

**Roleplay Self-Assessment Form**

This form is to be completed by the Candidate being assessed following their role-play and

a review of the video of their assessed role-play, without input from others.

**Section I: Background Information**

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| **Name of Mediator (Candidate):** |  |
| **Name of MII Approved Assessor:** |  |
| **Phone:**  |  | **Email:** |  |

**Section II: Mediation Information**

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| **Date of Assessment:**  |  |
| **Nature of Case:**  |   |
| **Length of Mediation:** |  |
| 1. Summary of progress in working through the parties’ issues and items or points agreed upon
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| 1. If an agreement was not reached within the hour, outline some interventions that you would use in the next session to move the mediation forward
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| **Additional Documents for Submission (please tick to confirm submission)** |
| 1. I have attached a sample of the ‘Agreement to Mediate’ document parties would have signed in this case as a separate word or pdf document
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| 1. I have attached a draft of a possible Mediation Settlement/Memorandum of Understanding that contains essential clauses that would pertain to this case, had the parties reached an agreement as a separate word or pdf document
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***Scale to Measure Competencies, Skills and Knowledge***

The following rating scales should be used to determine an overall rating under each area. Below each of the area headings are listed several factors to consider in making a rating. Assessors are asked to measure each area by circling the observed competencies on a scale of 1 through to 5 as follows:

**5 – Exceptional:***The Candidate has displayed the skills and knowledge which indicate they have the ability to conduct a mediation and where they demonstrated a capability of using the relevant interventions in each assessment area to an* ***exceptional*** *standard.
The Candidate has consistently upheld the 4 key principles of mediation in their role play.*

**4 – Very Good:**

*The Candidate has displayed the skills and knowledge which indicate they have the ability to conduct a mediation and where they demonstrated a capability of using the relevant interventions in each assessment area to a* ***very good standard****.
The Candidate has consistently upheld the 4 key principles of mediation in their role play.*

**3 – Competent:**
*The Candidate has displayed the skills and knowledge which indicate they have the ability to conduct a mediation and where they demonstrated a capability of using the relevant interventions identified in each assessment area to a* ***competent*** *standard.
The Candidate has consistently upheld the 4 key principles of mediation in their role play.*

**2 – Working Towards**:
*The Candidate* ***has not achieved competence****.
The Candidate has displayed* ***some of the skills, knowledge and relevant interventions*** *required in each assessment area and is working towards achieving a competent standard.
AND/OR**The Candidate has failed to consistently uphold the 4 key principles of mediation in their role play*

**1 - Unsatisfactory:** *The Candidate* ***has displayed few of the skills and knowledge*** *which indicate they have the ability to conduct a mediation and have failed to demonstrate sufficient appropriate use of the relevant interventions.
AND/OR
The Candidate has failed to consistently uphold the 4 key principles of mediation in their role play*

**Guidelines for Self-Assessment of your Role Play**

Take time to review your video assessment. You should first watch the video to gain an overall impression of the assessment. You should then review it again and complete you own self-assessment under the four competency areas below:

1. Managing the Process of Mediation
2. Managing the Relationship in Mediation
3. Managing the Content of the Mediation
4. Managing Self

Review each of the 4 competency areas below and in the text boxes under each section, **discuss specifically**

* + the skill and knowledge areas completed successfully
	+ the skill and knowledge areas that could be improved upon
* Candidates should give **4-6 examples** of skills/strengths demonstrated and evidence these in the video (e.g. reference timeline on the video or example from the dialogue) in each of the 4 competency areas
* Candidates should give **2-3 examples** of areas for improvement in each of the 4 competency areas. Where the recorded role play does not allow for specific skills to be demonstrated, the Candidate should reflect their awareness of this and how these might be demonstrated in other situations
* Candidates must demonstrate a **3 – Competent rating in all areas to pass the assessment**

**Section III: Assessment of Competencies**

1. **Managing the Process of Mediation**
2. **Upholds key principles of mediation throughout the process:**
	1. **Confidentiality**
	2. **Voluntary participation in the process**
	3. **Self-determination**
	4. **Impartiality of the Mediator**
3. Deals effectively with any initial resistance to mediation
4. Ensures participants have a clear understanding of the structure of the mediation process and roles
5. Where appropriate, confirms parties have authority to make decisions around resolving the issues or identifies an appropriate process regarding authority to settle.
6. Ensures the Agreement to Mediate is signed (either in joint session or beforehand) and contains wording in line with the requirements of the Mediation Act 2017/MII Code of Ethics and Practice
7. Manages the introduction process in a respectful, balanced and clear fashion
8. Where applicable, assists the participants in negotiating the process, ground rules and agenda for mediation sessions
9. Uses reflective listening skills to demonstrate the Mediator has accurately captured what parties are trying to communicate
10. Picks up on and pursues verbal and nonverbal cues to promote progress
11. Enables the development of each participant’s story by asking relevant questions, particularly open questions, to encourage parties to talk
12. Attends and explores participants’ concerns and empathises appropriately with feelings
13. Adopts a pace which is responsive to the need of the parties
14. Summarises and checks before moving on
15. Manages and signposts transitions between stages and keeps all parties informed
16. Helps parties to use the time productively when not with Mediator by encouraging parties to reflect between caucus meetings with the Mediator
17. Demonstrates appropriate use of joint meetings and/or caucus and respects confidentiality throughout
18. Remains in charge of the process throughout and handles challenges to either the process or the Mediator, calmly and assertively.
19. Manages impasse, resistance, or difficult behaviour
20. Works with power imbalance or control issues and handles intense emotions appropriately
21. Displays flexibility and uses creative strategies effectively
22. Empowers the participants to explore and find their own ways forward
23. Generates an atmosphere of creative problem solving and facilitates the parties to create solutions and work towards agreement.
24. Assists participants with option building and broadening the number or scope of options
25. Works on options, implications and consequences, and avoids premature commitment to solutions
26. Encourages parties to make their own decisions
27. Assists participants in understanding the consequences of their plans
28. Assists participants in exploring and reality-testing alternatives to mediation, using BATNA, WATNA and reality testing in a timely and effective manner
29. Assists participants with reality testing next steps, particularly through the use of questioning and consultation with other agencies where appropriate
30. Where appropriate, draws together options into a coherent agreement
31. Facilitates parties to draft terms of the Mediation Settlement/Memorandum of Understanding
32. In the event of parties failing to reach an agreement, closes the process appropriately
33. Demonstrates a capacity to capture the points of agreement in relation to the key issues discussed and record those concisely and clearly in a Mediation Settlement/ Memorandum of Understanding either in the room or in their self-assessment submission
34. Ensures any notes, flip/chart notes or any technology used etc. treated in an appropriate and confidential manner

**Please give examples, as outlined on p.3 above:**

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| 1. **Managing the Process of Mediation**
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**B. Managing the Relationship in Mediation**

1. Establishes and maintains a respectful trusting and balanced relationship with the participants by:
	1. Creating rapport
	2. Respecting the participants
	3. Encouraging mutual respect among all participants
	4. Being objective and impartial in style
2. Sets the scene and sets the tone, appears relaxed, alert and confident with the process
3. Is attentive to parties' comfort and needs and arrange breaks during session, as needed
4. Encourages use of preferred names
5. Conveys energy, enthusiasm and personal warmth
6. Establishes the Mediator’s authority and communicates in an assured, open manner, verbally and nonverbally
7. Uses a range of rapport-building strategies, such as adapting terms used, adopting a pace or volume of speech to suit the language level of the parties and acknowledging non-verbal behaviours
8. Ensures nonverbal listening cues (e.g. posture, eye contact) are supportive and balanced.
9. Demonstrates neutrality through equal treatment of the parties and use of nonjudgmental language
10. Manages interruptions effectively
11. Reminds parties about agreed ground rules, if other interventions are ineffective
12. Enables the participants hear each other’s stories
13. Enables the participants develop a relationship with the Mediator(s) and if feasible, with each other in the room, whereby they express feelings and become “*real*” to each other
14. Paraphrases, asks clarifying questions and summarises to assist parties to feel heard
15. Raises questions as appropriate between parties about feelings and specific behaviours to encourage constructive expression of emotions and prevent escalation of conflict
16. Clarifies between parties, as appropriate, the effects of past events relating to dispute issues
17. Allows parties to vent emotions, whilst maintaining a safe environment, in order to enable progress
18. Demonstrates understanding of each party's situation and their feelings about it
19. Encourages parties to describe their understanding of others' statements about feelings, needs and ideas
20. Recognises and acknowledges conciliatory gestures and concessions (‘*gifts’*)
21. Facilitates expressions of regret and apology between the participants
22. Encourages the participants' self determination
23. Encourages parties to focus on the future and where appropriate, to explore their future relationship
24. Facilitates a collaborative relationship between the participants
25. Encourages participants to openly converse
26. Mutualises common ground between parties
27. Uses silence and other nonverbal communication strategies including pauses

**Please give examples, as outlined on p.3 above:**

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| **B. Managing the Relationship in Mediation** |
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**C. Managing the Content of the Mediation**

1. Manages the process without determining content
2. Draws out the background and context of the situation
3. Asks neutral, open-ended questions
4. Elicits not only facts, but also parties' perceptions of the situation and each other.
5. Identifies and probes positions, and explores underlying interests, issues and needs
6. Clarifies and checks understanding of each person’s statements.
7. Enables the participants develop clarity about their concerns
8. Asks questions that encourage the parties to see the situation and the conflict, from a broader perspective including the other party's point of view
9. Explores beyond surface issues
10. Effectively summarises the essence of parties' stories and concerns
11. Demonstrates a good grasp of each parties needs and underlying interests (both tangible and emotional)
12. Helps to clarify and frame the issues constructively
13. Manages the separation of issues into an agenda.
14. Identifies and emphasizes shared issues and interests.
15. Manages information exchange tactically to good effect
16. Helps parties to analyse risks and benefits of particular outcomes
17. Encourages the parties to re-evaluate their own and each other's position
18. Where appropriate, asks the parties to elicit information from other professionals *(such as appraisers, actuaries, accountants, mental health professionals, child protection professionals or lawyers)* with the objective of informing the parties' options
19. Checks with parties that all issues have been fully explored
20. Writes clearly and concisely, using neutral language
21. Keeps notes, as necessary, unobtrusively
22. Explains to parties what will happen to any notes, flip chart paper, paper work generated.

**Please give examples, as outlined on p.3 above:**

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| **C. Managing the Content of the Mediation** |
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**D. Managing Self**

1. Identify where you demonstrated an ability to self-manage within the process
2. Give one or two examples of how learning from the course has led to changes in your behaviours/approach while playing the role of the Mediator
3. Comment on specific feedback received during the course (from colleagues and/ or trainers) which you found helpful or insightful in developing your mediation skills
4. Identify any relevant ethical issues that might have arisen in this case
5. Identify any biases and practices from current and previous personal and professional experience that might have come up for you in this case and how you would deal with them
6. Demonstrates knowledge and understanding of key elements, provisions, wording etc. and compliance with requirements of the Mediation Act 2017 and the MII Code of Ethics and Practice in drafting:
a) Agreement to Mediate and

b) potential Mediation Settlement/Memorandum of Understanding for this case.

**Please give examples, as outlined on p.3 above:**

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| **D. Managing Self** |
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**Section IV: Summary of Reflection**

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| 1. **Summarise briefly, in your opinion, what worked well and why?**
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| 1. **Summarise briefly, in your opinion, what, might you have done differently and why?**
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| **Signature of Candidate:** |  |
|  |  |
| **Date:** |  |



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