

SYLLABUS

SYRACUSE UNIVERSITY
DIVISION OF SUMMER SESSIONS

TWENTY-THIRD ANNUAL INSTITUTE ON CREATIVE CONFLICT RESOLUTION

SUMMER, 1996

CONFLICT RESOLUTION & FACILITATION IN GROUPS

Sunday, July 14, 1996: 4:00 p.m. - 9:00 p.m.

Monday through Friday, July 15-19, 1996: 9:00 a.m. - 5:00 p.m.

Thornfield Conference Center

Table of Contents

Syllabus

3

Context, Conflict Resolution

8

Facilitation Definition and Worksheets

12

Facilitation Cooperative Learning Activity

22

Team Productivity Matrix

29

Mission Definition and Activity

30

Reflective Listening

33

Reactive Responses Cooperative Learning Activity	57
Handling Questions Worksheets	66
Prefacing Questions	73
Feedback/Self-Disclosure	75
Prefacing the Speaking "Turn"	90
Developing Group Norms	95
Conflict Resolution Model and Definitions	106
Conflict Management	116
Conflict Resolution Cooperative Learning Activity	123
Negotiation	132
Intergroup Conflict Exercise	150
Problem Solving \Force Field Analysis	160
Decision Making/Consensus	175
Leader Driven Decision Making	185
Consensus Cooperative Learning Activity	188
Desert Survival Activity	192
Making and Managing Agreements	195

Confronting When Agreements are Broken
207

Rapport
217

Questioning Types
228

Specifying Questions Cooperative Learning Activity
243

CONFLICT RESOLUTION & FACILITATION IN GROUPS
July 14-19, 1996

Presenters: Ed Lisbe, John Lawyer, and Staff

OVERVIEW

The purpose of this course is to provide participants with the knowledge, skills and attitudes for successfully managing conflict and facilitating the work of groups. The course includes an experiential component which is intended to provide a reference experience of working in groups that can be transported into the personal and professional lives of the participants.

The course includes a review of the basic skills of communication, the skills for gaining and maintaining rapport and the skills for managing and resolving conflict in a group setting. The skills include reflective listening, pacing, questioning, responsible speaking, and eliciting interests. The models in which these skills are useful in working with groups include conflict management, negotiation, consensus decision making, problem solving, and facilitation. The major focus of the course is conflict resolution and facilitation in groups. Conflict resolution involves managing the emotion in a conflict situation and negotiating a mutually acceptable resolution. Facilitation involves ensuring the emotional safety of the group members as they work on a task. Facilitation includes the ability to synthesize, clarify and bring closure to a discussion and achieve shared outcomes.

An unstructured small group experience is a major element of the course. This experience provides the participants with the opportunity to manage conflict as it emerges in the real life of the group. Each small group is provided with a coach to enable the participants to learn from their experience. The participants are encouraged to experiment with new behaviors of facilitation and conflict management acquired in the structured component of the course.

The course is experiential. Time for extensive skill practice, as well as the small group experience, provides the participants with the opportunity to gain feedback on their behavior and learn from their experience. The practical

nature of the course enables the participants to integrate the knowledge, skills and attitudes essential for working successfully with groups, especially in conflictual situations.

Facilitation is a process in which a person temporarily takes on the interests of helping a group to meet the group's goals. It is a role taken by leaders but is not limited to the formal authority in a group. Facilitators generally have the responsibility of ensuring the emotional safety of group members; synthesizing, clarifying, bringing closure to discussion and achieving the group's agenda. Facilitators may only assist in dealing with an issue or may become involved in helping develop the group. This class includes skills needed to be a successful facilitator.

A particularly interesting facilitative function is conflict resolution. Conflict resolution consists of managing a conflict and negotiating a solution to any differences that exist among parties. Managing a conflict involves bringing about mutual understanding and creating constructive emotional states. Creating constructive emotional states requires changing the negative emotional states to emotional states conducive to moving the dispute to negotiation. Negotiation involves enabling the disputing parties to do better through joint action than they could do otherwise.

Conflict can be managed in productive ways. There is a high likelihood that, with creativity and the use of skill, conflicts can be resolved so that all parties involved can get their interests met. This course will enable you to develop an understanding of conflict and conflict resolution and to enhance your ability to manage conflict and negotiate differences in both inter-personal and group settings.

EXPERIENTIAL GROUPS

This part of the course is an experiential laboratory to enhance your learning about facilitation and conflict resolution in groups. This experience is intended to foster your learning and growth, especially your ability to work effectively with others in conflictual situations in group settings.

The method of study in the experiential laboratory is through experience and reflection. This experiential laboratory is a temporary educational institution which is available as a focus of study as it evolves.

Each member will thus have the repeated experience of engaging in task, taking up a role, and discovering his or her skill in that role. Opportunities to work collaboratively with other members and staff -- to explore, understand and examine the implications of what transpires in the various group events -- will be available throughout the week, and will make it possible for you to consider:

How conflict emerges in groups; what are its sources and consequences
What interventions members use and their results
The impact of facilitation in its various forms

The difference between personal and group interests
The ability of groups to operate effectively

The primary task of the group is as follows:

"The task of the group is to explore how the work of the group is facilitated, how conflict emerges and how conflict is managed by me and others in groups."

Within the experiential groups, the staff members have two roles. First, they act as the overall management of the groups, providing the boundary conditions - setting tasks and managing territory and time. Second, individual staff members take up the specific role of facilitation of group learning. The task of the consultants in the group events is to offer, on the basis of their own observations and experiences, working hypotheses about what is happening. Since the purpose of the laboratory is to study facilitation and conflict, the behavior of the staff is explicitly available for study.

COURSE REQUIREMENTS

		Three Credits Undergraduate Level	Three Credits Graduate Level
Readings	Non-Credit Yes	Yes	Yes
Portfolio	Yes	Yes	Yes
Paper	--	Yes	Yes
Participation	--	Yes	Yes

Readings

Roger M. Schwarz, *The Skilled Facilitator*, Jossey-Bass: San Francisco, CA, 1994.

Portfolio

You are required to develop a portfolio documenting your learning throughout the course. The portfolio is intended to integrate your learning. You are asked to capture your experience of the course - your initial perspectives, your thoughts and feelings about the experience as a whole, and your reflections on and insights and learnings from the event, your behavioral choices and the readings.

Portfolios must be turned in within ten days following the conclusion of the course. For those taking the course for credit, the portfolio will be used to help determine your course grade. Integration of the course material and the readings is an essential element of the portfolio and will be a strong emphasis in grading. The portfolio will be returned to participants, following review, if a self-addressed stamped envelope is included.

Your portfolio should contain the following:

1. Your outcomes: The specific outcomes you intend to achieve in the course.
2. Your experiences: Highlights of your experience and how you have applied the experiential learning model to acquire new insights and learnings and to produce an hypothesis to test in the future.
3. Your readings: Insights and learnings from the readings (text and cooperative learning materials).
4. Your group experience: Notes on the evaluation and development of relationships with the members of your base group including learnings and relevant hypothesis. Set aside pages for each group member so as to allow you to track the development of your understanding of those individuals.

Note: Entries should be kept relevant and concrete at the experiential level, not a "travelogue" of he said/she said. All those who are seeking course credit must type their own portfolio.

You will be invited to make a presentation of the essence of your portfolio to your group. The emphasis will be your performance in achieving your outcomes, your learnings and your intended application of these learnings.

Paper

Each participant taking the course for credit is required to write a research paper. Students must write at least a six (6) to eight (8) page paper. It must be typed and double spaced.

The paper assignment is to write a critical analysis of The Skilled Facilitator. Papers will be due ten (10) days following the conclusion of the course.

DESIGN

An overview of the course design is attached.

DRESS

Dress throughout the course is casual.

GRADING

Grades will be awarded on the basis of the following weighting:

	Undergraduate
Graduate	
a. Participation	20%
20%	
b. Paper	40%
40%	
c. Portfolio	40%
40%	

OVERALL DESIGN

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday

Day 1
Day 2
Day 3
Day 4
Day 5
Day 6

am
9:00

Entry
Group Productivity Matrix
Facilitation
Reflective Listening
Entry
Feedback/ Self-Disclosure
Prefacing the Speaker's Turn
Entry
Conflict Management (Two people)
Conflict Management (Many vs. one)
Entry
Intergroup Conflict Activity
Problem Solving
Negotiation

Entry
Pacing for Rapport
Questioning

LUNCH
12:00 - 1:00 p.m.

PM

3:00

4:00

Registration

Entry

Overview

Conflict Resolution Model

Facilitation Model

Group Purpose/

Mission

Handling Questions

Prefacing Questions

Small Group

Session 2

Closure for Day

Group Norms

Small Group

Session 3

Closure for Day

Conflict Management (Most with each other)

Small Group

Session 4

Closure for Day

Agreement Management

Consensus Decision Making

Small Group

Session 5

Closure for Day

Facilitation Practicum

Small Group
Session 6
Evaluation and Closure

DINNER
6:00 - 7:00 p.m.

Eve
7:00
Small Group Formation
Small Group
Session 1