

Mediator Skills Training

Training of Trainers
July 2020

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Becoming a member of the CEDR training Faculty

Welcome to the CEDR Mediator Skills Training Faculty. This course is part of the CEDR Faculty induction programme. In addition to participating in this training session, new members of the team will observe MST or EWMST teaching, coaching and MST assessment sessions, as appropriate, and will 'shadow' more experienced members of faculty on a live course before providing coaching, feedback and assessment to delegates.

Preparation for the training

In preparation for the course please do the following:

1. Complete the Learning Styles questionnaire from pages 15 to 18 of this pack
2. Complete the Presenting vs Facilitating table at page 21 of this pack
3. Complete the intervention Styles Questionnaire from pages 24 to 26 this pack
4. Review the *Lead Faculty Manual* that you have been sent, paying particular attention to the different teaching methods used in each section
5. Review the *Guidelines for Faculty - coaching, assessing and giving feedback on CEDR MST* that you have been sent, paying particular attention to the different roles and responsibilities of leads, coaches and assessors

Outline of the course

SESSION ONE 08h00 to 09h30 LEADING

1. Welcome and introductions
 - a. Programme
 - b. How we will work together
 - c. Learning cycle
 - d. Role of a lead
 - e. Learning cycle
 - f. Understanding the competencies
2. Understanding the teaching method
 - a. Principles of adult learning
 - b. Presenting vs facilitating
 - c. Learning styles (pre-course work)
3. Understanding the materials
 - a. Understanding different facilitation methods and process design (pre-course work)
 - b. Being clear about of faculty manual and learning goals of each section

09h30 to 10h00 BREAK

SESSION TWO 10h00 to 12h00 COACHING

4. Understanding the role of a lead
 - a. What does a lead do?
 - b. How to deliver on message and with impact
 - c. Practice delivery and get feedback on delivery
 - d. Working as a lead and with other leads
 - e. Managing uncertainty as a lead
5. Understanding the role of a coach
 - f. Intervention styles (pre course work)
 - g. Deciding when to intervene - stop-start watching a video to discuss when to intervene and what you are going to say
 - h. Giving feedback
 - i. Type of delegate quadrants
 - ii. Practice coaching with roleplay and feedback

12h00 to 12h30 BREAK

12h30 to 14h00 ASSESSING

2. Understanding the role of an assessor
3. Role and responsibilities of an assessor
4. What are you watching for - stop-start watching a video to discuss what is good/poor practice in relation to competencies and checking bias
5. Determining assessment marks - stop-start watching a video to determine assessment, compare and discuss marks
6. How to deliver the feedback
7. How to draft a top-sheet (what, impact, competency)

14h00 CLOSE

Post-course - watch a video and draft assessment and receive feedback

Working with adult learners

Characteristics	Ways of Helping
1. Need to have a “need to learn”	<ul style="list-style-type: none"> ▪ Get learners to think about their learning objectives ▪ Encourage learners to think about ways of applying what they have learnt ▪ Use the “purpose” key to understanding ▪ Provide feedback and measurement tools on current performance ▪ Create awareness of what is possible
2. Bring the large reservoir of past experience to the learning situation	<ul style="list-style-type: none"> ▪ Be conscious of previous bad, inappropriate or painful learning experiences, which are causing learning blockages ▪ Clarify inappropriate previous experience ▪ Hear learners’ ideas first, before trainer gives his/hers ▪ Regularly ask learners to think about what they have learnt, which in turn encourages them to think about what they knew already ▪ Ask how their experiences are similar to, and different from the new learning ▪ Use pairs and group discussion where appropriate
3. Short-term memory more easily disrupted	<ul style="list-style-type: none"> ▪ Label parts ▪ Supply written notes ▪ Encourage learners to take notes and make memory maps ▪ Prevent errors by part learning ▪ Encourage self-testing and consolidation ▪ Encourage associations and mnemonics
4. Physical skills, especially those involving speed, are more difficult to learn	<ul style="list-style-type: none"> ▪ Prevent errors in the early stages ▪ Use simple exercises, concentrating on speed first and then increase complexity ▪ Give physical guidance ▪ Encourage overlearning ▪ Provide opportunities to see the activity done well ▪ Provide feedback and measurement tools on performance

Characteristics	Ways of Helping
5. More questioning of material and methods	<ul style="list-style-type: none"> ▪ Role model the giving and receiving of criticism and feedback ▪ Use methods that encourage the development of learning skills, e.g. encourage learners to think about how they have learned something; use questions based on the keys to understanding ▪ Always explain the purpose of an exercise or process ▪ Encourage learners to talk about their own experiences when questioning things ▪ Encourage discussion of pros and cons of different methods ▪ Discuss likely limitations of method with the learner beforehand
6. Reduced confidence in ability to learn	<ul style="list-style-type: none"> ▪ Use written material to supplement spoken information ▪ Avoid introducing 'real' material too early in training ▪ Give longer induction periods. ▪ Whenever possible, avoid formal tests and time limits ▪ Encourage pair-working ▪ Give individual tuition ▪ Get learners to assess their own work and help them identify and overcome any difficulties ▪ Let learners see other older workers learning successfully ▪ Where appropriate, use a sponsor system ▪ Get successful learners to publicise their success ▪ Create an environment where learners can express fears and blockages ▪ Help learners to set realistic, yet challenging objectives to measure progress

Ways that Trainers can Overcome Learning Blockages

- Be clear about the aims of the training and make these clear to learners
- Try to find out their learners' previous knowledge and experience so that training can be pitched at the right level and learner experience taken into account
- Deliberately think of ways of linking the learners' previous knowledge and experience with the new learning, so that they can make a contribution
- Ensure learners' existing ideas are correct so they aren't confused with new learning
- Allow enough success in the early stages of training to build up learners' confidence.
- Let learners know clearly where they are right and wrong
- Allow time for learners who have not been involved in learning for a long time
- Enable learners to think for themselves

- At intervals help learners relate what they are learning to other experiences and to think how to apply what they have learned
- Do not overload with detail at any stage, particularly in the early stages of learning
- Do not use jargon or abbreviations until learners are familiar with them
- Avoid time pressures as much as possible, especially when it is new material
- Be clear what standards of work are expected at different stages of training
- Look on mistakes as a clue from which to work out learning problems
- Where a lot of facts need to be memorised, use written material
- Make sure that learners master their learning before moving on to new learning
- Ask for ideas from learners before giving information
- Ask learners to think about what could go wrong, consequences of error and what could be done to prevent or deal with errors
- Help learners accept that learning is not always easy and often understanding does not take place immediately. A period of confusion is normal when new ideas are being learned
- Identifying blockages that they (in the role of trainers) are creating in other people, so that remedies can be applied and learning improved

Group Dynamics

- Don't "take an individual on" in the group (i.e. don't challenge an individual)
- Avoid getting defensive about your training material
- Always get learners to be specific about their objections (e.g. "what specifically do you not agree with?")
- Don't praise individuals within the group
- If you sense that things are going wrong don't try to push the issues "under the table" - you should rather put the issues "on the table" and in this way deal with what is going wrong
- Be aware of learners' non-verbal behaviour (e.g. appear tired or bored, don't look as if they are understanding) and take appropriate action such as checking energy levels
- Be aware of your own non-verbal behaviour (e.g. jumbling with your notes while asking learners if they have any questions)
- Try to answer questions as they are asked, unless suitable for the Topics Board. By continuously deferring answering questions, you can create blockages to learning
- Talk to individuals or involve the group in poor conduct (e.g. poor timekeeping, talking amongst themselves during the training input). Ask them first and then point out the negative impact of the behaviour on the learning process
- Don't try to catch learners out by asking difficult questions (even if a person is difficult and claims to "know it all")
- Ask people why they're opposed to doing a particular process/exercise; then explain your rationale for why it's there; then ask them to try out the process/experience and to tell you afterwards whether it was a good or bad experience

- Defer answering content questions to the group whenever you can
- Value all questions asked by understanding that the question has been asked because it is important to the person who asked it
- Link to the learners' level of understanding and experience through the use of your own relevant examples or through the use of examples learners brought into the situation
- Follow trainer's notes/guide to the "Nth degree" at least once, even if you don't agree with them. Trainer's notes/guide have usually been designed with a reason, so it is important that you give it a try, before you rush in and change it
- When all else fails, ask the group a question!!!

Collecting ideas in a group

Process	Why?
<ul style="list-style-type: none"> ▪ Individual reflection 	Everyone participates
<ul style="list-style-type: none"> ▪ Pairs or threes discussion 	Conversational. Both participate. Less intimidating
<ul style="list-style-type: none"> ▪ Capture ideas using 'nominal round' 	Fair process. No one dominates.
<ul style="list-style-type: none"> ▪ Limited discussion until all ideas are collected 	Ideas not judged until they become anonymous
<ul style="list-style-type: none"> ▪ If captured on flipchart, use their words 	Ideas acknowledged and treated with respect. Not interpreted
<ul style="list-style-type: none"> ▪ No praise of ideas, just brief acknowledgement 	All ideas treated with equal value
<ul style="list-style-type: none"> ▪ 'top up' ideas collected with ideas from trainer or with handout 	There are no 'right answers' when this process is used

The method involves:

1. Explaining both the purpose of the exercise and also that a particular process will be used to ensure that all views are heard and recorded.
2. Listening before giving information.
3. Asking a question or questions which are neutral, do not lead, and have been carefully constructed to develop understanding. Questions may be listed on the flipchart or on worksheets.
4. Asking individuals to first work on their own and even write down their responses on the questions provided.
5. Pairing people to discuss each question. This generates more ideas and ensures that each individual can develop ideas and share them in a non-threatening way.
6. Asking pairs to state one of their ideas then move to another pair, until all ideas have been expressed. All ideas are written up on the flip chart using participants words. This record of all the ideas can be photographed by individuals or the course manager for distribution.
7. Apart from clarifying, where necessary, no evaluation is made of the ideas as they emerge, either positively or negatively, at this time.
8. The recording on the flipchart is done by the facilitator running the session or by a designated co-facilitator scribe.
9. When every point has been collected or time has run out, a number of things can be done:
 - the ideas can be grouped, reviewed or discussed
 - a handout can be provided or participants can be referred to a page in their folder. The group can then be asked to compare and contrast and the facilitator can discuss any

new points that have arisen.

- the facilitator can add any points that the group may not have come up with that are in the training notes or else give some examples from their own experience.

10. A few basic “rules” should be observed, namely:

- pair / threesome working
 - systematic collection of responses from pairs
 - acceptance and recording of points without evaluation
 - the above mentioned requirements should be met before any discussion of the ideas takes place
- input from the facilitator and any handouts always follow responses from the group.

Presenting vs Facilitating

(Headings)	PRESENTING	FACILITATING
Trainer's Objective		
Airtime % of group voice		
Focus		
Group's Expectations		
Responsibility for Outputs		
Style		

Locate the points below in the table above:

Group, Individuals

To enable learning through engaging group in activity

Low

Trainer- centred

To gain information

Learner-centred

To provide information

To participate, discover, decide

Trainer

Structured

High

Flexible

Learning styles

LEARNING STYLES QUESTIONNAIRE - Instructions

Following this introduction please find a learning styles questionnaire and a scoring sheet.

Complete the questionnaire before looking at the scoring sheet.

This questionnaire is designed to help you find out your present preferred learning style/s.

Please complete the questionnaire before 30th September and identify your preferred learning style/s using the scoring instructions provided, and bring it with you to the training day.

You may be asked to discuss your preferred learning style with others, but you will not need to disclose any of your answers.

There is no time limit for completion of the questionnaire; it will probably take you 10 - 15 minutes. The accuracy of the results will depend partly on how honest you can be with yourself.

There are no right and wrong answers. If you agree more than you disagree with a statement, put a tick (✓) by it. If you disagree more than you agree, put a cross (x) by it. Be sure to put a tick or cross by each statement.

If you happen to have completed the questionnaire before, do it again if you wish - styles and preferences change as a result of learning experiences, and it can be interesting to identify such developments.

LEARNING STYLES QUESTIONNAIRE

- 1. I have strong beliefs about what is right and wrong, good and bad.
- 2. I often 'throw caution to the winds'.
- 3. I tend to solve problems using a step-by-step approach, avoiding and 'flights of fancy'.
- 4. I believe that formal procedures and policies cramp people's style.
- 5. I have a reputation for having a no-nonsense, 'call spade a spade' style.
- 6. I often find that actions based on gut feelings are as sound as those based on careful thought and analysis.
- 7. I like to do the sort of work where I have time to leave 'no stone unturned'.
- 8. I regularly question people about their basic assumptions.
- 9. What matters most is whether something works in practice.
- 10. I actively seek out new experiences.
- 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.
- 12. I am keen on self-discipline, such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- 13. I take pride in doing a thorough job.
- 14. I get on best with logical, analytical people, and less well with spontaneous, 'irrational' people.
- 15. I take care over the interpretation of data available to me, and avoid jumping to conclusions.
- 16. I like to reach a decision carefully after weighing up many alternatives.
- 17. I am attracted, more to novel, unusual ideas rather than practical ones.
- 18. I do not like loose ends and prefer to fit things into a coherent pattern.
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- 20. I like to relate my actions to a general principle.
- 21. In discussions I like to get straight to the point.
- 22. I tend to have distant, rather formal relationships with people at work.
- 23. I thrive on the challenge of tackling something new and different.
- 24. I enjoy fun-loving, spontaneous people.
- 25. I pay meticulous attention to detail before coming to a conclusion.
- 26. I find it difficult to come up with wild, off-the-top-of-the-head ideas.
- 27. I do not believe in wasting time by beating about the bush.
- 28. I am careful not to jump to conclusions too quickly.
- 29. I prefer to have as many sources of information as possible; the more data to mull over the better.
- 30. Flippant people who do not take things seriously enough usually irritate me.
- 31. I listen to other people's point of view before putting my own forward.
- 32. I tend to be open about how I feel.
- 33. In discussion I enjoy watching the manoeuvrings of other participants.
- 34. I prefer to respond to events on a spontaneous, flexible basis, rather than plan things out in advance.
- 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37. I tend to judge people's ideas on their practical merits.
- 38. Quiet, thoughtful people tend to make me feel uneasy.
- 39. I often get irritated by people who want to rush headlong into things.
- 40. It is more important to enjoy the present moment rather than to think about the past or the future.
- 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42. I tend to be a perfectionist.

- 43. In discussions I usually pitch in with lots of off-the-top-of-the-head ideas.
- 44. In meetings I put forward practical, realistic ideas.
- 45. More often than not rules are there to be broken.
- 46. I prefer to stand back from a situation and consider all the perspectives.
- 47. I can often see inconsistencies and weaknesses in other people's arguments.
- 48. On balance I talk more than I listen.
- 49. I can often see better, or practical ways to get things done.
- 50. I think written reports should be short, punchy and to the point.
- 51. I believe that rational, logical thinking should win the day.
- 52. I tend to discuss specific things with people rather than engaging in 'small talk'.
- 53. I like people to have both feet firmly on the ground.
- 54. In discussions I get impatient with irrelevancies and 'red herrings'.
- 55. If I have to write a report I tend to produce lots of drafts before settling on the final version.
- 56. I am keen to try things out to see if they work in practice.
- 57. I am keen to reach answers via a logical approach.
- 58. I enjoy being the one that talks a lot.
- 59. In discussions I often find that I am the realist, keeping people to the point and avoiding 'cloud nine' speculations.
- 60. I like to ponder many alternatives before making up my mind.
- 61. In discussions with people I often find I am the most dispassionate and objective.
- 62. In discussions I am more likely to take a low profile than to take the lead and do most of the talking.
- 63. I like to be able to relate current actions to a longer-term, bigger picture.
- 64. When things go wrong I am happy to shrug it off and 'put it down to experience'.
- 65. I tend to reject wild, off-the-top-of-the-head ideas as being impractical.
- 66. It is best to look before you leap.
- 67. On balance I do the listening rather than the talking.
- 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- 69. Most time I believe the end justifies the means.
- 70. I do not mind hurting people's feelings so long as the job gets done.
- 71. I find the formality of having specific objectives and plans stifling.
- 72. I am usually the 'life and soul' of the party.
- 73. I do whatever is expedient to get the job done.
- 74. I get quickly bored with methodical, detailed work.
- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I am always interested to find out what other people think.
- 77. I like meetings to run on methodical lines, sticking to a laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

How to score the LEARNING STYLES QUESTIONNAIRE

Circle the numbers in the columns below according to the numbered statements you have *ticked* (✓) on the Questionnaire. Ignore all numbers where you have put a cross against that numbered statement.

Then total the number of circles in each column.

A	R	T	P
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

TOTALS

Interpreting your scores

There are four learning styles in this model:

- Activist : 'I will have a go'
Reflector : 'I'd like to think about this'
Theorist : 'How does this fit in with that?'
Pragmatist : 'How can I apply this in practice?'

Use the table below to discover your preferred and best-developed learning style/s. The figures represent scores taken from the scoring columns (see: *How to score... p5. Above*)

Your score indicates your present preference for each style as:

- very strong
- strong
- moderate
- low
- very low

SCORES that INDICATE:

	very strong preference	strong preference	moderate preference	low preference	very low preference
ACTIVIST	13 - 20	11 - 12	7 - 10	4 - 6	0 - 3
REFLECTOR	18 - 20	15 - 17	12 - 14	9 - 11	0 - 8
THEORIST	16 - 20	14 - 15	11 - 13	8 - 10	0 - 7
PRAGMATIST	17 - 20	15 - 16	12 - 14	9 - 11	0 - 8

For example, if your score was 11 for each column.

This score would suggest preferences as follows:

- Activist - strong preference
Reflector - low preference
Theorist - moderate preference
Pragmatist - low preference

You will have a chance to discuss the implications of preferred Learning Styles and the significance of the different preferences when we meet on the course.

Acknowledgement to Peter Honey and Alan Mumford - The Manual of Learning Styles published by P. Honey & A. Mumford 1982.

Process design and teaching / facilitating methods

Process design:

1. Check purpose
2. Review method and timing
3. Check on tools required i.e. PowerPoint, video, clicker, flipchart (with pens and blu-tac), worksheets, handouts, post-its, questionnaires, role-play briefs
4. Conduct session
5. Review performance by self-reflection and feedback from colleague

Teaching / facilitation methods:

- Presenting
 - Verbal
 - PowerPoint
 - Video
 - Flipchart
- Facilitating group discussion
- Individually and then in pairs
- Small group work
- Games
- Carousel
- Roleplay
- Case study

Managing small group work

1. Designate small groups in a considered fashion, i.e. ensuring that participants work with a variety of other participants and not with the same people all the time. Counting off into groups can randomise.
2. If necessary, record on flipchart who will work in which small group.
3. Explain where these small groups should work, in main training room or in breakaway room.
4. Before moving out of the main training room ensure small groups clearly understand:
 - the exercise to be done i.e. what they have to do, what will be expected of them on returning to the main group (presentation to main group or not), whether they should use a flipchart to collect ideas and / or present, and
 - how much time they have.
5. Ensure you know where all small groups will be working so that you can circulate to them.
6. Circulate to small groups to ensure the following:
 - they are focused on the correct task
 - they on the track time-wise
 - everyone in the small group is participating (if not, try to encourage participation)
7. As a general rule, allow small groups some time to try the exercise on their own before you intervene and suggest how to do it.
8. Adjust the timing if small groups indicate that they need more/less time than allocated. Advise all small groups of the change of time.
9. When smalls groups return to the main training room, allow each small group time to present their findings to the main group either by each presenting all their ideas or starting with one group and then adding new ideas (this is more efficient but less participative).

Presenting with purpose and impact

- Follow the instructions in the Lead Faculty Manual.
- The majority of presenters prepare exactly what they are going to say very thoroughly, and use some form of memory aid. For example, cue cards, or key words on a piece of paper or down the side of PowerPoint slide or the flipchart.
- Ensure that you have prepared any tools you need such as PowerPoint, video, flipchart, etc
- Ensure that the physical layout of the room is optimal for the participants to see and hear.
- Note the time you start and bear in mind how much time you have for the session.
- Wait for silence in the group before you start.
- State the purpose of the presentation - "Tell them what you are going to tell them". Try to relate the topic of the presentation to the phases of mediation or to what has gone before.
- Use carefully chosen examples and brief anecdotes to create understanding.
- Listener retention and understanding from a one-way presentation is very limited - therefore do not try to cover too much in a presentation. Break a long presentation into chunks and:
 - Ask a question of the group
 - Ask people to discuss a point with the person next to them
 - Although, be aware of time and do not ask another question or suggest discussion when you are short of time
- Finish a presentation by summarising what you have covered.
- Try to get feedback from someone on your presentation style (or arrange to be videoed). Look at issues such as:
 - gestures and distracting idiosyncratic habits
 - use of language
 - logical structure
 - voice tone and loudness

Some ideas about being a good facilitator

Facilitation is a process - an activity that someone, the facilitator, does. It also includes non-action, silence and even the facilitator's absence.

- The good facilitator :
 - provides a Process NOT a Product
- knows -
 - when to lead from the front
 - when to lead by example
 - when to lead from the back, allowing participants to lead
- gives participants an opportunity to form their own opinions
- keeps alert and aware of what is happening NOW - paying attention with an open mind, setting aside personal prejudices
- uses enabling strategies so that individuals achieve for themselves
- supports progress and protects freedom and equality
- sometimes does nothing in order to facilitate something to happen
- is able to live with and respond positively to uncertainty, struggle and conflict - not forcing premature resolution on the group
- is aware of her/his own motives and able to distinguish facilitative behaviour from manipulative behaviour
- is able to put her/his own feelings on temporary 'hold'
- monitors group energy
- uses a range of gentle interventions (support, silence, questions to clarify), persuasive interventions (questions on where next, suggesting choices) and directive interventions (guiding, choosing, telling)
- is spontaneous and uses intuition as well as analysis and planned activity.

Heather Allen :2006

Dealing with Uncertainty - Top tips for MST trainer (lead, coach and assessor)

Challenge	Potential responses
<p>Delegate doesn't arrive, has to leave early, etc and role-play groupings and rota needs to be reorganised</p>	<ul style="list-style-type: none"> • Lead and course manager to work out changes required using Guidelines for Compiling and Changing the Rota (find on Faculty Portal) • Ensure delegates affected by the change have been informed and given new briefs as required • Generally, it can confuse the whole group if such changes are announced to the group when in fact only a few people are affected. Reassure and stay calm.
<p>Timekeeping in group is poor i.e. arriving late, not returning from breaks on time and leaving the room to check mobiles etc.</p>	<ul style="list-style-type: none"> • Remind main group of programme times at start of day and before breaks • Be really clear about how long exercises will take and call delegate back on time i.e. be predictable • Start at the time you say you will • Ensure that delegates who miss parts of the teaching are caught up
<p>A mediator (perhaps when participating in an assessed roleplay) becomes overwhelmed by nerves and anxiety and starts crying or asks for help</p> <p>Where someone had been emotionally triggered either by the role play or plenary input.</p> <p>Where something shocking happened e.g. someone taking abruptly ill.</p>	<ul style="list-style-type: none"> • Make sure you are familiar with the section on 'identifying stress in delegates' in the Guidelines for faculty - coaching, assessing and giving feedback on CEDR Mediation skills training (MST) (find on Faculty Portal) • Apply the 3Rs which might then involve: <ul style="list-style-type: none"> ▪ Offer the mediator time to recover ▪ Offer tissues and water ▪ Take a short break ▪ Do what you can to restore confidence ▪ Check in with delegate during the day and at the start of the next day • Let the leads and course manager know • If appropriate, acknowledging with the group that we have all had a shock • Taking people out of situations where they are feeling unsafe and helping them to articulate what would help them to re-integrate (and attending to others affected too)

<p>In the context of overseas courses- The logistics are not place (e.g. catering IT, materials don't arrive)</p>	<ul style="list-style-type: none"> • Don't assume, check everything on arrival. • Other options: • Delay start - send delegates to coffee, get organised and then start • Change programme if necessary • Allocated one faculty member to train other(s) to mitigate or remedy the problems
<p>They are just not getting it - e.g. language or our materials and explanations are not landing for some reason</p>	<ul style="list-style-type: none"> • Offer one or more evening catch-up sessions • Recover particular topics - consider new teaching method
<p>Someone is rejecting the whole approach/assumptions underpinning the course. or someone is rejecting participation in an exercise.</p>	<ul style="list-style-type: none"> • Respect their wishes, explore later. • Explore concerns, fears views • Assertive response requesting participation - in essence, "trust me/us and if later you still have questions we can discuss later". • Probably best to deal with this on a 1:1 basis with the individual(s)
<p>Generally:</p>	<ul style="list-style-type: none"> • Importance of staying calm yourself (externally even if internally you are flummoxed!) • Centre yourself and breath • Value of working with the team to assign roles to different members - rotating faculty who would pick up with people who had absented themselves to bring them up to speed • If appropriate, acknowledging with the group that we have all had a shock • Taking people out of situations where they are feeling unsafe and helping them to articulate what would help them to re-integrate (and attending to others affected too) • Taking opportunities to demonstrate congruence and to use it as a teaching point if appropriate

Developed by those present at the Faculty meeting on 3rd July 2019

Choosing an intervention as a facilitator

All possible interventions in any facilitating or enabling process can be divided into six categories. (Heron 1975)

John Heron describes six styles of intervention. He defines an intervention as an identifiable piece of verbal or non-verbal behaviour that is part of the practitioner's service to the client. An intervention can be distinguished in one of three ways; verbatim (an example of a specific words), or linguistically (a description of the linguistic form: e.g. open question) or, Heron's preference, in terms of the intention (the point and purpose: e.g. to invite the person to express his feelings).

Facilitating is an enabling process in which the facilitator assists the group or individual to generate ideas, explore possibilities and make decisions about future action.

Sometimes it is important for the facilitator to listen, to use silence and only minimal prompts; at other times the facilitator needs to make a more active response or intervention.

The six styles of intervention described by Heron are listed below; they are defined in terms of intention. Short verbal examples are provided, but it is essential for facilitators to choose their own form of words to fit the circumstances and to achieve the purpose. Obviously non-verbal behaviour is critical too; manner and timing need to be consistent with the purpose and the words. Purposes range from an intention to empathise, to allow the person to let off steam, to inform, to help the group to be creative, through to an intention to challenge or, even, to direct.

All the examples below are short and are presented out of context; in order to be effective any intervention will need to be formulated in context, and the facilitator may need to prepare the person or group to expect a question, an observation or a challenge.

Heron's research suggests that each of us uses one or more of these styles of intervention more regularly than the others. By considering the different interventions we currently use - those we feel comfortable with, those we might be avoiding - we can become more aware of our preferred style. Following on from that, with practice we can begin to widen our range.

There is no implication that any one category is more or less significant than any other. Each has its purpose for the facilitator and its value for the learning group.

The six Intervention Styles

PRESCRIPTIVE (telling)	Purpose: Example:	Give advice; be directive I want you to talk about..... first. Check that with your colleagues after the exercise
INFORMATIVE (informing)	Purpose: Example:	Instruct; inform I think that will work. You have ten minutes left.
CONFRONTATIVE (challenging)	Purpose: Example:	Be challenging; give direct feedback You seem reluctant to discuss that. When you suggested.... how did you read the group's response?
CATHARTIC (freeing up)	Purpose: Example:	Enable release of tension How are you feeling right now? What would you like to say about that incident?
CATALYTIC (encouraging creativity) (echoing)	Purpose: Example:	Be reflective, encourage problem solving How could you achieve that? So developing that capability is important...
SUPPORTIVE (affirming)	Purpose: Example:	Be approving, confirming, validating You've got some great ideas ... You coped with a very challenging situation.

Heather Allen: September 2007

Self-assessment sheet - Intervention Styles

Against each intervention style rate your current frequency of use on the scale:
I don't use this at all to I use this very often.

This will indicate a pattern that may help you to recognise or confirm which interventions you use and which you might like to develop further.

PRESCRIPTIVE (telling)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

INFORMATIVE (informing)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

CONFRONTATIVE (challenging)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

CATHARTIC (freeing up)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

CATALYTIC (encouraging creativity)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

SUPPORTIVE (affirming)

| _____ | _____ | _____ | _____ |
I don't use this at all I use this very often

What makes a good coach?

- Establishes rapport with a wide range of people
- Recognises effective behaviours
- Asks insightful questions
- Gives criticism constructively
- Motivates behavioural change
- Uses courage and care
- Applies practice and theory
- Learns and develops
- Is a colleague not a competitor

Heather Allen 2016