



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE
Promoting Consensus and Access to Justice
www.IMImediation.org

ADR International Group Inc. o/a ADR Learning Institute

IMI Certified Mediator Training Program

The Organisation

Legal name	ADR International Group Inc. o/a ADR Learning Institute
Contact details	2 Gatewood Avenue, St. Alberta, AB Canada T8N0Z9 Phone: (1) 780.460.7599
Website	https://adrlearninginstitute.ca/mediation-certificate-program/
Person completing application	Paula Drouin Founder and President (1) 780-460-7599
Program delivery	In person and online
Locations and languages	St. Albert, Alberta, Canada - English.

Registration

If there is a requirement within a jurisdiction that a training course should be registered, then it should be complied with by the training provider, and the training course should be registered.

Year formed, and under laws of what country/ies	Under the laws of Canada - created a sole proprietorship in 1997 then in 2011 we incorporated and changed the name to ADR International Group
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	Inc. in 2018 we created ADR Learning Institute as our Education Division.
Training course registered in accordance with jurisdiction requirements	Yes

Course Content

Course content can be divided into Knowledge Development and Skills Development topics.

The essential KNOWLEDGE topics that should be included in any training program are mediation principles; the roles of legal counsel and representatives; an overview of negotiation and conflict resolution theory; mediator ethics.

The essential SKILL topics that should be covered, demonstrated, and practiced in any training program are forms of listening skills and communication strategies, process management skills (including the use of joint and private meetings), negotiation strategies and skills to manage the content of the dispute, and ways of responding to parties' diverse behaviours.

Attach your course outline	See Annex "ADRLI - ONLINE Mediation Training Course Content Outline"
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Mediation Foundations 1.1 Zoom Session 2 and Between session 1 and 2
The roles of legal counsel and representatives	Mediation Foundations 1.1 - Zoom Session 2
Overview of negotiation and conflict resolution theory	Mediation Foundations 1.1 - Zoom Session 1 as well as the required Negotiation for Mediators 14 course.

Mediator ethics, including appropriate local ethical standards	Mediation Foundations 1.1 - Zoom Session 2 as well as between sessions 1 & 2 and between session 2 & 3
Forms of listening skills and communication strategies	Mediation Foundations 1.1 - Between Session 3 & 4 with application in role plays Session 4
Process management skills, including the use of joint and private meetings	Mediation Foundations 1.1 Between Session 3 & 4 and Face-to-face Session 4
Negotiation strategies and skills to manage the content of the dispute	Mediation Foundations 1.1 - Session 1 and Negotiation for Mediators 14 hour required Course
Ways of responding to the diverse behaviours of the parties	Mediation Challenges 1.2 - All 5 Sessions

Competency Framework

A training course must have a 'competency framework' which clearly and concisely sets out the core competencies that an effective mediator should possess. This framework should be consistent with the content and skills requirements of the course as set out under Section 2 of the guidelines.

Attach competency framework	See Annex "ADRLI – Competency Evaluation"
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Course Duration

For a course to cover adequately the necessary content using appropriate methodologies, (both of which are set out in these guidelines), courses should have a substantial number of training hours being not less than 40 hours. This does not include pre-course preparation, lunch and breaks.

Course duration	80 hours of mediation training including 14 hours of Negotiation for Mediators (for those learners who have not taken negotiation training previously). We also require that applicants to our mediation training have conflict resolution training prior to registration.
Asynchronous learning <i>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</i>	Mediation Training is 66 hours synchronous plus 14 hours asynchronous. Negotiation for Mediation is 13 hours synchronous plus 1 hour asynchronous.

Group Size

It is recommended that courses have a maximum class size of 30 students.

Maximum class size	Currently 24 for online/face-to-face. Hyflex delivery. Maximum for full face-to-face delivery is 24.
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General Teaching Approach

Mediator skills training courses should be participatory, interactive and learner focused. To ensure this, a variety of teaching methodologies should be used, including lecturing, videos, interactive exercises, individual work, group discussion, talking in pairs, and role-playing.

As a guideline, for the practical part of any course, that is designed to teach the process and skills to be an effective mediator, the following percentage of time should be spent on these different approaches to training delivery: Lecturing/knowledge input/presentation – approximately 10%; Exercises and discussion – approximately 40%; Role-playing, coaching and feedback—approximately 50%.

The trainer-student ratio should range between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.

Lecturing, knowledge input, presentation	The division of lecture/presentation it is detailed in the Annex "ADRLI - ONLINE Mediation Training Course Content Outline". Our mediation training has been accredited by ADR Institute of Canada.
Exercises and discussion	There is a combination of in-class and out-of-class exercises and there is always a discussion. We also have an online school and each course includes a Learner's Exchange Forum so they can discuss topics and share resources. We also have a Between Session forum so they can ask the instructional team questions in a way that all other learners see the questions and our responses. Easily 40 %
Role-playing, coaching, and feedback	Easily 50% with role plays in every part of the course, leading to longer more complex role plays with the entire last course Mediation 1.3 spent in role-plays. All skill practice and role plays are in small group of 3 - 5 learners with a coach who is a mediator with designations and has taken our training for coaches or training for trainers.

Participant Materials

When preparation prior to the course is required, participants should receive comprehensive materials in sufficient time to allow them to prepare adequately. As a guideline, it is suggested that this should be no later than two weeks in advance of the course.

In a similar way, when participants are required to prepare for their roles in advance of the role plays, role play confidential briefs should be supplied in sufficient time to allow role players to prepare. As a guideline, it is suggested that this should be no later than one week in advance of the course.

If courses are designed with no pre-course preparation required, this guideline does not apply.

<p>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</p>	<p>Training materials are accessed through our on-line platform and accessible one week in advance, because they are allowed to cancel their registration up to one week prior. We do not want them to have access and then withdraw their registration.</p> <p>Role play information is available one week in advance of their role play time slot. They are expected to conduct intake interviews and pre-mediation work with the parties prior to their role play.</p>
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Setting up Role Plays

Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.

<p>Each role play in a course has a maximum of six persons for a two party mediation.</p>	<p>Yes</p>
<p>Mediation time slots within role plays are a minimum of 45 minutes</p>	<p>Yes</p>
<p>At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time</p>	<p>Yes</p>
<p>Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time</p>	<p>Yes</p>

Coaches are rotated among groups and participants	Yes
Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants	Yes
Role plays during the course ensure participant work with the widest range of fellow participants as possible	Yes
All participants mediate the same number of times in role plays	Yes
Role plays are varied in subject matter and allow for practice of different stages of the mediation process	Yes
Comment where guidelines are not met	We ensure that an evaluator has either never coached the student or that they only coached the student in the first course of the three-course series for skill drills

Providing Feedback

Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).

How is performance feedback given to participants on your course?	Throughout the courses all skill practice and role play practice is observed by a coach who is also a credentialed practicing mediator. Our instructors are
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	<p>required to hold a Chartered Mediator designation and our coaches are required to have at minimum a Qualified Mediator designation, both designations are awarded by the ADR Institute of Canada. Their skills role plays are exercises in the course manual. They are provided with instructions, then a demonstration, then practice in small group with a coach. Feedback is provided either during the practice or after each individual practice session. The applicable sections of the final evaluation form are used throughout the course as the feedback framework, so learners are used to being evaluated against that checklist of skills. We pride ourselves on creating a safe learning space where feedback is given with care to improve skills, learners are free to learn and understand that not being perfect at something new is part of the learning journey.</p>
<p>Attach course feedback forms or guidance</p>	<p>See Annex <i>“Competency Evaluation”</i></p>

Online programs

Participants learn not only by practising the skills of mediators but also from receiving feedback from experienced mediators acting in the role of coaches throughout the course. Training programmes must provide opportunities for feedback to participants. This feedback should be delivered using a competency framework to ensure consistency of approach to feedback by coaches trained in delivering effective feedback (see coaches' guidelines).

<p>Course design</p>	<p>All of our online training, like the face-to-face training, is designed to meet all learning styles and for experiential learning. We have created a tutorial video for each lesson that they view on their own time. When we meet over Zoom, we have a Q&A and then</p>
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	<p>put the learners in breakout groups with a coach to practice the skill or process that was taught. We record the Q&A's to ensure that if a student loses their internet connection, they can view the recording after class. We schedule a 10-minute break every hour when delivery is over Zoom. We have created an online platform for each course so learners can review tutorials over the six months they are in training. We have created a forum for learners to be able to ask questions between sessions, so other learners can see the questions and our responses. Learners also connect with instructors and coaches via email or phone for one-on-one support.</p> <p>All learners are given the same amount of role play and skill practice time in break out groups with a qualified coach, providing coaching and written feedback that is forwarded to the learners after each role play session.</p>
<p>Provisions for participants not able to attend all 40 hours</p>	<p>Our course is 80 hours long. If they are unable to make a class, they can access the video and then a coach is assigned to them for one-on-one practice. Attending the role play days is mandatory. If they must miss then they are responsible to find other students to role play with, and we assign a coach to the extra session.</p> <p>We also offer the role play sessions twice, so if a learner is unable to make one, they can schedule to attend the 2nd one.</p>
<p>Preparing the participants</p>	<p>All the applicants are interviewed and confirm that they have access to the equipment and reliable internet service. They are given an orientation to the</p>

	<p>e-Learn platform and to Zoom, prior to the program start date. They are given the program outline and schedule when they apply so they can confirm their availability for the sessions. They are also given an outline for each session and what assignments must be completed before each session.</p>
Informal meetings	<p>Throughout the five months they can email the Education Coordinator, Director, instructors, and coaches. We also have an online forum for each course where they can post questions, comments, feedback, etc. The instructors, Education Coordinator and Director see their posts and respond within 24 hours.</p>
Role-plays for post-course assignment	<p>We have not had to do this previously because we have been able to have at least one role play day in person for the previous cohorts. The current cohort has international students who will need to do this. For those learners in other geographic locations, we will provide a role play scenario to the learner and briefs sent directly to the people they will be role playing with. We will provide them with the instructions from the IMI website and ask them to record their role plays, get consent from their role players and send us a link to the video. For those learners in our geographic area, we will set up a role play day with a coach observing their role plays.</p>
Written component of post-course assignment	<p>We will have them follow the instructions from #11 on the IMI website. They will send their post-course assignment to our Education Coordinator or the Director. They have to submit a written summary comparing the difference between setting up and</p>

	facilitating an online mediation compared to an in-person mediation. They send it to the Director who reviews their submission.
Feedback on post-course assignment	If we require them to complete a post-course assignment, then the video and assignment will be reviewed with feedback given via email. Whenever possible, at least a one role play day in person is conducted. If that it is accomplished, then students are not required to do the post-course assignment.
Supporting documents	

Performance Assessment and Accreditation

If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	<p>The role play is 1.5 hours long and is videotaped with an evaluator in the room the entire time. The video tape is then sent to an independent evaluator if the result is borderline, or unsuccessful for a second opinion.</p> <p>The video/zoom recording from the evaluator is forwarded to the student and saved in the student folder for one-year. The evaluation form, self-evaluation, role player insight, and pre-mediation evaluation all form part of the final evaluation. If there is a dispute then the director will compare the in-room evaluator assessment and the independent</p>
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	<p>evaluators assessment, to make a final determination.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Throughout the course there are exercises that the Learner's complete on the topics covered, also all skill learning and practice is in small group with a coach. The learners each complete an intake role play, two coached pre-mediation role plays, four coached one-hour role plays, and written feedback is provided for each. Also, all skill practice role plays are always coached in group of 3 or 4 with a coach present providing on-the-spot feedback.</p> <p>The feedback form depends on the stage of the course they are in. Simple forms are used in Mediation 1.1 with more complex and specific feedback being given later in the training. The learners get a copy of all feedback, and they are saved in the student's folder.</p> <p>All written assignments to test theory are access on our eLearn platform, submissions uploaded by the students, marked, and returned to them. Marks are tracked, feedback is given and each assignment forms part of their final grade.</p>
<p>Process of appointing assessors on a course</p>	<p>In Alberta, Canada the provincial affiliate of ADR Institute of Canada is ADR Institute of Alberta. They have one assessor for assessing course evaluation role plays, and all student videos go to her for assessment. We contract her to assess our student's final evaluation video.</p> <p>To earn National Designations post training, students</p>

	<p>must conduct several mock/real mediations observed by a Chartered Mediator and apply to a Provincial Committee who then determines if they have the competency to carry the designation of Qualified Mediator or Chartered Mediator.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Breakdown for marking: 60% of the learners final mark is based on the final evaluation role play, the other 40 % is made up of their ability to accurately self-assess (we believe this is an important skill for ongoing learning). They will also be observed conducting an intake interview and pre-mediation which will count as part of their mark, as well as their participation in every session of the course.</p>
<p>Next steps taken, should a student fail.</p>	<p>They are given access to a coach who will help them understand the weakness in their evaluated role play and provide tips on how to practice. We also make it possible for students to set up role play practice session. If the student has fully participated, attended all sessions, it obviously committed to learning and practicing they are given a second opportunity at our cost, to repeat the evaluation. If they are not keeping up with the course work and have a poor attitude then we address that directly with them during the course and will caution them and suggest they take a break from training. We will also block them from registering for the next course in the series if their behaviour is interfering with other learners. E.g., they don't show up for a role play session and impact the ability for the other learners to complete their role play. When this happens, we use the coach assigned to the group as the role-player.</p>

<p>Policy documents relating to assessment (optional / if applicable)</p>	
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Facilitation of further development as a mediator

While it is accepted that training providers cannot offer actual mediations for all participants, they have an obligation, as far as possible, to facilitate participants' further development as a mediator.

<p>Indicate what your organisation does to facilitate participants' development as mediators</p>	<p>ADR Learning Institute is the Education Division of ADR International Group Inc. Paula Drouin, the Founder and President of both is the only organization who offers time to mentor new mediators. Three and a half years ago we started the 'Mediators mentoring Mediators' (MMM) Group and have continued to run it, meeting approximately once a month 10 months of the year. We have also created an MMM Facebook Group so the Mentees can connect with each other, share resources, ask questions, and provide leads to mediation opportunities. We also bring mentees into real meditations or workplace assessments, when permitted by our clients and if we feel that one of the mentees would fit well into the role, and it is an area of experience they are trying to gain. We actively invite other experienced mediators as guest speakers for the group and provide advance courses and workshops at a discount.</p> <p>Since building the online school platform for ADR Learning Institute, we have added an Alumni section where past graduates can share resources, ask for support, access new materials we share with subsequent training groups, and access a forum for graduates to set-up role play practice sessions with each other and just stay in touch. They are also given our role play booklet to use for practice sessions, we</p>
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	post notifications of work or volunteer opportunities as mediators.
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Complaints and Appeals

All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.

In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.

Attach complaints and appeals policy	<i>See Annex "Learner Complaint and Conflict of Interest Policy"</i>
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Conflicts of Interest

Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.	We move coaches around between participants and will not assign a coach to a learner when a conflict of interest has been identified.
Upload conflicts of interest policy (optional / if applicable)	

Trainers, Coaches, and Assessors

Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.	Yes
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Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.	Yes
TCA's have conducted at least two actual mediations of at least four hours' duration in each of the preceding three years before being appointed. Once appointed, they conduct two actual mediations of at least four-hours duration per year AND are able to show that they have maintained continuous professional development (CPD) of six hours per year.	Yes
Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes	Yes
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes
Trainers deliver at least one basic mediator skills training course or refresher course every two years	Yes
Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.	Yes

On-going feedback is sought from course participants, and given to those delivering the course.	Yes
Comments and/or explanations	All our instructors must be Chartered Mediators actively working full-time in the role of mediator. All our coaches must have earned their Qualified Mediator designation and be volunteering or co-mediating at a minimum, with most of them actively conducting at least one mediation a month.
New TCAs are to be observed and given performance feedback by senior colleagues	All our coaches are required to attend our Training for Coaches (or another respected training institution) and must co-coach with an experienced coach for two coaching sessions and meet our requirements before they are allowed to coach on their own. Learners provide feedback at the end of each course rating their instructors, coaches, material, and delivery.
Explain your peer review system for trainers, coaches and assessors	All feedback from learner's is shared with all instructors and coaches and discussed if any concerns are noted.
Attach Train-the-Trainer Program	
Attach template feedback form	