



International Mediation Institute

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

ADR CENTER

IMI Certified Mediator Training Program

The Organisation

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Program delivery	In person and online
Locations and languages	Albania, Albanian; Azerbaijan, Azerbaijani; Bulgaria, Bulgarian; Cyprus, Greek; Ecuador, Spanish; Georgia, Georgian; Greece, Greek; India, Indian; Israel, Israeli; Italy, Italian; Peru, Spanish; Poland, Polish; Romania, Romanian; Serbia, Serbian; Turkey, Turkish.

1. 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	1998, Italy
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Training course registered in accordance with jurisdiction requirements	Not required
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2. 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 <i>Course Agenda ADR CENTER</i>
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	[Day 1] 4. Course/Discussion: Mediation fundamentals. [Day 2] 7. Course/Discussion: Mediation fundamentals [continued] (ADR Spectrum, Conflict analysis and dynamics, mediation definitions, underlying principles of mediation (e.g. confidentiality, neutrality/independence, impartiality, self-determination), mediation process and stages - ADR Center's 4x4 matrix)
The roles of legal counsel and representatives	[Day 2] 8. Practical activity/Role-play: Demonstration of mediation principles and stages (video of a simulated dispute / in-class live demonstration of a mediation process); [Day 5] 19. Course/Discussion Mediation process. ADR Center's 4x4 mediation model (Stage 1 - Preparation) [Day 6] 23. Course/Discussion Mediation process. ADR Center's 4x4 mediation model (Stage 2 – Joint session) [Day 7] 28. Course/Discussion Mediation process. ADR

	<p>Center's 4x4 mediation model (Stage 3 – Private sessions)</p> <p>[Day 8] 32. Course/Discussion Mediation process. ADR Center's 4x4 mediation model (Stage 4 – Closing session)</p>
<p>Overview of negotiation and conflict resolution theory</p>	<p>[Day 1] 4. Course/Discussion: Mediation fundamentals (ADR Spectrum, Conflict analysis and dynamics, mediation definitions, underlying principles of mediation (e.g. confidentiality, neutrality/independence, impartiality, self-determination), mediation process and stages - ADR Center's 4x4 matrix);</p> <p>[Day 3] 11. Course/Discussion: Distributive negotiation</p> <p>[Day 4] 15. Course/Discussion: Integrative negotiation</p>
<p>Mediator ethics, including appropriate local ethical standards</p>	<p>[Day 10] 40. Course/Discussion Mediation ethics. Mediating across cultures.</p>
<p>Forms of listening skills and communication strategies</p>	<p>[Day 1]: 3. Practical activity/Exercise: The Fundamental Choice, to settle or to turn it to an authority? (The Rare Table exercise)</p> <p>[Day 6]: 24. Practical activity/Exercise: Mediator's opening statement practice. Facilitated discussion / debrief [Day 6] 25. Practical activity/Role-play simulation: Mediation simulation 2.</p> <p>[Day 7] 29. Practical activity/Role-play simulation: Mediation simulation 3.</p> <p>[Day 9] 37. Practical activity/Role-play simulation: Mediation simulation 5.</p>
<p>Process management skills, including the use of joint and private meetings</p>	<p>[Day 5] 20. Practical activity/Role-play simulation: Mediation simulation 1.</p> <p>[Day 6] 25. Practical activity/Role-play simulation: Mediation simulation 2.</p> <p>[Day 7] 29. Practical activity/Role-play simulation: Mediation simulation 3.</p> <p>[Day 8] 25. Practical activity/Role-play simulation: Mediation</p>

	<p>simulation 4.</p> <p>[Day 9] 37. Practical activity/Role-play simulation: Mediation simulation 5.</p> <p>[Day 10] 37. Practical activity/Role-play simulation: Mediation simulation 6.</p>
Negotiation strategies and skills to manage the content of the dispute	<p>[Day 3] 12. Practical activity/Exercise: "Claiming value in negotiation"</p> <p>[Day 4] 16. Practical activity/Exercise: "Creating value" in negotiation</p>
Ways of responding to the diverse behaviours of the parties	<p>[Day 1] 4. Course/Discussion: Mediation fundamentals (ADR Spectrum, Conflict analysis and dynamics, mediation definitions, underlying principles of mediation (e.g. confidentiality, neutrality/independence, impartiality, self-determination), mediation process and stages - ADR Center's 4x4 matrix);</p> <p>[Day 2] 4. Course/Discussion: Mediation fundamentals [continued] (ADR Spectrum, Conflict analysis and dynamics, mediation definitions, underlying principles of mediation (e.g. confidentiality, neutrality/independence, impartiality, self-determination), mediation process and stages - ADR Center's 4x4 matrix); The TKI model is included in the Mediation fundamentals and discussed extensively during all role-plays.</p>

3. 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 <i>Competency Framework – ADR CENTER</i>
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4. 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	40 hours (40 hours in live sessions online) and 12 hours asynchronous individual preparation.
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>	Approx. 12 hours out of the total of 52 are needed for asynchronous individual preparation and course assessment (assignments to be submitted through the ADR Center Academy - ADR Center's Learning Management System).

5. Group Size

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

Maximum class size	No more than 30 participants, ideally between 20 to 25.
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7. 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	47.5% for lecturing, knowledge input, presentation AND DISCUSSIONS with participants, with discussions (mostly practical) covering at least half of the time. This results in, say 23.7% for lecturing. ADR Center has an interactive, conversational approach to delivery of knowledge, Q&A and discussions with participants.
Exercises and discussion	46.2% for exercises and discussions - these include negotiation exercises, conflict dynamics exercises, ethics and at least an exercise related to each stage.
Role-playing, coaching, and feedback	At least 30% for role-plays, coaching and feedback. The general approach is that the knowledge related to each stage is delivered in about one hour and then 2-3 hours will be allocated to each role-play.

8. 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.

In what format and how far in advance do participants receive general course materials and confidential role play briefs?	ADR Center is using an integrated LMS - see https://academy.adrcenter.com/
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9. 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.

Each role play in a course has a maximum of six persons for a two party mediation.	Yes
Mediation time slots within role plays are a minimum of 45 minutes	Yes
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	Yes
Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time	Yes
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	Coaches and trainers who coach a participant could be involved in subsequent assessment of that participants - sometimes is important to consider using the same coach in consideration of trust with participant as well as for more accurate measurement of progress. However, the norm is that other coaches are used for the same participant to satisfy a variety of perspectives. ADR Center's assessment is continuous, it is not done only at the end of the course. It involved participants' participation in all sessions, as well as role-plays, and other tests and assignments. Our approach is to convene a trainers' debrief session at the end of each day, while information is still fresh. We find that different participants need different type of support to ensure a sustainable development of their knowledge and skills. Hence, in some cases, we decide that two coaches will assist certain participants - one that already observed an initial role play, and a second one who will lead the second assessment, while the first will be able to observe differences between the first and the second performance, hence the progress. This will be reflected

	<p>in the feedback offered to the participant in the subsequent small group debrief session and in the results that are shared individually with each participant at the end of the course.</p>
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10. 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).

<p>How is performance feedback given to participants on your course?</p>	<p>ADR Center trainers are required to provide thoughtful feedback to trainees that performed the role of the mediator in an ADR Center accredited training program. The feedback should be provided in consideration to the ideal balance between the encouragement and development of the trainee, both of them being essential goals for the trainee's potential to develop their skills during the course and long after its completion. To achieve this consistently and fairly across all of the role-plays in the training programs, all trainers are asked to follow clear guidelines. Relevant and developmental feedback to the training participants at the end of each role-play simulation in accordance with the guidelines set out in clear instructions is an essential part of the training program itself. The comments need to be measured, balanced, constructive but also substantive in order to enable the participating students to learn and to develop their skills. It is very important that the feedback provided by ADR Center trainers is clear and succinct, measured and focused, balanced (fair), constructive and digestible, respectful, substantive, and based on the scoring criteria and good mediation and business practice. At the end of each role-play, ADR Center's trainers facilitate a debrief session with each small group which includes feedback to the mediator. The small</p>
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	group debriefs are usually followed by a plenary lessons-learned session.
Attach course feedback forms or guidance	See Annex <i>Role-play feedback guidelines - ADR Center</i>

6 and 11. 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).

Course design	<p>ADR Center is using a state-of-the-art Learning Management Platform (LMS) for ensuring the most efficient level of engagement of the training participants. The LMS uses a Thinkific platform with all its possible features for which, additionally, ADR Center used consultancy services to develop a premium feel and look for its proven high-quality content. The platform integrates high-quality assessment tools, with assignments allocated and collected in an integrated manner. For the live sessions, ADR Center is using a business Zoom account with direct tech support. ADR Center trainers understand that on screen visibility is a matter of one's preference and is limited to the technical capacities of the device used and the quality of the Internet connection. At the same time, ADR Center trainers request from training participants to start their video at least during practical activities.</p>
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<p>Provisions for participants not able to attend all 40 hours</p>	<p>90% minimum attendance is necessary of the total course duration. Participants that can't match this minimum with their participation can attend their missed sessions in other courses.</p>
<p>Preparing the participants</p>	<p>ADR Center provides for training participants with information about the efforts needed to take the course, including technical requirements for an effective participation. Usually, at least one of the ADR Center lead trainers is organizing one-on-one briefings with each course participant to share course information and to discuss specific questions. The participants are assisted to set up access to ADR Center Academy and to develop comfort while using it. To the same end, a series of asynchronous pre-training activities are also included in the platform.</p>
<p>Informal meetings</p>	<p>The opportunities for informal meetings are unlimited. First, the ADR Trainers connect with training participants through email and phone (instant messaging) and per their agreement gather training participants in groups for more effective communication. This becomes the base for further informal communications and meetings, that are initiated organically. ADR Center's trainers are always happy and grateful to help therefore available for communications with training participants, formal and informal.</p>
<p>Role-plays for post-course assignment</p>	<p>The course recordings are included in the ADR Center Academy when participants unanimously agree for the courses to be recorded. This is very helpful for participants to revisit certain presentations and explanations, as well as the role-play recordings that are retained for up to 24 months, the maximum duration for which participants can receive access to ADR Center Academy. At the end of each role-play, ADR Center's trainers facilitate a debrief session with each small group</p>

	<p>which includes feedback to the mediator. The small group debriefs are usually followed by a plenary lessons-learned session. If the course is organized entirely online, the participants are required after the course to perform and record an in-person one-hour mediation role-play with other course participants, family and friends. The recording should include phases 2, 3 and 4 of ADR Center's 4x4 model and should be uploaded in ADR Center Academy. Also, the participants must also submit a written assignment in which to explain (1) arrangements for an effective mediation room set up, (2) tools to build rapport with parties for an in-person mediation, and (3) compare virtual, physical and hybrid mediation environments to identify differences, similarities, opportunities and risks, as well as strategies to adapt from online to in-person.</p>
<p>Written component of post-course assignment</p>	<p>Training participants are presented with a complex case and are required to draft and submit a mediation intervention plan. The ADR trainers are able to assess the participants' level of mediation understanding, flexibility and intuition in applying the principles to different contexts.</p>
<p>Feedback on post-course assignment</p>	<p>Participants receive the individual results of their assessment by email. ADR Center trainers are also organizing post-course feedback sessions with course participants for more focused feedback and advice.</p>
<p>Supporting documents</p>	

11. 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.

<p>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>Yes. The following competency areas and skills are needed throughout all stages of the mediation process - conflict analysis, relationship building, process facilitation and substance management. They are assessed before, during and after in-class training. The assessment tools used for the ADR Center Mediator Accreditation include written sampling, multiple choice tests, and observation during discussions, simulated mediations and other practical activities.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>The knowledge is assessed through a pre-assessment questionnaire to mark the starting status for each participant, an in session multiple choice entry test, an in session multiple choice exit test, at least two role-plays in which the participant performs the role of the mediator, the mediation intervention plan and at the end of each live session according to how active, reasonable and substantive the participant's activity was.</p>
<p>Process of appointing assessors on a course</p>	<p>The assessment process is conducted by the leading ADR Center trainers with input from the trainers involved in the supervision and coaching role-play sessions.</p>
<p>Clarification of passing criteria. How a student passes or fails this program</p>	<p>Each participant received scores between 1 to 5 to each of the following: role-plays, exit test, live sessions (average) and mediation intervention plan. An average of above 3 is required for passing the program and receiving the accreditation.</p>

Next steps taken, should a student fail.	Students can appeal the assessment results to the ADR Center's Integrity Board. Also, ADR Center provides opportunities for students that fail to attend another course at a 50% discounted fee and continue their learning.
Policy documents relating to assessment (optional / if applicable)	

12. 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.

Indicate what your organisation does to facilitate participants' development as mediators	Participants receive shadowing opportunities for ADR Center's mediations in its offices in any of the 15 countries, including the 52 offices in Italy.
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13. 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	See Annex <i>Complaints and Appeals Policy - ADR CENTER</i>
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Conflicts of Interest

Please outline what steps you take to avoid any potential	ADR Center's trainers are required to disclose any conflict
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<p>conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>of interest to ADR Center's CEO who appoints trainers accordingly.</p> <p>Conflict of interests would be found in situations in which the personal interests of ADR Center staff, trainers, coaches and other course personnel would not be aligned with the goals for our training programs. One example refers to family members attending the course and the needed objectivity of the assessors</p>
<p>Upload conflicts of interest policy (optional / if applicable)</p>	

Trainers, Coaches, and Assessors

<p>Anyone seeking to act as a TCA has successfully participated in a mediation training course which meets the requirements set out above.</p>	<p>Yes</p>
<p>Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.</p>	<p>Yes</p>

<p>TCAs 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.</p>	<p>Yes</p>
<p>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>
<p>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</p>	<p>Yes</p>
<p>Trainers deliver at least one basic mediator skills training course or refresher course every two years</p>	<p>Yes</p>

<p>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</p>	<p>Yes</p>
<p>On-going feedback is sought from course participants, and given to those delivering the course.</p>	<p>Yes</p>
<p>Comments and/or explanations</p>	<p>ADR Center's trainers, coaches and assessors are very seasoned mediators with significant experience in mediating domestic and international disputes. Our trainers are recognized as top mediators in the world, and are therefore selected as mediators by international organizations like the World Bank, European Space Agency, Forest Stewardship Council, European Bank for Reconstruction and Development, United Nations, European Investment Bank or Green Climate Fund. Only in Italy, ADR Center is managing 5000 mediation every year (more than 6000 during Covid).</p>
<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>Our senior TCAs shadow new TCAs during their first trainings and offer on-the-job feedback and coaching. It happens that often ADR Center's new TCAs engage in ADR Center's Training of Trainers and are therefore comfortable with ADR Center's content.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>ADR Center has a practical approach to the peer review system for TCAs. The central elements are the end-user feedback and a organizational and individual effort for continuous professional development.</p>

Attach Train-the-Trainer Program	See Annex <i>Train the Trainer</i> – ADR CENTER
Attach template feedback form	See Annex <i>Feedback Form</i> – ADR CENTER