

Faculty Dispute Resolution

Seeking Resolutions to Workplace Disputes

Newsletter
Volume 10, Issue 1

Fall 2005



The FDR logo is a Triskelion design from the late Bronze Age. A lively symbol, it gives a distinct impression of movement, always ongoing, fully connected, expressing continuity and balance.

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"Change occurs when we name our emotions as we feel them. In telling the truth, energy is released."

Erika M. Hunter

Those Gosh Darn Emotions!

FDR Mediator Workshop

Tuesday, November 8th, 11:30 am—1:00 pm
Faculty Club, Room 101

Mediators, at any stage of practice, encounter emotions at the mediation table. They may have different approaches and reactions about what to do and say. In the faculty mediation training, FDR Director Jean Civikly-Powell has observed that mediations are often emotion-derived, emotion-defined and emotion-driven.

On Tuesday, November 8th, there will be a mediator workshop to discuss the role of emotions in mediations. We will meet from 11:30 am-1:00 pm at the Faculty Club (1923 Las Lomas, across from the Anderson Schools of Management). Jean Civikly-Powell will provide information about emotions and will facilitate a discussion among the participants.

Topics likely to be covered include common assumptions about expressing emotions, emotional energies, five "big" emotions, emotional masks, managing strong emotions, and mediator alternatives for working with the parties' emotions and with their own emotions.

Enrollment in this workshop is limited, so please email the FDR Director, Jean Civikly-Powell, to reserve a place: jcivikly@unm.edu. We look forward to an informative and lively time!



Congratulations to the FDR Mediation Class of Fall 2005!

Holly Barnet-Sanchez, Art & Art History

Gina Bobrowski, Art & Art History

Susan Clair, FDR, Public Administration,
Community & Regional Planning

John Cornish, Extended University, English

Janet Cramer, Communication & Journalism

Zina Daniels, Orthopedics Physical Therapy

Kimberly Elliott, Communication & Journ.

Anne Madsen, College of Education

Sharon Pearson, FDR, Counselor Education

Mary Power, English

Quincy Spurlin, Teacher Education

And . . . a big thanks to our Faculty Coaches!

Steven Block, Music

Jean Civikly-Powell, FDR

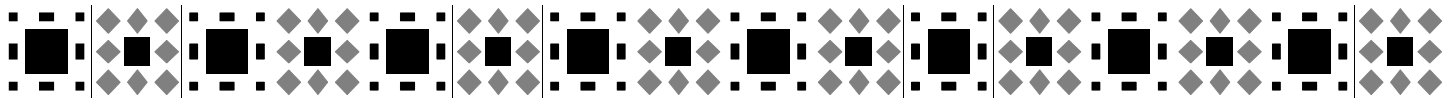
Karl Hinterbichler, Music

Holly Kawakami—Communication & Journ.

Robin Miller, Nursing

Rhonda Neswald-Potter, Counselor Education

Laurie Schatzberg, ASM



Listening with Your Heart

Early in your life, you were taught how to make sounds, form words, and express yourself. What about listening? When were you taught how to listen, using real skills beyond simply not talking when others are?

Even without prior lessons in listening, no doubt you have a sense of how it feels to be listened to and heard. Burdened with a problem, you may seek out a friend or colleague, who will lend an ear. The person you choose is likely to be someone you know will not judge you or turn away from you. Even more, the person you choose is actively *doing* something, so that you feel valued and understood.

Effective, empathic listening is a highly active or interactive process. It is committed, focused attention on the speaker's words and the meanings of those words. It is being with the speaker, in the present, using all the senses to learn that which is important to the speaker (Cloke & Goldsmith, 53). It is becoming "one with the speaker and discovering their truth within you" (p. 77).

The authors describe the empathic listener as one who genuinely cares about the speaker's message and who "actively reach(es) out...with questions or body language" (p. 69) and listens with the intent and focus as if he or she were the speaker. This way of listening, with authentic interest and gentle responses, is listening with the heart (p. 69).

Listening with the heart is not a mysterious or complicated process. It does, however, require commitment and practice. The authors suggest three steps for effective listening (pp. 70–71):

1. *Let go of your own ideas, roles, and agendas, to understand what the other person is saying.* This is a preparation process; you are emptying yourself of preconceived ideas and assumptions.
2. *Search for the other person's meaning.* Look for deeper issues, intended meanings, and personal needs.

3. *Respond respectfully, acknowledging and addressing the other person's concerns.* Focus on the speaker's message and feelings. Thank the other person for sharing deeply personal information.

As an empathic listener, you can choose respectful responses that support open communication (pp. 72–75):

- *Encouraging.* Offer positive responses, such as, "I'm interested in what you are thinking and feeling" and "Please tell me more."
- *Clarifying.* Ask open questions that allow the speaker to further explain.
- *Acknowledging.* Recognize and name the speaker's expressed feelings, by saying, "I can see you feel..."
- *Empathizing.* Try to remember when you had similar feelings. Offer words that express your understanding.
- *Mirroring.* Reflect back the feelings of the speaker, to show your support.
- *Reframing.* Restate the issue in a way that preserves the content and allows movement toward resolution.
- *Summarizing.* In your own words, summarize the speaker's message, so the speaker feels heard and can confirm or correct your understanding.

Your heart is your most important organ in the deep listening process. Empathic listening requires your genuine focus on the speaker's words, meanings, and feelings. *Take heart!*

Cloke, K., and Goldsmith, J. (2000). *Resolving Conflicts at Work*. San Francisco: Jossey-Bass.

Prepared by Susan Clair, FDR graduate assistant

FDR FACULTY MEDIATORS

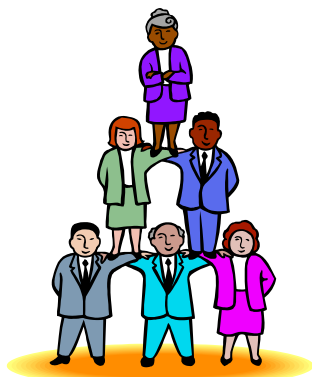
These are the UNM faculty who have completed the FDR 36-hour mediation training. The FDR program may call upon them to assist with faculty-faculty, faculty-administrator, faculty-staff, or faculty-student disputes (with the approval of all parties involved). Faculty mediators may also assist informally with difficulties that might arise in campus interaction settings, e.g., teaching and research interactions, and faculty and committee meetings. Some mediators pursue additional mediation training and may also volunteer their mediation services in their communities, at Metro Court, and in other arenas.

Their service to the University and community is of great value.
They contribute to a climate of constructive communication.

Andrea Allan	Neurosciences	Karl Hinterbichler	Music
Marsha Baum	Law	Scott Hughes	Law
Gloria Birkholtz	Nursing	Dubra Karnes-Padilla	UNM Valencia
Steven Block	Music	Kate Krause	Economics
Lisa Broidy	Sociology	Vonda Long	Counselor Educ., emerita
Stephen Burd	ASM	Wanda Martin	English
William Buss	Neurosciences, emeritus	Estella Martinez	Ind., Fam., & Comty. Educ.
Jean Civiky-Powell	Faculty Dispute Resolution	Virginia McDermott	Communication & Journalism
Dorothy Clough	Nursing, emerita	Robin Miller	Nursing
Gene Coffield	Ind., Fam. & Comty. Educ.	Sarah Morley	Health Sciences Center Library
Cara Lea Council-Garcia	Biology	Helen Muller	ASM
Terry Crowe	Occupational Therapy	Rhonda Neswald-Potter	Counselor Education
Gary Cuttrell	Dental Services	Bruce Noll	Ed Ldshp. & Org. Lrng.
Susan Deese-Roberts	CASTL, Univ. Libs., emerita	Eric Nuttall	Chemical & Nuclear Engr.
Gloria Dyc	Arts & Letters, UNM Gallup	Leslie Oakes	ASM
Mark Emmons	University Libraries	John Oetzel	Communication & Journalism
Santa Falcone	Public Administration	Daniel Ortega	Law
Barry Gaines	English	Patricia Payne	Nursing
Patricia Gillikin	English, UNM Valencia	Susan Pearson-Davis	Theatre & Dance
Tim Goldsmith	Psychology	Ric Richardson	Comty. & Regional Planning
Maria Dolores Gonzales	Spanish & Portuguese	John Rinaldi	Education, emeritus
Cathy Gutierrez-Gomez	Ind., Fam. & Comty. Educ.	Sherry Rogers	Cell Biology & Physiology
Mary Harris	Education, emerita	Susan Romano	English
Gary Harrison	English	Randy Rosett	Anesthesiology

FDR FACULTY MEDIATORS (cont. from pg. 3)

Barri Sanders	UNM Taos	Jackie Weeks	Health Careers, UNM Gallup
Laurie Schatzberg	ASM	Olaf Werder	Communication & Journalism
David Scott	Sports Administration	Sherman Wilcox	Linguistics
Virginia Seiser	University Libraries, emerita	Ebtisam Wilkins	Chemical & Nuclear Engineering
Virginia Shipman	Ind., Fam., & Comty. Educ.	Fran Wilkinson	University Libraries
Anne Simpson	Internal Medicine, Inst. for Ethics	Amy Wohlert	Associate Provost & Interim
Brian Solan	Family and Community Medicine	Carolina Yahne	CASAA, emerita
Pat Stall	Education, UNM Gallup	<u>Graduate Student Mediators</u>	
Pamela Stovall	UNM Gallup	Berrin Basak Vener	Public Administration
Ellie Trotter	Biology	Kate Enright	Communication & Journalism
John Trotter	School of Medicine, emeritus	Adolfo Jose Garcia	Communication & Journalism
Tim Wadsworth	Sociology	Holly Kawakami	Communication & Journalism
Howard Waitzkin	Sociology	Susan Podshadley	Communication & Journalism



**Graduate and Professional Student
Conflict Resolution Committee (GPSCRC)
Fall 2005 Update**

Last spring, the GPSCRC surveyed graduate and professional students about their need for and opinions regarding a conflict resolution program. Although tabulation of the survey results is not complete, an early projection of the results shows that, overall, respondents perceive a need for a graduate and professional student conflict resolution program.

Now in the planning phase, the GPSCRC will develop a schedule of mediation-related workshops.

The next meeting of the GPSCRC is scheduled for Thursday, October 27th, at noon, in the GPSA office. Completion of survey tabulation and workshop planning will be on the agenda.

The GPSCRC is an *ad hoc* committee of the GPSA. Information about the committee is available at www.unm.edu/~gpsa/committees/adhoc/GPSCRC.htm or contact Susan Clair: clair@unm.edu.

*“Many times, the stronger
the feeling, the more
important the clue.”*

Erika M. Hunter