Transformative Recommendations on Conflict Management:
Prepared for the Rathfredagh Cheshire Home
County Limerick, Republic of Ireland

by

Kelly Anne Brandt
BSc., University of Victoria 2008

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of the Requirements for the Degree of

MASTER OF ARTS IN DISPUTE RESOLUTION

In the Faculty of Human and Social Development
School of Public Administration

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EXECUTIVE SUMMARY

This qualitative social constructivist participatory project produced a DVD of transformative conflict management recommendations for staff of the Rathfredagh Cheshire Home of County Limerick, Ireland. The DVD is meant to empower the staff, prevent conflict escalation, intervene when conflict is present, promote positivity, institute recognition, parallel current Cheshire Ireland conflict management policies, and build relationships among staff and management in this healthcare environment. Qualitative social constructivist and participatory methodologies were used during conversational interviews and audio recordings with management and staff on location at the Rathfredagh Cheshire Home in County Limerick, Republic of Ireland. Ms. Janie Finerty, client and Manager of the Rathfredagh Cheshire Home, collaboratively requested transformative conflict management recommendations through workplace assessment to produce a final transformative conflict management DVD to be viewed by staff. Currently, Rathfredagh does not have in-house transformative procedures to intervene and manage conflict while building relationships among staff. The rationale for this project is a need to produce a visual and intimate transformative in-house conflict management intervention tool for the Rathfredagh staff to ensure conflict does not negatively affect other staff and the vulnerable service users in Rathfredagh. Through production of a DVD as a training tool for conflict management in workplace settings, practical applications of this research may be applied to other workplace environments internationally; however, the application of this specific DVD in other institutions is outside the scope of this project because the DVD is specifically designed for the staff of the Rathfredagh Cheshire Home.

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Introduction

Conflict presents itself in many forms, and in keeping with this idea, management of conflict can ultimately determine outcomes and transformations for a process of growth. The process of conflict management is complicated and dependent on the context and culture of the working environment. Workplaces are often breeding grounds for interpersonal conflict; however each workplace in each country, in each community, in each organization, in each location is different. What creates these differences are the people involved, and the relationships these individuals value to create a sense of community. This research allowed for the opportunity to consult with staff, debrief with my client, and design a project suitable for the context and culture of the Rathfredagh Cheshire Home in County Limerick, Ireland to produce a deliverable in DVD format to promote conflict transformation in the workplace.

After arriving at Rathfredagh and settling in to conduct research, I spoke with many of the employees to gain an understanding of what they value in their working environment. The employees who were willing to speak, shared information that revealed staff were feeling displaced, misunderstood, not recognized, and disempowered at relational levels. Debriefing sessions with the Location Manager for Rathfredagh, Janie Finerty, led to discussions regarding the importance of positive changes within workplace communities, and subsequently became the birthplace of this deliverable to create positive change through transformative conflict management for the Rathfredagh Cheshire Home. My client, Janie Finerty, saw the potential of transformative theory in building positive relationships among her staff in an attempt to change the current environment of Rathfredagh. Through this change, Ms. Finerty hoped to create a more positive environment for the vulnerable service users living in Rathfredagh, cared for by her staff.

The flexibility I was given to complete the deliverable for this project was exceptional. I decided to use this flexibility to undertake a greater understanding of Irish culture and

transformative theory to collect the most relevant data and create a process from beginning to end embodying the philosophies and methods of transformative theory. With ethical guidelines in mind, I created a framework of qualitative social constructivist and participatory methodologies in conversational interviews with the individuals who would be using the deliverable: the staff. Themes were presented as a result of my analysis that revealed certain aspects of conflict management were missing, and each theme lead back to relationships.

Discovery of relationships as the main theme led to subsets of themes during analysis, and the challenge then became not what to recommend for change but how to recommend the change. My experiences conducting this research supported the idea of presenting recommendations for change in a visual format rather than a written report: Some staff did not read the proposal for this research for multiple reasons that all related to the proposal's written format. The format of a deliverable in written report would be similar to the format of the proposal which did not reach the individuals for whom it was created. It became apparent that the format of this project deliverable would need to be culturally relevant. Workplace activities while resident in Ireland suggested the staff in Rathfredagh value visual and auditory representation of information. This deliverable therefore transformed from a written report to a DVD to reach the majority of staff with the hope of creating positive change and introducing conflict transformation in the Rathfredagh Cheshire Home.

The DVD titled *Transformative Recommendations on Conflict Management* is the project deliverable for this qualitative research, and this report provides context and background on the Rathfredagh Cheshire Home of Cheshire Ireland, conflict transformation, methodology, findings and discussion of the phases of this research project in relation to dispute resolution. This report is written as a summary paper for the purposes of a university oral defence.

Background: Cheshire Ireland

The client for this project is Ms. Janie Finerty, the Manager of the Rathfredagh Organization of Cheshire Ireland, County Limerick, Ireland. The Rathfredagh Organization is a location of Cheshire Ireland that houses and cares for Irish adults with physical disabilities sustained through acquired brain injury. The organization also provides employment for 60 staff members consisting of care staff workers who maintain and care for the 30 service users' every day needs; nurses who supervise the care staff and service user health; physiotherapists who create exercise programs for the service users; maintenance crews to maintain the house and grounds; cooking staff who plan and execute three meals per day for service users and staff; and volunteers from Ireland and other locations in Europe who improve quality of life for the service users in outings and recreation. The majority of the staff have a high school level of education; however, a few staff do not have the ability to read or write.

As the manager of one of the locations of Cheshire Ireland, Ms. Finerty discussed the difficulties of running a health care organization with staff and management who possess limited experience in transformative conflict management. Ms. Finerty requested in-house transformative conflict management recommendations that her management team of eight individuals, staff of 60 individuals, and four volunteers may follow during incidents of conflict within Rathfredagh.

Incidents of conflict between departments, such as scheduling service users between physiotherapy and care staff activities, or nurses and care staff scheduling conflicts, are examples of some of the conflicts occurring within the house that could make use of a positive relationship building process. It was important to Ms. Finerty that the conflict management process be transformative so relationships may build among the staff and among the management team of Rathfredagh for long term transformations, not short term solutions to problems. In addition, the importance of the transformative process is not strictly to satisfy the relationships of staff to staff,

but more importantly of staff to the service users of Rathfredagh. The 26 service users of Rathfredagh are considered vulnerable people due to their physical disabilities sustained through acquired brain injuries: the purpose of Rathfredagh is to provide a care service of the highest quality for these vulnerable Irish adults.

The Rathfredagh Cheshire Home is one of the many locations of Cheshire Ireland, a non profit, voluntary agency that cares for Irish adults who have physical disabilities as a result of acquired brain injury (Cheshire Ireland, 2010). The Ethos of Cheshire Ireland is to provide "services in Ireland that aspire to implement the Independent Living ideal in practical, realistic ways" (Cheshire Ireland, 2007) to Irish adults with physical disabilities. Each location of Cheshire Homes throughout Ireland has teams of care staff to aid the service users in maintaining a higher quality of life. As part of Cheshire Ireland's vision, the organization is "committed to developing staff, facilities and management processes to ensure we have the capability, knowledge and skills required to deliver cost effective, quality services in ways that respect every person's rights, personal choice and individuality" (Cheshire Ireland, 2007). It is this statement within Cheshire vision that prompted my client, Janie Finerty, to request recommendations that may allow her staff to improve their in-house conflict management to reflect transformative processes. It is important to Cheshire Ireland that the skills of their staff and management teams improve along with the services the organization provides to the public.

Cheshire Ireland as an entire organization has umbrella policies that focus on dignity in the workplace and preventative measures for workplace bullying (Cheshire Ireland, 2002; Cheshire Ireland, 2009). The majority of these umbrella policies and procedures use interest-based mediation practices (Fisher & Ury, 1991), identifying specific needs of the disputing parties, or the needs and interests of the organization (Cheshire Ireland, 2002; Cheshire Ireland, 2009). Within these documents, language such as mediating "speedily" and a mediator's

“solution” to a conflict is language used in interest based mediation processes: a quick solution to a problem (Cheshire Ireland, 2010; Fisher & Ury, 1991). Transformation theory processes allow for time, positivity, and building of relationships (Lederach, 2003). The objective of this project was to develop recommendations to build the skills of the Cheshire staff by implementing a transformative approach to conflict management that follows, and falls under, the pre-existing umbrella Cheshire Policies regarding conflict management.

Literature Review and Conceptual Framework

Conflict transformation theory can be thought of as a way of thinking about conflict, and viewing conflict through particular lenses (Lederach, 2003). “Conflict transformation”, the phrase, can replace similar phrases such as “conflict resolution” and “conflict management” when speaking about conflict as a process; however, “conflict transformation” is a more accurate term to describe the process that conflict provides instead of “conflict resolution” or “conflict management” (Lederach, 2003). Conflict, from a transformation theory perspective, is an event, or multiple events, in the human existence where the relationships and understanding between opposing parties are in a divergent state in time (Lederach, 2003). The conflict event is not a static entity, and neither are the relationships between the people involved in the conflict; from a transformative perspective, conflict is a fluid, ever-changing net of possibilities where emotions and relationships are as important as the facts of the conflict itself (Lederach, 2003). Conflict is viewed as a positive chance to engage in a process of human growth and understanding (Lederach, 2003). Conflict transformation can be viewed as a vehicle of change having the ability to build new ideas and relationships, allowing us to understand ourselves and one another more effectively (Lederach, 2003).

Third parties or, “mediators” who use conflict transformation as the lens to view conflict are termed “transformative mediators” (Lederach, 2003). A transformative approach to conflict has no specific end date or time when a third party is involved in the transformation process; loose restrictions on time allow transformative mediators to have two main goals rather than end points when encouraging the conflict process between opposing parties: empowerment and recognition for all parties involved (Lederach, 2003). Empowerment is something that the transformative mediator uses to help the parties maintain control over the content of the discussions and the process involved in the transformation (Lederach, 2003). Recognition is another goal of the mediator when helping the parties in a conflict transformation process according to Lederach (2003). As Folger and Bush explained in 2005 recognition is “the evocation in individuals of acknowledgment and empathy for the situation and problems of others." (Bush & Folger, 2005, p.22). Conversation and dialogue between the opposing parties are encouraged by the transformative mediator in hopes that the narratives will inform the other party of a particular point-of-view, and give all parties both empowerment and recognition (Lederach, 2003).

It is my understanding that transformation theory may seem intuitive to someone who uses a transformational lens to view his or her world on a day-to day basis. This person understands people as positive re-enforcers of change and growth who harness empowerment and recognition; therefore, it is because of this view on human nature that this person may use a transformational lens to view life. There are, however, relative historical components that help put words to this theory in principle and practice. Theorists and practitioners such as John Paul Lederach are at the forefront of transformation theory, contributing views on the concept of conflict transformation. In the context of workplace transformative theory, I am choosing to go against Lederach’s idea that “conflict transformation” is a term best suited for transformation

theory as it applies in practice, and rename conflict transformation within the workplace to "transformative conflict management". Lederach, Bush, and Folger may disagree with my suggestion to name a practice of conflict transformation as "management" because the term "management" implies regimenting the process of transformation and solidifying the fluidity of transformative methods in practice. I choose to challenge this disagreement in the context of the workplace because divergence of relationships in a moment in time, or the "conflict event", can still be fluid and therefore non-static entities while still harnessing the power of recognition and empowerment. It is the method of "harnessing" that is the management of "transformative conflict management" and in the workplace, it is this form of management that can be transformative.

In addition to being a theory, transformation has practical applications in transformative mediation and conflict transformation in the field. These applications may involve interpersonal transformation of relationship conflict between family members, friends, or co-workers like that of Bush and Folger's (2005) transformative mediation; or perhaps the applications are on a grander scale and involve international and organizational transformation of understanding and communication like that of Lederach's conflict transformation (Lederach, 2003). Regardless of the transformative technique used, or the context in which the technique is understood, there are practical applications for transformation theory that can be used by mediators in practice, or by the staff of the Rathfredagh Cheshire Home. The practical applications of transformation theory are what drove this project into a production of a workplace DVD with recommendations for transformative conflict management in Rathfredagh.

Methodology

The research paradigm that encompassed this project was social constructivist combined with participatory worldview (Creswell, 2009). These two paradigms combined reflected the worldview of this project from my perspective, and seemed most appropriate for achieving the transformative deliverables this project hoped to produce for the client. I felt the need to combine the paradigms because the social constructivist research paradigm aided in revealing the axiology of the Rathfredagh Cheshire Home through understanding how the staff and service users viewed their world (Creswell, 2009). I felt it was important that the staff be in control regarding the outcome of this research, and centering the participants on the future of their work environment and positive change within that future was paramount to the success of this project. In addition, these paradigms emphasized understanding rather than explaining particular phenomena, a paradigm more appropriate for the human sciences (Gergen & Gergen, 2008); however, the participatory aspect allowed the politics of the staff, and their relationships with each other and the service users to surface, with important concepts such as power and voice being discovered and understood (McBroom & De Mello, 2006). The combination of these paradigms allowed inductive reasoning; this reasoning extrapolated particular details important to specific individuals to the general (Creswell, 2009) Rathfredagh Organization as a whole organism: individual cells working together to maintain the health and future of the body.

Using a social constructivist and participatory paradigm, the data for this project was collected through qualitative methods. This project initially may have suggested quantitative research as an appropriate method through manipulations of a finite number of staff members and service users who work and live at the Rathfredagh Cheshire Home; however, I determined that strictly qualitative research was better suited for the purpose of this project: to recommend transformative processes.

The rationale for choosing a qualitative, social constructivist/participatory methodology was contextual for this project. The Irish adults who work for the Rathfredagh Organization, and the service users who live in Rathfredagh, follow an ethos that states “we learn through listening” (Cheshire Ireland, 2007). In keeping with this ethos, and being an individual outside of the Irish culture, I too learned through listening to the staff and management in this Irish health care environment. The listening was accomplished through qualitative social constructivist/participatory methodologies to create recommendations for transformative processes for staff in the Rathfredagh Cheshire Home that were suitable for my client. It was important that the Irish individuals of Rathfredagh had input into the changes of conflict processes and practices in their workplace so that the recommendations may reflect the Irish culture combined with current philosophy of transformative processes.

The research method that applies to the paradigm of qualitative social constructivist and participatory methodologies that was used in this project was conversational interviewing with active listening using open questioning and appreciative inquiry to collect data through use of an audio recording device and dialogue interpretation using axial coding (Gergen & Gergen, 2008).

The environment surrounding acquired brain injury, where staff and service users live in a reality of everyday challenges, contributed to the rationale that the positivity of the processes within this project was paramount for each participant. The transformative process needed to begin at the start of data collection, not after the data had been interpreted and recommendations had been produced; so to build relationships, the experience of the process itself needed to be transformative, with discussions that focused on improving the Rathfredagh working environment transformed into positive participation experiences as well, hopefully leading to positive findings for discussion.

Conversational interviewing was the format I chose for this project because I had been introduced to, and had professional relationships with, the staff and service users in Rathfredagh from my previous volunteer experience in the organization. Conversational interviewing allowed me as the researcher to use rapport and open ended questioning to collect dialogical data in a semi-structured, more casual environment (Roulston, 2008). The aesthetics of my working space in Rathfredagh were current with a more casual atmosphere. There were over-stuffed chairs that faced one another, a coffee table, and an area rug, giving the space a comfortable nature; therefore, opening up conversation with staff and service users in semi-structured open questioning seemed appropriate for the surroundings. It was important to me, and to the timely collection of this research, that the participants in the conversational interview process felt comfortable and open to sharing details of their working life or personal life that contributed to their working environment. Allowing the conversational interview piece of this project to involve semi-structured open questioning directed the conversation to issues in the workplace. Also, feelings around policies that are in place in Rathfredagh, relationships that staff and management have among each other, and other directed areas such as job duties and group dynamics were discussed, and questions were structured only enough to allow the conversation to focus on feeling and thought of the workplace environment.

An important method that contributed to the success of the conversational interviewing within this project was the use of active listening to allow my attention as the interviewer to be on the speaker (Ayres, 2008). An important component of active listening is tuning in to the speaker's verbal and non-verbal communication techniques; this "tuning-in" allowed accurate interpretation of the dialogue between the speaker and myself, in addition to maintaining, building, and establishing rapport (Ayres, 2008). The verbal and non-verbal active listening techniques were equally important to allow success of the conversational interview. My non-

verbal techniques involved mirroring the speaker to maintain rapport, and verbal techniques involved repeating and paraphrasing what the speaker recently said: both techniques aided in a more accurate interpretation of the dialogue (Ayres, 2008).

Another facet of the conversational interview that I applied within the scope of this project was the use of appreciative inquiry. Appreciative inquiry is the search for the positive core of the collective system, and what is valued within the system (Norum, 2008). It was an important part of this process that the participants felt they had a positive experience during the interviewing. In addition to this positivity, my appreciative inquiry centered on the philosophy that all systems are socially constructed and therefore open to change and restructuring (Gergen & Gergen, 2008). Keeping with this project's social constructivist paradigm, I therefore phrased interview questions in a positive manner (Appendix II). Using positive phrasing, I was allowed to build relationships among what was being said by the speaker, how the system discussed worked, and to create changes and recommendations on how to rebuild the system in a more positive way (Gergen & Gergen, 2008). This philosophy felt like a perfect fit for creating transformative recommendations in a workplace environment.

Recording the dialogue in each conversational interview was accomplished through audio recordings. The use of audio recordings allowed for accurate interpretation of the content discussed within the interview, and the audio device allowed me to focus on the speaker and use acute active listening without distractions of inner dialogue and memory.

Axial coding was the method I chose to aid in interpreting dialogical data for this project. Axial coding uses concepts and categories that stand out or may be repetitive within the dialogue. These categories are then refined through analysis, and relationships among them are pursued (Benaquisto, 2008). The relationships among the dialogical data were the core of this project, and revealed themes and more accurate transformative workplace recommendations that were

culturally relevant and appropriate for Irish individuals. The relationships between themes were created by the Irish individuals themselves through their dialogue, and within this project, axial coding was able to find the “axis” of the relationships in the form of themes (Benaquisto, 2008).

Findings and Discussion

The conversational interviews were approximately 30 minutes each, and occurred with 21 of the 60 staff members and eight management team members over 12 weeks. The completion of the audio recordings with these Rathfredagh staff on location in Ireland marked the beginning of the analysis phase of this research. Each of the 21 interview participants had completed the same process, verbally answering the same open-ended questions (Appendix II), and responding to what they believed were the parts of their work environment that were positive, and what parts needed change. After many hours of listening to the audio recordings, tone, and the wording chosen by staff, I analyzed the data to reveal the themes within the language.

The themes revealed by wording and tone that were present in multiple interviews involved relationship building, or lack thereof. The umbrella theme was relationship building, with sub-themes consisting of vulnerability, understanding, communication or miscommunication, recognition, compassion, and empowerment.

Within the analysis of the interviews, it became apparent that themes were not only presented in what staff had said during their interviews, but what staff had not said. I began to look for themes that were missing within the dialogue: an internal message that was simply a lack of relationships with other staff and management. Accusations were a large part of the responses to conflict situations within the Rathfredagh environment. I began to question what was causing the staff to react in an accusatory manner when explaining an incident of conflict within their workplace. I listened carefully to understand the internal message in each accusatory interview. Each internal message contained a story of miscommunication, not being recognized for a job

well done, or feeling powerless to control events within the workplace environment. Staff did not explicitly say they felt there was a communication breakdown, that they felt unrecognized, or powerless within their environment; however, these sub-themes were implicit between the lines of their stories. In addition, I began to break down what the staff said explicitly within their interviews. What I found was that staff wished for understanding, felt vulnerable, and desired compassion (Table 1).

Table 1. Findings from Audio Recorded Rathfredagh Staff Participant Conversational Interviews: Explicit and Implicit sub-Themes Communicated Under Main Theme of Relationship Building.

Subtheme Name	***Explicit/Implicit Language***	***Character in DVD***
Understanding	*Explicit:* Phrases such as “they don’t understand” and “I don’t understand”	Desmond
Communication/ Miscommunication	*Explicit:* Phrases such as “I think communication is a real problem here”	Arlene
Compassion	*Explicit:* Phrases such as “compassion for others is important to me”	Pat
Recognition	*Explicit:* Phrases such as “they didn’t see me”, “they didn’t even notice”, “they don’t care” *Implicit:* Accusations. Stories regarding feeling wronged	Finley
Empowerment	*Implicit:* Body language. Slumped in the chair, crossed arms, sitting up straight, facial movement such as frowning/smiling, wringing hands, tapping fingers on table	Eryn
Vulnerability	*Explicit:* Phrases such as “I feel naked” and “I feel vulnerable” (when this happens...) in participant stories about conflict experience *Implicit:* Eye contact. Looking at the ground, looking at the ceiling, looking at hands, looking at me, was dependant on the question asked: conflict questions were uncomfortable and often caused the participant to look anywhere but at me	Heike

In combination with the implicit sub-themes discovered through tone and language, there were a total of six sub-themes that staff repeated in multiple answers, tones, and body language through the interviewing process that analysis revealed. These six themes were miscommunication, recognition, empowerment, understanding, vulnerability, and compassion.

These six themes were all related to one another under the umbrella of relationship building within Rathfredagh. Every story told within the interviews contained an interaction with another staff member. The interaction did not always involve negative behaviour, however always included involvement with another individual or group. The question then became how to use these six sub-themes to build positive relationships among the staff and create positive change within the working environment. Academic reports with strategic planning and action are often the method of delivering options to clientele in this economy of knowledge and research; however, that method would not work for the Rathfredagh Cheshire Home.

It is important to note that culture was something that haunted me throughout this research. I had been introduced to the meaning and sensitivity of culture through the years of this program, and only now, under the pressure of delivering, did the meaning and consequences of cross cultural conflict management become highlighted in bright colours: do the deliverable in a culturally sensitive manner.

The interpretation of what is culturally sensitive or "culturally fluent" can vary, although I believe LeBaron and Pillay describe it best as the "effectiveness in recognizing and moving among cultural frames or ways of being" (LeBaron & Pillay, 2006). It is with this idea of cultural fluency that I decided to create a culturally relevant DVD, 25 minutes in length, with song and characters relating to the staff themes and the Irish culture. This DVD would be the *how* to use the themes the staff had revealed within their interviews to recommend positive change within the Rathfredagh working environment. The DVD was meant to be completely contextual and specific for Rathfredagh. The six characters each represent one of the six themes extracted from the conversational interviews with the staff: understanding (Desmond), empowerment (Eryn), compassion (Pat), recognition (Finley), vulnerability (Heike), and miscommunication (Arlene) (Table 1). During the DVD presentation, each character transforms from the beginning of the

DVD to a positive projection of themselves, learning valuable information through relationship encounters with other themed characters. Sprinkled among the characters are culturally relevant details portrayed in dialogue, language, and music to place the DVD into a relevant niche for a workplace in Ireland. The character's names are Irish; terminology such as "half four", "mobile", "ye", "lads", and "grand" are a natural part of the character language used in place of Irish accents; and Celtic music to open and close the DVD presentation are some examples of culturally relevant details used to place this deliverable within an Irish workplace.

Transformation of the themed characters is subtle throughout the presentation, and allows for individual interpretation of symbols and character reaction within the media. Editing and visual techniques such as black and white to colour have been used to represent negative to positive relationships between characters, slow motion and audio filters have been applied to specific scenes to suggest disconnection, and character costume and appearance toward the end of the DVD subtly suggests transformation has occurred for the character. Details regarding character design and editing techniques create a canvas for open interpretation of each transformation with hope that staff identify with at least one of the characters throughout the DVD presentation.

Working within transformative philosophy, I have made suggestions as to how this product might be used after delivery. These suggestions make room for freedom of choice while still giving the client knowledge and expertise on the usage of the DVD in the context of the Rathfredagh workplace. The DVD is best suited as an intervention tool, and in that context, it may be beneficial to view the DVD during conflict intervention; however, the DVD would also be beneficial as a training tool for new staff, or an exit tool when staff is laid off. But the most important aspect to consider when using this DVD is to allow for adequate support during and after the DVD experience. Ideally, an individual trained in conflict management should be

present when the DVD is used. This individual would be equipped to field questions and lead discussion regarding staff identity, hopes, thoughts, and suggestions regarding the impact of the DVD. I would also suggest that the DVD be viewed in groups ranging from 3 to 15 staff, and not by individuals, to allow for adequate discussion before and after the DVD viewing, as well as to avoid situations of excluding or ostracising particular staff in single viewing sessions.

It is through these findings of theme and sub-themes identified in analysis, and the realization of how to communicate recommendations for positive change in Rathfredagh that the DVD deliverable was produced and executed.

Conclusion

The DVD was presented to the client, Janie Finerty, April 22, 2011. Ms. Finerty's response was very positive, stating that she watched it several times and was looking forward to presenting it to the staff. There were no revisions requested by the client, and she was very satisfied with the product of this research. As of the date the report was written, I have not received a response from the Rathfredagh staff, so I cannot comment on the outcome of the product from their perspective.

There are implications for further research for the Rathfredagh Cheshire Home. It is beyond the scope of this project to conduct an evaluation on the success of the DVD in transforming conflict within Rathfredagh; however, evaluation on the impact of the DVD on staff relationships may be requested as future research for the Rathfredagh work environment. Additional research may be conducted in a comparative study of staff relationships in separate locations of Cheshire Ireland to determine the importance of a workplace DVD such as this deliverable in transforming conflict. The research may also be spread internationally to care institutions with similar job descriptions to Rathfredagh to create specific recommendations for

transformative conflict management within care institution workplaces. These future opportunities for additional research may reduce the limitations of this deliverable.

The limitations of this research include success, location and cultural relevance. The success of the DVD in building positive relationships among Rathfredagh staff may be determined by evaluation over time and is beyond the scope of this project. The location of this research is very specific in County Limerick, Ireland, and is designed for the staff working for Rathfredagh in 2010. The six sub-themes may be relevant to the current roster of staff members for the 2010 year; however, the themes may not be relevant for future teams of staff members. The language and design of the DVD is specific to the Irish culture, and therefore cultural relevance, interpretation of the sub-themes, and blanket applications to other workplaces may be an issue.

The strengths of this research include additional knowledge in applying conflict transformation into workplace practice, which is useful in translating theory to real life situations. Also, this research uses the philosophy of transformative theory from the initial thought and development to finished product through design, process, and implementation. The result of this research design could demonstrate that a similar method of implementation could be used in other workplace environments, or in other fields of study.

The research product, a DVD titled *Transformative Recommendations on Conflict Management*, will hopefully produce positive change for the Rathfredagh Cheshire Home. Although I would consider the product a success if it reaches and transforms one individual, it is my hope that this DVD will create relationships that foster positive, healthy workplace environments among the staff of the Rathfredagh Cheshire Home, in future research, and beyond.

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APPENDIX I

University of Victoria Research Ethics Board Certificate of Approval

University of Victoria

Human Research Ethics Board
Office of Research Services
[illegible] Building
PO Box [illegible]
Victoria, B.C. [illegible]
Tel 250-721-[illegible], Fax 250-721-[illegible]
Email [illegible]

Certificate of Approval

PRINCIPAL INVESTIGATOR:	Kelly Brandt	ETHICS PROTOCOL NUMBER:	10-364
UVic STATUS:	Master's Student	ORIGINAL APPROVAL DATE:	01-Oct-10
UVic DEPARTMENT:	IFDR	APPROVED ON:	01-Oct-10
SUPERVISOR:	Lyn Davis	APPROVAL EXPIRY DATE:	30-Sep-11

PROJECT TITLE: **Assessment, Consultation, and Recommendation of In-house Transformative Conflict Management Procedures for the Rathfredagh Cheshire Home of County Limerick, Ireland, a Division of Health Services Ireland**

RESEARCH TEAM MEMBERS: None

DECLARED PROJECT FUNDING: None

CONDITIONS OF APPROVAL

This Certificate of Approval is valid for the above term provided there is no change in the protocol.

Modifications
To make any changes to the approved research procedures in your study, please submit a "Request for Modification" form. You must receive ethics approval before proceeding with your modified protocol.

Renewals
Your ethics approval must be current for the period during which you are recruiting participants or collecting data. To renew your protocol, please submit a "Request for Renewal" form before the expiry date on your certificate. You will be sent an emailed reminder prompting you to renew your protocol about six weeks before your expiry date.

Project Closures
When you have completed all data collection activities and will have no further contact with participants, please notify the Human Research Ethics Board by submitting a "Notice of Project Completion" form.

Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concluded that, in all respects, the proposed research meets the appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Participants.

Rachael Scarth

Dr. Rachael Scarth
Acting Associate Vice President, Research

Date Issued: [illegible] 01 Oct 10

10-364 Brandt, Kelly

APPENDIX II

University of Victoria, Board of Ethics Approved Interview Questions

Verbal questions, asked in order by principal investigator, Kelly Brandt to 21 employees of the Rathfredagh Cheshire Home

Introductory Paragraph (Verbal):

Thank you for volunteering to participate in this process. We are sitting here so that I may ask you some questions regarding your work and ideas for conflict management in Rathfredagh. The answers you give in this process will be grouped into themes with other participant responses to aid in the creation of a list of workplace recommendations for conflict transformation goals for all staff of Rathfredagh to use in times of conflict. In addition, the list of workplace recommendations will aid in my completion of a thesis project for a Masters Degree in Dispute Resolution through the University of Victoria. All of your responses are confidential and anonymous. You and I will be the only individuals who are aware of your participation in this process and the content of your responses. Now we will begin.

1. How long have you been working for the Rathfredagh Cheshire Home?
2. Describe any thoughts, feelings or impressions you have about your work on a day to day basis.
3. How would you describe your current relationships with your fellow co-workers, including all management?
4. If you were to encounter conflict in your workplace, how would you deal with the conflict?
5. Describe a specific incident when you encountered conflict in the workplace.
6. Describe a day at work that you would consider a negative experience.
7. Describe a day at work that you would consider a positive experience.
8. What would be your preferred method for managing conflict?
9. Describe what the future working environment of Rathfredagh would look like if there is a positive change?
10. Describe your perfect day at work.

Conclusion (Verbal):

Thank you for participating. Please feel free to contact me at any time if you have any questions regarding this process, the questions asked today, or the outcome of this project. You can contact me in my office while I am on location from 9am-4pm, Monday to Friday, or by email anytime: kab@uvic.ca.

APPENDIX III

Participant Consent Form

University of Victoria

School of Public Administration

Assessment, Consultation, and Recommendation of in-house Transformative Conflict Management Procedures for the Rathfredagh Cheshire Home of County Limerick, Ireland

You are invited to participate in a study entitled ***Assessment, Consultation, and Recommendation of in-house Transformative Conflict Management Procedures for the Rathfredagh Cheshire Home of County Limerick, Ireland*** that is being conducted by **Miss Kelly Anne Brandt**.

Kelly Anne Brandt is a Graduate Student in the department of Public Administration in Dispute Resolution at the University of Victoria, and you may contact her if you have further questions by email: kab@uvic.ca

As a Graduate student, I am required to conduct research as part of the requirements for a Master of Arts Degree in Dispute Resolution. The research is being conducted under the supervision of Dr. Lyn Davis. You may contact my supervisor at 250-472-5431 in Victoria British Columbia, Canada, or email her at lyndavis@uvic.ca if you wish not to discuss the parameters of this project with me.

Purpose and Objectives

The purpose of this research project is to consult with the staff of the Rathfredagh Cheshire Home in County Limerick Ireland using conversation with open-ended questioning in a private interview. The answers to these questions will reveal themes that will help the principal investigator, Kelly Anne Brandt, compile a list of workplace recommendations that use Transformation Theory as a basis for managing conflict. The Objective is to use this research to create a list of workplace recommendations that will contribute to building lasting, positive relationships among employees of the Rathfredagh Cheshire Home, allowing a better and more positive service for the service users in addition to a positive workplace for the employees. Janie Finerty is the project client and funder for this research.

Importance of this Research

Research of this type is important because it will aid in the development of Transformative Mediation as a practice in a workplace setting. This research will benefit the participant directly, society, and the basis of knowledge of Transformative Theory in a workplace that cares for vulnerable individuals by building positive, lasting relationships among those who use the recommendations cultivated from this research.

Participants Selection

You are being asked to participate in this study because you are a valuable employee of the Rathfredagh Cheshire Home, and your opinion regarding your workplace environment is highly valued. The participation in this process is completely voluntary, and you may withdraw at any time from this process with no explanation.

What is Involved

If you agree to voluntarily participate in this research, your participation will include one or multiple private interviews with the principal investigator, Kelly Anne Brandt, consisting of a total of 1 hour of your time while working at the Rathfredagh Cheshire Home. Interviews will be scheduled at the convenience of you, the employee, and the service provided during your working hours. You also have the option to schedule an interview time outside of your working hours at a location of your choice if this is more comfortable for you. Principal investigator, Kelly Anne Brandt, will be on-site for 12 weeks to conduct this research, and is available to you at this time for interview scheduling. One Audio recording will be made during the interview for accuracy purposes, and will remain anonymous and confidential before, during and after the interview process. Audio recordings will be transcribed into text, with all audio erased immediately after transcription. All text will be anonymous, and will not include any identifiers that may compromise your anonymity.

Inconvenience

Participation in this study may cause some inconvenience to you, including taking time out of your working day which may stall some of your duties. The interviews are scheduled at your convenience, and may be re-scheduled at any time. You also have the opportunity to be interviewed over multiple sessions if this is better suited to your working day. It is important for you to know that participation in this process will not impact your employment at Rathfredagh Cheshire Home in a negative manner. Precautions have been taken by the principal investigator, Kelly Anne Brandt, to ensure that this process is positive. If you have any concerns about this process, you may voice them at any time.

Risks

The risks involved in participating in this research are very minimal. As the principal investigator, Kelly Anne Brandt is aware of any tensions or negative results this process may cause in the Rathfredagh Cheshire Home due to the sensitivity of the research involved in workplace settings. Participation in this research will not effect your employment with the Rathfredagh Cheshire Home in any negative manner. Management is aware of the confidentiality and anonymity of this process, and they will not require any reports about the content of the interviews provided by participants. Any concerns regarding this research can be directed to the principal investigator, Kelly Anne Brandt kab@uvic.ca , or her thesis supervisor at the University of Victoria Dr. Lyn Davis lyndavis@uvic.ca. You have the freedom to withdraw at any time during this process with no explanation to the principle investigator or any other party. The Shop Stewards of your union have been contacted by Kelly Anne Brandt to discuss the support the union can provide you before, during, and after this research project. As a participant, you may decline to answer any of the questions asked of you before, during, and/or after the interview process. You do not need to answer every question.

Benefits

The potential benefits of your participation in this research include benefit to the participant because the transformative mediation recommendations are being formulated by the principal investigator based on the conversational interviews with the employees, and the observation by the principal investigator of the employees in their working environment. The recommendations will benefit the employees to help create positive relationships in their direct working environment. The benefit to society will be to create an environment where people build positive relationships with one another, and with this skill, build positive places to work, creating more positivity in their respective environments throughout society, and therefore less negative stress within society. The state of knowledge will benefit from individual participation because the process will delve deeper into the experiences and thoughts of employees working in a place with vulnerable individuals. Transformative mediation processes for the workplace stemmed from Rathfredagh could benefit the state of knowledge currently governing working environments and the relationships within them.

Voluntary Participation

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study your data in text form will be used in groupings of themes only as required, and no identifiers will be used that may compromise your anonymity.

On-going Consent

By signing this consent form, you agree that all participation within this research is on-going including subsequent interviews that may be required by the principal investigator, Kelly Anne Brandt. By signing this form, you also agree that future analysis of the data collected within this process is allowed by Kelly Anne Brandt for purposes of publication or future academic studies and for no other reason.

Anonymity

In terms of protecting your anonymity, all audio recordings will be deleted immediately after transcription to text by the principal investigator, Kelly Anne Brandt. Text will be protected through password known only by Kelly Anne Brandt, and backed-up on an encrypted USB device. Consent forms will be locked in a personal cabinet owned by Kelly Anne Brandt, and will not be viewed by any individual other than the principal investigator and yourself, the employee. Scheduling of interviews will be done in private between the principal investigator and you, the employee, to add additional protection of your identity from any other external parties. The information retained from the interviews will be used to create themes that will aid the principal investigator, Kelly Anne Brandt, in creating a list of workplace recommendations that use transformation theory as a basis. There will be no identifiers used in this list, or in the text used as an appendix in the final thesis project.

Confidentiality

Your confidentiality and the confidentiality of the data will be protected by erasing of audio tapes immediately after transcription to text. The text will be password protected and backed-up on an encrypted USB device accessible by the principal investigator and no other party. All text will not include any

identifiers, and therefore all data will be unidentifiable as to the source, other than you as a "general employee of the Rathfredagh Cheshire Home". Consent forms will be locked in a filing cabinet until completion of the list of recommendations and the final thesis project. When the final thesis project is approved by the committee, the consent forms will be shredded and disposed of to ensure complete and lasting confidentiality. While in Ireland, all identifying documents such as consent forms, audio yet to be transcribed to text, computers, back-up devices, and transcripts will be stored and locked in a personal filing cabinet at Kelly Brandt's personal residence and not on the work site.

Dissemination of Results

It is anticipated that the **results** of this study will be shared with others in the following ways: all employees and management of the Rathfredagh Cheshire Home and the organization known as Cheshire Ireland within a report of transformative recommendations; committee members of the University of Victoria during the defense of this project for purposes of graduation and attainment of a Masters Degree in Dispute Resolution; any individual with access to the University of Victoria database containing completed Master's Theses Projects.

Disposal of Data

Data from this study will be disposed of immediately after transcription to text (audio recordings); text will be stored on an encrypted USB device, and attached as an appendix in the final thesis project. All text will not contain any identifiers, and will therefore still retain the confidentiality and anonymity of the employees who take part in this research. Transcriptions and electronic text will be destroyed immediately following the successful defense of this thesis project in April 2011 at the University of Victoria.

Contacts

Individuals that may be contacted regarding this study include Graduate Student Kelly Anne Brandt of the Dispute Resolution Program at the University of Victoria, kab@uvic.ca, and Dr. Lyn Davis, Supervisor and Professor of the School of Public Administration, lyndavis@uvic.ca.

In addition, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Human Research Ethics Office at the University of Victoria (250-472-4545 or ethics@uvic.ca).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher.

_____	_____	_____
Name of Participant	*Signature*	*Date*

A copy of this consent will be left with you, and a copy will be taken by the researcher.

APPENDIX IV

TALENT RELEASE FORM

Shamrock Entertainment ®
406-821 Goldstream Ave.
Victoria BC V9B 2X8
CANADA

In consideration of the sum of $ 0 and any other good and valuable considerations, receipt of which is hereby acknowledged, I, being of legal age, hereby give Shamrock Entertainment ®, their licensees, successors, legal representatives, and assigns the absolute and irrevocable right and permission to use my name and to use, reproduce, edit, exhibit, project, display, copyright, publish and/or resell photography images and/or moving pictures and/or videotaped images of me with or without my voice, or in which I may be included in whole or in part, photographed, taped, videotaped, and/or recorded on April 3, 2011 and thereafter, and to circulate the same in all forms and media for art, advertising, trade, competition of every description and/or any other lawful purpose whatsoever. I also consent to the use of any printed matter in conjunction therewith.

I hereby waive any right that I may have to inspect and/or approve the finished product or products or the editorial, advertising, or printed copy or soundtrack that may be used in connection therewith and any right that I may have to control the use to which said product, products, copy and/or soundtrack may be applied.

I hereby release, discharge and agree to save Shamrock Entertainment ®, their licensees, successors, legal representatives and assigns from any liability by virtue of any blurring, distortion, alteration, optical illusion or use in composite form whether intentional or otherwise that may occur or be produced in the making, processing, duplication, projecting or displaying of said picture or images, and from liability for violation of any personal or proprietary right that I may have in conjunction with said pictures or images and with the use thereof.

AGREED AND ACCEPTED this 03 of April, 2011.

Talent signature:

Printed name:

street address

city, province, postal code

phone number

APPENDIX V

TED Talks Permissions of Use

Sent:April 7, 2011 7:02 AM

To: Kelly Brandt

Hi Kelly,

First of all thanks for your interest in TED, so glad to hear our content has grabbed your attention!

As long as you follow the creative commons license and our usage guidelines you are free to share our TEDTalks:

Creative Commons License:
http://creativecommons.org/licenses/by-nc-nd/3.0/

TED Usage Guidelines:
http://www.ted.com/pages/view/id/195

If you are interested in doing something more extensive, please provide a proposal and we will review and get back to you.

Thanks again for your note and your interest!

--
Will True

TED Support Manager

APPENDIX VI

Music Licensing Permissions

From: francesca fabris [chiccafabris@gmail.com]
Sent: April 25, 2011 11:03 AM
To: Kelly Brandt

Subject: Re: Permissions - "Sweeney's Buttermilk" - FIMM

Kelly,
thanks for writing me. I am answering in behalf of the FIMM band. Of course you can use the track, I understand you are doing this for free and we like your project. Fair enough if you write band's name in the credits (it's a traditional tune, we arranged it and recorded in 2008 as the first track ofour cd "Rooibos & Disappunti", with Chiara Cavalli on fiddle, Katia Onofri on flute, Francesca R. Fabris on guitar and Lucrezia Iannilli on bodhràn). I would like to watch the film one day, so let me know if it is possible. In the meantime good luck for your thesis!

If you need a more specific permission please send me a form to complete because in Italy maybe is different and I don't know what I should write.
Thank you,
all my best
Francesca Fabris
0044 7549495819 (UK mobile I am living in London now)
www.myspace.com/francescafabris<http://www.myspace.com/francescafabris>
www.myspace.com/fimm<http://www.myspace.com/fimm>