



THE UNIVERSITY of
NEW MEXICO

Ombuds Outlook — March 2015
Ombuds/Dispute Resolution Services for Faculty
<http://ombudsfac.unm.edu>

Want to Refresh Your Mediation Mindset and Skills?

Faculty who have completed our mediation training have expressed interest in keeping their mediating practice fresh. Jean Civikly-Powell, Ombudsperson for Faculty, is offering a refresher workshop to do just that. During the workshop, you will have the opportunity to discuss and ask questions about mediation, and to practice a scenario followed by discussion.

Please RSVP to Jean at jcivikly@unm.edu

DAY/DATE: Friday, April 17th, 2015

TIME: 10:00—12:00

PLACE: UNM Business Center, Room 1018

**What is the Johari Window,
and What Can You See Through It?**

Please note: The announcement of this Ombuds Services for Faculty workshop was sent to the AllFac listserv on March 10th. At this time, while there is very limited space left for this Ombuds workshop offering, Jonathan Bolton may offer the workshop in the future if there is interest.

We all have a Johari Window. Introduced fifty years ago by two psychologists Joseph Luft and Harrington Ingham, the window is used widely in industry, by interpersonal communication scholars and the military, and in clinical settings to understand individual and group relationships.

This workshop will explore the dimensions of the Johari Window, describe different personality types based on their window profile, and how to use feedback and self-disclosure to change types of awareness in teaching, and in interpersonal, clinical and management relationships.

Presented by: Jonathan Bolton MD; Associate Professor, Psychiatry and Director, Office of Professionalism, Health Sciences Center
Day/Date: Thursday, April 9th, 2015
Time: 12:00 – 1:15
Where: UNM Business Center (SE Corner of Lomas & University)
Room 1016 – please note this is a room change

Please RSVP to jcivikly@unm.edu

Meetings as Learning Spaces

What do great meetings and great classrooms have in common? Boudett and City (2014) explain that in both spaces, “participants are actively engaged in challenging tasks, using their minds, solving problems, and communicating” (p. 15). Perhaps if this described meetings we attend, we would be more receptive to meeting notices.

How do we start thinking differently about meetings, and turning them into powerful learning spaces? The authors recommend reframing the process and roles by (1) conceptualizing a meeting that functions similar to a great classroom; (2) learning how to develop a solid agenda, and (3) skillfully participating in the meeting. The facilitator is much like a teacher who develops a lesson plan that moves the group toward desired outcomes, and encourages the group to stay on track, while at the same time is flexible to allow for unfolding circumstance (Boudett and City, 2014). Participants understand the norms and responsibilities, and are accountable to each other, to create a learning space.

After working with educators, Boudett and City (2014) developed *The Meeting Wise Checklist*. The checklist is designed to help facilitators think through the ingredients for a successful meeting.

PURPOSE

1. Have I identified clear and important meeting *objectives* that contribute to the goal of improving learning?
2. Have I established the *connection* between the work of this and other meetings in the series?

PROCESS

1. Have I incorporated *feedback* from previous meetings?
2. Have I chosen challenging *activities* that advance the meeting objectives and engage all participants?
3. Have I assigned *roles*, including facilitator, timekeeper, and note taker?
4. Have I allotted time to identify and commit to *next steps*?
5. Have I allotted time for *assessment* of what worked and what didn't in the meeting?

PREPARATION

1. Have I gathered or developed *materials* (drafts, charts, etc.) that will help focus and advance the meeting objectives?
2. Have I determined what, if any, *pre-work* to ask participants to do before the meeting?

PACING

1. Have I put *time allocations* to each activity on the agenda?
2. Have I ensured that I will address the *primary objective* early in the meeting?
3. Is it *realistic* to get through the agenda in the time allocated?

Reference: Boudett, K. P., City, E.A., (2014). *Meeting wise: Making the most of collaborative time for educators*. Cambridge, MA: Harvard Education Press.

Summary prepared by:

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