

TRANSCRIPT OF NEUTRALS CERTIFICATION
PROGRAM TELESEMINAR

HOW TO LEARN MORE FROM EVERY MEDIATION

PRESENTER: ZEKE REICH

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MR. REICH: Hi, everybody.

MS. TOBE: So I wanted to take this opportunity -- this is Judy Tobe, an ADR Specialist with ORM, and I want to take this opportunity to welcome everyone to the Neutral Certification teleseminar, How to Learn More From Every Mediation.

Just a little few housekeeping tips before we get started with our speaker. I want to make sure that you're all on live meeting as well as on this telephone call. And if you are not sure how to do that, the link to live meeting was in the email that was sent to you. If you don't have the link for any reason, you can email me, and I will send it to you as soon as I finish my opening remarks. And you can send it to judy.tobe@va.gov, T-o-b-e, Tobe, and I'll send out that link.

There are no handouts for this call, just the PowerPoint that Zeke is going to show on live meeting. And when you're finished this call, make sure that you do send your name and your TMS ID to Roy Ferguson so that you can get credit for attending this call. And again, that information -- that contact information is on the email that you sent. Make sure you do the evaluation, again with the link being in the email.

1 Right now everyone is on mute, and after Zeke
2 has finished his presentation, you'll be able to ask
3 some questions. And to unmute yourself to answer the
4 questions, just press star six. As you know, this is
5 being recorded. Everyone had to agree to that, I
6 believe, when you called in.

7 And before I turn it over to our presenter
8 today, Zeke Reich, I want to tell you just a little bit
9 about Zeke. He's the -- an ADR specialist at the
10 Department of Veterans Affairs with ORM, and he's also
11 the coordinator of the Neutral Certification Program.
12 He's based in D.C. and he serves as a mediator and a
13 coach for employees in conflict at VA Central Office
14 and managers -- manages projects to support the VA ADR
15 program nationwide.

16 On a personal note, I'm sad to tell you that
17 this will be Zeke's last call, or he may be around for
18 one more. But Zeke is going to be leaving the VA in
19 August to go back to school full-time. He's going to
20 be getting his Master's in social work. He'll be
21 greatly missed at ORM, I know, but at the same time I'm
22 excited for him as he takes the next step in his
23 professional life. And like I said, I know he'll be
24 missed by a lot of people.

25 So now, I want to turn it over to Zeke.

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1 MR. REICH: All right. Thank you so much,
2 Judy.

3 Hi, everybody. It is great fun to be on the
4 other side of this table, so to speak. As Judy said,
5 I've coordinated some of these calls in the past, but I
6 had had the opportunity over the last few months to go
7 a little bit more into a topic that I've always found
8 really interesting. And so I thought I would kind of
9 share some of that, what I found.

10 I got to do a detail into the mental health
11 process -- Mental Health Service of the D.C. VA Medical
12 Center, and I spent a few months there. And I hung out
13 with clinicians, social workers, and psychologists, and
14 I got to ask them about their work. And one of the
15 things that's always fascinated me as a mediator is how
16 can we learn from our mediation experience.

17 So I asked these people, these clinicians, how
18 do you learn from your own clinical experience? How do
19 you put that to good use and improve as a social worker
20 or as a psychotherapist? And we talked about it a lot,
21 and I ended up doing a bunch of reading. And I read
22 about also in -- within mediation and negotiation how
23 people have encouraged us to learn from our own
24 experience.

25 So I wanted to share the results of what I

1 found with you all. And Judy was gracious enough to
2 help me kind of coordinate this and to do the
3 teleseminar. Hold on one second.

4 Hey, Rob, can you turn your audio down? Rob
5 Talley, my office mate has got a speaker that I can
6 hear. So I was getting little echoes of my own voice.
7 Thanks, Rob. Small little world here in D.C.

8 Okay. So the aim of my presentation is to
9 talk about how we can learn more from our mediations.
10 This is something that I'm passionate about. We go
11 through life, and things are happening to us all the
12 time. We go through our mediations, and the mediation
13 itself may be successful. It may be something that the
14 parties walked away satisfied from. There may have
15 been better communication or what have you. But we
16 sometimes go through mediations, as with a lot of other
17 experiences, that we don't necessarily improve from
18 those experiences.

19 I love this quote by the American novelist,
20 Henry James. He says, "Try to be one of the people on
21 whom nothing is lost." All right. How can we go
22 through our mediations and experience them as a kind of
23 development opportunity all the time?

24 So one way to think about this a lot is to
25 look at how people practice in all kinds of areas

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1 outside of mediation. How do people get better at
2 things?

3 When researchers have studied experts, top
4 elite musicians, athletes, they found that the people
5 who are the highest in their own fields in music or in
6 sports are distinguished from people who are just
7 pretty good at -- because of the quality of their
8 practice. It's what's called deliberate practice.
9 They found that the most elite musicians and athletes
10 in the world aren't practicing more than other people
11 because plenty of people practice the same number of
12 hours, but they practice in a different way.

13 They deliberately challenge themselves in each
14 minute of their practice to improve by setting goals,
15 by trying to constantly push those goals, by looking at
16 how well they may have met or not met their goals,
17 revising their goals all the time. They're deliberate
18 and focused in a way that sets them apart from
19 everybody else.

20 The football coach, Vince Lombardi, put it
21 pretty well. He said, "Practice doesn't make perfect;
22right," -right?- "Only perfect practice makes perfect."

23 So we want to take that inspiration as
24 mediators to be deliberate in our own mediation
25 practice, to bring a level of focus, intentionality,

1 goal setting, and challenge that is going to allow all
2 of us to go through our mediations. And when we're
3 done with that session or done with thinking about that
4 session, we're going to come up with -- you know,
5 we're -- we're going to develop as mediators more than
6 we would have otherwise. We're going to be someone
7 who -- on whom our mediation sessions are not lost.

8 So I'm going to present some concrete tools
9 that will help us, hopefully, do some of this kind of
10 learning from our experience. The ideas for this are
11 not mine at all. I have a bunch of references at the
12 end. The -- the thing that I'm trying to do, though,
13 is to distill a bunch of ideas from other people into
14 something that can be practical for a single mediator
15 who's dealing with their own mediations and they're
16 alone while they're doing it.

17 You know, it's -- some of us are lucky enough
18 sometimes to have supervisors, colleagues, peers,
19 co-mediators, people who can help us debrief after a
20 mediation and talk out what it was that happened. And
21 that's great, but we're not always so lucky to have
22 other people to talk to -- about this with.

23 So I wanted to try to just present a way that an
24 individual, like getting in your car after the
25 mediation sessions' over or the day after, that you

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1 yourself can do some reflecting on the mediation
2 session in a way that brings more learning and more
3 development from it.

4 You can use the things I'm talking about in
5 conversation with other people. You can have a group
6 conversation about a mediation, and I hope that this
7 will potentially inform that. But the real aim is that
8 it can be done just by yourself.

9 So deliberate mediation practice is going to
10 take place at -- at all the times around the mediation,
11 before, during, and after the mediation. The bulk of
12 what I'm going to talk about, though, is about the
13 after the mediation, a reflection on the mediation that
14 we've just gone through.

15 So I'm just going to pause now before I jump
16 into the actual tool, and I want to say, are things
17 going well from a technical standpoint? Can people
18 hear me? Am I speaking too fast or too quietly or too
19 slowly or anything like that? Do you have any initial
20 questions to get us going?

21 Like Judy said, what you can do, if you want
22 to speak, is you can press star six, and that will
23 unmute you. And while you're unmuted, you should be
24 able to speak. So if you have something pressing to
25 say, press star six right now. You can unmute

1 yourself.

2 Not hearing anything. So I think we're good.

3 If -- if you're trying to speak but for some reason
4 aren't able to, you can also send me an email or send
5 Judy an email because we're all just checking our
6 messages as they come in as well.

7 Also, feel free -- feel free to press star six
8 as I go. This is going to be a little bit dense. If
9 you know me, you might not be surprised. This may be a
10 little bit more wordy than it needs to be. And if it's
11 confusing, I apologize in advance. I'm still trying to
12 work out ways of talking about all this stuff. So I
13 will appreciate anybody jumping in with a star six to
14 say, this doesn't make sense. Could you slow down?
15 Could you repeat? Or just ask any kinds of questions
16 that I'm doing.

17 Okay. So I'm going to walk you through a
18 five-step process about reflecting on moments in our
19 mediation session. I'm going to be talking about a
20 fictionalized mediation that I did recently.
21 Hopefully, you can see how this might be able to apply
22 to a mediation of yours, and potentially we can talk
23 about some of your own situations maybe in the Q and A.

24 The first step that I'm going to talk about is
25 after the mediation. It is what I call choosing a

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1 critical event to focus on. So this is going to be a
2 five-step process where the first step is take a single
3 event of the mediation, and then everything is just
4 going to be reflecting on every -- on things around
5 that one event.

6 When you're done with the five steps, we can
7 go back and pick another critical event. I mean, so
8 there may be tons of critical -- and I'm going to
9 explain what that term means, but there may be tons of
10 different critical events that are worth pausing over
11 and reflecting on after the mediation. I'm just going
12 to do one, and then you can go through it. But you can
13 call it an iterative process. You can do it once, and
14 you can do it again and again and again for all the
15 different moments that -- that struck you in the
16 mediation.

17 Well, that's what a critical event is. A
18 critical event is just some moment in the mediation
19 that struck you. It's not necessarily something you
20 did. In fact, usually the things that strike us are
21 things that other people did.

22 So could be a -- a moment when the mood
23 improved. Could be a moment when somebody got angry, a
24 moment when your co-mediator looked at you in some kind
25 of puzzled way like they were confused by what was

1 happening, broadly speaking if somebody -- something
2 unexpected happened, or just overall if you felt
3 surprised by anything at all in the session, whether it
4 was one hour or six hours.

5 Was there some moment in which you felt a
6 sense of surprise? And if you can recall that moment,
7 that's going to give us a good way in to this larger
8 process of reflection that I'm describing.

9 So if -- if you want to try to follow along at
10 home, you can think about a recent mediation and think
11 about some time when you felt surprised. But there's
12 no need to do that and -- and it may be hard to try to
13 flip back and forth between my example and yours. So
14 at the very least, I'm going to tell you about my
15 critical event.

16 There I was in a recent mediation with Alan
17 and Bob, and we were just a few minutes into the
18 session. We were really just kind of making small
19 talk. I was just sort of talking to Alan a little bit,
20 and, unexpectedly, Bob threatened to walk out of the
21 session. That's my critical event because the next
22 thing that happened was of course that I was surprised.

23 Just this -- in my memory just seems it was
24 really surprising that Bob threatened to walk out.
25 That makes it a critical event. That's all that we

1 need right now. We're just going to pick on that
2 moment, and we're going to do all of our reflections
3 around that. So I've chosen that critical event.

4 Now, what we want to do is what I will call
5 finding a move that I made that in some way led to that
6 event. Okay. Right. We've got the thing that was
7 surprising. I haven't told you any more about the
8 context of it, but what we're going to do now -- what
9 I'm going to do now in reflecting is to try to find
10 something, a move that I made. I'm going to tell you
11 more about that word move but something that I did or
12 said that contributed to that event.

13 So let me back up a little bit and just in a
14 very larger way talk about what a mediation session is
15 or really what any human interaction is. What it is is
16 a series of people doing and saying things; right?
17 Someone says something or does something and then
18 someone else does something and someone else does
19 something. This -- it's a mediation session, or it's
20 just any old human interaction.

21 And what we want to do is take the critical
22 event, this moment when Bob threatened to walk out. We
23 want to put it into context of the events around it,
24 and what we want to do is we want to be as accurate as
25 we can in our recollection of what happened. I

1 sometimes call it we want to be as rigorous as possible
2 in really spelling out all of these different events.
3 And the key reason for being rigorous here is because
4 it can be very hard to really try to honestly look at
5 our own actions in a mediation.

6 You know, we're going to find -- you are going
7 to watch me find some unflattering things that happened
8 that I did or said in a mediation. And we're not
9 always so good - you know what I mean? we're not
10 always so good at acknowledging the things that we
11 could have done differently and the things that are
12 unflattering to us.

13 So the idea of rigor, about being as honest
14 and accurate as possible in all of these steps, and
15 we're going to be really painstaking and really slow
16 this stuff down just so that I can make sure I'm being
17 really honest and saying, yes. You know, here's
18 something that I did that, in retrospect, I wish I
19 hadn't done, we've got counteract our own tendencies to pat
20 ourselves on the back and say, no. No. No. It wasn't
21 really me. It was -- it was the fault of, you know,
22 the parties or my co-mediator or whatever, fate or
23 something. We -- we need to be rigorous and accurate
24 because that is where learning is going to take place.

25 Okay. So if we want to find this thing that I

1 did that led up to the critical event, let's start by
2 looking at my critical event. Bob threatened to walk
3 out. I've already told you that. I've already told
4 you that after that happened, I was surprised. And you
5 might guess that the other thing that happened after
6 that is that, you know, Alan was unhappy because Bob
7 threatened to walk out, and then the mediation,
8 needless to say, went south from there; right? More
9 stuff happened.

10 If I stopped here, I could be back in my car
11 or driving away from the mediation session thinking,
12 "God, Bob threatened to walk out, and that was
13 surprising. And it was just really bad. God, you know
14 what, I know what I learned today. Bob had a really
15 short fuse. Gosh, and, you know, man, VA employees
16 have such short fuses. God, we're in this culture,
17 this blame culture, and, God, it's so hard to mediate
18 here at VA. And, you know, it's just such a crazy
19 organization," and blah, blah, blah, blah, blah, blah,
20 blah, none of which had to do with me and what my role
21 in the situation was. It's just looking at Bob and my
22 surprise and that's it.

23 Now, what we want to do is find my move, find
24 the thing that I did that helped contribute to the
25 situation. So let me tell you a little bit more about

1 what happened. Well, before Bob threatened to walk
2 out, what happened was that Alan said, "Yes." Why did
3 Alan say yes? Because I kind of put words in Alan's
4 mouth. I said -- well, first, we were all speaking.
5 You know, we were kind of making small talk, and I was
6 talking a little bit more to Alan.

7 And I said, "Alan, what brings you here
8 today?"

9 And he said, "I really don't know. I don't
10 think this is going to be helpful at all. You know,
11 I'm really just here because our supervisor told us to
12 come. And I don't know what I'm doing here, and it's
13 not going to be useful."

14 And so I wanted to kind of empathize with him
15 a little bit and sort of bring him in because he
16 sounded a little disengaged. So what I said was, "Oh,
17 it's kind of like you're just here to check the box.
18 Is that it?"

19 And Alan said, "Yes."

20 And then just a minute later Bob said, "Wait.
21 I can't believe this. Alan -- did you hear? Alan just
22 said he's here -- just here to check the box. He has
23 no respect for this process. I can't believe this."
24 And he threatened to walk out, and that's how we got to
25 the critical event.

1 You know, so there's events that led up to
2 things. Then there's what I did, which is what I call
3 Zeke's move, and then that led up to the critical
4 event. So I'm going to talk a little bit more about
5 "move" and what I mean by that.

6 So everything I do or say in a mediation can
7 be called a move. A move is just an action, an action
8 just meaning something that someone did or said that
9 was aimed at some kind of goal. Another way to say it
10 is it's an action with an intention. So -- and maybe
11 even every action has some intention behind it; right?

12 I -- if I'm doing something in order to have something
13 else happen, if I'm reaching for the faucet, it's to turn
14 on
15 the water. But let's talk a little bit more about some
16 examples of that just in a -- in a more general way
17 outside of the mediation.

18 So if I say, "Hi, Rob. Hi, Rob," in the
19 morning, what's my intention? If I am just coming in
20 in the morning and say, "Hey, Rob." Rob Talley, my
21 office mate and I often say hello to each other. And
22 if you ask me, I might say, "Well, my intention in
23 saying, 'Hi, Rob,' was I want to be friendly." Right?
24 That seems pretty straightforward. I want to build the
25 relationship with Rob. I want to be friendly towards
him.

1 There's other things, though, to say about
2 intention. So intentions can actually either be
3 conscious or implicit. So a conscious intention, like
4 if you ask me, "Why did you say, 'Hi, Rob'?" I would
5 probably say, "I want to be friendly." But there's
6 also some implicit intentions in what I said. There's
7 some other things going to that maybe, if I had thought
8 about it for a while, if I really paused, that was also
9 one of the reasons why I said, "Hi, Rob."

10 So this is really good to kind of spell out.
11 You know, maybe on some other level I'm saying hi to
12 Rob because I'm hoping that he's going to say hi back
13 to me. And then he's going to say, how are you? And
14 then I'm going to get to vent about how bad my morning
15 commute was; right? You can maybe imagine that's also
16 part of my intention there. Only it's an implicit
17 intention. I want to talk about my morning. I might
18 not think about that consciously, but then if you ask
19 me afterwards and really press me on it, I might.

20 So here's another implicit intention. Maybe
21 I'm saying, "Hi, Rob," not just to be nice but kind of
22 to make him like me and maybe even just because I want
23 him to come back tomorrow and say hi to me again.

24 Like, I don't know that I would say consciously that's
25 my intention, but there is a part of me that really

1 just wants Rob to come by so I'm not lonely in the
2 morning; right? I mean, do you know what I mean? And
3 that's also an implicit intention behind me saying,
4 "Hi, Rob."

5 So that's one important piece about
6 intentions. Another important piece is -- again, we're
7 turning to the intention of "I want to be friendly" --
8 that specific intentions at a moment fit into our
9 larger models of how to act. So we have guiding
10 values, guiding models of how to be as a person or as a
11 mediator that kind of govern us and lead us to those
12 specific intentions.

13 So at that moment when I said, "Hi, Rob," it's
14 because I wanted to be friendly. Well, why do I want
15 to be friendly? Because I have a general value or a
16 general model that says I should be a nice person. As
17 a person, I want to be a nice person. As a mediator, I
18 have a model, like I'm supposed to be facilitative and
19 inclusive and transparent and empathetic, whatever it
20 is. Those general guiding models or values that lead
21 me to a specific intention in a given moment, which is,
22 to say, that lead me to the move, for example, of
23 saying, "Hi, Rob."

24 So looking at this basic nature of intentions,
25 we can go back to looking at my critical event.

1 Remember that in step one of my five-step process I
2 identified that I was surprised by Bob threatening to
3 walk out. That was my critical event.

4 Then we found my move, and I wanted to stress
5 here that the point of step two -- another way to say
6 it is I'm going from an event over which I personally
7 had no control. Bob threatening to walk out was not
8 something that I did. That was a really great starting
9 point for my reflections, but the point of step two is
10 we went from something that I had no control over to
11 something that I did have control over, to me and
12 something that I did. That's where the learning takes
13 place.

14 So so far, in just kind of spelling out steps
15 one and two, we've talked about critical events, moves,
16 actions, intentions, and models or values; right? So
17 since I've already laid out a bunch of words and stuff,
18 I wanted to stop right here and see are there any
19 questions. Does any of this not make sense? Is there
20 anything I can be going over better?

21 And again, you can press star six, if you want
22 to jump in. And if, for some reason, your star six
23 isn't working, you can shoot me an email.

24 I got one message from someone that says,
25 "Coming in loud and clear." So thank you.

1 Now that we've looked at steps one and two, we
2 can look at step three, which I call mapping the move.
3 This is about spelling out all the events that we're
4 talking about in even greater detail, even more
5 precision.

6 So the first question within mapping the
7 move -- there's two basic parts of it. The first one
8 is I'm going to ask the question, what impact did the
9 move have? What's the complete chain of events that
10 led from the move to the event?

11 You can think of this a little bit as kind of
12 checking your work. You see, we already came up with
13 the event and the move, and we're already tentatively
14 saying, yeah. My move led to my event. But I want to
15 just go back over that whole chain to make sure we've
16 got it clearly, to make sure we're being really precise
17 and accurate, and to really allow ourselves to think
18 through everything that happened.

19 So what I told you was there was my move. I
20 said, "Just checking the box." Alan said, "Yes." Bob
21 threatened to walk out. To be a little bit more
22 specific, I said, "Just checking the box." Alan said,
23 "Yes." Then bob heard both of us; right? That's --
24 I'm assuming. Let's say that Bob probably heard what I
25 said and what he said. And then I'm also assuming that

1 then Bob thought Alan doesn't care about the mediation.
2 And then that led to what I call the critical event.
3 Bob threatened to walk out.

4 I hope this series of events is clear, and of
5 course I didn't put it on the slide but remember what
6 happened right before that was Alan was saying, "I
7 don't think this is going to be useful. I'm just here
8 because our manager told us to come."

9 So spelling out all the different pieces is
10 nice. It lets us see what we can call the impact of
11 our moves; right? These are the real events that
12 followed my making the move. And in checking our work,
13 something else that this is useful for is it's good to
14 see that there's no other move between checking the
15 box -- me saying, "Just checking the box," and the
16 critical event itself.

17 Imagine if, after Alan said, "Yes," I said,
18 "Bob, did you hear? Alan said yes." Well, that would
19 be like another move that I had made; right? And that
20 would actually be -- have a much more direct
21 relationship to the critical event than this thing
22 where I said, "Just checking the box." Then we should
23 be more, like, reflecting on that move, not this one.
24 But that's why it's nice to see, you know, that there's
25 nothing else that I did in between just checking the

1 box and Bob threatening to walk out. All that other
2 stuff just followed.

3 Another thing that could be really useful
4 here, while we're trying to do very clear rigorous
5 thinking about the past, is we can be clear about what
6 we know versus what we infer; right? What I know in
7 life is what I directly observe and what I feel
8 personally, internally.

9 What I infer is a lot of other stuff, like,
10 about what other people are feeling. Like, we don't
11 know what someone else feels. We just infer it, and it
12 could be a very good assumption. It could be on the
13 basis of really good evidence, but we also have to know
14 that that's not a hundred percent knowledge in the same
15 kind of way; right?

16 I know that I said, "Just checking the box."
17 And I know that Alan assented to that, and I know that
18 Bob threatened to walk out.

19 I'm just inferring about what Bob heard and
20 thought. I'm not in his head, and I'm not in his ears.
21 So that's kind of just something to always keep in
22 mind, when we're reconstructing the past. It's useful
23 to just be very mindful. What do I -- what do I really
24 know happened here? And what do I infer?

25 It's still fine to put down what I infer

1 because, honestly, I think it's a pretty good
2 assumption here that Bob did hear us; right?
3 Otherwise, why would he threaten to walk out? But I
4 like to make that distinction and just keep it crystal
5 clear in my own mind.

6 For each step here you can be asking, do I
7 know this, or am I just assuming it? And if I am
8 assuming it, you know, how good is my assumption?

9 So that's the first part of mapping the move;
10 right? I'm mapping out the move to -- by saying what
11 impact did it have? How did it lead to the event?

12 The second question that I want to ask about
13 my move is, what were the intentions behind it?
14 Remember an intention leads to a move, either
15 consciously or implicitly. So let's check out my move.
16 I said, "Just checking the box." That was basically a
17 sort of paraphrase of Alan after he said, "I don't
18 think this is going to be helpful."

19 So what was my intention here? Well, when I
20 think about -- if you just ask me, "Zeke, why did you
21 say that?" I would say what I already said. I was
22 trying to build rapport with Alan. All right. After
23 he said that, I wanted to build rapport. So that's why
24 I tried to paraphrase him. That's a conscious
25 intention.

1 Like I was saying, there's also implicit
2 intentions. So another implicit intention we could say
3 here was that I was trying -- when I said, "Just
4 checking the box," I was trying not to alienate Bob.
5 That's not, like, my conscious intention. Like, that's
6 not the first thing that I would have thought of, if
7 you said, why did you do that? But along the way,
8 yeah. That was one of my goals. I mean, of course;
9 right? When I said, "Just checking the box," I did not
10 want that to be something that would alienate the other
11 party; right? Obviously. So I would call that one of
12 my implicit intentions here.

13 And then there's another implicit intention,
14 and here's where we get back to being really honest
15 about ourselves because I have to admit that there's an
16 implicit intention here that doesn't make me look so
17 great; right? You may have thought of this already, if
18 you're thinking along with -- with me and this
19 situation, which is that when Alan said, "This isn't
20 going to be helpful," I think I probably took it a
21 little too personally. And I think I probably felt a
22 little bit defensive, and I was kind of cringing a
23 little bit. And I was almost apologizing to Alan. And
24 kind of one of my intentions here was trying to make
25 Alan like me; right?

1 The conscious intention of I want to build
2 rapport with Alan, that's great and that's -- that was
3 there too, and that sounds really hunky dory. But it's
4 a little bit different; right, to be acting on I want
5 him to like me? That's not really where we're supposed
6 to be come from -- coming from as a mediator.

7 So you -- so you can see I'm trying to show
8 why -- why it could be so useful to force yourself to
9 think about these different intentions. I wouldn't
10 have admitted that intention, if you'd just asked me.
11 But now that I'm working backwards from the move, I'm
12 really forced to -- to acknowledge that those are my
13 intentions here.

14 Remember that also, along with intentions, I
15 was talking about values and models; right, the larger
16 values or models or what lead us to specific intentions
17 in a given moment? So we can look at my own values
18 here.

19 Now, again, the point is not to just ask on
20 the abstract, hey, what are my values, because odds are
21 I'm going to tell you a story that is really, really
22 self-serving and self-gratifying. My values are to be
23 inclusive and transparent. And, oh, by the way, you
24 know, my resolution rate is amazing, and I'm
25 spectacular and, you know, we -- we -- we short of get

1 pretty proud of ourselves, if we start trying to think
2 about what our values are. But no. That's not the
3 point.

4 The point is to have to describe our own
5 models and values based on what we see here as our
6 actions and as our intentions; right, the values as
7 they showed up in practice? All right. Looking at how
8 I actually acted and what that shows my own working
9 models to be, even if I don't really like every aspect
10 of that working model.

11 So here, you know, on a positive note, I would
12 say there was probably a value of empathy as the
13 mediator, which led to my specific intention to try to
14 build rapport with Alan, which is what led to the move.

15 Not wanting to alienate Bob, you know, we
16 might call that impartiality; right? There's some
17 other kind of governing value as a mediator that I'm
18 trying to sort of keep all the parties interested and
19 excited and -- and, you know, not feel like there's any
20 kind of bias type of a situation. And maybe I wouldn't
21 use the word impartiality, but let's -- we can call
22 that.

23 And then finally; right, this is where I have
24 to be honest about my values or my -- my working model?
25 Probably there's a model here about being liked.

1 There's something there that I, going about my business
2 as a mediator, kind of want to be liked. And that
3 leads to the specific intention here. Okay. So that's
4 great to get out in the open.

5 Now, we filled the picture in. You know, we
6 can say -- we can sort of describe it like Alan first
7 said these things that preceded me engaged in these
8 values having those intentions and then having that
9 move. So that's kind of the complete map of the second
10 step.

11 Listen. I'm going to pause for a second
12 because I -- I see in my live meeting that there's some
13 questions and Q and A. And I hate to say it, but I've
14 never done this before. So I need to -- oh, good. All
15 right. I've got one question here. I don't know if
16 you all can see it.

17 The question is, "Being deliberate requires
18 increased awareness what's going on, but sometimes
19 there's a lot of noise." That's a good question. A
20 lot of noise, like during the mediation, it can be
21 really hard to actually pay attention to all of these
22 things. It's one of the reasons why we reflect is to
23 try to improve our ability to -- to notice and observe
24 what happened during the session. And let's talk a
25 little bit more about that in the Q and A at the end.

1 I think it's a great question.

2 Now that I've come up with the map of part one
3 and the map of part two, we're still, remember, in the
4 step called mapping the move. So I'm going to put it
5 all together and find this giant map; right? A pretty
6 complete map, I hope, of the values, the intentions,
7 the actions, and the impact of my move. So that's what
8 I'm calling mapping the entire move.

9 Again, this is a fine place to jump in. If
10 anybody's got a question, star six.

11 Now that I've got all three steps so far,
12 we've done this mapping. Now, we want to go to the
13 fourth step, which is really about learning, where the
14 learning takes place here. We've got an accurate map,
15 as accurate as possible. And what we've got to do is
16 we've got to assess that particular move. We want to
17 evaluate it in light of its impact.

18 So this assessment can also be broken down
19 into two questions. First question, did the impact of
20 the move match the intentions that were behind the
21 move? All right. Looking again at this map, the
22 impact of the move, did that match the intentions that
23 were behind the move? The impact, did it match the
24 intentions? That's the first question.

25 Now, this is really a question about learning,

1 and in particular it's really about learning about the
2 move; right? This is a question, did my move
3 accurately translate my intentions into the impact that
4 I was hoping that they were going to have? Did my
5 intentions get realized by my move? So that's the
6 first question.

7 If you think about it for a second, you look
8 at my move. You can think obviously the answer is no.
9 One of my intentions was not to alienate Bob, but my
10 actions resulted in him threatening to walk out. So
11 because I -- the particular way that I said, "Just
12 checking the box," and putting words in Alan's mouth
13 and that led to Bob feeling alienated.

14 So there is a big mismatch here between my
15 intention and my impact, and that's not a surprise, of
16 course, because the only reason we found the critical
17 event at all was because it was something that
18 surprised me, which is basically saying that it's
19 something that I wasn't really intending. It's the
20 whole reason why we're focusing on this critical event
21 is really because it didn't match my initial intention.
22 If it did match my initial intention, then we probably
23 would be doing something wrong.

24 I also just want to say something, which is
25 that the critical event doesn't have to have been a bad

1 thing. It could be a good critical event, like we're
2 trying to figure out how my move led to something that
3 worked really well in the mediation. Well, still.
4 Maybe the intentions that I had for that move didn't --
5 weren't to have exactly that impact. There still might
6 be a mismatch between my intentions and my impact. So
7 I can still be learning from that -- the experience,
8 even if I ultimately like the impact that I had.

9 So now that I see that there is something
10 about this move, that it didn't really translate my
11 intentions into reality, now I'm in a place to learn
12 because now I can think very clearly, what could I have
13 done differently that could have lived up to my
14 intentions?

15 So maybe if I had restated what Alan said more
16 closely, like if I had just said, "Alan, it sounds like
17 you don't think this is going to be helpful." So maybe
18 that would have both met the intention of building
19 rapport with Alan while also running less of a risk of
20 alienating Bob; right? Maybe it could have met both of
21 those intentions at once a little bit more closely.
22 And I don't know for sure that I definitely could have
23 done that in a way that would have met both those
24 intentions.

25 But the more I turn it over in my mind, the

1 better I'm going to get at trying to find the most
2 skillful possible move in that situation. Given those
3 intentions, the best possible move that could have
4 realized those intentions. And that's something you can
practice or
5 you can talk about with -- with peers or colleagues or
6 you can sit around with a mirror and even just try to
7 work on, how would I say that in a way that would best
8 build rapport while also not alienating? And that's
9 why we look at the first question, to practice new ways
10 of potentially bringing in a move into -- a different
11 move into the same situation.

12 The second type of assessment is a related
13 question, but it's different. It's looking at the
14 impact of the move. Am I satisfied with the intentions
15 and the models that lay behind it? So this is a
16 question also about the impact of the move, but it's
17not looking, we're not looking at the move itself with the
18 second question.

19 Now, we're looking about -- is there something
20 about the intentions themselves that sort of led to
21 that impact? Am I actually satisfied with those
22 intentions? And also, am I satisfied with the overall
23 model that led me to those intentions?

24 So this question also -- this is a
25 particularly good question, if you didn't like the

1 impact that you had, but it still might be a relevant
2 question, even if you thought it was a good impact.

3 This is still a good opportunity to kind of reassess
4 our own working model and our own intentions.

5 So we can look at kind of broader questions
6 now than just about did I choose the right move; right?
7 Here's where, now that we've really honestly said these
8 are my intentions and these are the values, even if I
9 don't like them and I wish I didn't have them, that's
10 what they are. Now, we can say, well, what do we think
11 about them?

12 So here's one, my intention to build rapport
13 with Alan. Did anybody look at this earlier and think
14 that in some ways this sounds a little bit strange? I
15 mean, maybe -- maybe rapport wasn't really the -- the
16 right intention at that moment. So not just, like, oh,
17 I wanted to build rapport, but I also needed to not
18 alienate Bob, and how could I do that better? But maybe
19 just rapport was out of place there. Maybe my
20 intention, while we're just having small talk and
21 stuff, could have just been, like, be polite. You
22 know, like, don't alienate Bob, and be polite.

23 So I could have just said, "Oh, Alan, you
24 know, thanks for sharing." Then we're not caught up
25 in, did my paraphrase go exactly correctly or not?

1 That's more of a question about the move. But if I
2 want to reassess my intention, I might think rapport
3 just wasn't really right then, and then I would have
4 obviously done a different move following that
5 intention. Okay. That's one thing we could reassess.

6 Another thing we could reassess, basically, is
7 this, if there is a value that I'm not satisfied with.
8 So remember I was saying that being liked was probably
9 a value here, but I'm not super thrilled by the fact
10 that that was my governing value here. So this
11 question then -- this period of assessment helps me
12 say, no. I don't really want to be acting on needing
13 to be liked in a mediation so I've got to do
14 whatever psychological work I've got to do in order to
15 not have to happen. And don't lose the pattern, I have
16 to do that with Rob first, and then later I can do that
17 with the mediation parties, you know, but I'm working
18 on it.

19 The second question, just broadly speaking, is
20 about looking at all of our intentions and all of our
21 models in light of that critical event. So that helps
22 us do the assessment of the intentions and the models.

23 Those are the two basic questions of
24 assessment, and I think once you've done that, you will
25 really have been wringing a lot of assessment, a lot of

1 reflection out of your mediation. Wringing, like
2 wringing a towel; right? We're trying to just wring it
3 dry and gain as much insight as we can from the
4 session.

5 The final step then is to take that assessment
6 and to make instructions for next time, so really the
7 way we put our insight into practice. The instructions
8 to myself, I -- I advocate trying to do this in a very,
9 very specific way. Instructions for next time are
10 like, given what I've just said, the next time I'm in a
11 similar situation to where I just was, I'm going to try
12 to do something different.

13 So like, literally, for example, the next time
14 I'm trying to build rapport but also want the other
15 person to stay present, I am going to stick more
16 closely to the party's words, when I paraphrase; right?
17 That's kind of like an instruction. I'm going to work
18 on that for next time.

19 I'm going to -- next time I'm there, if I'm in
20 that same familiar situation, you know, last time your
21 paraphrase was a little too loose. You said these
22 things you shouldn't have said like, "check the box,"
23 and that was inflammatory. Don't say anything
24 inflammatory. Stick more to the party's words. Great.
25 Okay.

1 The next time I start a mediation, I'm going
2 to make more small talk early on. That's kind of
3 coming more from if I want to reassess that value of
4 empathy. Maybe the next time I'm going to try, you
5 know, just being polite instead of super empathetic
6 early on. Or the next time I feel myself acting in
7 order to make somebody like me, I'm going to try to
8 catch myself and just whatever it was that I was doing,
9 I'm going to stop doing that because it's obviously
10 coming from the wrong place in me.

11 So formulating these kinds of really specific
12 instructions helps us practice. It's a way of setting
13 our own goals and our own targets for next time. And
14 then we're going to really try to be able to assess,
15 you know, did I live up to those intentions the next
16 time?

17 Every time you mediate, you're going to tinker
18 with your own instructions. You're going to be seeing
19 new limitations for the last instructions, but each
20 time you're refining your ability to act skillfully in
21 a variety of situations.

22 So that's the fifth step. It's made of
23 practical advice. After we found the event, picked a
24 single event and we found the move connected to it, we
25 mapped it. We assessed it. We made instructions. And

1 the great thing is now that we've done this once, we
2 can do it again.

3 We've gotten as much learning as we could from
4 a single critical event, but now we can go back and
5 just see was there something else that happened in that
6 mediation that was also striking? And then you can do
7 this whole process again to try to get something from
8 that moment too. And I'll bet you that there's at
9 least half a dozen surprising moments during each
10 mediation session.

11 So all of this has been focused on what you do
12 after the mediation session. I want to just go back
13 very quickly and talk about this overall idea of
14 deliberate mediation practice. The basic work of being
15 deliberate, in my view, is -- comes in after the
16 mediation, but there's some things you can do before
17 and during that can support that kind of reflection.

18 So before the mediation, well, guess what.
19 Remember the instructions you gave yourself; right?
20 That's the whole point. That's why we did it in the
21 last mediation. We came up with some instructions. So
22 before the mediation, you know, actually go back to
23 that list and try to think, okay. Well, remember if I
24 get into a situation where such-and-such happens, I'm
25 going to try to paraphrase more accurately or whatever.

1 Second, one more generally, I think, is to
2 think about your own model and values before you go in.
3 Are you going to try to be empathetic? What does that
4 look like? You know, are -- are you going to try to
5 being inclusive? What does that mean? Are you worried
6 about being governed by the wish to be liked?

7 The more you prepare yourself explicitly with
8 your own values, the more you're going to act on the
9 values you want to act on, the more you're going to
10 formulate the specific intentions that you hopefully
11 won't have second thoughts about, and the more you're
12 going to make moves that match your intentions.

13 So during the mediation I don't think there's
14 that much to do. I don't think you should think too
15 hard about these things because you'll just trip
16 yourself up, I believe, if you get too weighed down by
17 am I doing the right action and intention and blah,
18 blah, blah. I think that what you need to do here is
19 just to observe everything.

20 And this gets to that question that had been
21 asked in the live meeting Q and A feature, which is it
22 can be really hard to cut through the noise. And I
23 agree. I think the more we reflect afterwards, the
24 better we get at noticing what happens during the
25 session, but really that's the limit of what we can do.

1 And even that is a skill that takes time and practice
2 just to observe what happened, remembering how accurate
3 we're going to try to be after. Remember how precise
4 we're going to try to be later on. Try to observe at a
5 level that's going to facilitate that.

6 And then finally, of course, after the
7 mediation, we're going to reflect, reflecting as many
8 times as possible, depending on how many critical
9 elements we find in that reflection process. Again,
10 choosing a critical event, finding a move, mapping the
11 move, assessing it, and making instructions for next
12 time.

13 So just to wrap up, I'm going to quickly flash
14 some further reading. These are just a bunch of
15 resources that I have seen over the years that touch on
16 these things that I think are great. I can send out
17 this list. It's also -- eventually, this course will
18 be on TMS. So this reading list is going to be
19 available, like, via slide handout.

20 I want to, in particular, note that the top
21 one and the bottom one are the people who are
22 organizational development consultants who have done a
23 lot of thinking about how to reflect, and it really
24 informed me.

25 I also want to mention that there's a DVD

1 available through our office, which touches on some of
2 these things. It's called Coaching the Mediator
3 Student, and it's more for if you're a coach, like, if
4 you're a supervisor of a mediator and you want to help
5 them go through the process of reflection. But it's
6 really related in the theme, even though it's not aimed
7 directly at the mediator, and we have those DVDs
8 available and can send them out.

9 And now, I want to turn to questions and see
10 if there is anything that I can clarify or if we want
11 to talk about anybody's own situation or if you have
12 any observations or feedback for me. I'm going to let
13 Judy moderate this. And as you all know, push star
14 six, if you want to unmute yourself, and then you can
15 speak.

16 MS. TOBE: Thanks, Zeke.

17 Does anyone have any questions to start with?

18 MR. NELSON: Hey. This is Ray Nelson [ph]
19 from Dorn VA in Columbia, South Carolina.

20 MS. TOBE: Yes.

21 MR. NELSON: I think he just said that we can
22 order some DVDs from him.

23 MR. REICH: We have a DVD available. It's
24 called Coaching the Mediator Student.

25 MR. NELSON: Right.

1 MR. REICH: Yeah. Exactly. It's for, like,
2 program managers or other people who are like mentors.

3 MR. NELSON: Okay. Thank you.

4 MR. REICH: Sure.

5 QUESTION: Hello.

6 MS. TOBE: Yes.

7 QUESTION: Yes. I'm from Coatesville VA, and
8 how does one get a DVD?

9 MR. REICH: You can contact either of us,
10 either Zeke Reich or Judy Tobe, and we can make sure
11 one of those gets sent down to you.

12 QUESTION: And how long can one borrow it for?

13 MR. REICH: Oh, I think we have copies. Now,
14 just a second. That DVD is not directly connected to
15 this. It's not so much for an individual mediator.
16 It's more for somebody who supervises mediators.

17 QUESTION: Okay. Now, let's say I'm a coach,
18 but I am not supervising mediators.

19 MR. REICH: Like, a coach to other mediators.
20 Like, if you -- if you sit around with your colleagues,
21 other mediators, and it's -- it's to help ask good
22 questions about reflection, what happened, what do you
23 think you could have done differently, that kind of
24 thing.

25 QUESTION: Yeah. Okay. But, again, though, I

1 don't have -- I'm not coaching mediators, but I'm a
2 coach. I think I'm still -- I can still learn
3 something from it; right?

4 MR. REICH: Yeah. We can talk about it over
5 email, but it sounds like it could be very helpful.

6 QUESTION: Yeah.

7 MR. REICH: Follow up with one of us over
8 email, and we'll definitely make it happen.

9 QUESTION: Okay. Great. Thanks.

10 MR. REICH: Thanks. That's great.

11 MS. TOBE: Zeke, I have a question for you.
12 I'm wondering what -- before you go into a mediation,
13 what -- what type of time do you take to kind of
14 prepare yourself mentally using the information that
15 you gleaned from other mediations? What do you do?

16 MR. REICH: If I've done a kind of good
17 reflection after a recent mediation, it could be as
18 simple as just looking over some notes from that
19 session. Like, could just be five minutes, even ten
20 minutes just to sort of jog my memory. Oh, yeah. I
21 struggled with that in my last mediation. You know,
22 that's something to be attentive to this time. But I
23 don't think it has to take very much time at all to
24 prepare.

25 MS. TOBE: But I think it speaks a little to,

1 as mediators, maybe not rushing -- you know, rushing,
2 showing up for the mediation at the moment it's going
3 to start or five minutes before it starts kind of to
4 take some time to prepare ourself mentally.

5 MR. REICH: Yeah. Yeah. I mean, so there's
6 something really wise in what you're saying. Even --
7 what I'm talking about right now is very cognitive;
8 right? It's very much about taking the thoughts that
9 you had and reflect on them, and that's important.

10 I think there's a broader sense of preparation
11 that I try to do as a mediator, which is more like slow
12 down. You know, take a few deep breaths. Kind of get
13 present, connect with myself, you know, and then take
14 five minutes to refresh the instructions that I've
15 given to myself. But if you're going to have to do one
16 of those, I would say personally just try to be
17 present really just at that point.

18 MS. TOBE: Okay. Any -- any other questions
19 for Zeke from anyone out there?

20 BJ: Zeke, this is BJ. How are you today?

21 MR. REICH: Hey, BJ.

22 BJ: I just wanted to let you know this was a
23 great presentation that you provided today. I
24 appreciate you taking the time to do this. One thing
25 that I was just -- not necessarily a question but a

1 comment to share with those on the call.

2 One of the things that I quite often use
3 because there are times where the individuals that are
4 coming into the session are, you know, maybe angry with
5 whatever the situation is that brought them there, or
6 there's anxiety that's related to being in the room,
7 and one of the things that I use to sort of -- an
8 opening comment when I do sessions is I just -- I -- I
9 thank everybody that's there for the service that they
10 provide in caring for our veterans, and I ask if there
11 are anybody in the room that also may be veterans
12 themselves. And it's just sort of a way of putting --
13 you know, it's completely separate from the mediation
14 process.

15 It's certainly just -- in -- in some ways, the
16 reason why I do that is to -- to sort of make that
17 human connection with the parties that are in the room,
18 as opposed to getting right into the -- sort of the --
19 the meat of the discussion. It changes the tone.
20 Quite often, it sort of defuses any tensions that might
21 be in the room and -- and it sort of refocuses those
22 that are there to remind them as to why we work for the
23 Department of Veterans Affairs.

24 MR. REICH: That's great. I think it's a
25 great example of how our -- our models or our values

1 can really help us, you know, act differently. So this
2 is not just for the mediators but even for the parties.

3 You know, if -- if they are thinking about the
4 fact that we're an agency that provides an
5 extraordinary service to extraordinary people, you
6 know, that may be kind of going to govern maybe some of
7 their specific intentions. Some of their moves will be
8 a little bit more civil or communicative with other
9 people because they remember the larger spirit we're a
10 part of.

11 CHARLOTTE: Zeke, this is Charlotte. I have a
12 comment to what BJ just said, and I just tend to
13 disagree with what he said because, depending on the
14 parties in there, you may have a party who is not a
15 veteran. Some of the issues may be that veterans are
16 given more preference or something like that.

17 So I would think that you would just really
18 still want to remain neutral and not give any more -- I
19 guess, any more accolades to someone who's a veteran
20 because they're really all employees at this point. We
21 do understand we have a mission, but I just think that,
22 if someone is not a veteran and you're giving a pat on
23 the back to someone who is a veteran and that person is
24 already having problems in the connection because of
25 that, then it may tend to give a feeling of being left

1 out and impartial.

2 I'm a veteran, and I believe, you know, that's
3 good. But I just don't think that that's, you know --
4 you want to include at that time.

5 MR. REICH: Right. That's -- that's very
6 good.

7 CHARLOTTE: And it's probably going to be a
8 case-by-case basis, but that's just my feeling.

9 MR. REICH: That's great. Here. Charlotte,
10 before I answer, I just want to ask anyone who's so far
11 said a question, if you can press star six again to
12 mute yourself again. I'm hearing some background
13 noise, and -- and I'm realizing that I don't want it to
14 get in the way of other people hearing.

15 So, Charlotte, just, you know, I think let's
16 take what you just said as a great case example of this
17 whole process. It's a move to say I want to thank the
18 veterans here or, you know, if you're a veteran, than I
19 thank you for your service or to put it in any
20 particular way. As a mediator, that's a move.

21 It should have specific intentions. BJ's
22 talking about the intention that he would have in doing
23 it. And that means the impact that he would hope it
24 would have would be to make people feel proud or feel
25 collaborative or whatever.

1 Charlotte's saying, well, what about the
2 possible impact of doing that, which is that the
3 non-veteran party is going to feel somehow lesser? You
4 know, that may be -- even if you have a very good
5 intention about it, maybe that impact is going to be
6 negative. And I like what you said again, which is
7 that maybe it varies from case to case.

8 And I think what all of us can do is to try to
9 figure out which cases does it vary; right? When is
10 that a really useful move versus when is it not? Or
11 does it depend on me as a mediator, whether I'm a
12 veteran or not or in how I say it or not or, you know,
13 if -- if I -- only if I know that both -- both parties
14 are veterans, am I going to do it? Or if I have no
15 idea, I'm going to do it.

16 All those things are about formulating our own
17 self-instructions. When in that situation, I'm going
18 to try to do the following, and I'm hoping that it's
19 going to have the following impact. And if it turns
20 out after the mediation that it didn't, then I've got
21 to go back and start revising my own instructions.

22 BJ: Hi. This is BJ again. Zeke, I just
23 wanted to clarify because I think I -- you know, the
24 way I presented it may have been a little bit
25 misleading.

1 I don't ask if any of the parties are -- that
2 are there are -- are veterans -- I just -- what I do is
3 I -- I thank them for their service to our veterans,
4 and then I basically just leave it with just a closed
5 comment that, you know, and if anyone here in the room
6 happens -- is also -- you know, also was a veteran, I
7 want to just thank you from me as -- as BJ, not as a
8 peer. I always put that out and say it's coming from
9 me as a person. And I just say, I also thank you for
10 your service, and I just leave it at that because I
11 agree with you.

12 I don't want to -- I don't want to, you know,
13 present it as if I'm having any special preferences
14 with either party, regardless of, you know, whether,
15 you know, you're a football fan, as an example, or
16 whether you're a veteran. So I -- if I -- if it was --
17 if it sounded differently to begin with, I apologize.

18 I do ask -- you know, I just thank everybody
19 for their -- for whatever efforts they do on behalf of
20 the VA in service to our veterans and just leave it
21 with that simple comment. You know, if anybody here
22 happens to be also a veteran, I also thank you for your
23 service.

24 MR. REICH: Great. So, BJ, I mean, just to
25 restate part of what you're saying, you're saying,

1 well, if I ask everybody to share with me are they a
2 veteran, then I think that would have a really
3 unconstructive impact. But the way I'm doing it right now
4 where I just, you know, in a closed way say, thank you for
5 your service, I think it's got a -- a positive impact.

6 And I think it would be interesting because
7 there may be people out there who -- who might say to
8 you, you know, even the way you're doing it, I'm kind
9 of concerned about what that negative impact is going
10 to be.

11 That's not really my view, but I just want to
12 put out there we can keep having a constructive
13 conversation using that language of what's the
14 intention behind it? What do you think the impact is
15 going to be -- likely to be? So these are exactly the
16 kinds of conversations that we can get at by doing this
17 reflection.

18 We're coming up to 2:00 p.m. So if you have
19 any really pressing questions, I think in -- out of
20 consideration to all the other mediators and employees
21 who may need to get to other meetings or something, I'm
22 going to ask that you send me an email. I'll be more
23 than happy to keep talking about any of this over
24 email, to -- to debrief, to reflect on the situations
25 that you've been in, and to just try to, you know, keep

1 making these tools useful to the entire VA Neutrals
2 program going forward.

3 MS. TOBE: Thank you, Zeke. I appreciate it
4 and just want to quickly remind everyone to fill out
5 their evaluation and to make sure you send your name
6 and TMS ID.

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1 I, SARAH BAEZ-VASQUEZ, Certified Shorthand Reporter for
2 the State of California, do hereby certify:

3
4 That the foregoing proceeding is a verbatim
5 transcription prepared from the electronic sound
6 recording provided to me of the proceedings; that the
7 foregoing is a true and accurate transcript of said
8 proceedings to the best of my ability.

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Dated: This _____ day of _____, 20__ at
Murrieta, California.

SARAH BAEZ-VASQUEZ
CSR No. 13624

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