

# POP Quiz

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What is the correct gender-neutral term?

- A) Ombudsman
- B) Ombuds
- C) Ombudsperson
- D) All of the above
- E) It depends on who you ask



CONFLICT RESOLUTION  
MAY 16, 2024

CAREER MENTORING OF UNDERREPRESENTED STEM  
STUDENTS FOR THE PROFESSORiate (CUSP)

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# Tentative Agenda

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- Quick overview of Ombuds Office
- Questions
- Models

THE UCR OMBUDS OFFICE WAS  
ESTABLISHED IN 1968.

“OVER 50 YEARS OF PEOPLE NOT  
KNOWING WHAT THE OMBUDS  
OFFICE DOES.”

NOT JUST “WHERE TO GO...”  
BUT  
“WHY TO GO”  
“WHETHER TO GO”  
AND “HOW TO GO”

# UCR Ombuds Office Mission Statement

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The Ombuds Office strives to “humanize the UCR campus, making it a viable and responsible institution of people.”<sup>1</sup>

We do so by:

- Empowering members of the UCR community who **consult confidentially** with us to navigate through thorny UCR-related dilemmas.
- Impartially **facilitating dialogue**, mediation and other informal collaborative group processes.
- Providing useful **educational resources and workshops** on such topics as conflict engagement, communication, fairness, and ethics.
- Offering practical, independent **recommendations to administrators** at all levels of the university in order to catalyze positive systemic change and to promote fair and equitable processes.

<sup>1</sup>Letter from Chancellor Ivan Hinderaker, appointing the first UCR Ombudsman, November 20, 1968. Even though the specific practices of the Ombuds Office have evolved over the years, the initial mission still rings as true today as it did in 1968.

# Questions

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- 1) Conflict can be kind of inevitable when managing/working with people. What are some preventative measures you take?
- 2) How do you "pick your battles" within academia?
- 3) What are some of the most successful conflict resolution situations you have been a part of?
- 4) What are some unsuccessful conflict resolution situations you have been a part of? How did you cope/manage?
- 5) How to manage emotions in the moment and prevent escalation (de-escalation) to promote more constructive dialogue
- 6) Strategies to approach sensitive or difficult conversations (e.g. firing someone)
- 7) How to mediate conflict among others (e.g. in a team setting or lab group where the conflict doesn't necessarily involve you but indirectly impacts you)

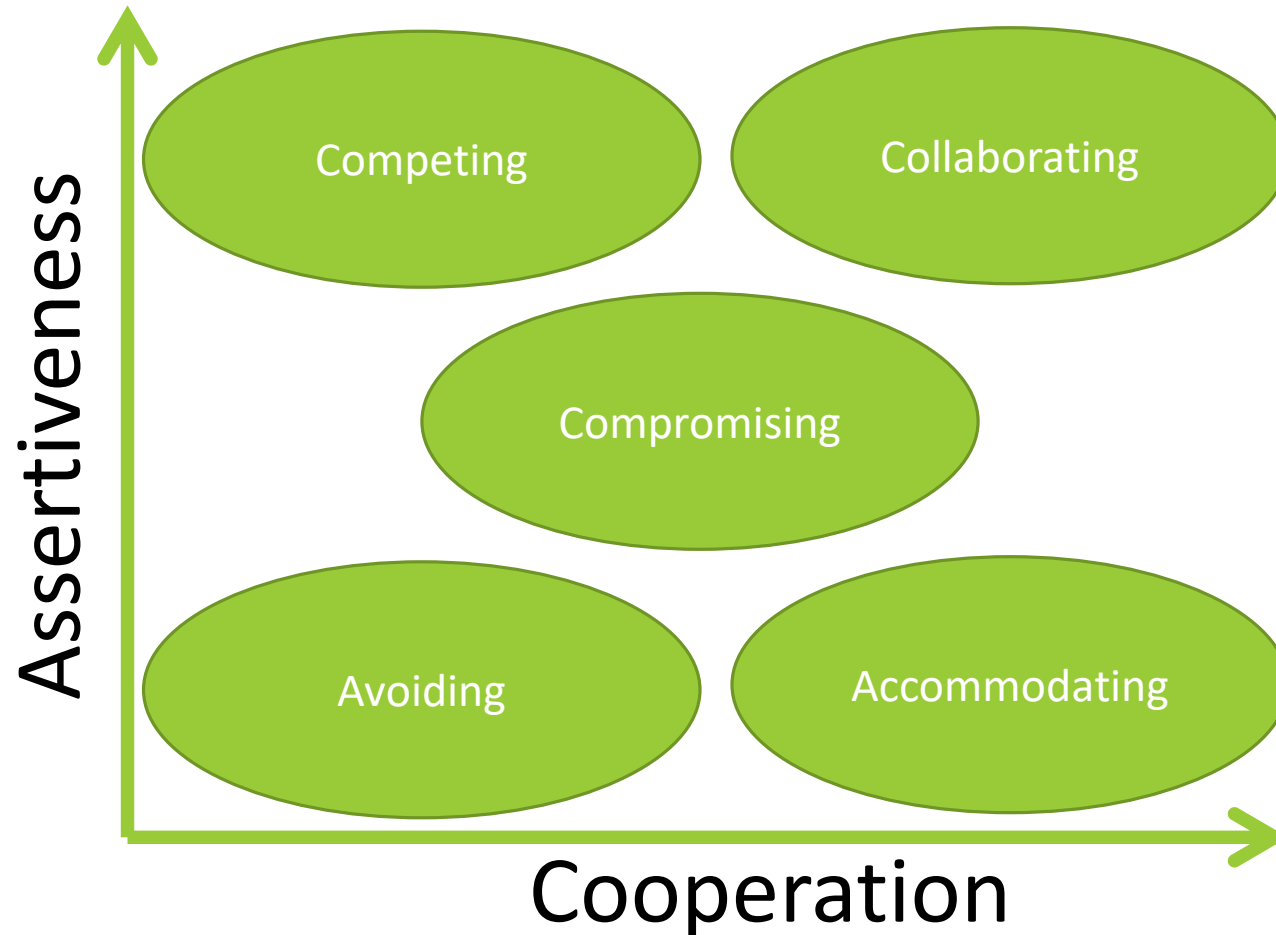
# Conflict-related Terminology

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- Dispute Resolution vs. Conflict Engagement
- Healthy Conflict vs. Toxic Conflict
- Conflict Constipation



# Thomas-Kilmann Conflict Modes:



## For each of the modes:

- 1) What would using this conflict mode look like?
- 2) Think of a catchphrase for this mode
- 3) What are the pros of this mode?
- 4) What are the cons of this mode?
- 5) When is the best time to use it?

# Conflict Escalation / De-escalation

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- Different meanings / contexts of escalation and de-escalation
  - Boiling over – Reflective Listening, particularly Affect Labeling
  - Slow burn – Pay attention to systemic dynamics
- Strategic Escalation

# Challenging Conversations Overview

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## Preparing for the conversation

- Step 1: Reflecting
- Step 2: Deciding whether to initiate a conversation
- Step 3: Convening the conversation

## Engaging in the conversation

- Step 4: Framing the conversation
- Step 5: Listening to the other

## party's perspective

- Step 6: Sharing your perspective
- Step 7: Problem Solving
- Step 8: Concluding the conversation

## Follow-up

- Step 9: Follow-up

# Mediation Basics

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- Impartiality (no stake in outcome) and not embedded in power relationships
- Mindset: Facilitative rather than Adjudicatory
- Active Listening skills – summarizing clarifying
- Surface Interests

# Reflective Listening - Teaser

Intention matters!

Summarize content

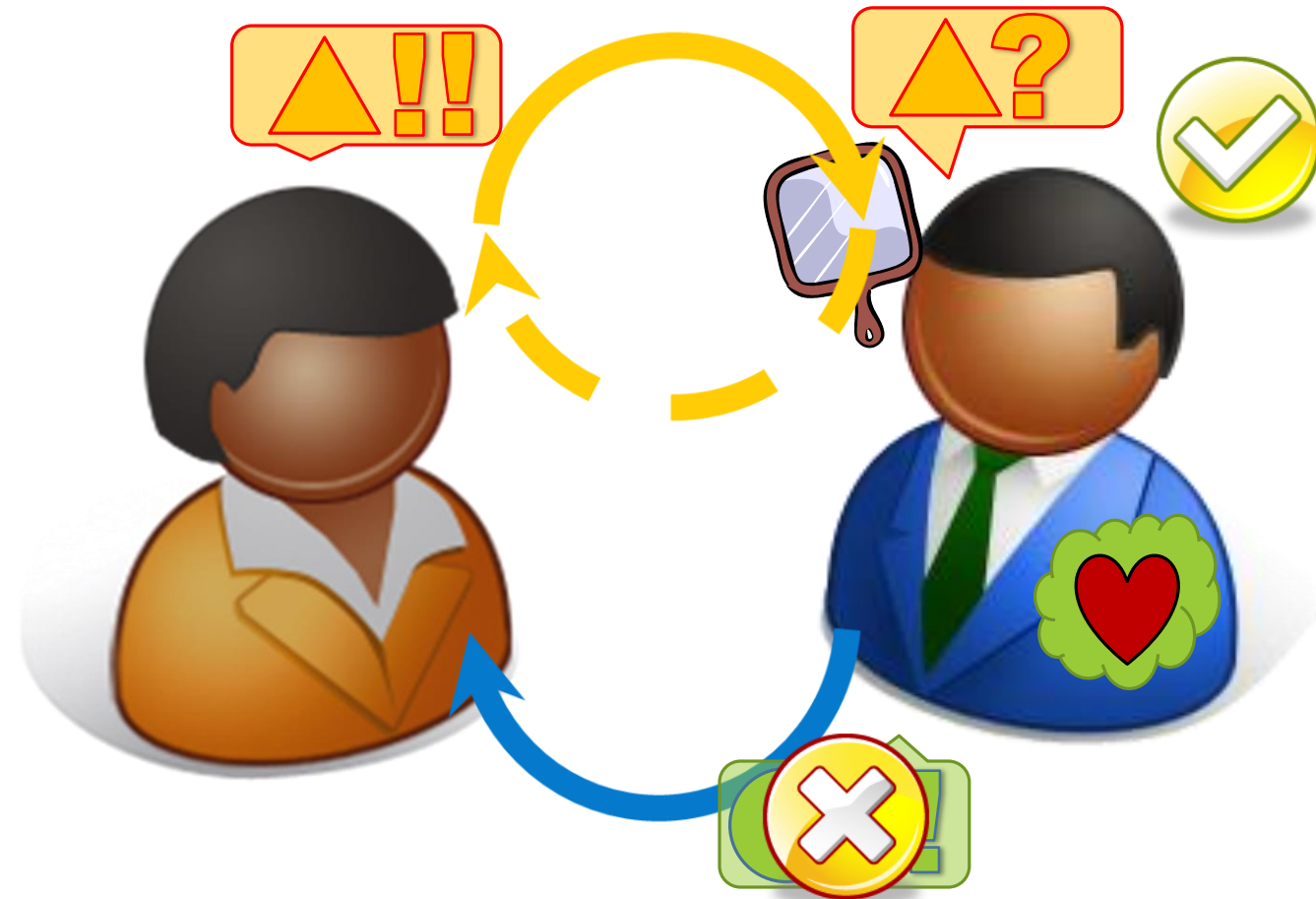
Summarize feelings

Summarize interests

Confirming/Tentative language

Reframing

Clarifying questions



# Thank You! Questions?

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## **Book & Resource List (Recommended by the UCR Ombuds Office)**

### Abusive Conduct

Taming the Abrasive Manager – Crawshaw

It's All Your Fault at Work – Eddy

### Coaching

The Coaching Habit - Stanier

### Communication

Difficult Conversations – Stone, Patton & Heen

Crucial Conversations – Patterson, Grenny, McMillan, Switzler

Sheila Heen (Guest on Tim Ferris Podcast): <https://tim.blog/2021/09/16/sheila-heen-transcript/>

De-Escalate - Noll

### Conflict Escalation

High Conflict - Ripley

Social Conflict: Escalation, Stalemate and Settlement - Pruitt & Kim

### Conflict General

Staying with Conflict – Mayer

### Conflict Systems

Getting Disputes Resolved – Ury, Brett & Goldberg

The Way Out - Coleman

### Dignity

Dignity - Hicks

### Facilitation

The Art of Gathering - Parker

Facilitation with Ease! – Bens

Facilitators Guide to Participatory Decision-making – Kaner

How to Run a Good Meeting: <https://www.chronicle.com/article/how-to-run-a-good-meeting>

### Feedback

Thanks for the Feedback – Stone & Heen

### Leadership

Dare to Lead – Brown

7 Habits of Highly Effective People - Covey

The 5 Dysfunctions of a Team - Lencioni

Drive - Pink  
Think Again - Grant

Negotiation

Getting to Yes – Fisher, Ury & Patton  
Negotiating at Work – Kolb & Porter  
The Power of a Positive “No” - Ury

Trust

The Speed of Trust - Covey



## Mediation / Facilitated Conversation Overview

### What is Mediation?

Mediation is a process in which two or more parties participate with the aid of an impartial mediator who seeks to assist communication, collaboration, and/or healthy conflict engagement between the parties. The impartial mediator does not function as an adjudicator or decision maker but rather helps facilitate dialogue and/or agreement. The process can be structured different ways depending on several factors:

- 1) Is the purpose to reach mutual agreement or to dialogue? When the goal is an agreement, the process is typically called *mediation*. If an agreement is reached in mediation, the parties may or may not choose to formalize it in writing, depending on the nature of issue at hand and the desires of parties. Sometimes though, the goal is not to reach mutual agreement but to facilitate dialogue to increase mutual understanding or to improve communication. When reaching an agreement is not the focus of the process, it is typically called a *facilitated conversation*.
- 2) To what degree does the process involve *joint sessions* and/or *individual sessions* (also known as *caucuses*)? A *joint session* involves some (frequently all) parties speaking directly to one another in the presence of the mediator. An *individual session* involves a single party (or aligned parties) meeting alone with the mediator. There are strengths and weaknesses to each. A *joint session* allows direct communication between the parties, enabling them to hear from one another within a facilitated meeting structure. An *individual session* creates an opportunity for parties to speak more freely without feeling inhibited by the presence of the other parties. An *individual session* creates the space for a party to be heard, and to reflect. During an *individual session* the mediator can sometimes help *coach* the party on how to engage with other parties. *Traditional mediation* typically involves a combination of *individual* and *joint sessions*. *Shuttle mediation* relies primarily on *individual sessions*, with few if any *joint sessions*, and the mediator serves as more of an intermediary carrying messages than a facilitator of dialogue.

### When can the Ombuds serve as a mediator?

The process requires the voluntary consent of all parties, including the Ombuds. Additionally, a mediated process may not be the appropriate option for the circumstance. Before committing to serve as the mediator the Ombuds meets individually with the parties involved to assess whether a mediation would be a good course of action, and to structure the process.

### Mediation Process Overview

- 1) **Convening** – The parties work with the mediator to convene and structure the mediation
  - a. **Initiation** – One or more parties initiates with the Ombuds.
  - b. **Exploration & Assessment** – The parties explore whether mediation is the right process for them.
  - c. **Process Design** – The parties work with the mediator to design a process that will address their needs.

- d. **Agreement to Mediate** – The parties agree to move forward with mediation.
- 2) **Substantive Sessions** – Once the mediation has been convened, the parties can begin to discuss their substantive concerns in some combination of Individual and Joint Sessions.

These sessions often include some combination of the following:

- a. **Perspective Sharing** – The parties share their concerns
- b. **Issue Identification** – The mediator and parties identify the key issues.
- c. **Surfacing Interests** – The mediator and parties clarify what is most important to the parties.
- d. **Brainstorm Options** – Exploration of possible action steps
- e. **Negotiation** – Exchange of offers and counter-offers
- f. **Agreement** – Reaching a mutual agreement

## How do you initiate a mediation?

If you are interested in convening a mediation, the recommended first step is to contact the Ombuds Office and arrange an initial confidential consultation to discuss the nature of your concern to consider whether a mediation might be appropriate for your situation. The Ombuds will listen to your concern, discuss your goals and priorities, and explore various options for how you might want to proceed. Even if you are initially inclined towards mediation, it is important to consider other alternative courses of action and to pursue the process that best aligns with your goals and priorities.

If, after discussion with the Ombuds, you wish to pursue mediation, and the Ombuds is agreeable to serve as the mediator, you and the Ombuds can determine a plan for inviting the other party or parties. Generally, it is best for you to make the invitation. You may consider something like the following:

Dear \_\_\_\_\_,

I am reaching out to you to see if you were open to participating in a mediation with me. I would like to listen and better understand your perspective, and I hope that you would be willing to hear my perspective as well. Perhaps it would be helpful for both of us if we involved an impartial mediator. The Ombuds Office ([ombuds.ucr.edu](http://ombuds.ucr.edu)) provides mediation services. I have attached a document that provides an overview of how they facilitate the mediation process. Feel free to contact them directly if you would like more information on their services. Alternatively, I would be open to someone else serving as mediator. Ideally it would be someone we both mutually respect such as \_\_\_\_\_, \_\_\_\_\_, or someone else you might recommend. Thanks for your consideration....

If you believe that mediation might be a good option for others, please feel free to contact the Ombuds Office directly or encourage the prospective parties to reach out to us themselves. In order to respect confidentiality, the Ombuds Office cannot confirm whether or not someone has initiated with the office without their explicit permission.

## Initial meetings

Most processes will begin with confidential individual meetings as part of the convening phase. Occasionally, when the mediation involves a large number of parties, the Ombuds might meet with multiple parties in a joint session to provide an overview of the process.

The purpose of the individual meetings is:

- To assess whether mediation is the process that best matches the goals and interests of the individual parties.
- To clarify expectations about the process and answer any questions the parties have.
- To determine the scope of the mediation and craft a tentative agenda
- To identify potential pitfalls that might come up in the mediation.
- To explore what would help parties feel more comfortable engaging in the mediation
- To consider the design and structure of the mediation process
- To clarify who will be present at various steps in the mediation process
- To confirm that the Ombuds is the desired mediator
- For individual parties to disclose and discuss details they might not feel as comfortable sharing with the other parties in the room.
- For the individual parties to better clarify their goals and interests for themselves.
- For the parties and the Ombuds to establish trust and rapport.
- For the Ombuds to gain familiarity with the nature of the concerns and the issues involved.
- For the Ombuds to better understand the goals and interests of the parties.
- For the Ombuds to confirm that the parties voluntarily consent to participation
- For the Ombuds to verify that engaging in the mediation would fall within the scope of the Ombuds role.
- For the Ombuds to confirm that the potential value of a mediation outweighs the risk of exacerbating harm.

Once all parties have determined they want to move forward with the mediation, the substantive sessions can begin.

## Ground rules for Mediations

Everyone's participation is **Voluntary**

- If the parties would like to withdraw from the mediation process, it is requested that they first have a conversation with the Ombuds.
- The Ombuds may also withdraw and may not state the reason for doing so.

The Ombuds is **Impartial**

- The Ombuds cannot advocate for any individual or entity. The Ombuds does not represent or UCR.
- The parties decide on any outcomes, not the Ombuds.

**Confidentiality / Privacy**

- The Ombuds will not disclose what is discussed in mediation with anyone at UCR unless all of the parties and the Ombuds agree.
- The Ombuds will keep confidential any information parties share in individual sessions that they do not wish shared with other parties.

- Conversation from the mediation cannot be used as evidence in a formal adjudicative process. For example, proposals for resolution or apologies.
- Any finalized agreements coming out of the discussion are not confidential.
- The parties should agree on who they may talk to about the mediation. Typically:
  - Parties should limit their conversations about the discussion to personal confidants.

## Joint Sessions

Joint sessions often involve more planning and preparation. Typically, a joint session includes the following elements:

### Agenda

The agenda should be agreed upon in advance. Depending on the nature of the issue, it may need to be outlined in detail. However, it typically follows the format below, along with a short list of issues to be explored:

- Introductions & overview
- Opening comments from first party
- Short recap of first party's comments by other party or parties.
- Repeat opening comments and summary for additional party or parties.
- Discussion (Fluid): Identify issues & interests, brainstorm options, evaluate options in light of interests
- Discuss next steps

### Ground rules for joint sessions

#### Breaks

- Anyone can call for a break at any time.

#### Timeframe

Typically, participants are asked to set aside three hours for a joint session. At the end of the second hour, we will pause to take a temperature check on how it is going. If we have not concluded before the final fifteen minutes of the allotted time, we will shift the discussion to next steps, and whether to have a follow up meeting.

#### Scope

The scope of the joint session is typically explored in earlier individual sessions and clarified at the beginning of the facilitated conversation.

#### Respect

Parties agree to engage with one another in a respectful manner. What is respectful behavior can vary based on individual and cultural norms. So, it is helpful to clarify what this means for each of the parties and to try to specify desired and undesired behaviors.

Here is a sample list:

- We will speak for ourselves and from our own experience and try to avoid over-generalizations and grand pronouncements.
- We will express our different viewpoints in a thoughtful manner and without a critical or insulting spirit.
- We will listen with resilience, “hanging in” when we hear something that is hard to hear. If words are used that are “hot button words,” we’ll explore the meanings and impacts of those words rather than assuming shared meanings or assuming the worst intentions on the part of the speaker.
- We will share airtime.
- We will be mindful of our body language and tone of voice.
- When we are upset or frustrated, we will try to express it in a manner that is not harmful to others.
- We will avoid making negative attributions and assumptions about the beliefs, motives, and intentions of others. When we are concerned about the intentions of others, we will inquire about them with openness and genuine curiosity.
- We will not dismiss the impact of our actions on others based on our own good intentions.

Also, parties should develop a plan for how to intervene without shaming others if they feel these expectations are not being realized. One way is to acknowledge ahead of time that there may be slip ups. If and when they occur to speak up, and gently identify the concern and suggest an alternate behavior. Example: “I’m not sure if you are aware but while I was speaking you appeared to roll your eyes. I realize you are frustrated. Can you try to be mindful of your body language and share your frustrations verbally once I’ve finished speaking? Would it help if I try to listen about what is frustrating you?”

### **Interruptions**

- Please try to avoid interruptions unless the person being interrupted doesn’t mind.
- As the facilitator, the Ombuds reserves the right to interrupt. Speak up if you feel this right is being abused.

For more information, please contact the UCR Ombuds Office:

Phone: (951) 827-3213

Email: [ombuds@ucr.edu](mailto:ombuds@ucr.edu)

Location: 388 & 390 Skye Hall

# Preparing for a Challenging Conversation

## Overview

### **Part A (Steps 1-3) Preparing for the conversation**

**Step 1: Reflecting**

**Step 2: Deciding whether to initiate a conversation**

**Step 3: Convening the conversation**

### **Part B (Steps 4-8) Engaging in the conversation**

**Step 4: Framing the conversation**

**Step 5: Listening to the other party's perspective**

**Step 6: Sharing your perspective**

**Step 7: Problem Solving**

**Step 8: Concluding the conversation**

### **Part C (Step 9) Follow-up**

**Step 9: Follow-up**

## Part A: Preparing for the Conversation

*Goal: Prepare for a successful conversation*

Preparation is key. Time invested in advance greatly increases the likelihood of a fruitful conversation. Apply my research skills to the problem. If this was an exam or significant academic project how would you prepare? Apply those same skills.

Consult or role play with the UCR Ombuds Office (x2-3213), friends or other resources

Reflect and journal

Look ahead to other steps and think through how you will address them

Utilize books and other resources:

Difficult Conversations by Stone, Patton, & Heen

Crucial Conversations by Patterson et al.

Crucial Confrontations by Paterson et al.

If another party initiates the conversation, you may not have time to prepare. If you feel caught off guard, consider taking the following approach: listen, summarize and then say something like “You have given me a lot to think about. I would like to follow up and talk with you about it further after I have a little time to process. Can we set a time to talk sometime next week?”

## **Step 1: Reflecting**

*Goal: Reflect deeply and deliberately about the conversation in order to gain greater insight into the underlying issues.*

When reflecting it is important to consider the issues from your perspective and from the perspectives of other involved parties.

### Critical Questions for Reflection:

What outcome am I looking for? Why are these outcomes important to me? What will I consider a successful conversation?

What outcome might the other party be looking for? Why might these outcomes be important to them? What might they consider a successful conversation?

Is it realistic to expect these outcomes?

#### Realistic outcomes

- Learn more about the other person's perspective
- Express my perspective or feelings
- Engage in collaborative problem solving

#### Unrealistic outcomes

- Change the other person in a way they are not likely to embrace

### Additional Questions for Reflection:

What is my perception of the situation? What might be the perception of the other party?

What assumptions do I have about the situation? What assumptions might the other party have?

What data or information might be relevant? What information do I have access to? What information does the other party have access to?

What common ground do I and the other party have in how we see the situation? How might we be perceiving the situation differently?

What are my goals over the short-term, medium-term, long-term? What are theirs?

How have my actions contributed to the situation? How have the other party's actions contributed to the situation?

What larger systemic dynamics might be at work?

How am I feeling about this situation? What might be the feelings of the other party? How are these feelings impacting how we are approaching the situation?

What fears do I have about this conversation? What fears might the other party have?

What do I anticipate as possible trouble spots?

What would be the consequence if I avoid or delay the conversation?

What implications does this issue have for the way I see myself? What implications might the issue have for the way the other party sees her/himself?

What is the possible range of options or solutions?

What are my alternatives if I do not achieve a satisfactory outcome through the conversation?

What alternatives does the other party have if they do not achieve a satisfactory outcome through the conversation?

What laws or university policies, if any might be applicable to this issue?

Are there any deadlines that might be relevant?

Are there other people whom it might be helpful to involve in this issue? How might they impact the situation? How might the existing parties react to the inclusion of these new parties?

## **Step 2: Deciding whether to initiate a conversation**

*Goal: Decide whether or not to initiate a conversation*

### Reasons to initiate a conversation

- Issue is likely to persist, recur or worsen if not addressed
- Addressing the issue well is likely to produce a positive outcome

### Reasons to not initiate a conversation

- Issue is likely to go away if not addressed
- The time to address the issue is not yet ripe
- There is a better way to address the issue than talking about it
- This is really an issue inside of you rather than an issue between you and the other party
- Your purpose for having the conversation is unrealistic

## **Step 3: Convening the Conversation**

*Goal: Setup the meeting in an environment most conducive to productive outcome*

Reach out to the other party and invite them to have a conversation with you. Here are some items you might want to consider:

Topic: What is it that you wish to discuss?

Time: How long will you need to discuss it and when should the conversation take place?

Place: Where will the conversation happen?

Context of the request: How will you make the request? By email? By phone? In person?

One important consideration is trying to allay fears and reduce the anxiety of the person you are meeting with. The more at ease the other party is, the more likely they are to engage constructively. Put yourself in their shoes. How would you feel about the conversation if you received this type of request?

Scenarios to avoid if possible:

- 1) “The Ambush” – Other party thinks it is just a casual conversation, and feels caught off guard, triggering defensiveness.
- 2) “The Anxious Wait” – Other party becomes extremely anxious in anticipation of the conversation, and comes into the meeting a nervous wreck.
- 3) “The Premature Conversation” – You end up having the conversation when your goal is merely to convene it.
- 4) “The Quick ‘NO’” – The other party gives a quick definitive answer, without engaging you in the underlying issues.



## Part B: Engaging in the Conversation

*Goal: Have a successful conversation*

Once you begin to have the conversation you no longer have complete control over the process. Conversations are shared processes and therefore inherently dynamic and free flowing. It is helpful to have a general structure in mind but to remain flexible to the circumstances.

Here is a general structure:

Step 4: Framing the conversation

Step 5: Listening to the other party's perspective

Step 6: Sharing your perspective

Step 7: Problem Solving

Step 8: Concluding the Conversation

In practice, listening, sharing, and problem solving constitute the heart of the conversation and are typically comingled. You will have to bounce back between them or cycle through them several times. As a general principle, it is best to try to do them in the order listed. By listening well to others first you increase the likelihood that they will listen to you, and problem solving tends to be more productive if everyone feels heard and the perspectives are out on the table.

### **Step 4 Framing the Conversation**

*Goal: Frame the discussion, establish expectations, set the tone for the meeting, and invite other parties to participate as partners in a learning conversation*

Prepare how you want to open the conversation. You might find it helpful to write out a very brief opening statement. Here is what you might want to include in the conversation:

Your purpose in the conversation

Expectations you have

The intended tone of the conversation

The scope of the conversation

What actions might follow

Confidentiality and who might be informed about the conversation

The structure of the conversation

Frame the issue in neutral language. Avoid language that connotes judgment: ex "Let's talk about your performance on project x." Try to use language that both of you can agree with: ex. "I think we may have different perspectives on project x." Emphasize mutual contribution rather than blame.

Example: "I wanted to talk with you about project x, and hear from you your sense of how it is going and also share with you my feelings about it. I was hoping that today we would just have an initial informal conversation between the two of us to make sure that we are on the same page, and then to outline next steps. I can share my thoughts or we could begin with yours. What do you think?"

Persistently extend invitation: If you encounter an initially defensive or adversarial response, here is one approach that can get the conversation back on course:

- 1) Resist the temptation to become defensive or adversarial yourself
- 2) Defuse using active listening (See step 5)
- 3) Persist in extending an invitation to engage in a learning conversation, and gain buy-in

Just before the meeting prepare your own internal posture. Revisit your purpose. Remind yourself that you do not see the whole situation.

### **Step 5: Listening to the other party's perspective**

*Goal: Listen with curiosity, and communicate to the other party that you are interested in understanding their perspective*

Be prepared to present information first. However, be prepared to shift quickly and early into a listening posture.

Seek to understand one another's perspectives rather than determining "the truth."

Maintain open body language.

Maintain a curious posture.

Assume that you have incomplete information and that you do not understand the entire issue.

Summarize feelings and opinions of the other party to communicate that you understand them.

Reframe.

Ask open-ended questions rather than closed-ended questions. Ex. "What happened with the presentation?" rather than "Did you double-check that you had the presentation?"

Elicit interests – the "whys" behind positions.

### **Step 6: Sharing your perspective**

*Goal: Present your perspective in the way they are most likely to hear it*

Transition from listening to sharing your perspective. You may want to prepare a transition statement that invites their buy-in. Ex "I think I am getting a sense of how you see the situation. It sounds like you ... Is that about right? <Yes.> Good then I would like to share my perspective on the situation."

Start with what matters most.

Present your ideas not as "the truth" but as your perspective.

Acknowledge your own shortcomings and apologize appropriately.

Utilize "AND" statements to acknowledge complexity of circumstances. Ex. "You want to innovate AND I want to make sure we maintain our core strengths."

Disentangle intent from impact:

- Avoid attributing intent to other party. Ex. "You were trying to undermine me."
- Instead describe actions of other party and their impact upon you. Ex. "I am confused and angry because you did not speak up to support the proposal in the meeting after you told me in private that you liked it."
- If you must attribute intent, provide reasoning and present it as an open question. Ex. "... and so I do not know whether you are trying to undermine me, or whether you felt intimidated or what."

- Acknowledge the impact of your actions upon the other party. Avoid using your lack of a negative intent to invalidate impact. Ex. “I realize that my actions left you feeling hurt even if that was not my intent” rather than “I never meant to hurt you.”

Share true feelings rather than judgments disguised as feelings. Ex. “I feel frustrated” rather than “I feel disrespected.”

Avoid blanket generalizations. Avoid “always” and “never.” Ex. “You never take time to listen.”

Be mindful of any identity issues you could trigger in them, and do your best to allay those issues. Ex. “I know that take great pride in the quality of your work. So I was surprised to see five typos in your email.”

Invite them to summarize. Ex. “Let’s check to see if I’m being clear. Would you mind playing back what you’ve heard me say thus far?”

Ask how they see it differently, (looping back to step 6) especially if you sense they have not fully shared their perspective.

### **Step 7: Problem Solving**

*Goal: Work collaboratively to solve the problem*

Summarize the similarities and differences in perspective in a neutral way.

Utilize the AND statements to describe the problem.

Name the dynamic. Ex. “I notice that we seem to get into a heated discussion whenever we talk about the budget.”

Invite them into problem solving.

Shift from past orientation to future orientation.

Ask them what would be most important to them in a solution.

Ask them what standards should apply.

Invite them to propose potential solutions.

Generate multiple options.

Build upon interests.

### **Step 8: Concluding the Conversation**

*Goal: Cement agreements, and maintain open dialogue for continuing conversations and honest assessment of plans*

Consider establishing SMART (Specific, Measurable, Action-Oriented, Realistic, Timely) goals to be able to measure progress

Set a time line for follow up and to review implementation

### **Part C: Follow-up**

#### **Step 9: Follow-up**

*Goal: Maintain and build upon successes*

Check in with other party to review implementation, and maintain open lines of communication.

*For more assistance, feel free to contact the UCR Ombuds Office (951) 827-3213*