

**PAX 654: Conflict Coaching for Peacebuilding
Syllabus
Spring 2012
Graduate Program in Conflict Transformation
Eastern Mennonite University**

Instructor: Jayne Seminare Docherty, Ph.D.

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Consider this syllabus your first reading assignment! It includes a narrative about the way the course was developed. The narrative explains why you are reading what you are reading and why we are running the class the way it is being run. You will get a lot more out of this course if you read this syllabus carefully.

Course Meets:

Mondays 1:30-4:30 Hartzler Library 121 (JAMAR Classroom)

Office Hours:

Office hours will be Wednesday with hours to be determined. I will also see students on other days by appointment. *I will be presenting at the International Studies Association Convention and will not have office hours on April 4, 2012.*

Course Description:

When parties to a conflict recognize that they cannot achieve their goals through unilateral action (violent or nonviolent), there is a ripe moment for engaging them in peace processes and long-term peacebuilding. But moving from the recognition that they cannot “win through domination” to effective participation in activities such as negotiation, reconciliation, and the reconstruction of healthy relationships and structures entails many profound transformations. Conflict coaching involves working with individuals and groups from a single party in a conflict as they explore (and we hope eventually embark upon) alternative approaches to meeting their goals, interests and needs. This course uses case studies to help students understand the role of conflict coaches in peacebuilding at all stages of conflict. It also includes training modules on some core competencies for conflict coaches. This is an advanced class for students who have taken PAX 533 and who have taken or are concurrently enrolled in PAX 573.

Course Credit: This is a 3 semester-hour course.

If you are taking the course for 2 hours, you will complete all of the assignments **except for** the final project.

If you are taking the course for 1 hour, you will complete all of the assignments **except for** the final assignment, the coaching plan for one character, and the paper for the Kegan and Lahey class work. You will complete the Kegan and Lahey exercise in class.

Everyone, regardless of the number of hours for which they are enrolled, must prepare for and participate in all of the class sessions. That includes developing your scenario and character, being prepared to coach others and being prepared to be coached in character.

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Course Method:

The course is taught using theater-based methods that allow students to practice coaching skills and develop greater empathy for potential clients. **All students** (no matter how many hours they are enrolled for) need to prepare to participate in this part of the classroom activities.

Required Books:

Kegan, R., & Lahey, L. L. (2001). *How the way we talk can change the way we work: Seven languages for transformation*. San Francisco: Jossey-Bass.

Mayer, B. (2009). *Staying with conflict: A strategic approach to ongoing disputes*. San Francisco: Jossey-Bass.

Schein, E. H. (2009). *Helping*. San Francisco: Berrett-Koehler Publishers.

Stober, D. R., & Grant, A. M. (Eds.). (2006). *Evidence based coaching handbook*. Hoboken, NJ: John Wiley & Sons, Inc.

Recommended for Purchase (if you are serious about coaching as a practice for your career – it is also on reserve):

Jones, T. S., & Brinkert, R. (2008). *Conflict coaching: Conflict management strategies and skills for the individual*. Los Angeles: Sage Publications.

Recommended Books (on reserve):

Jones, T. S., & Brinkert, R. (2008). *Conflict coaching: Conflict management strategies and skills for the individual*. Los Angeles: Sage Publications.

White, M. (2007). *Maps of Narrative Practice*. New York: W.W. Norton & Company.

Winslade, J., & Monk, G. (2000). *Narrative Mediation: A New Approach in Conflict Resolution*. San Francisco: Jossey-Bass.

Winslade, J., & Monk, G. D. (2008). *Practicing Narrative Mediation: Loosening the Grip of Conflict*. San Francisco: Jossey-Bass.

Other Readings:

Other readings are located in the course Moodle site. In the weekly assignments below, these are marked with **M**. Full APA citation information for the articles and papers is in the Moodle site.

Assignments for the Course:

Role Development and Acting for Our Cases: This is an ongoing in-class activity. Students will be given a “Scenario and Role Preparation Kit.” Each student is expected to come to class prepared to step into his/her role as needed. **15 points.**

Demonstrating Coaching Based on Different Theories: This will take place twice for each student in the class.

- On January 23, students will be divided into three teams and each team will be assigned Chapter 9, Chapter 11, or Chapter 12 in Stober and Grant.
- On January 30, students will develop and explain their scenarios and characters in class and the teams will start thinking about how to use the coaching techniques they read about to coach one of the characters introduced in the class.

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- On February 6, each team will have 40 minutes to coach one character from the class. Everyone will also learn to observe and give feedback on a coaching session. And we will discuss taking notes on coaching sessions. **This first round of practice is 10 points.**
- Each student will also be paired with another student (or will work on his/her own depending on course enrollment) to demonstrate another approach to coaching based on a chapter from Stober and Grant. **This second round of practice is worth 10 points.**

Coaching Plan for One Character: Each student will develop a coaching plan (forms will be provided) for one of the characters in class. **This assignment is due March 16. 15 points**

Coaching Activity with a Partner and an Observer: Students will be organized in pairs to complete the activity in the Kegan and Lahey book (Chapters 1-4). A third student will observe the pair and give feedback on how the paired students did with:

1. Listening carefully
2. Appropriately encouraging the other person to reflect carefully
3. Accepting coaching and encouragement from the other person

The three team members will take each role in turn so that everyone coaches, everyone is coached and everyone observes. This activity will be done **during** class on March 26 and April 2. **A 5-7 page (double space) reflection paper is due April 11. 20 points**

Personal Research and Learning Project: Each student will design a learning and research project in consultation with the instructor. Projects may be academic or practice-focused. Ideas for projects include:

- Identifying a colleague who wants to be coached. Working with him/her. Preparing a confidential report that includes the coaching plan, coaching notes and a reflection paper. Jayne can describe samples from other semesters.
- Attend some of the arts-based counseling workshops on campus this spring and spend time in the arts room run by the MA in Counseling. Prepare a paper (or alternative media reflection) on the use of arts in conflict coaching.
- Develop video demonstrations of different coaching approaches suitable for conflict coaching. Research the methods, prepare the script and information, film and edit the video.
- Complete research on a topic of interest to you. This can be based on where you will practice (e.g., the use of coaching in dealing with congregational conflicts) or it can be based on a problem that interests you (e.g., how do you “coach up” when you are working with a boss or someone with more power?).
- Complete the Kegan and Lahey exercise. You will need to do this in relationship to a particular location. Talk with Jayne regarding ways to do this while you are a student. Keep a journal and write a reflective paper about the experience and the pros and cons of using Kegan and Lahey in coaching for peacebuilding.
- Write a comparative book review of at least three books.
- BE CREATIVE! Check with Jayne so she can help you refine your ideas.

Proposals are due February 13. Due date to be negotiated with the professor but no later than April 23. 30 points.

Note: Full participation in class activities and preparation for class by completing readings and designated activities **prior** to the class meeting is expected of each student in the course. A student who is consistently not prepared for class, does not participate in the small group coaching activities, or who does not engage in the class activities will have points deducted from his/her final grade.

Schedule

(M) after a reading indicates that the materials are in Moodle. Reading materials will be filed by the date of the class session in which they will be discussed.

January 16, 2012: Introduction to the Course

Readings to be completed before class are listed in the following tale...

Why Teach a Course on Conflict Coaching?

This course grew out of my own field experience and my conversations with colleagues working in many conflict settings, particularly in situations of long-standing and deeply-rooted conflicts. While the greatest attention is given to third party roles such as mediation or facilitation, in actual practice many of us spend more time working separately with individual parties, especially with key leaders of parties. **If the parties cannot make changes in their worldviews, behaviors, and conflict choices then negotiation, mediation, or facilitated problem solving cannot even begin.**

In Mennonite circles, I have heard this referred to as “walking with” or “accompanying” a party to a conflict. But what is involved in walking with someone through conflict? Do we just walk with them, or are we being supportive **and encouraging them towards healthier actions** related to their situation? **Do we have values** and our own sense of a **preferred outcome** for the conflict? Can we do this work with some careful attention to the methods we use? Is this something we can learn to do or learn to do better?

Brinkert (and Jones) developed the concept of conflict coaching to talk about working with single parties rather than working between parties. Bernie Mayer challenges us to expand our sense of our professional role and articulates a possible role (the conflict specialist) that can encompass many different roles including those working between parties and those working with individual parties or working with parties separately.

Before Class, please read Brinkert, R. (2006). **Conflict coaching:** Advancing the conflict resolution field by developing an individual disputant process. *Conflict Resolution Quarterly*, 23(4), 517-528. **(M) Also read:** Mayer, B. (2009). **Staying with conflict:** A strategic approach to ongoing disputes. San Francisco: Jossey-Bass. **Chapter 9.**

- Extra optional reading:

- Fisher, R. J., & Keashly, L. (1991). The potential complementarity of mediation and consultation within a **contingency model of third party intervention**. *Journal of Peace Research*, 28(1), 29-42.
- Mayer, B. (2004). “**The Conflict Specialist**” in *Beyond Neutrality: Confronting the Crisis in Conflict Resolution*. San Francisco: Jossey-Bass, **Chapter 7. (M)**
- Tidwell, A. (1997). **Problem solving for one**. *Mediation Quarterly*, 14(4), 309-317.

The field of Conflict Coaching is relatively new, and much of the literature focuses on working with parties who are dealing with relatively tame and easy conflicts rather than with intractable conflicts. I have not found a lot of conflict coaching literature that focuses on transforming systems or structures although some of the leadership coaching material discusses the power of leaders to make this kind of difference in the world. A related issue has to do with coaching individuals or coaching groups of leaders. Most of the literature focuses on coaching individuals. We will discuss this issue of coaching individuals or teams of leaders in more detail later in the semester. But for peacebuilding purposes, I have found that the work is both individual and group, because systems cannot be transformed by one person. The coaching literature also does not address the situation of coaching leaders in different parties at the same time. I have done this. It is tricky. But I think it can be done especially if the coaching grows out of other activities such as workshops where the groups are together in the same space. But we will spend some time thinking about this issue during the semester. I could be deluding myself!

This course attempts to place conflict coaching literature in relation to **peacebuilding** practices. Here, I am defining peacebuilding as a set of practices geared toward addressing conflict at **multiple levels** (micro, meso, and macro) in a manner that **supports changes in structures** and well as **changes in attitudes, behaviors and relationships** among the parties. Adam Curle’s framework for thinking about complex, intractable conflicts is a useful starting point because he includes both structural and personal variables in one model. I am well aware that some among you may be planning on careers that pay more attention to personal and relational change and less attention to structural changes. And some of you may wonder why you need to care about personal or relational change when you want to focus on changing structures. But the reality is that the personal and the structural are intertwined. And difficult conflicts are examples of wicked or adaptive problems that require the parties to engage in self-change even as they grapple with “the world out there.” If you are focusing on the interpersonal level, I hope, nevertheless, that you will pay attention to contextual and structural factors the influence parties involved in conflicts.

If we take Bernie Mayer's advice about engaging in a variety of roles related to conflict, then what kinds of ethical implications follow from our choices? Jim Laue addressed this issue in the very early days of the field of conflict resolution. His work is worth revisiting. Can we coach a party **and** take on in-between roles? Or, if we enter into coaching does that mean others need to take on the in-between roles? And what about the role of culture in conflict and in our practice? In-between roles play out quite differently in various cultures. Are some cultures better able to include a coaching role along side of mediator roles?

Before Class, please read Abernethy, H., Kishbaugh, A., & Docherty, J. S. (2005, modified 2010). **Curle, Curle Cubed and Other Stories about Conflict Analysis Tools**. Unpublished paper. Eastern Mennonite University. **(M)** **Also look at:** A Comparison of Adaptive and Tame Problems. Chart prepared by Jayne. **(M)**. **Also read:** Laue, J. (1982). **Ethical Considerations in Choosing Intervention Roles**. *Peace & Change*, 8(2/3), 29-41.

Taking conflict coaching into our practice requires that we shift our paradigm, particularly if we were entrenched in the idea that the **real role of a peacebuilder is in-between parties**. This may not be a big shift for CJP-related practitioners. We have always incorporated other roles such as advocacy into our framework of practice. But it is always helpful to remind ourselves of the challenges of altering our own ways of seeing the world, thinking about problems and taking action in the world. If we are reflective about this process, we will probably have greater empathy for those we are coaching when they find it difficult to identify the assumptions that are keeping them trapped in attitudes and behaviors that perpetuate dysfunctional conflict. We will be discussing single-loop and double-loop learning a lot this semester.

Before Class, please view the videos:

- <http://www.youtube.com/watch?v=Nn3NqvStekY> (Single- Double- and Triple-Loop Learning)
- <http://www.youtube.com/watch?v=1AfHPV-YBdI> (Reflective Practice)
- Extra optional readings:
 - Smith, M. K. (2001). Chris Argyris: Theories of Action, Double-Loop Learning, and Organizational Learning. *The Encyclopedia of Informal Education*. Retrieved from <http://www.infed.org/thinkers/argyris.htm> **(M)**

In Class on January 16, we will:

- Get acquainted and set our learning agendas for the semester
- Uncover some of our assumptions about coaching others and being coached
- Look at the stages of conflict (using Curle modified) and various conflict specialist roles that are suited for different stages of conflict
- Think about where and how coaching might fit into different stages of conflict – how does the stage of a conflict influence how we coach someone?

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- Review/explore the concept of wicked or adaptive problems.
- Discuss the ethical implications that arise when we assume a coaching role
- Begin the process of developing scenarios and characters for coaching practice

January 23, 2012: Coaching is about Helping

The Dynamics of “Helping” and Thinking about M&E for Coaching for Peacebuilding

Conflict coaching is fundamentally about **helping another person** figure out how to respond to the challenges presented by conflict. Edgar Schein (you may know his name because he is a leading researcher of the role of culture in organizations) has written a small book on helping as a set of social interactions. It is worth looking at his observations and claims as we think about using coaching as a tool for peacebuilding.

Before Class, please read: Schein, E. H. (2009). **Helping**. San Francisco: Berrett-Koehler Publishers, **Chapters 1-3; 5-6; and 8-9. Also, observe:** daily helping interactions – between others or involving you – during the week. Take some notes about your own experience of helping and being helped and your observations of others helping and being helped.

As with any set of peacebuilding practices, we need to think about how we monitor and evaluate our practice so that we can adjust and improve our work. When we are talking about evaluating coaching for peacebuilding, we are most likely talking about different types of evaluation. **We are engaging in an interpersonal intervention in order to encourage large system results.** We are implicitly assuming that if the right people change their knowledge, attitudes, behaviors and skills (KABS), **there will be social and system effects.** At the one level, we need to evaluate our strategic choices for peacebuilding effects. Are we coaching the right people if the goal is to make a difference in an overall system of conflict? This involves evaluating our strategy. Then we need to evaluate our actual coaching practice. Are we coaching effectively and in keeping with ethical practices? This is evaluating our operational application of the coaching tools.

Before Class, please read (or review): Lederach, J. P., Neufeldt, R., & Culbertson, H. (2007). **Reflective peacebuilding:** A planning, monitoring, and learning toolkit. **(M) Also read:** A paper to be written by Jayne and provided later.

In class on January 23, we will:

- Explore our own experiences of helping others and our experiences of being helped by others.

- Discuss the types of resistance and blocks that might arise in conflict coaching *because* it is a form of helping.
- Play with “helping” some characters from films.
- Explore the strategic versus operational aspects of coaching for peacebuilding.
- Start developing some ways of thinking about M&E for conflict coaching for peacebuilding.
- Divide into three teams for the February 6 coaching demonstrations
- Review the expectations for creating a scenario and a character for use in class this semester.

January 30, 2012: Building Our Sample Cases

To learn a skill like conflict coaching for peacebuilding, you need to practice. But how can you do that in a classroom? Obviously, you can't practice with real clients dealing with real peacebuilding challenges. However, we will be using some drama-based techniques to build scenarios and characters and we will work with those characters all semester. All you need to do is think about a conflict scenario you have seen or worked with and prepare to share that with the class.

Before class, please: Look at the **Scenario and Role Preparation Kit (M)** and prepare as instructed. **Please read:** Mayer, B. (2009). **Staying with conflict:** A strategic approach to ongoing disputes. San Francisco: Jossey-Bass. **Chapters 1 and 2. Also, read:** The chapter in **Stober and Grant (9, 11, or 12) assigned to your group** and **compare your understanding** of the chapter with your group members. In what ways is the approach to coaching described in your assigned chapter appropriate or useful for working with enduring conflicts?

In class on January 30, we will:

- Develop conflict scenarios and characters who are caught up in enduring conflicts
- Work in your groups to think about how a coach using the method you read about would respond to these conflict scenarios

AFTER CLASS, YOU HAVE UNTIL MIDNIGHT JANUARY 31 TO FINALIZE YOUR CHARACTER DESCRIPTION AND GET IT TO JAYNE. A FULL LIST OF CHARACTERS WILL BE POSTED IN MOODLE BY NOON FEBRUARY 1. YOU WILL NEED THIS TO PREPARE FOR NEXT WEEK.

February 6, 2012: Coaching Individuals Involved in Enduring Conflicts

The only way to learn coaching is to **try it**. This week, you will be preparing with a team to coach one character from the scenarios we developed last week. You will have 30 minutes for actual coaching demonstration and 15 minutes for debriefing conversations. We will also practice observing a coaching session, taking notes on the session and giving feedback to a

colleague. And we will discuss a process for taking notes on your coaching work after a coaching session.

Before class: Work with your team to prepare your coaching demonstration. **See the instructions provided by Jayne.** Be sure you prepare early enough in the week to be in contact with your coaching client.

In class on February 6, we will:

- Complete three coaching demonstrations
- Identify questions we want to ponder regarding coaching for peacebuilding
- Practice observing and giving feedback to a coach or coaches
- Learn about taking coaching session notes
- Discuss the concept of agency and its importance in coaching practice
- **Divide the Stober and Grant book chapters for the next four weeks**

February 13, 2012: What Makes Coaching in for Peacebuilding Different?

It is important to understand how context impacts coaching. Most of the coaching material is written for “tame problem” scenarios while peacebuilding deals with wicked problems. Bernie Mayer’s recent book on enduring conflicts provides some helpful ideas regarding the challenges of working with wicked problem conflicts.

Before class, please read: Mayer, B. (2009). **Staying with conflict:** A strategic approach to ongoing disputes. San Francisco: Jossey-Bass. **Chapters 3-8.** Note: If you want to team up and cooperate to graduate, you can divide the readings and prepare summaries for one another.

Also (everyone) read: Witherspoon, R., & White, R. P. (1996). **Executive coaching:** A continuum of roles. *Consulting Psychology Journal*, 48(2), 124-133. **Also review:** The features of wicked or adaptive problems (from January 16).

In class on February 13, we will:

- Develop a more detailed and sophisticated understanding of the **purpose of coaching for peacebuilding**
- Look at the many roles that coaches play and many tasks they undertake with clients
- **Divide the Stober and Grant book chapters for the next four weeks**

February 20, 2012: Coaching with Humanist and Psychoanalytically Informed Theories

Ultimately we are coaching **individuals**. Even if they are leaders in organizations or groups caught up in large-scale, enduring conflicts, they are still human beings. For the next four weeks we will be looking at coaching from different theoretical perspectives. Each week we will have coaching demonstrations from two different theoretical frames.

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Before class: If it is your week to prepare a demonstration, read the chapter you were assigned carefully and follow the demonstration preparation instructions. *Be sure to contact your “client” well in advance to arrange the set-up of the coaching session.* **See the instructions provided by Jayne.** If you are not demonstrating a coaching method, familiarize yourself with the methods that will be demonstrated by **reading Chapter 1 and Chapter 5** in Stober and Grant.

In class on February 20, we will:

- Observe two coaching demonstrations (one hour for each)
- Discuss the strengths and limitations of the two coaching theories **for working with enduring conflicts**
- Consider the implications of these theories for working across cultures
- Consider the implications of these theories if we are, in fact, working with **groups of leaders** when we are coaching

February 27, 2012: Coaching with Adult Development Theory and Cognitive Coaching Theories

Before class: If it is your week to prepare a demonstration, read the chapter you were assigned carefully and follow the demonstration preparation instructions. *Be sure to contact your “client” well in advance to arrange the set-up of the coaching session.* **See the instructions provided by Jayne.** If you are not demonstrating a coaching method, familiarize yourself with the methods that will be demonstrated by **reading Chapter 3 and Chapter 4** in Stober and Grant.

In class on February 27, we will:

- Observe two coaching demonstrations (one hour each)
- Discuss the strengths and limitations of the two coaching theories **for working with enduring conflicts**
- Consider the implications of these theories for working across cultures
- Consider the implications of these theories if we are, in fact, working with **groups of leaders** when we are coaching
- **Discuss the process of developing a coaching and make sure you understand the assignment that is due March 26.**

March 5, 2012: NO CLASS Spring Break

March 12, 2012: Coaching with Behavior-Based and Positive Psychological Theories

Before class: If it is your week to prepare a demonstration, read the chapter you were assigned carefully and follow the demonstration preparation instructions. *Be sure to contact your “client” well in advance to arrange the set-up of the coaching session.* **See the instructions provided by Jayne.** If you are not demonstrating a coaching method, familiarize yourself with the methods that will be demonstrated by **reading Chapter 2 and Chapter 8** in Stober and Grant. **Download the Coaching Plan Assignment instructions from Moodle.**

In class on March 12, we will:

- Observe two coaching demonstrations (one hour each)
- Discuss the strengths and limitations of the two coaching theories **for working with enduring conflicts**
- Consider the implications of these theories for working across cultures
- Consider the implications of these theories if we are, in fact, working with **groups of leaders** when we are coaching
- Review the coaching plan assignment

March 19, 2012: Coaching with Integrated Goal-Focused and Adult Learning Theories

Before class: If it is your week to prepare a demonstration, read the chapter you were assigned carefully and follow the demonstration preparation instructions. *Be sure to contact your “client” well in advance to arrange the set-up of the coaching session.* **See the instructions provided by Jayne.** If you are not demonstrating a coaching method, familiarize yourself with the methods that will be demonstrated by **reading Chapter 6 and Chapter 7** in Stober and Grant.

In class on March 19, we will:

- Observe two coaching demonstrations (one hour each)
- Discuss the strengths and limitations of the two coaching theories **for working with enduring conflicts**
- Consider the implications of these theories for working across cultures
- Consider the implications of these theories if we are, in fact, working with **groups of leaders** when we are coaching

March 26, 2012: Practicing on Ourselves

It is not easy to make the changes that are needed if we are embroiled in an enduring conflict. The next two weeks are grounded in the assumption that **we should not ask others to do what we have not tried to do ourselves.** The most enduring conflicts we are involved in are the conflicts we have inside ourselves. For the next two weeks, we are going to work in teams of three to practice coaching, being coached, and observing coaching using a process developed by Kegan and Lahey.

Jayne will set the practice up in class on March 26 and you will start the process in triads. We will take time at the end of class to discuss any challenges and questions you have about the process. **On April 2, Jayne will be at a conference. You will complete your sessions in the class working on your own.** If you

want to complete the work outside of class and take April 2 off, that is fine as long as the work gets done.

COACHING PLANS ARE DUE BY MIDNIGHT

Before class, please read: Kegan, R., & Lahey, L. L. (2001). **How the way we talk** can change the way we work: Seven languages for transformation. San Francisco: Jossey-Bass. **Introduction and Chapter 1. Download the materials from Moodle.**

In class on March 26, we will:

- Work in triads going through the first part of Kegan and Lahey process
- Answer questions about the process
- Prepare for next week

April 2, 2012: *Finishing Kegan and Lahey*

Jayne will not be in class. You may use the classroom and the class time to finish Kegan and Lahey or you may opt to meet at another time and/or place to complete this.

April 9, 2012: EASTER MONDAY NO CLASS

YOUR KEGAN AND LAHEY REFLECTION PAPER IS DUE APRIL 11 BY MIDNIGHT.

April 16, 2012: *Narrative Practices and Coaching for Peacebuilding*

Having completed the Kegan and Lahey activity, it should be pretty obvious that the stories we carry in our heads (and the stories others tell about us) are powerful forces for shaping our response to conflict situations. How do we coach others to work on their own narratives? Kegan and Lahey is one option, but it is pretty complicated and involved. This week we will look at some other narrative practices that might be useful.

Before class, please read: Narrative materials to be determined.

In class on April 16, we will:

- Work with a variety of narrative techniques for coaching.
- Discuss the promise and limitations of narrative work.
- Jayne will share some of the narrative work from Myanmar

April 23, 2012: *Creative Arts and Coaching*

Coaching needs to reach the “whole person”. We have been working with some creative ways of approaching coaching. But this

week we will focus on ways we can use arts-based practices to help those who are dealing with enduring conflicts.

Before class, please read or do: Assignment to be determined.

FINAL PROJECTS ARE DUE TODAY BY MIDNIGHT.

Supplemental information for CJP graduate course syllabi:

Approved 3/20/06; updated 12/11

Writing Guidelines:

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.

For the course papers, please follow the APA style described in CJP’s *GUIDELINES for GRADUATE PAPERS* (see student handbook or request a copy from the Academic Program Coordinator).

Academic Integrity Policy (AIP):

EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from “Academic Integrity,” 2011-12 Undergraduate Catalog.] This course will apply EMU’s AIP (see catalog, pp. 16-19) to any events of academic dishonesty. For more information see <http://www.emu.edu/academic-support/writing/academicintegritypolicy03-09.pdf> If you have doubts about what is appropriate, one useful website is <http://www.indiana.edu/~istd/>

Grading Scale & Feedback:

Grades will be based on an accumulation of numerical points that will be converted to a letter grade at the end of the course. Each assignment will receive a score expressed as a fraction, with the points received over the total points possible (e.g. 18/20). The following is the basic scale used for evaluation. *Points may be subtracted for missed deadlines.*

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A’s and B’s.

A GPA of 3.0 is the minimum requirement for graduation.

Regarding feedback on papers/projects: Students can expect to receive papers/assignments back in a class with faculty feedback before the next paper/assignment is due. This commitment from faculty assumes that the student has turned the paper in on the agreed upon due date.

Institutional Review Board:

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>

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Academic Support Center & Disability Support Services:

If you have received services in the past related to a learning disability or attention deficit disorder and/or you feel you may have such a problem in this course, please make an appointment to speak with the faculty member or with the Coordinator of Student Disability Support Services in the Academic Support Center, third floor of the Hartzler Library (432-4254).

Please take advantage of the free individual tutoring from writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide editing or proofreading services. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please visit or call the Academic Support Center on the 3rd floor of the Sadie Hartzler Library or by accessing WOnline on myEMU portal.

Class Attendance:

Students are expected to attend all class meetings. If unusual or emergency circumstances prevent class attendance, the student should notify the professor in advance if possible. Multiple absences from class will result in lower grades. The student is responsible for the material presented in classes missed. (EMU Graduate Catalog)

Students should be aware of the importance of regular class attendance, particularly in the case of CJP classes that meet weekly or over several weekends. Being absent for more than one class leads to a student missing a large portion of the class content. In addition to consistent class attendance, students should make every effort to arrive to class on time out of respect for the learning process, fellow students and faculty.

Course Extensions and Outstanding Grades:

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months) using a course extension form provided by the Academic Program Coordinator. If the request is granted the student will receive an "I" (incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under certain circumstances).

Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade for the work completed.

Writing Standards –Graduate Level (Grid Version)

Criteria	A excellent	B minimal expectations	C below expectations	Comments
Content <i>(quality of the information/ideas and sources/details used to support them)</i>	<ul style="list-style-type: none"> - shows clarity of purpose - shows depth of content - applies insight and represents original thinking -demonstrates quality and breadth of resources 	<ul style="list-style-type: none"> - shows clarity of purpose - shows substantial information and sufficient support - almost always represents original thinking - uses quality resources 	<ul style="list-style-type: none"> - shows clarity of purpose - lacks depth of content and may depend on generalities or the commonplace - represents little original thinking - uses mostly quality resources 	
Structure <i>(logical order or sequence of the writing)</i>	<ul style="list-style-type: none"> - is coherent and logically developed - uses very effective transitions 	<ul style="list-style-type: none"> - is coherent and logically developed - uses smooth transitions 	<ul style="list-style-type: none"> - is coherent and logically (but not fully) developed - uses some awkward transitions 	
Style <i>(appropriate attention to audience: effective word choice, sentence variety, voice; appropriate level of formality for academic writing vs. informal text messages and email)</i>	<ul style="list-style-type: none"> - is concise, eloquent, and rhetorically effective - composes varied sentence structure 	<ul style="list-style-type: none"> - displays concern for careful expression - composes some varied sentence structure 	<ul style="list-style-type: none"> - displays some personality <u>but</u> lacks imagination and may be stilted - composes little varied sentence structure - frequently uses jargon and clichés 	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	<ul style="list-style-type: none"> - composes well-constructed sentences -makes virtually no errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - almost always composes well-constructed sentences - makes minimal errors in grammar and spelling - makes accurate word choices 	<ul style="list-style-type: none"> - usually has well-constructed sentences - makes several errors - makes word choices that distract the reader 	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, cited correctly - includes reference page - makes virtually no errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes credible paraphrases, usually cited correctly - includes reference page - makes minimal errors in documentation style 	<ul style="list-style-type: none"> - cites sources for all quotations - composes mostly credible paraphrases, sometimes cited correctly - includes reference page - makes several errors in documentation style 	
<p>The weighting of each of the five areas is dependent on the specific written assignment and the teacher’s preference. Plagiarism occurs when a person presents as one’s own “someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source” (adapted from Council of Writing Program Administrators).</p>				Grade

Approved by University Faculty April 28, 2004
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