

Case Studies for Practicing Crucial Conversations

Discuss the following Case Studies. Each group will be asked to respond to one of the case studies in front of the large group. Use the student leader's position interchangeably to best fit the roles of the individuals within the group, as many of these situations could happen in or outside of the classroom.

Case Study 1: Campus Safety

Students at a meeting for an organization are discussing safety around campus. They are saying things like, "I don't feel safe walking home after dark" and "Safety around campus is getting worse".

Case Study 2: Mike Brown/Eric Garner

Students come to the next intergroup dialogue meeting and are talking about recent incidents in the national news. Members of the group are on both sides of the fence regarding the incident. Some are siding with the police and the verdict in both the Mike Brown and Eric Garner cases. Others see this as continued outcomes of an oppressive society.

Case Study 3: Gender Inclusive

During an introduction at a first year leadership retreat, a student lets the class know about their preferred gender pronouns. There is a look of confusion in the room. It looks like this is the first time some students may have heard of this concept.

Case Study 4: Bullying/Hygiene

In a peer led class, the peer leader notices students making fun of a student for what seems to be poor hygiene. The student starts to miss class soon after and withdraws when present.

Case Study 5: Equality and Religion

During a values based conversation during a student organization retreat, students discuss how religion is important to them and that their faith is a primary value that influences their actions. Discussion about values and actions is next on the agenda in small groups led by a peer facilitator.

A debate about religion and marriage equality ensues. One student says, "I think marriage is reserved for a man and woman, according to the Bible." Another student scoffs.

Questions to think through:

1. If you were able to observe, what are you hoping the student leader/facilitator would ask or say when facilitating discussion?

2. Should there be continued large-group discussion in this case or a different response?

3. How could you best prepare the student leader in this case to respond to the situation?
 - a. How would you encourage the student leader to utilize STATE (**S**hare your facts, **T**ell your story, **A**sk for other's paths, **T**alk tentatively, **E**ncourage testing)?
 - b. How would you encourage the student leader to utilize AMPP (**A**sk to Get Things Rolling, **M**irror to Confirm Feelings, **P**araphrase to Acknowledge the Story, **P**ribe when you're Getting Nowhere)?

4. What things should have happened before the situation occurred to make it possible for the environment to be a safe place for discussion and dialogue?

5. In a perfect situation, what should happen after the conversation or situation and when?