

ICE Dispute Resolution Shadowing and Mentor Schemes

The ICE Shadowing and Mentoring schemes are open to prospective ICE Adjudicators (both at the pre-exam stage and post the admission to the register) who are looking to further their experience in Adjudication and to meet the standards required of ICE Adjudicators. The Schemes place prospective Pupils in touch with a member of the ICE Register of Adjudicators, this aims to fill the gap of further study through experience and for the prospective Adjudicators to develop the key necessary skills. The Scheme is divided into the following two sections:

ICE Dispute Resolution Shadowing Scheme

For pupils looking to complete the ICE Adjudicators exam within the next 1-2 years and with a demonstrable background of training, education or qualification in adjudication or a related subject.

Role of the Mentor:

- Engage with the Pupil confirming their suitability for the Shadowing scheme, with the expectation that the Pupil will sit the ICE Adjudicators exam within the next 12-24 months.
- Identify a suitable adjudication seeking approval from the parties, confirming whether they have any objections to the Pupil shadowing the Mentor.
- Once the parties have confirmed their approval, the Mentor will follow these steps:
 - o The Mentor will forward all correspondence onto the Pupil together with the Mentor's responses and asking the Pupil for thoughts This will include but is not limited to the following steps:
 - Initial enquiry from the nominating body
 - The confirmation of appointment
 - The referral
 - Any directions
 - Sharing any jurisdictional challenges and or any relevant correspondence the Mentor has received
 - The Pupil will attend any hearings and site inspection as an observer only
 - The adjudicator's decision, after the Pupil has written their own decision.

The Pupil and Mentor will hold a de brief session after delivery of the decision by the Mentor. In most instances the ICE will expect the Pupil to shadow the Mentor on three separate adjudications.

Role of the Pupil

- Engage with the Mentor, the process will be led by the Pupil, and they are encouraged to outline what they wish to gain from the mentorship.
- Take responsibility for their own personal development
- Be open to feedback and suggestions to improve their decision writing.
- Willing to go outside their comfort zone to learn new skills

ICE Dispute Resolution Mentoring Scheme

For pupils who have completed the ICE Adjudicators' exam.

Role of the Mentor:

- Engage with the Pupil confirming their suitability for the Mentoring scheme.
- Identify a suitable adjudication seeking approval from the parties, confirming whether they have any objections to the Pupil shadowing the Mentor.
- Once the parties have confirmed their approval, the Mentor will follow these steps:
 - o The Mentor will forward all correspondence onto the Pupil asking them to respond to the Mentor as if they were the intended party. This will include but is not limited to the following documents:
 - Initial enquiry from the nominating body
 - The confirmation of appointment; asking the Pupil to draft a first response
 - The referral; asking the Pupil to draft any directions
 - Sharing any jurisdictional challenges and or any relevant correspondence the Mentor has received, asking the Pupil to respond to the Mentor as if they were the parties
 - The Pupil will attend any hearings and site inspection as an observer only

To conclude the Pupil will prepare a decision, the Pupil and Mentor will exchange decisions when the time for expiry of corrections of errors has expired. The Mentor will provide feedback and complete the process. In most instances the ICE will expect the Pupil and the Mentor to work on three separate adjudications.

Expectations for the Mentor:

- Ensure they have sufficient time available to commit to a Pupil
- Respond to the Pupil's emails within a reasonable amount of time
- Engage with the Pupil and work through the decisions produced by the Pupil, helping the Pupil to focus and stay on track
- Ask the Pupil what they wish to gain from the mentorship, managing expectations and setting out your role within this process
- Support the Pupil and help to deal with challenges during the decision writing. Giving them both constructive and useful feedback
- Advising the Pupil, sharing their knowledge of Adjudication sharing their experiences, to facilitate the Pupils development

The Pupil is encouraged to lead the process and it is their responsibility to set communications and meetings with their assigned Mentor to get the most for this Mentorship. The Mentor will need to complete a journal, detailing the meetings undertaken by themselves and the Pupil and the Pupils progress as they work through the mentorship. To benefit from this process the Pupil should take on board any advice given by their Mentor and look to add the suggested improvements into their next decisions. The goal of this scheme is to build the Pupil's experience and confidence within the dispute resolution process.

Following the completion of the mentorship the Mentor may if they wish act as in a supportive role, as an advisor and an expert source of professional knowledge.

Role of the Pupil

- Engage with the Mentor, the process will be led by the pupil, and they are encouraged to outline what they wish to gain from the mentorship.
- Take responsibility for their own personal development
- Be open to feedback and suggestions to improve their decision writing.
- Willing to go outside their comfort zone to learn new skills

Next Steps under either Scheme

The Pupil will need to register their interest with the ICE Dispute Resolution Service who will match the Pupil with an appropriate Mentor. Please contact disputes@ice.org.uk

Once matched to a Mentor the Pupil is responsible for contacting the Mentor and organising the subsequent meetings. It is advised that an introductory meeting take place first, typically via video call to establish the Pupils aims of the mentorship, manage expectations and discuss over what period of time the Pupil is expected to produce three decisions. Following this initial discussion both parties will agree to meet again once the Pupil has completed their first decision.

Confidentiality

Parties to adjudications rightly have expectations of confidentiality in their dealings with adjudicators and pupils. In the shadowing scheme the Mentor must seek written confirmation from the parties that the parties are willing for the Pupil to be involved. In addition the Mentor must confirm with the parties the role of the Pupil and ensure that all proceedings are confidential Pupils will also be required to commit to treating all information as confidential under both Schemes. There will be no charge to the parties for the involvement of the Pupil in the shadowing scheme nor the Mentor in the mentoring scheme.

Ending the Mentorship?

We recognise that in some instances the mentorship may not be suitable for either party, as this is an informal process the mentorship can be ended by either party for any reason. Here are some examples:

- The matching is unsuitable
- Either the Pupil or the Mentor are unable to commit the suitable amount time need for the scheme.
- The Pupil is not receiving the support they expected
- The Pupil has completed all decisions and therefore the mentorship has ended