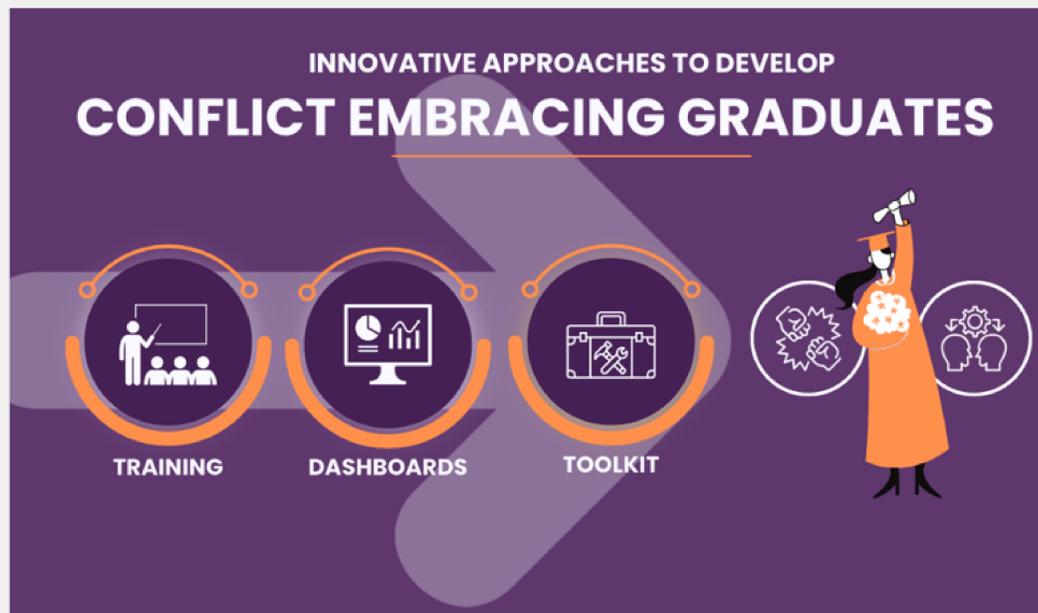
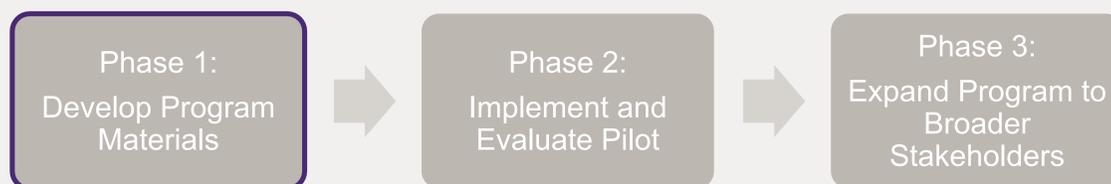


Background

- Graduate students entering today's STEM workforce are expected to work on **interdisciplinary, cross-functional, and demographically diverse** teams.
- Existing tools for building teamwork skills **do not adequately address conflict management skills** and **rarely focus on the graduate student population.**



Project Phases



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Phase 1 Progress: Needs Assessment

Method

- Reviewed existing conflict management training resources available at Clemson and open source
- Conducted semi-structured interviews with four graduate students and three faculty focusing on...
 - capturing types of conflict encountered by graduate student teams and their advisors
 - identifying the knowledge, skills, and abilities students need to effectively manage conflict
 - understanding Clemson's resource for managing conflict
- Gathered additional information regarding Clemson's strategic plan and department and program mission statements to inform organization analysis

Results

- Students and faculty do not feel like existing tools are adequate. Interviewees indicated several areas warranting special attention:
 - Improving general teamwork skills (e.g., communication)
 - Addressing power dynamics between faculty and students
 - Support for addressing cultural conflicts in teams
 - Support for addressing cross-disciplinary conflict in teams
- There is need to include both conflict management skills and general teamwork skills in our training program
- For training to be successful, project PIs (i.e., faculty members) need buy-in and potentially education on how to support students' training transfer

Next Steps

- Translate findings from training needs assessment into program learning objectives
- Create training program content and tools to help graduate students engage in conflict management
- Begin recruiting graduate students to participate in programming