



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova

IMI Certified Mediator Training Program

The Organisation

Legal name	Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova
Contact details	151 Stefan cel Mare si Sfint Boulevard, Bureau 7, Chişinău, Republic of Moldova Phone: +373 68 96 96 96 Email: mediere@chamber.md
Website	mediere.chamber.md
Person completing application	Constantin Adi Gavrilă, PhD, Consultant, +40 (727) 700.150, cagavrila@gmail.com
Program delivery	The program and all assessments are delivered in-person.
Locations and languages	Republic of Moldova, Romanian

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	2015, Republic of Moldova
Training course registered in accordance with jurisdiction requirements	Yes

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	Please See Annex Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova – Course Outline.
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Module 2. Principles of mediation. Categories of principles. The concept of mediation principles: Voluntary participation. Confidentiality assurance. Neutrality and impartiality of the mediator. Self-determination of the parties. Freedom of consent.
The roles of legal counsel and representatives	Module 1. General aspects regarding mediation. Definition of mediation; History, Concept; Advantages/disadvantages; Legal framework

	<p>regarding mediation and the organization of the mediator's professional activity. Rights and responsibilities of the parties; Roles and responsibilities of the parties. Jurists, Lawyers; Experts.</p>
<p>Overview of negotiation and conflict resolution theory</p>	<p>Module 4. Conflict.</p> <p>The concept of conflict; Theories of conflict triggers; Structure and dynamics of conflict; Models of conflict analysis/evaluation. Conflict management.</p> <p>Module 5. Negotiation.</p> <p>Distributive negotiation. Principles for analysing negotiations. Negotiation and communication techniques. Negotiation methods (based on interests and positions, intuitive, distributive). Basic theory of negotiation. Integrative negotiation.</p>
<p>Mediator ethics, including appropriate local ethical standards</p>	<p>Module 8. Mediator ethics and deontology.</p> <p>Ethical principles. Sanctions applied to mediators, professional misconduct of mediators. Codes of ethics. Intercultural aspects.</p>
<p>Forms of listening skills and communication strategies</p>	<p>Module 5. Negotiation.</p> <p>Distributive negotiation. Principles for analysing negotiations. Negotiation and communication techniques. Negotiation methods (based on interests and positions, intuitive, distributive). Basic theory of negotiation. Integrative negotiation.</p> <p>All exercises, role-plays and other practical activities</p>

	include components referring to listening skills and communication strategies.
Process management skills, including the use of joint and private meetings	All case studies and role-play simulations aim at developing process management skills, including the use of joint and private meetings.
Negotiation strategies and skills to manage the content of the dispute	Module 5. Negotiation. Distributive negotiation. Principles for analysing negotiations. Negotiation and communication techniques. Negotiation methods (based on interests and positions, intuitive, distributive). Basic theory of negotiation. Integrative negotiation.
Ways of responding to the diverse behaviours of the parties	Module 6. The mediation process (Part 1). Module 6. The mediation process (Part 2). Module 6. The mediation process (Part 3).

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	Please See Annex Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova – Mediation Competency.
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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	80 hours
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>	The course is delivered in person.

5. Group Size

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

Maximum class size	No more than 25 participants per group, as provided by the national training standard.
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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	The lecturing, knowledge input and presentations are covering 10% of the course duration, as reflected specifically in the course agenda.
Exercises and discussion	The exercises and discussion are covering 40% of the course duration, as reflected specifically in the course agenda.
Role-playing, coaching, and feedback	The role-playing, coaching and feedback are covering 50% of the course duration, as reflected specifically in the course agenda.

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?	A week before the start of the course, the students will receive the materials in electronic format (Pdf) at the email address with the obligation to familiarize themselves with the introductory material and the structured general literature on mediation. The confidential information for the role-playing games will be received two days before the day of practicing the role-play.
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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	

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>At the Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova, we place a strong emphasis on providing constructive and comprehensive feedback to our course participants. After each role-play session, which is a crucial aspect of our training, our experienced trainers assume the role of coaches and deliver performance feedback to the participants.</p> <p>The delivery of feedback aligns with a well-defined competency framework that ensures a consistent and objective approach. Our trainers, who are adept mediators themselves, have undergone specialized training in delivering effective feedback. This includes adhering to the guidelines outlined for coaches, as suggested.</p> <p>Feedback sessions are conducted in a manner that fosters a positive learning environment. Both verbal and written forms of feedback are employed, depending on the preference of the participants. These feedback sessions aim not only to highlight areas of improvement but also to acknowledge strengths, thereby motivating participants to refine their skills further.</p> <p>To supplement this process, our course feedback form provide a structured approach for trainers, assessors, and coaches when providing feedback. These forms encompass various aspects of mediation skills and competencies, enabling a holistic evaluation of the participants' performance. Our commitment to delivering effective feedback is</p>
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	integral to our training philosophy, ensuring that participants gain a deep understanding of their progress, areas of enhancement, and the valuable steps to becoming proficient mediators.
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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	N/A
Provisions for participants not able to attend all 40 hours	N/A
Preparing the participants	N/A
Informal meetings	N/A
Role-plays for post-course assignment	N/A

Written component of post-course assignment	N/A
Feedback on post-course assignment	N/A

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.

Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?	<p>Yes. The 11th day is dedicated to the assessment of competencies.</p> <p>The assessment process consists of a multiple-choice test to assess the knowledge followed by a practical assessment (role-play) to ensure that the participants have developed the necessary mediation skills.</p>
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	<p>Yes. The 11th day is dedicated to the assessment of competencies.</p> <p>The assessment process consists of a multiple-choice test to assess the knowledge followed by a practical assessment (role-play) to ensure that the participants have developed the necessary mediation skills.</p>

Process of appointing assessors on a course	The assessment process is conducted by the leading Mediation Center trainers with input from the trainers involved in the supervision and coaching role-play sessions. The Mediation Center Director is responsible with appointing the trainers, coaches and assessors on a course.
Clarification of passing criteria. How a student passes or fails this program	Passing criteria: 75% for the multiple-choice test and a minimum average score of 3 (Competent) in Role-Play 1 and Role-Play 2, in line with Competency Criteria.
Next steps taken, should a student fail.	Candidates who do not pass the exam will be provided with feedback and guidance to further develop their knowledge and skills in mediation. They will be able to attend another course to top-up their knowledge and skills before having another opportunity to take the assessment.
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	The Mediation Center provides shadowing opportunities within the limits of the cases available and the acceptance of the parties. Further, Continuous Professional Development activities are
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	<p>organized on an annual basis by the center for the benefit of the training participants.</p>
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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.

<p>Attach complaints and appeals policy</p>	<p>Please see Annex Mediation Center of the Chamber of Commerce and Industry of the Republic of Moldova – Complaints and Appeals Policy.</p>
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Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>The Mediation Center trainers are required to disclose any conflict of interest to the Mediation Center's CEO who appoints trainers accordingly.</p>
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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>
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<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>

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	The Mediation Center's trainers, coaches and assessors are experienced mediators from Moldova Republic. The Mediation Center is recognized as the premiere provider of mediation and mediation training services. The Mediation Center's training activities are subject to continuous monitoring and support with a view to ensuring the highest possible levels of quality, in line with good international practices.
New TCAs are to be observed and given performance feedback by senior colleagues	Our senior TCAs shadow new TCAs during their first trainings and offer on-the-job feedback and coaching. As a matter of rule, the Mediation Center's new TCAs engage in the Mediation Center's Training

	of Trainers' Program and are therefore comfortable with the Mediation Center's content.
Explain your peer review system for trainers, coaches and assessors	The Mediation Center has a practical approach to the peer review system for TCAs. The central elements are the end-user feedback and an organizational and individual effort for continuous professional development.