

# PROGRAM EVALUATION TOOLS for Campus Conflict Resolution & Mediation Programs

A collaboratively developed evaluation kit prepared for the Conflict Management in Higher Education Resource Center. Funding provided by the Department of Education's Fund for the Improvement of Post Secondary Education.

**Project Coordinator:** Bill Warters **Document Editor:** Katherine N. Irvine

## Module Development Teams\*

### Needs Assessment Module

\*Catherine Borshuk, Indiana Univ-South Bend  
Eleanor Funk, Bryn Mawr College  
Marva Lewis, Tulane University  
Bill Warters, Wayne State University

### Process Monitoring Module

\*Michelle Hill, Georgia State University  
\*Julie Macfarlane, University of Windsor  
Sally Johnson, University of Michigan

### Evaluation of Training Module

B.J. Cunningham, American University  
Katherine N. Irvine, University of Michigan  
\*Dan Kmitta, University of Idaho

### Mediation Outcomes & Impact Module

\*Tim Hedeem, Syracuse University  
\*Scott Jackman, Indiana Univ-Bloomington  
Christopher Kinabrew, Tulane University

*\* Denotes primary authors of module text*

## National Evaluation Team Meeting



Wayne State University, Detroit, MI

# TABLE of CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>1</b>
<b>EVALUATION PACKET OVERVIEW</b> .....	<b>2</b>
<i>Why Do Evaluation Research?</i> .....	3
<i>Types of Evaluation Research</i> .....	4
<i>Information Gathering</i> .....	4
<i>Table 1: Sample Data Gathering Needs and Sources</i> .....	5
<i>Using the Evaluation Results</i> .....	6
<b>RESOURCES FOR MEDIATION EVALUATION RESEARCH</b> .....	<b>7</b>
I. <i>Mediation Program Evaluation Guides</i> .....	7
II. <i>General Program Evaluation Resources on the Web</i> .....	8
III. <i>Useful Books on Evaluation Research</i> .....	10
<b>EVALUATION MODULE I</b> .....	<b>11</b>
NEEDS ASSESSMENT TOOL #1: <u>“WHERE WOULD THEY GO?” CASE EXAMPLES</u> .....	13
NEEDS ASSESSMENT TOOL #2: <u>HOTSPOT MAPPING OF CONFLICT ON YOUR CAMPUS</u> .....	15
NEEDS ASSESSMENT TOOL #3: <u>CONFLICT TYPOLOGY MATRIX</u> .....	17
NEEDS ASSESSMENT TOOL #4: <u>STAKEHOLDER ANALYSIS CHART</u> .....	19
NEEDS ASSESSMENT TOOL #5: <u>CONFLICT MANAGEMENT INVENTORY</u> .....	21
<b>EVALUATION MODULE II</b> .....	<b>28</b>
PROCESS MONITORING TOOL #1: <u>STANDARD OPERATING PROCEDURE (SOP) REVIEW</u> .....	29
PROCESS MONITORING TOOL #2: <u>NEW POLICY AND PROCEDURE DEVELOPMENT</u> .....	33
PROCESS MONITORING TOOL #3: <u>STRUCTURES OF RESPONSIBILITY</u> .....	35
PROCESS MONITORING TOOL #4: <u>INTERNAL DECISION-MAKING PROCESSES</u> .....	37
<b>EVALUATION MODULE III</b> .....	<b>39</b>
SUMMATIVE EVALUATION TOOL #1: <u>CASE CHARACTERISTICS</u> .....	42
SUMMATIVE EVALUATION TOOL #2: <u>PARTICIPANT CHARACTERISTICS</u> .....	44
SUMMATIVE EVALUATION TOOL #3: <u>DOES MEDIATION WORK?</u> .....	46
<b>EVALUATION MODULE IV</b> .....	<b>52</b>
TRAINING EVALUATION TOOL #1: <u>MEDIATOR SELECTION CHECKLIST</u> .....	53
TRAINING EVALUATION TOOL #2: <u>CONFLICT ORIENTATION SURVEY</u> .....	55
TRAINING EVALUATION TOOL #3: <u>MEDIATION TRAINING EVALUATION SURVEY</u> .....	59
TRAINING EVALUATION TOOL #4: <u>MID-TRAINING EVALUATION</u> .....	63
TRAINING EVALUATION TOOL #5: <u>MEDIATION ROLE PLAY CHECKLIST</u> .....	65

# Evaluation Packet Overview

Mediation has rapidly become a useful approach for addressing concerns on college and university campuses across the country. It not only is an alternative to contentious and litigious dispute resolution methods, it also teaches valuable communication, listening, and problem solving skills. The process of mediation holds great promise for assisting students, staff, faculty, and others in developing appropriate solutions to a wide range of concerns. Do you wish to start or expand a conflict resolution program on your campus? Do you know if the service is needed? Who should you target? If you already have a program in place do you know whether things are being implemented as planned? How many people do you serve with your conflict resolution program? Are people satisfied with the results?

This packet is intended to address these types of questions and concerns. The materials included in this packet were developed by a group of researchers and campus mediation program staff and volunteers that gathered together at Wayne State University in Detroit, Michigan, from April 4-6, 2001. While we came from a variety of institutions of higher education – large and small, public and private – our shared aim was twofold: (1) to improve the quality of campus conflict resolution program evaluation efforts, and; (2) to increase the frequency of these efforts. Rather than develop a standard, fixed set of materials to be used by everyone, the group chose to develop a set of tools and approaches that can be adapted to meet the specific local needs of programs at various stages of development. To this end, the materials have been divided into four (4) modules, each of which provides insight into and guidance for assessing a different aspect of program development. These include:

- Module I: Needs Assessment
- Module II: Process Monitoring
- Module III: Evaluation of Training
- Module IV: Mediation Outcomes and Impact

This evaluation packet is part of a larger effort to establish a web-based resource for campus-based conflict resolution service programs. The Campus Conflict Resolution Resources website ([www.campus-adr.org](http://www.campus-adr.org)) provides information and links to, for example, bibliographic references, funding sources, mediator training, and conferences, in addition to resources for evaluation efforts.

We need your help. Your feedback on the usefulness of these materials is critical to their success ([add weblink for feedback form](#)). We also need samples of data collection instruments (e.g., surveys, interview questions) and of evaluation reports to include on the Resources website. We also hope you will share some of the results of your evaluation efforts, either by posting new or modified data collection instruments you have developed, or some results from your local efforts to study and evaluate campus conflict resolution processes and services. Look for more information on how to get involved by visiting the website ([www.campus-adr.org](http://www.campus-adr.org)), click on the Program Evaluation Office found in our online Conflict Resolution Services Building.

A note about terminology – Throughout this packet we use the terms *conflict resolution* and *mediation* interchangeably. We also use *program* and *service* interchangeably when referring to

conflict-related efforts. Lastly, although we sometimes only mention college or university campuses, these materials are appropriate for use by programs on all institutions of higher education.

## **Why Do Evaluation Research?**

Research is not often a high priority for people engaged in the exciting, challenging, and sometimes tiring work of setting up and maintaining a campus conflict resolution service. The very term, research, conjures up images of the scientist in the laboratory forever worrying over some obscure concoction. Nevertheless, research, particularly evaluation research, is an important key to long-term program success. The still emergent field of conflict resolution in higher education will only truly mature to the extent that we begin to study and share broadly what works, what does not work, and why. Programs that find ways to include research as a basic part of what they do are in a very good position to help move both themselves, and the field of conflict resolution, forward.

Evaluation research can also be considered one of the ethical responsibilities of competent mediation service providers. The Model Standards of Conduct for Mediators, jointly developed by the American Arbitration Association, the American Bar Association, and the Society for Professionals in Dispute Resolution in 1995, addresses this issue directly. One of the standards, *Obligations to the Mediation Process*, indicates: "mediators have a duty to improve the practice of mediation." This clearly implies a responsibility on the part of both individuals and programs to evaluate and refine the practice of dispute resolution.

In general, evaluation research can serve quite a number of related purposes:

**Justifying and explaining the program** – Providing credible proof to skeptics can help increase the sustainability of programs. Evaluation data are often useful for justifying, defending, or explaining a program. Sponsors may wish to know details regarding caseloads, types of conflicts, and outcomes.

**Program planning and decision-making** – Research can help determine how best to allocate time and resources now and in the future. Data can also be used to refine public relations or outreach strategies or to make decisions about training needs. Questions regarding duplication of services can also be explored.

**Improving services** – Research can help practitioners understand what is working and what is not and identify larger patterns that may go unnoticed day to day. For instance, systematic follow-up contact with disputants might reveal that the compliance rate for certain kinds of agreements goes down a few months after mediation. This finding could suggest needed changes in mediation procedures.

**Addressing a specific problem area** – Having good data on areas of concern can help the mediation program respond more effectively. For instance, the director may have a

concern about the limited use of the service by diverse cultural groups. Part of the monitoring might include recording the ethnicity of parties using the service.

**Assessing mediator needs and impact** – Evaluations can be used to assess the needs, concerns, and effectiveness of mediators. Questions relating to the effectiveness of the training, ongoing mediator professional development needs, and disputant satisfaction with mediators assigned to them or the process used can be quite helpful.

Identifying, at the start of a project, the purposes likely to be most important will increase the chances of gathering data that will be both credible and a good match for program needs. It also provides the opportunity to develop standardized forms and practices that will endure as the program matures and office personnel change.

### **Types of Evaluation Research**

There are two broad categories of evaluation research: formative and summative. *Formative evaluation*, also known as program or process monitoring, is used to keep track of how a program is being implemented, assess whether a project is going according to plan, document problems or new possibilities arising as the program grows, and provide useful strategic information for program developers. *Summative evaluation*, also referred to as outcome evaluation, examines the outcomes of the program to see if they meet expectations. It focuses on determining whether the program is meeting its stated objectives, whether it is worth continuing or expanding, and how effective it is. Most programs end up doing some combination of the two. It is preferable to gather formative information as the program develops, making adjustments as necessary, rather than proceed without gathering data until it becomes time to answer critical questions of continued fundability.

### **Information Gathering**

There are many potential sources of useful information, some covered in this packet, and others left to your ingenuity and imagination. Much of the information for formative evaluation comes from office forms (often referred to as monitoring records) that are set up and maintained by staff and volunteers. These include, but are not limited to, telephone and office contact logs, case intake forms, and public relations activity logs that track events and the number of participants involved. Organizing the data collected by a monitoring system can be accomplished in any number of ways depending on data processing capabilities and needs. In small programs, a simple paper filing system and periodic (monthly or by semester) manual tabulation procedures might be adequate. In a larger program, data might be converted for analysis on a personal computer, perhaps using a mediation case management software package or a general statistical or graphing program.

In addition to data from monitoring records, programs may develop questionnaires, surveys, focus groups, and observation or interview guides to gather other kinds of information deemed useful for evaluation purposes. Also, when permissible and available, secondary or archival data analysis of records prepared by related programs or services may be valuable. For instance, it

can be useful to note changes in complaint or case patterns at other programs or offices that in some way relate to the mediation effort.

Some examples of the kinds of data that program coordinators might be interested in collecting and related data gathering tools are listed in Table 1. In each evaluation module in this packet we provide suggestions on how and when you might want to collect the relevant data.

**Table 1: Sample Data Gathering Needs and Sources**

<b>Desired Information</b>	<b>Possible Data Sources</b>
Patterns of Referral	Referral forms Intake or request-for-mediation forms Case files indicating referrals made to other offices Post-mediation report forms completed by mediators Interviews with referral sources
Patterns of Program Use	Telephone and contact logs Demographic information gathered on intake forms Pre- or post-mediation questionnaires Key informant interviews
Mediators' Skill Development	Mediator observation forms (during training & mediations) Pre- and post-training questionnaires Post-mediation disputant satisfaction surveys Post-mediation self or co-mediator evaluation/debriefing forms
Scope & Extent of Outreach	Public relations (PR) event log Log of number, kind, location of PR materials distributed Web site "hit" counters "How did you hear about center" questions at intake Media clippings file
Program Efficiency	Time from first contact to resolution (from Intake form) Length of mediation session (from post-mediation report form) Percentage of cases reaching agreement (from case files) Costs per case - time, money, comparison to other processes
Disputants' Experiences	Post-mediation surveys Follow-up telephone interviews
Case & Problem Categories	Intake forms Case files Generic case summaries prepared by mediators

A note about participation – All forms of data collection should be accessible to any mediation participant, so particular care needs to be paid to ensure that materials and methods are available in a variety of formats. To ensure that evaluation is conducted appropriately and respectfully, interviews and questionnaires should be reviewed for accessibility to all possible respondents and users of these materials. For example, you may need questionnaires available in large-print, Braille, and in languages other than English. For interviews, ensure they are conducted at accessible facilities and interviewers are prepared to accommodate a wide range of languages and language skills as well as cultural contexts. Regardless of the data collection method, sufficient time should be provided to allow for completion of any evaluation material.

A note about confidentiality – To ensure that participants provide open and honest responses to evaluation instruments, it is incumbent on program managers to safeguard the anonymity of the individuals and the confidentiality of their responses. Provide assurance to participants on every written questionnaire and as part of every structured interview or observation. Prior to undertaking any evaluation, agencies must determine which data to collect and how that data will be treated. For example, is any of the material open to public scrutiny? If the evaluation process calls for follow-up contacts with participants, how will an identifying code be developed and where will the list that links the code to specific cases be kept? All policies related to the data collection effort should be made available to participants at every stage of the evaluation.

### **Using the Evaluation Results**

After the various forms of data have been collected, they need to be analyzed and prepared for presentation. Software packages for large amounts of quantitative (SPSS, SAS) and qualitative (The Ethnograph, ATLAS.ti, NUD\*IST) data are readily available on most campuses for use in data analysis. Some specialized survey programs that help streamline data analysis are also available. Excel is a basic, yet workable, option as well.

Once the findings are compiled, strategies for reporting the results need to be developed that will appeal to the intended audience (e.g., sponsor, clients, mediators). Several reports may need to be developed to provide different kinds and amounts of information depending on the audience. If the information will be presented to the media, a press release may be needed as well. Some readers like lots of charts and figures; others prefer text. For most audiences, evaluation reports should include implications of the findings for: (1) program operation and maintenance; (2) expansion, redirection, and sustainability; and (3) recommendations for future short- and long-term actions that can be taken to improve the program.

It can be quite helpful to review a draft of the results of the evaluation with core staff, advisers, and volunteers before completing the report. A meeting designed to discuss the findings can be held to get input and interpretations. These additional perspectives can strengthen the final report and convey respect for the groups most likely to be influenced by the release of the report. An evaluation is essentially a device for program staff and volunteers to use to make adjustments and improve program services. Taken in this light, a report should not be presented as the final word on the program but rather as part of a continuous and evolving process of development and refinement.

## Resources for Mediation Evaluation Research

A number of useful research tools and guides to program evaluation are available for reference purposes. Some are tailored specifically to the mediation context, and others are more general.

### I. Mediation Program Evaluation Guides

Although none of the following guides focus specifically on the higher education context, they may still be of considerable value to individuals designing evaluations of mediation programs.

*A Self-Evaluation Manual for Community-Based Mediation Projects: Tools for Monitoring and Recording Data*, by T. Roberts. Vancouver, Canada: University of Victoria Institute for Dispute Resolution, 1993. This example-filled manual comes out of an evaluation, conducted in 1990-1991, of two community-based mediation organizations in British Columbia. It provides a variety of useful ideas, and sample data monitoring and gathering instruments. Available from: <http://www.dispute.resolution.uvic.ca> or <http://www.nicr.ca/>

*Evaluating Agency Alternative Dispute Resolution Programs: A Users' Guide to Data Collection and Use*, by E. S. Rolph and E. Moller. Santa Monica, California: RAND Institute for Civil Justice, 1995. The Administrative Conference of the United States asked the Institute for Civil Justice to prepare a manual and develop prototype data collection instruments to assist those with responsibility for evaluating federal agency alternative dispute resolution programs. The manual discusses issues in designing evaluations, lays out approaches to data collection, provides sample data analysis plans, and includes a number of prototype data collection instruments. Available from: <http://www.rand.org/>

*CADRE Resource Guide: Using Evaluation Data to Improve Quality*, by Timothy Hedeem. This resource guide presents an overview of mediation evaluation, with a specific focus on how to understand and make use of evaluation findings. It is designed to help program managers understand evaluation processes and outcomes, rather than serving as a how-to manual on evaluation. CADRE, The National Center on Dispute Resolution, is a project funded by the United States Department of Education, Office of Special Education Programs. They provide technical assistance to state departments of education on implementation of the mediation requirements under IDEA '97. CADRE also supports parents, educators and administrators to benefit from the full continuum of dispute resolution options. Currently under review, available in 2002 from CADRE, P.O. Box 51360, Eugene, OR 97405-0906; or from: <http://www.directionservice.org/cadre/>

*Evaluating Alternative Dispute Resolution Programs*, by Lee Scharf. This practical 19-page document is Chapter 8 of the *Federal Alternative Dispute Resolution Program Manager's Resource Manual*. It is available as a PDF file from the Interagency Alternative Dispute Resolution Working Group (IADRWG) home page, as a separate chapter or as part of the entire Resource Manual. The Working Group was established to coordinate, promote, and facilitate the effective use of dispute resolution processes within Federal agencies as mandated by the Administrative Dispute Resolution Act of 1996 and White House Presidential Memorandum. Available from: <http://www.financenet.gov/financenet/fed/iadrwg/iadrwg.htm>



*Program Evaluation Kit: Victim Offender Mediation Programs*, by Mark Umbreit. Minneapolis, MN: Minnesota Citizens Council on Crime and Justice, 1992. This guide includes brief introductory text explaining the importance of evaluation, and then provides a sample questionnaire designed to be administered by program staff without need for professional evaluators to assist them. Available for download as a PDF file from the Center for Restorative Justice and Peacemaking from: <http://ssw.che.umn.edu/rjp/Resources/Resource.htm>

*Evaluating Your Conflict Resolution Education Program: A Guide for Educators and Evaluators*, by Tricia Jones and Dan Kmitta, October 2001. This Evaluation Guide, developed by the Ohio Commission on Dispute Resolution and the Ohio Department of Education focuses on methods that can be used by school conflict resolution program grantees to evaluate program effectiveness and to assess program impact at the building level. The authors prepared the manual as a workbook so that it should be easy to use. Throughout the beginning parts of the manual they have included some worksheets to help you identify the program goals and evaluation goals you want to emphasize. When they provide copies of questionnaires and interview questions they have presented them so you can simply copy the forms from the book and use them in your school. Available for online reading or download at <http://www.state.oh.us/cdr/schools/evaluatingcrep.htm>

*Indiana Conflict Resolution Institute Searchable Bibliographic Database*. This online resource is not about how to evaluate mediation services, but instead provides information on existing evaluation reports and articles. The database seeks to provide a comprehensive list of empirical field studies and program evaluations on conflict resolution. The citation search will examine each record in the bibliography database, and select records according to keywords entered in one or more of the following fields: author, title, source, publisher, and/or category. If article summaries are available, links to the summaries will be displayed in the citation results. While it is constantly under construction, the database includes evaluations of conflict resolution including juvenile court, international, employment, environmental, and labor relations programs. The list of evaluations continues to grow and should not be considered exhaustive. Available from: <http://www.spea.indiana.edu/icri/datalist.htm>

## **II. General Program Evaluation Resources on the Web**

**Action Evaluation Project:** <http://www.aepro.org> This site provides information on a participatory assessment process known as action-evaluation. The process entails collaboratively articulating goals and objectives among the groups involved in a conflict intervention, including those funding it, those organizing and convening the intervention, and the participants themselves. The action-evaluator collects this information from the groups and summarizes it with the help of a computerized database (available over the Web browser) designed to systematize the process and organize the data. This goal articulation takes place at the outset of an intervention, allowing the action-evaluator to track how goals of various stakeholders evolve and use these goals as a basis for both designing the intervention and evaluating it along the way and at its conclusion.

**Bureau of Justice Assistance Evaluation Web Site:** <http://www.bja.evaluationwebsite.org>

The BJA maintains an extensive Web site designed to provide a variety of resources for evaluating primarily criminal justice programs, but much of the information is applicable to other contexts as well. The site includes the Electronic Roadmap for Evaluation, which provides instructional materials to assist in planning, designing, and conducting evaluations of programs, and a section on evaluation resources. It also contains a bibliography of evaluation materials organized by specific evaluation topics.

**Centers for Disease Control Evaluation Working Group Web Site:**

<http://www.cdc.gov/eval/resources.htm> This site provides an extensive list of categorized online resources related to program evaluation. You will find lots of good information here. Resources are divided into the following groups:

- \* Ethics, Principles, and Standards
- \* Organizations, Societies, Foundations, Associations
- \* Journals and On-Line Publications
- \* Step-by-Step Manuals
- \* Logic Model Resources
- \* Planning and Performance Improvement Tools
- \* Reports and Publications
- \* Suggestions

**Collaborative, Participatory, and Empowerment Evaluation Website:**

<http://www.stanford.edu/~davidf/empowermentevaluation.html> This website, developed by David Fetterman, author of the widely-used book *Empowerment Evaluation* (see below for full reference) provides summary links to a very nice collection of user friendly tools supporting program evaluation. These include (often free) software programs and online interactive evaluation development guides.

**III. Useful Books on Evaluation Research**

Fetterman, D. M., and others (Eds.). (1996). *Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability*. Thousand Oaks, California: Sage.

Patton, M. Q. (1990). *Qualitative Evaluation and Research Methods*. Thousand Oaks, California: Sage.

Patton, M. Q. (1996). *Utilization-Focused Evaluation*. Thousand Oaks, California: Sage.

Rossi, P., and Freeman, H. (1993). *Evaluation: A Systematic Approach*. Thousand Oaks, California: Sage.

# Evaluation Module I

## Mediation Needs Assessment: Evaluating Conflict on Campus

This module is designed for individuals or teams who are considering developing mediation services for an institution of higher education. It is intended to assist you in assessing the need for a mediation service on your campus and identifying the most appropriate types of service for the campus community. Specifically, you will be able to:

- gather information concerning the current level of conflict resolution practices;
- discover the state of general knowledge regarding conflict resolution;
- identify the types of conflict that occur and the locations in which these conflicts most often arise;
- locate other stakeholders who may act as resource people for a mediation service; and,
- learn about how members of your campus have been affected by conflict in their classrooms, workplaces, recreational, and living spaces.

The module consists of five research tools. Varying levels of expertise are needed for using each tool; for some, little or no knowledge of research methods are necessary, whereas others will require skills and expertise in survey research, sampling techniques, or descriptive statistics. It is recommended that your team begin by considering which tools will generate the knowledge needed to begin forming a mediation service; you may find that only one research tool is needed, or you may wish to use all five.

### *What is a Needs Assessment?*

In general, a needs assessment is a type of research. It is usually performed before a new program is implemented, providing you valuable information about existing conditions that could be addressed. For example, conducting a needs assessment during the planning stages for a campus mediation program will allow the program sponsors to evaluate the need for conflict services on campus.

### *How Do You Use the Tools?*

Before you begin collecting your own information on the need for conflict services (using the suggested research tools contained in this module), you may wish to consult information sources that already exist. These may give you a preliminary idea about the type, intensity, and level of conflict on campus, as well as the resources that people in conflict have been utilizing. Suggestions for valuable information sources include:

- \* Student Judicial Affairs/Honor Board case reports
- \* Ombuds annual reports
- \* Letters to campus or community newspapers dealing with conflict situations
- \* Union grievance records

- \* Residence Hall incident reports
- \* Campus security statistics
- \* Sexual harassment complaints
- \* Equal Employment Opportunity (EEO) complaints

Tread carefully when gathering information from many of the above sources; much of the information is sensitive and/or confidential in nature. Gaining access to some types of documents may require special permissions and/or agreements on your part regarding the specific use of the data. In addition to helping you understand the patterns of conflict on your campus, annual reports listing counts or summaries of the kinds of complaints/disputes/cases handled by various campus offices can also be helpful for establishing a baseline prior to the implementation of your program. Reviewing these figures annually, or after your program has been in place for some time, can be revealing, especially if case patterns in other areas change after your system goes into service.

Each research tool comes with instructions and/or examples. In some cases, you may wish to adapt or modify the tools to more closely reflect the culture of your campus. Each tool is preceded by a description, intended to help your team plan for a needs assessment, that includes the following information: (1) the questions that can be addressed; (2) how to use the tool; and, (3) insight into what the results may provide.

Research tools in this needs assessment module include:

1. “Where would they go?” – case examples to indicate the current state of knowledge regarding conflict resolution on campus.
2. HotSpot Mapping – physically locates the sites of frequent conflict.
3. Conflict Typology Matrix – determines what types of conflict are being experienced by whom, about what, and their level of frequency and intensity.
4. Stakeholder Analysis Chart – identifies allies in your mission.
5. Conflict Management Inventory – assesses conflict styles used by individuals on campus (e.g., confrontation, emotional expression, conflict avoidance).

## **Needs Assessment Tool #1: “WHERE WOULD THEY GO?” Case Examples**

### *What Questions May Be Addressed by This Measure?*

This tool allows you to assess the current level of knowledge about conflict resolution that exists on your campus. By distributing this measure widely on campus, you will learn what students, staff, and faculty believe is the best source for solving interpersonal conflict.

### *How Do I Use This Measure?*

The case examples included in this measure are typical of many campus conflicts (although you may wish to invent a few more of your own examples that are directly relevant to ongoing conflicts on your campus). You may distribute this measure to individuals, or have small groups work together as in a brainstorming task. It may be administered in meetings, in classrooms, or at other campus events. You may want to include a place on the measure (e.g., checklist) where people can indicate their role on campus – student, staff, faculty. There are likely to be few, if any, issues of confidentiality around using this tool, although it is wise to indicate that answers will be anonymous.

### *What Information Will the Results Give Me?*

You will learn about the effectiveness and general awareness of conflict resolution services currently offered by your institution. You may learn that there are few places to which campus members can turn for aid in resolving disputes. You may be able to discover good sources of informal problem-solvers on your campus – people you never knew were even involved in conflict resolution. Any of this information should be useful to help you to identify needs for a mediation service.

## “WHERE WOULD THEY GO?”

This survey presents a number of examples of people who, for one reason or another, are having difficulty getting along. After each example, write down where you think they should go to find help to solve their problem. If you don't have any ideas, either guess or write “I don't know” after the example. There are no right or wrong answers and responses will remain anonymous.

### **Example 1:**

Jason, a student in Introduction to Psychology, is having a disagreement with his instructor, Dr. Reynolds, over his midterm essay exam grade. Dr. Reynolds is not being particularly responsive to Jason's concerns. WHERE could Jason go on campus for assistance with his problem?

### **Example 2:**

Jennifer, a second-year student living in the residence hall, is having problems with her roommate, Aleisha. They have been arguing over using the room for socializing, playing music, and having overnight guests. Jennifer doesn't feel that she's getting through to Aleisha. WHERE could Jennifer go on campus for assistance with her problem?

### **Example 3:**

Marie, who works in the admissions office, recently lost her temper with her co-worker, Roger. Marie thinks Roger's computer screensaver is offensive, and she has overheard him telling insensitive jokes to a friend on the phone during his break. WHERE could Marie go on campus for assistance with her problem?

### **Example 4:**

Kalib, a professor in the School of Business, is involved in a conflict with John, another professor, over who should be first author on a paper they both worked on. John refuses to discuss the matter further with Kalib. WHERE could Kalib go on campus for assistance with his problem?

### **Example 5:**

Monica, a departmental secretary, feels she has been given far too much work lately by her new boss, Henry, and thinks his expectations of her are unrealistic. She is afraid to confront him about her workload. WHERE could Monica go on campus for assistance with her problem?

Please check whether you are:

Staff     Faculty     Student     Other

## **Needs Assessment Tool #2: HotSpot Mapping of Conflict on Your Campus**

### *What Questions May Be Addressed by This Measure?*

This measure allows people to visually identify where conflict occurs on campus. By physically locating the “hot spots” where various types of conflict occur, program coordinators and planners know where to focus their services.

### *How Do I Use This Measure?*

This tool is best administered to several people who are familiar with conflict episodes on your campus (e.g., campus security personnel, ombuds representatives, administrators, residence monitors). Photocopies of the HotSpot map, labeled with locations appropriate for your campus (e.g., library, residences, classrooms), can be given to key informants to identify the intensity of conflicts that happen in each place. For areas that see frequent, intense conflict (e.g., the campus pub, if there is one), instruct informants to place three (3) large Xs in that spot on the map. For areas of low conflict, instruct your informants to place few or no Xs in the corresponding map location. This tool may be used in a group setting or by individuals. There are likely to be few, if any, issues of confidentiality around using this tool, although it is wise to indicate answers will be anonymous.

### *What Information Will the Results Give Me?*

If you collect between 10 and 20 “maps” from different key informants (including yourself), you should be able to identify the spots where the frequency and intensity of conflict is highest. This does not give you information about the type of conflict occurring in such spots, however. More digging may be necessary to get this information.





Library



Fraternity/Sorority House

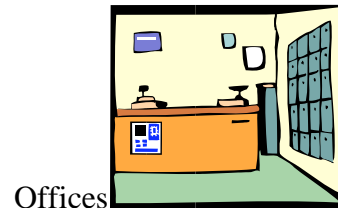


Residence/Dorms



Cafeteria

Labs



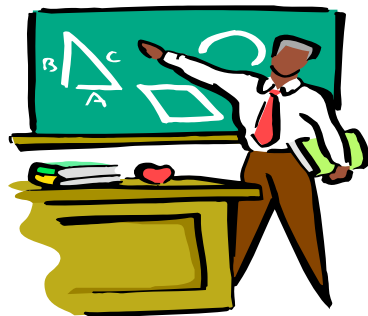
Offices



Campus Pub



Playing fields



Classrooms

<p>XXX = frequent, intense conflict          XX = medium conflict          X = low or no conflict</p>
---

## HOTSPOT MAPPING EXAMPLE

### **Needs Assessment Tool #3: Conflict Typology Matrix**

#### *What Questions May Be Addressed by This Measure?*

This matrix offers you the opportunity to creatively gather information about the types of conflict that are being experienced on campus. You may gain an understanding of who is in conflict with whom, what the conflicts are about, and the frequency and severity of these conflicts.

#### *How Do I Use This Measure?*

Like the HotSpot map, which identifies locations of conflict, this matrix is intended to give you a quick visual and qualitative representation of conflict on your campus. It may be used either with individuals or with groups. It may be performed as an exercise for small groups in a classroom or workshop, mailed to a representative sample of campus community members to gather anonymous data, or it may be posted on a large wall chart in a heavy-traffic area of campus. There are likely to be few, if any, issues of confidentiality around using this tool, although it is wise to indicate answers will be anonymous.

Your respondents will be given a quantity of colored stickers to paste on the chart. Red stickers represent very serious conflicts (high intensity); yellow stickers represent moderate-intensity conflicts; and green stickers represent low-level, ongoing conflicts. Your participants are simply asked to distribute their stickers on the matrix according to the number and level of conflicts that they are personally aware of.

For example: a staff member who deals mainly with faculty and administrators is mostly aware of low-level conflicts over working conditions and financial issues. She places green stickers next to the “working conditions” and “financial compensation” boxes under “Nature of Conflict,” and chooses both “Co-Workers” and “Employees-Bosses” as “Disputants” for both of these types of conflicts.

#### *What Information Will the Results Give Me?*

You should be able to discern by looking at a number of different matrices what peoples’ concerns are about conflict on campus. You will be able to get a visual sense of the intensity of conflict, the disputants involved, and common reasons that disputes arise. Every campus is different; this matrix will help you to identify the key issues on your campus that need to be addressed by a conflict mediation service.

## CONFLICT MATRIX

What types of conflict are you most aware of that occur on this campus?

**Instructions:** Affix your stickers in the boxes that represent the types of conflicts that you are most aware of. Going across on the matrix, decide WHO is involved in conflicts. Then, going down the matrix, decide WHAT TYPE of conflict is usually experienced. Use:

- RED stickers for serious conflicts;
- YELLOW stickers for moderate conflicts; and,
- GREEN stickers for low-level, or ongoing conflicts.

All responses are anonymous. Use as many stickers as you like to create a picture of conflict on your campus!

### WHO is Involved

TYPE of Conflict	Student-Student	Student-Faculty	Faculty-Faculty	Co-workers	Employee-Boss
Grades					
Working conditions					
Interpersonal problems					
Identity issues (e.g., sexism/racism)					
Financial compensation					
Intellectual property					
Classroom issues					
Living arrangements					
Personal property					
Other (please name)					

## **Needs Assessment Tool #4: Stakeholder Analysis Chart**

### *What Questions May Be Addressed by This Measure?*

This tool, called the Stakeholder Analysis Chart, is intended mainly for personnel who are planning to begin a campus conflict resolution program. It allows you to identify stakeholders, allies, and human resources in your community who would be able to provide input, support or resources for your program. In addition to helping you gauge the attitudes of those around you, it can also help to identify the level of influence these potential resources might have.

### *How Do I Use This Measure?*

The Stakeholder Analysis Chart is best completed by two or more people – preferably those who are working on a planning committee for a conflict resolution program and/or who are knowledgeable about the attitudes and influence of others in the campus community. The group working on this task begins by brainstorming the names or positions of those who may have an interest, an area of expertise, or a stake in a new conflict resolution program. For example, “Dean of Students,” “Swimming Coach,” “Campus Police,” or “GBLT Center” could be listed on the chart under Stakeholders. The group then decides whether that person, office, or organization would be in favor of, indifferent to, or opposed to the presence of a campus conflict resolution program.

The degree of support or opposition can be indicated on the Chart through the use of plus and minus signs (see Chart for example). Additionally, if the group is not entirely certain of its analysis, it may document an attitude under “E” for estimate, rather than “C” for confident. Along with attitudes, the level of influence a stakeholder has may also be documented on the Chart by using H (high levels of power), M (medium), or L (low levels of power over the program). Be sure to emphasize that the information will be confidential and anonymous so as to get frank, honest assessments from your participants.

### *What Information Will the Results Give Me?*

For a group that is planning to develop a new program, systematically recording information about projected levels of support or opposition from various stakeholders can be invaluable. With this information you may be able to identify different areas of expertise and resources or different areas of resistance or apathy.

**Sample**

**Stakeholder Analysis Chart<sup>1</sup>**

Use the following symbols for completing the chart below:

<b>Attitude Analysis</b>	<b>Influence Analysis</b>	<b>Certainty of Analysis</b>
++ <i>strongly in favor</i>	H <i>high</i> (has veto power)	E <i>Estimate</i>
+ <i>weakly in favor</i>	M <i>medium</i>	C <i>Confident</i>
0 <i>indifferent/undecided</i>	L <i>low</i>	
- <i>weakly opposed</i>		
-- <i>strongly opposed</i>		

STAKEHOLDERS	ATTITUDES		INFLUENCE	
	(E)	(C)	(E)	(C)
Vice-President of Student Affairs		++		M
Dean of Law School	+		M	
Masters of Social Work Students	++		L	
Union Representing Cafeteria Workers	-		M	

<sup>1</sup> Based on a hypothetical situation and setting.

## Needs Assessment Tool #5: Conflict Management Inventory<sup>1</sup>

### *What Questions May Be Addressed by This Measure?*

The instrument provided here is an edited version of Susan Goldstein's Conflict Management Inventory (see LeBaron and Grundison, 1993). This 75-item standardized measure was designed to discover the different styles and feelings about conflict that individuals have when handling conflict. It contains five subscales (15 questions in each) exploring, all within the context of conflict, the respondents': (1) feelings and beliefs regarding confrontation; (2) emotional expression; (3) public/private behavior (4) conflict avoidance; and, (5) self-disclosure.

### *How Do I Use This Measure?*

This tool has been developed as a standardized personality instrument, and therefore it is recommended that you not adapt it for your own purposes, but rather distribute it as is. Participants are asked to rate the degree to which a statement reflects their approach to conflict resolution, using a scale from 1 (strongly disagree) to 7 (strongly agree). To control for something known as *response bias*, items for each subscale (i.e., the themes identified by each of the five subscales outlined above) were balanced: for half the questions a rating of '1' reflects a "higher" score on the subscale while for the other half a higher score is associated with a rating of '7'. Thus, when analyzing the questionnaire data, half of the response ratings to each subscale must be reversed so that all scores end up going in the same direction (i.e., so that a rating of '7' has a parallel meaning for all subscale questions). This is a fairly common practice in survey design and analysis. There are likely individuals on campus who can provide help if you need it.

To make sense out of the information you get back, you will want to ask for some basic demographic information on the people responding to the questionnaire (e.g., age, department or major, ethnicity, role on campus – undergraduate, graduate student, faculty, staff). It is important to make sure that the survey is sent to (and received back from) people from all facets of the campus: students, staff, faculty, and administrators. You may also ask clubs and organizations to distribute it. Be advised that in most college settings, collecting information such as this from human participants requires that you submit the survey, your purpose for using it, as well as a description of what you plan to do with the data, to an Institutional Review Board (IRB) to get ethical clearance. Check your university's IRB policies before beginning to distribute this survey.

There are several important issues about using surveys: selection procedures, confidentiality of responses, response rates, and data analysis. It is strongly recommended that a trained researcher who is aware of these issues take responsibility for disseminating and analyzing data from this tool. Trained researchers may include faculty or graduate students from social science or business departments, or senior undergraduates who have been trained in survey research methods.

---

<sup>1</sup>Developed by Susan Goldstein, 1990

### *What Information Will the Results Give Me?*

The results will suggest the variety of styles with which people on your campus approach conflict situations. If you discover that a great number of them are, for example, conflict avoiders, this information may assist you in planning your mediation service. This scale may also be used as a pre-test/post-test measure, used among the campus at large (or among potential mediators) both before, and again after, a conflict resolution service has been established. A pre-test/post-test allows a researcher trained in hypothesis-testing methods of research to compare whether, and how, conflict styles change over time.

## Conflict Management Inventory

**Please indicate how much you agree with each of the following statements. Use the scale located to the right.  
(All answers are anonymous)**

1 = Strongly Disagree
2 = Disagree
3 = Disagree Somewhat
4 = Neutral
5 = Agree Somewhat
6 = Agree
7 = Strongly Agree

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1) I feel more comfortable having an argument over the phone than in person.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2) I would be embarrassed if neighbors heard me argue with a family member.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3) In a dispute, I try not to let the other person know what I am thinking.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4) I wait to see if a dispute will resolve itself before taking action.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5) It is a waste of time to involve emotions in a dispute.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6) I have arguments.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7) There are not many people with whom I feel comfortable expressing disagreement.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8) When arguing with someone I feel more comfortable sitting side-by-side than face-to-face.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9) Getting emotional only makes conflicts worse.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10) In an argument, I try to reveal as little as possible about my point of view.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11) I feel uncomfortable seeing others argue in public.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12) If my neighbor were having a party that made too much noise I would rather call the police than speak with the neighbor myself. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13) I feel annoyed when someone I am arguing with pressures me to talk about my thoughts or beliefs.                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14) If I become angry it is because I have lost control.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15) I rarely have arguments with my friends.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Survey continues on next page...



Conflict Management Inventory Cont.

**Please indicate how much you agree with each of the following statements. Use the scale located to the right.**

1 = Strongly Disagree
2 = Disagree
3 = Disagree Somewhat
4 = Neutral
5 = Agree Somewhat
6 = Agree
7 = Strongly Agree

- 16) It would not bother me to have an argument in a restaurant. 1 2 3 4 5 6 7
- 17) In a dispute there are many things about myself that I will not discuss. 1 2 3 4 5 6 7
- 18) Arguments can be fun. 1 2 3 4 5 6 7
- 19) Showing your feelings in a dispute is a sign of weakness. 1 2 3 4 5 6 7
- 20) I prefer to express points of disagreement with others by writing them notes rather than speaking with them directly. 1 2 3 4 5 6 7
- 21) I do not mind being involved in an argument in a public place. 1 2 3 4 5 6 7
- 22) If a friend owed me money I would hint about it before asking directly to be paid. 1 2 3 4 5 6 7
- 23) I avoid arguments. 1 2 3 4 5 6 7
- 24) When I am having a dispute with someone, I do not pay attention to whether others are around. 1 2 3 4 5 6 7
- 25) I dislike when others have eye contact with me during an argument. 1 2 3 4 5 6 7
- 26) I feel uncomfortable when others argue in my presence. 1 2 3 4 5 6 7
- 27) It makes me uncomfortable when other people express their emotions. 1 2 3 4 5 6 7
- 28) I feel uncomfortable when others reveal personal thoughts or beliefs during a dispute. 1 2 3 4 5 6 7
- 29) If I were upset with a friend I would discuss it with someone else rather than the friend who upset me. 1 2 3 4 5 6 7
- 30) I do not want anyone besides those involved to know about an argument I have had. 1 2 3 4 5 6 7

Survey continues on next page...

Conflict Management Inventory Cont.

**Please indicate how much you agree with each of the following statements. Use the scale located to the right.**

1 = Strongly Disagree
2 = Disagree
3 = Disagree Somewhat
4 = Neutral
5 = Agree Somewhat
6 = Agree
7 = Strongly Agree

- 31) I prefer to guess what someone is upset about rather than ask about it. 1 2 3 4 5 6 7
- 32) I rarely state my point of view unless I am asked. 1 2 3 4 5 6 7
- 33) I am drawn to conflict situations. 1 2 3 4 5 6 7
- 34) During a dispute I state my opinions openly. 1 2 3 4 5 6 7
- 35) I avoid arguing in public. 1 2 3 4 5 6 7
- 36) In an argument, I feel comfortable expressing my needs and concerns. 1 2 3 4 5 6 7
- 37) I hide my emotions in a dispute. 1 2 3 4 5 6 7
- 38) If I am upset about something a friend has done I wait as long as possible before discussing the issue. 1 2 3 4 5 6 7
- 39) In a dispute, I want to know all about the other person's thoughts and beliefs. 1 2 3 4 5 6 7
- 40) I do not mind when others start arguments with me. 1 2 3 4 5 6 7
- 41) In a dispute, I am glad when the other person asks me about my thoughts or opinions. 1 2 3 4 5 6 7
- 42) I feel like running away when people start showing their emotions during an argument. 1 2 3 4 5 6 7
- 43) When I have a conflict with someone I try to resolve it by being extra nice to him or her. 1 2 3 4 5 6 7
- 44) In a conflict situation I feel comfortable expressing my thoughts no matter who the others involved are. 1 2 3 4 5 6 7
- 45) It does not bother me to be in a situation where others are arguing. 1 2 3 4 5 6 7

Survey continues on next page...

Conflict Management Inventory Cont.

**Please indicate how much you agree with each of the following statements. Use the scale located to the right.**

1 = Strongly Disagree
2 = Disagree
3 = Disagree Somewhat
4 = Neutral
5 = Agree Somewhat
6 = Agree
7 = Strongly Agree

- 46) I enjoy challenging the opinions of others. 1 2 3 4 5 6 7
- 47) For me, expressing emotions is an important part of settling disputes. 1 2 3 4 5 6 7
- 48) I prefer to solve disputes through face-to-face discussion. 1 2 3 4 5 6 7
- 49) I am annoyed when someone refuses to discuss a disagreement with me because there are others around. 1 2 3 4 5 6 7
- 50) I avoid people who express their emotions easily. 1 2 3 4 5 6 7
- 51) I would feel uncomfortable arguing with one friend in the presence of other friends. 1 2 3 4 5 6 7
- 52) I often start arguments. 1 2 3 4 5 6 7
- 53) If a co-worker were interfering with my performance on the job I would rather speak to him or her directly than to tell the boss. 1 2 3 4 5 6 7
- 54) In a dispute, I express my emotions openly. 1 2 3 4 5 6 7
- 55) I find conflicts exciting. 1 2 3 4 5 6 7
- 56) I do not like when people ask me to discuss my emotions in a dispute. 1 2 3 4 5 6 7
- 57) I expect a family member to know what is on my mind without my telling him or her. 1 2 3 4 5 6 7
- 58) Everything should be out in the open in an argument, including emotions. 1 2 3 4 5 6 7
- 59) I am just as comfortable having an argument in a public place as in a private place. 1 2 3 4 5 6 7
- 60) It annoys me when I know someone is upset with me but he or she will not discuss it. 1 2 3 4 5 6 7

Survey continues on next page...

Conflict Management Inventory Cont.

**Please indicate how much you agree with each of the following statements. Use the scale located to the right.**

- |                       |
|-----------------------|
| 1 = Strongly Disagree |
| 2 = Disagree          |
| 3 = Disagree Somewhat |
| 4 = Neutral           |
| 5 = Agree Somewhat    |
| 6 = Agree             |
| 7 = Strongly Agree    |

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 61) When something I have purchased is found to be defective, I keep it anyway.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 62) It shows strength to express emotions openly.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 63) I would not mind if a friend told others about an argument that we had.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 64) I feel frustrated when others discourage my emotional expression.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 65) When involved in a dispute I often become silent.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 66) Arguments do not bother me.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 67) After a dispute with a neighbor, I would feel uncomfortable seeing him or her again even if the conflict had been resolved. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 68) An argument can be resolved more easily when people express their emotions.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 69) Conflicts make relationships interesting.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 70) I do not mind strangers arguing in my presence.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 71) I like when other people challenge my opinions.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 72) I feel comfortable when other people express their emotions during a dispute.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 73) I avoid conflict.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 74) I argue in public.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 75) I feel upset after an argument.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Please add any comments and thank you.

# Evaluation Module II

## Process Monitoring: Evaluating Program Implementation

This module is for use by individuals or a team who wish to monitor an existing program. It is intended to provide a framework for assessment. Specifically, it will help you to:

- review systems already in place for implementation and management (e.g., intake);
- assess whether program is going according to plan and identify areas to improve;
- identify possibilities for expansion;
- review roles and responsibilities of your own program in relationship to other campus conflict-related office; and,
- evaluate the decision-making and internal dynamics of your own conflict-related office.

### *What is Process Monitoring?*

Process monitoring is a type of research that is used to structure the evaluation of an existing program. The emphasis is on tracking the day-to-day efforts of a program's implementation. It does not focus on the impact or outcomes, only on the manner in which the program is being put into action. Information gained from such an evaluation provides useful strategic information for strengthening or expanding the scope of an existing program.

### *How Do You Use the Tools?*

Four research tools are included in this module. Each tool focuses on a different aspect of program implementation and includes a series of questions to be asked. Process monitoring is usually conducted by staff, volunteers, and/or administrators internal to your program. Data collected could be directed to and of use by internal office personnel, other campus conflict-related programs, campus decision-makers, the wider academic community, and the community of individuals working in conflict resolution.

Research tools in this process monitoring module include:

1. Standard Operating Procedure (SOP) Review – examines existing protocol for implementing your program.
2. Design new policies and procedures – guides the development of new rules and guidelines for implementation.
3. Structures of responsibility– examines the roles, responsibilities, and relationships among different conflict-related efforts on campus.
4. Internal decision-making processes – assesses the planning process in your office.

## **Process Monitoring Tool #1: Standard Operating Procedure (SOP) Review**

### *What Questions May Be Addressed by This Measure?*

This tool assesses the efficiency and effectiveness of systems that are currently being used by your mediation service office. These include any policies that have been developed (e.g., confidentiality) and/or procedures created for conducting the work of your program (e.g., Intake forms).

### *How Do I Use This Measure?*

To start, you will need to select a procedure or policy you wish to evaluate. The questions below provide a template for you to follow; modify as needed. It may be useful to gather any paperwork (e.g., forms, templates) relevant to the policy or procedure you plan to evaluate. It may also be useful to involve several people in the evaluation process. For example, if you are assessing the Intake process, you might wish to include individuals currently in charge of intake as well as those who have been responsible in the past (if they are still around). Additionally, some questions may be best addressed through interviews and/or self-assessment surveys with pertinent individuals (e.g., disputants, office staff, volunteers). Be sure to address the issue of anonymity and confidentiality.

### *What Information Will the Results Give Me?*

You will be able to determine whether current approaches to the implementation of your program are still useful, time-efficient, and cost-effective. You will also identify specific areas for improvement.

## Review Standard Operating Procedures

Policies and procedures vary from mediation program to mediation program. However, a list of some that are commonly found in campus conflict resolution centers is provided below. Select one to evaluate using the guidelines below.

- Intake time and process
- Response time
- Mediator assignment
- Definition/type/style of mediation model used to resolve conflicts
- Confidentiality
- Mediation process
- Reporting

1. **Specific Steps:** think about the following two areas:
  - a. How do you implement your policy or procedure?
  - b. What specifically is involved?

Listed below are sample questions to ask about a specific policies and procedures. These can be used as a guide for evaluating your selected policy/procedure; modify as needed.

### Intake Time and Process

- a. What formal steps are involved in processing an Intake call from first contact to follow-up?
- b. What informal steps are involved?
- c. What forms, if any, are used?
- d. How many people are involved? What are their roles?

### Confidentiality

- a. Who explains confidentiality policy to disputants?
- b. When is this explanation provided?
- c. How is it provided (e.g., verbally, written)?
- d. How, when, and by whom is confidentiality discussed with office-relevant persons, e.g., mediators, volunteers, staff?
- e. What forms, if any, are used when explaining confidentiality to disputants/office persons?

### Response Time

- a. How much time (hours, days) passes before an initial query is responded to by someone in your office?
- b. What is the range of response time from intake call to mediation?

### Mediation Process

- a. Describe the style of mediation or model of intervention used by mediators and volunteers.
- b. How does an intake call move to mediation? Outline the steps involved.
- c. What steps and policies are involved in conducting mediation in person?
- d. What steps and policies are involved in conducting mediation over the phone?
- e. What steps and policies are involved in conducting mediation via e-mail?
- f. What steps are involved in explaining mediation and rules of mediation to participants?
- g. What is the range of time involved for mediations from beginning to final agreement?

### Mediator Assignment

- a. What are the standard policies concerning mediation by volunteers on your campus?
- b. How are mediators (paid and volunteer) selected to be mediators with your program?
- c. What criteria and process are used to assign a case to a mediator?

### Reporting

- a. What data about the disputants are collected? Saved?
- b. How are these data saved?
- c. What policies/procedures are in place concerning client written information?
- d. What format is used for reporting client data (e.g., # mediations, ethnicity of clients)?

**2. Credibility of Policy:** Review the steps identified in Step 1. Which, if any, contribute to your office having trust in the procedure/policy? Another way to think about this is what makes this policy/procedure credible?

- 3. Goals of Policy:** Think about the following two questions. See Table 1 for examples.
- a. What are the main goals of this policy or procedure?
  - b. How will you know when you have achieved the specified goal(s) (i.e., what are the visible criteria or measures that indicate a goal has been met?).

**Table 1: Examples of policies/procedures, their goals, and achievement criteria**

<b>Policy/Procedure</b>	<b>Goal/Why have it</b>	<b>Achievement Criteria</b>
Confidentiality Policy	Client privacy	No leaks of information
Mediator training	Mediator integrity	High client satisfaction No mediators in jail
Intake process	Speedy service response Client empowerment	Shorter time from intake to mediation High client satisfaction
Presentations	Get the word out	More requests for information

**4. Optional Questions:** The following questions are intended to provide greater focus for your evaluation. Which to use is somewhat dependent on you goals/reasons for conducting a process evaluation and for whom the data are gathered.

If goal is:

a. Clarification – Consider whether the current way of doing things would provide the necessary information for:

- mediators/volunteers who are supposed to implement the policy/procedure
- disputants/clients participating in the process

To collect this type of information consider using either an interview or self-report survey with mediators and clients.



**b. Client Comprehension** – consider whether:

- clients have a comprehensive understanding of the mediation process in general; and,
- clients have a comprehensive understanding of specific questions they might have.

To collect this information consider asking your clients through interview or self-report techniques.

**c. Procedural Integrity** – Consider whether:

- you have an internal review process for making sure steps are being followed internally by staff and volunteers;
- you have an external review process the procedures by clients and stakeholders; and,
- you know whether steps are being followed.

To collect this information consider doing an internal review with mediators/department staff or an external review with clients/stakeholders.

**5. Final Re-evaluation** – Now that you have conducted an evaluation of the steps involved in a particular policy or procedure, consider whether any of the steps require revision/change in light of this evaluation data.

## **Process Monitoring Tool #2: New Policy and Procedure Development**

*What Questions May Be Addressed by This Measure?*

This tool assesses the development of new work or issues in existing areas of work.

*How Do I Use This Measure?*

Based on the above evaluation process or ongoing campus assessments of conflict, use the following questions to evaluate how you implement new procedures and policies. You might want to consider having several individuals within your program answer the questions and then compare responses. Be sure to address the issue of anonymity and confidentiality.

*What Information Will the Results Give Me?*

Results will provide insight into how new policies are currently developed within your program. The information can be useful for clarifying how this is done and identifying procedures to change.

## **New Policy and Procedure Development**

1. Please list and describe any new or innovative procedures or policies that you have considered for implementation in the past year.
  
2. Describe which procedures or policies were selected to implement.
  
3. Describe your rationale for selecting those procedures or policies to implement first.
  
4. What is the status of implementation for the selected procedures/policies?
  
5. Describe your plan or time-line to implement the other procedures or policies at a later time.

NOTE: Use Tool #1 to evaluate the policies and procedures associated with newly adopted programs or policies and to re-evaluate those programs or policies for future adaptation.

## **Process Monitoring Tool #3: Structures of Responsibility**

### *What Questions May Be Addressed by This Measure?*

This tool assesses the roles, responsibilities, and relationships of individuals within your program. It also explores the relationship among different conflict-oriented groups on your campus.

### *How Do I Use This Measure?*

Select the roles, responsibilities, relationships and/or structures deemed important for your evaluation and for whom the data is gathered. Use the questions outlined in the tool to guide your evaluation. Some questions may be best addressed through interviews and/or self-assessment surveys with pertinent individuals (e.g., disputants, office personnel). Be sure to address the issue of anonymity and confidentiality.

### *What Information Will the Results Give Me?*

The information collected with this tool will help you assess whether the current structure of responsibilities within your program is effective, efficient, and meeting the needs of both the individuals and the program. It can be used to identify areas of overlap among staff members, volunteers, and other individuals involved with the program. Additionally, the insight gained into your own program's relationship with other conflict-related programs and groups on campus will suggest ways to reduce overlap, clarify opportunities for partnership opportunities, and identify relationships to improve.

## **Roles, Responsibilities, and Relationships**

### Questions to ask about People:

- a. What is the nature of this person's/ these persons' role(s) (e.g., mediator, volunteer, manager, administrator, student assistant)?
  
- b. Is this their only role and if not, what else do they do? You might want to include roles and responsibilities both internal and external to your office. For example, if you have a student who volunteers as a mediator, they have numerous responsibilities outside of their role as mediator.
  
- c. Do they feel supported in this role?
  
- d. Where does the support come from?
  
- e. What are the kinds of support they need?
  
- f. Are there any barriers to the carrying out of this role effectively within the institution?

### Questions to ask about Conflict-related Efforts

- a. Is there overlap with other conflict-related offices on campus? If so, what kind?
  
- b. How are relationships with other conflict-related groups and offices within the institution? How have they been beneficial? How have they not been beneficial?
  
- c. What does this evaluation data tell you about the types of changes, enhancements, and planning that are needed?

## **Process Monitoring Tool #4: Internal Decision-Making Processes**

*What Questions May Be Addressed by This Measure?*

This tool is designed to assist you in evaluating the internal dynamics of your own program.

*How Do I Use This Measure?*

Below are suggested questions to use. You may wish to consider using interviews, self-report, and/or individual self-reflection techniques to collect the information. Be sure to address the issue of anonymity and confidentiality.

*What Information Will the Results Give Me?*

Information collected will help you assess the planning process currently being utilized in your program. Insight related to priority setting efforts and the decision-making process pertaining to program implementation and development will suggest areas for refinement, modification, and change.

## **Internal Decision-Making Processes**

- a. What was the last procedure or policy that was implemented in your program?
  
- b. How were the decisions to implement this procedure or policy handled?
  
- c. How much consultation did the decision-maker do?
  
- d. With whom did the decision-maker consult?
  
- e. How do the other individuals working in the program feel about the process of decision-making?

# Evaluation Module III

## Summative Evaluation: Assessing Outcomes and Impact

This module is designed for individuals or teams who want to review an existing mediation program. It is intended to help collect information useful for determining the program's future directions. Specifically, you will be able to:

- collect information on the effectiveness of mediation for different types of conflict;
- gain insight into the performance of mediators during a mediation session;
- gauge satisfaction with and durability of mediated agreements;
- determine who is contacting and utilizes the services of your mediation program; and,
- identify areas for improvement.

The module focuses on three aspects of mediation services: the disagreements, the disputants, and the mediation itself. A questionnaire-based survey is the suggested format to be used to collect relevant information, although other approaches (e.g., focus groups, interviews) could be used. Surveys are particularly useful for summative evaluation because they take little time to complete, do not require extensive training to administer, allow for the collection of information on a wide range of topics at once, and provide findings that may be summarized and presented easily and clearly. Included below is a discussion of how and to whom to distribute surveys and some guidance on the analysis of the information collected.

### *What is Summative Evaluation?*

Summative evaluation is one of two broad categories of research. [The other category is called process or implementation research. See module II for details on how to conduct this type of evaluation.] Summative research examines the outcomes of the program to see if they meet expectations. It focuses on determining whether the program is meeting its stated objectives, whether it is worth continuing or expanding, and how effective it is.

### *How Do You Use the Tools?*

You will find three research tools in this module. Within each tool there are a number of suggested survey questions, which reflect current standards and practices in the evaluation of mediation. They are intended to serve as a model or template for program managers; you may wish to adapt or modify them to more closely reflect the features specific to your program and/or the culture of your campus. Although the questions are arranged by topic, please note that when you create a survey you may wish to intersperse the questions from the different topic areas rather than leaving them clustered by topic. Each tool is preceded by a description, intended to help your team plan for the evaluation, that includes the following information: (1) the questions that can be addressed; (2) how to use the tool; and, (3) insight into what the results may provide.



Be advised that in most college settings, collecting information from human participants requires that you submit the survey, your purpose for using it, as well as a description of what you plan to do with the data, to an Institutional Review Board (IRB) to get ethical clearance. Check your university's IRB policies before beginning to distribute this survey.

Research tools in this summative evaluation module include:

1. Case Characteristics – information about the type of cases and how they are managed.
2. Participant Characteristics – information about who utilizes your mediation services.
3. Does Mediation Work? – information about the outcomes and process of mediation sessions and the performance of your mediators.

A note about survey distribution: It is recommended that, whenever possible, program managers survey the participants in all mediated cases. This relates to the issue of sample size. If an evaluation project has only a handful of completed questionnaires to analyze, the themes or trends in the data reflect only a few participants' attitudes, and these may not be representative of the typical participant. As a general guideline, evaluators should strive to get as many surveys completed as possible. This provides a fuller picture of the effectiveness of your program.

Questionnaires may be distributed in person or by mail. Each method has its benefits and drawbacks. While it is most cost-effective to ask the participants to complete the questionnaire before leaving the mediation session, this may lead to responses which are influenced by the short-term emotional state of the participant, for example, feelings of accomplishment or feelings of exhaustion. Another potential drawback stems from the choice of who distributes the questions – if the mediator hands them out at the conclusion of a session, participants may be concerned that the mediator will see their responses and be reluctant to comment candidly about the mediator's services. This may be addressed by having the mediator provide an envelope along with the survey, with instructions on how to return it to the mediation program manager.

Questionnaires distributed by mail avoid the complications of those distributed in person, but are more costly due to mailing expenses. When mailing questionnaires, it is strongly advised that programs include a pre-stamped, pre-addressed envelope in which to return the completed questionnaire. A potential drawback of mailed questionnaires – especially follow-up questionnaires administered a few months after the mediation – is a low response rate. A cover letter emphasizing the importance of the evaluation process will help to increase the response rate, but even with this letter, mailed questionnaires seldom receive the response rate that those distributed in-person receive. Often, a reminder phone call or postcard will encourage responses from individuals who have not returned their surveys.

An alternative approach is the use of online surveying. There are many advantages to online questionnaires, including the savings related to mailing costs and the time required to process and compile the responses. Once a mediation provider or education agency has a page on the World Wide Web, the development of an online questionnaire is not difficult. A potential

downside of relying on online resources is that some individuals may not have easy access to the Internet.

A note about survey data analysis: Most of the information collected by mediation surveys is attitudinal – that is, the survey instruments are designed to gauge the perspective or feelings of the respondent. A common form of attitudinal survey is the ordinal rating scale, which presents responses in some order like bad-to-good or dissatisfied-to-satisfied. Social scientists usually order the responses from negative to positive as a means to ensure that a respondent is reading through the various degrees of opinion, instead of simply checking the first box.

To facilitate accurate data gathering, surveys should have code numbers next to each response. Without these numbers, recording survey results is tedious and prone to error. In the sample questions presented in this module, note that every response has such a code:

- [ ]1 Very dissatisfied
- [ ]2 Somewhat dissatisfied
- [ ]3 Somewhat satisfied
- [ ]4 Very satisfied

The numbers themselves are only placeholders and do not have a numeric value in relation to each other. Thus, a ‘4’ is not twice as good as a ‘2’, as demonstrated in the examples provided below.

There are numerous software programs available in which to record the data collected, although any database or spreadsheet will serve the same purpose. There are also many ways to analyze the data from rating scales, some of which are complex and require a high degree of sophistication with statistical analysis. As this module is primarily concerned with identifying opportunities for improvement, extensive statistical analysis will typically not be justified. A simple analysis of tabulated responses will reveal those program areas that require attention. Consider the following two response sets, based on a survey of thirty-four mediation participants.

Example:

	Question 1	Question 2
Very Dissatisfied [ ]1	1	4
Somewhat Dissatisfied [ ]2	3	15
Somewhat Satisfied [ ]3	9	10
Very Satisfied [ ]4	21	5

For Question 1, the responses are mostly positive, with 30 respondents answering either ‘Somewhat satisfied’ or ‘Very satisfied,’ and only 4 answering ‘Somewhat dissatisfied’ or ‘Very dissatisfied.’ Contrast that distribution with the responses to Question 2, which yielded 15 responses of ‘Somewhat satisfied’ or ‘Very satisfied,’ but 19 responses of ‘Somewhat dissatisfied’ or ‘Very dissatisfied.’ The high proportion of negative responses demonstrates that the program area addressed in Question 2 needs attention and improvement.

## **Summative Evaluation Tool #1: Case Characteristics**

### *What Questions May Be Addressed by This Measure?*

These questions allow you to collect information specific to the conflicts and disputes that your office is handling. Details include the types of disputes that come to your office and how they are managed, including routing (e.g., whether referred out to another office), time involved, and resolution.

### *How Do I Use This Measure?*

Case characteristics should be recorded as early and often as possible. Incorporating questions into the various systems you have in place or are creating is an excellent way to ensure this type of data is collected. For example, during Intake, include questions about how the disputant heard about your office, the type of conflict that is occurring, and what other avenues they have tried before contacting you. This tool contains examples of characteristics you might want to track. You will want to think through issues of confidentiality.

### *What Information Will the Results Give Me?*

Results provide important information for both report writing as well as for identifying areas for improvement. You can use the information to find out what marketing venues best get the word out about your services, the type of conflicts occurring on campus, as well as insight into whether cases are being managed efficiently.

## Case Characteristics – Sample Questions

Type of Dispute – A variety of different kinds of conflict can occur on a campus, thus this category is quite broad. A checklist format is helpful for data collection during Intake and possibly during a mediation session. The list provided below is a template; modify as needed.

- |   |  |
|---|--|
| <input type="checkbox"/> housing  | <input type="checkbox"/> noise                               |
| <input type="checkbox"/> harassment/assault   | <input type="checkbox"/> vandalism                           |
| <input type="checkbox"/> borrowed/stolen property   | <input type="checkbox"/> course-related (grades, evaluation) |
| <input type="checkbox"/> interpersonal (personal differences not captured by other types) |  |
| <input type="checkbox"/> Other: _____   |  |

Referrals – Basically you want to identify how people are finding out about your services as well as to whom you refer cases, for either additional or different services. Again, a checklist format will likely be the most useful approach. Also, documenting this information during Intake is probably most practical. The list provided below is a template; modify as needed:

- |  |   |
|--|---|
| <input type="checkbox"/> residence hall staff                                      | <input type="checkbox"/> campus police/security |
| <input type="checkbox"/> judicial affairs  | <input type="checkbox"/> campus clergy          |
| <input type="checkbox"/> campus legal services                                     | <input type="checkbox"/> faculty member         |
| <input type="checkbox"/> media (newspaper, phonebook, public service announcement) |   |
| <input type="checkbox"/> roommate/friend/acquaintance (aka word-of-mouth)          |   |
| <input type="checkbox"/> Other: _____  |   |

Other Avenues Attempted – What else has a disputant tried? This information can help gauge how well the word about mediation is reaching your campus audience and how mediation compares with other possible conflict-resolution options (e.g., talking about it with a friend, arbitration, legal action). This is an open-ended question to be asked during Intake.

Pending Action – Sometimes cases come to mediation with strings attached. For example, there may be disciplinary actions or a small claims court filing that may be or already have been initiated. This is an open-ended question to be asked during Intake.

Time Involved – There are several issues of interest pertaining to mediation sessions as well as to the impact of the conflict on the disputants' and your time.

- **Mediation Sessions:** Document the start and end time for each mediation session to determine the number of minutes/hours spent in mediation. Also, document the number of sessions devoted to each conflict. For example, a certain conflict might involve two mediation sessions to reach resolution, each lasting an hour.
- **Days Devoted to Conflict Resolution:** Document the date you first received a case and the date the case was closed to determine the number of days your office was involved in the conflict. If possible, try and find out the date the conflict started between the disputants to measure the number of days between inception of conflict and case closing.

## **Summative Evaluation Tool #2: Participant Characteristics**

### *What Questions May Be Addressed by This Measure?*

This tool provides insight into who from within the campus community is utilizing your services.

### *How Do I Use This Measure?*

Participant characteristics should be recorded as early and often as possible. This type of information is often collected in a questionnaire/survey format, completed by the participant. Incorporating questions into the various systems you have in place or are creating is an excellent way to ensure you are collecting this type of data. For example, the questions included in this tool could be included in an exit evaluation survey given at the end of a mediation session. This tool contains examples of characteristics you might want to track. You will want to think through issues of confidentiality.

### *What Information Will the Results Give Me?*

Results from this tool also provide important information for both report writing and for identification of areas for improvement. For example, it can help identify populations on campus who may need to be targeted for outreach about your services.

## Participant Characteristics – Sample Questions

Demographic data – These questions provide insight into the types of people using your services. The list provided below is a template; modify as needed.

Age – have disputant write in their actual age or check an age category (e.g., 18-22).

Gender – useful to have disputant check a box rather than write it in.

Ethnicity – consult the campus human relations office for appropriate categories.

Education – you can focus on completed education (e.g., high school diploma, bachelors, masters, doctorate), the current year in school (e.g., sophomore, junior, masters, doctorate), or both.

Affiliation/role – provide a checklist of different roles on campus: e.g., student, faculty, staff.

Role in mediation – provide a checklist for the participant. Listed below are different roles with an explanation for each.

- Complainant (first party or initiator of contact with the mediation resource)
- Respondent (second party)
- Observer (a mediation center staff or trainee)
- Support person (ranges from advocate for to friend of a disputant)

Relationship – You are interested in gaining insight into the type and length of the relationship among the parties involved in the dispute. A checklist is probably the easiest way to collect this information. The list provided below is a template; modify as needed:

- |  |   |
|--|---|
| <input type="checkbox"/> acquaintances             | <input type="checkbox"/> landlord/tenant                |
| <input type="checkbox"/> classmates                | <input type="checkbox"/> employer/employee              |
| <input type="checkbox"/> roommates/housemates      | <input type="checkbox"/> co-workers (staff or faculty)  |
| <input type="checkbox"/> neighbors                 | <input type="checkbox"/> faculty-staff                  |
| <input type="checkbox"/> friends                   | <input type="checkbox"/> student-faculty                |
| <input type="checkbox"/> dating                    | <input type="checkbox"/> family (immediate or extended) |
| <input type="checkbox"/> domestic partners/married | <input type="checkbox"/> strangers                      |
| <input type="checkbox"/> divorced/separated        | <input type="checkbox"/> Other: _____                   |
| <input type="checkbox"/> ex-boyfriend/girlfriend   |   |

Repeat Player – This provides information about whether a participant has previously utilized mediation. A simple checkbox, with a “yes” or “no” answer, will likely suffice. If you are interested in learning whether their experience with mediation was with your program, you may want to include a question.

- Have you previously participated in mediation?  Yes  No  
If yes, was it with our office?  Yes  No

## Summative Evaluation Tool #3: Does Mediation Work?

### *What Questions May Be Addressed by This Measure?*

This tool specifically assesses the mediation component of your program. It includes three indicators of performance. See Table 1 below for a listing of questions that can be addressed for each area.

### *How Do I Use This Measure?*

Each question is preceded by the word(s) 'Pre', 'Exit', and/or 'Follow-up.' These represent the most typical time points for collecting information: pre-mediation, immediately following mediation (exit survey), and three- or six-month follow-up. All but two of the questions are designed as a checklist for which the participant selects the most appropriate answer. The final two questions are open-ended, soliciting comments for improvement. The questions are geared toward the participants, although some questions might be appropriate for mediators or observers to answer as well. You will want to think through issues of confidentiality.

### *What Information Will the Results Give Me?*

You will learn about participants' satisfaction with the services being offered by your program as well as the effectiveness of mediation for different kinds of conflicts. Additionally, you will obtain feedback on your mediators' skills and abilities in a mediation setting. This information can be useful for modifying the program as well as for report writing to campus administrators or other conflict-related offices on campus (e.g., campus security, ombuds).

**Table 1: Performance Indicators for Summative Evaluation of Mediation Session**

<b>Performance Indicators</b>	<b>Measures</b>
Effectiveness of Program	Outcomes of mediation Satisfaction with mediated outcomes Durability of mediated outcomes Impact on relationship between participants
Mediation Process	Appropriateness/Usefulness Preparation process and materials Fairness (opportunity to tell story, feeling understood, respectful treatment, control over outcome)
Mediator Performance	Skills Knowledge Impartiality

## Does Mediation Work?

### I. Effectiveness of Program

#### A. Mediated Outcomes

*Exit.* What was the outcome of the mediation?

- ]1 No agreements
- ]2 Agreement on some but not all issues
- ]3 Agreement on all issues

*Follow-up.* If an agreement was not reached in mediation, how was the matter resolved?

- ]1 Through a hearing [or other means; change as applicable]
- ]2 Through an informal agreement or settlement
- ]3 The concern was dropped
- ]4 The concern remains outstanding

#### B. Satisfaction with Outcomes

*Exit,* How satisfied are you with the outcome of the mediation?

*Follow-up.*

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

[If an agreement was reached, the following question may be used]

*Exit,* How satisfied are you with the other participant's fulfillment of any agreements

*Follow-up.* reached in mediation?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

#### C. Durability of Mediated Outcomes

*Follow-up.* If an agreement was reached in mediation, has it effectively addressed the issues?

- ]1 No
- ]2 Yes

*Follow-up.* If an agreement was reached in mediation, have the provisions of the agreement been followed or implemented?

- ]1 None of the provisions have been followed or implemented
- ]2 Some (but not all) provisions have been followed or implemented
- ]3 All provisions have been followed or implemented



D. Impact on Relationship between Participants

*Exit,* When you compare your situation before and after the mediation, how has  
*Follow-up.* mediation affected your relationship with the other participant(s)?

- ]1 Mediation has harmed the relationship
- ]2 Mediation has had little or no effect on the relationship
- ]3 Mediation has improved the relationship

*Pre,* How would you characterize the relationship among participants?  
*Exit,*  
*Follow-up.*

- ]1 Very cooperative
- ]2 Somewhat cooperative
- ]3 Somewhat adversarial
- ]4 Very adversarial

*Exit.* The other person listened to my views.

- ]1 Strongly agree
- ]2 Agree
- ]3 Disagree
- ]4 Strongly disagree

*Exit.* The other person learned something new about my point of view.

- ]1 Strongly agree
- ]2 Agree
- ]3 Disagree
- ]4 Strongly disagree

*Exit.* I learned something new about the other person's point of view.

- ]1 Strongly agree
- ]2 Agree
- ]3 Disagree
- ]4 Strongly disagree

## II. Mediation Process

### A. Appropriateness/Usefulness

*Exit,* How productive or unproductive was mediation for this issue?

*Follow-up.*

- ]1 Mediation was very unproductive
- ]2 Mediation was somewhat unproductive
- ]3 Mediation was somewhat productive
- ]4 Mediation was very productive

### B. Preparation Process and Materials

[Could add specific questions re intake person, brochure, other printed material]

*Exit.* Based on the information or materials provided by the mediator or mediation agency, how prepared or unprepared did you feel for the mediation?

- ]1 Very unprepared
- ]2 Somewhat unprepared
- ]3 Somewhat prepared
- ]4 Very prepared

### C. Fairness of Mediation Process

*Exit.* How satisfied were you with your opportunity to relate your issues and concerns during the mediation?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

*Exit.* How satisfied were you with how well you represented yourself in the mediation?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

*Exit.* How satisfied were you with your level of control over the process during mediation?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

*Exit.* How satisfied were you with your level of control over outcomes in mediation?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

*Exit.* Compared to other likely means of resolving this matter, how did mediation affect the time spent addressing this matter?

- ]1 Mediation increased the time spent
- ]2 No change in time spent
- ]3 Mediation shortened the time spent
- ]4 Don't know

### **III. Mediator Performance**

#### **A. Skills of the Mediator**

*Exit.* How well did the mediator understand your issues and concerns?

- ]1 Understood not at all
- ]2 Understood partially
- ]3 Understood fully

*Exit.* How respectful or disrespectful was the mediator toward you?

- ]1 Very disrespectful
- ]2 Somewhat disrespectful
- ]3 Somewhat respectful
- ]4 Very respectful

*Exit.* Did you feel pressured by the mediator to reach an agreement?

- ]1 Yes
- ]2 No

*Exit.* Focusing on the skills of the mediator, how satisfied were you with the performance of the mediator?

- ]1 Very dissatisfied
- ]2 Somewhat dissatisfied
- ]3 Somewhat satisfied
- ]4 Very satisfied

*Exit.* Did the mediator offer specific suggestions for resolution?

- 1 No
- 2 Yes

**B. Knowledge of the Mediator [as applicable]**

*Exit.* How satisfied were you with the mediator's knowledge of the topic(s) discussed?

- 1 Very dissatisfied
- 2 Somewhat dissatisfied
- 3 Somewhat satisfied
- 4 Very satisfied

**C. Impartiality of the Mediator**

*Exit.* Concerning the impartiality of the mediator, how did you feel?

- 1 The mediator favored my party
- 2 The mediator favored the other party
- 3 The mediator was neutral, and favored neither party

*Exit.* In case this evaluation has failed to cover them, what actions of the mediator—good or bad—were most important to you?

**IV. Overall Assessment**

*Exit,* Please provide any suggestions for improvement related to the mediation services  
*Follow-up.* you received. What could be done differently?

# Evaluation Module IV

## Evaluation of Mediation Training

This module is designed for individuals or teams who are considering developing mediation services for an institution of higher education. It is intended to assist you in evaluating any training workshops you offer. Specifically, you will be able to:

- assess whether training is meeting expectations;
- determine how effective training is for professional development; and,
- identify areas for improvement.

### *Why Evaluate Training?*

Properly conducted, evaluations allow you to prepare for and conduct useful and appropriate training events. Evaluation results also help determine the value and effectiveness of your training by comparing training results to your expectations.

### *How Do You Use the Tools?*

Each research tool comes with instructions and/or examples. In some cases, you may wish to adapt or modify the tools to more closely reflect the culture of your campus. Each tool is preceded by a description, intended to help your team plan for the evaluation, that includes the following information: (1) the questions that can be addressed; (2) how to use the tool; and, (3) insight into what the results may provide.

Be advised that in many college settings, collecting information from human participants requires that you submit the survey, your purpose for using it, as well as a description of what you plan to do with the data, to an Institutional Review Board (IRB) to get ethical clearance. Check your university's IRB policies before beginning to distribute this survey.

Research tools in this training evaluation module include:

1. Mediation Selection Checklist – a way to gauge how representative your mediators are to groups you are serving
2. Conflict Orientation Survey – assesses how people approach conflict
3. Mediation Training Evaluation Survey – information about effectiveness of training.
4. Mid-Training Evaluation Feedback – glean ideas about how to modify training while still conducting it.

## **Training Evaluation Tool #1: Mediator Selection Checklist**

### *What Questions May be Addressed by this Measure?*

The Mediator Selection Checklist is for use in assessing whether mediators are representative of the campus population. It identifies pertinent demographics to think about when selecting mediators to participate in training. Having mediators that are representative of the population they are serving is a crucial factor in successful mediation programs.

### *How Do I Use This Measure?*

The list of demographic information presented identifies the standard categories to consider; it is not exhaustive and does not include all categories or subcategories. This is deliberate so that you can adapt it to the circumstances of your particular campus. If available, select demographic categories utilized by other administrative offices on campus. This ensures uniformity.

First, collect information on demographics (e.g., number students, faculty, staff; percent male/female) for the unit to which you are interested in comparing your mediators. For example, if you wish to have a cadre of mediators that is representative of the entire campus, get demographic information for the whole campus. This could be obtained from campus administrative offices, such as, Admissions, Registrar, President or Provosts office. If, however, the mediation program will be used solely in residence halls, then the group of mediators would need to be representative of the residence hall population, not the entire campus.

Second, for each category fill in the number of mediators who represent that category. Calculate the percent that category represents. For example, if a total of 20 students are in the mediation cohort and 15 are Caucasian then the category "Caucasian" will represent 75% of the mediation cohort. Ideally the percentages should reflect the percentages of the population of interest.

A note about reliability and validity: The face validity of the instrument is high. That is the items on the checklist look like they are recording the data sought – demographics for a mediation training program. The items are pretty universal and the instrument is open so that if items need to be added or deleted each program will have the flexibility to do so. There has been no reliability analysis for the checklist.

### *What Information Will the Results Give Me?*

The findings will help you determine how representative your team of mediators is compared to the population you wish to serve. You can use the information to identify whether you need a targeted recruitment effort to diversify your group of mediators.

## Mediator Selection Checklist

Total Campus Population \_\_\_\_\_ (or other unit of interest, e.g., residence halls, faculty)

Number of Mediators \_\_\_\_\_

Mediator to Campus Population Ratio \_\_\_\_:\_\_\_\_

For Mediators, List Number/Percentage of:

Gender Females _____ Males _____	Gender Orientation Gay _____ Lesbian _____ Heterosexual _____
Age 18-22 _____ 23-30 _____ 31+ _____	Status Undergraduate _____ Graduate _____ Faculty _____ Staff _____
Race African Americans _____ Native Americans _____ Caucasians _____ Asian Pacific _____	Ethnicity Italian _____ Chinese _____ Mexican _____
Discipline Humanities _____ Education _____ Environmental Affairs _____ Law _____ Communications _____ Business _____ Other: _____	Affiliations Sorority _____ Fraternity _____

Note: Categories provided here are simply suggestions, you may want to modify or add categories as appropriate

## **Training Evaluation Tool #2: Conflict Orientation Survey**

### *What Questions May be Addressed by this Measure?*

People view conflict in a variety of ways. The Conflict Orientation Survey can help gauge an individual's orientation towards conflict. Conflict orientation is defined as how one conducts themselves in hypothetical conflict scenarios. The theory guiding the Orientation Scale is based upon Morton Deutsch's work of positive and negative conflict. At the extremes, people demonstrate a positive orientation or negative orientation, with many shades in between. Positively oriented, non-violent methods of conflict resolution might include talking, cooperating, caring, and thinking about the relationship. Negatively oriented, more violent methods of conflict resolution might include the use of physical force, humiliation, or shaming.

### *How Do I Use This Measure?*

Both a pre- and a post-test survey are included. They ask the same questions just in a different order. Administer the pre-test survey before the training begins. For the post-test survey you can either administer it a couple of days after training ends or, if this is not possible (and often it is not), right at the end of training. The instrument takes approximately 5 minutes to fill out. You will want to think through issues of confidentiality.

How to score: To control for something known as *response bias*, some items have been inverted, whereby a rating of '1' reflects a "higher" score rather than a rating of '5'. Thus, when analyzing the questionnaire data, the response ratings for any inverted items must be reversed so that all scores end up going in the same direction (i.e., so that a rating of '5' has a parallel meaning for all subscales). High scores should indicate a positive orientation; low scores a negative orientation. One would hope that after a mediation training those individuals with a low pre-test score would move higher on the scale, indicating a shift in the way they approach conflict, from negative to positive.

To obtain an overall score for each individual, follow the steps below.

- a. Reversing Response Ratings (see chart for how to reverse the ratings)
  1. Pre-Test: Reverse the scores for items 2, 3, 5, 6, 9 and 12.
  2. Post-training Survey: Reverse the scores for items 4, 6, 8, 9, 11, and 12.

Score Reversal Chart:

1	=	5
2	=	4
3	=	3
4	=	2
5	=	1



b. Determining Conflict Orientation

1. Add the values for the twelve (12) items together, creating a sum score for the person. The highest score possible is 60 and the lowest score possible is 12. Do this for both the pre- and post-test surveys.
2. Compute the average score (i.e., divide by 12) for both the pre- and post-test surveys. The highest possible average is 5 and the lowest 1.
3. Subtract the pre-test average score from the post-test average score. Ideally pre-test scores will be lower than post-test scores; any difference between the two scores can be tied to the training.
4. If you are savvy in the use of a spreadsheet enter the data and perform any number of analyses available on the spreadsheet program.

A note about Reliability and Validity: This instrument has had some reliability and validity work conducted on it. Face validity was addressed by having the instrument reviewed by conflict resolution trainers and had an 80% agreement rate. Chronbach's alpha, a measure of internal validity, was reported as .74 in one study conducted by Kmitta, 1996. More work with this instrument, across training situations, would be helpful in determining validity. Pre-test sensitization and post-test immediacy may skew results.

*What Information Will the Results Give Me?*

The results provide a picture of how your mediators may approach conflict. This is useful for evaluating the effectiveness of training with respect to attitude change about conflict situations. It is also useful for the selection of and assignment of mediators to a case. For example, if your mediation program uses co-mediators, you might want to ensure the mediators have different orientations to conflict, rather than the same.

**Conflict Orientation – Pre-Training Survey** (All responses are confidential)

The following questions concern attitudes about conflict and ways of handling conflict. Please answer each question as honestly as you can.

**Please indicate how much you agree with each of the following statements:**

1 = never true	2 = rarely	3 = sometimes true	4 = often	5 = always true
----------------	------------	--------------------	-----------	-----------------

- 1. I am careful to avoid attacking a person’s intelligence when I critique their ideas. 1 2 3 4 5
- 2. When someone is stubborn, I often use insults to soften the stubbornness. 1 2 3 4 5
- 3. If a person I am trying to influence really deserves it, I attack their character. 1 2 3 4 5
- 4. When I critique a person’s ideas I try not to damage their self-concept. 1 2 3 4 5
- 5. When people do things that are mean or cruel, I attack their character in order to correct their behavior. 1 2 3 4 5
- 6. When nothing seems to work in trying to influence someone, I yell and scream in order to get some movement from them. 1 2 3 4 5
- 7. I am not threatened by conflict. 1 2 3 4 5
- 8. When people have conflicts they should try to work with the other person to solve it. 1 2 3 4 5
- 9. Physical fighting is an effective way to deal with conflict. 1 2 3 4 5
- 10. When I have a conflict with someone I always discuss it with them as soon as possible. 1 2 3 4 5
- 11. Overall I think I handle conflicts effectively. 1 2 3 4 5
- 12. Sometimes physically fighting it out is healthy. 1 2 3 4 5

**Some useful background information:**

- 1. Your job title/Year in School \_\_\_\_\_
- 2. Name of organization you work for \_\_\_\_\_
- 3. Birthdate (month,day,year) \_\_\_\_\_
- 4. Gender:      \_\_\_\_\_ Female              \_\_\_\_\_ Male
- 5. Ethnicity:
  - \_\_\_\_\_ African-American      \_\_\_\_\_ Appalachian      \_\_\_\_\_ Caucasian
  - \_\_\_\_\_ Native American      \_\_\_\_\_ Inter-racial      \_\_\_\_\_ Hispanic
  - \_\_\_\_\_ Asian

Site \_\_\_\_\_

Date \_\_\_\_\_

**Conflict Orientation – Post-Training Survey** (All responses are confidential)

The following questions concern attitudes about conflict and ways of handling conflict. Please answer each question as honestly as you can.

**Please indicate how much you agree with each of the following statements:**

1 = never true	2 = rarely	3 = sometimes true	4 = often	5 = always true
----------------	------------	--------------------	-----------	-----------------

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. I am not threatened by conflict.   | 1 | 2 | 3 | 4 | 5 |
| 2. When people have conflict they should try to work with the other person to solve it.                                   | 1 | 2 | 3 | 4 | 5 |
| 3. Physical fighting is an effective way to deal with conflict.   | 1 | 2 | 3 | 4 | 5 |
| 4. When I have a conflict with someone I always discuss it with them as soon as possible.                                 | 1 | 2 | 3 | 4 | 5 |
| 5. Overall I think I handle conflicts effectively.  | 1 | 2 | 3 | 4 | 5 |
| 6. Sometimes physically fighting it out is healthy.   | 1 | 2 | 3 | 4 | 5 |
| 7. I am careful to avoid attacking a person's intelligence when I critique their ideas.                                   | 1 | 2 | 3 | 4 | 5 |
| 8. When someone is stubborn, I often use insults to soften the stubbornness.  | 1 | 2 | 3 | 4 | 5 |
| 9. If a person I am trying to influence really deserves it, I attack their character.                                     | 1 | 2 | 3 | 4 | 5 |
| 10. When I critique a person's ideas I try not to damage their self-concept.  | 1 | 2 | 3 | 4 | 5 |
| 11. When people do things that are mean or cruel, I attack their character in order to correct their behavior.            | 1 | 2 | 3 | 4 | 5 |
| 12. When nothing seems to work in trying to influence someone, I yell and scream in order to get some movement from them. | 1 | 2 | 3 | 4 | 5 |

**Some useful background information:**

1. Your job title/Year in School \_\_\_\_\_
2. Name of organization you work for \_\_\_\_\_
3. Birthdate (month, day, year) \_\_\_\_\_
4. Gender:      \_\_\_\_\_ Female                      \_\_\_\_\_ Male
5. Ethnicity:  
    \_\_\_\_\_ African-American      \_\_\_\_\_ Appalachian      \_\_\_\_\_ Caucasian  
    \_\_\_\_\_ Native American      \_\_\_\_\_ Inter-racial      \_\_\_\_\_ Hispanic  
    \_\_\_\_\_ Asian

## **Training Evaluation Tool #3: Mediation Training Evaluation Survey**

### *What Questions May be Addressed by this Measure?*

This tool is designed to examine whether training successfully contributed to the professional development of your mediators and/or trainees. It will answer several questions. Is training meeting participants' expectations? Are they satisfied with the training they are getting? What specific aspects of training do they find helpful? Less helpful? What would they change to make training even better?

### *How Do I Use This Measure?*

Two versions of the same survey are provided, one for pre- and one for post-training. They ask the same questions in the same order. The survey is for the participants to complete although you may want to develop a modified version for trainers to complete. Administer the pre-test immediately before the training begins, in conjunction with other assessments or paperwork. Administer the post-test survey immediately at the end of training. You will want to think through issues of confidentiality.

How to score - The instrument is positively skewed, which means there is no need to reverse any scores – a high score means high satisfaction and expectations, a low score indicates low.

Satisfaction (items 1-6 on survey)

a. Determining satisfaction for an individual participant:

1. Add the value for items 1-6 together, creating a sum score for the person. The highest score possible is 30 and the lowest 6. Do this for both the pre- and post-test surveys.
2. Compute the average score (i.e., divide by 6) for both the pre- and post-test results.
3. Subtract the pre-test average score from the post-test average score.  
Positive difference → training was satisfactory  
Negative difference → training was unsatisfactory

b. Determining overall satisfaction:

1. Compute the overall average score by adding together all the individual average scores (those computed in #2 above) and dividing by the number of participants. Do this for both the pre- and post-test results.
2. Follow instructions for #3 above.

Expectations (items A1-A3):

a. Determining whether expectations were met for an individual participant:

1. Add the value for items A1-A3 together, creating a sum score. The highest score possible is 15 and the lowest 5.
2. Compute the average score. Do this for both pre- and post-test surveys.
3. Subtract the pre-test average score from the post-test average score.  
Positive difference → training met expectations  
Negative difference → training did not meet expectations

b. Determining whether expectations were met overall:

1. Compute the overall average score by adding together all the individual average scores (those computed in #2 above) and dividing by the number of participants. Do this for both the pre- and post-test results.
2. Follow instructions for #3 above.

Changes/Modifications for Future Training (items B1-B3 on survey):

1. Review all participants' answers to identify emergent patterns in the responses.
2. Do this for each of the three (3) questions.

A note about Reliability and Validity: The instrument has had no extensive validity and reliability work conducted on it. Face validity was addressed through review of the instrument by conflict resolution trainers but no inter-rater agreement was established. One reliability analysis was conducted using an adapted version of the instrument by Kmitta, 2000. Chronbach's alpha on that analysis was a respectable .83.

*What Information Will the Results Give Me?*

The results can help determine whether expectations for skill and basic knowledge acquisition are being met. Use the information to identify specific areas of improvement for training in the future.

Site \_\_\_\_\_

Date \_\_\_\_\_

**Mediation Training – Pre-Workshop Assessment** (All responses are confidential)

**Please indicate how much you agree with each of the following statements:**

1 = strongly disagree    2 = disagree    3 = moderate    4 = agree    5 = strongly agree

- 1. I feel that I often use what I learn in a training workshop. 1 2 3 4 5
- 2. I recommend attendance of training workshops. 1 2 3 4 5
- 3. The amount of material covered in a training workshop is usually appropriate. 1 2 3 4 5
- 4. Training workshops, regardless of focus, are usually a productive use of my time. 1 2 3 4 5
- 5. I find the content of training to be more important than the style of the presenter. 1 2 3 4 5
- 6. In general training workshops are interesting. 1 2 3 4 5

**Please indicate your level of expectation for each of the following statement:**

1 = none    2 = a little    3 = neutral    4 = high    5 = very high

- A1. I expect to learn basic knowledge about how to conduct a mediation. 1 2 3 4 5
- A2. I expect to develop mediation skills. 1 2 3 4 5
- A3. My overall expectations for this mediation workshop are: 1 2 3 4 5

**Please answer the following short answer questions. Use the back of this page if you need more space.**

- B1. What do you like about training workshops?
- B2. What do you dislike about training workshops?
- B3. What would you do to improve a training workshop?

**Some background information:**

Name \_\_\_\_\_ Affiliation (Organization/School) \_\_\_\_\_  
 Profession/Major \_\_\_\_\_ Years of Education/Year in School \_\_\_\_\_  
 Gender \_\_\_\_\_ Female \_\_\_\_\_ Male  
 How many training workshops have you attended over the past 12 months? \_\_\_\_\_

Site \_\_\_\_\_

Date \_\_\_\_\_

**Mediation Training – Post-Workshop Assessment** (All responses are confidential)

**Please indicate how much you agree with each of the following statement:**

1 = strongly disagree    2 = disagree    3 = moderate    4 = agree    5 = strongly agree

- 1. I feel that I will use what I learned in the mediation training workshop. 1 2 3 4 5
- 2. I would recommend attendance to this mediation training workshop. 1 2 3 4 5
- 3. The amount of material covered in the training workshop was appropriate. 1 2 3 4 5
- 4. The mediation training workshop was a productive use of my time. 1 2 3 4 5
- 5. I found that content was more important than the style of the mediation trainers. 1 2 3 4 5
- 6. In general the mediation training workshop was interesting. 1 2 3 4 5

**Please indicate the level of fulfilment for each of the following statement:**

1 = none    2 = a little    3 = neutral    4 = high    5 = very high

- A1. My expectation for knowledge about conducting a mediation was met. 1 2 3 4 5
- A2. My expectation for skill development in conducting a mediation was met. 1 2 3 4 5
- A3. Overall, my expectations for this workshop were fulfilled. 1 2 3 4 5

**Please answer the following short answer questions. Use the back of this page if you need more space.**

- B1. What did you like about the mediation workshop training?
- B2. What did you dislike about the mediation workshop training?
- B3. What would you do to improve the mediation workshop training?

**Some background information:**

Name \_\_\_\_\_ Affiliation (Organization/School) \_\_\_\_\_  
 Profession/Major \_\_\_\_\_ Years of Education/Year in School \_\_\_\_\_  
 Gender \_\_\_\_\_ Female \_\_\_\_\_ Male  
 How many training workshops have you attended over the past 12 months? \_\_\_\_\_

## **Training Evaluation Tool #4: Mid-Training Evaluation**

### *What Questions May be Addressed by this Measure?*

This instrument is used to get a rough measure of the participants' feelings about the training at around the mid-point of the training.

### *How Do I Use This Measure?*

This tool is most useful for multi-day training sessions. Administer it near the end of the middle point of the training. For example, if training is a total of two (2) days, collect information at the end of the first day. You will want to think through issues of confidentiality.

How to score: These items are qualitative and should be reviewed for emergent patterns in the responses from the participants. Look for likes, dislike, and suggestions.

A note about Reliability and Validity: The instrument has some face validity.

### *What Information Will the Results Give Me?*

Use the information to identify things that were frustrating to training attendees. Select those you can do something about and do it. For example, if there are complaints about the lack of breaks, review the remainder of your training schedule and juggle as needed so as to incorporate more or longer breaks. Let participants know what you intend to do. Those areas you are unable to do anything about (e.g., temperature, amount of material that needs to be covered), acknowledge the frustrations and offer explanations. Lastly, for things identified as positive, share this as well; it is always good to know what is going well.



## Mid-Training Evaluation

Please add comments below each item.

### Training Methods

- a. Lectures - is the material being covered in a comprehensive and understandable manner?
- b. Demonstrations - do the demonstrations help you understand the material presented in the lectures?
- c. Exercises - do the exercises adequately provide you with the opportunity to practice skills that you are learning?

### Trainers

- d. Are the trainers knowledgeable about the material?
- e. Do they present the material in a manner suitable to your learning style?
- f. Are there methods or approaches that should be stopped, started, or continued? Increased or decreased?

### Materials

- g. Are the training manuals adequate?
- h. Are there subjects or skills that you would like to have more of? Less of?

### Facilities

- i. Are the training facilities adequate?
- j. Temperature?
- k. Seating?
- l. Break out rooms / spaces?
- m. Comfortable?

Please make a list of things to:

**Stop**

**Start**

**Continue**

## **Training Evaluation Tool #5: Mediation Role Play Checklist**

### *What Questions May be Addressed by this Measure?*

The Mediation Role Play Checklist is used to determine the basic demonstrated skill level of the participants' use of mediation. It can be used to assess the mediation ability of trainees.

### *How Do I Use This Measure?*

The checklist is to be used during the final role play for a mediation training workshop. For each stage of a mediation several important mediator skills have been identified. The evaluator, using a scale ranging from 1 (not covered) to 3 (covered), indicates their assessment of how well a trainee exhibited a particular skill. Two different examples are included. Use one or the other or mix and match to create your own checklist.

How to score: The instrument is positively scored; a high score indicates greater demonstrated skill level.

1. Add together the scores for the skills listed under each phase of mediation. This provides an overall assessment of how well a trainee does in a particular area of mediation facilitation.
2. Add together the scores for each phase of mediation (calculated in #1) to obtain an overall score per individual. The highest score possible is 72 and the lowest score possible is 24. Note that lower scores could be a result of low performance or due to a failure to record an observation.

A note about Reliability and Validity: This instrument has high face validity but has had no formal validity or reliability work up conducted with it to date.

### *What Information Will the Results Give Me?*

The results provide information on how adept newly trained mediators are at facilitating a mediation process. Areas of strengths and weaknesses can be identified, which can be used as the basis for future on-going trainings. It is also useful to share the results with mediators so they get insight into their own skill base. Additionally, the information can be used in selecting mediators for cases.

# Sample 1

## Checklist for Mediation Role Plays

Trainee's Name: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_

### Phase 1: Introduction

- \_\_\_ Names of everyone present
- \_\_\_ Ground rules
- \_\_\_ Confidentiality
- \_\_\_ Explanation of mediation

1 = not demonstrated 2 = alluded to but not clearly demonstrated 3 = clearly demonstrated
---

### Phase 2: Telling the Story

- \_\_\_ Listen
- \_\_\_ Reflect and paraphrase after each disputant speaks
- \_\_\_ Thank and affirm
- \_\_\_ Keep ground rules
- \_\_\_ Identify issues

### Phase 3: Understanding the problem

- \_\_\_ Listen for issues
- \_\_\_ Listen for possible agreements
- \_\_\_ Listen for needs

### Phase 4: Alternative Search

- \_\_\_ Point out areas of agreement
- \_\_\_ List each issue to address
- \_\_\_ Summarize needs
- \_\_\_ Brainstorm

### Phase 5: Resolution

- \_\_\_ Evaluate ideas one at a time
- \_\_\_ Consider workability
- \_\_\_ Make sure agreements are specific
- \_\_\_ Make sure agreements are balanced
- \_\_\_ Sign agreement forms

### Phase 6: Departure

- \_\_\_ Fill out evaluations and forms
- \_\_\_ Explain follow-up
- \_\_\_ Thank the participants and reinforce agreement

Comments?
-----------

## Sample 2

### Mediator Evaluation Form

Participant: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Circle Role Play: [List names of role plays being used for final evaluation]

**Use the scale indicated below to evaluate training participants in the areas specified.**

1 = Poor	2 = Needs Work	3 = Satisfactory	4 = Good	5 = Excellent
----------	----------------	------------------	----------	---------------

**Interpersonal Skills** – Consider ability to:

1. communicate clearly and effectively to the disputants 1 2 3 4 5
2. exhibit impartiality yet maintain control of the process 1 2 3 4 5

**Maturity** – Consider your reaction to this person's:

3. poise 1 2 3 4 5
4. mannerisms 1 2 3 4 5
5. ability to make a professional impression 1 2 3 4 5

**Social Sensitivity** – Consider the person's sensitivity to and understanding of:

6. the reactions and feelings of others 1 2 3 4 5
7. their ability to respond appropriately and effectively 1 2 3 4 5

**Initiative** – Consider:

8. the ease and vigor with which this person approaches a new situation 1 2 3 4 5
9. how the person carries the discussion to completion 1 2 3 4 5

**Cooperativeness**

10. The person's attitude & ability to work with others, particularly as a co-mediator is... 1 2 3 4 5

**Mental and Verbal Ability** – Consider:

11. the ease with which this person grasps new ideas 1 2 3 4 5
12. the ease with which this person assimilates or rejects new discussion topics 1 2 3 4 5
13. the person's ability to express their thoughts in a clear and unbiased fashion 1 2 3 4 5

**Receptiveness to feedback** – Consider the person's response to:

14. positive feedback 1 2 3 4 5
15. constructive criticism 1 2 3 4 5

16. **Would you want this person to mediate a case for you?** 1 2 3 4 5

**Other Comments?** (consider: timing, issue clarification, assertiveness, productive vs. dictatorial guidance, whether present in moment vs. thinking ahead / lack of focus on speaker; Do we want to have participants formally evaluate each other?)