

TRAINING MANUAL

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TEACHING

ONE-TO-ONE

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TEACHING ONE-TO-ONE



WELCOME ABOARD

We are delighted to have you with us on this exclusive Jing TOTO training scheme. Rest assured you will have the ride of your lifetime and we are so excited to start working with you all.

Your full training at Stage one consists of:

- Attending the scheduled webinars.
- Reading the notes in your training manual before each webinar.
- Completing the relevant sections in your accompanying TOTO workbook both before and after each training session.
- Attending your scheduled Jing courses to put your training into action.





TRAINING SESSION WEEK ONE: MEETING AND GREETING

This introductory session introduces you to the TOTO scheme and your TOTO team

Your elevator pitch!

Your 'elevator pitch' is a 2 minute introduction that aims to grab your audience's attention in the shortest possible time.

In your workbook you have been asked to design an 'elevator pitch' to help the other TOTOs on this scheme to get to know you. This speech will also form the basis of your introductions to students in class.

So let's start off by getting to know each other by practicing our 'elevator pitch'. It is important that you all get an idea of who is part of the team as you will act as a resource for each other during this time as you work together as peers and colleagues. You will learn as much from each other as from us.

OUTLINE OF THE TOTO SCHEME

Now we know each other a bit better, let's kick off by outlining the expectations of the wild ride you have signed up for!

The scheme runs for a full 2 years. In return for our support and training, we ask that you commit to the TOTO role for the full 2 year period. The span of time and commitment are not negotiable, so we ask that you think carefully about your level of commitment before continuing.

Please note there is no payment attached to any part of the 2 year TOTO training and we are unable to offer travel or accommodation expenses. Please do not undertake the training if you feel you are unable to give the time needed in either stage.



STRUCTURE OF THE TRAINING

Like most Jing trainings we have a very flexible structure that enables you to gain skills at your own time and pace. Whichever way you progress, please note your commitment is for the full 2 year period.

The TOTO training is structured in the same way as an old fashioned apprenticeship. Traditionally it takes 7 years to gain mastery of a craft progressing from apprentice to journeyman to master.

THE TOTO TRAINING IS DIVIDED INTO 3 MAIN STAGES:

STAGE ONE: The 'tools of the trade' – the introductory period where you are finding your feet and concentrating on your table assisting skills

STAGE TWO: The apprenticeship- those on this stage will work more closely with the Jing teaching team on learning additional key teaching skills under supervision

STAGE THREE: The journeyman – the stage for those who are committed to the idea of teaching as a life and career choice. You will work intensely under supervision with Meg and Rachel to bring you to the standard that will enable you to potentially teach for Jing.

STAGE ONE: THE TOOLS OF THE TRADE 9 MONTHS - APRIL TO DECEMBER

ATTENDANCE

- Attendance at webinars or recordings.
- Practical experience of TOTO role attending approximately one course per month.
- Attendance at CAM Expo and 1-2 days of summer intensive.
- Attendance at group training event, dates to be confirmed.
- Completion of workbook, reflective practice notes and individual debriefing.

SKILLS LEARNED DURING STAGE ONE

The focus during stage one is to become skilled in all the aspects of practical classroom management plus learning the intricacies of one to one coaching at the tables.

Specifically your duties at this stage include:

- Sharing all course supporter duties including course preparation and breakdown.
- Helping with group dynamics by mixing with students individually at break/lunchtime.
- Bringing individual student issues to teachers' attention.
- Talking to students and taking an interest in their needs and welfare.
- Helping to deal with students having emotional issues during class.
- Physical classroom management: keeping classroom clean and clear.
- Observing teachers interventions for own learning.
- One to one coaching at tables.

WHAT HAPPENS AT THE END OF STAGE ONE?

At the end of your initial 9 month training we anticipate that you will be skilled in table assisting to a good standard.

For many people this is enough! The idea of progressing onto the stage 2 training which teaches further skills such as carrying out demos and talking through trades may feel too overwhelming.

In this case you will continue as a TOTO for the remainder of the scheme enjoying your table assisting role and perfecting the skills you have learned. You will still be expected to attend all your practical sessions and any hands on training days for the remainder of the 2 year period

Others of you may be feeling that you are excited by the idea of going to the next level. In this case you can apply for the stage 2 training which will enable you to start practicing higher level skills within the classroom.

Continuing to stage 2 training will not be automatic as limited places will be available

PROGRESSION ONTO STAGE 2 TRAINING: 5 MONTHS (JAN - MAY)

Stage 2 helps you to understand and master some of the extra tasks involved in being a teacher. You will learn the basics of presenting yourself to a group, projecting your voice and speaking to an audience clearly. We start you off on "easier" tasks like teaching stance and warm ups.

This helps you practice and work on your skills before progressing onto the more demanding tasks of teaching theory such as anatomy or pathologies (this is part of stage 3).

- Understanding the Jing building and our different venues.
- Teaching stance.
- Teaching warm ups, games, fillers and closing exercises.
- Leading the class through a meditation.
- Choosing and reading appropriate quotes and stories.
- Choosing and using appropriate music.
- Doing a demo.
- Talking through a demo.
- Talking through a trade.
- Talking through a walk and talk.
- Reviewing lesson plans and looking at how different teachers use them as a basis for the lesson.

The training is delivered through a series of webinars, completing your stage 2 workbook and more intense supervision from the Jing teaching team

WHAT HAPPENS AT THE END OF STAGE 2?

Again for many people the skills they learn at Stage Two are more than enough for them! If this is the case you will continue on the rest of your journey practicing and integrating those skills.

Some of you will still want more. You know that teaching makes your heart sing and you want to be the best. In this case you can apply for stage 3 training which is an intensive immersion into the full skills of the teaching role. Again, progression is not automatic and we are highly selective about who we take on to this stage of the scheme.

STAGE 3: THE JOURNEY WOMAN - FROM MAY ONWARDS

This is where you really get to grips with the fine art of teaching – the way of the warrior! This stage gives you theoretical and practical skills in all the aspects you will need to be the best teacher you can possibly be. You will also work on yourself, your attitudes, your blocks to progress and how you can become a healthy, happy and balanced role model.

The training will be a mixture of webinars, intensive self -reflective practice and a 3 day retreat with Meg and Rachel. You will still be committed to attending courses once a month for practical experience. During this stage participants often also opt to increase the number of days they are attending Jing for practice teaching.

SKILLS YOU WILL WORK ON AT THIS STAGE INCLUDE:

STAGE 3 BACKGROUND AND THEORY

- The big picture: Understanding adult learning and different learning styles.
- Lesson planning: doing your own lesson planning and adapting lesson plans for different groups.
- Managing timing: strategies for compressing, bending and manipulating time!
- Strategies for classroom management: general tips and tricks for good classroom management.

STAGE 3 SPECIFIC PRESENTATION SKILLS

- Devising and using active learning strategies in teaching: How to incorporate fun new active ways of teaching into your theory sessions.
- Presenting material: HFMAST.
- Presenting material: anatomy.
- Presenting material: pathologies.
- Presenting material: general theory.

FACILITATION AND GROUP DYNAMIC SKILLS

- Leading a group discussion: the elements of good facilitation. The skills of mirroring, reflection, unconditional positive regard, paraphrasing.
- Dealing with challenging students: the know it all, the shy wallflower, the “butcher the baker and the candlestick maker” (doctor, the physio and the osteopath); the aggressive student, the student who is trying to be a teacher, the fragile student.
- Dealing with different learning needs: visual impairment, hearing problems, mental health issues, learning problems.
- Dealing with group dynamics: strategies for small groups, large groups, noisy groups, advanced groups, groups who are not gelling, groups of widely varying abilities, gender dynamics.



ETHICS AND ATTITUDES

- Being an ethical role model.
- Cultivating metta and unconditional positive regard.
- Self development.
- Taking responsibility for my own actions.
- Working as part of a team: high, lows, challenges and how to resolve them responsibly.
- Looking after myself: the importance of balance as part of the teaching role.

STAGE 4: THE PATH TO MASTERY

Stage 4 will consist of ongoing training opportunities for those taken on as Jing teachers to refine their skills and develop true mastery. These will include peer supervision reflective practices sessions, free or reduced price participation in advanced trainings offered by Jing and specialized online or face to face trainings.

WHAT HAPPENS AFTER THE TOTO TRAINING?

Those of us who teach do it because we love it. We love the way it makes us feel seeing students gain passion, turn their careers around and ignite the fire of learning inside. We do it because we love bodywork and every time we teach we learn something new to take back to our practice. We do it because we love massage and love people.

Those who show exceptional promise and have completed stage 3 training may be offered the opportunity to apply for teaching positions at Jing. This however is not guaranteed and candidates should take on this opportunity, keeping in mind all the possibilities that can occur after undergoing this type of training.

As Jing is expanding there may also be other paid opportunities available for running groups in local areas and trained TOTOs would be the first to be interviewed for these roles

WHAT IF IT'S NOT FOR ME?

Once you have learned more about the role and its demands you might decide this is really not the opportunity for you. In this case please put this in writing and let the office know – we will arrange to call you to talk through your decision. We need at least one months notice if you decide to resign.

If you progress through the full initial training period of 9 months we expect you to carry out your commitment of subsequent 15 months and resignation is not an option unless there are severe personal circumstances to warrant this.

TRAINING SESSION WEEK 2: OVER THE RAINBOW - YOUR PART IN THE JING SHOW

This session introduces you to the expectations of the TOTO role and how you fit into the big picture of Jing. To do this we are going to take you 'over the rainbow' and behind the curtains of the Jing show.

It ain't easy to make it look easy!

"The fact is: the act of weaving words together to look as if they drifted effortlessly onto the page is tough work, and certainly not for the faint of heart"

Graydon Carter, Editor of Vanity Fair

"I had no idea you guys were up 'til 3am discussing lesson plans..." Mel Smith as a new Jing teacher

We aim to give every student the best possible experience – not just in the classroom but from the moment they make the first contact. Like most things that look easy, this actually takes a tremendous amount of planning and hard work.

BEHIND THE SCENES, THE BACK STORY OF JING

Before anyone comes to a Jing course there is a massive amount of work and preparation – both on the side of us all here at Jing and also the student.

FOR THE STUDENT

"A journey of a thousand miles begins with a single step."

Lao-tzu, The Way of Lao-tzu, Chinese philosopher
604BC - 531BC

Cast your mind back to when you first heard about Jing. Was it an article, a talk at a trade show, an enthusiastic friend who had been on a Jing course? Maybe that first contact got you thinking but didn't get you here – yet! Maybe days, weeks or months later you heard about us again and looked at our website. Then you eventually called the office and heard Nina's cheery voice telling you excitedly about the courses that would help your business.

But you didn't have the time or the money, you thought about it some more, maybe talked to your partner who encouraged you? Fought to get the time off work, you'd never travelled to Brighton before, had to find a hotel and everywhere was really expensive or booked up! You were so excited but so nervous, eventually you got up at 4am, took the train to Brighton, got lost, walked past the sign, rang the office in a panic, then finally rang the doorbell, pushed open the door... And what did you see, who talked to you and how did you feel?



MEANWHILE AT JING...

To get the student to this point, we have:

- Written several hundred articles.
- Devised hundreds of unique workshops.
- Driven around the country talking to hundreds of students, in small groups at draughty village halls.
- Spent days preparing and running trade shows.
- Talked to the student several times on the phone about their needs, hopes, desires, to make sure they are coming on the right course for them.
- Spent years writing and refining precise ways to teach the material we deliver.
- Sent the student maps, directions, talked to them about their problems, family, money troubles, illnesses, potential pregnancy, fears about whether they are doing the right thing.
- Prepared extensive checklists to make sure all the physical preparation for the course is in order.





SO, ON BOTH SIDES, IT'S SHOW TIME!

Every course at Jing is an event, every moment and action is thought about and cared about. You may well be the first face the nervous new student sees. In your new role you will be representing Jing and our ethos at every moment (from the moment you arrive to the moment you leave including lunch and breaks)

YOUR OWN PREPARATION FOR EACH COURSE

Before you come and table assist on a course, we expect you to:

- Read the manual thoroughly. You should know the manual for the course on which you are assisting, inside and out. This includes both practical and theoretical aspects. Make a note of any techniques you are not sure about and ensure you watch closely in class. Read up on any pathologies or other theoretical elements associated with the course. Do extra reading if necessary.
- Know your anatomy for the course.
- Make sure you are prepared. You will need to arrive for the course at 8.30am and will need enough time at the end to debrief and clear up (at least 45 minutes). Classes at Jing end at 5.30pm or 4.30pm on Sundays. Try and ensure a clear head by leaving everything else as far as possible at home.
- Come dressed professionally. The Jing uniform is black bottoms; no jeans allowed. Please ask for 2 Jing t-shirts in your size, these are free for TOTOs and should be worn during TOTO courses.

- Come with a positive attitude and be prepared to work hard and learn all you can.

THE JING CIRCLE OF ORGANISATION

Some of you will want to know where you come in the "pecking order". The truth is that this is a notion we aim to avoid and instead prefer an ethos of mutual co-operation. All of us at Jing have done all the tasks involved in a course for many years along our journey. If a course supporter is not available for a course, teachers are expected to carry out the course supporter duties.

Everyone works hard but has different roles. In general the more experienced roles (teacher) will also incorporate elements of the less experienced roles (TOTO). Teachers also table assist they don't just lecture. One to One Trainers will also be expected to fully share course supporter duties, not just table assist. However, teachers need to be free to work on the dynamics of the course and talk about what is happening at lunchtime rather than checking that the toilets have toilet paper! Teachers have a different job but have spent extensive time doing what you are doing, as have Meg and Rachel.

It is important that you replicate this ethos of mutual and willing co-operation. You will be expected to share all course supporter duties equally with the course supporters on the course. As a TOTO you will need to work this out in an adult and fair way with the course supporter and your fellow TOTO.

STAFFING STRUCTURE OF COURSES

- 2 teachers (sometimes only one). Both teachers are equally important – there is no “head” teacher regardless of length of experience.
- 1- 2 TOTOs (of equal importance).
- 1-2 course supporters.
- On some courses there may be 3 TOTOs and no course supporter.
- On most courses our support staff (Nina and Tash) will also be available.

OVERVIEW OF ROLES

Teachers:

- Smooth running of course overall
- Lesson planning
- Demos
- Lecturing
- One to one at tables
- Answering theory questions
- Sorting out group dynamics
- Dealing with individual issues
- Embodying Jing ethos
- Talking to students and taking an interest in their needs and welfare
- Deciding what happens with students having emotional issues during class
- Directing TOTOs and course supporters according to class needs

TOTOs:

- Sharing all course supporter duties including course prep and breakdown.
- Helping with group dynamics by mixing with students individually at break/lunchtime
- Bringing individual student issues to teachers attention
- Talking to students and taking an interest in their needs and welfare
- Helping to deal with students having emotional issues during class
- Physical classroom management: keeping classroom clean and clear
- Observing teachers interventions for own learning
- One to one coaching at tables
- TOTOs on stage 2 and 3 training may also take on additional duties such as demos and lecturing under supervision

Office staff:

- Extensive prep before the day
- Course registration and taking outstanding course fees
- More detailed course advice and booking future courses
- Selling stock
- Talking to students and taking an interest
- Dealing with admin issues that come up during course



TRAINING SESSION WEEK 3: THE JING ETHOS

Jing courses are not just about learning massage but about a whole approach to life and learning. The teachers we have attracted to our wonderful family subscribe to this philosophy and aim to keep it at the core of all their interactions. We aim to bring out the best in everyone and in so doing bring out the best in ourselves.

As a TOTO it will be your job to embody the qualities that are at the heart of the Jing ethos. If we model this for our students, this helps bring out the innate good nature in them too – as opposed to the less appealing human qualities of ego, competition and non-participation that can flourish if people feel alienated or insecure.

Here are some of the qualities we think are important. You may have others you wish to add:

- **Kindness or 'Metta':** Metta (Pali) is a benevolence toward all beings, without discrimination, that is free of selfish attachment. It is a strong, sincere wish for the happiness of all beings.
- **Acceptance:** Everybody is valuable, accepted and of equal importance.
- **Authenticity:** We teach "Tried and tested" techniques in which we believe and aim to "walk our talk"
- **Positivity:** we look for what we can change in ourselves rather than blaming others or circumstance
- **Non-judgmental:** Believe the best in everyone. What is the "face behind the face" – who is the person who lies underneath an outward show of shyness, lack of confidence, arrogance or outright hostility.
- **Building community:** Relationships are important and we care about helping our students make connections within the student group. We also aim to build relationships with other organisations. We believe people need people.
- **Co-operation not competition:** We build bridges and don't burn them.
- **Person centred:** We care about the individual AND the group.
- **Quality:** We want to give everyone the best possible experience.
- **Positive learning environment:** We want to facilitate a return to childhood notions of play being fun, exciting and stimulating NOT scary, boring, or "something to get through to get a piece of paper at the end."
- **Active participative learning:** We want people to be involved in their learning: "education is the lighting of a fire not the filling of a bucket."
- **Fun and laughter:** "Laughter is the body's best medicine." We love to have fun.
- **Always show up:** We never cancel.
- **Passionate:** Love what you do, do what you love.
- **Hard work:** We work hard – as Michelangelo famously said "If people knew how hard I had to work to gain my mastery, it would not seem so wonderful at all."
- **Innovative:** We aim to stay ahead of the curve by coming up with new ideas and directions. We are always looking for better ways to do things.





YOUR TASKS ON THE DAY

DETAILED BREAK DOWN OF YOUR ROLE

We won't beat about the bush – teaching is hard work. You will have a long day with very little break time. However if this is the right opportunity for you, you will also feel totally “in the moment”, positive, energised, happy and will be learning all the time.

8.30am: arrive

As part of the TOTO role, you will be expected to share all the tasks of set up with the other TOTO and course supporter. Detailed course supporter checklists for all our current venues are found in the TOTO shared area. Make sure you are totally familiar with the list.

When you arrive check in with the office staff and teachers. Ask if you are needed for anything in particular; if not take control and get busy with course supporter duties- don't stand around waiting to be told what to do!

9.00am: students arrive

- Smile!
- Do a “meet and greet” with everyone: Shake hands and introduce yourself.
- Learn everyone's names - by midday on first day!
- Take an interest in everyone - If they are new find out what we can do for them; what their level is; what they are hoping to get from the course. Let them know what Jing has done for you.

9.30am

- Check with the teacher that they are ready to start getting students into the classroom. Help to herd everyone in there, checking changing rooms, toilets etc.
- **Opening circle:** You will be introduced as a One to One Trainer in training. People will know that you are there to help at tables whereas the course supporter is not.
- **Introductions:** Prepare a 2 minute introduction to yourself - what is your credibility for being here; what can you offer the students; personally professionally etc. What is your USP (unique selling point).



DURING THE COURSE

Please note: you are expected to be in the classroom at all times. No mobiles allowed.

- **Demonstrations:** As you are there to learn you should avoid being the demo body – this will be the course supporter's role. During the demo you should observe carefully and take notes on exactly how each move is done. Help to make sure all the students can see the demo properly.
- **Interactive pair or group work (mix and match exercise):** Go around, observe the groups, let the teacher know if anyone struggling
- **Lecture:** Listen, take notes.
- **One to one coaching:** This is the major part of your role; we will go into more details about this later.
- **Assisting with table set up:** Part of your role is ensuring clear and clean table set up. All tables need to be in right place; help students check cables and table height. Make sure students have enough room round tables to work.
- **Room temperature:** Assist with control of room temp as needed. If it is too hot turn the radiators off before opening the windows!
- **Before breaks:** Before everyone goes on break make sure the music is playing in reception.
- **During breaks:** Talk to students.
- **End of breaks:** Assist with getting students back to class.
- **End of day:** Say goodbye to all students. Ensure all course supporter duties carried out.
- **Debrief:** With teachers and peer One to One Trainer.
- **Locking up:** Assist teachers with locking up and ensuring safety of building.



BOUNDARIES OF YOUR NEW ROLE

On the courses that you are a One to One Trainer you will be in a new role in relation to your fellow students and teachers. In this role you are there for the students and a support for the teachers. Here are a few tips around boundaries in your new role:

• Confidentiality:

Please do not discuss issues arising as a result of your TOTO role in wider Jing circles. It is OK to talk generally about your role but please do not discuss student or teacher personal issues you may have been exposed to. All learning materials you are given are copyright and should not be reproduced in any way or shared with others.

• Boundaries with students:

As a TOTO your relationship with students you meet on courses changes slightly. It may not be appropriate to give out your personal phone number or email address. If you do please make it clear that you are not in a position to answer wider Jing queries, talk about cases, be paid for individual mentoring or give advice. If students start approaching you with such queries please refer them to the office or let them know about Yahoo chat group.

• Boundaries with teachers and Directors:

On courses that you are a TOTO your relationship with the teachers and Meg/Rache changes. Remember you are there 100% for the students and your learning experience in that role. This is different from being a student where the teachers are there for YOU. When you are a TOTO on a course it is not appropriate to use the teachers to talk about issues outside of your role ie: your BTEC assignment, the problems you are having with a client, comments on your new leaflet, your hurting shoulder etc.

• Questions and comments outside of your allotted course time:

Questions should be part of the webinar sessions or as part of debriefing on your course days. In general the office is not able to answer your questions about the TOTO role beyond routine admin questions. When your webinar sessions are over we will arrange a regular monthly online meeting for answering of questions during the remainder of your training. Please do not text, call or email Meg or myself with individual queries about the TOTO role.

If your enquiry is urgent or you feel you are unable to get it answered during the monthly joint session please send a clear email to Tash (support@jingmassage.com) who will pass your enquiry on to the person most able to deal with it.

• Changes to your schedule:

We expect you to take your training seriously and prioritise your scheduled TOTO dates. We are unable to "swap" dates or make changes to the schedule once it is finalized. If there are extreme personal circumstances that mean you are unable to attend a session please put this in writing and inform the office. Absences are taken seriously and will be recorded. If excessive, this may prevent you continuing onto further stages of the training

DEALING WITH DIFFICULTIES

Attitude is just as important as aptitude

Training as an TOTO can be very demanding emotionally and physically and there may be many things you are not happy about along the way. Here are some of the things you might feel:

"Rachel looked at me funny. That means she thinks I'm useless"

"I was trying to tell the teacher about my new clinic and she walked away"

"Meg didn't pay me any attention and talked loads to the other TOTO on the course"

"The other TOTO didn't do as much cleaning as me. Its not fair"

"This isn't what I though it would be. It's a load of work for no reward"

"That student hates me"

For any of these things, the number one rule is DON'T TAKE THINGS PERSONALLY! Teachers are REALLY busy on courses and if you think they looked at you funny or didn't pay you enough attention it is because they are consumed with the needs of the course.

We ask you to deal with your feelings in an adult and professional manner:

- Leave your feelings out of the classroom. You may be going through horrendous personal circumstances but you need to be able to leave this outside the door.
- Sort "petty politics" out in an adult manner i.e. if you have an issue, discuss it in an adult manner with the person in question and sort it out.
- If an issue is within your control, deal with it, don't wait for external forces such as "Jing" or "the office" to resolve it.
- Don't gossip and moan outside of class with other TOTOs – it's fine to let off steam but keep this constructive.
- If you are unhappy with the TOTO scheme in general please put this in writing and contact the office where it will be dealt with in an appropriate manner.
- Please avoid any tendency to be passive aggressive. If you have a problem, forget it or deal with it. Don't brood on it, never getting it out in the open.



TRAINING SESSION WEEK 4:

ONE TO ONE COACHING AT THE TABLES.

At Jing we see the one to one assistance at the tables as a hallmark of the quality experience we offer. Getting this right is one of the most skilled aspects of the job and all our teachers start with this role.

We believe this role needs time and training to get it right. In this we differ from other organisations who do not vet One to One Trainers or give formal training for the position.

HOW TO BE A GREAT ONE TO ONE TRAINER

There are 2 main types of intervention you will be making as a One to One Trainer:

- Giving positive feedback for things the student is doing right.
- Making a correction on body mechanics, technique or other issue.

POSITIVE REINFORCEMENT

Good teaching is as much about letting people know they have got it right as correcting them when they haven't. A common tendency for novice teachers is to get carried away with the power of "telling people what to do" and only intervene to make corrections.

For this reason, we recommend for each student you aim to make 3 positive statements (that are honest) for every intervention where you make a correction.

Come up with a bank of statements that work for your personality and style, e.g:

Stance

"Your stance is looking good"
"That looks like it works for you";
"You look amazing"
"Wow fantastic Tai Chi stance"

Effort

"I see you are really focused there"
"I see you have been really working on your stance since last class"
"Wow! Your stance already looks so much better than this morning"
"Well done remembering about your shoulders being up around your ears!"
"I see you have really slowed down since this morning well done"
"Don't worry there is always such a lot to take on the first time you come on a Jing course but you are doing amazingly. Its so much easier the next time you come back!"

Technique

"You're right on that attachment well done"
"Perfect! I see you were paying close attention to the demo!"
"Nice work protecting your thumbs there"

Quality of touch

"Wow! That looks amazing. Wish I was on the table!"
"Beautiful slow work"
"Fantastic focus"
"I bet that feels amazing doesn't it?" (elicit reaction from person on table receiving)

Using touch to reinforce your positive statements

It is nice to also use touch to reinforce a positive statement (if appropriate). The statement "That's really nice" reinforced by a kind hand on the back or shoulder carries even more weight.

MAKING A CORRECTIONAL INTERVENTION

The demo is king!

First of all, it is REALLY important that you only reinforce or correct technique in a way that is consistent to how it has been shown on the demo. We totally understand that there are many different ways to do the same technique and as you become a more experienced practitioner you will have started to experiment with different ways of doing things.

However the vast majority of the time this is NOT appropriate to show students in a classroom situation. Think about the last time you learned something new – if someone showed you 5 different ways to do the same thing this would probably have been really confusing.

For example if you wanted to learn to say “How are you” in Arabic you want to hear one phrase not 10 different ways of asking the same question – this would probably mean you come out not being able to say anything!

The way we demo a technique is the way that we feel is best for most of the students most of the time in terms of body mechanics and other factors. A lot of thought has gone into this so please don’t confuse students by showing them “your” way or ten different creative embellishments.

The ONLY exception to this might be if someone was having real difficulty with the demonstrated version of the technique for some reason or was such an advanced student that they could cope with an alternative. However even in these cases you need to be beware – even if the student you are showing the alternative to is able to cope with it, the person next to them will see you and want to try the “new advanced version” too. This can lead to confusion in the classroom and holding up of the timing.

The five step guide to making an intervention the Jing way

We have a particular way of making interventions if we need to correct body mechanics or technique

STEP ONE:

If the student hasn’t requested help make sure you ask permission before correcting anything. It is also good to make a positive comment as discussed above.

“Can I give you a hand there?”

“Can I show you a way to make that even better?”

“That looks lovely but it will feel even better if you go slower. Here lets give it a go”

“You’re pretty much in the right area but let me show you exactly where the rhomboids are”

“Can I just give you a few tips about your stance?”

“Nearly there; if you just get your front foot a bit further along the table you will have a perfect Tai chi stance”

“How you doing? Do you need any help at all?”

“Anything I can help you with?”

“Anything you’re not sure about there?”

Sometimes the student is in a panic about “not getting it right” in which case you will also need to reassure them “Don’t worry you’re doing fine” or “Here take a breath, its all fine, I’ll help you out.





STEP TWO:

Make the intervention. For example correcting stance, demonstrating the technique again, doing the technique with the student.

STEP THREE:

Watch them do it

STEP FOUR:

Give them reinforcement that they are doing it right (or some more tips if they haven't quite got it) "Well done that's it, looking great" or "much better, nearly there, just let me show you again".

STEP FIVE:

When you have seen that they have got it, step away and **MOVE ON!** This step is important as often One to One Trainers get stuck over one person, spending ages with them and forgetting the rest of the room.

As a One to One Trainer you will be making interventions in six main areas:

- (1) Positive Reinforcement.
- (2) Assistance with physical issues.
- (3) Assistance with body mechanics.
- (4) Assistance with the technique.
- (5) Assistance with quality of touch.
- (6) Assistance with a challenging dynamic with partner.



1. POSITIVE REINFORCEMENT

As detailed above, for every student you should find something positive to say about how they are doing.

We recommend for each student you aim to make 3 positive statements (that are honest) for every intervention where you make a correction.

Come up with a bank of statements that work for your personality and style.

Even if you are unable to make corrections yet you can start with the positive reinforcement with everyone.

2. ASSISTANCE WITH PHYSICAL ISSUES

On some occasions students:

- Have the table too high.
- Do not have enough room around the table.
- Have stuff in their way or haven't put everything in their baskets.
- Need a yoga block to kneel on.
- Have draping issues or are exposing client with inadequate drape.

They may say they are "OK" but it is your job to make sure they are comfortable by anticipating and helping with their physical needs.

Make sure you ask permission, explain what you are doing and why when making these interventions.

Examples include: "I'm just going to put this pillow under your clients legs I think it will be a bit more comfortable for her" or "Here why don't you kneel on this it's a bit more comfy for your knees". Correcting draping without taking time and explaining why can be jarring to the client and the therapist.

3. ASSISTANCE WITH BODY MECHANICS

Good body mechanics is at the heart of what we do and often the key to getting the technique right. In the beginning it can be hard to correct body mechanics – you see it is wrong but not sure how to correct.

Start by observing the teachers and noticing who they correct and how they do it.

Modelling the stance for the student can be a good start. Give positive reinforcement for small improvements towards the desired goal – students will not always get it right the first time you show them.



4. ASSISTANCE WITH TECHNIQUE

Sometimes it is really obvious if a student has not got the technique quite right; other times more subtle interventions may be necessary.

Common mistakes are:

- Not being on the right muscle or attachment point.
- Hand positions that will lead to damage, i.e. unreinforced thumbs etc.
- Very obviously off track, i.e. on glutes when should be on QL.
- Confusing one technique with another, i.e. they are a technique ahead or behind the rest of the class and don't realise this.
- Completely lost and in a panic.

5. ASSISTANCE WITH QUALITY OF TOUCH

Quality of touch is at the heart of the Jing method and you should be helping the students with this on all courses.

As you get more experienced you will be able to make more subtle interventions but at this level we suggest you look out for:

• **Speed:**

Common for students to work too fast. Say something like "That looks nice but it's going to feel even better if you slow down a bit. Here let me help you"

• **Depth:**

Students are often afraid of leaning into the tissues. OR they may be going far too deep too quickly

• **Softness:**

Students often have stiff arms or shoulders that affect the quality of their touch.

With interventions that are about quality of touch, it is often a good idea to show the student a different way, get them to do it and then ask their partner if it feels different. The answer is usually positive which reinforces to the student the superiority of doing the technique slower, softer, etc.

Sometimes the students may be resistant to trying a different way "this is the way I have been taught" or "my clients really like it deep and fast". Be respectful but enforce the Jing line: say something like "I appreciate there are lots of different ways of doing things but I ask that you try it this way while you are here."

6. ASSISTANCE WITH A CHALLENGING DYNAMIC WITH PARTNER

Part of your role will also be helping to keep an eye on the dynamics at the table. If you pick up on any difficult interpersonal dynamics you will need to feed this back to the teachers and/or make an intervention yourself if you feel confident.

Common issues are:

- Bossy client giving too much feedback to therapist while working leading to lack of confidence.
- Over sensitive client who keeps groaning and flinching at slightest touch.
- Both getting too chatty and not focusing on the work.
- Therapist going in too deep/fast; potentially hurting partner and partner not feeling able to say anything.
- Therapist not respecting clients wishes ie: client says "that's too deep" and therapist says "its good for you".
- Very unconfident therapist who is so nervous they are inadvertently being inappropriate and you sense the client feels unsafe.
- Client has become upset and therapist hasn't noticed or doesn't know how to deal with it.

If you spot any of these issues let the teacher know and see how they deal with it. We will be dealing with specific instances of challenging students and dynamics later.

WHAT WE DON'T DO OR SAY!

There are some phrases or actions that we would NEVER use in Jing.

- Going in and correcting without smiling, asking permission and giving a positive statement first.
- Stop!
- No!
- That's wrong!
- You look stressed! If they weren't, they will be now.

Common mistakes for starter TOTOs to watch out for

- Respect students body space-hovering around 2 inches away will make them feel invaded, observed and will affect performance.
- Spending too long with one person.
- Getting dragged into needy students: sometimes letting someone try and get it themselves first is as helpful as jumping in quickly.
- Not doing enough positive reinforcement.
- Avoiding students who are defensive, don't give you eye contact or seem like they "know it all".
- Jumping in too quickly with correctional interventions without asking permission or saying something positive first.





THERE ARE SO MANY THINGS TO REMEMBER AS A TOTO, WHAT DO I START WITH?

We realise there are a lot of things to get your head around in your new role which is why you have a number of months in training. We recommend you take on the role in the following order. You will all learn at different paces and will all find some parts of the role easier than others:

The practical bit

For a start, make sure you get very skilled at all the practical aspects of your role: the pragmatic aspects of being a good course supporter who doesn't need to be told what to do.

Helping with keeping the classroom clean and clear and assisting students with practical issues (adjusting tables, temperature control, helping with draping) all fall into this building block of learning

The smiley bit

Whilst you are getting familiar with the physical demands of the role you can also work on your positive interpersonal skills with students. Meet and greet, making students feel at home, mixing at break time, preparing a good introduction to yourself for the opening circle and saying positive statements to students at the tables are all part of this.

The watch and learn bit

Take time to observe the teachers and how they intervene. Make notes for your reflective practice journal. Think about what you would have done

The intervention bit

Once you are comfortable with being practical, smiley and observant, you can move on to actually making corrections at the table.

The 'Kaizen' bit

Reflect on all of the above and reflect on how they can be even better next time!



TRAINING SESSION WEEK 5

DEALING WITH CHALLENGING SITUATIONS

The focus of this week is to enable you to think and discuss common challenging situations that occur on Jing courses. You may have been exposed to some of these from your experience as a student.

Here are some situations that have occurred on Jing courses. Think about how you would respond to them as a Stage one TOTO. Think back to all you have learned about your role and the Jing ethos. In your workbook you are asked to select some of these situations and think about how you would deal with them.

- Bossy client giving too much feedback to therapist while working. You sense this is causing the therapist to lose confidence.
- Over sensitive client who keeps groaning and flinching at slightest touch. This means it is difficult for the therapist to practice technique properly.
- Both therapist and client are getting too chatty and not focusing on the work
- One student on the course is a bit "odd" and you notice no-one is talking to them during break.
- Therapist is going in too deep/ fast. You are concerned they are potentially hurting their partner; however their partner is not giving any feedback that it is too much
- Therapist is going in too deep and fast. The client has given them feedback that it is too deep and the therapist says "its good for you".
- Therapist seems hostile and doesn't look at you or acknowledge your interventions while at the table.
- Student on a course asks you what your qualifications are for teaching.
- You are TOTO-ing a class where half the group are your friends and going out to the park for lunch. They invite you but not some of the other new students in the class. What do you do?
- You spot that the therapist is very unconfident and inadvertently being inappropriate with the client (ie: fumbling and bumbling around their glutes or inner thigh!). You sense the client feels unsafe.
- Client has become upset and started crying. The therapist has no idea how to deal with it. The teacher is at the other end of the room involved with someone else.
- Client seems rigid and has a look of "not quite being there". You sense something is wrong.
- Client starts unwinding. Therapist is terrified. Both teachers are involved with other students and haven't yet noticed.
- You are TOTOing a Foundation course. During the opening exercise one therapist falls to the floor in a faint while everyone is working. There are 2 teachers, yourself and another TOTO and a course supporter. What do you do?
- Therapist gets upset while working and runs out of the room crying. There is only one teacher and they are involved with someone else. What do you do? There is another TOTO and course supporter available.
- You are TOTO-ing on a course with a non-Jing teacher, i.e. taping and strapping. Teacher says that the last time they were here they left all the tables out at the end of the day and it wasn't a problem. You know that tables are usually put away at the end of the day. No office staff or other Jing teachers are available. What do you do?
- You are TOTO-ing on a course with a visiting teacher and they don't have a set of keys. They say it is fine to just pull the door shut without double locking. What do you do?



T **TEACHING ONE-TO-ONE** **T**

WEEK 6

RECAP AND Q AND A

This week the floor is yours. Go back through your manual and workbook and review all the material. Come to the webinar with any questions, comments or thoughts to share on the process and what you have learned.



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