

Basic Conflict Resolution for College Campuses

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- I. **Introductions:** Presenters and presentation topic
- II. **Where to Begin with Conflict Resolution?**
 - a. AGREE ON THE GOAL: people get as much of what they want as possible & stay safe
 - Assert goals in the positive, not in the negative (i.e. I don't want us to fight versus I hope to resolve conflicts by talking through them with you directly).
 - b. FACILITATING RELATIONSHIPS: that work for all stakeholders (i.e. Roommates, org. members)
 - Be aware of effect of conflict and resolution on the boarder context (i.e. policy, available resources, residence halls, family...etc.)
 - Encourage students to expand or narrow their list of stakeholders as appropriate.
 - c. WHAT IS A FACILITATOR/MEDIATOR?
 - Usually not responsible to solve the problem. WHY?
 - You have limited investment and limited control (ability to reward and punish).
 - The more actively involved in the process of conflict resolution the more invested they are in the outcome. (i.e. teach them how to fish metaphor)
 - How responsible do you as a leader feel normally? You are there to guide not solve.
- III. **SKILLS: Look 'UP' --The Three U's and Four Ps of becoming a conflict resolution facilitator.**
 - a. UNDERSTAND THE PROBLEM:
 - Utilize effective communication, helping, and listening skills (Gatekeepers cards)
 - **Multi-lateral Partiality** – Examine & dialogue each side of conflict one at a time
 - Separate **Controllable factors** from uncontrollable factors
 - **Hear the message**, and separate it from the messenger
 - Strongly **encourage use of first person "I language"**(See handout and examples)
 - b. UNTIE INTEREST FROM POSITION:
 - **Win-Win** - Ask: What do they both want? This is the best option possible.
 - **Time-limited compromise commitment ("TLC Commitment")** if Win-Win doesn't work
 - Timing is not your responsibility either (is it urgent, days, weeks, semester)
 - **"BATNA"** - Best Alternative to Negotiated Agreement, if Win-Win or TLC do not work
 - Not responsible to make them agree either. Externalize that to them!!
 - c. UNCONDITIONALLY CONSTRUCTIVE:
 - "Two heads are better than one, but one head is better than none!"
 - **MODEL** being Unconditionally Constructive
 - Focus on the **four 4Ps** – 1st person, present, positive, and process
 - **SUPPORT and REWARD** those students who are unconditionally constructive
- IV. **Know How and When to Refer!**
 - a. Danger to self or others
 - Tier I & Tier II (Gatekeepers Cards)
 - b. LACK of agreement on goal
 - c. Inability or unwillingness of parties to separate interests from positions
 - d. Neither party is willing to be unconditionally constructive, or one party is but it's not enough
- V. **Practice Implementing Skills in Small Groups: Scenarios, Questions, and Discussion**

Conflict Resolution Worksheet

When _____

Describe the exact thing/behavior that happens that you believe starts or escalates the conflict.

If possible *avoid using* the other person's name or "you" and instead talk about the external problem (e.g. "When there are dirty dishes left in the kitchen"... or "when I get yelled at".)

"I" Statements

I feel _____

State one or two feelings, e.g. happy/angry/sad/scared/hurt. Avoid saying "I feel THAT...." which usually indicate a thought instead of a feeling.

Because I _____

You don't have to justify your feelings, just try to help people understand the connection between them and the behavior in conflict "e.g. when you talk on your phone at night, I feel angry because I can't sleep".

Positions

I think we're stuck because one person

Wants _____ to _____ and the other person wants
(person) (behavior)
_____ to _____.

Interests

The other person's interests are

(Interests are the most basic things you want, untied from ideas about how to get them).

My interests are _____

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