



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Dialogue Solutions Limited

IMI Certified Mediator Training Program

The Organisation

Legal name	Dialogue Solutions Limited
Contact details	Address: 15 Wainwright Street, St. Clair, Port of Spain, Trinidad and Tobago, W.I. Phone: 1.868.779.7572 Email: seeraj.gajadhar@dialoguesolutions.org Fax: N/A
Website	www.dialoguesolutions.org
Person completing application	Mr. Seeraj Gajadhar Chief Executive Officer 1.868.463.2990 Ms. Elizabeth Solomon Training Faculty Lead 1.868.483.4880
Program delivery	The program and its assessment are delivered in person, online, or a mix of both.
Locations and languages	Dialogue Solutions provides training in English throughout the English-Speaking Caribbean Region (CARICOM and OECS member countries).

1. Registration

If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.

Year formed, and under laws of what country/ies	Dialogue Solutions Limited was incorporated in 2018 under the laws of the Republic of Trinidad and Tobago and in 2021 under the under the laws of the Co-Operative Republic of Guyana
Training course registered in accordance with jurisdiction requirements	<p>Dialogue solutions developed this mediation skills training programme within the narrow context of the Trinidad and Tobago jurisdiction and the specific requirements under the Mediation Act of Trinidad and Tobago</p> <p>https://rgd.legalaffairs.gov.tt/laws2/Alphabetical_List/lawspdfs/5.32.pdf</p> <p>Trinidad and Tobago is notably the only jurisdiction governed by a Mediation Act in the Caribbean and Dialogue Solutions conducts training throughout the Caribbean. The Mediation Act of Trinidad and Tobago guides the work of a Mediation Board that is responsible for certification of mediators and accreditation of mediation training programmes.</p>

2. Course Content

Course content can be divided into Knowledge Development and Skills Development topics.

The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.

The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.

Attach your course outline	<i>See Annex Course Content</i>
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	The mediation principles of neutrality, voluntary nature, confidentiality, party self-determination, process are covered on day 1 of the training. Content focusses on the role of the mediator, ownership of the process by parties and the core tenets of mediation.
The roles of legal counsel and representatives	The role of legal consul and representatives is covered on day 4 of the training. Focus is placed on the legal counsel's and representatives' role as both as advocate and advisor to their client at the various stages of the mediation process, different approaches to the mediator-legal counsel/representative relationship and power dynamics.
Overview of negotiation and conflict resolution theory	Negotiation is covered on day 2 of the training. The training manual also includes a detailed section on Negotiation. Content is focussed on helping participants appreciate negotiation as a key skill as a mediator and how it can be used to help move the process toward a settlement. We also utilize 2 exercises, based on real events, to help participants experience to the negotiation process. The facilitated debrief follows the exercise.
Mediator ethics, including appropriate local ethical standards	Ethics, including appropriate local ethical standards are covered on day 4 of the training. Content is focussed on the Code of Ethics for Mediators per the Mediation Act and ethical behaviour expected by practicing mediators. An exercise presenting scenarios, based on real events, facilitates a greater

	appreciation for some of the ethical dilemmas mediators may encounter.
Forms of listening skills and communication strategies	Listening Skills and communication strategies are covered on days 3 & 4 of the training. Content is focussed on helping participants understand the key elements of effective communication in the role as mediator and to develop their personal communication styles. Exercises focussed on active listening, effective questioning, summarising, reframing and paraphrasing develop and test the competence and knowledge levels of their verbal and non-verbal communication skills.
Process management skills, including the use of joint and private meetings	Process management skills including the use of joint and private meetings are covered on days 1, 2, 3 and 5 of the training. Content for this topic on days 1-3 focusses on the concept and principles of the caucus and helping participants appreciate how it can be used effectively as well as when it should or shouldn't be used. An exercise dedicated to caucusing is also built into the training day.
Negotiation strategies and skills to manage the content of the dispute	See note on Negotiation Skills Training above. Further role plays and exercises focussed on generating options help training participants apply models for visual clarity, to help the move the generating options process along e.g. BATNA, ZOPA and Pin Models
Ways of responding to the diverse behaviours of the parties	This is covered on day 3 of the training programme. Focus is placed on helping participants understand the role emotions play in conflict, how to identify emotional triggers in self and participants and how

	to manage emotions throughout the process. Exercises based on real and simulated instances help participants experience first-hand how emotions may manifest itself in the process.
--	---

3. Competency Framework

A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines.

Attach competency framework	See Annex Competency Framework
-----------------------------	--------------------------------

4. Course Duration

For a course to cover adequately the necessary content using appropriate methodologies, (both of which are set out in these guidelines), courses should have a substantial number of training hours being not less than 40 hours. This does not include pre-course preparation, lunch and breaks.

Course duration	56-Hours
Asynchronous learning <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	0

5. Group Size

It is recommended that courses have a maximum class size of 30 students.

Maximum class size	Maximum of 25 for in person training - preferably 15, and a maximum of 8-15 for virtual training. On occasion for blended training, more than one cohort
---------------------------	--

	<p>of 8 virtual training will come together for the in-person role play days. This is intended to add value to the dynamics of the group and to make the role plays more interesting, realistic and challenging.</p> <p>Coaches will be drawn from members of our mediators' roster who are selected based on previous exposure in training environments and who must work alongside the faculty members in preparation of the course delivery. For Online training the maximum class size is 15 to ensure a satisfactory level of engagement between the participants on the screen.</p>
--	---

7. General Teaching Approach

Mediator skills training courses should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, talking in pairs, and role-playing.

As a guideline, for the practical part of any course, that is designed to teach the process and skills to be an effective mediator, the following percentage of time should be spent on these different approaches to training delivery: Lecturing/knowledge input/presentation – approximately 10%; Exercises and discussion – approximately 40%; Role-playing, coaching and feedback – approximately 50%.

The trainer-student ratio should range between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.

Lecturing, knowledge input, presentation	20%
Exercises and discussion	30%

Role-playing, coaching, and feedback	50%
--------------------------------------	-----

8. Participant Materials

When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.

In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.

If courses are designed with no pre-course preparation required, this guideline does not apply.

<p>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</p>	<p>Participants are provided with electronic copies of the Training Manual and Participant Welcome Package at least 1 week prior to the start of the course. A copy of the local legislation is included in the Training Manual and parties have access Dialogue Solutions’ Mediation Rules on our website.</p> <p>Case Studies to be used in the training are provided at various times: Longer (2-3 pages) and more complex case studies are typically provided 1 week prior to the start of the course. Shorter (1-page) case studies that with less complex issues are typically provided at least 2 days prior to the date the case study will be used. Mini case studies (no more than 3-4 paragraphs) with simpler scenarios are sometimes used to demonstrate various skills or competencies areas and are provided on the day of the course (at least 1 hour before the case is to be used).</p> <p>Slides and other supplemental training material (charts, samples etc.) used in the course are provided</p>
---	---

	<p>to participants at the end of each day's lesson via the student electronic portal.</p> <p>General course material is sent to participants 7 days prior to the start of the course once they have paid the course fees. Specific in course material is sent daily every evening to support the lessons of the day. Confidential role plays briefs vary but in general are handed out no less than 30 minutes before the role. For materials and confidential role play brief in the Assessment phase.</p> <p><i>Please see Annex Indicative Reading list</i></p>
--	--

9. Setting up Role Plays

Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.

<p>Each role play in a course has a maximum of six persons for a two party mediation.</p>	<p>Yes</p>
<p>Mediation time slots within role plays are a minimum of 45 minutes</p>	<p>Yes</p>
<p>At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time</p>	<p>YES 100% of the role plays are supervised at least 50% of the role-playing time.</p>

Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time	Yes.
Coaches are rotated among groups and participants	Yes
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	NO there is a separate team of Assessors.
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes
Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
Comment where guidelines are not met	

10. Providing Feedback

Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).

<p>How is performance feedback given to participants on your course?</p>	<p>We use a process which begins with peer review (one or two course participants are appointed to observe and then provide feedback. This role is rotated throughout the course. It has the added advantage of providing learning in relationship and communication skills).</p> <p>After the peer review the faculty lead for that day/segment of the course will provide feedback with input from other faculty members if helpful.</p> <p>Additionally, participants are encouraged to seek one on one feedback if they are still unsure. This peer review followed by faculty feedback process applies wherever possible. Otherwise, feedback is given by faculty lead with input from other faculty members.</p> <p>15 minutes is dedicated to verbal feedback from peers and the trainers / coaches during debrief /discussion segments at the end of each real/role play sessions.</p> <p>We also utilise the reflective practice process and participants who acted in the mediator role are asked to share areas in the simulations that stood out for them, areas they were uncomfortable with or areas they felt they were able to manage comfortably. This helps trainers and coaches adapt the focus area of the role plays if needed.</p> <p>Note, coaches and mentors are guided on how to deliver feedback as part of their 2-day training in preparation for the delivery of the programme.</p>
<p>Attach course feedback forms or guidance</p>	

6 and 11. Online programs

Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).

<p>Course design</p>	<p>Dialogue Solutions' 56-Hour Virtual / Blended Training Programme is designed to closely reflect the level of engagement that participants experience in our in-person Mediation Skills training. The online components of our training programme are conducted via "Zoom" or "Microsoft Teams" video conferencing platforms. Dialogue Solutions has a paid professional subscription to each platform which allows access to all the interactive features necessary to ensure the delivery of the programme remains engaging e.g., screen and video sharing features, polls, breakout rooms for role plays and case studies, chat box for easy communication etc. To ensure maximum engagement by all participants there are no more than 8/9 participants in each virtual cohort. This provides the opportunity for individuals to communicate on a one-on-one basis with faculty members/ coaches. All virtual training is broken into 90-minute sessions either in plenary or within teams followed by a short 5-10-minute break, to mitigate against 'online fatigue'.</p>
-----------------------------	---

<p>Provisions for participants not able to attend all 40 hours</p>	<p>Participants are required to complete a minimum of 40 contact hours.</p> <p>We appreciate however, that extenuating circumstance may prevent this. Should a participant be unable to engage 100% in the training, accommodations are made to provide them with the opportunity to participate in a make-up session for the particular training component they may have missed.</p> <p>This is facilitated by having a one-on-one training session with their team trainer (at a date and time convenient to both). The team trainer is required to advise the Training Coordination team when this has been completed and confirm that the 40-hour minimum contact hours have been achieved.</p> <p>Secondly, participants who are unable to commit time for a particular training day, are required to advise the trainers / training team in advance (when possible). In these instances, participants are invited to participate in the next immediate cohort training session, specifically the day they missed, at no additional cost. This must be completed within a 3-month period.</p>
<p>Preparing the participants</p>	<p>All participants receive an electronic welcome package at least 1-week prior to the start date of the training session. The package includes:</p> <ul style="list-style-type: none"> • log-in access details for training sessions and the student training materials portals (slides, handouts, etc) • overview of the training methodology to be

	<p>used in the online sessions</p> <ul style="list-style-type: none"> • agenda with planned breaks to facilitate time for the participants' other commitments • written guidance on software and hardware requirements for the training e.g. software, download speeds etc. • written virtual training protocol guidelines and expectations e.g. being on camera, optimal lighting and sound conditions, need for privacy, remaining on mute when required etc. • invitation to an optional 30-minute orientation and practice session prior to the start of the training session.
<p>Informal meetings</p>	<p>A Cohort WhatsApp Group is created for each new training cohort. This group is created at least 2 days prior to the start of the training session and participants are encouraged to engage with each other. The Group remains active unless deactivation is requested /required. During the training, we have built in time at the beginning of each training day for informal reflection and conversation among the participants and trainers. We also allow sufficient time for morning and afternoon breaks and 1 hour lunch period for informal engagement. Upon completing of our training programme, all participants are automatically eligible to join Dialogue Solutions Neutrals Network. We hold quarterly Neutrals Networking Sessions as a means of continuously engaging and supporting our neutrals. At these events, we provide a relaxed and intimate space</p>

	<p>for our neutrals to engage with each other and get to know one another a little bit better, learn from each other through discussion and facilitated topical mini presentations. Our aim is to build a community of like-minded ADR professionals and we believe such engagement to be highly personal and beneficial.</p>
<p>Role-plays for post-course assignment</p>	<p>Our courses always include an in-person practice component.</p>
<p>Written component of post-course assignment</p>	<p>Our courses always include an in-person practice component</p> <p>Please note that the ‘How well do I mediate’ test is done twice. Once at the beginning and then again on the final day. Both times the test responses are reviewed in class in plenary with participants indicating whether they want to share their results.</p> <p>The Draft Settlement Agreement is done as a home-work exercise as part of the 40 hour course and then reviewed in class with participants indicating whether or not they want to share their results. For the purpose of the Assessment, candidates are asked to provide a Settlement Agreement as the final stage of the Role Play assessment. They are given 45 minutes to prepare the Agreement, which is then emailed to the Assessors. The Agreement will be assessed for 1, clarity of communication; 2. Understanding of content; 3. Workability of the agreement reached.</p>
<p>Feedback on post-course assignment</p>	<p>Our courses always include an in-person practice component</p>

	<p>Feedback is provided virtually through small feedback session groups with the assessors and each candidate following the submission of the Settlement Agreement.</p> <p>Additionally, in order to provide feedback on the Settlement Agreement, candidates will be provided written feedback by email. Both the virtual and written feedback will be structured around analysis of the competencies- Relationship, Process, Content.</p>
<p>Supporting documents</p>	

11. Performance Assessment and Accreditation

If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.

<p>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>The In-Course Assignments assess the participants' psychological and emotional maturity required for progress and self-growth and their ability to communicate effectively via written word. The maximum score that may be awarded for the In - Course Assignments is 8 points. The Mediation Practical Assessment participants are assessed against the Dialogue Solutions' Competency Framework which tests training participants' performance in these three areas of competency: i) Process Competencies- understanding the phases and strategies of the mediation process; ii)</p>
--	--

	<p>Relationship Competencies- building rapport with the parties and demonstrating emotional intelligence; iii) Content Competencies- understanding the positions and interests, and the ability to help the parties generate options. Each competency has 2 dimensions within it to be assessed, therefore a total of 6 dimensions are assessed. Participants must demonstrate a high level of performance in all 6 dimensions. The maximum score that may be awarded for the Assessment Days is 24 points. The combination of the scores received for the two assessment areas determine the participant's overall assessment score with the maximum overall score being 32. While participants can be better at some competencies than others, to be awarded the accredited mediator status by Dialogue Solutions, they must have at least a 'Competent' level score in all assessment areas.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Participants are required to complete 2 in-course assignments during the training programme. The first assignment is the "How Well Do I Mediate Questionnaire". This assignment is completed at 2 points in the training programme at the end of Day 1 – to be used as a baseline assessment of the participants default approach to conflict and conflict management style. It is also administered at the end of Day 5 session and participants are required to re-rate themselves and reflect on any shifts – desired or actual – by comparing it with the baseline position rating. Participants are required to complete and submit a reflection paper – no longer than 2 pages – describing the any changes in the ratings and why</p>

	<p>they think the shift occurred. Participants are asked to reference any specific topic, content or activities relevant to same and the strengths and developmental areas they intend to work on further. Persons who do not experience any shift between their baseline ratings and the new ratings are also asked to reflect and why they think this may have occurred. This assignment measures the transfer of learning that may or may not have taken place. Here we are assessing the participants' ability to practice reflection and self-assessment to demonstrate the psychological and emotional maturity required for progress and self-growth – a competence required for all mediators.</p> <p>The second in-course assignment is the completion of a draft settlement agreement based on a completed role-play. In this instance we are assessing the participants' ability to comprehensively document the areas of agreement (and non-agreement in the case of a partial settlement). Here we are assessing the participants' ability to communicate effectively via written word. Each draft agreement is submitted to the faculty who review the submissions and provide feedback based on the content relevance, effectiveness or workability of the agreement, and clarity of the language of the agreement.</p>
<p>Process of appointing assessors on a course</p>	<p>Assessments are conducted by a panel of three comprising one core faculty member and two Board Members. The Faculty Lead has been trained as a Mediation Skills Assessor by the Centre for Effective Dispute Resolution, London. The other members of the core faculty and Dialogue Solutions Board</p>

	<p>Members have been trained in the assessment tools.</p> <p>Assessors use individual score sheets that are tallied at the end of each assessment. The assessment team will discuss and give feedback to each candidate based on the strengths and areas of improvement.</p> <p>We believe that there is strength in diversity, and we strive to ensure our team complement engenders this. As such, ensure that there is an approximate mix of assessors based with varying professional experience (industry), specialties (practice areas), gender etc.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Participants receive an overall assessment score based on the following point system:</p> <ul style="list-style-type: none"> • 4 points – Outstanding • 3 points – Competent • 2 points – Work Required • 1 point – Not Competent <p>The overall assessment score gained by a participant will place them in 1 of four grade bands:</p> <ol style="list-style-type: none"> 1. Pass – minimum of 24 overall points gained by receiving at least: <ol style="list-style-type: none"> a) 8 ‘Competent’ ratings (24 points) 2. Conditional Pass – minimum of 21 overall points gained by receiving at least: <ol style="list-style-type: none"> a) 5 ‘Competent’ ratings (15 points) b) 3 ‘Work Required’ ratings (6 points) 3. Reassessment Recommended – overall points gained are below of 21 but is above 15:

	<p>a) 2 'Competent' ratings (6 points)</p> <p>b) 4 'Work Required' ratings (8 points)</p> <p>c) 2 'Not Competent' rating (2 point)</p> <p>4. Fail – Overall points gained are below 50% (15 or less points)</p>
<p>Next steps taken, should a student fail.</p>	<p>Participants who 'Fail' and wish to reapply for accredited mediator status, may do so at a future date and are encouraged to work on the areas of weakness identified in the assessment feedback. Participants must re-complete the Assessment Session. Participants will also have to re-complete the written assignments if neither of the 'Competent' ratings were assigned to them.</p> <p>Participants who receive a 'Reassessment Required' are invited to recomplete the 2 Practical days at the first training programme held immediately after the initial session (typically within 3 months). During the 3 month period, a Coach can be assigned with the participant to provide guidance and support as required. Participants will also have to recomplete the written assignments if neither of the 'Competent' ratings were assigned to them.</p> <p>Participants who receive a 'Conditional Pass' are invited to complete a written assignment focussed on the 3 dimensions where a 'Work Required' rating was received or participate in an observed role-play for re-assessment. Participants must achieve 3 'Competent' ratings in order to achieve a pass grade and be awarded accredited mediator status.</p> <p>In addition, all Dialogue Solutions' students are given an opportunity to observe mediations after the</p>

	training whenever possible.
Policy documents relating to assessment (optional / if applicable)	<i>See Annex Participant Competence Assessment Policy</i>

12. Facilitation of further development as a mediator

While it is accepted that training providers cannot offer actual mediations for all participants, they have an obligation, as far as possible, to facilitate participants' further development as a mediator.

<p>Indicate what your organisation does to facilitate participants' development as mediators</p>	<p>Dialogue Solutions is committed to providing a supportive environment for our training participants.</p> <p>We provide opportunities for our participants to actively continue their professional career development and engage with diverse stakeholders.</p> <p>In this regard, Dialogue Solutions has development several training and engagement activities to achieve this goal namely:</p> <ol style="list-style-type: none"> 1. Mini-Seminar / Webinars / Forums 2. Master Class Sessions & Customised Training 3. Mentoring, Peer-Support & Networking Opportunities 4. Volunteer Developmental Opportunities <p>1. Mini-Webinars</p> <p>Dialogue Solutions hosts technical and soft-skills sessions covering a variety of topics. These courses are designed to provide participants with an introductory understanding of the training topic and are typically free of charge.</p> <p>2. Master Class Sessions</p>
---	---

	<p>Dialogue Solutions hosts 1-2 day Master Class Sessions aimed at providing participants with the comprehensive technical training in a particular discipline or sector. Examples of these Master Classes include, Personal Injury and Negligence Mediation, Sports Mediation etc. By virtue of being past participant, a price discount is available to all interested in participating in the Master Classes.</p> <p>3. Mentoring & Peer-Support</p> <p>Coaching and Mentorship Programme</p> <p>Dialogue Solutions seeks to support the development of mediators-in-training and newly certified mediators. In this regard, we provide coaching and mentorship opportunities through our Mentorship, Coaching and Networking initiatives.</p> <p>There are three (3) ways persons can participate in the Mentorship, Coaching and Networking Initiatives offered by Dialogue Solutions:</p> <p>a). Mediation Practical Workshops - These workshops are facilitated by an experienced Mediator / Trainer and aim to provide participants with the opportunity to apply the theory and initial skills learnt during their formal mediation training - At minimum, participants should have completed a 40-hour training programme. The two (2) - three (3) day workshop focusses on the practical aspects of mediation and thus, at least 75% of the contact hours are spent on role-plays based on both theoretical and real-life case studies. Participants are subject to multiple (i) Peer Assessments and (ii) Facilitator/Coach Assessments throughout the workshops and are provided with continuous opportunities to hone their</p>
--	---

	<p>skills. The Mediation Practical Workshops are held at various intervals throughout the year.</p> <p>b). Mentorship and Coaching Programme - The Mentorship and Coaching Programme seeks to pair mediators-in-training and newly certified mediators with experienced mediators from our Roster. The aim of the Mentorship and Coaching Programme is to provide both the Mentee and the Mentor with opportunities to learn from and contribute to the development of each other through the establishment of a longer-term structured relationship.</p> <p>c) Neutrals Networking</p> <p>Dialogue Solutions a quarterly Neutrals Networking Sessions as a means of continuously engaging and supporting our rostered Mediators and Arbitrators. At these events, we provide a relaxed and intimate space for our neutrals to engage with each other and get to know one another a little bit better, learn from each other through discussion and facilitated topical mini presentations.</p> <p>4. Volunteer Developmental Opportunities</p> <p>a) Facilitation Opportunities - Mastering ADR Series Dialogue Solution launched its Mastering ADR Series (Mastering Mediation and Mastering Arbitration) in the form of mini- webinars and lunch-and-learn sessions. These sessions are exclusive to participants on our roster of mediators/arbitrators and past training participants. It allows participants to hone their presenting skills, pass on knowledge and experiences they have gained and to also keep abreast of ADR best practices.</p>
--	--

	<p>b) Dialogue Solutions Committees</p> <p>We have established working committees [(i) Public Education and Awareness, (ii) Research and Publications and (iii) Advocacy] with the overall intention of advancing the knowledge and utilization of ADR as the preferred dispute avoidance and management method.</p> <p>Participation on our Committees are exclusive to our roster of mediators/arbitrators and training participants.</p>
--	---

13. Complaints and Appeals

All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.

In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.

<p>Attach complaints and appeals policy</p>	<p><i>See Annex Complaints & Appeals Policy</i></p>
--	---

Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>For training followed by an assessment component, due diligence is conducted to ensure no conflict of interest exists. The Trainers, Coaches and Assessors are provided with the full names, and in some instances the profiles containing basic education and professional information, of each participant scheduled to take part in a training programme. They are asked to review the participant list and inform the</p>
--	--

	<p>senior faculty and the Dialogue Solutions administration team of any personal or professional conflicts they believe exists. In instances where an actual or perceived conflict exists, we ensure that the participant in question is not assessed at any point during the training by the assessor.</p> <p>Dialogue Solutions observed the following policy. All participants are made aware of the policy as an agreement between them and the faculty at the start of the training:</p> <p>“Where conflict of interest arises, recusals by Faculty members or Assessors shall first be on a voluntary basis after disclosure of the reasonably perceived, potential, or actual conflict, and secondly by decision of the Chief Executive Officer in consultation with the training Administrator and Faculty Members, without the said member in such instances as when a fair-minded person reasonably informed of the facts could form the view that the board member may be biased. The obligation for disclosure is on-going throughout: before, during or at the assessment phase of the training”.</p>
<p>Upload conflicts of interest policy (optional / if applicable)</p>	

Trainers, Coaches, and Assessors

<p>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</p>	<p>Yes</p>
<p>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</p>	<p>Yes</p>
<p>TCA's have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed. Once appointed, they conduct two actual mediations of at least four-hours duration per year AND are able to show that they have maintained continuous professional development (CPD) of six hours per year.</p>	<p>Yes</p>
<p>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</p>	<p>Currently Dialogue Solutions does not provide a Train-the-Trainer programme, however faculty members are themselves all trained trainers.</p> <p>The Dialogue Solutions Faculty comprises experienced mediators all of whom have been trained in mediation training:</p> <ul style="list-style-type: none"> • Judge Elizabeth Solomon (Lead Facilitator), Trainer training with the Clingendal Institute of the Netherlands, including a recent refresher course to include 3- days of training mediation in the digital space. • Justice Charmaine Pemberton, Trainer training with the Chartered Institute of Arbitrators

	<p>(CIARb)</p> <ul style="list-style-type: none"> • Dr. Zuwena Williams-Paul, holds a Master’s in Mediation Practice and is a certified mediation trainer by the Mediation Board of Trinidad and Tobago. • Seeraj Gajadhar, holds a Master’s in Mediation Practice. <p>Furthermore, all faculty members have been involved in the development of the core 56-hour training programme.</p> <p>Additionally, the faculty works together over a period of two-three days to prepare the delivery of each programme considering the numbers and profile of the participants and agreeing the most effective learning methodology for the group. This has become particularly relevant in adapting the course delivery in the context of on-line or blended training programmes.</p>
<p>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>
<p>Trainers deliver at least one basic mediator skills training course or refresher course every two years</p>	<p>Yes</p>
<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Yes</p>

<p>On-going feedback is sought from course participants, and given to those delivering the course.</p>	<p>Yes</p>
<p>Comments and/or explanations</p>	<p>The core training programme has been developed by Elizabeth Solomon who is a certified mediation trainer and certified as an on-line mediator by the Clingendael Institute of The Netherlands. The core Dialogue Solutions faculty comprising three other experienced mediation trainers- Seeraj Gajadar, Dr. Zuwen Williams-Paul and Justice Charmaine Pemberton collaborated over several weeks to develop a methodology of joint delivery of an even more practice-based programme of 56 hours and together they further developed it to respond to an on-line environment, applying our extensive collective trainer skills. The core faculty members are all certified adult trainers and have extensive experience and/or qualifications practicing mediation or facilitating mediation training courses. We plan to develop a Mediation Skills Train-the-Trainer Manual later when we decide to recruit new / additional faculty members.</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>New Cs are mentored and coached by senior faculty and work directly with them to deliver certain content areas of the training programme. Throughout the training programme, the senior faculty member will observe the Cs performance. At the end of each day, the entire training team, inclusive of the Cs, meet to debrief and share their thoughts in three general areas - What worked well, what could be improved, what can we do differently.</p> <p>Verbal feedback based on observation, is also provided by the senior trainers to the Cs at these</p>

	<p>sessions. Cs also participate in the “Post-Training Reflection Session” with the faculty and administration team, to review the consolidated participant and trainer feedback, discuss any areas of concerns and develop an appropriate course correction action plan with initiatives to improve the delivery of future training programmes as needed. During this Session, a review of the Cs performance is also undertaken. In instances where the senior faculty think the Cs may need additional practice, they are required to participate in additional sessions before they can deliver a programme (or elements of it) on their own.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>At the end of each training programme, participants are provided with a training evaluation form to provide feedback of the experience during the course (see Dialogue Solutions Participant Evaluation Form) and rate the various components of the training programme - content and delivery, transfer of learning, the facilities / technology platforms used to deliver the training and the responsiveness and effectiveness of the administration team. Further, a faculty post-mortem questionnaire is provided to all trainers and coaches requesting that they reflect on the training session and inviting them to share their thoughts in three general areas - What worked well, what could be improved, what can we do differently. Both participant feedback and trainer feedback are consolidated and shared with the entire administration and training team who participated in the respective training. At least two weeks, but no longer than one (1) month after the conclusion of the training programme, a “Post-Training Reflection Session” with the training and administration team is</p>

	convened to review the consolidated participant and trainer feedback, discuss any areas of concerns and develop an appropriate course correction action plan with initiatives to improve the delivery of future training programmes as needed.
Attach Train-the-Trainer Program	
Attach template feedback form	<i>See Annex Evaluation Forms</i>