

# **Out of Disaster: Building Just & Sustainable Communities**

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&

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# Objectives:

- To offer a smooth transition from a para-military style of leadership to community policing via the ICB 21<sup>st</sup> century model of peace officer toward crime reduction and attendant ills.
- To enhance the participants' understanding of the effective collaboration between the police and the community through the use of The Ellison Model conceptual framework for establishing sustainable inclusive communities.
- To introduce participants to a unique conflict resolution approach, which will significantly improve skills in community relationship building.
- To standardize the quality of training for all officers of the Freeport Royal Bahamas Police Force to the end of enhancing managerial and leadership skills toward greater productivity.

# Out of Disaster . . .

## Disaster Defined

- Natural disasters
  - Hurricanes
  - Tsunami
  - Earthquakes
- Social disaster – The implementation of any initiative that causes social disorder which leads to a breakdown in community building causing social chaos, such as:
  - Colonialism
  - Political (Party) prejudices
  - Ethnocentrism (Immigration problems)
  - Class status

# The Ellison Model as a Method for Overcoming Disaster

- Core value - unity
- Tenants of The Ellison Model
  - Caring, sharing, loving, trust, honour, respect
- Role of the mentor in disaster relief and disaster prevention
- Achieving true community

# Introduction to the Ellison Model

By

Mrs. Albertha Byer

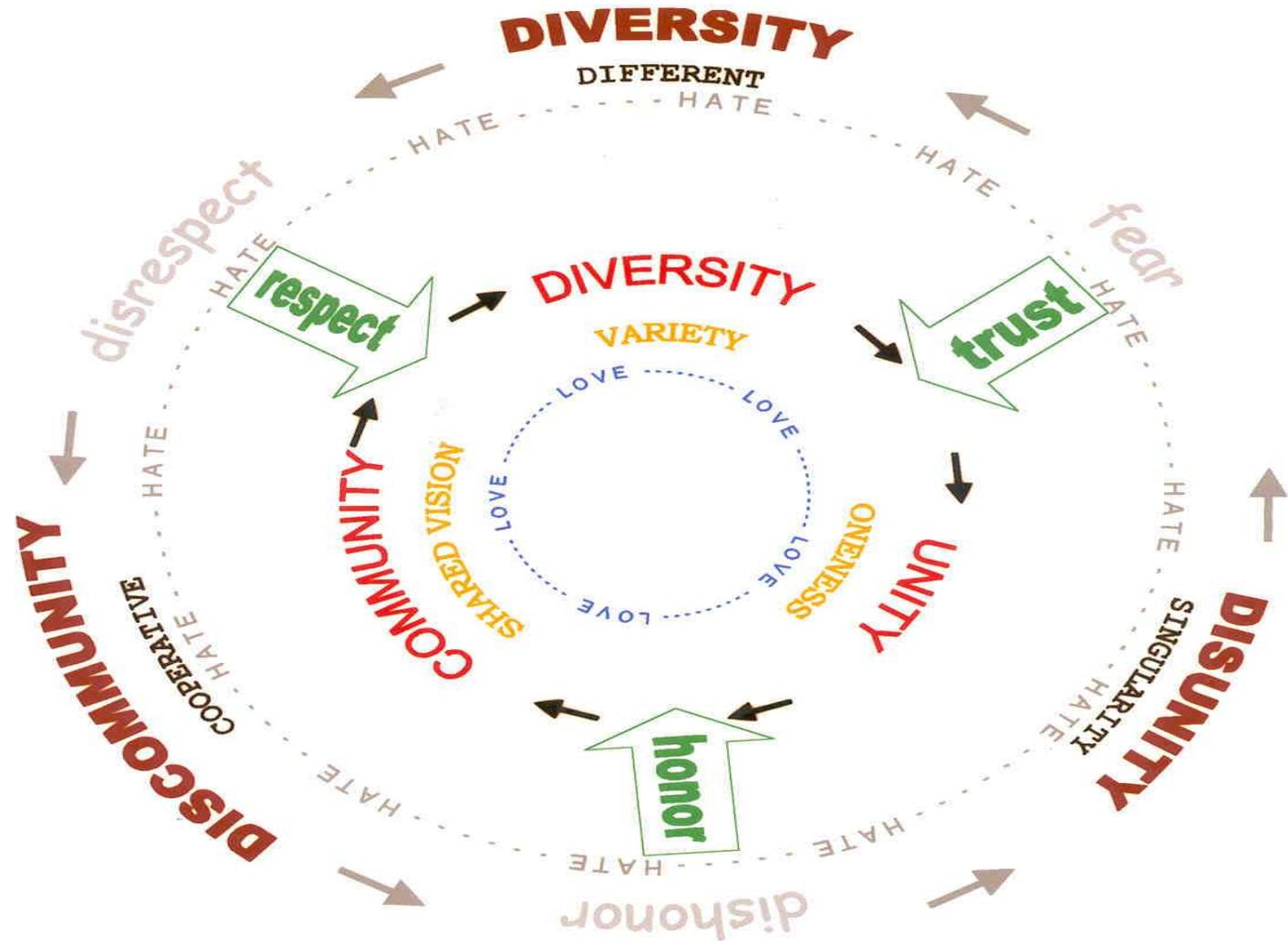
# From Diversity to Unity to Community

A primary technique of The Ellison Model (TEM).

TEM - an approach used to promote inclusive community building; a lens through which individuals can view themselves and the world around them.

# BUILDING THE INCLUSIVE COMMUNITY

*The Discommunity, Definitions, Motivations and Values of Each*



Diversity to  
Unity to  
Community

# About The Ellison Model

- Developed in the mid 1990's by Deryl G. Hunt
- Dubbed The Ellison Model in honour of Helen Ellison, Ed.D. the Associate Vice-President of Student Affairs at Florida International University
- Inspired by Dr. Ellison's skillful approach toward establishing a harmonious environment of diverse individuals, whose personal goals were often conflicting for the professional environment needed to foster sensitivity and productivity in the work place.

**Caring**

**Loving**

**Principles  
of  
The Ellison  
Model**

**Honor**

**Sharing**

**Respect**

**Trust**

*"A Culture or Way of Life"*

# The Ellison Model Focuses:

- Inclusion – the practice of incorporating the views and ideals as valued stakeholders in the construction of an expanded communal knowledge base.
- Mentorship – a disposition of commitment of the empowered to share in the guidance and support of the minority.
- Multicultural Appreciation – an intentional acknowledgment and appreciation of multiple perspectives including those inside and outside of the mainstream.
- Conflict Resolution – an understanding of conflict as a unitary process whereby the individual becomes unified internally and progresses towards unified relationships with others.
- Relationship Building – the cumulative result of the integration of inclusion, effective mentorship, multicultural appreciation, and conflict resolution.

# The Ellison Model in action. . .

- Uses dramatic interactive culturally-responsive approach to promote its values and highlight its methods.

# The Ellison Model Techniques

- Comprises eight techniques, which have three levels of interaction, and take into account notions of relationship building and conflict resolution— both which are considerations of this seminar.

# Level 1

- Individual differences are highlighted.
- At the centre of these differences are conflicting perspectives, which often interfere with the goal of multicultural appreciation and inclusive community building.

## Level 2

A mentor emerges, and uses skillful strategies:

- a) to recognize conflict that leads to exclusion and a breakdown in community
- b) to incite in the participants a willingness to engage in dialogue that becomes the gateway to unity,
- c) to educate members about conflict as a unitary process, providing a transformation that allows one to view members of society as part of an interconnected and interdependent whole.

## Level 3

- Evidence of expanded vision.
- The mentor helps individuals move from a personal perspective as the basis for his or her analysis of the society to a more inclusive vision of the community.
- Individuals learn to effectively manage conflict and bridge cultural gaps.

# Avoiding Disasters in Community Building

- By
- Deryl G. Hunt

# Disaster Defined

- By “disaster” is meant tragedy not in the outward sense only; rather tragedy seen first as heartbreak and following the inner conflicting condition, the subsequent outward physical destruction.
- No one is immune from disaster; the hurricanes of 2004 and 2005 did not distinguish between Americans and Bahamians, rich or poor – both lost homes, automobiles, jobs while some lost all of their worldly possessions.
- Many were dependent on others to rescue them from their pitiful state or to bring them *out of not one but two disasters: an outward and an inward disaster*.
- While the physical condition for those who suffered at the hand of the hurricanes improved (the outward disaster), their emotional state did not fair as well (the inward disaster). With hurricane Wilma, fear turned to panic leaving many persons feeling hopeless.

# Building Inclusive Communities

- Naturally speaking, hopelessness is born of a lack of faith in one's fellowman. When people do not have faith in their government, educators, business and religious leaders to provide for their basic needs in times of crises, they fend for themselves.
- Those in whom the people put their trust let them down, thus showing a breakdown in the community building work. Consequently, they became part of the problem.
- We shall discuss the disastrous community building efforts of the past by tying conscience mandates to community building ending with a focus on how to avoid disaster and yet build communities inclusively.

# Twenty-first century community building has shifted to a focus on *Inclusion.*

- Inclusive Community Building (ICB) values inclusion over exclusion, unity over division and love over hate.
- The ICB approach affirms economically-empowered group and economically-disenfranchised group members relationships starting with diversity. Unlike diversity seen as a life long process, ICB moves from diversity to unity and from there to community.
- Equality of opportunity and fair play under-girds its development.

# Conflict As A Unitary Process

- By
- Albertha Byer

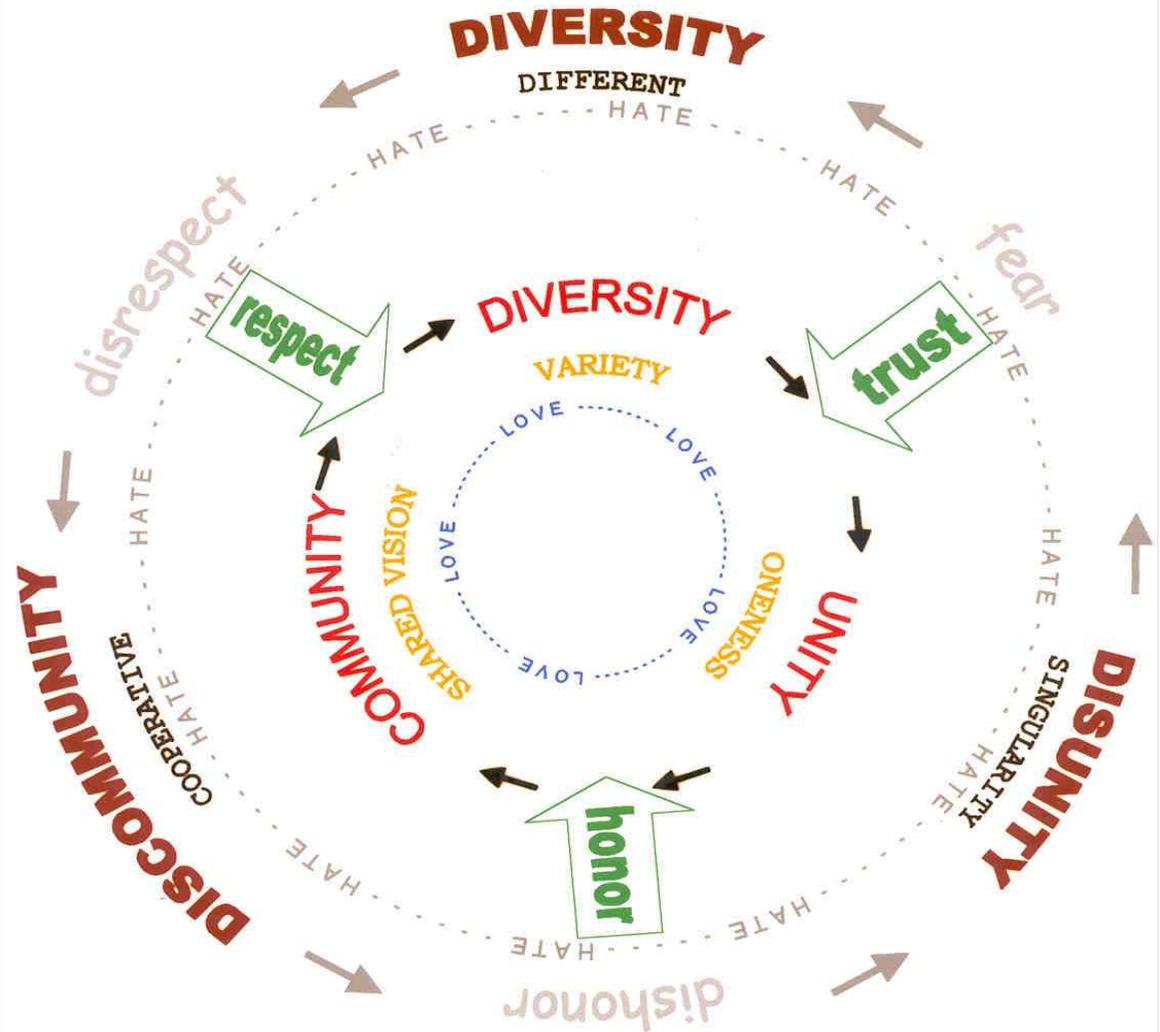
# ICB CONFLICT RESOLUTION

- Draws from the previous theories
  - Psychological theory
    - Sees perceptions as important (so a man thinks, so is he)
  - Social theory
    - As individuals with conflict interact with others, conflict often escalates
  - Theology theory
    - Focuses on unity as a core value instead of division or separation

# Diversity to Unity to Community

## BUILDING THE INCLUSIVE COMMUNITY

*The Discommunity, Definitions, Motivations and Values of Each*



# The Need for Conflict Resolution Skills Within Organizations

- Conflict resolution is a valuable skill for professional mentors (e.g. managers, supervisors) to possess because they invariably encounter problems dealing with their mentees (e.g. employees)
- Many people are able to manage conflict in a healthy, productive way, but some find it hard because they are prone to getting defensive or angry.

# Managing Conflict the ICB Way

- **The manner in which conflict is managed determines whether an organizational project or program reaches a successful conclusion.**
- **To have a successful project, each person in the group must adhere to the caring, sharing and loving principles expounded in The Ellison Model toward seeing conflict resolved.**

# Managing Conflict Via ICB Values

- Manager is honest, trustworthy, friendly and inclusive in outlook.
- Manager does not force his/her will on others nor does he/she believe in racial prejudice and unfair treatment of others.
- Manager adheres to The Ellison Model's caring, sharing and loving principles.

# Conflict: A Unitary Process

- Conflict resolution is a unitary process.
- The individual must
  - recognize his or her position relative to the dispute;
  - with a clear vision of what took place, acknowledge his/her role in the dispute.

# Confusing Conflict with Behaviour

- Conflict is a disequilibria inner state between the conscience and the emotions.
  - These two are at war with the emotions bent on selfish gratification—one or the other will win.
  - The conscience is a moral agent interested in the rightness or wrongness of a matter.
- The outward response is the behaviour; it is often misdiagnosed as the conflict.
  - Type III error is the usual results—solving the wrong problem, i.e. treating the outward behaviour but leaving the inward war unresolved.

# Responses to Conflict

- Shifting Blame (never acknowledging fault)
  - Conflict is not resolved when one party blames the other for his or her state because it gives another control over one's emotional being.
- Saving Face (glossing over problem)
  - Conflict is not resolved because the person knows that he or she is at fault but refuses to acknowledge as much.
  - The problem will surface again because the conflict is not dealt with.
- Acknowledging Fault (being true to self)
  - Conflict is resolved because the person sees the problem for what it is and seeks resolution.

# The Use of Mediation

- Mediation may be helpful, but the focus of mediation is to get the individual to understand his or her role in the dispute.
- Conventional mediation, however, is not always able to resolve conflict because mediators are negotiators.
  - The art of compromise is highly prized in their work because conflict is viewed as a two party dispute.
  - Each party is asked to give up a little to bring about resolution.

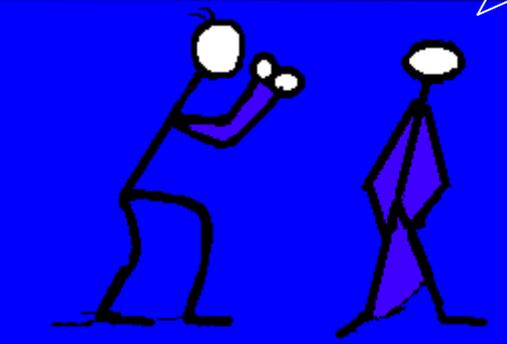
# Coming to Resolution

- However, resolution comes when *each party* understands that conflict is *an individual act*.
- Both parties to the conflict might reach resolution at the same time or at separate times; consequently, methods utilized to reach resolution vary.
- Each person involved in a conflict must take personal responsibility for his/her own resolution.

Party B hurt Party A's feelings.

Party A is looking for a fight.

But Party B is not willing to fight.



Party A

Party B

Internal Conflict

No Internal Conflict

# Steps in Managing Conflict

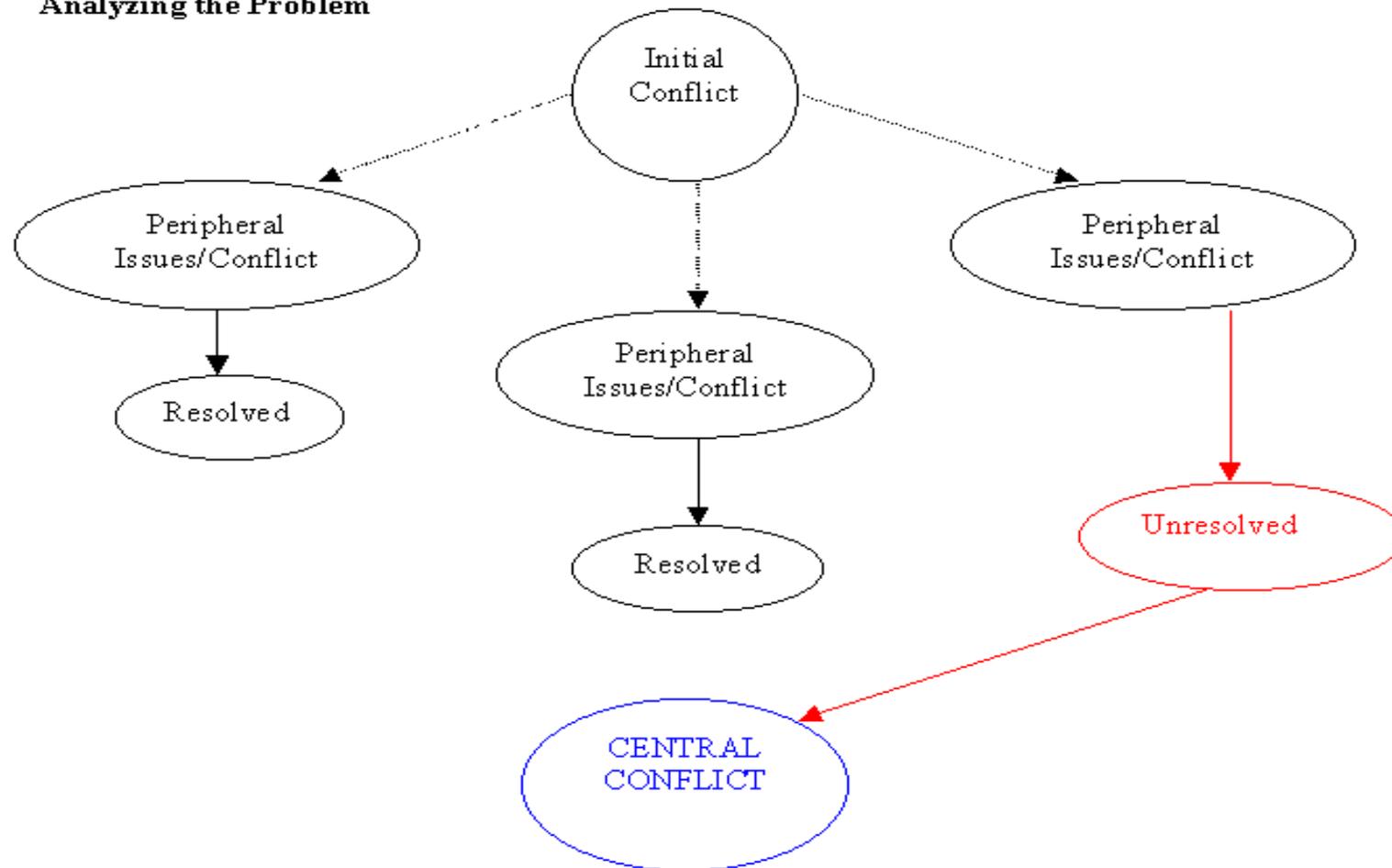
- Diagnose the Conflict
- Analyze the Conflict
- Provide Prescription to the Conflict
- Monitor the Results
- Revise Prescription

# Analyzing the Conflict

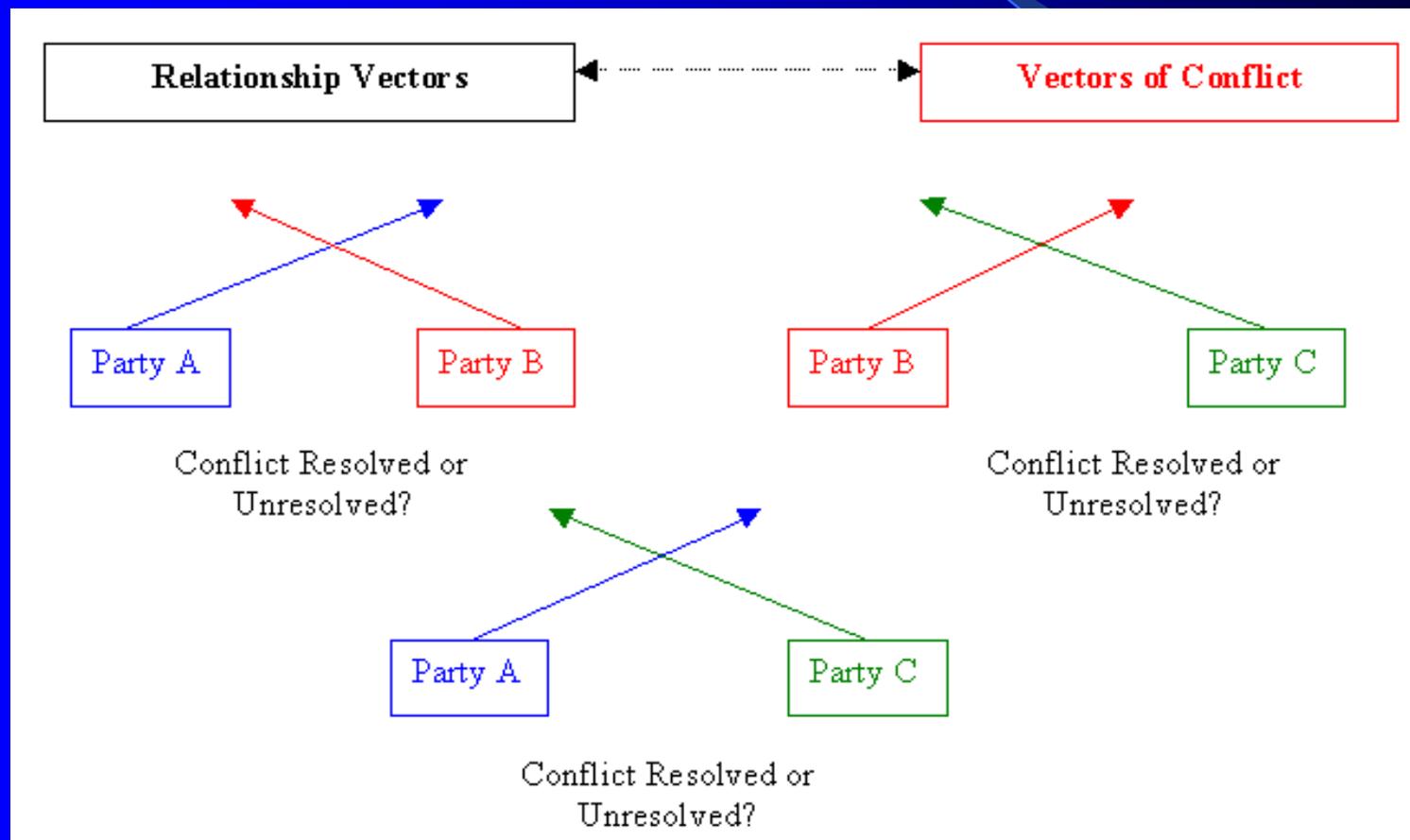
- Consider the nature of the conflict, and its possible effects on others (Is it contagious?).
- Determine what other problems associated with the conflict are; out of a single conflict, other conflicts may arise.
- Analysis may reveal certain limitations or restrictions this conflict might impose on an individual.
- In this approach, the prevailing *unresolved conflict* emerges as the *central problem or central conflict*.

# Analyzing the Conflict

## Analyzing the Problem



# Analyzing the Conflict Relationship Vectors



**The Role of the Mentor in Disaster  
Relief (Resolving Conflict)**

**by**

**Deryl G. Hunt, Ph.D.**

# Introduction

- The process of building just and sustainable communities inevitably involves conflict resolution, referred to in this presentation as disaster relief.
- Conflict resolution is seen as a unitary process whereby the focus is first on resolving the inner conflict and then the conflicting outward behaviour.
- Sometime the outward behaviour is too tensioned-filled for the individual to make headway in resolving the conflict alone.
- The person might be too emotionally involved, or physical and mental pain may have drained their ability to resolve the conflict successfully.
- When this occurs, an intercessor or mediator is required to help the person overcome. We call the intercessor a **mentor**.

# Disaster Defined

- By disaster is meant tragedy not in the outward sense only; rather tragedy seen first as heartbreak and following the inner conflicting condition, the subsequent outward physical destruction.
- Recall how we said on yesterday that the hurricanes of 2004 and 2005 did not distinguish between Americans and Bahamians—both lost homes, automobiles, jobs, and some even lost all their worldly possessions.
- They were dependent on others to rescue them from their pitiful state or to bring them *out of disaster*.
- While the physical condition improved for those who suffered at the hand of the hurricanes, their emotional state did not fair as well.

# Long Lasting Emotional Scars

- For example, a police officer wounded in line of duty or a soldier in battle might have overcome their physical injuries fairly quickly, but their emotional wounds may yet be with him many years later.
- For that policeman and countless others similarly situated, disaster relief only came in part; they yet await deliverance from the daily torments experienced in the inward parts.
- Their situation is made worse when officials fail to aid in their relief.
- Some are marginalized compounding the weight of their burden. Not a few are diagnosed as being mentally ill being treated as social outcasts given the pervasive lack of understanding on the part of the general public regarding their condition.
- In too many instances, an “I don’t care” attitude is exhibited toward them by government and the general public alike.

# The Mentor's Role in Disaster Relief

- Because individuals face both internal and external disasters (conflicts), the mentor must, in turn, be adept to address each level of conflict.
- It is the mentor's knowledge of the nature of disasters that makes him or her suited in disaster relief.
- A prerequisite to becoming a mentor is that the person must experience both levels of conflict and then to overcome each.
- The overcoming process involves a series of steps where the mentor learns to moves from diversity to unity and on to community; from dis-community building to community building; and from exclusion to inclusion resulting in a crisis in the person's life.

# Community Moment

- This “experience born of a genuine heart changed toward those that they have previously thought to be inferior,” is called a *community moment*.
- The *community moment* must be shared in order for the person’s experience to aid in the transformation of others holding similar notions of superiority.
- When the experience is shared with others, a *teachable second* is realized causing some holding notions of superiority to examine their thoughts and their ways.
- The goal is to move the *teachable second* to sustainability. This occurs when it is memorialized in a song, play, movie, book or some other form.

# Value Conversion

- The chasm between what one says he or she believes or stands for, and their subsequent noncompliant actions must be bridged before one can become a mentor.
- A mentor's words of having overcome the disaster in his or her own life must be evident in their deeds. In simple terms, the mentor cannot bring disaster relief to another if he or she is disaster prone.
- Caring, sharing and loving values must be embraced by the mentor-to-be as well as trust, honour, respect, honesty, patience and integrity.
- Mentors-to-be learn from trainers or other expert mentors who have embraced the core values. They learn particularly how to instruct their future protégés in these same values.

# Paradigm Shift in World View

- Prior to overcoming, the mentor-to-be initially views conflict as an outward expression of tension between two or more parties.
- After having overcome this misunderstanding the mentor-to-be now recognizes conflict as an inner state of tension between the emotions and the conscience with the emotions bent on selfish gratification while the conscience is interested in what's right or wrong.
- The mentor-to-be learns that he or she must first arrest his or her own conflicting inner state before he or she can serve as a guide for others in need of overcoming inner and outward manifestations of conflict.

# This is the Disaster!

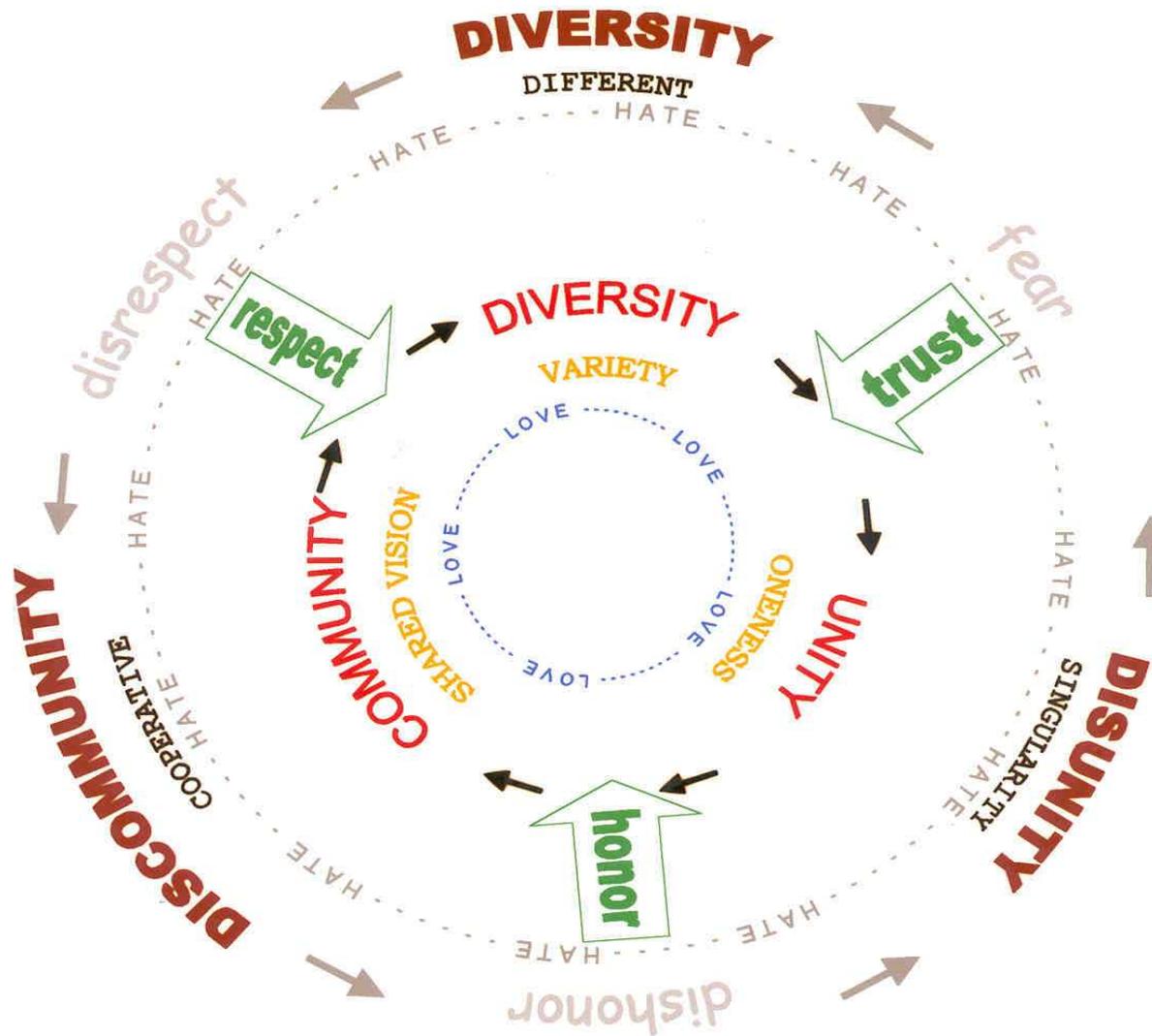
- I posit that the various outward manifestations of disputes are but symptoms of internal conflicts experienced by individuals.
- To this end, “unless the work of conflict management and peace building starts within individuals involved in various disagreements, there can be no true outward resolution among warring parties. Most resolutions would, at best, represent ‘band-aid’ solutions to deep-seated problems.”
- *This is the disaster; the person feels that he or she is delivered from the conflict, only to witness its reappearance at some later date more powerful than before.*

# Acknowledging One's Faults

- To arrest the inner state of conflict is to resolve the disaster. That is why it is very important for the mentor-to-be to learn to recognize their position in disputes; and with a clear vision of what took place, acknowledge their role, however small.
- To blame someone else for something done by another is to live with a lie, and over time the lie will rob the person of peace.
- It is the resolution of inner conflict that I call disaster relief, after which, the mentor is then able to aid in resolving the external conflict of others.
- I will illustrate the mentor's role in disaster relief (conflict resolution) via the below Community/Discommunity graphic.

# BUILDING THE INCLUSIVE COMMUNITY

*The Discommunity, Definitions, Motivations and Values of Each*



# A State of Disaster

- The Community/Dis-community Building graphic is comprised of an outer and inner circle.
- The outer circle represents the behaviour of those in conflict, which is called a state of disaster.
- The inner circle represents a state of disaster relief.
- Think of these two circles as two different worlds--the world of disaster and the world of disaster relief.
- I shall explain each of these worlds and in the process show the role of the mentor in disaster relief.

# Dis-community

- When a person is outwardly conflicted, the concomitant condition of dis-community building is present in his or her relationships with others.
- Dis-community building is characterized by a set of behaviours that foster antagonistic relationships. The builder holds a negative view of those with whom he or she is in conflict.
- In the above graphic, the person is living in a world that defines Diversity as *different*, meaning “less than or inferior to.”
- The values espoused by those living in this world are: disrespect, dishonour, and fear. Hatred is the driving force behind the relationship between the insiders and the outsiders,.
- The dominant group are insiders while those who are viewed as different form a minority group made up of outsiders.
- Insiders form a community of like-minded people bent of building community solely for the insiders’ benefit resulting in dis-community.

# A State of Disaster Relief

- Persons living in the world of disaster relief defines Diversity as *variety*.
- By variety is meant another part of the whole. In the world of disaster relief, each member brings a valued part to the sum of the whole, the whole being the community. The fact that each member's contribution maintains equal value is what characterizes this community as inclusive.
- These values of respect, honour, and trust, and the force of love are what activate disaster relief spoken of in this world.
- The members of this world form a consortium of like-minded people bent of relationship management, inclusion, multicultural appreciation, conflict resolution, and mentoring for the benefit of all resulting in an inclusive community.

# Community: A Shared Vision is the Goal

- It's time to bring the unified work from yesterday to a full blown community work on today.
- To do this, we must organize.
- We shall have an Executive Mentor Community Table which will serve as your resource table.
- Your work will pass through the Executive Mentor Table for the purpose of coordination.

# Organizing to do the Work

- Each Community Table is to follow the below instructions:
- In one paragraph outline your project
- Use five bullets to show the most important aspects of your work
- Eliminate duplications as you view the work of other Community Tables
- Develop one proposal to be presented as a final product