

BEHIND HAPPY FACES

Alpha Phi – Key



LEARNING OBJECTIVES:

These outcomes show what knowledge and skills participants should gain from the lesson. It is crucial you review the goals of the lesson with the members so they know what they will learn.



HANDOUT:

It is time to distribute a handout/materials to participants. These can be found at the end of each lesson if it includes a handout. Make copies in advance!



WRITE ON FLIP CHART:

The main points are included in PowerPoint presentations. In the event you do not have access to a computer/projector, write examples and instructions on flip chart paper in the front of the room.



GROUP DISCUSSION:

It is time to prompt participants with questions or dialogue for group discussion.



INTERACTIVE ACTIVITY:

It is time for an activity, like scenarios or a game. These activities help participants feel more connected to the information.



INSTRUCTIONS:

Read information or directions aloud to the groups.



WATCH THE VIDEO:

Each lesson includes videos to help introduce the topic and engage viewers to take part in the lessons. It is important to make sure you test them in advance to make sure the video and audio work on your technology.

Lesson 10: Conflict Resolution

Conflicts are a common part of life. When members are able to identify conflicts, how to communicate effectively and work to address the issues that led to conflict it can make a huge difference in a member's life. Oftentimes members find themselves in a similar type of conflict and use a similar approach to resolving conflict. Many times members are unaware of the type of approach and resolution that is occurring. The goals of this lesson are to help members learn the five types of conflict resolutions, how to identify the type of conflict resolution they frequently use and the conflict resolution style of someone else.

FACILITATOR

To facilitate this lesson effectively, it is helpful to have experience or training as a facilitator in other areas of campus life. If you have a member who is or has been a resident assistant, student organization leader, peer advocate or is studying to be a teacher, they could be an excellent facilitator for this program.

TIME NEEDED:

- 40 minutes



OBJECTIVES:

- Name the five types of conflict resolution styles.
- Identify one's own conflict resolution style and how it affects them.
- Determine the conflict resolution style of other people and how to best engage with that person.

SETTING:

- Choose a room that offers a lot of open space for small groups to be able to spread out and not be distracted by others. Members will need to be able to either sit and gather on the floor or move chairs around into small groups.
- You will be play a PowerPoint presentation and videos during the lesson, so connect a laptop to a projector and screen. You will also need to be able to play sound for the videos.

GROUP SIZE:

Groups should be no larger than 10 to make sure connections and conversations remain personal.

- Before the lesson begins, ask members to count off into groups of 10 (or less) then move to different areas of the room.

- We recommend placing a trusted member or chapter officer in each group who can help follow instructions and facilitate small group discussion.
- If your chapter has more than 150 members, we recommend you use more than one room with different facilitators for all of the small group work.



MATERIALS

- Laptop, projector, screen and speakers
- Conflict Resolution PowerPoint
- Pieces of paper and pens
- Member access to Wi-Fi
- Encourage members to bring a laptop/phone to participate in an online assessment

FACILITATOR NOTES:

It's important to have members see these conflict resolution styles from a place of what they are prone to do and not who they are or that these styles define their entire lives. It's helpful for you to share your own conflict resolution style as you explain these styles as a way to reassure them that you're not defined by conflict in every part of your life.

Members often wonder what the exact difference is between a problem solver and a compromiser. Problem solvers tend to do a lot of work to make sure everyone gets what they need without compromising on anything they want. Whereas, compromisers make sure that people are compromising on something they want.



INTRODUCTION:



- Introduce yourself and share a bit about why the topic of mental health is important to you. You can share a personal story of how you've been affected by mental health. If you choose to share a personal story, try to keep it to two minutes or less so that participants can dive into the content.
- Today we're going to do a lesson about conflict resolution.
- Conflict is a common part of life. We have conflicts with our roommates, our families, our friends, in our relationships and in other areas of our lives. **CHANGE PPT SLIDE**
- Learning about the five types of conflict resolution styles can help us identify our own areas of growth and the ways that other people approach conflict with us.
- We won't always be able to change the way that we address conflict, because we have long patterns and histories with these experiences. However, identification and awareness are the best ways to begin to change our patterns. **CHANGE PPT SLIDE**
- Remember that every pattern in our life has neural pathways in our brains that have built over time to repeat the same type of behavior. Changing those behaviors takes a lot of time, discipline and dedication. It's important to celebrate small wins along the way. **CHANGE PPT SLIDE**
- Please take out your phones and take this assessment from the United States Institute of Peace to see what type of conflict resolution style you frequently use. [Conflict Resolution Style Assessment link](#) **CHANGE PPT SLIDE**
- Allow a few minutes for members to complete the survey.

EXERCISE 1 (10 MINUTES)

CONFLICT RESOLUTION STYLES:

- You may look at your scores and wonder how "right" they are. There are no right and wrong answers in this assessment, as it examines how you handle conflict situations which can vary greatly. Different contexts call for different approaches, and there is a time and a place to use each of the conflict styles.
- We will go over each type of conflict resolution style (competers, problem solvers, compromisers, avoiders, and accomodaters), as well as the strengths and areas of growth for each solvers. **CHANGE PPT SLIDE**

- Competers are known for being persuasive and direct. They know the result they want in a conflict situation, and they go for it. Their strengths are that they are often passionate about their views and dedicated to pursuing their convictions. Competers are good at making quick decisions, and tend not to waste time, which is especially helpful in the time of crisis.

Areas of growth: Sometimes Competers wind up with unequal relationships with others, and feelings of others can be hurt or overlooked with their decision-making style. **CHANGE PPT SLIDE**

- Problem Solvers tend to want to discuss all the details of a problem and work through it together so that everyone gets what he or she wants and is happy in the end. Their strengths are that they tend to welcome differences, build high-levels of trust and mutual understanding in relationships. There is also the potential to learn from creative problem solving.

Areas of growth: When time is a factor, it is difficult to spend the energy and time needed to process the way Problem Solvers tend to do. There is also the potential for burnout from over-processing. **CHANGE PPT SLIDE**

- Compromisers approach conflict with the goal of compromise. They tend to think about what they are willing to give up and what they are willing to hold on to, and try to gear communication to focus on this give and take for all parties. It is a good way to promote cooperation. It can be done fairly quickly when both parties are engaged.

Areas of growth: Sometimes neither party really winds up with what he/she wants. It can also be viewed as a Band-Aid approach that doesn't really get to the root of a conflict. **CHANGE PPT SLIDE**

- Avoiders tend to step away from conflict. They often keep their opinions to themselves in conflict situations so as not to continue or escalate the conflict. They are often admired for having a calming, quiet presence in the face of crisis.

Areas of growth: Avoiders sometimes keep their feelings bottled up and then aren't able to meet their own needs. This can result in a frustrating buildup of emotions. **CHANGE PPT SLIDE**

- Accommodators have a harmonizing approach to conflict. They often focus on supporting others in a conflict situation and are adept at placating people in uncomfortable situations. Accommodators often gain strong appreciation from others involved in a conflict.

Areas of growth: Accommodators may build up resentment from denying their own needs. It also may be difficult for those who want to get to the root of the problem to work with Accommodators who tend to focus on making others happy. **CHANGE PPT SLIDE**

- You will be using these conflict resolution styles in the next activity. **CHANGE PPT SLIDE**

EXERCISE 2 (25 MINUTES)



INTRODUCTION

We are going to break into small groups and look at some common types of conflict in a chapter. As you look at these conflicts you will apply all five conflict resolution styles for one person. For example, if the conflict is between Hannah and Lucia, then you will choose one person in the conflict and how they could use all five styles.

Next you will decide which conflict style works the best for the conflict that is described.

Lastly, you will share your own conflict resolution style with the small group and what you would be prone to do.

We will come back together to share and reflect on what we learned during the activity. **CHANGE PPT SLIDE**

Reminder to break up participants into small groups of 10-15 and give members time to apply the conflict resolution styles to the different scenarios.

SCENARIOS:

SCENARIO 1

Sarah and Gemma have been sorority sisters for six months. When they joined the chapter, they both became part of the same friend group in their new member class. Sarah and Gemma recently haven't been getting along and have been going back and forth on Instagram and subtle Snapchats. Other people have started talking about their drama and things that haven't happened on Yik Yak. The conversation and narrative on social media is no longer being controlled by Sarah or Gemma. Gemma kicks Sarah out of their friend group chat and wants to sue her for defamation of character on social media. When Sarah came into chapter meeting, everyone sat on the other side of the room and no one asked Sarah to sit with them. **CHANGE PPT SLIDE**

SCENARIO 2

Erica and Lucia have been sorority sisters for two years. They are complete opposites and have very different friend groups although they are in the same new member class. They both were slated to hold a leadership position in their chapter. In the past two months Lucia has started talking badly about Erica and the decisions they make to other people. Lucia talks about Erica at various social events, creates snap stories about them, and recently there have been anonymous Yaks mentioning Erica's name. The issue between them is starting to become a chapter issue as many of the individuals look up to them as chapter leaders and have begun choosing sides. It's clear that Erica and Lucia need to have a conversation and talk things out. **CHANGE PPT SLIDE**

SCENARIO 3

Beth and Kim have been best friends for two years. In the past six months Beth started dating someone and is no longer spending any time with Kim. At first, Kim liked having the extra time, but now she is constantly feeling lonely and misses her friend. Kim is happy for Beth and likes Beth's partner, but it seems like Beth is avoiding her. Recently at a social event, Kim was iced out from their friend group with Beth and left behind at the venue. Kim has no idea why her friends are suddenly talking behind her back and avoiding her. **CHANGE PPT SLIDE**

SCENARIO 4

Michelle and Aurora are a part of the same friend group and have been roommates for two months. Michelle likes to have some space to herself to be quiet and relax from her day. Aurora likes to have people around them at all times. When they first moved in together Aurora and Michelle hung out often. Michelle let Aurora know that she also likes to be alone at times. Aurora gave her space, but started hanging out with other people any time that Michelle needed space. Now, Aurora has people in their room at all times and Michelle has no time or space to herself. Frustrations with one another at home have started to roll into their friend group. Rather than talking through their issues, their friends feel like they need to choose a side. **CHANGE PPT SLIDE**

SCENARIO 5

Chelsea has wanted to be the director of social events (DEV) since she joined the chapter freshman year. They completed their Leadership Application and went through the interview process with the selection committee. Chelsea only indicated interest in DEV and wasn't slated for the position and Larisa was. Chelsea's friends started complaining about the slating process being rigged and asked their advisor to redo the slate. After nothing changed, Chelsea starts analyzing and critiquing all programs and events that Larisa does to various chapter members on how they would've done it better. **CHANGE PPT SLIDE**

SCENARIO 6

Stephanie was terminated from the chapter for bullying another member. Ashley is bringing Stephanie to a social event and some of the members are uncomfortable. Ashley tells them if they are uncomfortable then they should not attend. Plus, Stephanie is their friend and they are allowed to bring whomever they want to a social event. **CHANGE PPT SLIDE**

SCENARIO 7

Julia and Caroline are in different member classes. Julia is now dating Caroline's ex-boyfriend. He is a guest in the house at times and comes to various events. Caroline is uncomfortable by this and has expressed her feelings to Julia. Julia has made it clear that she does not care. Caroline has issues with Julia not respecting her boundaries as an individual or as a sister. **CHANGE PPT SLIDE**



SHARE:

- What did you learn about yourself from the exercise?
- What did you learn about others?
- What are you going to start/stop doing? **CHANGE PPT SLIDE**

SUMMARIZE:

- The main goal of this lesson is for you to see the different types of conflict resolution and how they can be used.
- Pay attention to the way that you and others tend to resolve conflict.
- Knowing how someone resolves conflict can help you as you try to navigate different situations in your life. **CHANGE PPT SLIDE**

WRAP UP:

- Conflicts are a natural part of life. It's ok to feel uncomfortable for a while as you sort through the emotions that you are feeling and listen to the emotions of someone else.
- It can take time to find ways to resolve conflict in a manner that helps you feel OK. Be patient as you develop these skills. **CHANGE PPT SLIDE**
- Reminder to utilize Alpha Phi SOAR Student Assistance as a free, confidential support for members. SOAR benefits are confidential, free to use and available to all Tri Deltas and their family members – however you choose to define “family.” Our director of risk management can share more information. **CHANGE PPT SLIDE**
- The facilitator should provide any closing thoughts to the group and allow participants to ask final questions. Remind participants to complete the survey before leaving the space using the QR code on the PowerPoint. Thank the participants for participating and showing respect during the lesson. Provide members with options for campus or community resources for mental health.