

Greetings to the CMM Community! It is hard to believe that we are already into the second half of 2015. We thought you might want to know some of what has been occurring during the first half of the year. So grab a glass of wine, or a beverage of your choice, and enjoy reading some of the happenings within our community!

Honoring and Celebrating the 2015 Fellows

On behalf of Fielding Graduate University, Villanova University, and the CMM Institute for Personal and Social Evolution, we congratulate the six CMM Institute Fellows chosen this year!

This year's fellows theme was "Transforming Conflict" and each of these Fellows offers a novel application of the "Communication Perspective" to significant social issues of our time.

The 2015 CMM Institute Fellows and projects are:

Jami Blythe - blythejami@gmail.com

Project Title: Using digital story making to uncover and transform the mask behind UK law enforcement

Paul Chappell — paulkchappell@gmail.com

Project Title: Literacy in the Art of Living, the Art of Listening, and the Art of Waging Peace

Erika Jacobi _- jacobi@lc-global.com

Project Title: "Je suis Charlie", "Je suis Mohamed", "We are the people" - Dynamics and effects of collective meta-narratives of identity.

Venera Kusari - vk2285@columbia.edu

Project Title: Using CMM in a divided world: Youth in Kosovo

Darrin Murray - darrin.s.murray@gmail.com

Project Title: Unwanted Repetitive Patterns revisited: state of the art in CMM

Jonathan Shailor - shailor@uwp.edu

Project Title: Shakespeare's Mirror: Using CMM and Drama to Develop Personal Capacities for Conflict Transformation

CMM Community Members Practicing to become a Deliberately Developmental Organization (DDO)

By Jan Elliott

At the CMM Learning exchange, participants decided to try an experiment that would explore growing ourselves individually while growing the CMM Institute into a Deliberately Developmental Organization (DDO). A DDO is an organization with a culture explicitly designed to advance the mutual flourishing of the organization and its people. We are committed to using CMM tools and models as one way of enhancing our own growth and development, so this is an experiment in how to use CMM in a DDO. Why are we excited about joining this experiment? "One of the most striking lessons from inside the work setting of the DDO is the central role that community plays in individual development. These organizations understand that only through membership in ... communities in which individuals are deeply valued as individual human beings, constantly held accountable, and engaged in real and sustained dialogue can growth happen for individuals." Sounds a lot like making better social worlds!!!

Everyone at the Learning Exchange was invited to join and several people signed up to be part of this experiment and an emerging partnership with Andy Fleming and his organization [Way to Grow](#). Andy partners with Robert Kegan and Lisa Lahey of Harvard whose work in developing consciousness is the foundational underpinning of DDOs. (If you want to learn more about their approach [see their White paper on DDOs](#).)

What are we doing together? This is an experiment in both how to use CMM in a DDO while learning how to nurture a DDO. The commitment we have made is to work together in small support teams with a set of practices and check-ins around our growth and development...i.e. what we are learning about ourselves and others, what we are struggling with, what improvements we are noticing, etc. The commitment to a daily practice is crucial...and this practice involves noticing the mundane actions in our daily lives. The teams have regular check-ins and conversations about each person's "learning edges", thus providing a "home" and support for deep

exploration for each member of the team. In a DDO, “the major design features of organizational life—the... principles, practices, and form of community—are in deep alignment to promote individual development throughout the organization... [DDOs] live out their developmental principles through an immersive and seamless set of practices.”

This partnership initially is a four to six month experiment, kicked off April 19 in a one day face to face/virtual session in which interested CMM community members committed to each other’s growth through becoming a DDO. On our kick-off day the group decided on an “organizational” goal of **Getting better at creating “Home” for all members of the CMM community**. As the CMM Institute is kind of an “Un-organization”, coming to this goal was a really important step in this process. How it is manifested will depend on our work together. We are working on personal growth goals as well as this organizational goal of creating “home” for all members. The fun and learning is in using the tools of DDO and the practices of CMM to grow ourselves and the CMM Institute as we become a culture that supports this kind of development on an ongoing basis for all members of the CMM Community. We hope to learn how CMM can strengthen and complement the “how” of becoming a DDO and how the practices of becoming a DDO can strengthen and complement creating a developing CMM community.

Who we are: The teams consist of a wonderful mix of folk ranging from those who are relatively new to CMM right through to some who are longstanding CMM practitioners and scholars. All were welcome if interested and willing to make the commitment to learning and working together for several months. Five groups have formed, four with 4 people and one with 5, for a total of 21 participants. We’ve intentionally kept them small so we can do the kind of work together that we need to. Two participants live in Europe and one lives in the US/China.

We haven’t yet decided on the “official” end of our work together. The plan is for Andy to facilitate our ending...and we can decide as a group when and where to end and any next steps that we may want to pursue. Stay tuned as we learn together.

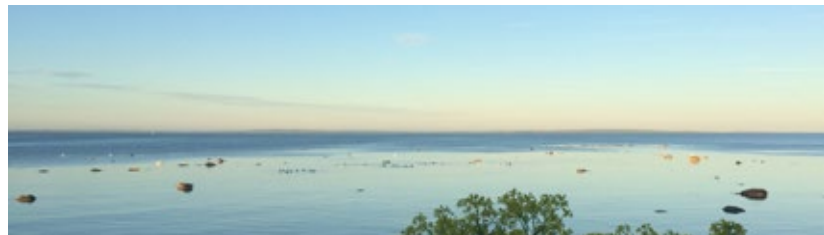
CMM Europe - A Day Together in Norway

On the 11th of June, a small group of people from different places gathered in Tare, just outside Oslo, Norway. Some people knew CMM quite well. Others only a little bit, if anything at all. We wanted to explore how to embody the CMM Institute being a platform for personal growth as well as learning together and making community. A day of being able to be “whole” with all the strengths and weaknesses within us, yet still be working on becoming better human beings and what that meant to us. Together, we made a space for expanding learning, which included everything from attending to intellectual itches, via creative activities, meditating together, walks in nature, wonderful conversations and healthy foods. We shaped an experience of the fullness of being ourselves as well as the fullness of a sense of community. All made in a mix of improvisation, trust and openness to what was emerging. A full body, mind and soul spa!



The CMM Europe community is already strengthened by the event. Our vision is to bring the energy and the stories of what we made to strengthen CMM Europe even more through the CMM Learning Exchange in Munich in September. We want to bring the depth of being with each other to our coming meetings with old and new friends. Support the focus on the depth of what we will be making together then.

We learnt that it is perfectly fine to be talking about CMM in clear terms without the fear of framing or being framed. If we do it as transparent as we did at Tare, we hope people new to our community will easier distinguish between cmm as method, community, individuals, research, and practice. Then it’s maybe easier to choose whether to be CMM’ish, CMM and/or to take a communication perspective.



Short Article on Practicing CMM Series: Co-creation, deliberate development, and practical application!

Submitted by Romi Boucher, PhD

What some participants of the Practicing CMM Series are saying about the series that began in February and will continue most months for the rest of the year (July, September, and one holiday month dark due to summer holidays and conferences):

- “When I listen to other people share how they use CMM in their practice, I understand their mental models better, and shift my own mental models...I have used the serpentine with a client in a modified way and the results were quite powerful.”
- “My take-away is a clear model for the benefits and the situations when using the serpentine model to diagram “the other” perspective. You helped me build my confidence so I can use this in my practice. Paige, you make it seem easy...thank you!”
- “I listened to the session—and I think it is amazing! The format works well, the content is so easy to follow, so practical, so sharing and accepting and informal—I love it!”

On the 4th Saturday of the month, approximately 9-15 people show up for the webinar on practicing CMM in the world from 10-11:30 am PT (how to use it in real-time situations is emphasized, not studying about it or writing research). The purpose of this 2015, monthly series on “Practicing CMM” is to enable people to practice CMM so they can be more effective with CMM in practical situations and increase the likelihood of creating the kinds of outcomes they want. Three main benefits are possible to get out of using this communication approach...you could help clients or people you work with:

- Get out of jams
- Change a frustrating dynamic between themselves and their boss or teammate
- Initiate the kinds of conversations that lead to collaboration—between us as scholar-practitioners and between our clients for mutual empowerment.

The emphasis is on practical application and interaction for the application of CMM principles and techniques. The calls have been recorded (with a mutual understanding that there is confidentiality to uphold if one should listen to a session, for our protection of clients and our own vulnerabilities), and Marit Haavimb and others in Europe make regular use of these recordings!

Our series began in February with Paige Marrs, PhD, who demonstrated how she works with a conversation-gone-bad at work so people can shift their unworkable patterns. The participants range from managers to consultants and coaches in health care, education, government policy, Fortune 100’s, entrepreneurs, non-profits, and medium to small business. In March, Kim Pearce shared “Budget Cuts and Ripple Effects”, a way of analyzing and effectively addressing a disturbing large system dilemma on a college campus. One of the ways I can tell this series is working is when I hear comments like these:

- “I am finding that I use the serpentine so much more frequently now with clients, even though that session on it was back in February: My clients like it, get it, and can use it themselves.”
- “This reminds me of the episode work and pattern recognition conversations Kim empowered the administration with at her college, for the purpose of mutually inventing a whole new way to approach the intractable issue of budget cuts. Maybe I could use the same ‘mutual checking’ process she encouraged the College to use?!”

But, since this call is really sourced in a commitment of co-creation amongst practitioners and with an intention of getting CMM out into the world with intentionality and impact, when a participant said, “I really appreciated hearing from Paige and tapping into her considerable experience and expertise... However, I would really like to be able to spend some time getting to know other members of the group...”.

One way to become known is to ask and offer help, where someone else could benefit. In April and May we did that. We did not have any “expert” on the phone with us: no “guest” speaker, but instead, we “jumped in”---openly sharing what dilemmas we were dealing with and asking each other how could we would approach these professional situations using CMM, fully aware that many dynamics were at play. Those that wanted to, offered possible solutions, other resources, etc., while the rest of us asked questions and furthered the interaction. We experienced community, and “at-home-ness emergence” intent on forwarding the issue, as the quality of the connections we were making took shape; as one participant noted, we seemed to “...put heart first and then case management...”

Beth Fisher-Yoshida expanded that emergence and deepened it with a co-creative move before our June session with her on “Decision Making and Critical Moments”. Given how interactive our calls have been, Beth asked the group invitees to share with her what they would find most useful for the session so as to

align expectations with what might actually happen. Many people wrote their curiosities and this set the stage of a mutually enlightening session.

We hope to have Frank Barrett (and Romi, on design and CMM), Ilene Wasserman, Jesse Sostrin, and maybe Linda Blong or Lilliana Rossman for the sessions remaining (August, October, November, and December). Attendees are hungry to hear about how to apply logical force, LUUUUTT, the hierarchy, and shifting contexts for the future real-time. If you are interested in participating in any of these calls, please respond to Romi Boucher at rboucher@genesiswork.com, and she will send you a GoToMeeting invitation.

The series has attracted practitioners who do not “ride the hyphen” between scholar-practitioner, but rather look to use methods of intervention and approach that have successful track-records. In addition, these calls have helped current graduate students who are studying theory as well as maintaining successful coaching and consulting practices better integrate and apply tested theory to practice and become more confident. Finally, from both groups, we are expanding the enthusiasm for CMM as a practice for making better social worlds.

UPDATES ABOUT COSMOKIDZ

Research Using CosmoKidz continues...

In cooperation with the Kettering Foundation, the CMM Institute worked at Mountain Vista School in Oracle, Arizona for a second year in 2014-2015 on a research project involving all kindergarten through second grade classes. The purpose of the research is to describe and analyze changes in the children’s abilities to engage in “cosmopolitan communication” through the use of CosmoKidz and SOAR activities. We are defining cosmopolitan communication as the ability of children to empathize with others, handle conflicts in productive ways, connect with diverse children who are not like them, manage their strong emotions, and name their own feelings and emotions. SOARing behavior includes, Sense what’s around you; Open your hands to help others; Act with Kindness; Respect other people. The children are also engaging in “modified deliberations” on topics related to their social worlds. The research will continue this academic year (2015-2016).” [Click here to read the summary of the 2014-2015 research.](#)

From John Inman — Interested in working with me on CosmoKidz? If so, read on...

With the unrelenting pressure to eradicate inquiry, dialogue, problem solving, and critical thinking from our schools as they try to comply with legislative demands for creating children who know the “one

right answer” and are able to select it on a bubble test, CosmoKidz has emerged as a beckon of hope for k-2 grades. Would we expect less from a social and emotional learning (SEL) solution based on CMM? I think not.

For those of you in the CMM community who have not gotten excited about CosmoKidz, I am reaching out to ask you to get excited. CosmoKidz is the first foray into helping schools make healthy social worlds. Kim explains to us that we are trying to improve children’s abilities to engage in “cosmopolitan communication” through the use of CosmoKidz and SOAR activities. We are defining cosmopolitan communication as the ability of children to empathize with others, handle conflicts in productive ways, connect with diverse children who are not like them, manage their strong emotions, and name their own feelings and emotions. SOARing behavior includes, **S**ense what’s around you; **O**pen your hands to help others; **A**ct with Kindness; **R**espect other people. The children are also engaging in “modified deliberations” on topics related to their social worlds.

This is in and of itself a noble cause. However, this is only the beginning. As teachers engage in 10 minute daily conversations with their students, they too develop cosmopolitan communication. Students take home their new communication capabilities and transform their relationships with their family. Then with the help of CMM professionals, that is us folks, we can help bring cosmopolitan communication to the whole school social system. We have envisioned new Cosmo solutions developed in partnership with teachers in 3-5, 6-8, and 9-12 grades. And with a CosmoLeader solution, workshop and consulting based, for the adults in the building, we can transform schools from the traditional top down, command and control cultures, to cultures based on cosmopolitan communication. This is downright exciting.

The SEL field is a crowded one. My research indicated that there are no less than 250 SEL solutions in the market, 25 of which have the majority of the schools using SEL. So why would we enter such a crowded field? CMM is the answer. We have such a powerful story to tell to an industry in serious need of help. The last 15 years have been challenging to students, teachers, and school systems. As CosmoKidz is not curriculum, is not prescriptive, is inexpensive (some solutions are \$150 per student per year, CosmoKidz is only \$70 at list and \$50 for the pair of puppets per classroom) and develops inquiry, dialogue, problem solving, and critical thinking skills in children, it is the right solution at the right time to help children thrive in the 21st century.

Why did I get involved? Well if the above is not enough, I just finished my doctorate in education from Fielding and my dream is to help transform school systems into those communities can be proud of. This work can make a tremendous difference in children's lives and that is what I hope to do with the rest of my career.

So where do we go from here? We need to develop our presence in the market, find schools or school districts interested in our solutions, find funding to help us reach out and make the connections and deliver the solutions, and we need a few passionate CMM folks who will help write grants, create strategies, and help implement going to market. Katrina Rogers at Fielding is happy to support our work, but first we need a team to do the work to be supported. My ask to you is who would be willing to work with me to move CosmoKidz forward? Do you have connections with foundations or corporations willing to grant for such a project? Do you have expertise in building a new organization in this space or in any space? Do you have a passion for making a difference in children's lives? And would you like to help create a field of CMM practice in school systems for ourselves and fellow CMM practitioners? Would you like to help create collateral materials? A web page? And of course do you have contacts in school districts where we might introduce CosmoKidz? A lot of asks, but we are at a critical stage where we really can use some help.

If you are interested in this work, please reach out to Kim, Marit or me, John Inman, and let's see where we can go from here.

John Inman Ed.D., M.A., Ed.M., DDPE
john@learningexceptionalities.com
Creating educational solutions where learners develop individual gifts and realize their potential

Future Chapter about CosmoKidz in the National Communication Association's Book Series

John Chetro-Szivos, Marit Eikaas Haavimb, and Kim Pearce have just had their proposal for a chapter about CosmoKidz accepted in the Children's Communication Sourcebook. The Sourcebook is edited by Tom Socha and Narissra Punyanunt-Carter and should be available in late 2016 or early 2017.

The Adler University Military Psychology Program - Considering "Cultural Competency" through the Communication Perspective

Adler University is now offering a unique Master's degree program in military psychology, encompassing a deep examination of the individual, organizational, and global impact of security and engagement with conflict. The program was developed by Joseph Troiani, who is a graduate of Fielding Graduate University. The inaugural faculty includes several other Fielding graduates, including Stephen Redmon and Barton Buechner. Buechner is a member of the Board of Directors of the CMM institute, and provided input for including CMM theory and methods into courses that address morality, ethics and social justice, research methods, and the capstone seminar.

The Adler Military Psychology program is differentiated from other offerings in this field in several critical ways, particularly the inclusion of a broadened epistemological and theoretical foundation not commonly found in clinically-based programs. The course is taught online with a diverse cohort consisting of service members and veterans, their spouses and family members, along with licensed psychologists, social workers and counselors. Course material is drawn from disciplines including history, politics, sociology and psychology, and is framed and integrated to help students better understand the cultural and social impact of the military on individuals and societies in a global context.

Several conceptual models used in the course include "Cosmopolitan Communication" from Barnett Pearce's "Communication and the Human Condition" and "Moral Conflict" by Barnett Pearce and Stephen Littlejohn. The latter is used as a text to help students understand the nature of conflict, and how it may be prevented or transformed through discourse. Feedback so far by students also indicates that these concepts of social construction and communication help to explain the impact on individuals when they participate in conflicts, and how to make sense of the impact on individual belief systems and mental health that arise from participating in conflict. This is particularly useful for envisioning ways that the results of moral conflict (sometimes referred to as "moral injury") can be addressed in both individual and systemic ways. On another level, taking a "communication perspective" on veterans' care and support upon their return also opens possibilities for ways to improve communication between veterans, their families, social and clinical service providers, and policymakers.

A recent public seminar illustrated how some of the ideas from this course can be applied to public discourse around veterans. The Fielding Graduate

University Veterans Connections group and Media Psychology program organized a public seminar on the topic of communicating with veterans, and ways to overcome the “military-civilian divide.” Panelists and other participants considered the experience of veterans in returning to society and dealing with the intercultural complexity of managing meaning between organizational and social contexts that often have little in common. One emergent theme was “shaping the narrative” of veterans’ service in conflicts, and creating more space for their stories to be told. The incorporation of CMM theory and the “communication perspective” in the Adler Military Psychology program provides an example of how this can be done. The first cohort of 14 students will graduate in September of 2015.

For more about this subject, see:

Description of the Adler Military Psychology Masters degree program:

<http://online.adler.edu/programs/masters-military-psychology/>

“A comprehensive online curriculum immerses students in every aspect of mental health and the U.S. military, including operational psychology in the military, the psychology of conflict, trauma and loss, mental health law in the military, understanding the VA healthcare system, and much more...”

Commentary on Moral Conflict by Pearce and Littlejohn:

<http://www.beyondintractability.org/bksum/pearce-moral>

“Pearce and Littlejohn seek to develop new, more productive ways of expressing moral difference and managing moral conflicts... ‘situations in which the social worlds or moral orders of the participants are incommensurate.’ Their primary approach is via communication theory, but the authors draw on fields ranging from moral philosophy to the sociology of knowledge.”

How the concept of Moral Injury differs from seeing response to traumatic experience primarily as a mental disorder (PTSD):

<http://projects.huffingtonpost.com/moral-injury>

“Moral injury is a relatively new concept that seems to describe what many (veterans) feel: a sense that their fundamental understanding of right and wrong has been violated, and the grief, numbness or guilt that often ensues....(from) struggling with the moral and ethical ambiguities of war.”



Participants in the “Communicating with Veterans” discussion at Fielding Graduate University Summer Session prepare to engage in dialogue. Pictured at lower right are Colonel Rafa Linera, Fielding Media Psychology student; Sergeant Carlos Evans, veteran advocate, and Dr. Joseph Trioiani, founder of the Adler Masters in Military Psychology program.

CMM Intensive at Fielding Graduate University Summer Session in Chicago:



Mindfully Engaging the Heart with CMM - from the individual to the global, and back again!

By Ilene Wasserman and Bart Buechner

As we began our day together, we asked our participants why they were there. When we heard the response "my heart told me to come," we knew it would be a special day... and it was.

We had coordinated ahead of time about what we wanted to accomplish, and had our PowerPoint deck ready. That said, we decided to let the process be shaped by who showed up, where their interests were and how they wanted to engage. We were mindful about having the process model the content and have the content name and frame the process.

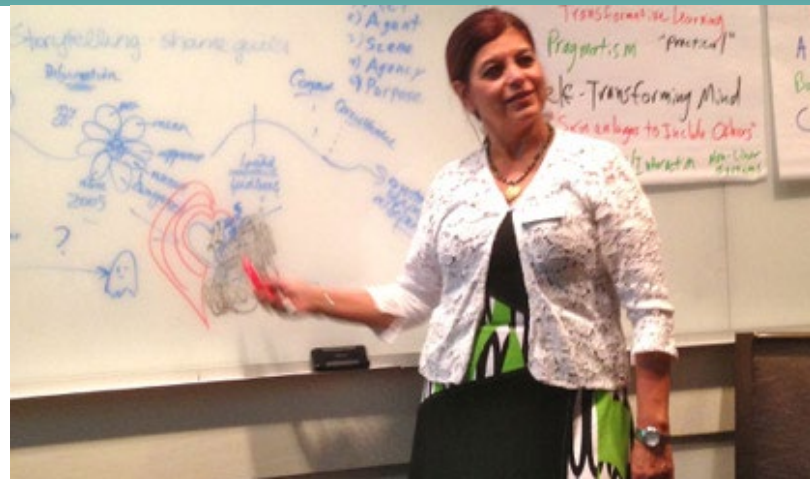
Along the way, we talked about how Barnett Pearce impact on us as individuals (scholarship and practice), Fielding Graduate University, the communication field, and beyond.



Frank Barrett, Fielding Professor and Barnett's colleague, joined with us at lunch to share his heartfelt memories of Barnett. He recalled the emotion that Barnett expressed knowing that CMM would live on in Fielding. We shared our hope that this day was part of the process of doing that. Frank also spoke about his current research, using examples from CMM to look at the patterns that might lead some military members to suicide. We saw, through engaging with

Frank's research, an example of how CMM can be a part of restoring meaning and healing where it is much needed.

Ilene brought a colleague from her recent trip to Israel into the room by video as another real-world example to illustrate the dynamics



and complexity of social identity through the lens of social construction. Dalia Fadila, in her TEDX story, illustrated some of the complexities of identity construction in the middle east. ([Dalia's engaging talk can be viewed at https://www.youtube.com/watch?v=jlADOUAT0kE](https://www.youtube.com/watch?v=jlADOUAT0kE))

For the last episode of the day, we shifted the energy to applying the concepts to personal story one of the participants offered to the group for exploration. Just as we began, Placida Gallegos, another Fielding faculty member, joined us. We moved deeper into the heart of the work supported by the spirit of circular questioning. As the story unfolded, all the participants engaged with applying the concepts and tools while creating an empathic process with the generously shared story.

We ended with the shared feeling that emergence had happened, each of us walking away with something we needed (but perhaps could not put into words). We were able to be nimble with accommodating the questions, energy shifts of curiosity, confusion, clarity, and each left with new paths to explore.



Recent Publications

We are providing a sample of recent publications. Please send any additional publications to our webmaster, Holly Peterson, and she will put them on our website in the “documents” section.

Publications in Danish and Norwegian:

Gro Emmertsen Lund (2015), *Socialkonstruktionisme I organisasjoner - kort fortalt* (Translated in English, *Social constructionism in organizations, a briefly told introduction*), Dansk Psykologisk Forlag. This book introduces CMM as one of its platforms.

Gitte Haslebo and Gro Emmertsen Lund. Ed. (In press) *Kulturutvikling i skolen* (Translated in English, *Developing a school culture.*) Dansk Psykologisk Forlag

Marit Eikaas Haavim has written the first chapter for the above book: *Barns læring som drivkraft for skoleutvikling*. Translated in English, (*Child Learning as impetus for school improvement*).

Ilene C. Wasserman, *Discursive Spaces That Foster Transformative Learning in the Engaging of Differences: Implications for Global Society* (Chapter 8), in *POSITIVE ORGANIZING IN A GLOBAL SOCIETY*, Edited by Laura Morgan Roberts, Lynn Perry Wooten, and Martin N. Davidson.

Jesse Sostrin's book, *The Manager's Dilemma: Balancing the Inverse Equation of Increasing Demands + Shrinking Resources* (Palgrave Macmillan; July 7, 2015) offers solutions to anyone feeling undermined by the impossible expectation of producing more and better work with less time and fewer resources to get it all done. Whether you feel the slow burn or acute pain of this inverse equation, the book's insights and tools offer a path to a happier and more productive working life, however you define that. Drawn from Sostrin's vast leadership coaching and consulting experience, the book includes compelling stories and vivid cases that bring hope - and a serious game plan - to managers who are rapidly moving from 'overwhelmed' to 'burned out' by the impossible condition of the manager's dilemma.

Storyteller and environmental activist, Jeff Leinaweaver, has just published a book, *Storytelling for Sustainability - Deepening the Case for Change*. It's available on Amazon and via Jeff's publisher, DoSustainability

<http://www.dosustainability.com/shop/storytelling-for-sustainability-deepening-the-case-for-change-p-63.html>

We realize that you have only read a portion of the wonderful work occurring around the world. We invite you to share what you are doing with the CMM Community by ... writing a blog, posting a workshop or seminar you are doing in our “events” section, uploading any articles or videos you want to share... or something else that hasn't been mentioned but would be meaningful for you. You can contact our webmaster, Holly Peterson at ehpeteron@gmail.com and she will be delighted to work with you.