

I. Introduction

Greeting/Affirmation/logistics

The role of the mediator in this case is to help Quick and Walker diagnose, negotiate, and then reach an agreement. The mediator will then follow-up on the outcome of the agreements.

Quick wants to use a debate platform about the political figures deciding whether to keep the monarchy or adopt a new Communist constitution. Walker on the other hand wanted to analyze the writings of Leo Tolstoy. The two parties decided to have the debate of the Russian Political figures.

We will start the process with each party verbalizing their side of the conflict to explore where their conflict starts. We will then work toward each parties goals or outcomes that they both want to see achieved or reached. Then we will align each parties goals to a positive outcome that both parties feel satisfied with.

There will be ground rules that will be at play during this process. The number one rule is, if one party is speaking the other party will not interrupt. The goal here is to listen to what the other is truly saying. Rule number two; if at any time one party loses their tempers we will take a five minute recess so they can collect their thoughts. At the end of the presenting parties talking points I want the other party to summarize verbally to the other what they just heard, and reflect on what they are hearing and are feeling. This will be done verbally. Last but not least, if the parties cannot precede in coming to an agreement with the other the party, each party will then agree to present their own presentation on the class project.

II. Storytelling

Walker

Walker is not thrilled with the idea that Quick is presenting, but has decided to go along with it anyway. A reason for this is because he has always been willing to help Walker while working together, so Walker is willing to go with his idea on this project. With Walker not being thrilled about the direction for the assignment, compounded with the fear of public speaking, Walker is experiencing lower than normal motivation and is further discouraged because Quick keeps asking to see his notes on the subject. After Quick saw Walkers notes, Quick was not happy with the amount of notes there were. Walker works a lot from his head when working through projects and notes and does not feel that he needs pages of notes. After Quick became unhappy with the amount of notes that Walker takes, he talked to his roommate about dropping the joint project with Walker. This leaves Walker surprised that Quick would desert him at the last minute

Quick

Quick is excited about doing this project. He has been spending a great amount of time working on his side of the debate. He notices that Walker was not as enthusiastic as he should be, but Quick is still excited about doing the project knowing that Walker is also a good student. Quick recognizing that Walker felt that he was struggling with the project has offered to help with his side of the project. Walker has refused the help that was offered. After seeing the notes that Walker has taken Quick is now feeling that Walker is not going to follow through. Quick feels that if Walker's side of the debate is not good it will not work out well, as a result they will get a bad grade on the project. Grades are important to Quick because he wants to get into law school and needs a good GPA. Quick then lost his temper and was discussing with his roommate about dropping the joint project. Quick also feels that Walker is acting immature and foolish for not wanting to discuss the problem rationally by walking out on the conversation.

III. Identifying Issues

The key issues in this case is that walker is feeling as though he is being misunderstood and feels that he shouldn't have to take notes like Quick does. Quick also feels that walker doesn't care about the project because of his lack of enthusiasm about doing the debate for the class project. Walker also has a fear of speaking in public which is making it even harder to feel enthusiastic about the project. Because of this misunderstanding compiled with Walkers fear of public speaking, Quick thinks that he is not doing his part in the project and will not finish his side of the debate. From the incident with the notes and feeling the pressures of needing a good GPA to get into law school Quick had lost his temper resulting in name calling toward Walker which had really hurt Walkers feelings. Now there's a real possibility that both parties are going to be doing the project on their own.

Joint Issues

Both Parties want to use their own idea for the joint project

Both are Feeling that the other party is acting immature

Each other's ideas does not interest the other person at all

Both parties are facing doing the project on their own with little time left to complete it

Quick has enjoyed helping walker mainly because he feels he is helping more than Walker is

Walker sometimes feels that Quick is arrogant about how smart he is and that sometimes irritates Walker.

IV. Problem Solving- Healing

This is where you would do the following:

Help participants to describe the related problem in more depth

Encourage parties to generate options jointly

Note commonalities whenever possible

Encourage constructive communication (I-messages, active listening, empathy, etc.

Encourage parties to examine and be open about their feelings.

Help parties focus on the future rather than getting stuck on the past.

Most conflict include both tangible issues and relationship issues.

V. Agreement and Resolution

There are a few different possibilities here. I see that the probable outcome is that both parties will agree to continue to work on the project together because of what is at stake if they don't. If they don't agree to finish the project they will be on their own to finish with a short amount of time left. They will settle their differences on the notes. This will be accomplished by quick agreeing to not be controlling over how notes are taken and they will practice their historical debate before presenting it. This will ensure that the debate will have the desired effect when they give it for their class presentation. A major hurdle in this is Walker's fear of public speaking. The practices will help with this fear by scripting the debate for Walker.

In this case both Quick and Walker will have to work together more efficiently rather than have the relationship they have right now. Right now both are working on the joint project separately hoping that the debate will turn out how they want it. This is not an efficient way of working on a joint project. Both parties will have to get together more often to compare notes and really shape the direction of the debate together.

I think that by the end of the joint project Walker and Quick will have a restored friendship that they shared before they started the project. They may decide not to be partners again for class projects because of their differing views of what interests them. Walker is really interested in literature while Quick enjoys the social sciences. Both parties will most likely still study together since their friendship is based off the help they give each other.