

Analysis of Teaching Adults to Become Effective in Conflict Resolution

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Overview

It is widely known that our effectiveness with students and colleagues begins with a personal ability to handle conflict. Fueled by a profound commitment to truly empower adult effectiveness in their work setting, I have woven a rich personal repertoire of philosophy, theory and experts' works in the field. I have applied it in my work as educator.

Within our large school district, I have co-created programs for supporting both certified and classified staff in learning and applying conflict resolution skills. Our Professional Growth Department has provided a format for my facilitation of personal growth classes and application of school-based leadership consulting. As a coach and facilitator of our district incentive program, I work with hundreds of teachers applying effective coaching strategies. These strategies are in support of their ultimate goal in increasing student performance. At school -base levels, I support staff in training and application of principles of student peacemaking and conscious discipline programs. Though each of these domains is separate from one another, each have intrinsic factors where the intent is to support breakthroughs in areas of conflict, and many similarities exist.

In my project I will include rationale for the development and implementation of conflict resolution strategies which have been a part of my career as educator. I will provide supporting information and an analysis of the impact on teachers and students. I will, also, make recommendations for future needs.

I will limit this analysis paper to a discussion of basic essential components of programs of John Rice's Win-Win training, Adventures in Peacemaking, Stephen Covey, Becky Bailey's Conscious Discipline, and Marilyn Tabor's Coaching for Excellence. I will show how I have adapted them into adult education programs for state-wide early childhood settings and for coaching and training in the Mesa Public Schools.

I will include samples from manuals I have produced for organizational levels and teacher-to-student application, both from joint and single efforts. These are cutting edge products in promoting effective personal relationships

Background

A springboard of my formal education in teaching conflict resolution began with master's thesis work in self concept resulting in my work, *A Study of the Relationship between the Self-Concept of Four Year Olds and the Self-Concept of Their Parents*, (Arizona State University, 1982). As a result of assimilating many post-Freudian thinkers, I took from this period of study the principle that we can create vital images which allow the self to grow and change as we intrgrate those images. I came to *know* maturity is the ability to hold conflicting paradigms.

The following pages offer thumbnails of the various conflict resolution programs used as the basis of this paper. Statements of their impact are included.

John Rice's Win-Win Theory

An immersion in win-win theory with John Rice and Associates, which began in the mid-eighties, has been the single greatest contributor to my transformational way of seeing conflict. It has affected my personal ability to work through conflict, and my effectiveness in coaching and mediating other's issues. Training others to be personally and professionally effective has been a desired result.

Due to timing of personal events in my life, my first exposure to Win-Win theory from John Rice and Associates caused transformational shifts in my way of seeing life. It profoundly affected my choices in career. I became a mediator and worked as a trainer in Conflict Resolution for hundreds of adult educators. Win-Win theory remains today my anchor, my standard, my recurring place to come back to for breakthrough in supporting myself and others through conflict.

Rice has created a schema of possibilities that become available *contexts* in viewing any life circumstance. These possibilities are: We are Creative beings. We are one. We can create a "Plus-Plus Reality". When considering each a filter, and upon wearing any one, individuals set up possibilities and options not available when wearing the opposite. Choosing and creating are synonymous. When one chooses *I am creative*, one shifts from victim, a reactive position, to creator. A wider (at minimum, different) array of choice becomes available.

When one chooses the possibility *You and I are one*, I begin to realize that I have no hope of truly winning, unless I make sure you are winning, too. If you and I are one, then when I am in conflict with you, I am really in conflict with myself. The idea of "disowned self" is a term used by Rice denoting this phenomenon. If I, therefore, cause any shift in myself, there will be a shift with the person with whom I am in conflict. It becomes available, in fact, essential, that

in order to create profound breakthroughs in conflicts with others, one must be willing to look at him or herself and any related personal issues.

The Plus-Plus context entertains the possibility that what shows up around oneself is absolutely perfect. The value in coming from this point of view is that it allows one to move from a defensive position, including all the “why not”, “wish it were different” attitudes that expend energy, to a clear looking into the question of what is deeply wanted. John’s theory is anything but linear. It is secular, yet of a “spiritual” nature in that there is a belief that each being has an essential purpose. We are all moving toward an expression of our Purpose and it is available to consciously know this, choose this, live from this knowing. An essential question when interacting with others (let alone with oneself) is to ascertain, “What is it I deeply want?” The response to this question, when it is beyond reasonable and fear-based, results in miraculous resolutions. It is a Life game. The physical expressions of life (the roles we play, the material goods that we choose to surround ourselves, our actions, etc.) can be held as symbols of underlying intentions and commitments. There are a variety of exercises, including what is called the Miracle Process. These are designed to uncover what is truly wanted as a powerful entry into individuals actualizing their full Being.

The journey of becoming a win-win practitioner under John Rice was a rigorous apprenticeship. It entailed daily write-ups using raw material from one’s daily life to process and apply theory. I would come to use pieces of this experiential work with mediation clients and adult learners in their work with students and colleagues.

A result of my work with John Rice is an understanding of non linear means of discovery and creation of our essential Purpose. Subsequent forms of expression of my newly found apprenticeship as a win-win practitioner ensued. I mediated cases for the City of Phoenix courts

and facilitated divorce mediations. I consulted with Adventures in Peacemaking, (a national early and intermediate grade level program). I facilitated *The Seven Habits of Highly Effective People* for Stephen Covey Institute, and I coached educators in the Career Ladder Program of the Mesa Public Schools. I have facilitated the implementation of Conscious Discipline. These roles are all directly related to my choices from awareness made with John Rice.

I created a syllabus for a course on Conflict Disappearance for administrators in training (ATP Program) for the Mesa Public Schools, based on John Rice's works, and have shared this work with ATP classes.

Marilyn Tabor and Coaching for Excellence

Marilyn Tabor's cognitive coaching practice in Coaching for Excellence, like John Rice's work, is an ever evolving work of theory, with no published texts, although all materials are copyrighted.

The process of coaching adults for higher performance is an on-going dialogue with another with the intent of promoting self discovery. Tabor's Coaching for Excellence model is designed to instruct coaches in learning how to move a person from powerlessness to efficacy, from inadaptability to flexibility, from complacency to craftsmanship, from unawareness to consciousness and from individualism to interdependence. These movements, known as "cognitive/emotional states of mind" are enhanced, diminished, or impeded by interaction with a coach. They are influenced by one's own degree of self-directedness and past and present circumstances). In addition, these states of mind are forwarded through the ability to craft good inquiry questions. Good listening, assessing the context of the conversation, replacing judgment with positive presuppositions, and using exploratory language are all techniques developed in Tabor's model. They all forward asking good inquiry questions. A coach's job is to provide

feedback based on data through affirmative, non-judgmental feedback (not praise). A repertoire of approaches are used. They include open ended facilitation, collaboration, instruction, and directiveness. These are sub sets of one's intentions in the inquiry process. The goal is always to unlock a person's potential to maximize their own performance. Tabor uses the acronym GOAL for defining the structure of effective coaching: G is for goals related to priorities; O is for options or steps to achieve the goal; A is for accessible success indicators; L is for Limitations or challenges anticipated; S is for a system for monitoring progress.

As a coach for Mesa Public Schools Career Ladder Program for almost 20 years, I have been immersed in cognitive coach training and application of the Marilyn Tabor Coaching for Excellence model. My function has been to promote individual educators' autonomous skills of self-assessment and self-improvement. It has has a positive impact on individual educators' relationships with the larger school district. The impact on educators who interact with coaches trained in Tabor's model is significant.

Benefits include:

Impact on Teachers	Impact on Coaches
Educators have... Been empowered to create own answers Reduced risk/fear of criticism Formed <i>relationships</i> of mutual respect with coach Felt less intimidated about feedback and asking questions for understanding Become a partner in resolving questions and concerns Felt more supported	Coaches have... Changed role from critic/evaluator to supporting facilitator Learned a new style of delivering information via <i>framed questions</i> Felt less pressure to have "correct" answers for educators Met with less resistance from educators Dedicated more time to conversing and planning conversations than evaluating

<p>Felt more empowered</p> <p>Increased comprehension of criteria and expectations</p> <p>Increased ownership of their Plans and revision</p> <p>Deduced the Career Ladder program was success-oriented, meaningful (representing what they really DO in the classroom), uncomplicated, aligned with administrator expectations, supportive of the importance of other aspects of their job, significant information offered in a positive/timely manner.</p>	<p>Enjoyed tasks more</p> <p>Felt more invited to share “extra” information</p> <p>Expanded repertoire of instructional leadership skills</p> <p>Increased satisfaction of coaching role</p>
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Stephen Covey

Stephen Covey is author of *The Seven Habits of Highly Effective People*. The Covey Leadership Center designed a variety of formats for individuals desiring to learn and apply the habits in their personal and private lives. In 1993, I became a licensed facilitator of the program and have taught it in its copyrighted, pure form in semester blocks to hundreds of certified and classified employees of the Mesa School District.

Covey uses an inside-out approach in his model. His “Maturity Continuum” offers a schematic overview of his program. Essentially, individuals mature from a dependent to independent, then interdependent state. Foundational to our optimum development, our “private victory” precedes our ability to be effective in relationship, the Interdependent level of our lives. The ability to be proactive (Habit 1), to identify outcomes, particularly at a deep Mission level (Habit 2), and to prioritize our life actions (Habit 3) are independent skills. The relationship habits are 4 through 6 and include how to create win-win results (Habit 4), how to communicate

effectively (Habit 5), and how to harness the power of synergy (Habit 6). Preceding the habits is an understanding of the concepts of *paradigm*, *trust building* and *three-person teaching*.

Encompassing all the habits is the concept of continual spiritual, mental, physical and socio-emotional renewal, Habit 7.

For more than a decade, I have taught *The Seven Habits of Highly Effective People* to hundreds of certified and classified personnel in the Mesa School District. This 32 hour, 2 credit course, uses all Covey copyrighted materials, with some adaptation to educator's unique circumstances. The school district's Research and Evaluation Department conducted an extensive analysis on participant's perceived value of the course. Each course I facilitated received a consistent 95% above average rating in all thirty plus descriptors. Many participants claimed it had the greatest impact on their way of seeing life to that point.

Besides the core Covey training, I have since adapted the program to include a principal centered leadership program for individual school sites, called *Principal Centered Leadership: The Road to Empowerment*. In addition, I have taken essential elements of the John Rice Win-Win Institute and Stephen Covey's *The Seven Habits of Highly Effective People* and have created a program for elementary age students in conflict resolution, called *Empowering Winning: A Course in Conflict Disappearance*. The following are excerpts from both programs.

Principal Centered Leadership: The Road to Empowerment

Co-authored by Tom and Jill Ziegler and myself, *The Road to Empowerment* combines essential concepts from Stephen Covey's *Seven Habits of Highly Effective People* with Covey's work *Principal Centered Leadership*. The essential purpose of developing this school site program for the Mesa Public Schools is to empower schools at an organizational level to be maximally

affective and effective in their mission. We created a participant manual covering 5 key conversations: 1. Identifying one's purpose and underlying reasons for being an educator; 2. Having a general understanding of Covey's seven habits, how they relate to organizational growth and acquiring skills in applying the habits personally; 3. Examining Covey's principal centered leadership model and applying it to one's own school setting; 4. Identifying goals for the school and creating a support structure; 5. On-going monitoring of results desired.

Empowering Winning: A Course in Conflict Disappearance

Year Long course for Elementary Students

The title of the program I developed for school age children, *Empowering Winning: A Course in Conflict Disappearance Year Long Course for Elementary Students* alone expresses the intent of the course. The course objectives for students are several fold:

- To increase self knowledge through an identification of values, fears, limits, strengths and goals.
- To enhance communication skills to facilitate expressions of what is really wanted.
- To increase understanding of group dynamics, team building, and the potentials for being supported.
- To understand the Win Win model for conflict completion and to be able to apply it in situations of conflict.
- To develop skills that may carry over into home and other non-school settings.

There are three components of the program and each is color coded within the manual. Component One are lesson plans for teachers that are designed to facilitate student understanding

and appreciation for himself or herself. The second and third components are lessons designed to foster responsibility toward and effectiveness of interacting with others. Component Two is the Action Plan by students for improving the total school program. Component Three are lessons which facilitate the development of inter-grade relationships by pairing the Win Win Conflict Disappearance students with primary grade children through tutorial, peer, and mentoring groups for academic and social activities. The course is designed as a year long study, where students meet twice a week for approximately 45 minutes. There are 32 lessons for Component One and nine lessons each for Components Two and Three. Although it is recommended all three components be facilitated simultaneously throughout the year, no one component is contingent upon any other, and may, therefore, be scheduled by the teacher's(s') discretion. However, since understanding of self entwines and is enhanced through understanding others (and visa versa) it is encouraged that the classroom teacher uses the issues from experiences generated by the students through their involvement with others in Components Two and Three as a possible backdrop for Component One.

Component One
<i>Empowering Winning: A Course in Conflict Disappearance</i>
Table of Contents
Topics for each session
Setting the Stage
What are you up to here at <u>(name of)</u> School?
Who are We?
Making Choices: Creating

Labeling
Review and Highlight sessions 3, 4, 5
Commitment Purpose, What I really want
Overview of roles, words actions: Symbols
Effective Communication
Effective Communication: Feelings
Effective Communication: Role Play
Effective Communication: Application Using Fairly Tales
Effective Communication: Anger
Effective Communication: Roles in Communicating
Effective Communication: Review Roles
Effective Communication: Seek First to Understand
Effective Communication: Practice
What is Conflict?
Empowered Illusions
Peer Pressure
Empowerment
Emotional Bank Account
Circle of Concern/Influence
Circle of Concern, cont.
Paradigm: Context and Filters
Use of Time
The Whole is Greater than the Parts

Be – Do – Have Model
Values

Component Two *Empowering Winning: A Course in Conflict Disappearance*

The students will take a look at what they would love to have happen during their school year. Through their own introflection, as well as canvassing other student, teacher and parent opinions, students will assess what improvements could be made to the total school program. Then they will select a project and develop an Action Plan.

There are several steps involved in the creation and execution of the Action Plan. Since this Component is truly the product of the students, the time table for completion of the steps will be determined by them. Essentially, these are the sequential steps which can be dispersed throughout the year, intermingling with Component One. The group dynamics and individual issues that will come up in the development and execution of the Action Plan will be excellent material to address as Component One progresses.

Steps for Creating an Action Plan for the School

- Create our vision of the school year (this will coincide with the first two lessons of Component One).
- Reflecting on what we would like to have happen at our school.
- Assess others (parents, teachers, students)
- Share and tabulate responses
- Select a project
- Determine assignments and time lines

- Implement the plan
- Monitor and adjust
- Assess and Evaluate
- Celebrate a job well done!

Component Three *Empowering Winning: A Course in Conflict Disappearance*

It is vital that the students have a sense of their connectedness and their ability to make a difference with other classes within their school. The experiences the students have with another class will present good examples that may lend themselves to application in Component One.

I recommend that intermediate classes select primary grade level classes with which to work. The two teachers can develop together mutually appropriate activities that would benefit both, particularly with sensitivity to activities that would enhance Components One and Two. It might be that the primary students, for instance, support the total Action Plan for school improvement by assisting the intermediate students in some facet of the project. Or perhaps, the intermediate students can practice communication skills with the primary children, or a read book together that illustrate a concept learned in Component One. I have suggested that the intermediate and primary students meet at least once a month in the overall suggested calendar for this course.

Adventures in Peacemaking

Adventures in Peacemaking is a project funded by AT&T Family Care Development Fund, AT&T/Lucent Technologies, the Communication Workers of America and the International Brotherhood of Electrical Workers. Designed originally for elementary age

children, it expanded into programs that spread from early childhood through elementary age children. William J. Kreidler and Lisa Furlong are the originators of the program, and I acted as a consultant for Summa Associates, Tempe, AZ in supporting several early childhood centers in the greater Phoenix area over several years of successful implementation of the program.

Through the generosity of such deep-pocketed resources, the childhood centers were endowed with staff training, follow-up support training (my position), on going consultation access (my position), and a handsome repertoire of equipment and materials for staff, children, and their parents.

Adventures in Peacemaking uses a “Peaceable Program Model”. The creation of a caring, respectable community is established by emphasizing five themes: Cooperation, Communication, Emotional Expression, Appreciation for Diversity, and Conflict Resolution. Each theme comes with instruction and background theory/rationale for the caregiver. It contains developmentally grouped activities which are categorized by age, level of activity, time involved, group size, prerequisites, and any sports equipment needed. It includes complete lesson plan procedures. One of the strongest features of this program is its emphasis on reflection. The post-experience activity of having the children and caregiver process how the activity went and what they learned from it is an essential key element in solidifying concepts.

I conducted training to early childhood centers through elementary age youth programs while funds remained available through Lucent in the 1990’s. Formal group staff training was followed up by customized in-services at each center or school site for specific application to their population and needs. Comprehensiveness of resources for children, staff, and parents with steady guided support made this program a huge success. This is especially true in a domain

where training for child caregivers of early childhood programs has historically been given less attention than formal public school levels.

Conscious Discipline by Dr. Becky Bailey

Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum based on current brain research, child development information and developmentally appropriate practice. The program was developed by Dr. Becky Bailey and is offered in many formats ranging from a 32-hour introductory in-service to an 80 hour certified training. The program is widely implemented in the Mesa Public Schools. I have been a key coordinator, facilitator, trainer, model teacher, and coach of the program within the school community.

Conscious Discipline has been specifically designed to make changes in the lives of the teachers first. They in turn will form change in the lives of their students. Teachers are empowered with the Seven Powers for Self Control. These powers and a brief descriptor are: Perception (No one can make you mad without your permission), Unity (We are all in this together), Attention (You get more of what you focus on), Free Will (The only person that you can make change is yourself), Love (See the best in each other), Acceptance (The moment is as it is), and Intention (Conflict is an opportunity to teach). These powers allow teachers to draw from within themselves to become proactive instead of reactive during moments of conflict. From the Seven Powers for Self Control emerge the Seven Basic Skills of Discipline. Dr. Bailey asserts these are the only skills needed to constructively respond to any conflict in the classroom. These Seven Basic Skills of Discipline and their descriptors are: Composure (becoming the person you want your children to be), Encouragement (building a school family), Assertiveness (saying no and being heard), Choices (building self-esteem and will power), Positive Intent

(turning conflict into cooperation), Empathy (handling the fussing and the fits), and Consequences (helping children learn from their mistakes).

Conscious Discipline is a change from the traditional compliance model of discipline to a relationship-based community model. Traditional models use control, manipulation, and see conflict as disruptive to learning. These models rely on lower stem brain center approaches of threat and force. Becky Bailey's relationship model seeks to create school families and problem solvers connected through communication skills. The program uses conflict as an opportunity to teach and relies on higher level thinking skills of the frontal lobe, neocortex areas. Research on brain development shows that learning takes place in an emotional and behavioral context. When children can attach academic skills to feelings and actions that are part of their everyday world, they are more likely to use those skills. Connection, belonging and contribution within the School Family create cooperation, helpfulness, and responsibility.

And, quite significantly, the Conscious Discipline model is an inside out approach to classroom management. The teacher's personal mastering of the skills is a prerequisite to the success of the implementation with children.

The Conscious Discipline Program's impact has been the subject of at least two masters' thesis papers: one by David Phelan for Developmental Research and Programs, September, 2002 and another "Implications of a Discipline Model and How It Aligns with School Values" by Amalika Taharih Jackson at Oglala Lakota College (<http://www.beckybailey.com/flyers/amalikapdf.pdf>). Within the Mesa School district, numerous articles have been written for the local newspapers, raising awareness of the public school program's existence, as well as, offering testaments of its effectiveness. Parent satisfaction, as measured by annual surveys, remains high in schools using Conscious Discipline.

John Rice's *Win Win Theory*
 Syllabus for Conflict Disappearance for ATP (co-authored by Jeanne Colasanti)

Stephen Covey's *Seven Habits of Highly Effective People*
 Principle Centered Leadership: Road to Empowerment for Mesa Public Schools
 (co-authored by Jeanne Colasanti)
 Empowering Winning: A Course in Conflict Disappearance for School Age Children
 (authored by Jeanne Colasanti)

Marilyn Tabor's *Coaching for Excellence*

Adventures in Peacemaking

Becky Bailey's Conscious Discipline

Thus far this paper has given an overview of the above listed paradigms which have been used in my career as educator and mediator in teaching adults to become effective Conflict Resolution solvers. A comprehensive analysis has yet to include a discussion of comparing and contrasting these paradigms, as well as drawing conclusions for future implications.

A fundamental requirement in the ability to be effective in conflict completion seems to be the ability to hold different points of view at the same time. As referenced in the background notation of this paper, a major life awareness for me was seeing maturity as the ability to hold paradox. From the onset of any inquiry about various conflict models, it is my assertion that none are in discord with one another, even though apparent differences may exist.

Essential and intrinsic to all conflict completion models could be the inclusion of such considerations as:

- What is Conflict?

- Who are we?
- What is the role of the adult facilitator?
- Does the facilitator have a stake in the outcome?
- What is the role of context versus content?
- Linear versus non-linear processes

- What is Conflict?

Is conflict even real? John Rice's model entertains the possibility that conflict is simply an illusion. All that shows up simply becomes the building block(s) for addressing what it is we deeply want, without negative charge that there is something "wrong" about any circumstance in which we find ourselves. In fact, to add mass to the negative through story, only entrenches the speaker into non-productivity. The Adventures in Peacemaking model and Bailey's model both speak of helpful/hurtful or good/bad choices, as if there is, clearly, a right and a wrong way to solve issues. Bailey notes conflict is a result of not accepting what is. One person is wanting or needing something that is not happening. Conflict in the Adventures in Peacemaking Program is defined as a normal and natural part of everyone's life. Conflict can be constructive or destructive. Simplistically, APM suggests considering a child's developmental level, being concrete, using cause-effect relationship, and expanding children's sense of choice lie at the heart of teaching conflict resolution.

Covey speaks of win-win, win-lose, lose-win, and lose-lose systems, and offers measurable descriptors of *courage* and *consideration* in assessing which paradigm an individual might be engaging. Tabor does not use the word *conflict* in her work. The nature of her consultation within the Mesa School District was to support coaches in the Career Ladder

program to evaluate and coach for impact. Areas that might be considered “conflict” might be where the coach perceives any resistance from their assigned educators in understanding and applying the required process for placement.

- Who are we?

Thiehard de Chardin said, “We are not human beings having a spiritual experience. Rather we are spiritual beings having a physical experience.” John Rice’s philosophy is in alignment with the Eastern Tao, where the natural flow of life is from Be \Rightarrow Do \Rightarrow Have. Interacting with ourselves and one another coming from a knowing of our Purpose, and holding a space of Purpose of the person with whom we are interacting, becomes a powerful Life game. It is through both discovery and creation (making it up) that we glean clues of who we are and come to define ourselves. Conflict is seen as an opportunity, then, to discover what is deeply wanted for ourselves and one another, which reflect who we are.

Covey speaks of the power of scripting and holding positive paradigms for those around us. He acknowledges autobiographical, genetic, socio-economic, and psychological influences, yet believes we can re-script ourselves and empower others to do so in our quest for win-win.

Adventures in Peacemaking does little in explaining who we are or what we might want to draw out from one another. Instead, it is an experiential program that seeks child discovery and group connectedness through action. Activities are designed anywhere from individual application to whole group processing. Each lesson is identified to appropriate age or developmental level. Upon completion of the guided experiences, children are asked to reflect back on the event. This component is the magic of self discovery and solidified learning.

Bailey acknowledges a power from within to get what we want, in spite of, and inclusive of external circumstances. All of the descriptors (composure, assertiveness, etc.) are constructs aimed at uncovering and expressing this innate, internal power.

Tabor articulates we are all moving toward self-directedness as we learn to become more efficacious, conscious and interdependent. Interacting with one another from intentionality and focus fosters true learning and authentic growth and is on-going.

- What is the role of the adult facilitator?

A connecting component of the facilitation roles for all the programs discussed in this paper is the factor that each are avenues in supporting adults in becoming effective with the students they teach, the colleagues with whom they interface, and the larger community in which they serve.

The powerful axiom in John Rice's system, *We are one*, presupposes that a profound resolution in conflict will be experienced by the facilitator as a genuine win. In this respect, the facilitator does have a stake in the outcome. Yet, it is the facilitator's role not to add mass to the conflict through judgment, unnecessary story, thereby having the facilitator stay away from any attachment to the outcome.

Prior to facilitating others in moving through conflict (a public victory), Stephen Covey asserts it is necessary to experience mastery of self (a private victory). Personally addressing the desired results (a function of our Mission), seeing ourselves as capable, and prioritizing our activities into important and not urgent domains supercedes and impacts our interaction with others. The ability of a facilitator to experience winning can be achieved by their thinking win-win, their learning effective communication skills, and their working interdependently. All of

these areas are major focuses and deliberate lessons in the Covey program. Effectiveness at a relationship level implies a personal deepening of mastery of self.

The role of the facilitator in the Adventures in Peacemaking Program is to create a “peaceable program” model within their institution. At an organizational level, this means evaluating how conflicts have traditionally been handled, training staff in more effective ways, setting up a physical space that supports children working through conflict, holding staff meetings, and creating a peer mediation component. Building a feeling community and setting group standards are aimed at conflict prevention. At an adult to child level, the role of the facilitator is directing, mediating, arbitrating, judging, and listening sympathetically in any given situation. Being effective in delivering successful lessons as outlined in the program and modeling conflict resolution techniques to the children are also identified as important.

The first and absolutely essential role of the facilitator in Bailey’s program is their own self composure. Her program is as much for adults as it is intended for classroom management of children. With the acquisition of self mastery on the part of the adult caregiver, the Seven Skills of Discipline are available to model, including, when needed, to speak for the victim until they are ready to assert their power for themselves.

Marilyn Tabor, in defining a coach’s role, says it is in the coach’s intentional choice to incorporate all their repertoire of learned and acquired skills that promotes the self-directedness of assigned educators. The interplay of coach and educator is an on-going dialogue whose purpose is true learning and authentic professional growth. It is the facilitator’s role to maintain the delicate balance of respecting people’s resistance while still expecting them to change. Coaching is held as a process of equipping people with opportunities to develop themselves. This is a continuous process, not an occasional conversation. Through influential inquiry (a learned

skill) facilitators guide another in reflecting, solving problems, self assessing and making decisions.

- What is the role of context versus content?

There are obvious distinctions among the programs with regard to context/content.

Rice's program works from essential "no form" concepts, such as intention, making a difference, and the Tao. These concepts are powerful underpinnings in conflict resolution and assist in the defining of the context of any issue. As developed earlier in the paper, the significant contexts for deep satisfaction in completing conflict/disappearance (deliberate emphasis on conflict "completion/disappearance" versus conflict "resolution" here) are: *We are Creative Beings*, *We are One*, and *Plus Plus Reality*. Form follows essence in his model. Therefore, the words used by the facilitator and the actions selected in the resolution become the in-form symbols of the context one operates from.

Stephen Covey speaks of the power of paradigms and uses this concept as a foundational piece prior to the development of the seven habits. His acknowledgement of our filters which affect our perception is a critical entry in all further conversations and falls under "context." Covey's program is balanced by content laden activities to develop the skills imbedded in each habit.

Although there is an implied acknowledgement and importance of the identity of an individual, all the other programs offer a step by step skill building process. Bailey's program elaborates specific behaviors, offers definitions, suggests power statements, associates values, underscores addressing purpose, and connects rationale to brain and emotional development

theory. Specific guidance through action plans, activities and assessments are supported through a broad library of books, DVDs, CD's, and visual teaching aides.

Marilyn Tabor's Inquiry Guidelines suggest as the initial step the use of context of conversation and the applicable coaching structures to decide what question(s) to ask. Context for Tabor is a narrowed goal-specific area of focus directly related to the educator's experience and desired results. Her program offers a researched based process. It has definable pathways to increase skills of inquiry, to use data in coaching, and to apply differentiated coaching approaches. Although strategies taught by Tabor are specific, weaving them into a coaching conversation is a craft.

Adventures in Peacemaking is a program of activities ranging from games, crafts, music, and team challenges guided through well defined lesson plans that work on developing skills of conflict reduction. Of all the programs reviewed in this project, Adventures in Peacemaking is most facilitator friendly, in that it defines step by step procedures for caregivers in implementing the program. It is content laden, with only a brief "Three-Minute Introduction to Conflict Resolution" contextual theory offered in the introduction of primary manual.

- Linear versus non-linear processes

John Rice uses a working understanding of quantum physics in the development and application of his work. To this regard, the serendipity and synchronicity of how we show up is unpredictable and often not logical. Even when all parties are not present for a mediation, for instance, the representation of part of the whole being present is enough to cause dramatic shifts in the outcome for the whole. Communication being present 100% of the time illustrates the "out-of-the-box" approach to Rice's work. Whole histories of unwanted baggage may disappear

as the misaligned spirit recognizes a better Life Game worth playing. And, yet, Rice's training is not random. There are purposeful, linear activities that support breakthroughs with one another, all of which begin with personal application through such questioning strategies as, "Why is this issue showing up around me?" "How does this relate to his/her/my own Purpose?" "What context/filter is being used here?"

Covey moves along a continuum of maturity with definable exercises toward mastery of interdependence, the highest level.

Adventures in Peacemaking is a definable step by step program with detailed lesson plans, complete with suggested materials and other resources. The primary purpose of the Adventures in Peacemaking program is not to offer rationale so much as it is to support a curriculum of well defined lesson plans addressing communication, team building, conflict resolution skills, and diversity. With little upfront training, caregivers can begin implanting the plethora of ideas and suggestions. The lessons are organized by theme, and fit into a repeatable construct of materials, procedure, and reflection.

Marilyn Tabor's brain based process focuses on both cognitive and affective development, causing individuals to engage in, clarify, and refine their own attitudinal, emotional, and intellectual mind work about their professional practice. Coaches are trained in asking good opening, non-judgmental questions to promote inquiry. Yet, the very fact that the educator is engaged in his own mind work and reflection makes the course and time line unique.

Becky Bailey's copy righted materials move the adult learner through chronological sequences based on the Seven Discipline Skills. Her well organized teaching strategy, however, does not imply a linear delivery or practice of the program. . For example, even though Composure (Skill One) is always a base line place to come from, having Positive Intent (Skill

Five) could be the necessary next awareness of the adult in their journey toward effectiveness. Having an understanding of the skills allows one, then, to spiral through in the order deemed appropriate to the need.

Implications for the Future

While I was in Costa Rica this February, and being a true novice in the study of the southern sky among expert astronomers, it didn't matter that we were all of different knowledge and awareness levels. What mattered was the openness to share, to accept where each one was and then move forward together. It was a metaphoric opportunity when one astronomer in the group who patiently explained Messier objects and nebulae clusters to me (things I never knew existed!) could, in turn, with the same persistence on my part, imagine her spouse, with whom she frequently experienced marital upset, enveloped by a rainbow ...having the affect of shifting her way of seeing her husband.

All systems **are** valuable. It isn't even so much that one system may fit any one's particular need in the moment; it is that any one system holds possibility for **each** of us in any one life moment. The ability to see possibility is the key to effectiveness.

I believe all conflict resolution programs have the potential to move outward in and inward out. Like the rhythmic breathing of each inhalation and exhalation, we move through self mastery to contribution of the whole, just as external influences profoundly impact our sense of self and back again, over and over. This is, perhaps, what Marilyn Tabor meant by holonomy.

It is not so much a discussion of the "right" system, as much as a compelling invitation to participate in a program. Given the intrinsic nature of each of us, there is a precious, priceless gift in relationship available by simply being willing to participate fully with one another. This being said, it is also true that it *may matter* which program is selected. Would you choose a

leech to cure your illness when now you know a shot of penicillin will do the job? And that, again, is the paradox of it all.

Closing

TS Eliot wrote, “I shall journey and return to the place I began, and know that place for the first time”. My own personal journey of becoming a leader in teaching others to deal effectively with conflict is born from my own ability to demonstrate mastery of what might be called *issues of conflict*. This is not a past tense commentary of my history, as much as it is a statement of two essential grounding pieces of conflict resolution that I have come to know and live from day to day, present tense: All conflict is an opportunity to truly see oneself in a new light and what we do in conflict has less to do with WHAT we do and has more to do with our life

Purpose.

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