


The Texas A&M University System
Conflict Resolution Training
(Beginning Course)

System Ethics and Compliance Office
February 2021
Presented via Webex by
Rick Olshak, Director, Title IX Compliance




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Conflict Resolution Training

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Section One

Introduction to the Training Program



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- Introduction (overview)

- Program designed for investigators for all conflict resolution practitioners across The Texas A&M University System
- Serves as a “baseline” training curriculum and assumes no previous knowledge and/or experience
- Intended to be complemented by “deeper dive” training programs in specific areas of application
- Program does not target and practice specific skill areas – these come in later programs. The focus of this training is on understanding conflict and conflict resolution



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Conflict Resolution Training

- **Our Agenda:**

- **Day One**

- Conflict and Relationships
 - Conflict Styles

- **Homework!!!**

- You will be given an assignment to complete prior to tomorrow's session. Instructions will be given at the end of this program. The assignment should take no more than 15 minutes to complete.

- **Day Two**

- Exercise
 - The Conflict Resolution Menu
 - Culture and Conflict
 - Future Trainings and Skill Requirements

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Conflict Resolution Training

Rick's Background

1. Has served as a mediator in higher education as well as court and community settings (NY and IL)
2. Developed mediation programs at Georgetown University, SUNY-Cortland, and Illinois State University
3. Has taught college courses on both conflict resolution and mediation
4. Authored "Mastering Mediation: A guide to training mediators in a college and university setting" (2001); new curriculum entitled "Mastering Conflict" now under development by Olshak and D. Matthew Gregory
5. Co-developer of RESOLVE © – a new personal conflict styles inventory that will be publicly available in 2021 for use in personal, professional, and clinical settings

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Rick's Background

6. Has provided conflict resolution and mediation training to:

- | | |
|--|-------------------------------------|
| Association for Student Conduct Administration (11) | Louisiana State University |
| Bowling Green State University | Metropolitan State College (Denver) |
| Bridgepoint Education | Middle Tennessee State University |
| Central Illinois Dispute Resolution Services (court) | Penn State University |
| College Administration Publications | Rutgers University (2) |
| College of Wooster (OH) | Tufts University |
| Concordia University – Wisconsin | University of Arkansas |
| DePauw University | University of Chicago |
| East Carolina University | University of Notre Dame |
| Emory University | University of Southern Indiana |
| Illinois State University (annual) | University of Tampa |



Section Two

Conflict and Relationships

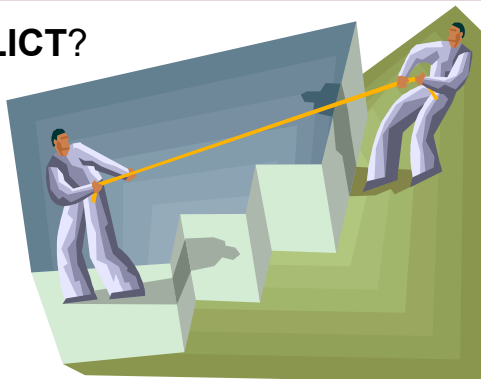


A Question...

Since we are going to ultimately train people to be facilitators of conflict resolution processes, why don't we begin with teaching you about facilitation, mediation, and restorative practices, and how to do them well?



What is **CONFLICT**?



Take a few seconds to write down three to five emotions you experience when you find yourself in a conflict. Let's share some of these emotions.



RELATIONSHIPS



Take a few seconds to write down the relationships of value that you will have in your life. Who are they with? Let's share some of these relationships.

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CONFLICT AND RELATIONSHIPS



Which of your relationships or value will never experience conflict? Please list all of these.

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CONFLICT AND RELATIONSHIPS



1. Conflict exists in every relationship of value in our lives.
2. Conflict is more frequent and more emotionally intense in our most important relationships.
3. How we view conflict directly affects the quality of our relationships.
4. Conflict can be successfully navigated to improve relationships.

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It's all about perspective...



How we **often** view conflict

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It's all about perspective...



How we **should** view conflict



It's all about perspective...



To be a successful resolver of conflict, one must be able to see conflict as a natural and healthy part of every relationship and believe that parties can work together with your help to find mutually satisfying outcomes to their conflicts. This will improve the quality of people's relationships.



It's all about perspective...



To successfully manage conflicts in our lives, we must:

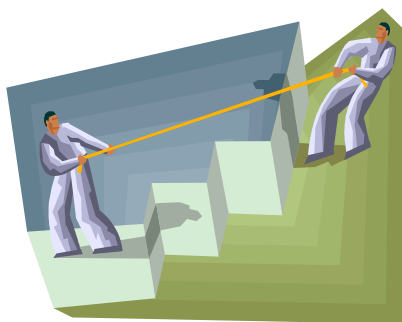
- Understand what conflict is
- Understand what conflict styles are
- Understand our own predisposition towards conflict

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What is **CONFLICT**?



Let's provide an intellectual definition to an emotional phenomenon...


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What is **CONFLICT**?



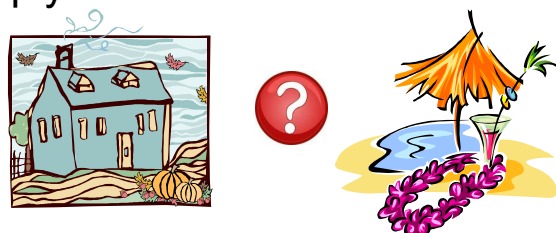
CONFLICT is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals. (Wilmot & Hocker)

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Let's apply this definition...



Rick's Conflict: House or Hawai'i?

- Interdependent Parties?
- Incompatible Goals?
- Scarce Resources?
- Interference from Others?

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CONFLICT



Beyond the components of conflict, how we communicate about conflict also impacts how successful we are in managing conflict situations. Think about the emotions you listed, and how they affect the way that you manage conflict. When in conflict, are we more focused on communicating our interests and needs, or do we focus instead on using our emotions to justify our positions or actions?



PIN Model of Conflict

Positions

- what we say we want

Interests

- what we really want

Needs

- what we must have



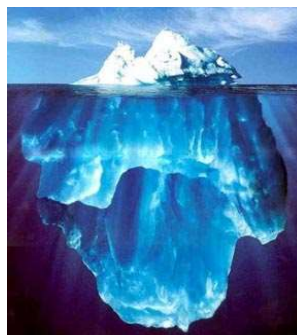
Applying the PIN Model of Conflict

Rick's Conflict



What does the house represent?

- stable environment for family
- transition from one life phase to another
- shared investment in relationship
- addressing "limited window" to have children



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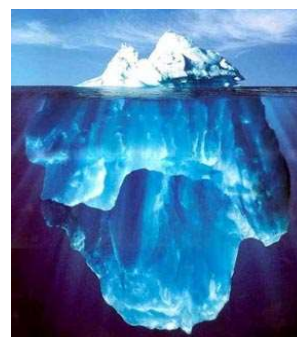
Applying the PIN Model of Conflict

Rick's Conflict



What does Hawai'i represent?

- enjoyment and independence
- mutual investment in relationship
- personal value regarding travel to new places
- achieving a long-held personal goal



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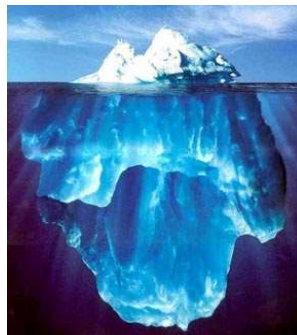
Barriers to Conflict Resolution

Visible

- statements
- behaviors
- positions

Invisible

- perceptions
- assumptions
- values
- beliefs
- attitudes
- biology

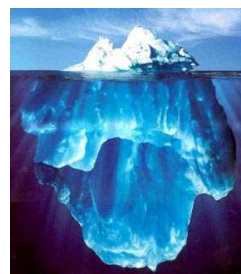


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Barriers to Conflict Resolution

Invisible

- perceptions
- assumptions
- values
- beliefs
- attitudes
- biology



An important role of the mediator is to help parties check the accuracy of their perceptions and assumptions. These influence people's attitudes and beliefs about situations and people. In general, people do not negotiate values. Values can and should be acknowledged. Finally, all our brains (based on our biology) are not wired the same; individual differences can complicate conflict situations.



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- Parking Lot

Are there questions about any of the material covered so far?

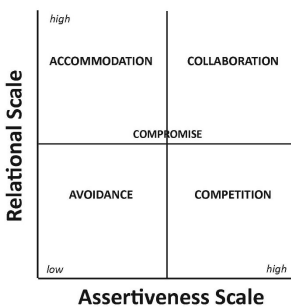


Section Three

Conflict Styles



Conflict Styles



Let's briefly examine each of the conflict styles...

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Conflict Styles

Avoidance

What does avoidance look like?

- Ignoring the problem/conflict
- Denial of the problem/conflict
- Evasion of the problem/conflict
- Joking about the problem/conflict



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Conflict Styles

Avoidance

When to practice?

- When the issue or relationship is unimportant
- When there is no chance of a positive outcome
- When risks of confrontation outweigh benefits of resolution
- When other party has significantly greater power
- When one or more parties needs time to “cool down”
- When it is appropriate to let others resolve conflict



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Conflict Styles

Avoidance

Disadvantages?

- Decisions made by default/without input
- Issues likely to remain unresolved
- Loss of influence in a situation or relationship
- Leads to self-doubt and loss of self-esteem
- May be unable to deal with conflicts in the future
- Demonstrates a lack of caring/investment



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Conflict Styles

Accommodation

What does accommodation look like?

- Giving in or giving up
- Denying one's own needs
- Placing harmony in the relationship over the issues in conflict



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Conflict Styles

Accommodation

When to practice?

- When one is wrong/other is right
- When there is a desire for harmony in the relationship
- When relationship is more important than the dispute
- When losses can be minimized
- When a party needs to "save face"
- When one wants leverage for future conflict



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Conflict Styles

Accommodation

Disadvantages?

- Requires party to give something up
- Issues likely to remain unresolved
- Does not generate creative solutions
- Can cause frustration and/or resentment
- Creates a loss of influence in situation/relationship
- Can damage relationships
- Can foster competition over “niceness”



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Conflict Styles

Competition

What does competition look like?

- Hostile remarks or jokes
- Threats and/or coercion
- Denial of own responsibility
- Verbal arguments
- Physical altercations
- Covert actions



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Conflict Styles

Competition

When to practice?

- When immediate and decisive action is necessary
- When the style will be rewarded
- When there is no relationship of value
- When the issue is more important than the relationship
- Where a party needs to prove commitment/strength
- When total victory is desired
- When competing can bring parties together/make both better



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Conflict Styles

Competition

Disadvantages?

- Strains/damages relationships
- Requires that one/both/all be “losers” in conflict
- Conflict may escalate
- Less likely to use constructive approaches later
- May encourage covert actions
- Can lead to stalemates
- Creates resentment and/or desire for revenge



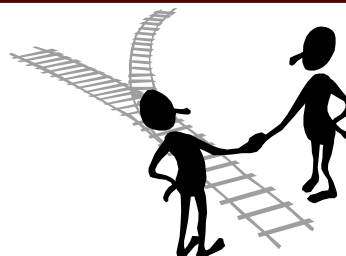
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Conflict Styles

Compromise

What does compromise look like?

- Direct communication
- Finding a “middle ground”
- Give and take
- Appeals to being “reasonable”
- Finding short term “peace keeping” resolutions

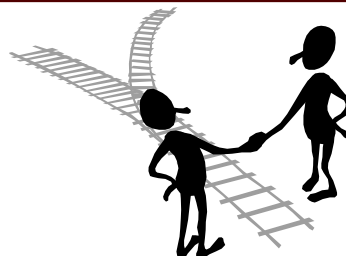


Conflict Styles

Compromise

When to practice?

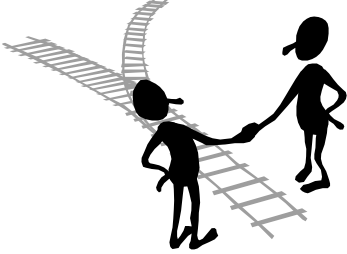
- When a temporary solution is needed
- When parties are of equal power
- When parties wish to save time and energy
- When doing so “seems fair” to all parties



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Conflict Styles

Compromise



Disadvantages?

- Often leaves underlying issues unresolved
- Issue may become a recurring problem
- Parties required to give something up
- One/both/all parties may not be completely satisfied
- Becomes an easy way out of creative conflict resolution
- Leads to “position padding”


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Conflict Styles

Collaboration



What does collaboration look like?

- Open and honest dialogue that is positive and constructive
- Willingness to listen to another view
- Emotions dealt with properly
- Seeking input from other party
- Willingness to accept responsibility for one’s actions
- Giving ground without “giving in” (reason v. compromise)


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Conflict Styles

Collaboration



When to practice?

- When the relationship is important
- When a mutually satisfying outcome is sought
- When both views/sides are too important to compromise
- When underlying issues need to be addressed
- When one wants to avoid destructive means for handling conflict
- When new and creative solutions are desired


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Conflict Styles

Collaboration



Disadvantages?

- Takes more time and energy
- Requires both parties to be committed to the process
- Makes a party appear unreasonable if he/she later decides against collaboration
- A collaborative party may appear weak to an aggressive party

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Conflict Styles

Relational Scale	high	ACCOMMODATION	COLLABORATION
	low	AVOIDANCE	COMPETITION
		COMPROMISE	
		low	high

Assertiveness Scale



Take a moment to think about your conflict style while we review this chart. Rank how you think you respond to conflict, from most frequent (1) to least frequent (5) for Avoidance, Accommodation, Compromise, Competition, and Collaboration.

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So whatever happened...?


?


Rick's Conflict: House or Hawai'i?

Show of hands for:

- Going to Hawai'i?
- Buying the house?

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So whatever happened...?



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So whatever happened...?



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Homework

1. Please visit the Conflict Styles Assessment at the United States Institute of Peace
<https://www.usip.org/public-education/students/conflict-styles-assessment>
2. Take the survey (should take no more than 15 minutes)
3. Review and print/save your results
4. Bring your results tomorrow

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- Closure Activity

Please write down one piece of information to heard in this session (from anyone) that was either new to you, or made you think about something you already knew (or thought you knew) differently?



We will ask for 3-5 people to share their reflections

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- Parking Lot

Are there questions about any of the material covered so far?



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Day Two – “Housekeeping”


Reminder - Maintain an open Chat window and participate often
Use Raise Hand feature when prompted as well

Reminder - Training sessions are cumulative in nature; each session is a prerequisite to the next

Note - Annotated bibliography

Adjustment to Schedule -
High Context Training means slowing down and pushing some material to the next training

Adjustment to Mediation and Restorative Practices trainings (re-thinking delivery) – will be reviewed at end of session



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Section Three

Conflict Styles Exercise (Guided Imagery)



Conflict Styles

Guided Imagery



Conflict Styles

Guided Imagery

1. Get yourself into a relaxed body position
2. Put down anything in your hands
3. Relax and close your eyes.



Guided Imagery

I'm going to ask you to use your imagination to recreate a typical scene from your childhood. Your scene will be safe, and you will be protected as children should be. Pretend that you are going back in time. Back to when you were just five or six years old. As you begin to recognize your childhood surroundings, consider the colors and familiar scenery around you. Where is your imagination taking you? Are you in a family house? The house of a playmate? Outside in your backyard? Maybe you are in school or on a school bus. Perhaps you are on vacation. Let your imagination settle into a familiar childhood setting. Take in the sights and sounds. Imagine the smells around you. Can you find a favorite toy laying nearby? Remember a game that you might have played. What is it? Can you smell a favorite food from the kitchen? Think about how you are feeling. Are you excited? Happy? Scared? As you become more familiar with your childhood setting, take a moment to figure out who is in the scene with you. Are you alone? Perhaps you see family members or friends. What are they doing?



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Guided Imagery

Now, pretend as a five- or six-year-old, that you have an imaginary friend with you on your journey. This friend has never been to your childhood location before. Your friend is anxious to fit in so that he or she will not be discovered. Show your friend around your chosen location. Help your friend take in the sights and sounds by describing your surroundings to him or her. It is important that your friend fit in in all ways. Your friend needs advice from you as a child on how to handle conflict in your childhood place. What must you tell your friend in order to fit in? Must your friend learn different ways to act with different people? How about in different childhood situations? How must your friend react to conflict in order to fit in? In order to be safe and happy? Once you have successfully helped your imaginary friend understand how to react to conflict in your childhood place, you have done your job. It is now time to come back from your childhood memory. Say goodbye to fond memories or leave behind those that challenged you as a child. They are safe in the past. Take a few minutes to move away from your childhood place and leave your imaginary friend behind.

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Guided Imagery

Become aware of your present surroundings, the smells, sounds, and finally, when you open your eyes, the sights. Stretch and relax until you are fully present again.

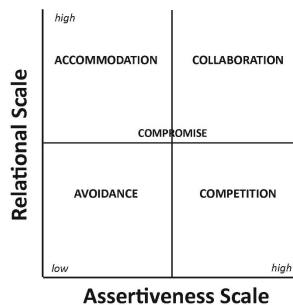
Over the next three minutes, write down the answers to the following questions:

1. What setting did you find yourself in as a child?
2. What toys or games did you remember as your favorites as a child?
3. What lessons about conflict did you share with your imaginary friend?
4. Where did your style of handling conflict come from as a child?
5. How have your childhood lessons about conflict impacted you today?

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Conflict Styles

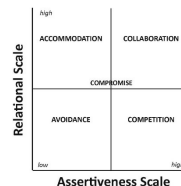


Consider the answers you have just written down for the imagery exercise, and then consider both the results of your homework assignment (the conflict styles assessment) as well as your preconceived ideas of your own conflict preferences...



Conflict Styles

Consider the following questions and take five minutes to write your responses:



1. Did your results from the homework assignment match your preconceived ideas about your conflict styles preferences? Did you learn anything about your conflict style preferences from the written survey?
2. Did your reflections in the guided imagery provide any lessons to you about how your conflict resolution style has developed? Do you handle conflict similarly or differently from the environment that you remembered? Why do you think your style is similar or different?
3. How do the feelings you have about conflict and your conflict styles affect your relationships? Can you recall a time when your style was an asset to resolving a conflict with a person of value to you? What about a time when it was a negative factor in how you managed a conflict?



Section Four

The Conflict Resolution “Menu”



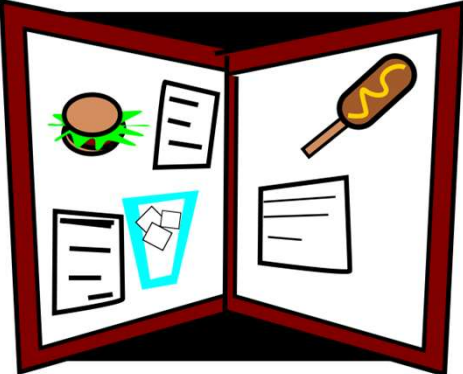
CONFLICT RESOLUTION is a group of processes by which parties seek to address the conditions of a conflict for the purpose of achieving a satisfying outcome. As with conflict styles, the processes we utilize reflect varying degrees of assertiveness and commitment to maintaining and improving relationships.


There is an entire range of options for resolving disputes and conflicts, known as the Conflict Resolution Menu (CR Menu).



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The "CR Menu"

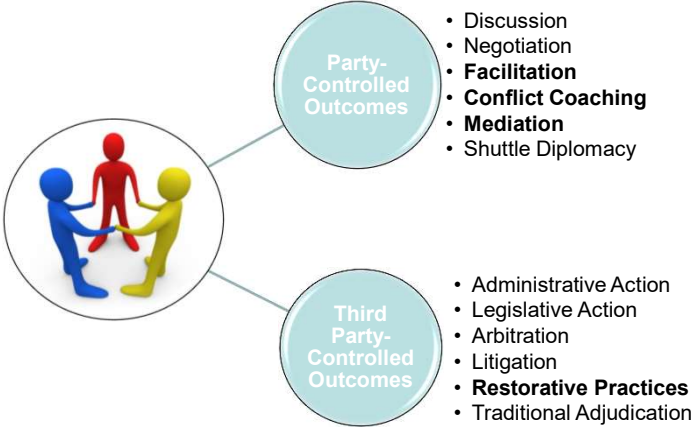


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The "CR Menu"



- Discussion
- Negotiation
- **Facilitation**
- **Conflict Coaching**
- **Mediation**
- Shuttle Diplomacy

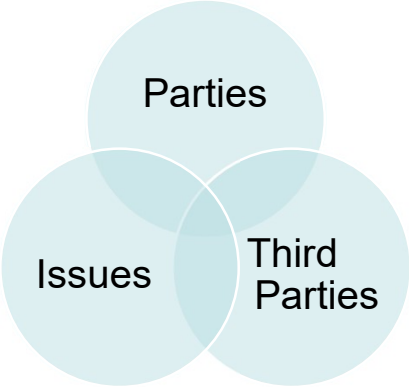
- Administrative Action
- Legislative Action
- Arbitration
- Litigation
- **Restorative Practices**
- Traditional Adjudication

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The "CR Menu" – How to Choose

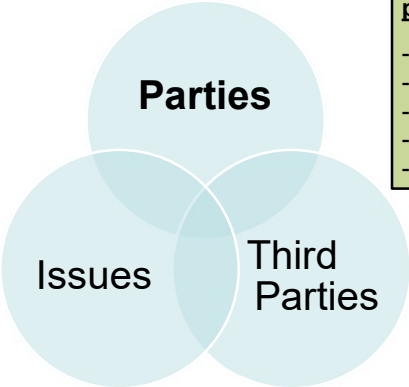


The diagram consists of three overlapping light blue circles. The top circle is labeled "Parties", the bottom-left circle is labeled "Issues", and the bottom-right circle is labeled "Third Parties".

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The "CR Menu" – How to Choose



The diagram consists of three overlapping light blue circles. The top circle is labeled "Parties", the bottom-left circle is labeled "Issues", and the bottom-right circle is labeled "Third Parties".

Who are the parties?

- Conflict styles
- Needs
- Beliefs/Values
- Relationship
- Stated Desires

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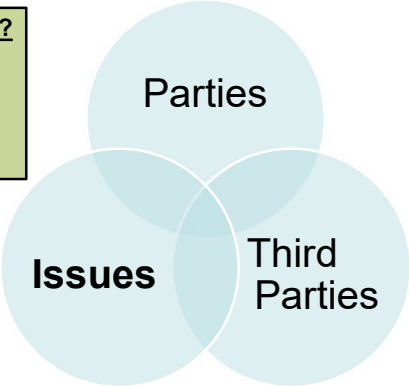
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The "CR Menu" – How to Choose

What are the issues?

- Definable
- Shared
- Subject to Party control/influence



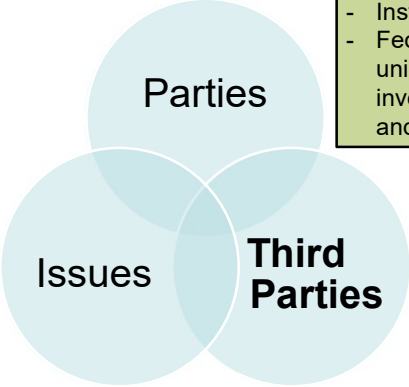
The diagram consists of three overlapping light blue circles. The top circle is labeled "Parties", the bottom-left circle is labeled "Issues", and the bottom-right circle is labeled "Third Parties".

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The "CR Menu" – How to Choose



Are there third parties?

- Other parties to conflict
- Institutional values
- Federal/State Law, unions, other parties with investment in conflict and/or outcome

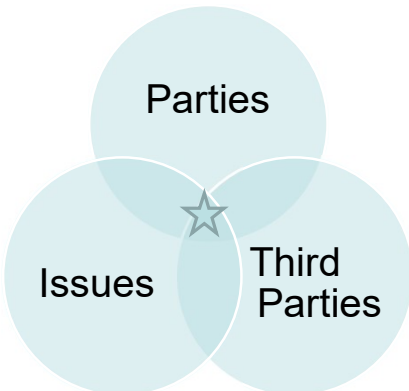
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The "CR Menu" – How to Choose




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- Parking Lot

Are there questions about any of the material covered so far?



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Facilitation

Facilitation – the use of a facilitator or facilitator(s) to assist parties in the management and/or resolution of a conflict.

Shuttle Facilitation – the use of a facilitator or facilitators to engage parties in an indirect conversation designed to assist parties in the management and/or resolution of a conflict.

TAMUS Applications:

- Facilitated meetings in both forms may be sought at any time during the process prior to a formal hearing
- Pre-hearing conferences can be turned into facilitated meetings at the request of the parties



Conflict Coaching

Conflict Coaching – a practice used to support peoples' ability to engage in, manage, or productively resolve conflict. The coach works one-on-one with a party experiencing conflict with another person.

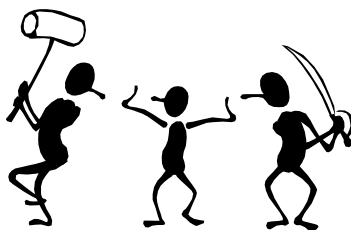
TAMUS Applications:

- Conflict coaching can be a valuable tool for disputants/claimants who are unsure of what path to take to resolve a conflict or complaint. Conflict coaching enables the party to talk about the conflict with a neutral third party, consider options for managing the conflict, and design an approach to discuss the conflict with the other person. Conflict coaching can be a stand-alone process, or it can be practiced with each of the parties in separate meetings during mediation (form of caucusing).



Mediation

Mediation is voluntary, direct face to face, written or electronic communications between the disputants, with a trained and multi-partial third party facilitating a formal process; the mediation process is focused on easing communications, improving relationships, and on resolving issues and/or achieving specific outcomes (facilitative mediation). (Olshak, 2021)



Mediation

Mediation is voluntary, direct face to face, written or electronic communications between the disputants, with a trained and multi-partial third party facilitating a formal process; the mediation process is focused on easing communications, improving relationships, and on resolving issues and/or achieving specific outcomes (facilitative mediation). (Olshak, 2021)

Facilitative Mediation is not:

- Counseling
- Recommending or making decisions for parties
- Determining right or wrong in a conflict



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Mediation

What is Multi-Partiality?

Multi-partiality is the recognition that none of us are entirely neutral or “removed” from situations and our community. Rather, mediators are partial to getting the interests of all parties met in a manner that protects the integrity of all individuals, institutions, and the greater community.

We DO NO HARM

We DO NOT aid in creating agreements that create a risk of harm to anyone, or that violate the standards of our community

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Mediation

What is Multi-Partiality?

As mediators, we are objective (or neutral) only in that we are removed from the specific conflict in question, that we seek to assist the parties with no personal interest in the resolution, and that we will refrain from making judgments about the parties or the conflict that compromise our ability to facilitate the process.

While we have no personal interest in the resolution, we of course have an institutional interest that is manifested in our decision to engage in informal resolution, as well as to do no harm.

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Other Forms of Mediation...

Transformative Mediation -

In this form of mediation, the focus is less on resolving specific disputes and more on working to improve (transform) the relationship between parties and how they view conflict. This is generally a long-term approach that has some resemblance to counseling. The process is party-based, focusing on empowerment of the parties.

Social Justice Mediation -

In this form of mediation, the mediators operate from the perspective that the perspectives of all parties are informed by racism, classism, sexism and other forms of social inequities. As a result, conflicts must be engaged at this level for socially just solutions to be created. This process is party-based, and influenced by post-Colonial studies, critical race theory, and multicultural education.

Evaluative Mediation -

In this form of mediation, the focus is on parties making their "cases" to a mediator and the mediator determining (based on subject matter expertise) who would be likely to prevail in court, often offering recommendations for resolution. This is a strongly rights-based approach that focuses less on the parties and their interests.



Other Forms of Mediation...

Legal Forms of Mediation

The legal system employs a wide range of things that are called mediation but vary greatly. Family mediation, for example, can be a party-based process that aids families in communicating better or resolve custody issues, where divorce mediation addresses legal rights, while also trying to address parties and interests. In the mediation of business matters, some applications of mediation are simply attorney mediators resolving points of law for disputants, with no focus on the parties or their interests.

Hybrid Models of Mediation

In some cases, mediation is paired with another CR Menu item to create a flexible approach. This is often employed when different parts of the conflict might require different approaches, or where parties are willing to enter mediation but may not be motivated to reach an agreement without the possibility of a third-party decision-maker (Med-Arb). Hybrid forms of mediation that include conflict coaching, shuttle diplomacy, arbitration, and adjudication can all be of value.



Restorative Practices

Restorative Practices – a set of conflict resolution practices that seeks to identify harm caused by an offender's actions and, to the extent possible, both repair the harm caused and reintegrate the offender into the community. Such resolutions may be adjudicatory or non-adjudicatory in nature.

TAMUS Applications:

- Restorative practices can be adjudicatory or non-adjudicatory. When used in an adjudicatory manner, this process (unlike the other IR processes) requires a respondent to accept responsibility for alleged violations prior to the conduct of a restorative conference, circle, or panel. The purpose of the process is to address both the harm caused by the respondent's actions, as well as to develop sanction outcomes.



Restorative Practices

Restorative Practices – a set of conflict resolution practices that seeks to identify harm caused by an offender's actions and, to the extent possible, both repair the harm caused and reintegrate the offender into the community. Such resolutions may be adjudicatory or non-adjudicatory in nature.

TAMUS Applications:

- Restorative practices can be adjudicatory or non-adjudicatory. When used in a non-adjudicatory manner, this process (unlike the other IR processes) requires a respondent to accept responsibility for causing harm to the complainant, and the parties (via a restorative conference or circle) then address both the harm caused by the respondent's actions, as well as any needed to steps to mitigate and/or repair the harm and may address conditions for any future interactions.



TAMUS Application of IR Methods

4.6.1 At any time prior to the determination of a final decision, the parties may seek informal resolution to resolve the complaint. The following conditions apply to informal resolution:

- (a) Informal resolution is a voluntary process. No party may be compelled to participate in informal resolution. The system member, in consultation with SECO, must agree to allow an informal resolution to move forward and must obtain the parties' voluntary, written consent to the informal resolution process.
- (b) Prior to an informal resolution, the parties will be provided with: (a) written notice of the allegations; (b) the requirements of the informal resolution process, including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations; and (c) the consequences of withdrawing from the informal process and resuming the formal process, and including the records that will be maintained or could be shared.



TAMUS Application of IR Methods

- (c) Once a party agrees to participate in informal resolution, they may withdraw from the process at any time prior to a final agreement and resume the formal grievance process. Information shared in the informal resolution process may not be introduced into the formal process without independent evidence.
- (d) Once a final agreement is established through informal resolution, the complaint may not return to the formal complaint process unless one or both parties fails to abide by any conditions established in the agreement.
- (e) Informal resolution options include mediation, restorative conferences, shuttle facilitation, and other forms of facilitated dialogue. Each member must work in consultation with SECO in developing informal resolution programs and the conditions for their use.



TAMUS Application of IR Methods

(f) Mediation may not be used to resolve complaints of rape, statutory rape, dating violence, domestic violence, or any case in which imminent threats of harm may exist.

(g) Members may not offer an informal resolution process in sex-based complaints unless a formal complaint is filed and may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.



TAMUS Application – Key Principles


1. Informal Resolution (IR) avenues are voluntary for all parties
2. IR avenues must be agreed to by the member
3. IR avenues may be adjudicatory and/or non-adjudicatory
4. IR avenues are a private space – information cannot be applied to formal processes
5. IR avenues are informal in that they are not hearings – otherwise they are highly structured administratively and sometimes “formal” in appearance
6. In all IR avenues, the facilitator controls the process but never has direct involvement in the content/substance of the conflict



Conflict Resolution Training

Section Five

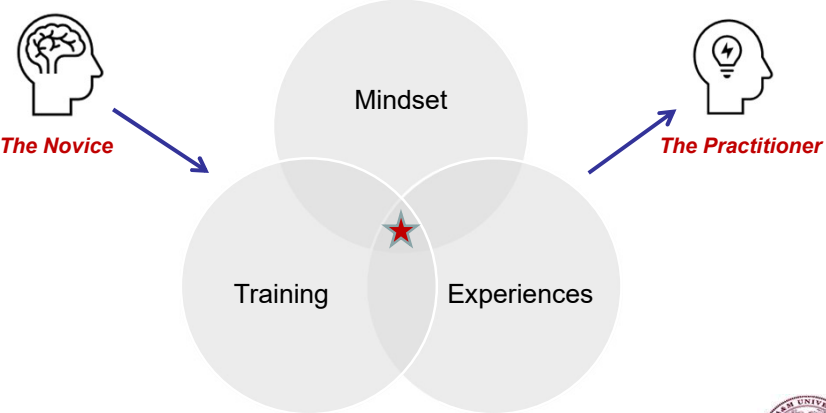
Future Trainings and Skill Requirements

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Conflict Resolution Training

Training is not just about the material...



The Novice → Mindset, Training, Experiences → *The Practitioner*

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Conflict Resolution Training

The Mindset:

1. Conflict Resolution Training Curriculum (subject to change)
 - a) Conflict and Conflict Styles
 - b) Understanding One's Own Conflict Style Preferences
 - c) Influences on Conflict
 - d) Culture and Conflict (Cultural Context, Individual Narratives, Multi-partiality)
 - e) Groups and Conflict
 - f) Power and Conflict
 - g) Conflict Resolution Methods and Gate-keeping

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The Skills:

2. Facilitated Dialogue Training Curriculum (subject to change)
 - a) Intake and Preparation
 - b) Joint and Shuttle Facilitation
 - c) Opening Statement
 - d) Facilitating Narratives
 - i. Listening and Questioning Skills
 - ii. Re-framing Communication
 - iii. Identifying and Communicating Needs
 - iv. Facilitating Responses
 - v. Identifying Common Ground
 - vi. Managing the Differences
 - e) Outtake Protocols

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The Skills:

3. Mediation Training Curriculum (subject to change)
 - a) Intake and Preparation
 - b) Mediation and the Mediator
 - c) Ethics in Mediation
 - d) Listening and Questioning Skills
 - e) Steps of the Mediation Process:
 - i. Opening Statement
 - ii. Sharing a Narrative
 - iii. Defining Shared Interests
 - iv. Creating the Future
 - v. The Agreement
 - f) Advanced Culture and Conflict (Stereotypes, Privilege, Microaggressions)
 - g) Direct Exchanges
 - h) Addressing Resistance
 - i) Caucusing
 - j) Impasse
 - k) Outtake Protocols

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Conflict Resolution Training

Considerations:

1. Don't select more people to serve as practitioners than can be kept busy; conflict resolution skills require application to stay sharp. It is easier to select fewer people and keep them engaged than select more people who get bored and disinterested from lack of use.
2. Consider partnerships with other System members. Also consider partnerships with local K-12 school districts.
3. Look for grants (federal, state, local) as potential seed money opportunities for the development of campus-based programs.
4. All System training for informal resolution through February 2021 will be designed to train new practitioners (and provide refresher training for those with previous training/ experience). While this is critical training, System members should minimally plan to complement this training 1-2 times per semester. One of these trainings will be content training provided by SECO, while the other training will be a tabletop exercise conducted by System members.

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Conflict Resolution Training

Finally:

We encourage you to think **BIG** but also think **practically**. With your stakeholders, forecast down the road three to five years to what you would like to have in place at the end of that time, then start working backwards to what you can realistically do in the interim. Fully functioning conflict resolution programs have started with limited budgets, limited services, and either using existing staff or the addition of a graduate assistant. With good planning, relationship building, and getting institutional/organizational leadership on board, a broad-based program can establish itself and flourish once the right partnerships are created and success stories have been shared. Don't get frustrated when things are slow, and don't think that some early success means that the program will inevitably take root. Conflict resolution programs require constant attention and intention. **Keep your eyes on the prize!**

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Conflict Resolution Training

Next Steps:

Monday, February 8 – Sign ups start for TIXC video conferences with DTIXC

Tuesday & Wednesday, February 9 – 10 – Facilitation Training

April 2021 – “Bridge” Training via Webex (TBD)

Summer 2021 – Mediation Training (three sections)

Summer to Fall 2021 – Restorative Practices Training (three sections)

Please note – for training purposes all participants of this basic training are credited with the first seven (7) hours of mediation training. We will maintain a list of participants in the System Office of requirements for both mediation and restorative practices.

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- Parking Lot

Are there questions about any of the material covered so far?



- Closure Activity

Please write down one piece of information to heard in this session (from anyone) that was either new to you, or made you think about something you already knew (or thought you knew) differently?



We will ask for 3-5 people to share their reflections



Conflict Resolution Training

If you have questions or comments following this training, please contact me at rolshak@tamus.edu, or call me at (979) 458-7145.

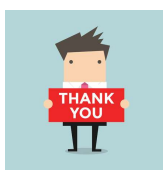
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Thank you for attending this session. We hope you will be joining us for further training opportunities throughout the year.

Special Thanks (as always) to **Aubrey Craft** (resident rock star) for coordinating this event and facilitating our dialogue.

Have a great rest of your week and stay safe!

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