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# Toolset for Visual Creative Conflict Management

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Buffalo State College  
State University of New York  
International Center for Studies in Creativity

*Toolset for Visual Creative Conflict Management*

A Project in the Creativity Studies Program  
by  
Robert H. Frantz

Submitted in Partial Fulfillment  
of the Requirements  
for the Degree of  
Master of Science

Oct 8, 2014

Buffalo State College  
State University of New York  
Department of Computer Information Systems

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## Abstract

Conflict is neuro-physiologically processed by emotional faculties of the human brain, similarly to pain processing (Lack & Bogacz, 2012). Pain causes an "away-reflex", and so does conflict. Most of us, therefore, try to avoid pain and likewise conflict. Some of us are drawn into conflict, either as an active party or a referee, against our will, while others of us must handle conflict as a matter of life role. Because of this away-reflex to conflict, we often try to resolve conflict in a single step in order to "get it over with" as quickly as possible. Many people expect to resolve a conflict in a single intervention (Elliott, d'Estrée & Kaufman, 2003). When that doesn't work, our emotional response is amplified, typically including frustration, anger, and withdrawal. This project aims to provide a toolset that transitions a user's handling of conflict from their emotional faculties to their logical faculties, overcoming the away-reflex. It also provides a visual representation of the conflict, which allows a conflict manager to logically plot and manage a multi-step resolution process with improved potential for long term results over the get-it-over-quickly single-step reflex. And, it comprises an open framework to which an expanding number of resources can be added to bolster a conflict manager's understanding of all parties' concerns, personalities, motivations, fears, and to enable the conflict manager to generate new ideas using Creative Problem Solving, and increase influence and persuasiveness.



May 8, 2014

Date



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I must give heart-felt thanks to all of the staff at ICSC, especially to my project adviser Dr. Susan Keller-Mathers, and to my independent study adviser Dr. John Cabra who suggested I develop some sort of tool kit for conflict management. This is a magnificent program of study, and each student is transformed in a way unique to their own background, interests, and personality. This graduate program is truly creativity in action.

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## Table of Contents

<b>Section One: Background to the Project</b> .....	1
Toolset for Visual Creative Conflict Management .....	1
Rationale for Selection of this Project .....	3
<b>Section Two: Pertinent Literature and Resources</b> .....	6
Introduction .....	6
Creative Problem Solving .....	6
Consideration of Needs, Vision Depth, and Motivation of the Parties.....	7
Maslow’s Hierarchy of Needs .....	7
Dealing with Strongly-held Beliefs and Prejudices .....	9
Introduction .....	9
Dąbrowski's Theory of Positive Disintegration .....	9
Overcoming Inertia of the <i>Status Quo</i> .....	12
Introduction .....	12
Meyers-Briggs Type Indicator (MBTI) .....	13
Keirsey’s Temperament Theory .....	14
Enneatypes .....	14

Identifying all the Parties in the Conflict .....15

    Introduction .....15

    Graphically Visualizing the Parties and Issues as a Web .....16

Resources for Future Expansion and Refinement of the Toolset .....17

**Section Three: Project Plan .....21**

    Development of the Toolset Components .....21

        Introduction .....21

        Top-Level Navigator Chart .....21

        Resource and Tool Cards .....22

    Testing and Refinement of the Toolset .....22

    Project Timeline .....23

    Format of Tangible Products .....27

**Section Four: Outcomes .....28**

    Results of the Project .....28

        Introduction .....28

        Early Experience Volunteer Group .....29

        Early Experience Presentation #1: Church Leadership Training .....30

Early Experience Presentation #2: Creativity Conference Presentation .....	35
Other Prototype Tool Cards .....	42
Persuasive Communications .....	42
Dealing with Strong Beliefs and Prejudices .....	43
Overcoming Inertia of the <i>Status Quo</i> .....	44
Identifying All the Parties in the Conflict .....	45
<b>Section Five: Key Learnings</b> .....	47
Knowledge and Expertise Gained .....	47
General Training Observations .....	47
Training for Conflict and Creativity Simultaneously .....	48
<b>Section Six: Conclusion</b> .....	50
The Project in Review .....	50
Future Work .....	52
References .....	54
<b>Section Seven: Appendices</b> .....	58
Appendix A. Conflict Visual Navigator Chart (First Prototype) .....	59
Appendix B. PowerAdapter Tool Card (First Prototype) .....	61

Appendix C. Further Reading List (First Prototype) .....	63
Appendix D. Conflict Visual Navigator Chart (Second Prototype) .....	65
Appendix E. Brainstorm Results on Outcomes of Conflict, Handwritten.....	67
Appendix F. Brainstorm Results on Outcomes of Conflict, Computer Captured .....	69
Appendix G. Clustered Brainstorm Results on Outcomes of Conflict .....	71
Appendix H. Word Cloud of Frequency of Conflict Outcomes in the News .....	73
Appendix I. Clustered Outcomes of Conflict Arranged in Circular Spectrum .....	75
Appendix J. Initial Predispositions Plotted on Navigator Chart.....	77
Appendix K. Process Ready for CPS Intervention Shown on Navigator Chart .....	79
Appendix L. WayForward Tool Card Using Thinking Skills Model (First Prototype).....	81
Appendix M. Guide to Tool Cards (First Prototype).....	83
Appendix N. Creative Peace Book List (Second Prototype).....	85
Appendix O. Persuasive Communications: Needs, Vision, and Motivations.....	87
Appendix P. Strong Beliefs and Prejudices: Framing and Reframing.....	89
Appendix Q. Overcoming the <i>Status Quo</i> : Personality Types .....	91
Appendix R. Web for Identifying All the Parties in the Conflict .....	93

**List of Tables, Illustrations, Charts & Graphs**

Table 1      Master Project Plan and Timeline .....23

Table 2      Results of Feedback from Early Experience Presentations .....29

## **SECTION ONE: BACKGROUND TO THE PROJECT**

### **Toolset for Visual Creative Conflict Management**

One can draw a direct connection between creativity and conflict by recognizing that the differences in eminent creativity and everyday creativity are analogous to major conflict and everyday conflict, respectively. Major conflicts are conflicts which involve a large number of people, such as wars between or within countries, and oppression of a large number of people within a culture of a large number of people, etc., and may have potential for large scale violence or injustice.

Everyday conflicts arise on a smaller scale, such as conflicts between companies and their employees, between groups or departments of employees, between customers and companies, between organizations and the communities in which they operate, between groups within a church, between a special interest advocacy organization and their opposition, etc., which may or may not have the potential for violence but which nonetheless reduce quality of life, contribute to reduced economic performance, and perpetuates restrictions of personal freedoms based on factors outside one's control or within one's rights to choose.

Major conflicts are often addressed with appropriate resources, such as by bringing in highly-trained mediators, court-recognized arbitrators, and career diplomats. But, everyday conflict is often handled by amateurs in the field of conflict management, such as parents, neighbors, church elders, human resources personnel, public relations representatives, and community organizers, who are drawn into the conflict or who volunteer to assist. Everyday conflict, despite its seemingly innocuous nature, can result



in considerable harm that is accumulated over a long time, such as long-running distrust, discrimination and personal violence in neighborhoods, violence against government facilities and personnel, school shootings, localized riots, and even suicide. Yet, it is often the amateur conflict manager who is the first and sometimes only neutral engaged in an everyday conflict.

It is this latter group of unwittingly recruited conflict managers to whom I address my interest in my Master's Project. Through the lens of Creative Problem Solving, conflict is merely another species of problem. *Intractable* conflict resembles other problem species which benefit from CPS. The term "intractable" is a misnomer as these conflicts are actually vexing but not impossible to solve.

An intractable conflict often is a conflict which has not been solved by ordinary methods, typically by emotionally-driven, pain-avoiding techniques. The parties within the conflict have the most to gain or lose by its resolution or escalation, yet they can be some of the least likely candidates to generate a breakthrough idea to change the outcome, so excessive domain knowledge rears its ugly head here, too.

And, like problem fixation for other types of problems, the parties within the conflict can be deluded into strongly believing that that "more of the same", in fact lots more in some situations, is all that is needed to achieve success or victory (e.g. more protests, more walk-outs, more sit-ins, more veiled threats of violence, more boycotts, more laws, more police, more weapons, more restrictions on freedoms of the others, etc.).

Depending on the reader's background, this paper may read as a conflict resolution paper infused with creative problem solving techniques, or it may read as a creative problem solving paper infused with conflict resolution tips. If so, then I will have

achieved one of my goals in allowing for two perspectives of the same work, such as shown in Howard Gruber's shadow box experiments illustrating the value of taking multiple perspectives. Gruber's perspective experiments, which may also be referred to as frame of reference experiments in the context of conflict study, are published in conflict resolution texts (Gruber, 2006) as well as in creative problem solving texts (Runco, 1997).

Other scholar names appear repeatedly in both fields of work, such as Howard Gardner (2006) and Dean Simonton (1995), both of whom have contributed to the body of theory regarding influence, persuasion and creativity, all of which are components of successful conflict resolution. My interest and work arises in this established overlap between conflict management and creativity.

### **Rationale for Selection of this Project**

Creative Problem Solving (CPS) methodologies and skill sets have several features that benefit conflict management, especially *intractable* conflict management. First, CPS steps away from excessive domain knowledge by using formalized and predictable processes which bring outside ideas into the domain.

Second, CPS can generate new ideas for solutions to which neither of the opposing parties objects *yet*, thus opening the field up for possible mutually-acceptable resolutions while completely avoiding premature foreclosure of the new idea for a solution.

Third, mutually-acceptable solutions need much less enforcement effort (police, courts, etc.) because all parties are willingly engaged to support and sustain them. This is far superior in quality of life and cost of maintenance, whereas unilaterally-beneficial resolutions in which one party prevails over the other (e.g., by court order, government

regulations, police action, etc.) require active, costly, and often unsuccessful efforts to force compliance.

Last, and perhaps most significantly, CPS facilitators learn processes which allow them to "stay out of content" and to let the "client" generate their own new ideas. In the context of using CPS to resolve conflicts, the "clients" are the conflicting parties themselves (partisans, disputants). This has several advantages which project into the domain of conflict resolution, including allowing novice conflict managers to confidently facilitate ideation and implementation among the parties in conflict without the conflict manager needing to be an expert in the conflict issues or to take sides in the conflict. By being previously uninvolved in the conflict, a CPS-empowered conflict manager gains the advantage of being perceived as neutral among the parties, a key element towards persuasiveness. And, because the ideas yielded by CPS often are new and ownership-free, parties in a conflict may over time attach *mutual* ownership to the solution, thereby engendering a natural level of support and desire to make them work among all the parties.

I considered a range of options of how to teach non-professional conflict managers the processes and methods of Creative Problem Solving and one or more techniques of Conflict Management, hopefully in a manner which would trigger the forming of connections between the two processes so that using them simultaneously would be a natural outcome.

One approach I considered was to develop a tablet computer application that would allow a user to input certain information about the personalities and predispositions of the parties in conflict, and it would recommend certain tools and methods with

additional information (videos, pop-up dialogs, etc.) to be accessed by the user on demand. While this approach remains a future option, it was outside the scope of the present project, and it will benefit from the current project being completed in a different medium.

Another approach I considered was to create a board game in which players, such as school students, would encounter and resolve pretend conflicts, and in which the creative problem solving techniques would be utilized to generate possible resolution options. While I did not select this medium, either, I have found that the product of the present project lends itself to adaption as a board game.

And, I considered creating an "analog" (e.g. paper and pen) visual aid such as a chart, process map, or workbook, which would have the appearance of similar conflict resolution tools, but which would be infused with CPS tools and techniques. This is the medium which was chosen for the present project.

## **SECTION TWO: PERTINENT LITERATURE AND RESOURCES**

### **Introduction**

A number of resources have been instrumental in establishing a foundation for the general purpose use of a visual conflict navigation tool, and some additional resources will provide additional information from which a Creative Conflict Visual Management Toolset user may extend for deeper understanding and greater idea generation, such as understanding motivation of the parties. The pertinent literature is discussed categorized by the subject matter required to be included in a baseline Toolset. Several public-domain personality instruments or methodologies contribute to Resource Cards in the toolset to assist the facilitator of a Creative Problem Solving session regarding conflict management.

### **Creative Problem Solving**

For Toolset users who are not familiar with a Creative Problem Solving (CPS) process, a Resource Card is provided which explains the fundamentals of conducting a divergent ideation session and a convergent idea selection session. The six steps proposed by Isaksen and Parnes (1992), or Puccio, Mance and Murdock's (2011) Thinking Skills Model, seemed to be very good candidates for this tool card, and thus these resources were pertinent. Besides providing the fundamental "rules" of successful CPS session facilitation, this Resource Card includes rephrased challenge and starter statements/questions for the facilitator to use which are domain-specific to conflict resolution.

### **Consideration of Needs, Vision Depth, and Motivation of the Parties**

For users of the Toolset who are familiar with needs-based negotiation, or who wish to mediate by reframing the conflict from positions to issues, it is important to have some tools to estimate each party's need level and range of vision. In order to craft a persuasive plan from a new idea, it is useful to understand the motivations of each party and to address those motivations in the plan.

### **Maslow's Hierarchy of Needs**

Frederick Herzberg, in addressing conflict in the workplace, observed that dissatisfied workers place highest priority on the environmental conditions of their work, which he termed "hygiene" or "maintenance" (Goodwin & Griffith, 2012). One can directly see the analogy between workplace conflict Herzberg's conflict "hygiene" and Rhode's (1962) creativity "press". Herzberg suggested that "motivation factors" should be considered when managing workplace conflict, and Goodwin, *et al*, point out that Maslow's Hierarchy of Needs may work well to help understand the needs and motivations of each person in the conflict (Goodwin & Griffith, 2012).

Neilson (2011) described how Grace E. Reed, a mediator working with teenaged males in a residential program for alcoholism and drug dependency, experimented with facilitating needs-based resolution of interpersonal conflict by teaching the young men to express themselves creatively to discover their own needs. Conflict sociologist Sandra Marker also ties Maslow's Hierarchy to conflict resolution and to successful problem-solving sessions, stating that:

"The human needs approach, on the other hand, supports collaborative and multifaceted problem-solving models and related techniques, such as problem-solving workshops or an analytical problem-solving process. These models take into account the complexity of human life and the insistent nature of human needs. Problem-solving approaches also analyze the fundamental sources of conflict, while maintaining a focus on fulfilling peoples' unmet needs. In addition, they involve the interested parties in finding and developing acceptable ways to meet the needs of all concerned." (Marker, 2003, 5<sup>th</sup> paragraph)

Unmet needs and feelings of insecurity may cause blocks to creativity (Parnes, 1992), so it logically follows that a facilitator's accommodating each disputant's needs and concerns will allow for greater idea generation for potential ways forward in a conflict.

John Paul Lederach theorized that *transformation* of conflict, unlike settlement of a dispute settlement, management of conflict, and resolution of a conflict, can provide a more sustainable peace by recognizing and dealing with the "dialectic nature" of conflict by realizing the conflict is a natural result of two-way cause-and-effect[and-cause] relationships (Spangler, 2003). Lederach's transformation of conflict recognizes that the conflict changes the disputants, and *vice versa*, akin to Simonton's (1995) theory that creative people change the way others think. Conflict resolution facilitators and teachers may serve as *transformational* leaders by using individualized consideration of the needs of their followers (i.e., disputants in the present context), and may create and communicate a more compelling vision (e.g., a vision of a resolution in the present context) if they utilize inspirational motivation (Puccio, p. 14).

A Resource Card in the Toolset, based on these pertinent resources, explains to a creative how to use Maslow's Hierarchy of Needs to:

- (a) establish each disputant's depth of vision (very short term, short term, medium term, or long term) and sense of threat in the conflict;
- (b) facilitate generation of ideas which will resonate with those depths of vision and threat perceptions will be very useful in merging CPS with CRM; and
- (c) propose ideas and implementation plans in manners to each party which they will find persuasive to try, adopt and maintain.

### **Dealing with Strongly-held Beliefs and Prejudices**

#### **Introduction**

For users of the Toolset who are working with disputants who are intractable due to rigid belief systems, intolerance, or incorrect generalization of the opposing party, it is useful to have some tools to detect each party's belief systems, and their rigidity or flexibility. In order to craft a persuasive plan from a new idea, it is useful to decide to appeal to a party's strong belief system, or to try to reframe the conflict away from the party's strong belief system.

#### **Dąbrowski's Theory of Positive Disintegration**

Many of the works of Kazimeirz Dąbrowski's, a twentieth-century Polish psychiatrist and psychologist, have been translated from Polish to Spanish and French, however many have not been translated to English. And, of the works which have been translated to English, most are out of print and difficult to access. These works, however, have been reviewed and summarized by others who are capable of reading one of the available translations or who have access to digitally scanned copies of the few English translations (Tillier, 2012).



According to the interpretations by Akerman (2009) and Mika (2002), Dąbrowski's theories also dealt with self-actualization similarly to Maslow's Hierarchy of Needs, but Dąbrowski approached the matter from a different angle. Dąbrowski, according to these interpretations, proposed an emotional and logical thinking development process through which lower-level personality structure (e.g. automatic stimulus-response) gradually is replaced by higher-level personality structure (e.g. considering each stimulus on the merits prior to responding) by disintegrating tightly-held belief and value systems (Ackerman, 2009; Mika, 2002).

Many people subscribe to a values or ethics system which is "highly integrated", such that all possible situations in life are comprehensively covered by a rule or response. These highly integrated systems can take the form of religions, traditions, conventions, and political platforms, for example. Logically unrelated issues are bundled together into belief sets, which adherents can use to respond to stimuli nearly automatically. As one reaches higher levels of self-actualization, they recognize more and more of these rules are not logically related, and they begin to dissociate their thinking on individual issues from their values and ethics systems, in favor of consideration of each individual issue or question (conflict in our context) on its merits. This is referred to as "positive disintegration" of the highly-integrated values and ethics systems.

Barnathan (2007) has observed that Maslow's "transcendent experiences" (e.g., experiences which cause or allow an individual to rise in the Hierarchy of Needs) can be viewed as analogous to Dąbrowski's pre-actualization crises. In the present context of creative conflict management, crises can be seen as conflicts, and transcendent

experiences correlate to transforming a conflict (crises) to sustainable peace, which allows all parties to rise in their needs levels.

Neilson (2011) referred to "entrenched belief systems" which cause "cognitive blind spots", and can prevent "out of the box" thinking. Neilson points out that these personal, perceptual or cultural blocks often were attained at an early age, and can be self-imposed and unconscious.

Dogma may be another word, albeit usually with a negative connotation, used to refer to a highly-integrated belief set to which a person rigidly and automatically adheres. Runco (2012) stated that dogma "can inhibit the fulfillment of potentials because it is resistant to change and thus contrary to the flexibility and originality that characterize creativity" (p. 141).

Shermer (2012) considers creativity to be the result of seeing patterns in stimuli (e.g. information, facts, statements, questions, data, events, etc.) where no pattern actually exists. If this theory is true, then a highly-integrated belief system would preclude the holder from seeing any patterns that were not pre-approved or pre-suggested by the belief system, and thus would reduce seeing new patterns and reduce creativity. In the domain of conflict resolution, such rigid, limited or fixed pattern perception may take the form of viewing all members of the opposition as being homogenous and extremists (Burgess, 2004a), applying stereotypes, being willing to live indefinitely with certain aspects of the conflict as being presumably permanent, when those aspects are not actually permanent and may actually be variable in patterns representing new ideas for resolutions.

If a conflict manager is aware that one or more of the parties in a dispute subscribes to a highly-integrated values belief set, the facilitation of new ideas and

implementation plans can be enhanced by playing to those beliefs (resonating) or stepping out of those beliefs (reframing) during CPS facilitation. A Resource Card in the Toolset, based on these pertinent resources, helps the user:

- (a) identify any highly-integrated belief systems held by the disputants;
- (b) understand the opportunity to resonate with or the challenge to reframe the issues (look at the conflict differently) with respect to those belief systems through the lens of Dąbrowski's Theory of Positive Disintegration; and
- (c) facilitate the disputants for idea generation and implementation acceptance via the resonance with or reframing from these belief systems.

### **Overcoming Inertia of the *Status Quo***

#### **Introduction**

Often, the intransigence of at least one of the parties in conflict arises in part or whole from simply not being willing to change the conditions of the situation or relationship. Even though the parties know that the conflict is hurtful, the amount of hurt or damage is a known quantity, but changing the conflict introduces unknown variables. So, they choose the pain they know over the pain they don't know.

For users of the Toolset who are dealing with parties who are intransigent because something seems to be keeping them from moving forward, the Toolset includes a Resource Card which reminds the user of personality type theory and how it can be used during the clarification or mess finding phases of CPS to determine what is holding each party back from progress. In order to ask the right questions and to understand the answers, it is useful to understand the personality strengths and weaknesses of each party.

Several personality type theories discussed in the pertinent literature show promise for helping Toolset users:

- (a) establish each disputant's personality strengths so as to conduct CPS sessions that leverage those strengths;
- (b) estimate what may be keeping a disputant from progressing towards resolution due to their personality weaknesses, so that these issues can be avoided in any implementation plan resulting from a CPS session;
- (c) estimate the factors that will appeal to a disputant in a new idea according to their personality type which can help create a persuasive and attractive plan of action; and
- (d) suggest persuasive techniques to encourage long-term, self-administered support of a selected idea for conflict resolution.

### **Meyers-Briggs Type Indicator (MBTI)**

One very popular and widely-used personality type instrument is the Meyers-Briggs Type Indicator (MBTI) (Meyers & McCaulley, 1985), which identifies sixteen personality types, their inclinations and disinclinations. Because of popularity of this instrument, a mediator new to a conflict may discover that the parties involved in the conflict already know their MBTI types. Such readily-available information can be easily pulled into the analysis of the conflict to determine what portion or elements of the conflict may be explainable due to personality incompatibilities.

## **Keirsey's Temperament Theory**

Temperament Theory (Keirsey & Bates, 1984) can be used to estimate motivations of each party, and to facilitate convergence selection criteria for each disputant:

"A person's inherent cognitive processing and motivation to initiate change can influence the choice of creative processes to use to achieve breakthrough solutions." (Segal, 2001, p. 1)

In the present context of conflict management, the "change" to be initiated is transforming from intransigence to flexibility, and the "breakthrough solutions" are new ideas for resolution and on-going maintenance of peace between the parties.

Segal (2001) has also documented the correlations between Myers-Briggs Type Indicators (MBTI) and Keirsey's Temperaments to assist facilitators who may know the disputants' MBTI types but not their Keirsey's Temperaments. Segal (2001) also charted the core drive (primary motivation) and criteria for recognizing an idea as new and relevant (e.g., convergent selection criteria).

## **Enneatypes**

According to Flautt and Richards (2013), the Enneagram is a very old system of illuminating one's spiritual areas of weakness, as well as their personality traits which limit personal development. Enneatypes have been utilized successfully for centuries through informal transmission from one generation to another, with some theorists believing they are rooted in ancient Sufism wisdom. However, there currently are no

modern psychological validations of the theory. Correlations between Enneatypes, MBTI and Jungian Archetypes lend some indirect credibility to the theory, which have been documented by Flautt and Richards (2013).

Given that the Enneagram can be used to estimate each party's emotional or spiritual gaps or blind spots, and that their Enneagram can be either determined directly through questioning or by correlation to their MBTI (if known), then a creative conflict facilitator can use the Enneagram to address or avoid these gaps and blind spots in the process. And, because there are only 9 Enneatypes compared to 16 personality types of the MBTI, conflict management trainers may find that Enneatypes are more easily understood and applied by their students.

### **Identifying all the Parties in the Conflict**

#### **Introduction**

One of the key elements to conflict resolution is properly identifying all the parties to the conflict. One taxonomy of identifying and classifying the parties to the conflict includes primary parties, secondary parties, and tertiary parties (Burgess, 2004b). The primary parties are the ones with the direct stakes in the outcome of the conflict, e.g. the obvious disputants. Secondary parties may be more difficult to identify, as they are the parties who are not stakeholders in the conflict but who are affected by the conflict nonetheless, e.g. bystanders.

The tertiary parties, or as William Ury (2000) calls them "third sides", are the parties who are either drawn into the conflict or who enter the conflict who can affect the resolution (e.g. neighbors, friends, families, mediators, pastors, rabbis, managers,

community leaders, teachers, and facilitators). The intended users of the new Toolset typically fall into the tertiary party category.

It is also important to identify all of the parties, as some will act as assisters, but others may be acting as spoilers, and because some may change status as a result of outcomes (e.g. change from secondary party to primary party, etc.). Knowing all the parties in the conflict, and how they will assist or inhibit the progress or plan, is very useful for the creative conflict manager.

### **Graphically Visualizing the Parties and Issues as a Web**

As previously mentioned, most people's natural response to conflict is similar to their natural response to pain, e.g., they experience an "away reflex". The Toolset assists in engaging cognitive thinking instead of the affective response by providing a graphical tool to organize the elements of the conflict, actually see the degrees of separation between the parties to allow for a realistic estimate of the task ahead, and to track progress through a multi-step management or resolution plan.

A Resource Card in the Toolset provides the creative conflict manager with a graphical aid in investigating, discovering and seeing the *relationships* of all the parties to the conflict. William Ury (2003) stated:

"The Third Side offers a promising new way to look at the conflicts around us. The Third Side is the community -- us -- in action protecting our most precious interests in safety and well-being. It suggests 10 practical roles any of us can play on a daily basis to stop destructive fighting in our families, at work, in our schools, and in the world. Each of our individual actions is like a single spider web, fragile perhaps but, when united with others, capable of halting the lion of war. Although the Third Side is in its infancy in our modern-day societies, it has been used effectively by simpler cultures for millennia to reduce violence and promote dialogue." (Ury, 2003, 2nd paragraph)

Based on this metaphorical web suggestion in this pertinent resource, this Resource Card makes this web of relationships visible and tangible so that the conflict resolution facilitator can logically and unemotionally:

- (a) identify the primary parties to conflict;
- (b) identify the bystanders who may be affected by the conflict, who may offer valuable "outsider" perspectives on the issues, and who can be drawn into the conflict as primary parties;
- (c) identify the third parties who may be recruited or employed as neutrals, facilitators, teachers, mediators, and witnesses; and
- (d) fully explore the surface issues and the deeper issues by interviewing all of the related parties.

### **Resources for Future Expansion and Refinement of the Toolset**

The following reference list contains resources for potential expansion and refinement of the Toolset, with pertinent notes as to why I expect they may be impactful to this project.

- Coleman, P.T., & Deutsch, M. (2006). Some guidelines for developing a creative approach to conflict. In M. Deutsch, P. Coleman and E. Marcus (Eds.), *The handbook of conflict resolution* (pp. 402 - 413). San Francisco, CA: Jossey-Bass. (Note: This paper may suggest additional ways to develop a training program according to the results of the present project).
- Cummings, M. & Anderson, M. (2010). *Setting the conflict compass*. Dubuque, IA: Kendall Hunt. (Note: This book provides many activities suitable for classroom



activities regarding teaching and resolving conflicts, which might add nicely to a training program)

- Dąbrowski, K. (1967). *Personality shaping through positive disintegration*. Boston, MA: Little & Brown. (Note: This paper provides more details on employing the Theory of Positive Disintegration to transforming persons, presumably useful in assisting persons in conflict to overcome presumptions and biases.)
- Davis, G. A. (2004). *Creativity is forever*. Dubuque, IA: Kendall Hunt. (Note: A broad range of CPS and creativity topics in this book can be used in Tool Cards).
- Dillard, J. P., & Prau, M. W. (2002). *The persuasion handbook: Developments in theory and practice*. Los Angeles, CA: SAGE. (Note: This book may offer tips that can be distilled to novice consumer levels for making proposed plans more attractive to try and keep in place)
- Elder, L., & Paul, R (2012). Dogmatism, creativity, and critical thought. In D. Ambrose and R. J. Sternberg (Eds.), *How dogmatic beliefs harm creativity and higher-level thinking* (pp. 37 - 49). New York, NY: Routhledge. (Note: This paper may inspire a Resource Card improvement to assist in framing away from rigid or closed belief systems)
- Gardner, H. (2006). *Changing minds: The art and science of changing our own and other people's minds*. Boston, MA: Harvard Business School Press. (Note: Additional tips on how to make ideas and plans more appealing may be drawn from this book)
- Heinrichs, J. (2007). *Thank you for arguing: What Aristotle, Lincoln, and Homer Simpson can teach us about the art of persuasion*. New York, NY: Three Rivers Press. (Note: The premise of this book is that by making the effort to argue, a party indicates a willingness to engage in dialog and potentially to come to agreement, from which tips on finding new solutions within old arguments might be extracted)

- Lutzke, J., & Henggeler, M.F. (2009). *The rhetorical triangle: Understanding and using logos, ethos and pathos*. Retrieved from [http://www.iupui.edu/~uwc/pdf/Rhetorical\\_Triangle.pdf](http://www.iupui.edu/~uwc/pdf/Rhetorical_Triangle.pdf) (Note: Aristotle's persuasion triad is fundamental and easy to understand, so a Tool Card could be drawn from this paper.)
- Meyers, D. (2000). *The accelerated learning handbook*. New York, NY: McGraw Hill. (Note: This resource may be used to craft interesting training sessions which are activity based, and which are customized by the learners on the fly.)
- Miller, B., Vehar, J., & Firestien, R. (2001). *Creativity unbound: An introduction to creative process*. Williamsville, NY: Innovation Resources Inc. (Note: This is a great resource for those who are new to creativity and creative problem solving. Tool Cards which lead to sections of this book could be instrumental in further tying creativity and conflict management together.)
- Miller, B., Vehar, J., & Firestien, R. (2001). *CPS facilitation: A door to creative leadership*. Williamsville, NY: Innovation Systems Group. (Note: both of these Miller, *et al*, resources can be incorporated to create a deeper learning experience for CPS facilitation for more advanced users of the Toolset.)
- Neilson, L. (2011). *Mediating with Picasso workbook*. Damascus, OR: Brinkley. (Note: This workbook is a companion to Neilson's creative mediation book, and includes many excellent activities that could be adapted into Tool Cards.)
- Seagal, S., & Horne, D. (1997). *Human dynamics: A new framework for understanding people and realizing the potential in our organizations*. Waltham, MA: Pegasus Communications. (Note: This book provides excellent coverage of the Thomas-Killman Modalities of Conflict Resolution, one of the most popular conflict management methodology, and as such, could be the source for a Resource Card which explains CPS in the context of this methodology for its adherents and followers.)

Torrance, E. P., & Sisk, D. A. (2001). *Spiritual intelligence: Developing higher consciousness*. Buffalo, NY: Creative Education Foundation. (Note: In his last book, Torrance explored creativity from a wide array of spiritual and religious context, which may be complementary to Ken Sande's book to create a Tool Card that assists a facilitator in ideation, planning and persuasion in a manner that resonates with spiritual and religious value systems)

## **SECTION THREE: PROJECT PLAN**

### **Development of the Toolset Components**

#### **Introduction**

A number of coordinated items, including charts, diagrams, and instructional videos, have been created, tested, and revised as part of a Visual Creative Conflict Management Toolset. A central "navigation" chart helps the user shift from emotionally reflexive thinking about the conflict (e.g. "let's get this over with, and fast!"), to visually-oriented logical thinking (e.g. "let's see where we are, and plot a course to calmer waters").

#### **Top-Level Navigator Chart**

Based on the foregoing theories of affective processing of conflict via an away reflex, and a strong preference but unrealistic preference to deal with conflict in a single intervention, a core top-level tool was desired which would assist the user in shifting from affective and reflexive thinking towards cognitive thinking. A chart form was selected which would engage visual processing, quantification and planning. I have called this the "Navigator" chart, which is described in two prototype versions, shown in Appendices A and D, and described in detail in the following paragraphs.

It was intended that the Navigator chart would allow the creative conflict manager to visualize the current state of the conflict, to visually quantify the number of degrees of separation between the parties' predilections towards outcomes of the conflict, and to graphically plan a multi-step approach to resolving the conflict.

## **Resource and Tool Cards**

Resource and Tool Cards for each of the areas mentioned in the pertinent literature have also been developed to assist the creative conflict manager at each checkpoint in the multi-step plan, for providing the creative conflict manager the following tools:

- (a) how to conduct a Creative Problem Solving session (Osborn-Parnes, Thinking Skills Model, etc.);
- (b) a chart to visually identify all the parties, and organize the issues and relationships in the conflict (issues and relationships web);
- (c) an approach to consider each disputants' needs, their vision depths, and motivations (Maslow's Hierarch);
- (d) a method for dealing with strongly-held beliefs, prejudices, and over-generalizations (Dąbrowski's Positive Disintegration); and
- (e) several techniques for gaining forward momentum and overcoming what's holding each party back (Keirsey's Temperament, MBTI, and Enneagrams).

The Toolset provides an extensible framework which allows for additional Resource and Tool Cards to be added over time. Video instructional sessions for each Tool Card can be created as training aids to extend beyond in-person training.

## **Testing and Refinement of the Toolset**

Ideally, multiple test sessions would have been planned which could have exposed potential users to the entire Toolset. However, such full training and feedback sessions could run six to eight hours each. It is a challenge to get a group of ten persons together

for an entire workday for such a purpose. I found it was much more practical to obtain short sessions of up to 90 minutes at various venues, such as training conferences.

As such, I took the approach of using each 60 - 90 minute session to expose attendees to a portion of the Toolset, such as the top-level Navigator chart and one or two selected Resource or Tool Cards. To be fair to the attendees, I also provided a feedback card on which they could provide their ideas and criticisms, as well as giving them the ability to indicate their interest in continuing to follow the development of the Toolset as additional training and Tool Cards were developed. In this manner, I believe I have generated an early experience follower group who will actively participate in the continued work to expand and refine the Toolset.

### Project Timeline

The project timeline is presented in Table 1.

Table 1  
Masters Project Plan and Timeline

Date	Step Description	Hours	Status
		(est./actual)	
01/10/2014	Prepare rough draft of Roadmap for early review by Dr. Keller-Mathers.	6 / 6.5	Completed
01/23/2014	Finalize design of "beta" version of navigator diagram with one or two example resource cards for use in Session 1.	20 / 26	Completed

01/25/2014	Produce 40 printed copies of navigator diagram and one or two Resource Cards for use in 12" × 12" standard scrapbook album.	3 / 2	Completed
02/01/2014	<b>Session 1.</b> Prepare for and conduct two 60-minute training sessions using only the Navigator Chart and one or two Resource Cards. Request some participants to stay engaged throughout the semester to review revised and new charts and cards.	12 / 13	Completed, 51 attendees, 20 committed to continued review and feedback.
02/03/2014	Share draft Roadmap with Sounding Board Partner, discuss, & revise.	4 / 6	Completed
02/10/2014	Revise and post first draft of Roadmap to Blackboard.	2 / 2.5	Completed
02/15/2014	Coalesce feedback forms from first training session, revise chart and resource cards as needed, revise roadmap.	3 / 2	Completed
02/17/2014	Post finalized roadmap to Blackboard, including feedback of early experience with first training session.	1 / 0	Completed
02/20/2014	Prepare and produce way-forward	8 / 6	Completed, opted for

	diagram and four total resource cards for use in Session 2.		just two resource cards
03/01/2014	<b>Session 2.</b> Prepare for and conduct 75-minute training session at Florida Creativity Weekend incorporating the Step-Forward CPS diagram, where feedback from CPS-familiar users can be obtained.	12/34	Completed, 18 attendees, most of who were already familiar with CPS, 12 agreed to stay engaged as early adopters
3/13/2014	Coalesce feedback from Session 2; revise Concept Paper accordingly.	2/0.5	Completed
03/17/2014	Finalize Sections 1 - 3 of Concept Paper.	6/2	Completed
3/31/2014	<b>Session 3.</b> (tentative) Prepare for and present third session. Details of the type of attendees not known yet, which will affect the format of the offering.	12	Not completed yet.- Have had several conversations with the training coordinator, but attendees' schedules have blocked execution of this step.
04/14/2014	Finalize Sections 4 - 6 of Concept Paper.	6/6.5	Completed.
04/24/2014	Finalize Section 7 of Concept Paper	0/12	Completed.



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04/26/2014	Produce at least 2 short videos explaining the concepts of the Navigator Chart and the WayForward Tool.	5/8	Started; having technical difficulties with video recording programs. The completion of this task will extend beyond the scope of this project.
05/05/2014	Present and submit final project.	8/4	I have realized that "completion" really means bringing all elements of the project up to the same level of detail, but that this project may also lead me in additional directions of development.

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### **Format of Tangible Products**

A Creative Conflict Visual Management Toolset includes a top-level Conflict Navigator chart and the previously-mentioned Resource Cards, each produced in color 12" × 12" cardstock format, plastic-protected and bound in a scrapbook album, suitable for use with erasable pen sets (e.g., Sharpie or dry erase) which can be erased using alcohol wipes. Each chart is reproduced in reduced format in the Appendices. As can be readily seen, while seeing and understanding each chart is possible on an 8.5" × 11.0" sheet is possible, it is much more useable in a 12" × 12" format (e.g. the user can make notes, add sticky notes, etc., with plenty of room to spare).

I originally intended and planned to record video instructional sessions explaining how to use the entire Creative Conflict Visual Management Toolset. However, in view of the valuable feedback received at the early experience presentations, I now realize that the trainings should be held in person for a few more sessions before committing the instruction sequence and methods to a recorded, non-interactive format such as a video. This will allow the videos to incorporate what I learn works well in the in-person sessions.

## SECTION FOUR: OUTCOMES

### Results of the Project

#### Introduction

Several components of the Toolset were developed and field tested, the results of which are detailed in the following sections. I was able to identify Tools and aspects of training which meet the stated project criteria. Along the way, I was also able to identify aspects of the tools and training to be avoided. Nearly 100 persons were engaged in early experiences with the prototypes tools, a significant percentage gave them favorable ratings, and many of them agreed to remain engaged to review new Tools and revisions of existing Tools.

As mentioned in the Plan section, two sessions of early experience with the Toolset were conducted, first with a group of church leaders who were already familiar with conflict but unfamiliar with creativity techniques, and second with a group of creativity conference attendees who were already familiar with creativity techniques but not necessarily familiar with formal conflict management methods. Probably as all product developers and researchers wish, I wish I had had more of these sessions prior to completing the present paper. However, the appropriate people with both the interest and need in this type of Toolset are in high demand themselves, and as such, it is difficult to obtain a lot of their time. This only underscores the need and potential market for such a Toolset.

### Early Experience Volunteer Follower Group

As a result of the three early experience sessions that were conducted, I received very valuable and often surprising feedback. Approximately 72 attendees participated in our first two presentations of the Toolset. Of those attendees, 44 attendees (61%) indicated they were interested in following the development of the Toolset. Table 2 summarizes the sentiments of those wishing to follow the development.

Table 2  
Results of Feedback from Early Experience Presentations

Sentiment	N	Percent Responding "yes"
Attend additional training sessions on the subject?	24	XXXXXXXXXXXX 55%
Use the Toolset in a workplace setting?	21	XXXXXXXXXXXX 47%
Use the Toolset in a church or spiritual setting?	18	XXXXXXXXXX 41%
Use the Toolset in an educational setting?	16	XXXXXXXX 36%
Use the Toolset in a non-profit organizational setting?	16	XXXXXXXX 36%
Use the Toolset in a personal setting?	9	XXXX 20%

## Early Experience Presentation #1: Church Leadership Training

A first version of the top-level Navigator Chart (Appendix A) and an early draft of a conflict PowerAdapter (Appendix B) Tool Card was presented in two 1-hour sessions to a group of church leaders gathered from across the state of Oklahoma for a day of leadership training.

To begin the presentation, the session attendees (church leaders) and I discussed the basics of how we deal with conflict. People typically say that "cooperation" and "collaboration" are the ideal ways to deal with conflict, and people put this into action in daily life by trying to "split the difference" when they get involved in a conflict. At our schools, children are taught this method of playground self-mediation without explaining to them that there are exceptions to when this approach should be used (e.g., don't cooperate with bullies, don't cooperate with strangers to look for a lost puppy, etc.).

The session attendees and I next discussed how collaboration, cooperation, and "splitting the difference" are not *always* actually the best solution depending on the situation. For example, we don't split the difference with hostage takers, letting them keep half the hostages and return half. And, we don't cooperate with criminals or collaborate with those with whom we have deeply-held differences. For these situations, we choose other outcomes, such as avoidance, denial, legal actions (law suit, pressing charges, arrest), or even violent options (suicide, assault, vigilantism, riot and war).

Then, I showed using a computer projector a number of these outcomes arranged in an order or sequence (similar to the diagram shown in Appendix J), which I referred to as a *spectrum* of responses to conflict. This spectrum of related outcomes, and their

groupings, can be organized in a circular format, which was inspired by Ken Sande's (2004) semi-circular "slippery slope" conflict outcomes diagram, which I also showed on the projection screen.

As one traverses the circular spectrum, starting at the top (12:00) position and moving counterclockwise, one passes through a set of cooperative, self-administered outcomes, and into the set of self-determined disengagement options, ending with suicide, the ultimate form of personal disengagement from a conflict. All of the outcome options, or response options to conflict, on the left half of the circle are self-administered, and do not require engagement of an authority such as a court, police or military.

As one starts at the top of the circle and traverses clockwise, one passes through non-violent options which engage an authority, including legal actions, socially-empowered actions, and into many-against-one forceful actions, ending with war and riot. All of the outcome options on the right half of the circle utilize the power of an authority or the power of numbers (many-against-few).

At the top of the diagram, there is a transition from self-administered legal outcomes (mediation is often voluntary, while arbitration is usually court ordered), and at the bottom of the diagram, there is a transition from violence against others (war, riot) to violence against self (suicide).

The first prototype of the Navigator Chart (Appendix A) was shown on the projection screen. The session attendees and I discussed how this Navigation Chart could be used in an interactive way, as if it were a game board, and the disputants were represented by game pieces on the board. The game pieces can be initially placed in the

center of the board or diagram, facing the direction of their initial predisposition for resolution of the conflict. For example, one piece may point towards "sue" (e.g., wanting to take the other party to court), while the other may point towards "deny" (e.g., simply denying there is a conflict). Then, instead of reacting to the pain-like "away reflex" and trying to resolve the conflict in a single step, one can visually see that that are seven degrees of resolution between "sue" and "deny". Now, thinking is shifted from the emotional, pain-like reflex, towards a visually-oriented or graphical measurement (degrees of separation) and planning mechanism. Each of the concentric rings are then a single-step forward, and a plan of approach for each party at each intermediate step can be made. At any steps where progress is stuck, Creative Problem Solving can be employed, along with other techniques in the Toolset (e.g. reframing, communication tuning, motivation analysis, etc.).

Last, we moved on to the PowerAdapter prototype Tool Card (Appendix B), which is intended to assist a user in dealing with conflicts in which one party has a significant power advantage over the other party. However, time was running short and I did not have sufficient time to explain the Tool Card's underlying principles well. Consequently, for several reasons discussed in the following paragraphs, this portion of the session was not as successful as I had wished.

Reflecting on how the class went, attendance was much better than I anticipated, and I ran out of prepared sets of handouts. There were about 55 total attendees, about 37 attendees being in the first session, and about 18 attendees being in the second session.

My observations are that the room and the size of the larger group were not compatible with the subject matter. With 37 attendees and a subject ranging from cooperation, estrangement, to law suits, imprisonment and even war and suicide, it was difficult to answer enough questions to let the attendees feel like they were engaged. The second, smaller group was much more interactive and seemed to be able to ask enough questions to settle their minds on the new process.

The top-level Navigator Chart (Appendix A) was well received, but many comments were that it was too complicated to visually digest -- too many indicia, too many colors. The grouping (e.g. clustering) of the conflict outcomes was appreciated, and many indicated that they had really never considered the full range of conflict outcomes nor their spectrum relationships. The "meridians" that divide changes in strategy (e.g. shift from non-violent to violent, or from cooperative to disengagement, etc.) were acknowledged as useful information, but visually seemed to impair the "movement" of the game pieces around the step circles. I would estimate that this version of this chart was approximately 70% successful in conveying the information I wished to convey.

The PowerAdapter Tool card (Appendix B), however, was not a success. To be honest, it was "three swings and a strike". It had even more information packed onto it, ranging from the very basics of conflict reframing theory (in the left margin area), a visual representation and recording area for divergent and convergent thinking, and a list of book for digging deeper (in the bottom margin area).



Neurologically, I believe presenting the Navigator Chart first probably absorbed the available myelin of the attendees, so moving directly to the Reframing Chart (especially this version!) was essentially over-taxing. However, I believe this design of this card would not have been successful *even* if not presented in conjunction with the Navigator Chart.

Upon review of the comments from the sessions, I decided to try to re-design the PowerAdapter Tool card, but so far, I have not found a better design. So, at least for now, this card is not part of the Toolset.

A further reading list (Appendix C) for "digging deeper" was also distributed, which was categorized by type of conflict (church, school, workplace) and by creativity or conflict subject matter. This reading list was widely liked, so it became part of the next version of the Toolset.

Thirty-eight (38) of the attendees completed feedback form asking them how they thought the training went, with questions ranging from was the information helpful, whether the information was immediately useful, was the pace of the presentation comfortable, to whether or not the facilities (room, lighting) were good. Some people selected multiple options on a question, while others declined to select an option on some questions, in which 181 (66%) questions were answered "yes", 58 (21%) were answered "somewhat", and 36 (13%) answered "no". To increase those positive responses, I believe several factors would need to be addressed: (a) most significantly, I must improve the materials and the training script, (b) I need to control enrollment count and layout of the room so that I don't have too large of a crowd in a space that is not conducive to

group learning, and (c) I must prepare better descriptions of the training and Toolset so that attendees will have expectations that match the delivery.

### **Early Experience Presentation #2: Creativity Conference Presentation**

With the foregoing goals in mind, I redesigned the description of the presentation, and went through a number of redesigns of the top-level Navigator chart prior to presenting in a 90-minute session at Florida Creativity Weekend 2014.

Shown in Appendix C, the top-level Navigator chart was simplified while keeping the all information from the first version. First, I rotated the chart clockwise so that the most naturally preferred outcomes (negotiate, collaborate) were located at the top of the chart, which seems to fit a Western presumption of organization of graphical information, e.g., "up is better" and "up represents forward". I will note that according to my experience living in western Europe, they use down to represent forward on road signs and indicia inside large public spaces such as airports and shopping malls. So, this convention may have to be reversed depending on the geographic or cultural norms of the intended user group.

Further, I eliminated the distracting meridian lines which denoted transitions in the spectrum, and instead, used single labels of sustainable (e.g. self-administered without force or authority), disengage, overpower, and fight. The outcomes associated with each of these groups were then placed on top of lightly colored areas which give the visual impression of group associations without using lines which run perpendicular or radially to the step circles. These changes can be seen in Appendix D. One thing that

becomes apparent by this design of the Navigator chart is that the fight-or-flight reaction shows up cleanly as the bottom and the right quadrants. One attendee agreed, and added that the right quadrant -- overpower -- is a form of fight, as well. This indicated to me that having less graphical clutter made more room for perceiving connections.

Being that this was a group of creativity-oriented attendees, and that there had been a full day of Creative Problem Solving training the day before my presentation, I took a chance and assumed that most attendees would already be familiar with brainstorming and CPS. So, I prepared a new way of introducing the information to the attendees, keyed upon brainstorming and actually reflecting how the chart was created. My thought and hope was that by changing the training to reflect the actual mental processes of creating the chart, the attendees would follow step-by-step and reach the same or similar conclusion that I did. In fact, this is a common persuasion technique which I was weaving into the presentation.

First, I used an incubation prop of distributing brightly-colored self-adhesive bandages to all attendees, and asked them to apply them to their hand or arm. Then, I polled the group for their preferred method of dealing with conflict, and I received the expected answers ranging from "cooperate" to "collaborate, e.g., the "surface structure" Neural Linguistic Programming theory (Lucas & McCoy, 1999). Upon allowing a little more time for the group to consider this question, I received more honest answers such as "it's my way or the highway", "I just walk away", and "I do what I want and apologize if I get caught", which represents the deeper structure according to Neural Linguistic Programming (Lucas & McCoy, 1999).

Next, I asked the group for other ways that conflict might be handled besides their preferred methods. I was actually informally moving into a second phase of brainstorming at this point, but not recording the output using Post-It™ notes.

After a few minutes elapsed and the ideas flow started to slow, I put up a slide showing the results of a previous brainstorming session on the same two questions, which is shown in Appendix E. The next slide merely transitioned the photograph of handwritten notes to computer-generated text, as shown in Appendix F. Now, I showed and explained a slide in which the brainstorm results were clustered into groups of sustainable solutions, disengaged approaches, overpowering approaches, and fighting, as shown in Appendix G. Several attendees pointed out that some of the outcomes could be placed in two or more of the clusters, which was great -- they were making the connections that I needed them to see in the Navigator (e.g., the transitional nature of the Navigator chart). I agreed, and explained that in clustering, this can happen.

Taking a slight excursion from this line of thought, I presented the word cloud of the different outcomes which I plotted using the frequencies of these words as found in a week's worth of news items using a filtered Google™ search, which is shown in Appendix H. And, I asked them, how do these different outcomes make you *feel*? Of course, the "good" outcomes (collaborate, negotiate) had good feelings, but the others mostly have negative feelings.

After pausing to ask for questions to make sure that most of the attendees agreed that that most conflicts generate a negative affective response, I presented the scientific

evidence that most people's natural neurological reaction to conflict is similar to a pain reaction (Lack & Bogacz, 2012), e.g., an "away-reflex".

Next, I asked them to think about removing their self-adhesive bandage, and to tell me what they are thinking. Of course, nearly everyone is taught as a child that the *only way* to remove a bandage is the rip it off quickly. Just get the pain over with, even though we know sometimes it will re-open the injury unless it is removed slowly and deliberately. I explained that we process conflict similarly -- we want and expect to resolve it with just one intervention (Elliott, d'Estrée & Kaufman, 2003).

From verbal and facial expression feedback from the attendees, I could see that the metaphor was not lost on them. So, when I transitioned to the circular arrangement of Appendix I, I believe the attendees were already headed in the direction of understanding that a logical, not emotional, response to conflict is to take a multi-step approach while considering all the options, not just their preferred option. This slide showed the clustered outcomes are arranged in a circular arrangement (Appendix I), while I pointed out that the outcomes the attendees observed could be in two groups are actually the joining or connecting members to adjacent clusters, e.g., the transitional or marginal outcomes. Note that, while not explaining this explicitly to the attendees, I kept the cluster colors the same between these two slides, as well as the font. This was deliberate to make the transition as cognitively smooth as possible.

Now, I presented the formal Navigator chart, with the computer fonts and the concentric circles for planning each step forward in the resolution process, as shown in Appendix D (my goal). I literally hear two or three people say "ahhhh". Out of about

17 or 18 attendees, that's not a large percentage, but it felt great anyway. Then, the class and I talked briefly about plotting the parties' (one purple, one green) initial dispositions as arrows pointing from the center of the chart, as shown in Appendix J, e.g. one wants to sue and the other denies there's a problem.

The class and I discussed how each step forward is only intended to bend the trajectory of the party's preferred outcome towards a sustainable solution, but only by one or two degrees of separate in a step, not trying to close the entire gap in one move (e.g., resisting the "away reflex" to get it over quickly, and resisting premature closure in CPS terminology).

But, what happens when the process gets stuck, such as after two steps forward with the purple party in the example diagram of Appendix K? This is the point where Creative Problem Solving enters the resolution process. And, because the entire process has been designed using Creative Problem Solving, i.e., brainstorming for a full range of generic outcomes, clustering into like groups, etc., the process is completely compatible with using CPS to dive deeper into any particular state of the resolution to help move it forward. At this point, a CPS Tool Card and any other tool card can be used to generate new ideas to move forward, improve communications, estimate motivations, and the other functions described in the Pertinent Literature section of this paper.

At this point, I wanted to introduce one Tool card as an example of what kinds of things the users could expect to be in the full Toolset. Given that this group was already known to be interested in creativity, I presented a first prototype of a "WayForward" Tool

Card which adapts the Thinking Skills Model (Puccio, Mance and Murdock, 2011) to conflict management vernacular. This prototype card is shown in Appendix L.

Honestly, I lost my audience at this point. Again, should have learned my lesson regarding sequentially introducing too much new information, and transitioning to a new subject without a break. This chart, I believe, is probably very useable if it is taught correctly. If, another hour were used to sequentially explain the Thinking Skills Model, and how it works, and then to smoothly translate it into conflict management terminology (e.g., adapt it to this domain), I believe the training would be successful. Being that most of the attendees were already familiar with one of the other CPS methodologies, it took some discussion to explain this chart, but eventually the puzzled looks gave way to what I would describe as uneasy acceptance of the chart.

Based on the questions and statements from the attendees, I believe that most of them could see that the Navigator is a top-level instrument for initially assessing the situation (e.g., degrees of separation of the parties), engaging visually-oriented cognitive responses to override natural affective responses to the conflict, and then planning a step-by-step resolution process. And, these attendees indicated that they recognized how the many Tool Cards would be available to assist the user at each point in the process, as I showed them a full chart of all the planned and envisioned Tool Cards (Appendix M). There were some attendees, however, who were expecting something different, and perhaps something easier to understand and use, based on their comments and questions.

Lastly, I ended the session by going over a list of books for further reading and exploration (Appendix N), which again was very well received.

The feedback was generally positive, with several recognized creativity experts complimenting the process of teaching the Navigator chart (e.g., using brainstorming to show the development of the chart). These same attendees recommended possibly replacing the more complicated Thinking Skills Model chart with a simpler divergent/convergent slide, or using a series of slides starting with the divergent/convergent concept and building up to the Thinking Skills Model. Fifteen review forms were turned in, with only one negative rating, and an average of 4.0 out of 5.0 over all of them. Some other surprising comments and observations included:

- the Navigator "wheel" with multiple steps allows time for the disputants to be honest with themselves and to release ownership of the outcome;
- the Navigator chart provides a good overview of the entire conflict;
- recognizing how the user prefers to deal with conflict can cause the conflict to change in nature, and seeing/planning for other alternatives;
- the Navigator chart illustrates how far apart, or close, the partisans are (e.g., it may not be as bad as it *feels*);
- the entire system including the Navigator and tool cards will allow people to use it without being experts on all the background theory; and
- one participant recommended converting it literally to a board game, with conflict scenarios, question cards, and player choices, so that the attendees could "play" to learn the system.



These user comments, compared to the results of the first early experience group, indicate to me that the revisions to the components were improvements towards a more intuitive system design. However, I believe there is much more improvement which can be attained. Perhaps there's an analogy between developing a conflict management system and actually managing conflict -- both require a series of small steps, making improvements between most of the steps, and sometimes stepping circling back, as necessary.

### **Other Prototype Tool Cards**

Additional prototype Tool Cards have been developed which need to undergo similar group presentation, evaluation, feedback, revision, and refinement as applied to the first two components of the Toolset.

#### **Persuasive Communications.**

Appendix O contains a prototype of a Tool Card for persuasive communications based on understanding the needs, the range or depth of vision, and the motivations of each party. In upper area of this Tool Card, the user is provided some tips on persuasive communication skills, e.g., tune your arguments and proposals towards their needs and interests instead of towards stated positions and goals. And, Maslow's Hierarchy of Needs is briefly explained, along with persuasion tips for persons in the first two levels, middle two levels, and top two levels of the hierarchy. The lower area of the Tool Card provides a graphical representation of the Hierarchy of Needs sourced from Wikipedia,

and provides areas to list the names of the parties in each of the paired levels of the hierarchy to assist in optimizing communications with those parties.

Brainstorming can also be focused on these needs. For example, a challenge question for a lower level party such as a day labor employee might be "What are all the ways to improve Party A's access to healthy food, reliable transportation, and clean housing as a result of resolving Conflict X?". Or, for someone in the upper two levels of the Hierarchy, such as an executive of a company, a challenge question might be "What might be all the ways to provide a legacy for Party B as a result of resolving Conflict X?"

### **Dealing with Strong Beliefs and Prejudices.**

An untested and unrefined prototype of this Tool Card is shown in Appendix P, which provides the user with a basic overview of conflict transformation through frames of reference and reframing (e.g., one can choose to work within the frame of reference of a party, or to try to reframe the discussion). This Tool Card also provides a tool based on Kazimeirz Dąbrowski's Theory of Positive Disintegration to assist in quantifying each party's level of belief integration. A score ranging from 1 to 3 for rigid to flexible, respectively, is entered for each party in each of ten categories (religion, politics, work ethic, gender equality, etc.).

Then, the scores of each party are summed, giving a range of 10 - 30 total points, where 10 reflects a very highly-integrated belief set, and 30 reflects an across-the-board flexible belief set. Please note that I am not using rigid and flexible to represent other dipoles, such as conservative/liberal or religious/agnostic, etc. In this context, I am referring to a degree of independence between issues (disintegration), such as "does a

person's religion dominate their politics?", or "does this person's view of gender equality or gender preference affect their work ethic?"

If the conflict is of a particular nature on both sides, for example, religion is a dominant issue in the conflict, then more weight might be applied to that category's score, as might be appropriate. This chart is not intended to be an exact measurement instrument, but merely a way of providing a quantitative and analytical means of comparing parties to each other for the purpose of forming more logical strategies for facilitating the transformation of the conflict.

### **Overcoming Inertia of the *Status Quo*.**

Even though parties in a conflict may say that they are interested in resolving the conflict, long-standing conflicts can become a way of life, and the parties may actual show behaviors that indicate they are not as willing to change or take a chance as they say they are. Considering the personality types, preferences, and blind spots of the partisans can assist a conflict transformation facilitator in finding ways to overcome the inertia of the *status quo*. Meyers-Briggs Type Indicators (MBTI), Keirsey's Temperaments and Enneatypes may be useful in gauging strengths, motivations, and weaknesses, respectively, of the personalities involved.

Appendix Q shows a prototype of an untested, unrefined Tool Card for using a Meyers-Briggs Type Indicator and/or a Keirsey Temperament Pattern to estimate the core drives and the criteria for accepting new solutions for each party in a conflict. This Tool Card is based upon work by Segal (2001), used by permission of the author. A similar

Toocard may be created in future work to relate MBTI to Enneatypes based on work by Flautt and Richards (2013) (permission has been granted).

### **Identifying All the Parties in the Conflict**

One of the things that can occur during conflict transformation that can derail progress is to find out that there are parties in the conflict who have remained unidentified. Third parties who benefit from the conflict, e.g. spoilers, are one such type of unidentified party. As the conflict manager works through the issues and begins to make progress towards an agreement with the primary parties, suddenly and unexpectedly, one of the parties may balk or may introduce a new dynamic or issue. This can cause a loss of trust among the other known parties, and can be very demotivating for the conflict manager. Thus, it is important to identify all the parties, including primary, secondary and tertiary, and to understand their relationships to the other parties and to the issues.

Appendix R provides an untested, unrefined Tool Card for establishing a web-like representation of the parties involved as suggested by William Ury (2003), and for prompting the conflict manager to look further for additional partisans, especially hidden actors. By knowing all of the parties involved, the conflict resolution facilitator can properly and fully address all issues, goals, needs, and interests, and can recruit (or act as) a "third sider" for improved persuasiveness among the others.

Using the diagram provided in this Tool Card, the user is prompted to search for additional parties and the issues they bring to the conflict. After identifying the primary

parties, look for the assisters of the primary parties (Who is helping them or encouraging them?), the user is prompted to determine the secondary parties or "bystanders" (Who might have indirect stakes in the outcomes?), and to look for the third parties (Who might be positively or negatively influencing the conflict? Any spoilers, media flame-fanners, rumor mongers, beneficiaries of the conflict continuing, available neutral sources of information, authorities who might help balance power differentials?).

## **SECTION FIVE: KEY LEARNINGS**

### **Knowledge and Expertise Gained**

Some of what I learned throughout the project has already been highlighted in the previous sections. I can generally break the learnings into two categories, one which generally applies to all types of training, and the other which is domain specific to teaching creativity and conflict management simultaneously.

### **General Training Observations**

First, the "digging deeper" reading list or book list was popular in both early experience sessions. When I added it to the first session, I felt it was something of a patch to overcome the lack of additional information. Instead, it seemed to be received as an invitation to delve into the subject further with me. It was a pleasant surprise to see similar strong reception of the reading list in the second early experience session.

Second, knowing in advance the size of the attendee list, and optimally controlling it to a class size appropriate to the subject matter and teaching method is important. And, controlling the room configuration including capacity, temperature, lighting, sound, and chair/table configuration can be a real factor for success or failure. If the room is too bright, too dark, too cold, too warm, too crowded, too noisy, etc., then much of the presentation value is lost due to these factors. Like other deep subjects, this combination of two deep subjects requires concentrated effort to engage.

Lastly, visual thinking aids must present a minimum of complexity to be readily understood, and even then, they should be taught in a manner which sequentially

introduces the elements of the aid one at a time. Large shifts or jumps in concepts can lose the audience, and those shifts can range between actual content complexity to just the graphical characteristics such as font change, color scheme discontinuities, etc.

### **Training for Conflict Resolution and Creativity Simultaneously**

This is a tall order, I have discovered. Both concepts are large departures from our culturally normal approach to thinking. Most people do not use creative problem solving techniques in their daily life, and even if they think they use brainstorming, they often are not familiar with any of the actual tested and proven brainstorming approaches such as divergent and convergent thinking techniques.

Similarly, we all deal with conflict every day, and some of us believe we are actually good at it. In reality, most of us do not have deliberate, methodical approaches to conflict management. Even those of us who are trained in a particular field of conflict management, such as lawyers or customer service representatives, do not realize that we do not have methods for handling other fields of conflict.

Of the two presentations made of the prototypes, both were moderately successful due in part to the fact that the attendees came to the session with pre-existing knowledge or experience in one of the two fields of conflict management or creativity. At the church leadership presentation, the attendees were amply experienced with conflict and had many stories to share. At the creativity conference, most of the attendees were already familiar with creativity techniques and CPS, and they seemed pleased to see a way of applying those skills to the conflict management field. Their comments,

questions, and "what if" scenarios indicated connections were being made with workplace conflict, community conflict, and personal/family conflict.



## SECTION SIX: CONCLUSION

### The Project in Review

I enjoyed this project; every minute of it, in fact. There were some long hours, some frustrations, and some disappointments (I was just sure some of my graphic designs would be instant hits). The moment a few attendees in the Florida conference said "ahhhh" was priceless. When presenting in public, I am usually more of a comedian, sometime even on purpose, so I am used to getting "ha-ha" responses. However, provoking an "ahhh" response was quite satisfying. Arthur Koestler (1964) did not warn of the power to one's ego that occurs when this happens. Perhaps, this is the drug teachers, tutors, and professors are addicted to. If so, I see the attraction, and I wish I were better at it.

I used to think I was drawn towards conflict, which is probably a psychosis covered in the Diagnostic and Statistical Manual of Mental Disorders (DSM). I have discovered in this project, however, that am naturally drawn to conflict *resolution*. I am not particularly competent in conflict resolution yet, but I recognize that I am intolerant of *unnecessary* conflict. So much everyday conflict is based upon poor communications, misunderstanding each other's motives or values, rumor, deliberately divisive rhetoric, easily wounded feelings, and many of based on very little unresolvable substance. Families, companies, churches, non-profit organizations, communities, and governments all miss out on huge opportunities to work together productively, while waste time and money engaging in conflict which could be resolved. Third party "outsiders" who benefit from our wasting time on internal and sustained conflict can provoke and perpetuate

conflict if we are not aware of their efforts and we are unable to sort little-c conflict from big-C conflict.

Even going to court doesn't seem to resolve conflicts in the long term for many situations. While a court decision or conviction creates a temporary resolution, it is not a stable resolution in the long term. For example, in a divorce, how long will the custody sharing agreement be faithfully followed by the divorced parents before one or the other begins to stretch the terms of the deal, resulting in the other retaliating, and so forth? In another example, a person may be jailed for a period of time which resolves the conflict between him and society, but when he is released back into society, does the conflict resume? In a work place, a manager may find leverage to force a worker to comply with a particular directive, but does the compliant worker simply forget about the issue or does he or she look for another opportunity to get even? Or in a neighborhood, one neighbor may prevail over another neighbor in a complaint before the neighborhood association, but will the losing neighbor simply comply and move forward?

It is this pervasive, everyday low-level conflict to which I direct my efforts. Sometimes, thankfully not often, these small conflicts accumulate and lead to larger conflicts, such as violent acts or riots or vandalism. With any luck, my training and Toolset will empower ordinary people to put out these little fires as they occur by applying deliberate creativity on a daily basis. By handling them early and consistently, perhaps some of the larger fires will never happen.

## Future Work

I remain very interested in this project, and feel like I have validated the concept but not completed the product, of course. A baseline Toolset should have between 8 and 10 Tool Cards in it to provide some breadth of applicability. I would revise my estimates now to say that each Tool Card will probably require 40 - 60 hours to develop and test, including at least two solid one-hour test presentations and revisions thereafter.

Video tutorials for each would have to be much shorter than a one-hour in-person training, but probably would not be effective at a length of 20 minutes or less. I am not familiar with professional video production estimates.

Finally, there seemed to be a good opportunity to actually sell or distribute the books on the further reading lists. If this were to be spun into a commercial training program, establishing a retail sales function and stocking some of these books would allow for the presentation to proceed slightly differently (e.g., referring to specific chapters and pages within the books, etc.).

To further my work in this area, I have undertaken two new efforts which will begin in earnest at the conclusion of my current degree program. First, I have applied to and been accepted into a Doctorate program which relates to ethical systems and conflict resolution. I have selected a program which is flexible in its requirements so that I can continue to work on this project as part of that curriculum

Second, I am actively investigating creating a cooperative which provides monthly training --- on my materials and others -- to interested members of my community. The framework of a cooperative is mutual benefit with shared costs. So,

for a monthly membership fee, members would be provided training opportunities and the chance to meet others who are dealing with conflict. From a commercial perspective, small company owners will learn how to deal with conflicts with customers and employees. From a house-of-worship perspective, pastors and lay leaders will learn how to creatively approach their common sources of conflict. Through training and sharing of experiences, the cooperative will take on aspects of a support group, a networking group, and a personal development program.

By handling conflict in its early stages, rather than waiting for it to become the hot issue of the day, I believe ordinary people can improve the quality of life, reduce violence, and increase inclusiveness for a population with an ever-broadening variety of political, religious, and social backgrounds. Just as in creativity scholars have come to believe that everyone is creative and the mission is to expose them to the techniques for bringing forth their personal creativity, I believe that everyone is a conflict resolver, and we only need to make effective techniques available to them.

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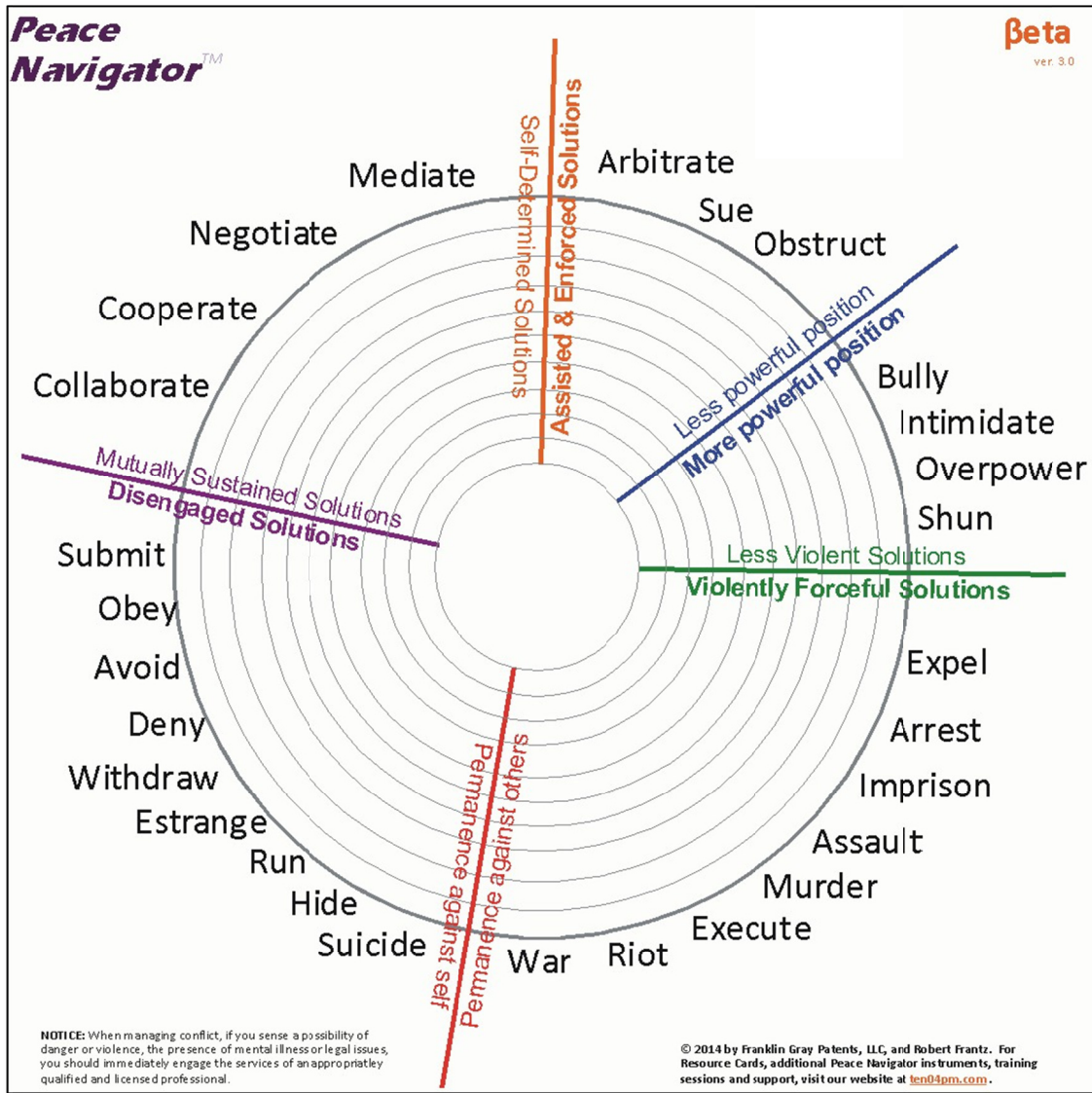
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**SECTION SEVEN: APPENDICES**

**Appendix A.**

### Conflict Visual Navigator Chart (First Prototype)



**Appendix B.**

## PowerAdapter Tool Card (Prototype)

### Peace Navigator™

**Generate Ideas**

- Use the starter questions to elicit ideas for changing the balance of power, or for changing the perception of the imbalance, or for addressing the issues in another way that does not depend on the power balance.
- Record your ideas in the numbered blanks in the yellow divergent triangle.

**Select Ideas**

- Mark the ideas with a that represent new thinking with possibility
- Create clusters of related ideas by writing the numbers near each other, and draw a blobs around them
- Name each cluster
- Some ideas may belong in more than one cluster
- Select a cluster to pursue

**Plan It Out**

- Create a step by step plan to try the new cluster of ideas
- Identify who, what and when for each step
- Note who and what will help the plan, and who and what might hurt the plan
- Referring to each party's personality strengths and weaknesses, consider how to present the plan and idea to each party

**NOTICE:** When managing conflict, if you sense a possibility of danger or violence, the presence of mental illness or legal issues, you should immediately engage the services of an appropriately qualified and licensed professional.

### PowerAdapter™

beta

ver. 3.0

What are all the ways to reduce the power of the stronger party, if appropriate?

How might the power imbalance be neutralized?

Wouldn't it be great if...?

What has been tried by others?

What are all the ways to increase the power of the weaker party, if appropriate?

No criticism or evaluation for now...

What has been tried that worked?

Remember to substitute, combine, adapt, modify, re-use, and replace!

What are all the ways to reduce the power of the stronger party, if appropriate?

(1) *this is an idea*

(2)

(3)

(4)

(5)

(6)

(6)

(10)

(8)

(9)

(14)

(11)

(17)

(12)

(19)

(15)

(17)

(22)

(18)

(23)

(20)

(21)

(22)

(24)

*example cluster*  
1, 2, 4, & 20

**Plan for Cluster:** \_\_\_\_\_

• Step 1 What: \_\_\_\_\_ Who: \_\_\_\_\_ When: \_\_\_\_\_  
 Helpers: \_\_\_\_\_ Hinderances: \_\_\_\_\_  
 Strategy for Purple: \_\_\_\_\_  
 Strategy for Orange: \_\_\_\_\_

• Step 1 What: \_\_\_\_\_ Who: \_\_\_\_\_ When: \_\_\_\_\_  
 Helpers: \_\_\_\_\_ Hinderances: \_\_\_\_\_  
 Strategy for Purple: \_\_\_\_\_  
 Strategy for Orange: \_\_\_\_\_

• Step 1 What: \_\_\_\_\_ Who: \_\_\_\_\_ When: \_\_\_\_\_  
 Helpers: \_\_\_\_\_ Hinderances: \_\_\_\_\_  
 Strategy for Purple: \_\_\_\_\_  
 Strategy for Orange: \_\_\_\_\_

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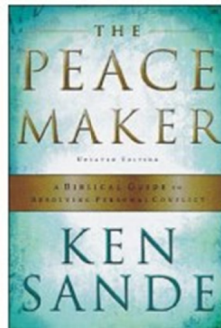
**Appendix C.**

## Further Reading List (First Prototype)

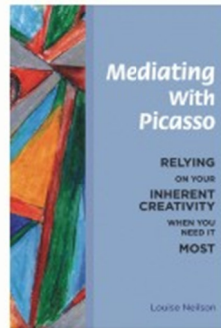
ten04pm™

### Foundation Book List for Creative Conflict Resolution

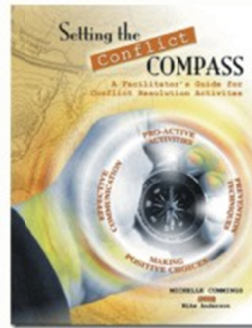
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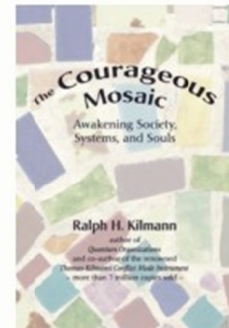
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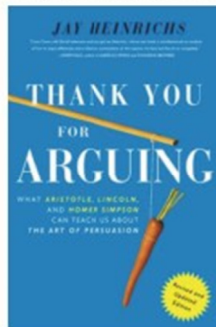
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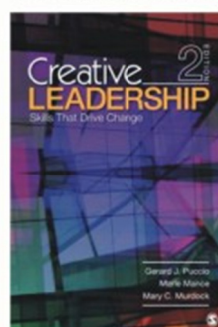
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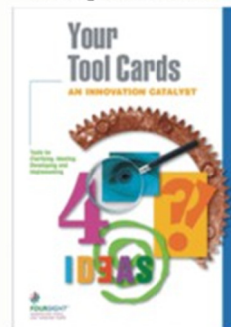
**Persuasion**  
ISBN 978-0-3853-4775-4



**Workplace Creativity**  
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**Problem Solving**  
foursightonline.com



**Classroom Creativity**  
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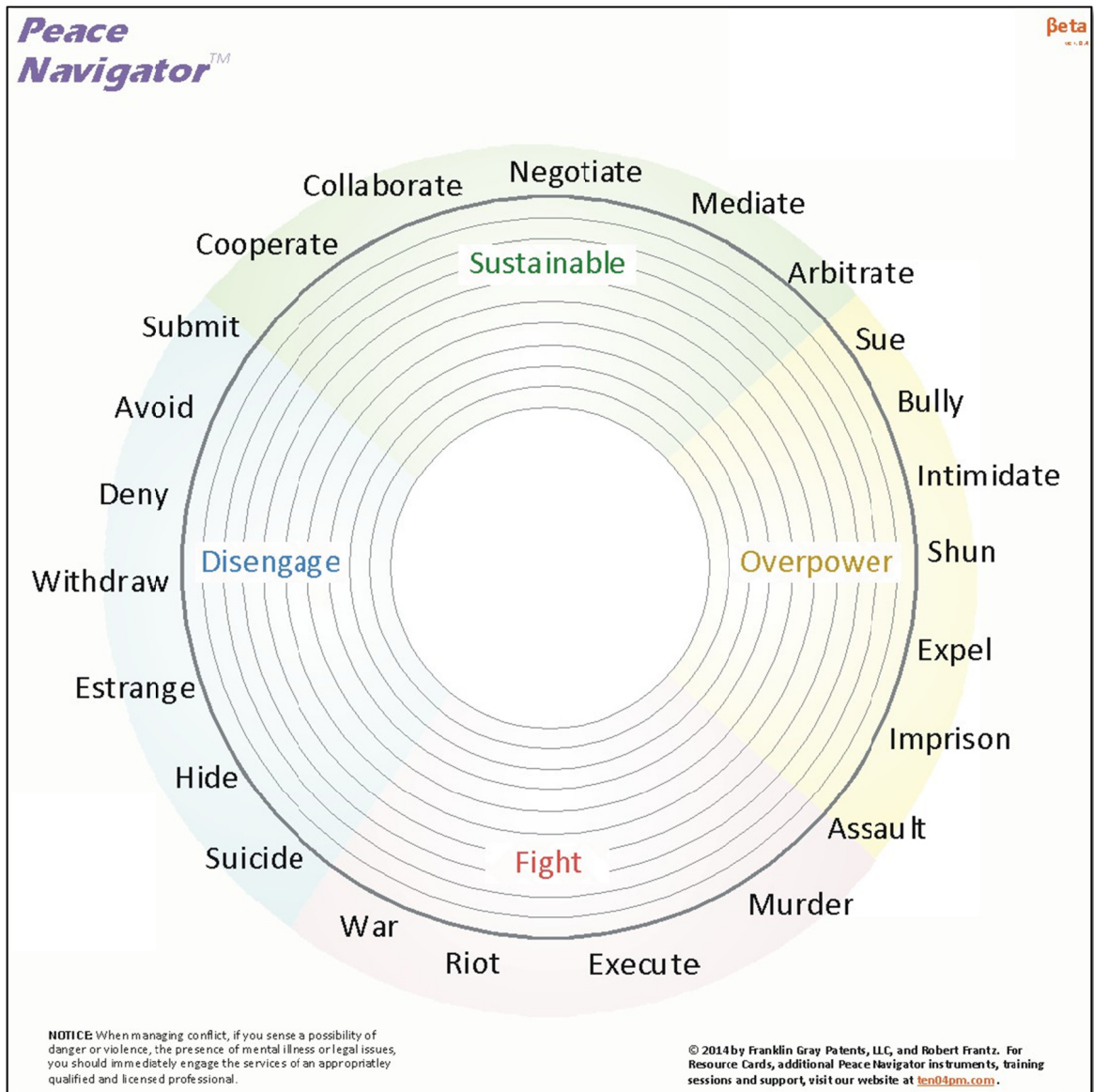


Contact: Robert Frantz [robert@ten04pm.com](mailto:robert@ten04pm.com)  
(405) 812-561

**Appendix D.**

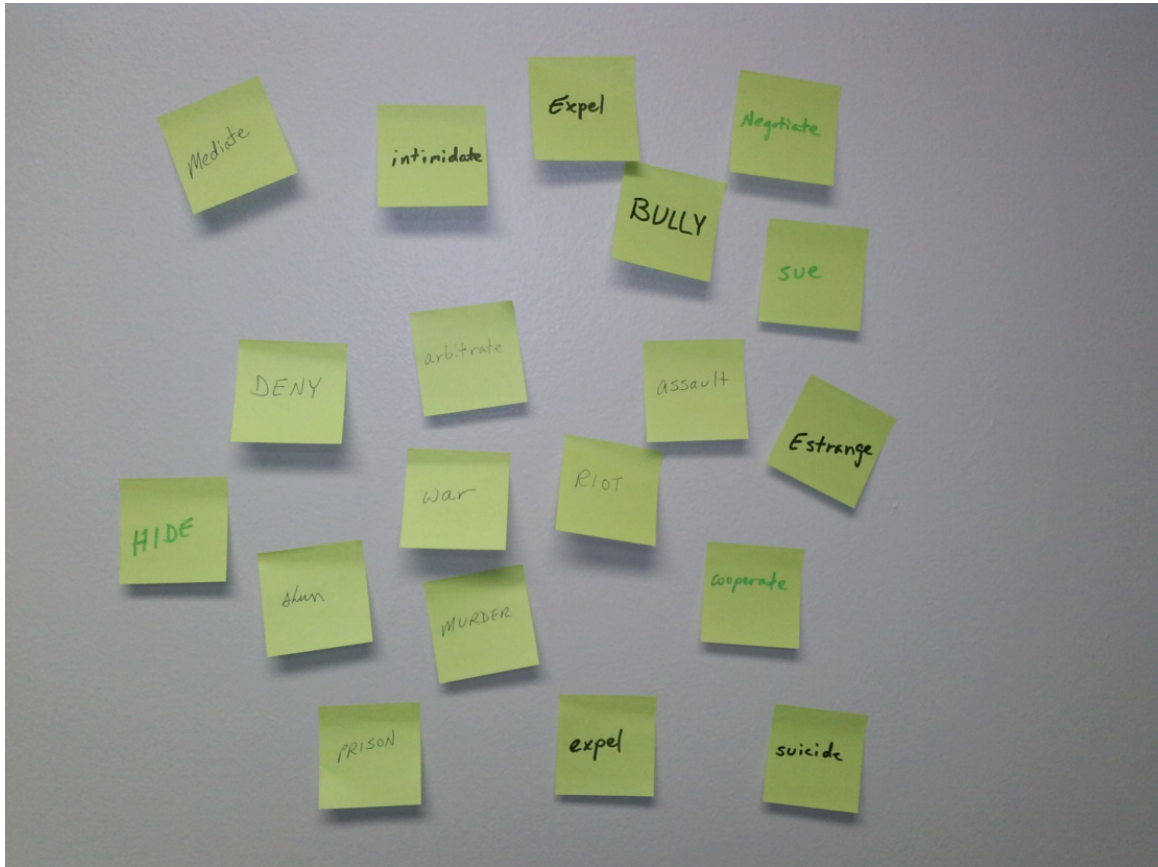


### Conflict Visual Navigator Chart (Second Prototype)



**Appendix E.**

### Brainstorm Results on Outcomes of Conflict

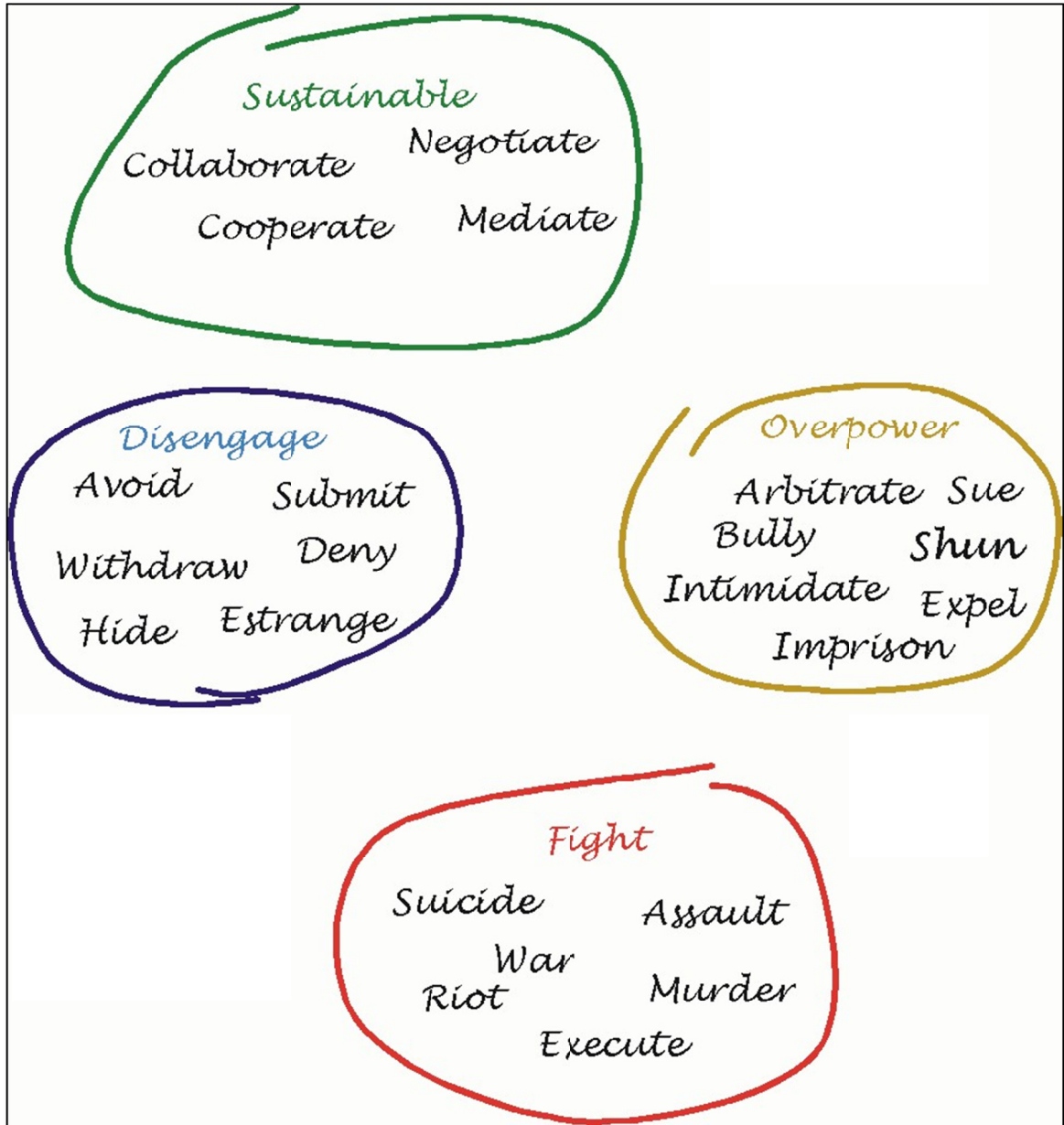


**Appendix F.**

**Brainstorm Results on Outcomes of Conflict, Computer Captured**

**Appendix G.**

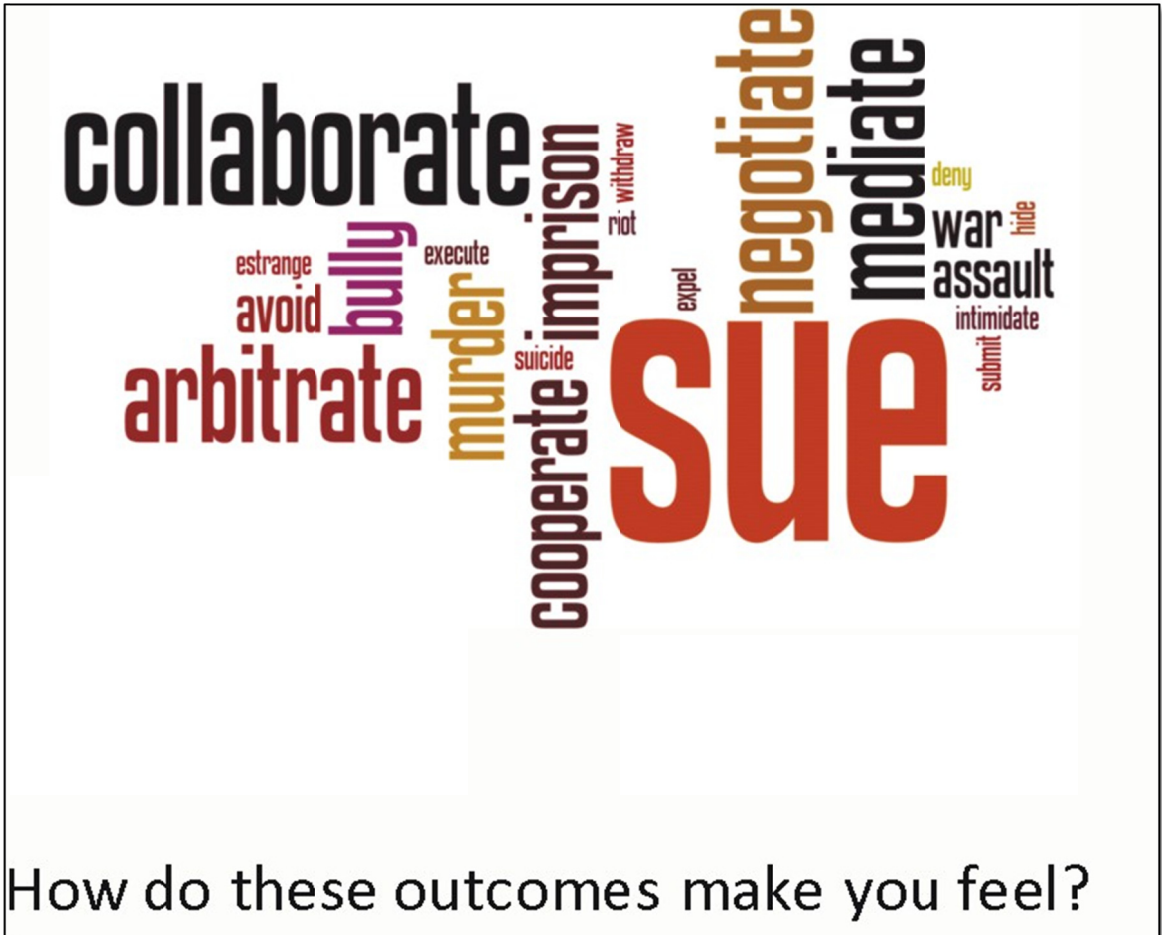
## Clustered Brainstorm Results on Outcomes of Conflict



**Appendix H.**



Word Cloud of Frequency of Conflict Outcomes in the News

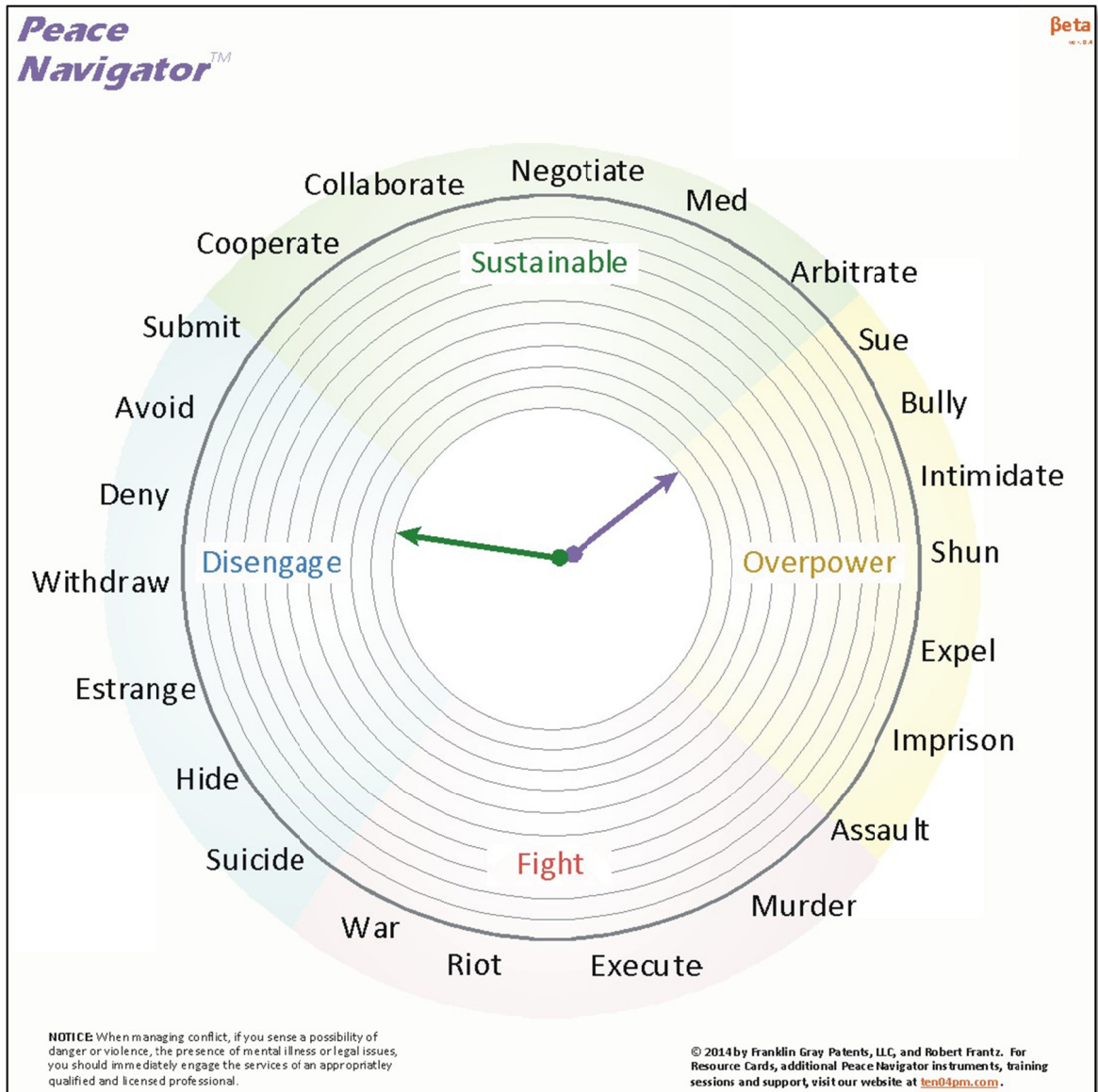


**Appendix I.**



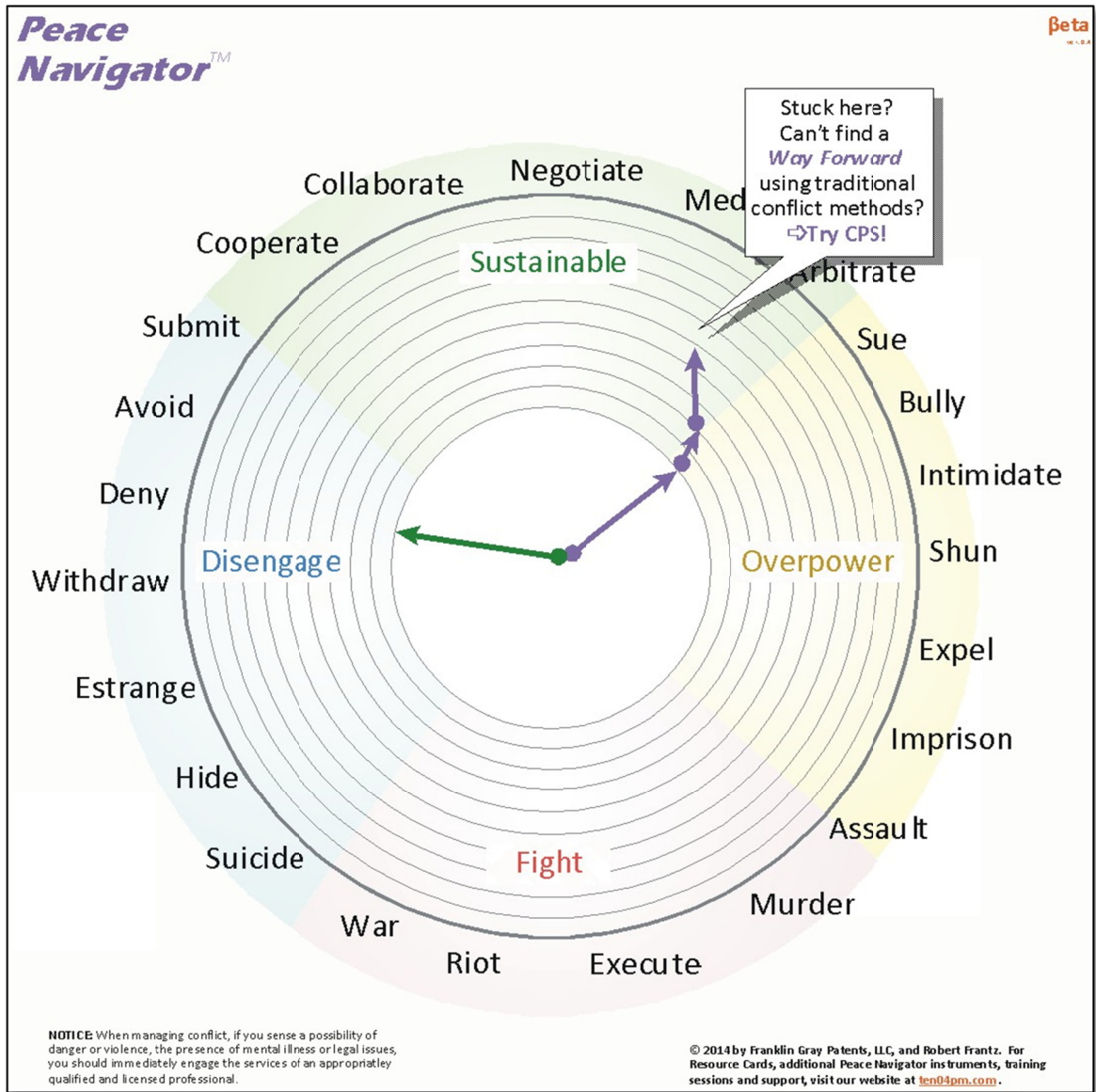
**Appendix J.**

### Initial Predispositions Plotted on Navigator Chart



**Appendix K.**

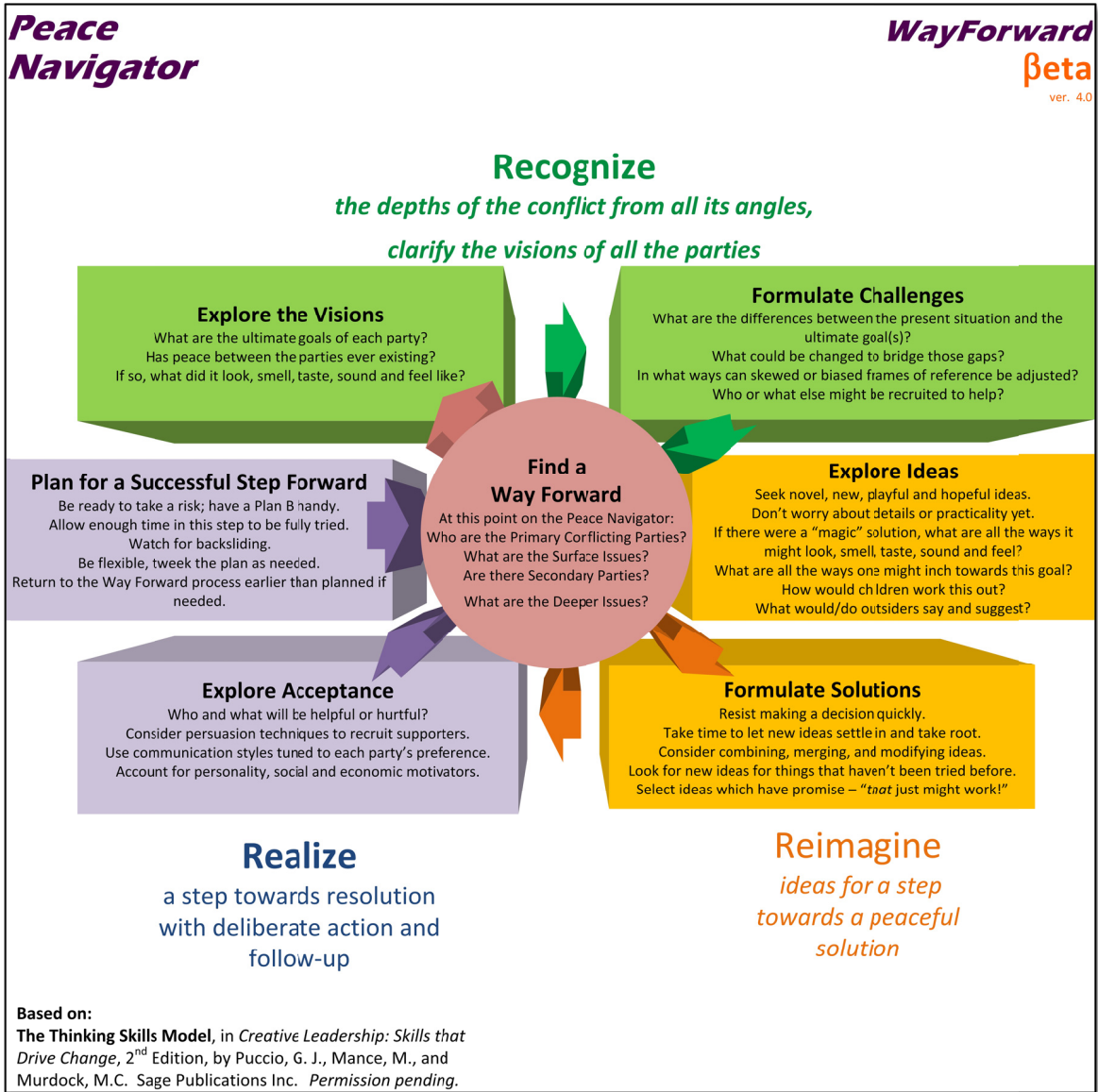
### Process Ready for CPS Intervention Shown on Navigator Chart



**Appendix L.**



WayForward Tool Card Using Thinking Skills Model (First Prototype)



**Appendix M.**

## Guide to Tool Cards (First Prototype)

### GUIDE TO TOOL CARDS

version 0.4



	MBTI™	Keirsey Temperament Index™	Emmeagram: Centers of Intelligence	Maslow's Hierarchy of Needs	Dabrowski's Theory of Positive Disintegration	Franklin Search for Meaning	Gregor's Communication Style™	Neural Linguistic Programming™	Thomas-Killman Conflict Modalities™	Sandé's PeaceMaking™	FourSight™	Thinking Skills Model™	de Bono's Lateral Thinking™	Reframing the issues and questions
What are the Partisan's Motivations and Aspirations?	✓	✓	✓	✓	✓	✓								✓
What are the surface and deep issues at hand?				✓	✓	✓	✓	✓	✓					✓
Who are the "third parties", the peanut gallery, the enablers and the spoilers?				✓	✓			✓	✓	✓				
What's worked before and what's failed?							✓	✓	✓		✓	✓		
How to overcome bias, predisposition, prejudice, and <u>us-versus-them</u> thinking?				✓	✓	✓			✓	✓				✓
How to overcome hindsight bias?			✓					✓						✓
How to generate new ideas that haven't been tried yet?											✓	✓	✓	✓
How to combine and select new ideas to address the issues, motivations and aspirations?	✓	✓		✓	✓	✓			✓		✓	✓	✓	
What's stopping you?			✓	✓	✓	✓					✓	✓	✓	✓
How to communicate and persuade to willing engage and support continuously?		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

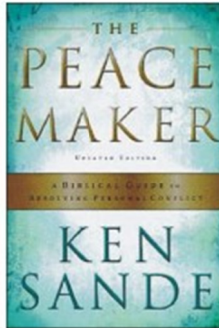
**Appendix N.**

## Creative Peace Book List (Second Prototype)

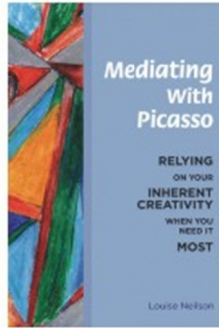
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### Creative Peace Foundation Book List

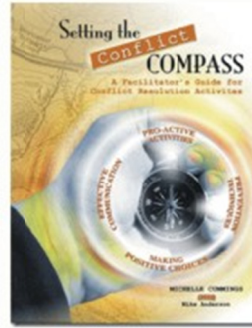
**Religious Conflict**  
ISBN 978-0-8010-6485-2



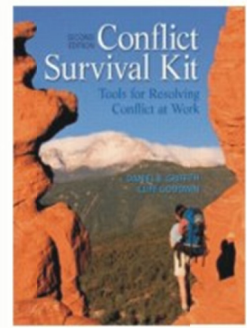
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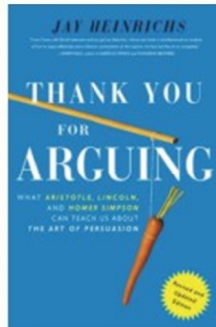
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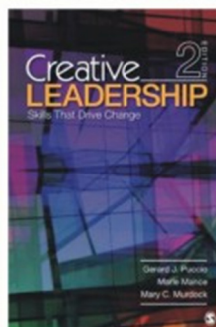
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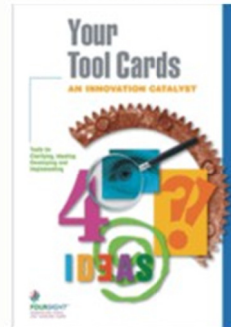
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**Appendix O.**

# Persuasive Communications: Needs, Depth of Vision, and Motivations

(untested prototype)

**Peace Navigator™**

**Needs, Vision Depth and Motivations™**

## Persuasive Communication

**PERSUASIVENESS:** Studies show that people are more persuadable when the argument addresses their needs and interests, even though they often speak of their goals or positions on issues.

For example, an employee may state that their goal is to get raise or bonus, but often they are also needing respect from their peers and would be interested in training for opportunities to advance their career.

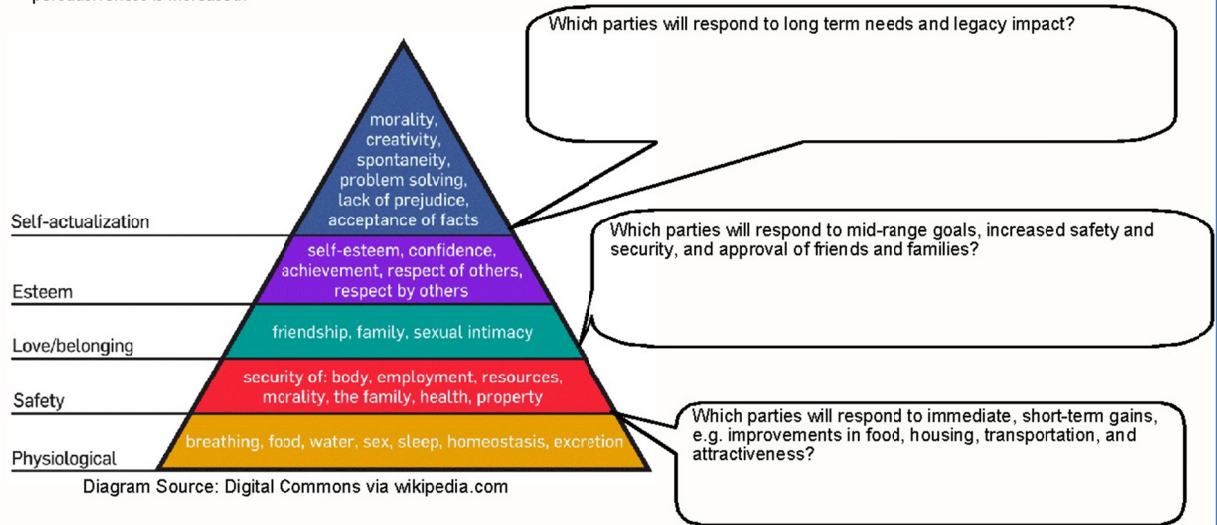
So, if you tune your proposals or facilitate your parties towards their interests, needs, and basic motivations, you may find your persuasiveness is increased.

**HIERARCHY OF NEEDS:** Abraham Maslow developed a way of understanding the needs and motivations of a person relative to their level of self-actualization.

At the earliest level of self-actualization (yellow layer), people are worried most about physiological needs. This can be observed in their short-term vision regarding food, sex, companionship, and housing. Tuning an argument or proposal to their short-term gains will be most effective with persons at this level of mental and social development.

In the next two levels of increased self-actualization (red and green layers), people have mid-range visions about safety, employment, their health, and morality systems (religion, ethics, law compliance). They will have identifiable family and friends networks, and will show more intimate companionship behaviors. Keying a proposition or suggestion towards mid-range visions, safety, security, and opinions of friends and family will be more persuasive with persons at this level.

In the top two levels (purple and blue), people consider very long term goals; they will be engaged in multi-year plans such as obtaining college degrees or having a business plan. They are confident of their own capabilities, give respect to others, and desire respect from others. Adjusting your argument or proposal to very long term benefits, even towards legacy impact, will be found persuasive to people at these two levels.



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**Appendix P.**



# Dealing With Strong Beliefs and Prejudices: Framing and Reframing

## (untested prototype)

**Peace Navigator™**

**Strongly-Held Beliefs and Prejudices™**

### Framing and Reframing

**CONFLICT TRANSFORMATION:** You can choose to provide ideas and arguments within each parties' current frame of reference, or you can attempt to reframe the discussion.

For example, if the dispute is between employees and an employer, both parties may have an "us versus them" frame of reference due to strongly held beliefs and prejudices.

Your arguments and resonate with that frame of reference, or it can attempt to reframe to a common interest, such as searching for a resolution which is beneficial *for the company* and therefore beneficial to all parties.

**THEORY OF POSITIVE DISINTEGRATION:** Kazimeirz Dabrowski developed a theory of human development in which a person's beliefs are bundled together in a tight package, or they are loosely related to each other and independent from each other, or they lie somewhere in between.

For example, a person with a highly integrated belief set will adhere to a religious, political or other ideology which is comprehensive in nature , providing rules for personal life , friendships, who to marry, when to work, what kinds of work to do, what to eat, how to treat persons of other gender attraction, how to respond to foreigners, preference of governance model, etc. Persons with highly integrated belief sets may be more persuadable by arguments which are made relative to these belief sets (e.g., your belief set requires you to aid the poor, thus as an executive manager over poorer workers, it would be reasonable to give them better pay, hours, working conditions, etc.). Reframing from strongly-held, highly-integrated belief sets can be a challenge, and may require peeling off one belief at a time with careful reasoning.

A person with a loosely related (disintegrated) belief set will not usually adhere to a comprehensive religious, political or ideological mindset. They consider each issue independently of other issues. So, to be persuaded, they may require independent justification for every proposal – no proposal or argument will be presumed acceptable without considerable discussion. Facts and third party analysis are important to reaching acceptance. While they may not easily be reframed to a highly-integrated belief set, they can be convinced of being empathetic to their opposition who does by showing the benefits of such a belief set (charity, loyalty, ethics, etc.).

**Scoring Belief Disintegration**

Enter a score of 1 for a tightly or rigidly-held belief or preference, a score of 2 for a moderately flexible belief or preference, and a score of 3 for very flexible (or no) belief or preference.

	Religion	Politics	Work Ethic	Gender Equality	Gender Preferences	Personal Behavior	Immigration	Governance Model	Civil Rights	Music & Art Preferences	Total Score
Party A:											
Party B:											
Other Parties:											


A total score of 10 - 16 represents a relatively integrated (highly coupled, rigid) belief system.  
 A total score of 17 - 23 indicates a flexible belief system which is partially disintegrated (some coupling of ideas).  
 A total score of 24 - 30 indicates a very flexible belief system (highly disintegrated), which will require more facts and justification to reach agreement.

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**Appendix Q.**

## Overcoming the *Status Quo*: Personality Strengths, Blindspots, and Attractions (untested prototype)



**Overcoming the Inertia  
of the Status Quo™**

### Personality Strengths, Weaknesses and Attractions

**COMFORTABLE WITH THINGS THE WAY THEY ARE:** In some conflicts, the partisans say they want change, but their actions indicate they do not want change or are uncomfortable with it.

For example, the parties may be comfortable with an “us versus them” conflict. Breaking down this social division may cause the partisans to fear losing respect of their peers for “becoming one of them”. This “inertia” perpetuates the conflict and rhetoric.

Through understanding the strengths, weaknesses (blindspots) and attractions (what moves you forward) of each personality involved, you can facilitate for solutions that more naturally persuade the partisans to take a chance on change.

**PERSONALITY TYPE THEORIES:** Meyers-Briggs Type Indicators (MBTI) and Keirsey’s Temperaments and may be useful in gauging strengths, blindspots, and attractions, respectively, of the personalities involved.

In some conflicts, you may find that one or more of the parties already know their personality type according to one of these instruments. MBTI is very popular among executive training, for example. If not, there are a number of low-cost or free resources to perform these instruments, just search online. Once you know one type indicator for each party, you can estimate the other personality type according to some studies on the correlations between them.

Using a partisans known MBTI type, you can estimate his or her Keirsey Temperament Pattern. Their Temperament Pattern will shed light on what kinds of issues drawn him or her towards them (attractors). These can then be addressed in the facilitation to overcome disincentives, and to provide positive attractors.

For example, consider that you have an executive (MBTI = ENTJ) and an employee (MBTI = ISFI), you can see that the executive corresponds to the Keirsey “rational” temperament pattern, where the employee corresponds to the “guardian” temperament pattern. The executive, then, might be driven by competence and knowledge, and open to factual or information-based arguments. Thus, an ideation question such as “What are all the ways the employee might be trained to handle problem X better?” may yield some acceptable new ideas. Similarly, the employee might be driven by a sense of belonging (team loyalty) and responsibility to the team and the company. So, an ideation question such as “In what ways would additional training help the employee be a better team member?”.

Personality Types, Drives & Openness to New Ideas

Enter the names of the party(ies) which have the following MBTI types to estimate their core drives and criteria for acceptance of new ideas according to a Keirsey Temperament Pattern

	Meyers-Briggs Type Indicator	Keirsey Temperament Pattern	Core Drives	Criteria for new solutions
Name of party or parties:	_ S _ P	Artisan	Freedom to act on impulse, and ability to make an impact	Immediately doable using what is at hand while involving some risk
	_ S _ J	Guardian	Membership or belonging to a group, and responsibility or duty	Builds on past success, easy to implement while conserving resources
	_ N T _	Rational	Mastery and self-control, competence and knowledge	Efficiently integrates new knowledge and truth while providing intellectual intrigue
	_ N F _	Idealist	Meaning and significance, unique identity	Develops human potential synergistically while aligning with values and ethics

Source:  
Segal, M. (2001). Linking creativity with psychological type. Unpublished masters project, State University of New York College at Buffalo, Center for Studies in Creativity, Buffalo, NY.

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**Appendix R.**

# Web of Parties (untested prototype)

**Peace Navigator™** **Web of Parties™**

## Identifying All of The Parties in the Conflict

**MORE THAN MEETS THE EYE:** Many conflicts include parties, influencers, actors, and sources of information which extend beyond the obvious primary parties (side A and side B). If you try to facilitate considering only the primary parties, you may be surprised when new issues, goals or limitations suddenly arise "out of no where".

**MAKE A WEB:** William Ury, one of today's most respected conflict theorist and conflict resolvers, has suggested organizing all of the parties and their issues in a conflict in a web arrangement. After identifying the primary parties, look for the assisters of the primary parties (who is helping them or encouraging them?), determine the secondary bystanders (who might have indirect stakes in the outcomes?), and discover the third parties (who might be positively or negatively influencing the conflict? Any spoilers, media flame-fanners, rumor mongers, beneficiaries of the conflict continuing, available neutral sources of information, authorities who might help balance power differentials?). The diagram below can help you look for hidden issues, relationships and secondary and third parties.

The diagram, titled "Parties and Issues In Conflict", is a central hub-and-spoke model. At the center is an oval labeled "Parties and Issues In Conflict".

- Top:** "Surface Issues" connects to the center.
- Bottom:** "Deeper Issues" connects to the center.
- Left Side:**
  - "A's Assisters" (Primary, Side A) connects to "What A says is the problem", which then connects to "Surface Issues".
  - "Negative Third" (Thugs & intimidators, Professional(s)) connects to "Disaffected, disillusioned, Disenfranchised, & under-represented", which then connects to "Secondary 'Bystanders'".
  - "What A won't say about the problem" connects to "Deeper Issues".
- Right Side:**
  - "B's Assisters" (Primary, Side B) connects to "What B says is the problem", which then connects to "Surface Issues".
  - "Positive Third" (Court-order or community-demand, Professional(s)) connects to "Drawn into or voluntarily engages", which then connects to "Secondary 'Bystanders'".
  - "What B won't say about the problem" connects to "Deeper Issues".
- Center:**
  - "Spoilers, Peanut Gallery, Temptors, Distortionists, Lose-lose winners" connects to the center.
  - "Neutrals, mediators, Arbitors, negotiators, & facilitators" connects to the center.
  - "Collateral Issues" (Affects on others, direct & indirect) connects to the center.

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