

IACP Forum 2023 - Toronto

Trainers Networking and Development Group Workshop:

“Top 5 Collaborative Training Topics”

- ***Participation in Online Collaborative Law - Online Dispute Resolution tools for collaborative professionals***

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Nowadays working online is a requirement. Consensual dispute resolution professionals were forced to adapt quickly and move their practice online without preparation. Now it's time to think about the challenges we must face like ethical principles, artificial intelligence (AI), information and communication technologies (ICT). Therefore, for the online dispute resolution process to be effective, the professional must understand its tools, as will be presented in this workshop.

After all, learning which buttons to push in Zoom does not mean that you have been adequately trained in Online Dispute Resolution!

IACP is committed to expanding inclusion, diversity, equity and access among the professionals we serve and their clientele. Would your workshop, and/or the presenters' backgrounds, contribute to this goal?

Being prepared for online work is even more important because our brains have been trained for face-to-face communication for thousands of years, relying on more complete sensory experiences than those offered in online work.

So, from the professional's behavior when receiving clients in an online environment - be it an audiovisual, audio or text platform - making sure that there is comfort and balance for people to negotiate, to thinking about the fact that it can be considered an elitist form, since it demands that the people involved have enough technological tools and infrastructure, as well as enough knowledge, to participate.

In the ethical field we observe that implicit biases, prejudices, appear in an amplified form online. If normally our beliefs and background influence what we observe and the information we select, communicating through a platform (ICT) this draws even more attention.

Moreover, I'm a Brazilian presenter, which for itself shows diversity among the collaborative professionals' community.

Needs:

- Screen for PowerPoint
- Projector (A projector will be provided by IACP, if necessary. Presenters will be responsible for providing their own computer).

Mentoring Committee Task List

1. Mission Statement:
 - The CPSV Mentoring Committee encourages and enhances Collaborative Practice competence by providing shared learning opportunities between less experienced Collaborative practitioners and their more experienced colleagues by facilitating (not micromanaging) mentoring relationships and encouraging members to be creative in formulating ways to maximize the mutual benefit and satisfaction of their mentoring relationships.
2. At the beginning of the year select Chair / Co-Chairs (ideally, each year the Co-Chair will Chair the following year) and a form Gatekeeper (may be Co-Chair or another committee member)
3. Duties of Chair/Co-Chairs
 - a. Coordinate regular meetings (monthly, bi-monthly, or the like, depending on needs of the committee)
 - b. Create agendas for regular meetings, including:
 - i. Selection – Match Making: (1) review current application forms, (2) discuss and (3) reach out to connect potential mentors and mentees (suggested matches).
 - ii. Review other completed forms such as feedback forms, assess, discuss, and take appropriate action, if any.
 - iii. Maintain, review and update Guidelines to ensure mentoring program is meeting the needs of our members and as necessary to improve the program.
 - iv. Review and update “Welcome Packets” and all forms, as needed.
 - c. Attend monthly CPSV executive committee meetings and report committee work, progress, requests, etc.
4. Duties of Gatekeeper
 - a. Inform CPSV members about mentorship program (This duty may be assigned to another committee member, if the Gatekeeper needs assistance in sharing such duties.)
 - i. Make periodic announcements at regular meetings
 - ii. Distribute “Welcome Packets” via email and have hard copies available at regular meetings.
 - iii. Request completion of forms by interested and participating members
 - b. Collect, keep, and take to committee meetings all application forms and other completed forms.
 - c. Review and report at committee meetings the current application forms (interested mentors and mentees) and other completed forms.
 - d. Track application forms and create a “Wait List” to ensure that all applications are discussed, assessed and matched by the committee.
5. Match Mentors with Mentees
6. Review and update Mentor/Mentee Guidelines
7. Review and maintain welcome packet
8. Be available for pairs when needed for assistance/conflict resolution



MENTORING PROGRAM

WELCOME PACKET:

- **Mission Statement and Goals:.....Your Goals are our Goals**
- **Mentoring Agreement:Mentee / Mentor Relationship and Responsibilities**
- **Topics for Discussion:.....Maximize Benefits between Mentee and Mentor**
- **Feedback and Evaluation:.....Comments, Observations, and Suggestions**
- **Guidelines for Observers:Observer’s Responsibilities**
- **Clients’ Consent.....Clients’ Agreement for Observer’s Presence**
- **Resources:Articles of interest**



COLLABORATIVE PRACTICE **SILICON VALLEY**

MENTORING COMMITTEE **MISSION STATEMENT AND GOALS**

Thank you for your interest in the CPSV Mentoring program. We look forward to your participation and to our learning and growing together.

Our Mission:

CPSV is committed to encouraging and enhancing Collaborative Practice competence among its members. The relationship between Mentee and Mentor creates unique opportunities for mutual learning and growth.

Our goals include helping CPSV members to:

- Create a safe environment in which to discuss cases, offer and receive guidance and feedback, ask questions, and explore concerns
- Gain skills and in-depth knowledge about Collaborative Practice
- Be oriented to the values and norms of Collaborative Practice as found in our 'Collaborative Protocols'
- Build their Collaborative practices
- Re-energize their participation in committees and team building



MENTORING AGREEMENT – MENTEE / MENTOR

We are voluntarily entering into a mentoring relationship which we expect to benefit both of us. This Agreement is between the mentee, _____ and the mentor, _____, and will continue as long as we wish, up to approximately 6 months.

Expectations: We agree to develop a professional and collegial working relationship by discussing our expectations and by arriving at a mutual understanding about how to work together effectively during the mentoring period.

Confidentiality: We agree that the mentoring process is confidential. We agree to keep confidential all information, whether written or oral, shared by us, and we agree that all mentoring discussions between us are privileged and confidential communications which will not be disclosed to any person except by prior agreement from the person sharing the information or as otherwise may be required by law.

Concluding the mentoring relationship: Either of us may discontinue our mentoring relationship at any time and for any reason. We agree to preserve the confidentiality of this process and to respect each other’s professional integrity.

Feedback: Using the Mentoring Feedback and Evaluation form provided by the Mentoring Committee, each of us, at a minimum, will provide feedback to the Mentoring Committee after our first three hours *and* when we conclude our mentoring relationship.

This Mentoring Agreement sets forth the objectives of our mentoring relationship. We both agree to follow the attached Observer Guidelines.

Mentee

Date

Mentor

Date



TOPICS FOR DISCUSSION – MENTEE / MENTOR

- The area in which I would most like a mentor's assistance and support is _____

- I would like to work with a mentor who _____

- The ways in which I can benefit a mentor include _____

- The ways in which I may contribute to CPSV are _____

- Other: _____



MENTORING FEEDBACK AND EVALUATION

CPSV Mentoring Committee appreciates your feedback and input. Your comments will be kept confidential and will be used to improve our program.

Your feedback is valuable. Please answer the following questions:

- Is this Mentoring experience useful to you? Why or why not? _____

Please rank your experience on a scale of 1 to 5 with 5 being the best ____

- In what way is it useful? _____

- What is least useful? _____

- What might you suggest to make this Mentoring program more effective? _____

- Would you be interested in another Mentoring experience? _____

- Other Comments: _____

Name: _____

Date: _____



GUIDELINES FOR OBSERVERS IN COLLABORATIVE MEETINGS

- Ensure that the Clients have signed an Observer Consent form *prior* to your attendance at a meeting. (This is your responsibility, too.)
- Read and sign the Clients' Principles and Guidelines.
- Be early to all appointments. Allow time for travel, pre-team meetings, and post-team debriefs.
- Be unobtrusive – be the observer, not the observed.
- Take notes specific to your observations of the process, dynamics, emotions, and behaviors during the meeting.
- Give feedback to the team during the debrief.
- Ask questions during the pre-team and / or debrief meetings.
- Show gratitude to the Clients and the professionals for the opportunity to observe.



CASE OBSERVER – CLIENTS’ CONSENT

Thank you for permitting an Observer to attend meetings during your Collaborative divorce process. This benefits you and your Collaborative professionals as the Observer shares her or his observations of the group process and your dynamics as a couple with the professional team. The Observer benefits from the opportunity as a learning environment to view the process as part of his or her training prior to taking on a professional role for another family.

No fees are incurred as a result of the Observer’s attendance at your Collaborative meetings.

THE ROLE OF THE COLLABORATIVE OBSERVER:

1. Observe the Collaborative meetings without intrusion on the process.
2. Write down observations of team process and Clients’ dynamics.
3. Share observations with the professional team after each meeting.

CONFIDENTIALITY:

1. All information and materials remain confidential, unless confidentiality is *specifically* waived.
2. Confidentiality may also be waived, *if*:
 - a. There is a reason to believe you are in danger of hurting yourself.
 - b. You express an intention to hurt someone else.
 - c. There is reasonable suspicion a child or elder is being abused.
 - d. You have knowledge that someone you know plans to harm another person.
3. The Observer will sign and be bound by the same Principles and Guidelines that you and your Collaborative team have signed.

WE UNDERSTAND THE ROLE AND EXPECTATIONS OF THE OBSERVER AND AGREE TO INCLUDE THE OBSERVER IN OUR COLLABORATIVE MEETINGS.

Dated: _____ X _____

Dated: _____ X _____



COLLABORATIVE PRACTICE SILICON VALLEY

Mentor Application

NAME: _____ ADDRESS: _____

EMAIL: _____

PHONE: _____ PROFESSION: _____

CPSV MEMBER SINCE: _____ NUMBER OF YEARS IN COLLABORATIVE PRACTICE? _____

COLLABORATIVE PRACTICE – MODEL(S) USED: _____

MOST RECENT COLLABORATIVE PRACTICE TRAINING		
DATE:	TITLE OF COURSE	INSTRUCTOR(S)

IF YOU HOLD, OR HAVE HELD, A LEADERSHIP POSITION IN CPSV, PLEASE SET FORTH THE POSITION(S) AND WHEN HELD:

I PREFER A MENTEE FROM ____ *WITHIN* ____ *OUTSIDE* OF MY GEOGRAPHIC COMMUNITY; ____ *NO PREFERENCE*

I PREFER A MENTEE FROM ____ *WITHIN* ____ *OUTSIDE* OF MY OWN DISCIPLINE; ____ *NO PREFERENCE*

CPSV will do its best to connect Mentors and Mentees. However, we cannot guarantee a match.

Please email your completed application to Gloria Flores-Cerul at Gloria@SanJoseDivorce.net



COLLABORATIVE PRACTICE SILICON VALLEY

Mentee Application

NAME: _____ ADDRESS: _____

EMAIL: _____

PHONE: _____ PROFESSION: _____

CPSV MEMBER SINCE: _____

MOST RECENT COLLABORATIVE PRACTICE TRAINING		
DATE:	TITLE OF COURSE	INSTRUCTOR(S)

IF YOU HOLD, OR HAVE HELD, A LEADERSHIP POSITION IN CPSV, PLEASE SET FORTH THE POSITION(S) AND WHEN HELD:

I PREFER A MENTOR FROM ___ *WITHIN* ___ *OUTSIDE* OF MY GEOGRAPHIC COMMUNITY; ___ *NO PREFERENCE*

I PREFER A MENTOR FROM ___ *WITHIN* ___ *OUTSIDE* OF MY OWN DISCIPLINE; ___ *NO PREFERENCE*

PLEASE EXPLAIN WHAT YOU WOULD LIKE TO ACHIEVE BY PARTICIPATING IN THE MENTORING PROGRAM:

CPSV will do its best to connect Mentors and Mentees. However, we cannot guarantee a match.

Please email your completed application to Gloria Flores-Cerul at Gloria@SanJoseDivorce.net



The Two-way Street of Mentorship

How a well-planned alliance serves both a mentor and a mentee.

BY KRISTEN MARBLE, ACB, CL

The year was 1220 B.C., and war between the Greeks and Trojans raged on. Greek literature informs us that Odysseus, the King of Ithaca, left his home to fight in the Trojan War. Odysseus faced grave uncertainty and struggle—not because of the war—but because his absence required him to find someone to look after, care for, advise and teach his son Telemachus.

Odysseus must have pondered the questions: Who would be wise and trustworthy? Who could be trusted to

Mentorship pushes both parties to new levels of thought and performance.

undertake such an important task? He eventually chose the person who would serve as a guide, teacher, friend and advisor to Telemachus—his name was Mentor.

And so began the use of the title “mentor”—a title given to Margaret Thatcher as she guided John Major. Obi-wan Kenobi mentored Luke Skywalker, and Aristotle mentored Alexander the Great. Bing Crosby mentored Frank Sinatra, and Tchaikovsky mentored Rachmaninoff.

Mentorship is a planned, deliberate relationship that provides the mentee with insight necessary for his or her personal and professional development.

Mentoring allows individuals to:

- See new possibilities
- Recognize possible obstacles
- View situations from another perspective
- Realize and experience the value of working with a mentor

While the benefits to mentees seem quite obvious, the mentor can also grow, gain new skills and learn new perspectives in the process. But mentoring can be challenging. It is often neglected and frequently ill-defined; but when done correctly, the rewards and benefits are great.

An appreciation of mentoring begins with the understanding that a mentor is a GIFT:

G Goal-Guide: Mentors get to know their mentees personally, and help them to establish their goals and develop action plans. They help their mentees reflect on outcomes, and teach them to adjust goals and plans accordingly. Mentors also encourage risk-taking.

I Interested Insight-Giver: Mentors ask questions and help their mentees explore issues. They provide honest, positive guidance—sandwiching critique amid encouraging praise.

F Flexible Friend: Mentors are flexible as they establish a rapport with their mentee, while offering encouragement and support. They listen, and often play the role of a coach or role model.

T Trusted Teacher: By establishing trust within the mentoring relationship, the mentor and mentee share information and keep confidences. Mentors give advice based on their experience. They train and teach their mentees, and give them the opportunity to practice and try out new ideas.

And yet, although a mentor is a gift, mentorship is a two-way street. To receive the gifts of mentorship, mentees must GIVE themselves to the process:

G Get to Know: As a mentee, you must take the driver’s seat by asking your mentor for meetings. Be prepared with an agenda of preplanned discussion topics.

I Initiate and Inquire: The gift of mentorship will only be realized to the extent that you are open and accessible to the relationship. Take the initiative to stay in touch, ask questions and demonstrate interest.

V Value Perspective: Your mentor doesn’t have to be just like you. Learn to value your mentor’s unique perspective. Invite feedback and be willing to learn and grow.

E Express Yourself: Be specific with your needs, and articulate your appreciation for the attention and time your mentor gives you.

Einstein once said a problem cannot be solved with the same level of thinking that created it in the first place. Mentorship pushes both parties—the mentor and the mentee—to new levels of thought and performance. The relationship solves problems and creates solutions.

Through mentoring it becomes possible to live courageously and reach far beyond known personal and professional boundaries. For example, mentors are depicted in the caves of the Pyrenees Mountains in southern France. Ancient drawings on stone include the repeated images of men taking children on a tour (as in “mentour”) to what they understood as the edge of their physical world. Once there, the men beseeched the children to live courageously and reach far beyond their known boundaries.

So too it is with modern-day mentoring. ■

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