



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

MENA Executive Training

IMI Certified Mediator Training Program

The Organisation

Legal name	MENA Executive Training
Contact details	Qatar Financial Center, Tower 1, Building No. 98, 9th Floor, Doha, Qatar; +974-3382-8109; Fax:+974-4496-7676; hello@menaexecutivetraining.com
Website	https://www.menaexecutivetraining.com/book-online
Person completing application	Dr. Paula Marie Young, Retired Law Professor, Author, Award-winning mediator, +01 (859) 693-2344
Program delivery	The course is wholly online, except for the final assessment.
Locations and languages	Arab Gulf, with initial focus on Qatar; Arab countries in North Africa (MENA); and Arab countries in the Levant, including Lebanon, Jordan, Syria, and Iraq - In English Language.

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	2023, Qatar.
Training course registered in accordance with jurisdiction requirements	Not required.

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 MENA Executive Training - Course Outline.
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	<ul style="list-style-type: none"> • Neutrality: Classes 28, 31, 32, 37 to 39, 43, 47, 49 • Voluntary nature: Classes 28, 32, 39, 42, 47 • Confidentiality: Classes 28, 32, 38 to 39, 45 to 47, 50 • Party self-determination: Classes 28, 32, 37 to 39, 41 to 42, 47 • Mediation process: Classes 31 to 39, 47, 49 to 50
The roles of legal counsel and representatives	Roles of legal counsel and representatives: Class 13, 31

Overview of negotiation and conflict resolution theory	<ul style="list-style-type: none"> • Overview of negotiation: Classes 11 to 27 • Overview of conflict resolution theory: Classes 1 to 10
Mediator ethics, including appropriate local ethical standards	Mediator ethics, including appropriate legal standards: Classes 28, 32, 41 to 43, 45 to 47
Forms of listening skills and communication strategies	Listening and communication strategies: Classes 14 to 18, 33 to 39
Process management skills, including the use of joint and private meetings	<ul style="list-style-type: none"> • Process management skills: Classes 31 to 39, 47 to 50 • Joint meeting: Classes 31 to 37, 47 to 50 • Caucus: Class 37 to 39
Negotiation strategies and skills to manage the content of the dispute	Negotiation strategy and skills: Classes 11 to 27
Ways of responding to the diverse behaviours of the parties	Ways of responding to diverse behaviors of the parties: Classes 2 to 4, 8 to 10, 21

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 MENA Executive Training - Competency Framework.
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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	<p>Online synchronous training:</p> <ul style="list-style-type: none"> • The 27-week course is split into two semesters, with 52 classes total. • Twice weekly synchronous class meetings online. • Asynchronous homework assignments each week. See below. • 60 minutes per online class of instruction, except when students participate in the Capstone Negotiation Role-play (Class 26), the three Practice Mediation Role-plays (Classes 40, 44, and 48) and the Capstone Co-Mediation role-play (Class 51). For those roleplays, students have 150 or 210 minutes of class time. • 60 hours of synchronous instruction in total. • 31.8 hours of role-plays, coaching, & feedback.
Asynchronous learning <p><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></p>	<p>Pre-course Preparation/Asynchronous training:</p> <ul style="list-style-type: none"> • Students will have access to all readings and class handouts, including role-play facts, through the student hub hosted on the MENA Executive Training website. • All readings are available in electronic format. • Dr. Young will make role-play facts available within 24 hours of the class, except for the capstone role-plays. In those situations, students will have them 36 hours in advance of class. • Dr. Young has created the list of reading assignments. • Module 1 will include electronic excerpts from: <ul style="list-style-type: none"> ◦ Ralph Kilman, Mastering the Thomas-Kilman Conflict Mode Instrument (Kilman Diagnostics 2023), ISBN 978-0-989571-5-7 (hardback). ◦ Don Riso & Russ Hudson, The Wisdom of the Enneagram (Bantam Books 1999), ISBN978-0-553-37820-7 (paperback).

	<ul style="list-style-type: none">○ William Ury, Jeanne M. Brett, & Stephen B. Goldberg, <i>Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflict</i> (PON Books 1993), ISBN 1-880711-0306 (paperback).○ Douglas Stone, et al., <i>Difficult Conversations: How to Address What Matters Most</i> (Penguin Books 2023, rev. ed.), ISBN pending (paperback).● Modules 2 & 3 will include the entirety of:<ul style="list-style-type: none">○ Douglas N. Frenkel & James H. Stark, <i>The Practice of Mediation, A Video-Integrated Text</i> (Aspen Pub. 2018, rev. ed.), ISBN-10: 1454870230; ISBN-13: 978-1454870234 (paperback and eText formats). The book is an ongoing resource for graduates of the course. It integrates with 62 online video clips and 112 pages of video transcripts in Appendix A. This text will appeal to students with several different types of information absorption styles.● Alternatively, students with an aural style of information absorption will listen to a lecture covering the text content. Based on my experience teaching at Qatar University College of Law, many students in the Arab world prefer recorded lectures rather than assigned readings. This preference may reflect their cultural background, generational shifts in learning styles, or better skills at listening comprehension versus reading comprehension when English is a second language. Dr. Young asks the reviewer to keep this regional preference in mind as he or she reviews the requirements governing lecture in the course.● During Module 3, Dr. Young has also assigned students online videos of mediations – either related to the textbook or from other sources – for which they will complete an analytical tool or guided
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	<p>note-taking or which will be the basis for discussion in the online synchronous session.</p> <ul style="list-style-type: none"> • In this “flipped classroom,” the assigned reading or alternative recorded lecture are deemed preparation for the twice-weekly synchronous training. Accordingly, Dr. Young has not included them in the calculation of time delivered synchronously. • The time devoted to this class preparation will vary for students depending on the class and depending on whether they choose reading the text or listening to the lectures, or both. • The course is designed so that students gain competency even if they do not complete the readings or listen to the lectures, except on the days when an assessment is based on that material. Those classes are less than 10% of the course.
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5. Group Size

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

Maximum class size	30. Trainer-to-student ratio of 1:10 across all methodologies, including Lecturing/Knowledge Input/Presentation, Exercises and Discussion, and Role-Playing, Coaching, and Feedback.
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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	2.4%
Exercises and discussion	44.6%
Role-playing, coaching, and feedback	53%

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?	<p>As noted above, the course consists of 27 weeks of instruction, meeting twice a week for an hour. Dr. Young expects students to read the assigned readings or watch the optional video lectures to prepare for the class sessions.</p> <p>Students can purchase assigned texts through Amazon in a number of formats. In addition, Dr. Young will post any excerpts from readings (other than the required texts) and other Course Materials on the Student Hub at least two</p>
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	<p>weeks before the associated class. For role-plays, students will receive the confidential briefs at least a week in advance.</p> <p>Dr. Young will provide all materials in an electronic format available on the Student Hub.</p>
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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, the Capstone Negotiation Role-play will include two teams of two students for each role-play. The Capstone Co-Mediation Roleplay will include a team of two c-mediators and two parties of one person each.
Mediation time slots within role plays are a minimum of 45 minutes	Yes, for all practice and capstone role-plays, the course allocates at least 45 minutes for the role-play.
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>During the Module 2 capstone role-play, students will get private feedback, both one-on-one and as a negotiating pair. During the Module 3 practice role-plays, students will get one-on-one feedback. During the Module 3 Capstone Co-Mediation Role-play, students will receive both one-on-one feedback and as a co-mediation team.</p> <p>Students will get written feedback in the form of the grading rubrics. See discussion in Section 11.</p> <p>During other role-plays and exercises, students will receive group coaching and peer feedback.</p>
<p>Attach course feedback forms or guidance</p>	<p>Dr. Young will use the Difficult Conversations Grading Rubric to assess the Module 1 Assessment. She will grade students on a pass/fail basis based on their good faith effort to apply the conflict theory to the personal dispute they analyze. People listed on her roster of coaches/assessors will use the Capstone Negotiation Grading Rubric 2023 to assess the Module 2 Capstone Negotiation Role-play.</p> <p>The student successfully completes the Module 2 role-play with an average score on the grading rubric, for all entries combined, equal to or exceeding 3.5 out of 5.</p> <p>The two teams in each role-play will use the Capstone Negotiation Scoring Sheets to peer-review the outcome of the negotiation.</p> <p>Dr. Young will use the Capstone Co-Mediation Grading Rubric 2023 to assess the Capstone Co-Mediation Role-play.</p> <p>The student successfully completes the Capstone Co-Mediation Role-play and passes the course with an average score on the grading rubric, for all</p>

	<p>entries combined, equaling or exceeding 3.5 out of 5.</p> <p>The Module 3 Written Assignment is described as a reflection paper. Accordingly, Dr. Young will assess whether the student applied, in good faith, the lessons learned in the course to the situation of the role-play. She will grade this assessment on a pass/fail basis.</p> <p>Next, students will need to show that they have each assembled the "Mediator's Binder" that Dr. Young will help them construct during the course. The Written Assignment is due no later than 14 days after the Capstone Co-Mediation Role-play occurs.</p>
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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	<p>Ensuring course delivery is engaging and effectively conveys course deliverables:</p> <p>Background: Early in Dr. Young's teaching career, she created an annotated bibliography on active learning techniques that received national attention in the U.S. See Bibliography of Books and Articles on Active Learning and other Techniques for teaching Law, available at https://taxprof.typepad.com/taxprof_blog/files/teaching_bibliography.pdf. Thus, she has a nearly 20-year commitment to the use of active learning techniques. She has also published two law review articles on the use of active learning to teach mediation ethics. See included resume.</p>
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	<p>She has taught law school skill courses for 20 years, having received excellent feedback from students, both in the US and in Qatar. Dr. Young has evidence of high engagement levels with her skills courses among Qatar University College of Law (QU CLAW) students. They consistently told her they enjoyed her classes as a marked departure from the typical lecture-based courses in the law school. A sample of the QU CLAW student evaluations are available at https://drive.google.com/file/d/1uS5fvPexznXiutfq9fO_1cqIMMvdx6JX/view?usp=share_link (for her Legal Writing course). Samples of QU CLAW student emails to Dr. Young are available at https://drive.google.com/file/d/1cN7ZdjFMui48fv3PYHj_GS1Daq-4-odO/view?usp=share_link (for her Legal Writing course). Samples of Appalachian School of Law (ASL) student evaluation summaries are available at https://drive.google.com/file/d/1AgLWoGjj5HkD1PKwpXbnDxPtOjLTiPu/view?usp=share_link (for her Certified Civil Mediation course). Dr. Young has not kept copies of the original ASL evaluations, but she prepared summaries of those evaluations in support of her promotion to Full Professor of Law.</p> <p>While teaching in the U.S., Dr. Young served in many positions that created a deep expertise about mediation and the delivery of mediation training. See the community service entries on her resume. She also created and designed the Lawyer as Problem-Solver Certificate Program offered by ASL, the only law school in the U.S. founded with a focus on ADR.</p> <p>Platforms for the Course:</p> <ul style="list-style-type: none">• Synchronous learning will occur using Microsoft Teams.<ul style="list-style-type: none">○ Allows videos, dynamic
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	<p>presentations, and breakout rooms.</p> <ul style="list-style-type: none">○ Allows coaches and assessors to be off screen during role-plays.● Dr. Young will record each session to allow students access to it for review, available on the Student Hub.● Course materials, including the list of assigned readings, recorded lectures, recorded class sessions, assessment tools, guided-notetakings, class handouts, and all other materials will appear on the Student Hub, hosted on a dedicated, password protected portal of the website for the MENA Executive Training.● Students will communicate with Dr. Young by email through MENA Executive Training.● Dr. Young will ask students to create and join a WhatsApp group to encourage communication outside of class.● Tools:<ul style="list-style-type: none">○ Assigned readings.○ Online videos with transcripts.○ Online personality assessments.○ Exercises requiring analysis or self-reflection.○ Small group discussion or pair-and-share.○ Group discussion.○ Role-plays with fishbowl demonstrations, coaching, and feedback.○ Guided note-taking.○ Analytical tools.○ Ethics grievances filed against mediators.○ Handouts of practice forms.○ Required Mediator's Binder with suggested inserts.
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Provisions for participants not able to attend all 40 hours	<p>If the student is unable to attend class for reasons beyond his or her control, the student can watch the recorded videos prepared by Dr. Young and the recorded videos of the missed synchronous class work. If the student misses a planned role-play or assessment, he or she will work with Dr. Young to make up for the missed learning.</p> <p>For one or more modules the student failed to pass the first time, the student may retake the module and corresponding assessments. The student will pay an additional fee for this opportunity. The student may also use the Complaint Policy. If a student misses more than six classes, he or she will not pass the course.</p>
Preparing the participants	<p>How will the instructor ensure students are fully equipped to take the course?</p> <p>Pre-course guidance: After signing up for the course, students will receive a Welcome email that will include a copy of the Syllabus, Class Calendar, and Instructions/Checklists for accessing the platforms, along with a list of needed technology. The same information will appear in a recorded lecture, the link to which will appear in the Welcome email.</p> <p>During Class 1, Dr. Young will review the information and solicit any questions or concerns. She will also demonstrate the use of the platforms.</p> <p>Dr. Young expects students to participate by computer, rather than by phone. Because the students will be professionals, they should all have easy access to a computer. Moreover, the pandemic has made nearly all professionals proficient at online communication.</p> <p>As noted below, Dr. Young will also train the Coaches and Assessors on use of the platform.</p>

	<p>Course programming and breaks: As noted above, the course meets for 60 hours (or 27 weeks) twice a week for an hour each class, unless students are participating in longer role-plays. Given that the class time is short, and students are professional adult learners, Dr. Young has not planned for breaks. Students may take a break during the Capstone Negotiation Role-play and the Capstone Co-Mediation Role-play when the process shifts from interest ID and agenda setting to option generation. They may also take a break before the coach/assessor offers evaluation and feedback on the assessment.</p> <p>On-screen visibility: During the pandemic, while teaching online for 18 months, Dr. Young respected the privacy and cultural values of Qatari women by allowing them to post only their names or an avatar on the computer screen, especially since QU College of Law required Dr. Young to record class sessions. Some Arab women who take this course may also wish that their faces not appear uncovered before men outside their close family unit. Students, both male and female, may prefer not to disclose their faces in recorded sessions.</p> <p>Dr. Young intends to have a conversation about these concerns during the first class.</p>
Informal meetings	<p>As noted above, Dr. Young will encourage students to create and participate in a WhatsApp group. They can arrange to meet in smaller groups during training.</p> <p>Certainly, one of Dr. Young's goals is to create a community for mediators in Qatar and more broadly in the Arab world. The groups could meet monthly to exchange ideas, discuss mediation dilemmas, and get additional Continuing Mediator Education (CME). They could also create a book club that focuses on books about mediation.</p>

	<p>Dr. Young has already created a new LinkedIn group called Mediation for Professionals in the Arab World. It had about 60 members during its first week of existence and will be a resource for graduates of the course.</p> <p>Dr. Young has extensive skills in leading mediation organizations. See the entries for community service on her resume.</p>
Role-plays for post-course assignment	<p>When Dr. Young taught mediation in law schools over a 20-year period, she asked students to work as co-mediators for the capstone mediation role-play and assessment. This format served students well. It allowed them to share the different stages of the process and the tasks within each stage while ensuring that Dr. Young could evaluate both of them on all the skills listed on the final evaluation form. The co-mediation format also allowed students to share the stress of the exercise, helped the other mediator stay on track, prevented either of them from forgetting any essential step, and assisted them in careful planning of the process.</p> <p>Dr. Young intends to use the co-mediation model in this online course. All participants will complete the in-person role-play requirement, whether as solo mediators or in a co-mediation format.</p> <p>She uses a detailed evaluation form, which she shares with the students before and after the co-mediation. She has included a copy with this application.</p> <p>Students will need to advise whether they wish Dr. Young to evaluate the mediation as a recorded or live event.</p>

	<p>Dr. Young has designated 3.5 to 5 hours for the mediation and 1 hour for the de-briefing and feedback.</p> <p>She will evaluate all final role-plays. She will not delegate this task to the other trainers listed above.</p> <p>She will make recordings of the video available to each student, including her feedback.</p> <p>MENA Executive Training will retain the videos and related records in accordance with its data protection policy.</p> <p>Dr. Young will create a consent form allowing her and the students to record and share any videos of the final role-play mediation.</p>
Written component of post-course assignment	<p>The final Written Assignment will ask students to consider the venue for the mediation, including location, layout of seating, food, amenities, disability access, health safety, and security. It will also ask them to consider rapport-building behaviors before and during the mediation. It will also ask them to consider the differences between conducting a mediation in-person versus online, including issues of protecting confidentiality. Students will also analyze an ethical dilemma that arose in their mediation, if any. Finally, students will need to show that they have assembled the "Mediator's Binder" Dr. Young will help them construct during the course.</p>
Feedback on post-course assignment	<p>Dr. Young will provide students with a copy of her completed Capstone Co-Mediation Grading Rubric. They will have access to a recording of their co-mediation. She has scheduled at least an hour to provide coaching and feedback for each Capstone Co-mediation. Students will also receive my written comments about their final Written Assignment.</p>

Supporting documents	
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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>The course includes four capstone assessments and 60 hours of training.</p> <ul style="list-style-type: none"> • Please see the Competency Framework set out in Section 3. • Students will complete four capstone assessments, one for each module of the course: <ul style="list-style-type: none"> ◦ Module 1 Capstone Assessment: An Analysis of a Difficult Conversation ◦ Module 2 Capstone Negotiation Role-play ◦ Module 3 Capstone Co-Mediation Role-play ◦ Module 3 Written Assignment • The Module 1 Assessment occurs over Classes 8, 9, and 10 as homework. • The Module 2 Capstone Negotiation Role-play occurs during Class 26. Students will negotiate in teams of two. <ul style="list-style-type: none"> ◦ Students will have at least 2 hours to complete and score the negotiation. ◦ During Class 27, the coach/assessor will provide written and verbal coaching and feedback for each participant for 60 minutes. • The Module 3 Capstone Co-Mediation Role-play occurs during Class 51.
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	<ul style="list-style-type: none">○ Students will have at least three hours to complete the co-mediation.○ During Class 52, Dr. Young will provide written and verbal coaching and feedback for each co-mediator in the role-play for at least 60 minutes.● To successfully pass Module 3, students must also complete a Written Assignment. The final Written Assignment will ask students to consider the venue for the mediation, including location, layout of seating, food, amenities, disability access, health safety, and security. It will also ask them to consider rapport building behaviors before and during the mediation. It will also ask them to consider the differences between conducting a mediation in-person versus online, including issues of protecting confidentiality. Students will also analyze an ethical dilemma that arose in their mediation, if any. Finally, students will need to show that they have assembled the "Mediator's Binder" that Dr. Young will help them construct during the course.● Thus, all students experience five role-plays as a negotiator (Module 2) or as a mediator (practice mediations) or as a co-mediator (capstone mediation).● MENA Executive Training will record the Module 2 Capstone Negotiation. It will make this recording available to the team members in each role-play.● For the Module 3 Capstone Co-Mediation Role-play, students may arrange for an online viewing of the role-play by Dr. Young, or they can record the role-play and then submit it for assessment by her. MENA Executive Training will record the Module 3 online role-play and will make it available to each co-mediator.
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	<ul style="list-style-type: none">• Dr. Young will use the Difficult Conversations Grading Rubric to assess the Module 1 Assessment. She will grade students on a pass/fail basis based on their good faith effort to apply the conflict theory to the personal dispute they analyze.• People listed on her roster of coaches/assessors will use the Capstone Negotiation Grading Rubric 2023 to assess the Module 2 Capstone Negotiation Role-play. The student successfully completes the Module 2 role-play with an average score on the grading rubric, for all entries combined, equal or exceeding 3.5 out of 5.• The two teams in each role-play will use the Capstone Negotiation Scoring Sheets to peer-review the outcome of the negotiation.• Dr. Young will use the Capstone Co-Mediation Grading Rubric 2023 to assess the Capstone Co-Mediation Role-play. A copy of the rubric is available here.• The student successfully completes the Capstone Co-Mediation Role-play and passes the course with an average score on the grading rubric, for all entries combined, equaling or exceeding 3.5 out of 5.• The Module 3 Written Assignment is described as a reflection paper. Accordingly, Dr. Young will assess whether the student applied, in good faith, the lessons learned in the course to the situation of the role-play. She will grade this assessment on a pass/fail basis. Next, students will need to show that they have each assembled the "Mediator's Binder" that Dr. Young will help them construct during the course. The Written Assignment is due no later than 14 days after the Capstone Co-Mediation Role-play occurs.• Finally, the student may not miss more than 6 classes.
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	<ul style="list-style-type: none"> • MENA Executive Training expects all candidates to comply with this policy and demonstrate their competence and professionalism in their assessment activities.
Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?	<p>Knowledge assessments are captured in the Difficult Conversation Grading Rubric, the Capstone Negotiation Grading Rubric 2023, the peer-review Capstone Negotiation Scoring Sheet, the Capstone Co-Mediation Grading Rubric 2023, and the Final Written Assignment comments. Throughout the course, students will complete and self-report on a variety of written exercises, guided note-taking, and analytical tools covering conflict theory, communication, negotiation, and mediation skills, as well as the core values and ethics of mediation.</p>
Process of appointing assessors on a course	<p>Dr. Young will assess the Module 1 Capstone Assessment and the Capstone Co-Mediation Role-play. Using several of the trainers on the trainer list, students will receive at least two assessments over the Module 2 Capstone Negotiation role-play and the three Module 3 Practice Mediations. Trainers will use the Capstone Negotiation Grading Rubric 2023 for the Module 2 role-play and the Capstone Co-Mediation Grading Rubric 2023 for the three practice mediations.</p>
Clarification of passing criteria. How a student passes or fails this program	<p>For Module 1, Dr. Young will grade the Capstone Assessment on a pass/fail basis based on the student's good faith effort to apply the conflict theory to the personal dispute they analyse. Students successfully complete the Module 2 Capstone Negotiation Role-play by having average scores on the grading rubric for all entries equal to or exceeding 3.5 out of 5. Student successfully completes the Capstone Co-Mediation Role-play and passes the course by having average scores on the grading rubric for all entries equal or exceeding 3.5 out of 5. Dr. Young will grade the Module Written</p>

	Assignment on a pass/fail basis based on the student's application of the lessons of the course to the role-play situation. In addition, students may not miss more than 6 classes. Dr. Young has included links to the rubrics in this application.
Next steps taken, should a student fail.	<p>For one or more modules the student failed to pass the first time, the student may retake the module and corresponding assessments. The student will pay an additional fee for this opportunity. The student may also use the Complaint Policy.</p> <p>Inability to attend a capstone assessment:</p> <ul style="list-style-type: none"> • If the student misses a capstone assessment in Modules 2 or 3 for reasons beyond his or her control, the student will work with Dr. Young to make-up the missed assessment.
Policy documents relating to assessment (optional / if applicable)	MENA Executive Training has developed its assessment policy to guide the practical assessment of students taking the course entitled "Commercial Mediation for the Arab World." It aims to ensure the validity and reliability of the assessment process, and to meet the standards of IMI.

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	<p>MENA Executive Training plans to offer continuing mediator education (CME). Students who complete the course may choose two bonus classes. Otherwise, they can participate in future classes for a reasonable fee.</p> <p>Planned topics include:</p> <ul style="list-style-type: none"> • Overview and analysis of Qatar Law No. 20 of 2021 on mediation of commercial disputes
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	<ul style="list-style-type: none"> ● Overview and analysis of UAE Fed. Law No. 6 of 2021 on mediation of commercial disputes ● Overview and analysis of Saudi Arabia law on mediation of commercial disputes ● Overview and analysis of the Singapore Convention ● Overview and analysis of the UNCITRAL Model Mediation Law ● Arab Approaches to Conflict Resolution ● Peacemaking and Mediation in the Qu'ran ● Skills of the Most Effective Negotiators ● Spotting Hard Bargaining Tactics and Countering Them ● Bargaining over Money (Distributive Bargaining) ● Challenges Faced by Women Negotiators ● Implicit Bias in Mediation ● Considerations in Cross-Cultural Mediations ● Managing Multi-Party Disputes ● Good Faith in Mediation ● Apology and Forgiveness in Mediation – Advanced Class ● Caucus Techniques – Advanced Class ● Designing Court-Connected Mediation Programs ● Creating Mediator Ethics Codes ● Creating Grievance Systems to Handle Party Complaints Against Mediators ● Marketing a Mediation Practice <p>Dr. Young also intends to support the creation of groups of mediators that meet regularly, as described above.</p> <p>Dr. Young also intends to create a book club with a monthly online discussion of a book on mediation, as described above.</p> <p>MENA Executive Training plans to partner with other organizations to create conferences and other events, allowing graduates of the course to give presentations and advance their own learning.</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.

Attach complaints and appeals policy	See Annex MENA Executive Training - Complaints and Appeals Policy.
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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.	Staff members and "external members" must disclose actual and potential conflicts of interest. Committee members must disclose any actual or potential conflicts of interest relating to any agenda item before any committee.
Upload conflicts of interest policy (optional / if applicable)	MENA Executive Training values integrity, honesty, and transparency in all its operations and activities. This Policy aims to help people identify and disclose any personal interests that may conflict or appear to conflict with their MENA Executive Training duties, explain the expectations for declaring and recording such conflicts, and describe the processes for managing conflicts of interest to ensure that business decisions are made objectively and in the best interests of MENA Executive Training.

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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<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	<p>All the trainers are respected professionals in the field with decades of experience as professional negotiators, law professors teaching mediation, or as distinguished mediators handling commercial, employment, labor, personal injury, family, and other disputes.</p> <p>Dr. Young will do several forms of training for them:</p> <ul style="list-style-type: none"> • First, she will familiarize them with the cultural norms found in the Arab Gulf, MENA, and Levant regions of the Arab World. • Second, we will review and discuss the rubrics used in the role-plays. • Third, we will review the Conflict of Interest Policy. • Fourth, we will have a trainers' de-briefing session after every role-play to allow discussion of the exercise. <p>The 18-hour train-the-trainer instruction training will be completed by all coaches and assessors.</p>

<p>New TCAs are to be observed and given performance feedback by senior colleagues</p>	<p>We confirm the 18-hour train-the-trainer instruction training will be completed by all coaches and assessors.</p> <p>Dr. Young will be using additional coaches for 17 classes. To ensure consistency, we can agree to meet after class to de-brief the experience and discuss any concerns or questions.</p> <p>At the same time, the rubrics for the Capstone Negotiation and Capstone Mediation should help ensure consistent assessment.</p> <p>Dr. Young can join different role-plays to watch the feedback given by the coaches and then provide feedback during the de-briefing sessions.</p> <p>At the same time, consistent feedback to students is not an inherent goal. Students should experience a variety of feedback from coaches, and they should recognize that mediators can be successful using a variety of techniques and interventions. In fact, that varied experience can be fertile ground for group discussion.</p>
<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>This requirement does not seem to apply for trainers. The only teacher/trainer of this course is Dr. Young. As required by IMI, she will use additional coaches and assessors for the practice and capstone role-plays.</p> <p>Coach/Assessor Qualifications:</p> <p>All the listed coaches/assessors are respected professionals in the field with decades of experience as professional negotiators, law professors teaching mediation, or as distinguished mediators handling commercial, employment, labor, personal injury, family, and other disputes.</p> <p>Dr. Young will do several forms of training for them:</p> <ul style="list-style-type: none"> • First, she will familiarize them with the culture norms found in the Arab Gulf region. • Second, we will review and discuss: <ul style="list-style-type: none"> ◦ the competency framework for the course.

	<ul style="list-style-type: none"> ○ techniques for applying the competencies consistently. ○ techniques for giving effective feedback. ○ techniques for coaching effectively during a roleplay. ○ understanding the assessment process and procedures, including the grading rubrics used in the role-plays. <ul style="list-style-type: none"> ● Third, we will review the MENA Executive Training Conflict of Interest Policy. ● Fourth, we will have a coaches/assessors de-briefing session after every role-play to allow discussion of the exercise. ● Dr. Young will provide an annual refresher training for the coaches/assessors on the roster. <p>The 18-hour train-the-trainer instruction training will be completed by all coaches and assessors.</p>
Attach Train-the-Trainer Program	Dr. Young is happy to record 18 hours of online train-the-trainer instruction on the topics required by IMI. The 18-hour train-the-trainer instruction training will be completed by all coaches and assessors.
Attach template feedback form	Dr. Young will ask students to evaluate each module of the course using the included form. She will use the feedback to improve that module for its next delivery to students. She will also use the feedback to improve upcoming modules. The form includes permission to use favorable comments in marketing the course. All evaluations will be anonymous and will be submitted directly to MENA Executive Training and not to Dr. Young.