

## FACILITATION NOTES FOR LEARNING CIRCLE C:

### RESOLVING CONFLICTS EFFECTIVELY (2 hours, 45 minutes)

**Session Purpose:**

Provide participants with an opportunity to strengthen their understanding about conflict prevention, intervention, and follow up. Help participants build critical awareness about how their style and cultural lens impact how they engage with others today. Engage participants in practice of core skills and strategies that relate to helping to achieve win-win outcomes.

**By the end of this session, participants will be able to:**

- Explain how one’s “early cultural starting points” relate to how they perceive, address, and respond to conflicts currently.
- Relate at least 3 effective strategies for addressing conflicts.
- Discuss the distinctions between interests and positions and intention and impact and their significance to effective conflict resolution.
- Discuss 6 important principles that, if applied, would yield a climate for effective conflict resolution

Time	Steps	Resources/ Materials
	<p><b><u>Room Set-Up:</u></b></p> <ul style="list-style-type: none"> <li>▪ <u>Set the room with:</u> <ul style="list-style-type: none"> <li>⇒ Chairs fanned in rows or a large circle depending on the size of the group and the room</li> <li>⇒ Overhead projector and projection screen</li> <li>⇒ Tables set with copies of LC packet and markers</li> </ul> </li> <li>▪ <u>Posted Newsprint:</u> <ul style="list-style-type: none"> <li>⇒ Working Agreements, Parking Lot, and “Hot Resources” from Home Team</li> </ul> </li> </ul>	
<b>30 min. total</b>	<b>LEARNING CIRCLE SET-UP</b>	<b>Overhead: Outcomes</b>
10 min.	1. Invite participants to begin by working together as a table group to develop their “RC table résumé”. Distribute to each table one piece of newsprint for recording their discussion.	RM: Table Résumé Instructions, newsprint and markers for every table
10 min.	2. Welcome participants. Explain that they have already begun to focus on this learning circle’s topic. Also, explain that in a moment, the information that they have gathered will be woven into an overview of the session.	







Time	Steps	Resources/ Materials
40 min.	<p>training and intentional practice, old tapes can also be replaced by new behavior and approaches.</p> <p>3. Share with participants the Style Questionnaire.</p> <ol style="list-style-type: none"> <li>a. Invite participants to quickly take the questionnaire and score it. Facilitate a conversation by the group about what they know about “styles” and style assessments, i.e., things that shape their style; how depending on the circumstances, a particular style might be more appropriate; how each person usually has a preferred style but really uses most of the styles depending on the context, how with training and practice, one can get stronger at adding a particular style to one’s repertoire, etc. Stress that styles assessments shouldn’t be used to lock a person in as much as help clarify how a person might be showing up and how also the appropriate style is influenced by past experience, past coping, dynamics that are currently present in one’s role and context.</li> <li>b. Assign each table group one of the “styles” to think about in terms of “advantages” and “disadvantages.” Invite each group to share their conversations with the larger group.</li> </ol>	<p><b>RM: Conflict Style Questionnaire</b></p>
20 min.	<p style="text-align: right;"><i>(15 minute break)</i></p> <p>4. <b>General conflict basics.</b> Explain that one framework for thinking about conflicts is to think about: conflict prevention, conflict resolution preparation, conflict intervention, and conflict resolution follow up. Explain that they’ll be using this framework to cull their knowledge of wisdom and lessons learned. (PROCESS: Have each table group begin at a different newsprint to capture some of their best thinking about that phase of the cycle. After 5 minutes, have all the groups rotate in a clockwise fashion to the next. After 4 minutes, have them rotate again, etc. Once each group has taken a turn at each of the four posters, have each group return to their original sheet. Have someone from the group highlight what ideas and strategies came up for the group. Facilitator will use the provided resource sheet to add to the conversation other issues that were not offered by the group.</p>	<p><b>4 Newsprint posted around the room with different titles: 1) conflict prevention, 2) conflict resolution preparation, 3) conflict intervention, and 4) conflict resolution follow up</b></p>
10 min.	<p>5. <b>Important Guidelines and frameworks.</b> Explain that many resources exists to help guide their development as people who are effective at helping to resolve conflicts. Share that for this learning circle 3 guide sheets have been included. Invite the group to review the information as a large group, highlighting the</p>	<p><b>Resource Materials in Packet</b></p>

Time	Steps	Resources/ Materials
	information that sticks out for them.	
<b>30 min. total</b>	<b>DIFFERENT RC SKILLS and RC LAB</b> ✓ Analysis ✓ Separating Interests from Positions ✓ Facilitating a Win-Win	
10 min.	1. Share with participants that their attention will now be directed to honing different skills related to effective conflict resolution. Explain that it will be useful for the process for each participant to identify at least one real life conflict they can use during our exercises to help them refine their skills. Give everyone 5 minutes to initially draft their conflict.	Blank paper or cards
15 min.	2. <b>Analysis.</b> Explain that understanding a conflict well is a critical first step in addressing a conflict. Ask participants to turn to pages 7 and 8 in their packets and look to see if they have left out any critical information in their initial drafting of their sample conflict. Ask participants to form triads with new folks and share their conflict situations with the focus on getting a full picture of each conflict.	<b>RM – Conflict Analysis</b>
15 min.	3. <b>Separating Interests from Positions.</b> Explain that a very important skill in resolving a conflict is the ability to unearth the different interest or needs that underlie or are at the root of positions that individuals take. Until parties are able to discover or unearth the different interests or needs, effective resolution cannot take place. Ask participants to offer an example or offer one to the group. Invite participants to look on page 10 for a variety of “position statements.” Highlight a few of them and ask the participants to identify different interests or needs that may be driving those particular position statements.	<b>RM – Interest vs. Positions</b>
15 min.	4. <b>Facilitating Win-Wins.</b> Direct participants to pages in their packet. a. Give everyone 5 minutes to read these pages with an AmeriCorps example. b. Highlight the RESPECT technique that is a part of that reading. While win-win solutions are not always possible, have triads go back to their scenarios and attempt to apply the RESPECT technique where possible. Engage the participants in a large group share of their discoveries.	<b>RM – Win-Win Information</b>
<b>5 min. total</b>	<b>LEARNING CIRCLE CLOSE OUT</b>	

Time	Steps	Resources/ Materials
4 min.	<ol style="list-style-type: none"> <li>1. Review of ideas that especially stuck out for folks.</li> <li>2. Highlight of resources in packet that didn't get covered.</li> <li>3. Sharing of local resources that folks have found helpful in helping them build their knowledge and skills in resolving conflicts.</li> <li>4. Tagging of next steps using the reflection sheet found at the end of their packet.</li> </ol>	
<b>1 min. total</b>	<b>Session Wrap and Transition to Next Topic</b>	
1 min	<ol style="list-style-type: none"> <li>1. Close this session by wrapping up the conversation and providing participants a bridge to the next session.</li> </ol>	
	<p>Facilitator Note:</p> <ul style="list-style-type: none"> <li>▪ There is more information in this packet than can be covered with the allocated time. Depending on the group and their needs, you might spend more time on particular skills and topics than on others. Use your judgment about how to best utilize the time and where to place the stress during this learning circle.</li> <li>▪ Related to this piece is the information in both the "Communicating Across Differences" and "Dealing with Difficult Conversations" learning circles.</li> <li>▪ The resource sheet is included to help guide the conversations where the group harvests their collective wisdom about conflict prevention, intervention, follow up, etc.</li> </ul>	

Wisdom & Lessons Learned  
 Re: CONFLICT RESOLUTION

<p> <b>Prevention</b></p>	<p><b><u>Build Strong Relationships</u></b></p> <ul style="list-style-type: none"> <li>⇒ Commit to understanding and respecting self and others, and choose relating strategies that work to build relationships and trust, and preserve the dignity of all parties</li> <li>⇒ Work hard to communicate effectively so that he/she creates few conflicts that arise from poor communication</li> </ul> <p><b><u>Foster Respectful Climate</u></b></p> <ul style="list-style-type: none"> <li>⇒ Clarify vision, mission, roles &amp; responsibilities, boundaries and working agreements</li> <li>⇒ Maintain ongoing mechanisms to assess respectful, inclusive climate</li> <li>⇒ Provide training to enhance effective communication, human relations, cultural awareness, conflict resolution skills</li> <li>⇒ Promote shared leadership, shared power, ally relationships</li> <li>⇒ Facilitate clearing rituals and ceremonies</li> </ul> <p><b><u>Establish Infrastructure and Support to Help Address Conflict Resolution</u></b></p> <ul style="list-style-type: none"> <li>⇒ Value the opportunities that conflicts can present for clearing, healing, and the fulfilling of unmet needs.</li> <li>⇒ Think Prevention, Intervention, and Appropriate Follow up</li> <li>⇒ Establish different conflict resolution systems, processes, &amp; procedures—peer mediation, team resolution process, etc.</li> <li>⇒ Provide training to enhance effective facilitation, mediation, dialogue, conflict resolution skills</li> <li>⇒ Develop team, organizational, and community contingency plans and anticipate problems</li> <li>⇒ Be familiar with available resources that can be called in to help - alternative dispute resolution, mediation services, etc.</li> </ul>
<p> <b>CR Preparation</b></p>	<ul style="list-style-type: none"> <li>⇒ <b>Get all the facts</b></li> <li>⇒ <b>Work hard to discover the source(s) or roots of the problem</b></li> <li>⇒ <b>If needed, seek out third party to help</b></li> <li>⇒ <b>Set up intervention for success-choose the road of least resistance and most respect</b></li> <li>⇒ <b>Use spirit and cultural knowledge to help and set right tone</b></li> <li>⇒ <b>Employ direct as well as indirect methods</b></li> </ul>

<p> <b>CR Intervention</b></p>	<ul style="list-style-type: none"> <li>⇒ <b>Seek to understand the needs and interests that are beneath the positions</b></li> <li>⇒ <b>Use mind, body, space to M.A.B. – “take it down a notch”</b></li> <li>⇒ <b>Commit to working for Win-Win</b></li> <li>⇒ <b>If an agreement is reached, re-state and clarify the “next steps”</b></li> <li>⇒ <b>Use a “cooling period” if it is helpful</b></li> <li>⇒ <b>If an agreement is reached, re-state and clarify the “next steps.” Sometimes a written agreement helps</b></li> </ul>
<p> <b>CR Follow up</b></p>	<ul style="list-style-type: none"> <li>⇒ <b>Follow up, check in to see if in fact a good resolution was reached</b></li> <li>⇒ <b>Follow up – make sure that what folks said they would do, they do</b></li> <li>⇒ <b>Make the systemic change that would help</b></li> <li>⇒ <b>If appropriate, strengthen the agreement with ritual, ceremony, or official endorsement</b></li> </ul>