

From emotional flame to moral frame

A phenomenology of reflective mediation practice of the Philippine schools overseas (PSOs)



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OPTION



What **M**akes this paper interesting?

What are the **E**ssentials in this paper?

What has this paper **D**iscovered?

What are the **I**mplications of this paper?

Are there calls for **A**ctions?

What makes this research **T**imely?

What has **E**merged in this research study?

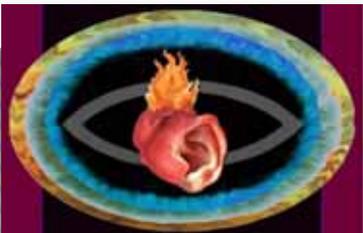
What

M

akes this paper interesting?

PARADIGMATIC

**A net containing the researcher's
ontological, axiological,
and methodological
assumption (Morrow, 2007)**

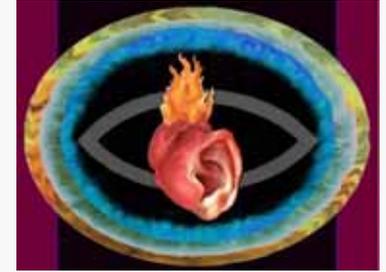


QUALITATIVE



qualitative research

grounded on phenomenological research design
that provides an avenue of **exploring the lived-experience**
of a human being which is vital in unfolding the truth
behind a story that is based on reason (Gearing,2000)



PHENOMENOLOGY

a **reasoned of inquiry** which discovers inherent essences of appearances (Gearing, 2004).

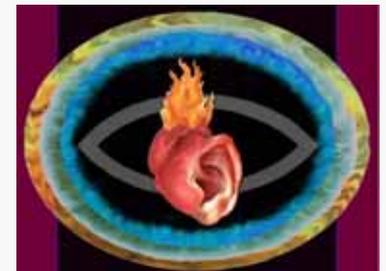
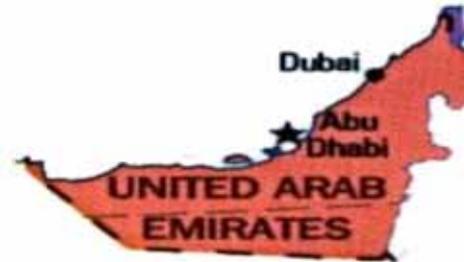
What are the **E**ssentials in this paper?

- proves the power of phenomenology
essence of human being
- captures the lived experience of the school
administrators
- describes the existence of the Philippine Schools
Overseas
- typifies the episodic trail of conflict from causality
to facets of mediation
- offers novel ideas about conflict mediation



the lived experiences of the school administrators

10 school
Administrators



What has this paper **D** iscovered?

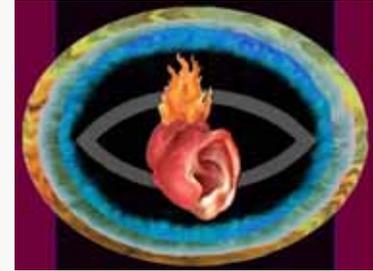
Causality of
conflict

The trail of Conflict

Power of
Mediation

Trilogy of
Roles

Facets of
mediation





When east does not meet west: Understanding the causality of conflicts in the Philippine Schools Overseas (PSOs)

Central Question: What characterizes the dynamics of conflicts in Philippine Schools Overseas?

Accepted for Publication in the Asian Journal of
Management Cases (2010)

PUBLICATION 1

(accepted for publication in the Asian Journal of Management Cases)

Causality
of conflict
in PSOs

What is conflict?

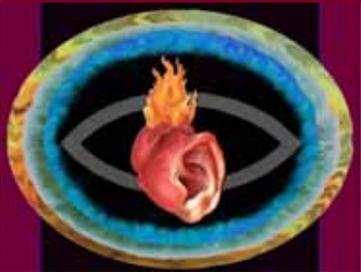
Conflict is an **integral, inescapable and pervasive natural phenomenon** in any dynamic and changing organizations

(Kuhle, Smedley & Schmitt, 2008; Balay, 2006 Song, Dyer & Theme, 2006)

Causality
of conflict
in PSOs

Conflict deficits

are results of conflict that
emanate from
the internal and external
environment
*of divisiveness,
helplessness and clueless-
ness*



Relational
Deficit

Structural
Deficit

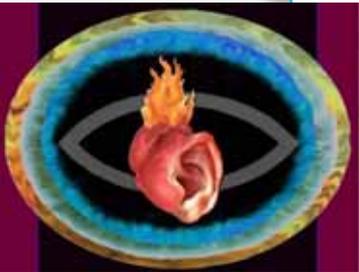
Communicational
Deficit

Relational Deficit

Operates in the context of divisiveness due to professional jealousy and regionalism among the staff behavior

negativistic syndrome that nurtures withdrawal and indifference

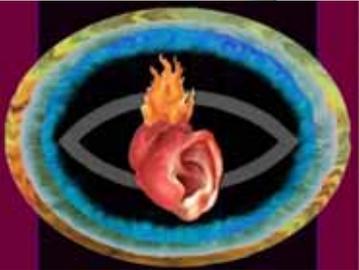
“actually there are conflicts, because some feel superior or think that they are better than the other . But I told them that there is no such thing as Visayans are not better, or Tagalogs teachers are better than Cebuano Teachers. I always emphasized to them that we have a common goal for students and parents. We are not to compete but to work together cohesively so that we will be able to attain our mission.”(ABO)



Structural deficit

- the tendency of following ministerial orders of the host country despite the lack of capability and preparedness to implement programs projects and activities
- blind followership syndrome which is a **form of disempowerment** of rights among employees

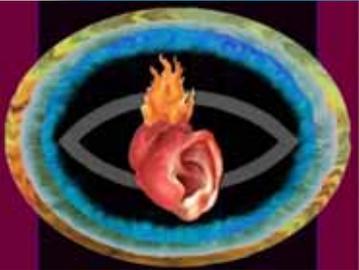
It was in 2007 that our school was in a villa, and per Ministry of Education holding classes in a villa was disallowed. Due to this violation, they closed our school. The Ministry announced it in the newspapers without informing us. We only knew that our school was closed through the newspaper. I was so shocked when I received calls from parents confirming the news, I could neither confirm nor deny because no letter was given to us. When we went to the Ministry of Education, it was at that time that they handed over the circular which said “Here is the Circular, you are closed.” (P4).



Communicational deficit

- context of cluelessness which pertains to inadequacy of information due to political maneuvering
- Tower of Babel Syndrome promotes a passive character and incompatibility of

“A staff from the other school tried to complain to the Ministry of Education regarding the population and safety of the school because it was overcrowded. The Embassy staff became our problems. Upon our investigation, there a conspiracy actually happened because we rejected the request from one of the of the authorities of the Philippine Embassy, so favor was given to the other school. The Ministry verbally informed us that the school was unsafe because we were using porta-cabins not built for school purposes and we were immediately ordered by the Ministry to close the school. This is the second time that the school was in a dilemma. The last time almost caused our job because people from the Philippine Embassy again reported to the Ministry that we were having a part- time job by serving the school so I ended myself in jail together with the other three board of trustees because of these accusations.” (T4)





Forces Come in Pairs: Conflict Mediation as Science and Art in the Philippine Schools Overseas (PSOs)

Central Question: What makes a leader a conflict mediator enabler?

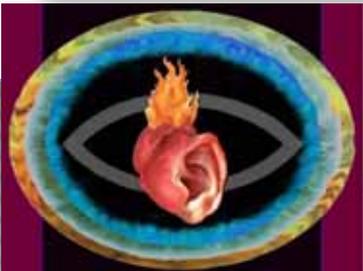
Submitted for Publication in the Journal of Leadership Studies, Interwiley Science

Power of
Mediation

Power of
Productive Compassion

an act of mercy within the context
of **empathy and reason**

“I would just like to inform you sir, that one of my considerations of terminating staff aside from being a low performing teacher is the capability of being employed in other establishments. It is really hurting on my part that I recruited teachers from the Philippines only to terminate them and I know their reasons of going abroad.”



Power of Mediation

Power of

level of **interpersonal skills and emotional acuity** offering greater freedom of choice, self affirmation and

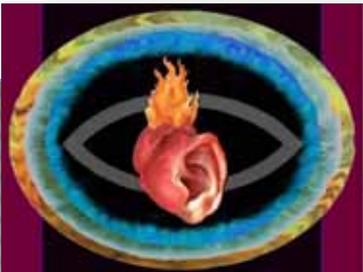
“Few years back when the school was on its second year of operation, I almost gave up everything including my life and my family. The school was facing financial problem up to the point of closure for reasons of financial incapability. It was a very bad experience and I ended myself in jail because of financial obligations for teachers, school building rentals and a lot more. I was in prison for issuing a bouncing check to somebody. The following morning I was released and I went home. I was so depressed. If not only of my two kids who gave me strength, I would have jumped out of the building so that problems would be solved. I was holding my rosary and asked God why he gave me this problem and made me feel too much pain. While I was praying, I felt that there was somebody who enlightened my mind, so I said, Thy will be done. Here I am now a survivor, a risked taker and a visionary because I believe that the school survived because of my prayer and conviction to move on no matter how difficult the problem was. Had I committed suicide, I would not be able to see the blossoming success of the school and I could not also enjoy the fruit of my labor. I really Praise GOD for the challenges I encountered because He made me see the beauty of life when I leaned on his divine grace and promise.”

Power of
Mediation

Power of
Progressive decision

consciousness of leaders **to examine trustworthiness of facts** that predominate good over evil, take careful accounts of circumstances, weigh costs and benefits value principles and interest in a more humane and **judicious way**

“My decision is based on reflective fairness not on a structured dogmatic policy. I sometime delay my decisions to ask for enlightenment before I decide on something. It is hard to make decision based on politics and hearsay; not on sound judgment. In human organization, we always deal with people who also have the right to be heard.”





To be or not to be: Understanding the Mediator's Role in Philippine Schools Overseas (PSOs)

Central Question: What makes a leader a conflict mediator enabler?

Submitted for Publication in the Journal of Leadership Studies, Interwiley Science

Mediator's Trilogy of Roles

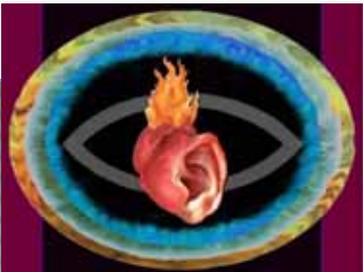
leaders' control that enable the organization
to breathe freely and work efficiently
despite the challenges of disagreements
and conflicting situations and heated passion



Bracketing Role

epitomizes the role of mediators
who is simply interested in **minimizing
the probability of conflict endurance**

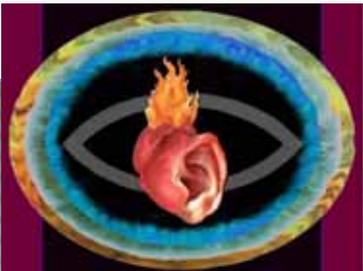
“Work should not be stained with a person who is close to me. If closeness affects my role as a mediator then I am good for nothing. Even how close or how intimate my relationship with the involved party, I still have to pursue my role with no mental reservation.”



Balancing Role

A self monitoring and reflecting ability to choose conflict resolution strategies encompassing the value of trust and

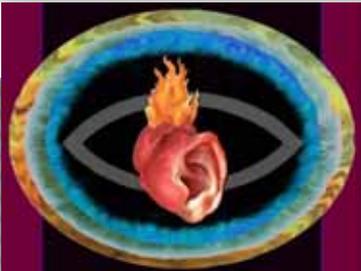
“Passion, commitment, heart and mind grounded by the LORD’S enlightenment that balances uncertainties, challenges and problems are my characteristics that made me stay in the service. Realizing that true service is not for fame but most of the time puts one into shame and humiliation.”



Blending Role

leadership attribute that exemplifies potent capability of a leader to exercise authority cautiously and productively

“I always practice consultative mediation on matters pertaining to school’s day to day operation so that my members will always be aware that they are part of the system which means that success and failure of the school do not depend solely on me but it is a collective endeavor.”





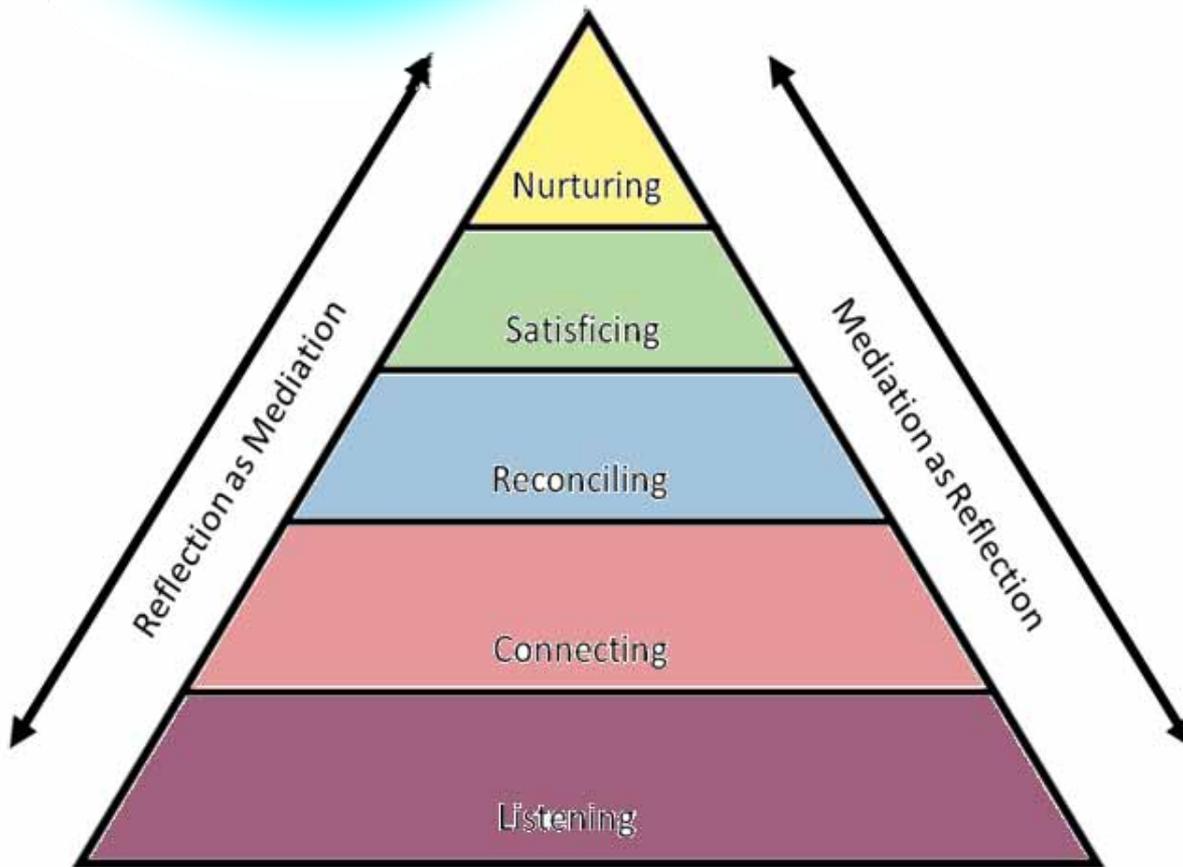
All starts well ends well: Understanding the facets of Reflective Mediation Practice in Philippine Schools Overseas (PSOs)

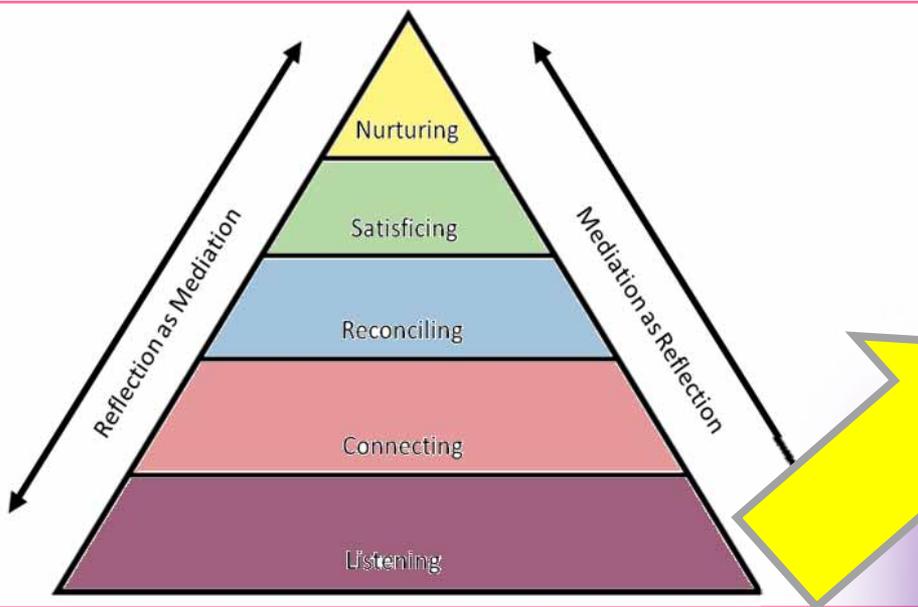
Central Question: What Reflective Mediation Practice do PSOs school administrators use as they take the mediator's role in conflict mediation?

Submitted for Publication in the Journal School of Psychology, Elsevier Science Journals

Facets of Reflective Mediation Practice

enable leaders to play the role of mediator and **transcend the whole being of a mediator to be prolific in decision making and profound in his/her words, thoughts and deeds.**





Listening

demonstrates attentiveness to a mediation to ensure both disputants **share a common understanding** that produces better performance outcomes despite misunderstanding

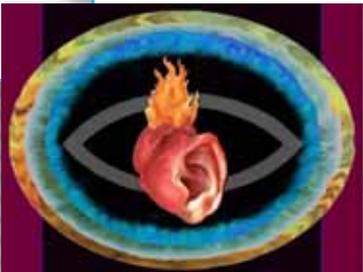
“Based on my experience, what is important in dealing with conflict is through listening, because I just cannot give my views without understanding their situation. I need to listen to them first, present their views one at a time and then from their expressions of ideas I could come up with a suggestion to the solution of the problem.”

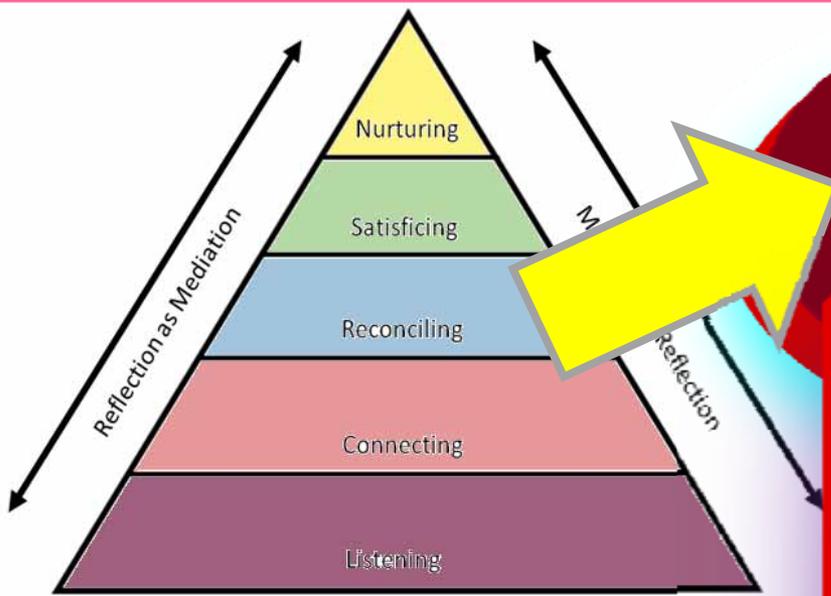


Connecting

Learning through and from the experience of conflict mediation that **fashioned leaders to be good and reflective individuals** which made them mature in the way they see the preponderance of circumstances

“Mediating conflict makes me more mature in dealing with issues and enables me to reflect on the thought that this experience can better prepare me for a bigger conflict ahead for me to resolve. It may not be in the school setting but probably in my personal connection with my family. As chairman, it gives me the strength to be tough with compassion. It makes me more reflective in everything before I do something.”

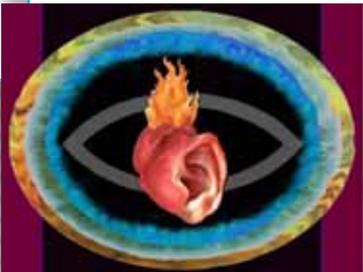


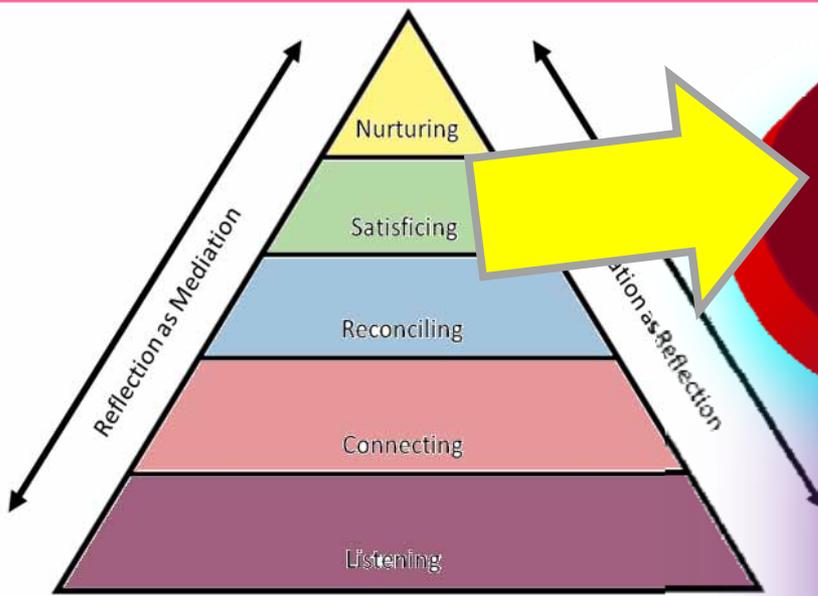


Reconciling

Post conflict affinitive interaction between former opponents considered **as the heart of mediation**

“I always maneuver the mediation process ensuring that both parties can convert the situation into a positive experience with the realization that conflicts happen to discover their weaknesses and limitations for them to be guided and that when they occur again they know when to compose and pause for a while whether or not they would continue the fight.”

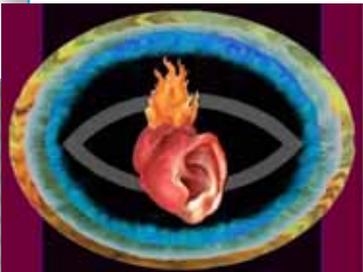


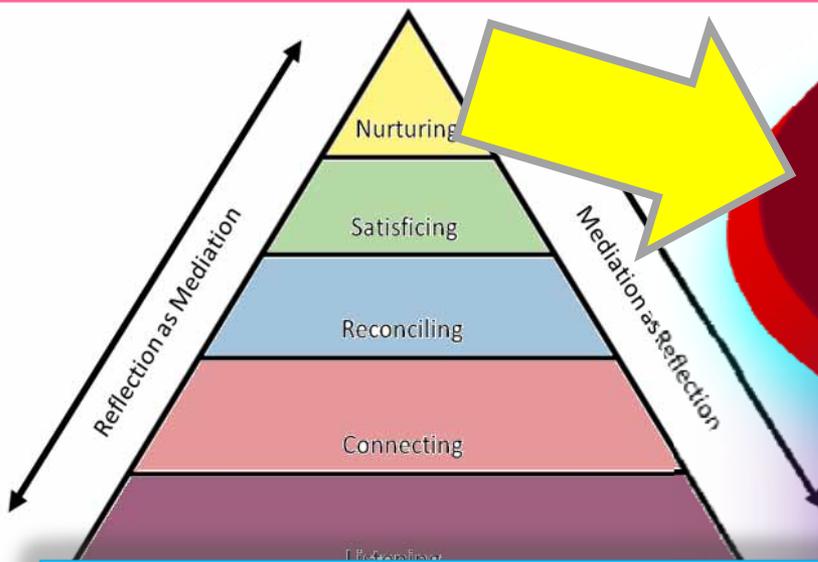


Satisficing

a moral act good enough to bring about an outcome that is reasonably close to the best outcome
(Henden, 2006)

“Nothing is more fulfilling and satisfying in this career than by being adored and offered respect not because of fear but because I have been part in the changing course of my colleagues’ lives”





Nurturing

transcendental empowerment achieved by allowing the erring parties **to take control of the resolution process attending all activities of thinking, bringing even the unconscious activities**

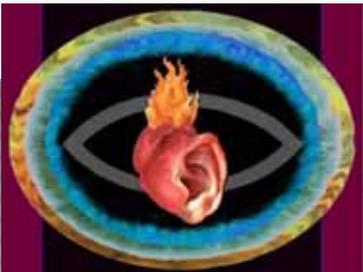
“The essence of service does not come from the position you handle but how you perform your role. In serving the school I find the fulfillment of my dream I went through a lot just to save the school yet I continue to serve because I have a mission to fulfill.”

“there is joy in serving-no pain, no gain.”

What are the **I**mplications of this paper?

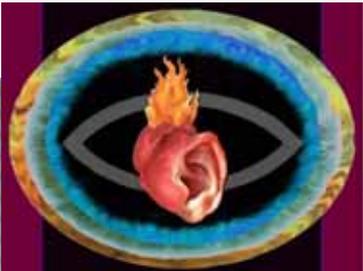
Educational Management

- Downfall of academic performance
- Laxity of teachers
- Lack of concerns and motivation for work
- Tractive Supervision may grow out of distrust and lack of confidence
- Fast turnover of employees



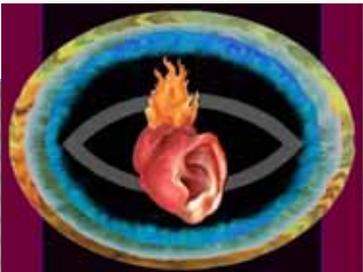
Philosophical

- Exhibit utilitarianism and Autocratic display of undesirable behavior that leads to intuitively unfair, even abhorrent outcomes
- Authoritarianism may have a pervasive tendency to condemn , reject, punish who violate conventional moral values, prejudicial, aggressive, and punitive



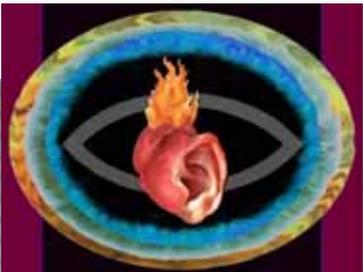
Psychological

- offers mental anguish and emotional torture
- affects the productivity of work output resulting to emotional imbalance
- creates egoistic character or with a superior attitude may bring unpleasant atmosphere of disunification



Cultural

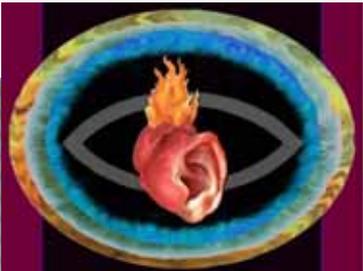
- failure to come up with Intercultural dialogue which is vital for conflict mediation
- leads to factionalism among employees nurturing deviant and indifferent attitude resulting to counterproductive work behavior



Moral

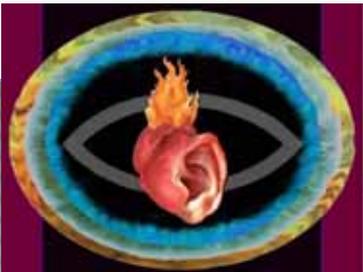
blankspot
(Shortcomings of
individuals)

blindspot
(Conflict thrives)



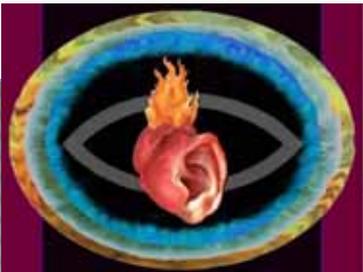
Leadership

- **Institutional Instability**
- **Build a stressful environment**
- **Impinge on the whole structure of the school, choice of corporate values and the development of individual and organizational competence**



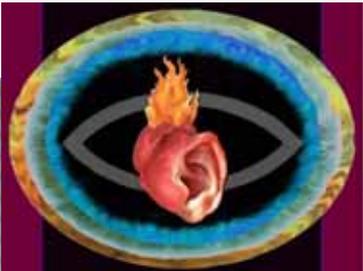
Managerial

**Embodiment of
“managers under pressure”**



Governmental

Political imbalance resorting to sabotage



Are there calls for **A**ctions?

Improve diplomatic relations with the host countries in establishing parameters, terms and conditions that can somehow liberate Philippine Schools Overseas from the control of the host countries without defying the rule of law.



Review of the Manual of Policies and Procedures for Philippine Schools Overseas (MOPAR) for purposes of clearing ambiguities of roles between school principals and school board of trustees.



allocate sizable financial assistance, through special terms and conditions, to community schools that were forced to vacate school villas and threatened for closure if they fail to construct buildings purposely built for school.



- the role of the Philippine Embassy in PSOs must be clearly defined to prevent abuse of power and political imbalance resorting to sabotage.
- appoint an education attache who is familiar with the situation of the PSOs



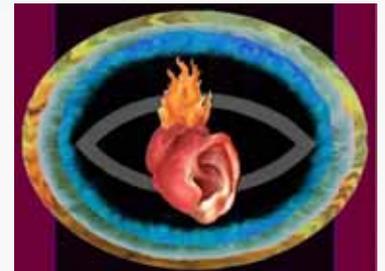
Acclaimed as heroes and heroines in the modern time, **these school administrators deserve commendations that can uplift their morale** as profound people known to be vanguards in the preservation of the dignity of the Filipino race amidst the challenges that they have been through, and over the dominance and discrimination of other nationalities.



What makes this research **T**imely?

Qualitative approach
has enjoyed a growing
popularity
in the past decade
throughout the
Social Sciences
(Bruman &
Burgess, 1994)

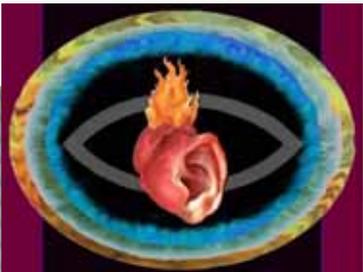
Reframing concepts
about conflict mediation
in Educ. Institutions



What has **E** merged in this research study?

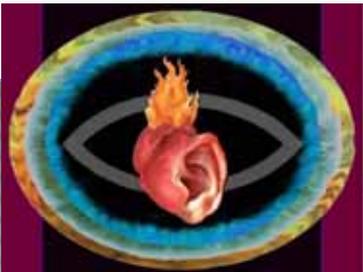
Power of
PHENOMENOLOGY ?

philosophical approach grew out of a particular view of **what it means to be human and to be in the world** and thus carries with it assumptions about the nature of being human and the nature of the world in which we live (Caelli, 2001)



phenomenology
captures the lived experiences
of human beings

school administrators were able to
express their fascinating stories
about their
world which have been kept in the
pre consciousness of their
minds through
phenomenology





N

othing could be more pleasing
and sweeter than to see all
workers working productively,
having one common vision-
mission to achieve, one drive to
move on, and one dream to
realize— to know the purpose of
their existence

Acosta & de Guzman, 2010



Thank you for listening

