Contractor Manual Appendices

TRAINING AND PROFESSIONAL DEVELOPMENT

ADR Institute of Alberta

COPYRIGHT

All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic, mechanical, recording, or otherwise, or accessed or used by any information storage and retrieval system. Permission is not given for reproduction of the materials for use in other published works in any form without express written permission from the ADR Institute of Alberta (herein also referred to as ADRIA), with the exception of reprints in the context of reviews.

©2015 The ADR Institute of Alberta

Room CE 223A - Ralph King Athletic Centre

7128 Ada Boulevard

Edmonton AB, T5B 4E4

Phone (780) 433-4881 Fax (780) 433-9024

E-Mail: education@adralberta.com

www.adralberta.com

CONTENTS

APPENDIX A. CONTRACT 4
Instructor Information 4
Updated Resume and Biography 4
Terms and Conditions 5
Contractor Verification 6
Signatures 6
APPENDIX B . MASTER INVOICE FOR CONTRACTORS 7
APPENDIX C. DEBRIEF FORMS 8
C.1 – Course Debrief: Instructor Form 8
C.2 – Course Debrief: Coach Form 10
APPENDIX D. EXPECTATION AND PERFORMANCE REVIEW FORMS 12
D.1 – Expectations Form: New Instructors 12
D.2 – Performance Review Form: New Instructors 13
D.3 – Expectations Form: New Coaches 15
D.4 – Performance Review Form: New Coaches 17
APPENDIX E. PROCEDURES DOCUMENTS 19
E.1 – Course Delivery Schedule 19
Communications, Mediation, Negotiation, SDM, and CDM 19
E.2 – Course Delivery Schedule 24
Arbitration 24
APPENDIX F. ROLE PLAYERS' DOCUMENTS 28
F.1 – Role-Players' Responsibilities 28
F.2 – Role Player's Pledge 28
APPENDIX G. SUBMISSION FORMS FOR SPECIALIZED TRAINING 29
G.1 – 2015/2016 Specialized Training Submission Form 29
G.2 – Billing Invoice For Specialized Training Courses 31
G.3 – Template for Letter of Completion for Students 32

Copyright 2016

APPENDIX A. CONTRACT

Freedom of Information and Protection of Privacy (FOIP)

The personal information collected on this form will be used only for the purpose of staff administration, payroll, logistical reporting, and budgeting and is protected under the privacy provisions of FOIP. If you require further information on the gathering of this information, please contact the Executive Director. .

This Agreement confirms the terms and conditions of your engagement as a Contractor with the ADR Institute of Alberta (ADRIA) to provide training, coaching, instructional facilitation and occasional advice in relation to curriculum design and educational policies and procedures. "Contractor" refers to any individual contracted to ADRIA for the purposes of Training and Professional Development including: instructor, coach, on-line coach, evaluator, assessor, supervisor, or role-player.

Services shall be provided in accordance with ADRIA's policies and procedures as outlined in the *Training and Professional Development Contractor Manual and Appendices* which forms part of this agreement. Alternations may be made from time to time by the Director of Professional Development.

Instructor Information

Last Name:	First Name:	
Mailing Address:		
City:	Province:	Postal Code:
Preferred Tel.#:	Alternate Tel.#:	
Email Address:		
Company Name:		
GST #:	Corporate Registration #:	

Updated Resume and Biography

For office, promotional purposes, and website use. Please attach a brief updated biography that includes your certificates/academic qualifications, professional experience, etc.

Copyright 2016

Terms and Conditions

In addition to ADRIA policies and procedures and the information provided above, the following terms and conditions will govern this engagement:

1. You will not have authority to bind ADRIA by any promise or representation, unless specifically authorized in advance in writing by the Director of Professional Development.
2. ADRIA shall not be liable to you for any expenses incurred by you, unless preapproved in writing.
3. ADRIA shall not be liable nor responsible for any bodily or personal injury or property damage of any kind or nature whatsoever, that might be suffered or sustained by you or your employees or agents in the performance of this Agreement, except to the extent that such injury or damages are due to the negligence of ADRIA, its employees, or its agents.
4. You shall indemnify and hold harmless ADRIA, it's governors, Directors, employees, and agents against any and all losses, costs, damages, claims, actions, or causes of action, interest and all liabilities of whatsoever kind or nature, including fees and disbursements of legal counsel which might be sustained or incurred by reason of any acts or omission by you under this Agreement and any steps that are taken by ADRIA in regard the enforcement of this Agreement.
5. ADRIA reserves the right to terminate your engagement at any time for any reason whatsoever but in so terminating, agrees to pay you on a pro-rata basis relative to the services rendered to the date of termination.
6. ADRIA reserves the right to cancel or postpone courses at any time prior to commencement, usually because of low enrolment, and in that event, ADRIA has no obligation to you, financial or otherwise if given at least 7 days notice.
7. ADRIA will pay you within 30 days of the receipt of an invoice and any other documentation related to the completion of instruction, policies, or procedures.
8. You will not assign nor sub-contract this Agreement except with the written permission of an officer of ADRIA.
9. Title to materials and any patents, copyrights, and intellectual property in materials developed under this Agreement will belong to ADRIA or ADRIC. All moral rights relating to the said materials under Agreement are hereby waived by you.
10. You will submit invoices within the same month as the last day in which the course/evaluation took place.

Copyright 2016

Contractor Verification

Please verify that you agree to the following criteria by initialing the statements below:

_____ I confirm that I operate as an independent contractor.

_____ I have read the Training and Professional Development Contractor Manual and Appendices dated _____ and am aware of my obligations.

Signatures

We trust that you will find the above terms acceptable and look forward to collaborative and mutually beneficial relationship.

On behalf of the Board of Directors of the ADR Institute of Alberta,

_____ _____
Tammy Borowiecki Date
Director, Professional Development

_____
Contractor (print name)

_____ _____
Contractor (signature) Date

 Copyright 2016

APPENDIX B . MASTER INVOICE FOR CONTRACTORS

Education Contractor Invoice

ADR Institute of Alberta

Name of Contractor		**Invoice No:**	
Address		**Date:**	
City, Province		**GST #:**	
Postal Code:		**Course Location:**	
Phone:		**Certificate Program**	❑
Fax:		**Private Contract**	❑
Email:		**# of Students:**	

Bill to:
ADR Institute of Alberta
Room CE 223A – Ralph King
Athletic Centre
7128 Ada Blvd. Edmonton
AB, T5J 3M1, Canada

Please submit invoice in the same month as the course/assessment, along with all receipts

Date	Description of Contract (Course, Assessment)	Rate ($/day)	# Days	Rate Total	Parking	Travel	Meals	Hotel	GST	Line Total
									$	
									Total	$

Instructors and Assessors:

List Coaches/Role-Players below with dates of coaching/role-playing

Coaches and Role-Players:

List the Instructor(s)/Assessor(s) below

_____

_____

_____

Rates:

Instructor $700/day

Coach $250/day

Assessor $200/assessment

Role-Player $75/assessments

Evaluator $100/evaluation

ARB Exam Marking $100/exam

Copyright 2016

APPENDIX C. DEBRIEF FORMS

C.1 – Course Debrief: Instructor Form

Instructors are to use this form at the end of each course (or section of a course if they are not teaching the complete course) to help ADRIA best asses the delivery of courses.

Instructor's Name _____

Coaches Assigned A) _____ B) _____

C) _____ Date: _____

Course _____

Instructor's Feedback	Meets/Exceeds Expectations	Needs Development
Classroom set up and ready for your Instruction day? Flipcharts, masking tape, markers, name tags, sign in sheets?		
All materials given in a timely manner? Manuals, power points, role plays, resources,		
All equipment working and ready for use? Projector, projection screen, laptop, sound, internet connection?		
Office able and willing to provide any support needed during instruction time?		

Instructor's Feedback	Yes or no? A)	B)	C)
Coach arrived on time			
Explained their role as a coach			
Coach willing to provide input when asked and in a timely manner			
Coach was attentive without being intrusive			
Coach was supportive of instructional team			
Coach was encouraging and supportive of students			
Coach kept group on task			
Coach brought groups back in a timely manner			
Coach asked for clarity when needed			
Knowledgeable in material being presented			

Copyright 2016

What worked well in regards to your coaches?

A _____

_____

B _____

_____

C _____

_____

What, if anything specific, was a concern the coach needs to be aware of?

A _____

_____

B _____

_____

C _____

_____

What recommendations would you have for future coaching opportunities?

A _____

_____

B _____

_____

C _____

_____

What thoughts or recommendations would you like to share with ADRIA?

_____

_____

_____

_____

_____

_____

Copyright 2016

C.2 – Course Debrief: Coach Form

Coaches are to use this form at the end of each course (or section of a course if they are not coaching the complete course) to help ADRIA best asses the delivery of courses.

Coach's Name _____

Instructor's Name _____

Course _____

Date _____

Coach's Feedback	Meets/Exceeds Expectations	Needs Development
Instructor was prepared and ready to teach?		
Instructor was knowledgeable about material being presented?		
Instructor gave clear instructions as to expectations in breakout groups?		
Instructor was able to keep class engaged and on task relevant to material presented?		
Instructor able to stay on task and provide ample opportunity to practice skills being taught?		
Instructor made the learning environment a safe place for asking questions and making mistakes?		
Instructor allotted time for classroom discussion?		
Material was presented in a variety of ways conducive to adult learning? I.e. verbally, visually, hands on, group discussions?		
Instructor able to use understanding-based approach to address any classroom challenges?		
Instructor able to give examples or scenarios to enhance learning?		
All segments relevant to this course were covered in allotted time?		

Copyright 2016

What skills has the Instructor demonstrated that you appreciated and believe will enhance student learning?

_____

_____

_____

What questions or concerns do you have in regards to the course presented?

_____

_____

_____

What recommendations or thoughts would you like to give to the instructor or ADRIA?

_____

_____

_____

Copyright 2016

APPENDIX D. EXPECTATION AND PERFORMANCE REVIEW FORMS

D.1 – Expectations Form: New Instructors

This form is for new instructors to read and sign before shadowing a senior instructor in class through the New Instructor Program.

This form includes ADRIA's expectations of new instructors, the senior instructor's expectations of you in class and in preparation of class, as well as what you can expect from the New Instructor Program.

1. Once you have been identified as a new instructor, you will be partnered with a senior instructor. You will have the opportunity to teach segments of the course, as designated by the senior instructor, shadow the senior instructor, and receive feedback from ADRIA and your senior instructor.
2. As a new instructor your responsibilities are the same as those of other ADRIA instructors. However, while new instructors are expected to assist senior instructors in the delivery of course content, this is also a learning opportunity for new instructors. It is the senior instructor's responsibility to provide learning and teaching opportunities to the new instructor.
3. During this time you will be paid at the same rate as a coach.
4. Acting as a new instructor does not guarantee that you will be added to the ADRIA instructors' roster.
5. Your performance will be evaluated on the following:
    - Was prepared to teach agreed upon material
    - Was knowledgeable with material being presented
    - Stayed on task and completed segment in a timely manner
    - Encouraged students to ask questions and become involved
    - Able to give examples to improve student learning
    - Was receptive to feedback from instructor or coaches
    - Accommodated different learning styles if necessary
    - Open to discussion around material being presented
    - Did not confuse students with advanced concepts
    - Demonstrated skills being taught
    - Open body language
    - Uses understanding-based approach to address any classroom challenges

I understand the nature of the New Instructor Program and understand the expectations of a New Instructor:

New Instructor's Name _____

New Instructor's Signature _____

Date _____

Copyright 2016

D.2 – Performance Review Form: New Instructors

This form is to be filled out by the senior instructor at the end of the new instructor shadowing period of as part of the New Instructor Program.

Senior Instructor's Name _____

New Instructor's Name _____

Date _____

Course _____

The New Instructor …	**Meets/Exceeds Expectations**	**Needs Development**
was prepared to teach agreed upon material?		
was knowledgeable with material being presented?		
stayed on task and completed segment in a timely manner?		
encouraged students to ask questions and become involved?		
able to give examples to improve student learning?		
was receptive to feedback from instructor or coaches?		
accommodated different learning styles if necessary?		
was open to discussion around material being presented?		
did not confuse students with advanced concepts?		
demonstrated skills being taught?		
had open body language		
used understanding-based approach to address any classroom challenges		

Copyright 2016

What skills has the new instructor demonstrated to enhance student learning?

_____

_____

_____

What recommendations or thoughts would you like to give to the new instructor?

_____

_____

_____

What questions or concerns do you have for the new instructor or ADRIA?

_____

_____

_____

Copyright 2016

D.3 – Expectations Form: New Coaches

This form is for new coaches to read and sign before shadowing a senior instructor or coach in class through the New Coach Program.

This form includes ADRIA's expectations of new coaches, the senior instructor's expectations of you in class and breakout groups, as well as what you can expect from the New Coach Program.

1. After your application has been accepted you will be expected to attend a New Coach Orientation Session. Normally you will attend this before starting to coach, on occasion there are exceptions. You will work with experienced instructors or coaches and we will solicit feedback from them and the learners coached. Upon completion of the course, your file will be reviewed and a determination will be made, with you, as to whether coaching is a fit. If it is, you will be added to the coaching roster and able to bill for your future coaching services.
2. Coaches are meant to assist instructors by supervising student role-plays and skill drills and provide input when asked by the instructor.
3. As a coach, you are expected to arrive 15-30 minutes before the class/session begins, (check with current instructor on expectation for times of arrival).
4. You should be attentive to the students' needs without being intrusive or intimidating.
5. Assign tasks to any observers (such as making sure the elements of stage one are covered, identify active listening skills being used, etc). Use your imagination and always keep in mind that the purpose of assigning tasks is to help the observer learn and to provide meaningful feedback to the "skilled" person.
6. Check with the "skilled" person on how they would like you to intervene such as in the moment feedback, shoulder coaching, wait till role-play is completed, etc. and if there is anything in particular they are working on that they would like specific feedback on.
7. Coaches provide feedback appropriate to the student's level of expertise and confidence, and with consideration to the place they are at in the course flow. Be clear, concise and concrete. Your feedback should be based on observable behaviour and you should be able to provide examples. Feedback should also relate to something that is changeable.
8. Do not confuse students by giving them feedback on skills, the model or other information they have not yet been taught, work with them as to where they are at.
9. Be fair, honest and accepting.
10. Be a model for students and resist temptation to be an expert on anything.
11. If feedback is being questioned or conflicting reports on what is to be expected let student know you will talk to the instructor to provide clarity. Again, we want to be a model for students
12. As a new coach your responsibilities are the same as those of other ADRIA coaches. However, while new coaches are expected to assist senior coaches and the instructor in the delivery of course content, this is also a learning opportunity for new coaches. It is the instructor's/coach's responsibility to provide learning and coaching opportunities to the junior coach.

Copyright 2016

13. Your performance will be evaluated on the following:
    - Was on time.
    - Explained their role as coach.
    - Explained goal or objectives of the activity.
    - Helped the skilled person set up the room /table/chairs/flip chart to maximize effectiveness and comfort.
    - Established safety and confidentiality in their group.
    - Organized students into groups, ensuring they had enough time to prepare their roles.
    - Assigned tasks to observers (like listening for transitions between stages).
    - Was attentive without being intrusive.
    - Was observant to non-verbals, behaviours and skills being demonstrated by the skilled person.
    - Provided specific feedback with examples.
    - Was encouraging and supportive, while focusing on strengths.
    - Resisted the temptation to be an expert on anything.
    - Did not confuse students by introducing advanced concepts.
    - Provided information which was consistent with what the instructor was teaching.
    - Was selective with feedback, focused on what was really important.
    - Only intervened when necessary.
    - Was supportive of instructional team when needed
    - Asked for clarity if unsure of steps needed to be taken in an exercise

I understand the nature of the New Coach Program and understand the expectations of a New Coach:

New Coach's Name _____

New Coach's Signature _____

Date _____

 Copyright 2016

D.4 – Performance Review Form: New Coaches

This form is to be filled out by the senior instructor/coach at the end of the new coach shadowing period of as part of the New Coach Program.

New Coach Name _____

Supervising Instructor/Coach _____

Date _____

The New Coach …	**Meets/Exceeds Expectations**	**Needs Development**
was on time.		
explained their role as coach.		
explained goal or objectives of the activity.		
helped the skilled person set up the room /table/chairs/flip chart to maximize effectiveness and comfort.		
established safety and confidentiality in their group.		
organized students into groups, ensuring they had enough time to prepare their roles.		
assigned tasks to observers (like listening for transitions between stages).		
was attentive without being intrusive.		
was observant to non-verbals, behaviours and skills being demonstrated by the skilled person.		
provided specific feedback with examples.		
was encouraging and supportive, while focusing on strengths.		
resisted the temptation to be an expert on anything.		

Copyright 2016

The New Coach …	Meets/Exceeds Expectations	Needs Development
did not confuse students by introducing advanced concepts.		
provided information which was consistent with what the instructor was teaching.		
was selective with feedback, focused on what was really important.		
only intervened when necessary.		
was supportive of instructional team when needed		
asked for clarity if unsure of steps needed to be taken in an exercise		

What skills has the new coach demonstrated that will enhance student learning?

What would you like to see the new coach be aware of in regards to coaching?

What recommendations would you like to give for future coaching opportunities?

Any thoughts or recommendations you would like to share with ADRIA?

Copyright 2016

APPENDIX E. PROCEDURES DOCUMENTS

E.1 – Course Delivery Schedule *Communications, Mediation, Negotiation, SDM, and CDM*		
Updated: 8/11/2016		
Timeline	Task	Notes
6-8 months before start of course	Education Department schedules course, books instructors, and posts course online for the public and membership Courses may be posted prior to booking instructors, but will not be made open for registration until courses have confirmed instructors	
1-3 months before start of course	Education Administrator will send most current course materials to instructor(s) as PDFs* and PPT. Instructor(s) will be given one hard copy of course materials to be kept for all subsequent courses**.	*except for National courses for which instructors will be informed of new versions **unless there are significant changes to the course materials.
1-3 months before start of course	Instructor(s) are encouraged to use this time to become familiar with the materials and to ask ADARIA's Education Department (particularly the DPD) if there is any uncertainty regarding the content of the course. All instructors are expected to be prepared and able to answer student questions regarding course concepts, theory, and practice. Instructors are responsible for requesting information from the office if they do not have what they need. Instructors should also have a functional understanding of designation processes as well as be prepared to address questions on the profession.	
1-3 months before start of course	Education Administrator will send out a call for coaches with all potential coaching dates*.	*not all dates will require a coach and all coaching dates are dependent upon student numbers and instructor needs.
1-3 months before start of course	Coaches are asked to provide Education Administrator with availability* at their earliest convenience. Coaches are chosen based primarily on experience. However attempts are made to make opportunities available to all qualified coaches.	*availability does not mean that you will be confirmed to coach the course. All coaches who are scheduled for a course will receive a

Copyright 2016

		confirmation email.

1-2 months before start of course	Education Administrator will confirm coaches who are scheduled for a course based on current student numbers. Only coaches who are being confirmed will be contacted.	
1 month before start of course	If student numbers for a course are below the specified threshold for a course (typically 6 students minimum) the Director of Professional Development will decide whether the course will be cancelled*.	*some courses will not be cancelled even though they do not meet the minimum.
1 month before start of course	If a course is cancelled the Education Administrator will contact all instructors, coaches, and students to inform them of the status of the course.	
2 weeks before start of course	Students will be sent any pre-course information* via email. Students are expected to complete any pre-course reading prior to Day 1 of course.	*this includes: date, location, parking, lunch, and pre-course reading information
2 weeks before start of course	Student materials are ordered Final coach bookings are made and confirmed based on final student numbers Instructors are informed of the "final" student numbers	
1 week before start of the course	Ancillary course materials and resources* will be arranged for the course. Instructors wishing to use additional materials should first check with the Education Administrator and may need to supply these supplementary materials/resources themselves.	*ancillary resources and materials include: flipchart paper, PPT, tent cards, computer, projector, markers, coffee, breakout rooms, and student attendance sheet. Note for Calgary: Calgary materials will be sent to the Alberta Security College and stored in ADRIA's locker.
1 week before start of course	If teaching a course involving a panel* of experts, Instructors are to make sure that the panel is selected and confirmed at least one week prior to the start of class. Instructors are to coordinate with all members of the Instructional Team one week prior to the course, if necessary, for the smooth functioning of the course.	*Instructors must get approval from DPD on panel selections.

Copyright 2016

Day 1/Day 2	Instructors are responsible for: Setting up the classroom, which may include rearranging tables, preparing flipcharts, cueing PowerPoint presentation and videos, designating break out rooms, etc. Providing coaches with clear instructions and timelines around activities and breakout rooms	
Day 3	Instructors are responsible for: Cleaning the classroom at the end of the last day of teaching, whiteboards, papers, coffee cups, including rearranging tables and chairs so the room looks as it did when you began	Notes for Calgary: Returning all materials to the locker at Alberta Security College, clearly labeling materials Notes for Edmonton: Returning all materials to the ADRIA Education Department
Between Part 1 & 2	Instructors are responsible for: Coordinating with the instructor of the other part of the course (if teaching one part only) to ensure a smooth transition and to pass along important information regarding student progress and subjects covered	
Day 4	Instructors are encouraged to have a discussion regarding next steps, designations, and the industry with students, as time permits.	*instructors are welcome to ask the ADRIA Education Department to address the class on designation and other process questions. Please schedule in advance with the Education Department
Day 5	Instructors are responsible for: Coordinating evaluation day* Assigning evaluators, role-plays, and breakout rooms Testing A/V equipment for evaluation day Coordinate break-out groups for Day 6**	*ensure that this is done before Day 6 **Edmonton Instructors will receive a list of all breakout rooms on Day 1 of course. Calgary Instructors will be informed of breakout rooms by the staff at Alberta Security College

Copyright 2016

Day 6	Instructors are responsible for: Ensuring all coaches know how to use A/V equipment for evaluations Collecting post-course quiz (as "ticket" to evaluation) Marking post-course quiz, completing participation comments, completing Course Cover Sheet*, and compiling all student documents Cleaning the classroom at the end of the last day of teaching, whiteboards, papers, coffee cups, including rearranging tables and chairs so the room looks as it did when you began. Debriefing with the Instructional Team at the conclusion of the course Coaches are responsible for: Marking students' self-reflection, and completing SER form**	*Course Cover Sheet includes marks for: Role-play Self-Reflection Post Course Quiz Attitude and Participation Instructors are asked to complete #s 3 and 4 as well as complete comments on the back page of the Cover Sheet for each student **For the National Introductory Mediation course, the Evaluation Observation form should be completed by the coach observing the SER Notes for Calgary: Returning all materials to the locker at Alberta Security College, clearly labeling materials Notes for Edmonton: Returning all materials to the ADRIA Education Department
1 day post course	Students are sent an email invitation to complete a course feedback survey. Students are asked to complete this feedback before receiving their course certificates. Instructors are asked to encourage students to complete this feedback*	*Course feedback is shared with instructors once sufficient responses have been collected from students

Copyright 2016

1 week post course	Instructors are responsible for: Providing coaches/evaluators/role-players with clear expectations and timely feedback Assessing student progress including marking exams. **Note:** It is the instructor's responsibility to mark the exams, not the coaches'. Submitting all final marks in to the ADRIA office within one week of the course conclusion Submitting the following immediately following the completion of the course: • ADRIC consent forms (for Mediation course only) • An invoice for services provided • The names of all of your coaches on your invoice • The copy of the class list confirming attendance • All leftover materials, USB drives, recorders, cameras and classroom materials • Student evaluations, quizzes, notes, and final grades • All debrief and feedback forms	Note for Calgary instructors: For courses scheduled in Calgary, instructors are asked to courier student course materials (this includes student quizzes, evaluations, and evaluator notes*) to the ADRIA office care of the Education Administrator. The instructor may add the cost of couriering to their instructor invoice, provided a receipt is included. Please return all other course materials to the locked cabinet. *It is not necessary to send physical copies of the audio and video recordings. The Calgary Education Liaison will be responsible for uploading and sending evaluations to the Education Administrator at the end of each course that has an SER
1 week post course	After results are submitted to the Education Department the Education Administrator or DPD may ask the evaluator of any unsuccessful students to review the evaluation with the student. Evaluators are asked to be open to this possibility and to discussing the evaluation with the instructor or DPD For courses with SERs, any unsuccessful student will have their SER reviewed by a second instructor or coach prior to being sent their results	
1-3 weeks post course	Education Administrator will communicate course results to students	
1-3 weeks post course	Students in courses with evaluations will be sent course certificates once they have completed the course feedback survey. Students in courses without evaluations will be sent course completion letters once they have completed the course feedback survey.	

Copyright 2016

E.2 – Course Delivery Schedule

Arbitration

Updated: 8/11/2016

Timeline	Task	Notes
6-8 months before start of course	Education Department schedules course, books instructors, and posts course online for the public and membership Courses may be posted prior to booking instructors, but will not be made open for registration until courses have confirmed instructors	
1-3 months before start of course	Education Administrator will inform instructors if there is a new version of the manual and PPT. Instructor(s) will be given one hard copy of course materials to be kept for all subsequent courses*.	*unless there are significant changes to the course materials.
1-3 months before start of course	Instructor(s) are encouraged to use this time to become familiar with the materials and to ask ADARIA's Education Department (particularly the DPD) if there is any uncertainty regarding the content of the course. All instructors are expected to be prepared and able to answer student questions regarding course concepts, theory, and practice. Instructors are responsible for requesting information from the office if they do not have what they need. Instructors should also have a functional understanding of designation processes as well as be prepared to address questions on the profession.	
1 month before start of course	If student numbers for a course are below the specified threshold for a course (typically 6 students minimum) the Director of Professional Development will decide whether the course will be cancelled.	
1 month before start of course	If a course is cancelled the Education Administrator will contact all instructors and students to inform them of the status of the course.	
2 weeks before start of course	Students will be sent any pre-course information* via email. Students are expected to complete any pre-course reading prior to Day 1 of course.	*this includes: date, location, parking, lunch, and pre-course reading information
2 weeks before start of course	Student materials are ordered Instructors are informed of the "final" student numbers	

Copyright 2016

1 week before start of the course	Ancillary course materials and resources* will be arranged for the course. Instructors wishing to use additional materials should first check with the Education Administrator and may need to supply these supplementary materials/resources themselves.	*ancillary resources and materials include: flipchart paper, PPT, tent cards, computer, projector, markers, coffee, breakout rooms, and student attendance sheet. Note for Calgary: Calgary materials will be sent to the Alberta Security College and stored in ADRIA's locker.
1 week before start of course	If teaching a course involving a panel* of experts, Instructors are to make sure that the panel is selected and confirmed at least one week prior to the start of class. Coordinating with all members of the Instructional Team one week prior to the course, if necessary for the smooth functioning of the course.	*Instructors must get approval from DPD on panel selections.
Day 1	Instructors are responsible for: Setting up the classroom, which may include rearranging tables, preparing flipcharts, cueing PowerPoint presentation and videos, etc.	
Day 2	Instructors are responsible for: testing A/V equipment and exam videos for practice exam Coordinating with second (if applicable) instructor regarding the collection and evaluation of practice awards	
Day 3	Instructors are responsible for: Ensuring the students have clear instructions on writing and submitting the practice awards* Cleaning the classroom at the end of the last day of teaching, whiteboards, papers, coffee cups, including rearranging tables and chairs so the room looks as it did when you began	*Instructors receive practice exams directly from students Notes for Calgary: Returning all materials to the locker at Alberta Security College, clearly labeling materials Notes for Edmonton: Returning all materials to the ADRIA Education Department
Between Part 1 & 2	Instructors are responsible for: Coordinating with the instructor of the other part of the course (if teaching one part only) to ensure a smooth transition and to pass along important information regarding student progress and subjects covered Collecting and providing feedback on practice awards	

Copyright 2016

Day 4	Instructors are encouraged to have a discussion regarding next steps, designations, and the industry with student, as time permits*. Instructors are responsible for: coordinating evaluation day informing students untimely award and appeal procedure (i.e., direct students to the procedures) testing A/V equipment and exam videos** for evaluation day	*instructors are welcome to ask the ADRIA Education Department to address the class on designation and other process questions. Please schedule in advance with the Education Department **ensure this is done prior to Day 5
Day 5	Instructors are responsible for: Providing students with Student Identification and Confidentiality Forms (included with exam) Collecting signed ADRIC forms (permission to contact) Collecting and submitting Student Identification and Confidentiality Forms to ADRIA Ensuring the students have clear instructions on writing and submitting the exam awards* Cleaning the classroom at the end of the last day of teaching, whiteboards, papers, coffee cups, including rearranging tables and chairs so the room looks as it did when you began.	Exam awards are due 30 days after the final day of the course. Students are to submit their exam awards to education@adralberta.com in PDF format. Students MUST include their Student Identification Number on the title page (clearly visible and labeled) by midnight of the due date. Notes for Calgary: Returning all materials to the locker at Alberta Security College, clearly labeling materials Notes for Edmonton: Returning all materials to the ADRIA Education Department
1 day post course	Students are sent an email invitation to complete a course feedback survey. Students are asked to complete this feedback before receiving their course certificates. Instructors are asked to encourage students to complete this feedback*	*Course feedback is shared with instructors once sufficient responses have been collected from students

Copyright 2016

1 week post course	Instructors are responsible for: Debriefing with the Instructional Team at the conclusion of the course Submitting the following immediately following the completion of the course: • ADRIC consent forms • An invoice for services provided* • The copy of the class list confirming attendance • All leftover materials, USB drives, recorders, cameras and classroom materials • All debrief and feedback forms • Provide confirmation of award due date in writing via email to Education Administrator • If there is more than one instructor for the course, please inform the Education Administrator of which instructor will be marking the awards. If both instructors will be marking awards then inform the Education Administrator how you would like to divide the awards for marking.	Note for Calgary instructors: For courses scheduled in Calgary, instructors are asked to courier student course materials (this includes student consent forms and attendance sheets) to the ADRIA office care of the Education Administrator. The instructor may add the cost of couriering to their instructor invoice, provided a receipt is included. Please return all other course materials to the locked cabinet. *marking awards can be on a separate invoice once completed
30 days post course	Education Administrator will forward all received awards to the instructor(s) for marking	
75 days post course	Instructor(s) returns awards, exam marking sheet, and comments for students to Education Administrator via courier, in person, or scanned via email Be sure to make comments to students clear* If you are aware of an unsuccessful award please forward the award to the second instructor of the class, or the Education Administrator upon discovery so a review can be completed in a timely manner. Any unsuccessful student will have their exam award reviewed by a second instructor**	*comments and course results are scanned and sent to students. All comments are seen by students and are an opportunity to learn and improve their skills. This is an integral portion of the learning process. Illegible or incomplete comments will result in a request from the Education Department for clarification or typed comments. Ensure to complete the entire form including the Auto-Fail Criteria at the bottom of the form. **the second review should be completed in 2 weeks
90 days post course	Students will receive their results and scanned marking sheet, including comments	
90 days post course	All successful student names will be sent to ADRIC. Course certificates will be administered through ADRIC.	

Copyright 2016

APPENDIX F. ROLE PLAYERS' DOCUMENTS

F.1 – Role-Players' Responsibilities

- The role player should be prepared and fully in role, knowing the facts, having developed some interests and back-stories to disclose about their character.
- The role-player should come in feeling quite strongly about their position and begin to move away from that position if/when the student demonstrates the skills to help them do that. There are no academy awards for your performance. Be realistic and not over-the-top in your acting.
- When you tell your opening story, speak in terms of positions, not interests.
- During the role play, try to display emotions, resistance or anger at least once to give the student an opportunity to deal with it.
- Strive to maintain balance between being too compliant and too resistant. Being unreasonably stubborn or positional is not helpful to the learning of the student, nor is handing him/her your interests and stories on a silver platter.
- Do not do the work for the student. It is important not to disclose information that they haven't worked for and not to feel compelled to break silences or to provide suggestions to move the role play along. If the student asks a vague or confused question, react in a confused and puzzled way.
- If things are not working for you (the role-player), it is appropriate to express (in role) your concerns of the moment.
- Be prepared, in role, to reflect back on the role play. Provide timely, authentic and helpful feedback – from the heart.

F.2 – Role Player's Pledge

- I promise to read my role (and only my role) and will not discuss it with others until after the role play.
- I promise to read and become familiar with my role *before* the role play begins. I will put it away before the role play starts and act my part to the best of my ability.
- I will not overplay my role. I will respond in role to what's happening in the conversation. If something the other role player/negotiator/mediator says or does has an impact on me, I will respond accordingly.
- I will not play "stump the mediator (role player, negotiator)".
- I will stay in role and not make side-comments or crack jokes "out of role".
- I will be engaged, present and supportive, providing constructive feedback if requested.

Copyright 2016

APPENDIX G. SUBMISSION FORMS FOR SPECIALIZED TRAINING

G.1 – 2015/2016 Specialized Training Submission Form

Please fill out the following information and fax, mail or email back to education@adralberta.com. If you have any questions regarding the delivery procedures, fees and expectations for the delivery of specialty courses through ADRIA, please read the section regarding specialty courses in the ADR Institute of Alberta Contractor Manual, or contact the Director of Professional Development at tammy@adralberta.com.

Date of Submission: _____ **Instructor Name:** _____

Course Title: _____

Phone: _____ **E-mail:** _____

Fax: _____

Number of Instructional Days: 1 2 3 4 5
(please circle)

PLEASE CHECK ALL BOXES THAT APPLY

❑ I hold an active ADRIA Membership

❑ I am currently an instructor with ADRIA.

❑ I am the sole owner/designer of this course.

If not, please explain _____

❑ I have delivered this course before:

Last date of delivery: _____

Location: _____

❑ I would like ADRIA to market this course to private contracts

If yes, please describe: _____

COURSE DETAILS – PLEASE CHECK THE ITEMS THAT WILL BE INCLUDED IN YOUR COURSE

❑ Student Manual

If yes, number of pages: _____

❑ Materials for student purchase

If yes, please describe: _____

❑ PowerPoint Presentation

If yes, number of slides: _____

Requirement to complete program:

- ❑ Exam
- ❑ Assessment
- ❑ Attendance only

PLEASE ENSURE THE SUBMISSION PACKAGE INCLUDES THE FOLLOWING ITEMS

❑ Course Description (150-250 words)

❑ Learning Outcomes

❑ Course Outline

❑ Instructor biography (maximum 150 words)

❑ Teaching Plan

(see next page for details)

Office Use Only

❑ **Active member**

❑ **Complete Submission**

❑ **Reviewed by DPD**

❑ **Approved for delivery**

Copyright 2016

Please provide a document with your submission form containing the following information:

COURSE DESCRIPTION

Think of this as a marketing pitch for your course. Provide answers to the following questions:

- What is this course about?
- Who should take this course? Include some details on who the course should appeal to.
- Is there a pre-requisite for this course? This should give some indication if it is open to everyone or only those with previous mediation training.

LEARNING OUTCOMES

Please outline the learning outcomes for the course in the following format:

Upon completion of this course, students will …

- *(List these outcomes with bullet points)*

COURSE OUTLINE

Provide specific details, including:

- Pre-course work required
- Recommended pre-reading
- Format of course
- Possible role-play requirements
- Break-out room requirements
- Possible homework assignments
- Exams

INSTRUCTOR BIOGRAPHY

- Please provide a brief biography that we may use when marketing this course (150-200 words)
- Include relevant adult education instructing experience.

TEACHING PLAN

Please provide a teaching plan for this course with timelines outlining the agenda for each day.

Copyright 2016

G.2 – Billing Invoice For Specialized Training Courses

Education Contractor Invoice

ADR Institute of Alberta

Name of Contractor _____ **Invoice No:** _____
Address _____ **Date:** _____
City, Province _____ **GST #:** _____
Postal Code: _____ **Course Location:** _____
Phone: _____ **Certificate Program** ❑
Fax: _____ **Private Contract** ❑
Email: _____ **# of Students:** _____

Bill to:
ADR Institute of Alberta
Room CE 223A – Ralph King
Athletic Centre
7128 Ada Blvd. Edmonton
AB, T5J 3M1, Canada

Please submit invoice in the same month as the course/assessment, along with all receipts

Date	Description of Contract	Rate ($/day)	# Ss	# Days	Rate Total	Parking	Other (please specify)	GST	Line Total
		- -	- -	- -	- -	- -		- -	- -
	6 students	$1000/day							
	students 7-12	$175/student/day							
	students 13-24	$200/student/day)							
								$	
								Total	$

Instructors and Assessors:

List Coaches/Role-Players below with dates of coaching/role-playing

Coaches and Role-Players:

List the Instructor(s)/Assessor(s) below

_____
_____
_____

Rates:

6 students: $1000/day
students 7-12: $175/student/day
students 13-24: $200/student/day)

Copyright 2016

G.3 – Template for Letter of Completion for Students

[Date]

To Whom It May Concern:

This letter confirms that **[First_Name] [Last_Name]** was in attendance for the all **[#]** days of the following ADR Institute of Alberta course:

Course Name:	
Course Dates:	[Date_1] (Part 1)
	[Date_2] (Part 2)
Total Hours:	[#] Hours
Location:	[City], Alberta

Sincerely,

_____

Tammy Borowiecki

On behalf of ADR Institute of Alberta

Copyright 2016