

# Faculty Dispute Resolution

Seeking Resolutions to Workplace Disputes

Newsletter  
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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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Peace-making is a healing process and it begins with me, but it does not end there.

—Gene Knudsen  
Hoffman

## Conflict Resolution Training for UNM Faculty, Chairpersons, and Central Administrators

The Faculty Dispute Resolution program will offer no-cost mediation training to all UNM faculty, faculty administrators, and chairpersons. The dates are:

September 16, 17, 23, and 24, 8:30-4:30 each day

This professional comprehensive training prepares faculty in conflict resolution theory, process, and skills. This training is a faculty benefit —the cost of equivalent training in the private sector ranges from \$600 to \$1400. The training is 36 hours. It includes information, discussions, work in smaller groups, and coached practices for disputes relevant to faculty experiences. The in-class portion of the training is 4 days (32 hours), and review of two taped mediations completes the other 4 hours of the training.

Faculty who complete the training may serve as mediators for disputes, and may continue with advanced trainings. To date, there are approximately 70 faculty mediators. Feedback on this training has been very positive — please contact faculty who have taken the training for their impressions of its value and uses (see pp. 3-4).

Enrollment is limited. Please enroll by contacting FDR Director Jean Civikly-Powell at 277-3212 or by e-mail at [jcivikly@unm.edu](mailto:jcivikly@unm.edu).

## Congratulations to the FDR Mediation Class of Spring 2005!

Berrin Basak Vener, Public Admin.

Gayle Dinechacon, Center for Native  
American Health, Fam. & Comty. Med.

Santa Falcone, Public Admin

M. Rosina Finley, Family and Comty Med.

Adolfo Jose Garcia, Comm. & Journalism

Patricia Gillikin, English, UNM Valencia

Joy Griffin, Physical Perf. & Devel.

David R. Jones, English

Alice Lawson, Mathematics, UNM Valencia

Estella Martinez, Ind. Fam. & Comty Educ.

Rhonda Neswald-Potter, Counselor Education

Susan Podshadley, Comm. & Journalism

Sonia Santa Anna, Biology

David Scott, Sports Administration

Virginia Seiser, University Libraries

Jackie Weeks, Health Careers, UNM Gallup

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

Bill Buss, Neuroscience

Jean Civikly -Powell, FDR

Mark Emmons, University Libraries

Adolfo Garcia, Comm. & Journ., FDR

Karl Hinterbichler, Music

Wanda Martin, English

Robin Miller, Nursing

Bruce Noll, Educ. Ldrship & Org Lrng.

Laurie Schatzberg, ASM

Anne Simpson, Clinician Education, Geriatrics

## Mediator Self Awareness and Emotional Intelligence

Consider a jigsaw puzzle whose pieces are sometimes changing shape. The person who tries to solve the puzzle imagines how the pieces will fit together. The mediator has a similar task. To be fluid and detached to the extent necessary to put the pieces together while at the same time being mindful of changes. According to Phipps Senft (2004), Emotional Intelligence (EQ) is an important skill that is part of the ongoing development and competence of the mediator.

Emotional Intelligence (different from IQ) is defined as "the capacity for recognizing our own feelings and those of other, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (Bowling & Hoffmann, p. 152). EQ in mediation is derived from four key competencies:

- Self Awareness
- Self-Management
- Social Awareness
- Social Skills



Phipps Senft proposes that mediators strive to better the skills that heighten their EQ. The mediator's EQ is what provides the mediator with a sense of timing, knowing when, and when not, to intervene during an unfolding conflict. These skills surface by exploring one's own awareness that will allow the mediator to be fully present during the interaction. "Developing these qualities requires focus and intention. As we focus on understanding and interpreting our own depths, we develop a greater ability to be present with a wider and wider variety of conflicts. We develop a mastery of ourselves and therefore over the process of supporting the resolution of conflict" (Bowling & Hoffmann, pp. 42-43).

Self awareness is an essential first step in becoming an integrated mediator. Bowling and Hoffman (2003) point out that it is often easier to gain awareness of emotion in others than in ourselves. "Until we develop emotional self awareness, we will project our own unrecognized emotions onto others" (p. 156). One key component of self awareness is self confidence. One cannot project self confidence without self awareness.

Second, self-management gives one greater emotional control. An emotionally competent mediator is able to *choose* responses instead of being led by emotion. If the mediator does not have self-management skills, he/she may respond inappropriately to an outburst of emotion from the parties.

Social awareness is the third measure of EQ. This competency includes two of the most important skills that mediators acquire for empathy: active listening and reading nonverbal cues. The hope is that feeling empathy for the parties will be a guide for parties to feel empathy for each other.

Social skills is the last competency that builds on the other three competencies. Social skills, such as effective communication, are what the parties see when the mediator speaks and moves. Social skills guide the process and help the mediator to gently influence the parties while also signaling appropriate ways of communicating. Mediator social skills further hone ways our self-awareness and EQ.

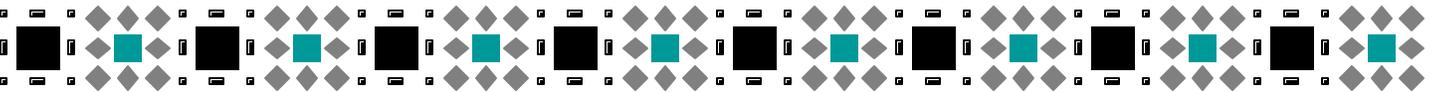
Mediators with high EQ can also be positive role models for the parties and can help the parties move more positively through the process. During the mediation process the relationships of the parties to each other and the mediator are in constant flux. The mediator relies on his/her own perceptions and worldviews to mentally recreate the dispute, which is only a version of the conflict and not the actual conflict. To understand the conflict, the mediator, at an early stage in the mediation process, tries to build a trusting and nonjudgmental relationship with the parties.

Emotional Intelligence serves to improve the process of mediation by honing mediator awareness. The mediator recognizes that learning the skills of mediation is not sufficient. Furthering intuitive self-knowledge enhances positive interaction between parties.

Bowling, D., & Hoffmann, D. (Eds.). (2003). Bridging peace in the room. San Francisco: Jossey Bass.  
Phipps Senft, L. (2004, Spring). The interrelationship of Ethics, Emotional Intelligence and Self Awareness. *ACRresolution*, 20-21.

Prepared by Adolfo Garcia, FDR Graduate Assistant

***Treat people as if they were what they ought to be,  
and help them become what they are capable of being.  
-Johann Wolfgang von Goethe***



### **FDR FACULTY MEDIATORS**

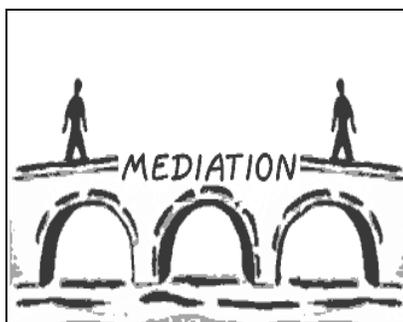
These are the UNM faculty who have completed the FDR 36-hour mediation training. The FDR program may call upon them to assist with faculty-faculty, faculty-administrator, faculty-staff, or faculty-student disputes (with the approval of all parties involved). Faculty mediators may also assist informally 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
Markus Bidell	Ind., Fam. & Comty. Ed	Dubra Karnes-Padilla	UNM Valencia
Gloria Birkholtz	Nursing	Kate Krause	Economics
Steven Block	Music	Alice Lawson	Math, UNM Valencia
Lisa Broidy	Sociology	Roland Lee	Radiology
Stephen Burd	ASM	Vonda Long	Counseling Educ., emerita
William Buss	Neurosciences, emeritus	Wanda Martin	A&S, English
Jean Civikly-Powell	Faculty Dispute Resolution	Estella Martinez	Ind., Fam. & Comty. Educ.
Dorothy Clough	Nursing, emerita	Virginia McDermott	Comm. & Journ.
Gene Coffield	Ind., Fam. & Comty. Ed.	Robin Miller	Nursing
Cara Lea Council-Garcia	Biology	Michele Minnis	Water Resources
Terry Crowe	Occupational Therapy	Sarah Morley	HSC General Library
Gary Cuttrel	Dental Services	Helen Muller	ASM
Susan Deese-Roberts	CASTL, Univ. Libs., emerita	Bruce Noll	Ed Ldshp. & Org Lrng.
Gloria Dyc	Arts & Letters, UNM-G	Eric Nuttall	Chem. & Nuc. Engr.
Mark Emmons	General Library	Leslie Oakes	ASM
Barry Gaines	English	John Oetzel	Comm. & Journ.
Santa Falcone	Public Administration	Daniel Ortega	Ctr. for Regional Studies
Tim Goldsmith	Psychology	Cassandra Osterloh	General Library
Maria Dolores Gonzales	Spanish & Portuguese	Patricia Payne	Nursing
Cathy Gutierrez-Gomez	Ind., Fam. & Comty. Ed.	Susan Pearson-Davis	Theatre & Dance
Mary Harris	Education, emerita	Loan Phan	Counselor Education
Gary Harrison	English	Ric Richardson	Comty. & Regional Planning

**FDR FACULTY MEDIATORS** (cont. from pg. 3)

John Rinaldi	Education, emeritus	Tim Wadsworth	Sociology
Sherry Rogers	Cell Biology & Physiology	Howard Waitzkin	Family & Comty. Medicine
Susan Romano	English	Diane Wax	Medicine, Office of Research
Randy Rosett	Anesthesiology	Jackie Weeks	Health Careers, UNM Gallup
Barri Sanders	UNM Taos	Olaf Werder	Comm. & Journ.
Sonia Santa Anna	Biology	Sherman Wilcox	Linguistics
Laurie Schatzberg	ASM	Ebtisam Wilkins	Chem. & Nuc. Engr.
David Scott	Sports Administration	Fran Wilkinson	General Library
Virginia Shipman	Ind., Fam., & Comty. Educ.	Amy Wohlert	Associate Provost, Speech & Hearing Sciences
Anne Simpson	Internal Medicine, Inst. for Ethics	Carolina Yahne	CASAA,, emerita
Brian Solan	Family and Comty. Medicine	<u>Graduate Student Mediators</u>	
Linda Sonna	Psychology, UNM Taos	Berrin Basak Vener	Public Administration
Ellie Trotter	Biology	Kate Enright	Comm. & Journ.
John Trotter	Vice-Dean, SOM; Cell Biology	Adolfo Jose Garcia	Comm. & Journ.
		Holly Kawakami	Comm. & Journ.



If your only tool is a hammer, every problem looks like a nail.

—Abraham Maslow

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

A few years ago GPSCRC surveyed graduate students about their needs for conflict resolution. The survey showed an unmet need for alternative ways to resolve conflicts. The graduate student perception is that the current grievance procedure as described in UNM's Pathfinder puts graduate students in an adversarial position.

During Spring 2005, the GPSCRC continues to make progress toward our goals. Please visit our website at <http://www.unm.edu/~gpsa/GPSCRC.htm>. In April we will distribute a new survey that aim at understanding the types of conflicts that graduate and professional students experience. In addition, we've gathered substantial support from the GPSA. GPSA President Buckner Creel has requested funds for an assistantship position to continue work on this project. For more information please contact Adolfo Jose Garcia: [adolfo@unm.edu](mailto:adolfo@unm.edu)