problem and you are really frustrated with it

.True or False, The Following is an example of paraphrasing:“What I hear you saying is wrong.” |

**Goal 3: Students will have opportunities to think critically about how personal choices impact the community**

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| Outcome | Activity | Assessment |
| Students will have an opportunity to share their story and what they would/could have done differently now that they know more skills. | Role play: Share each other’s stories and role play a different and more positive approach for each other  | Rubric for Role Play |

**Goal 4: Students will become more aware of opportunities and resources on campus to help work through conflict as well as continues learning about conflict resolution.**

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| Outcome | Activity | Assessment |
| Students will be able to identify and describe elements of 3 different approaches to addressing conflict (i.e. mediation, restorative justice, conflict coaching, etc.) | Presentation followed by discussion. | Which of the following is an example of Mediation:1. Meet privately with the person you are having a conflcit with and telling them you are sorry for your part of the problem
2. Meet with the person or group you are having conflict with and a mediator from one of the JMU offices to discuss the problem and find resolution.
3. Email or text your thoughts about how you have been wronged to someone
4. Show proof of harm in a court of law

Two of the pillars of Restorative Justice are: 1. Payback and revenge
2. Harms and guilt
3. Obligations and resentment
4. Harms and obligations

True or False, Conflcit Coaching is characterized by working with a conflict coach to explore positive ways of dealing with conflict. |
| Students will be able to name 3 offices on campus that provide conflict resolution/ transformation, mediation or counseling services when students need help with conflcit | Video of partners on campus. |  True or false: The office of Judicial Affairs uses Restorative Justice when practical to help students and groups on campus deal with conflict As discussed in class The JMU campus Counseling Center is available for which of the following:1. Consultations about conflcit problems
2. Mediation with parties in conflict
3. Counseling services for students dealing with internal conflcit
4. All the above
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