



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

[www.IMImediation.org](http://www.IMImediation.org)

## ADR QUADRA a division of TIAKI s.r.l.

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	ADR QUADRA a division of TIAKI s.r.l.
<b>Contact details</b>	TREVISO (Italy) 31100 Via Alzaia 5, ph. +39 0422 264026, E: <a href="mailto:info@adrquadra.com">info@adrquadra.com</a>
<b>Website</b>	<a href="http://www.adrquadra.com">www.adrquadra.com</a>
<b>Person completing application</b>	Carlo MOSCA, director of training ADR QUADRA +39 0422 264026
<b>Program delivery</b>	The program and its assessment are delivered in person, online, or a mix of both.
<b>Locations and languages</b>	Italy and United Kingdom - Italian and English

### 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.*

<b>Year formed, and under laws of what country/ies</b>	2004 Italy
<b>Training course registered in accordance with jurisdiction</b>	Yes

requirements	
--------------	--

## 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.*

<b>Attach your course outline</b>	<i>See Annex Course Content</i>
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Covered: session 3 and passim
<b>The roles of legal counsel and representatives</b>	Covered: session 2 and passim
<b>Overview of negotiation and conflict resolution theory</b>	Covered: session 1 & 2 and passim
<b>Mediator ethics, including appropriate local ethical standards</b>	Covered: session 3 & 8 and passim

<b>Forms of listening skills and communication strategies</b>	Covered: session 3 through 7
<b>Process management skills, including the use of joint and private meetings</b>	Covered: session 3 through 7
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Covered: session 3 through 7
<b>Ways of responding to the diverse behaviours of the parties</b>	Covered: session 3 through 7

### 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 Competency Framework
-----------------------------	--------------------------------

### 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.*

<b>Course duration</b>	58 hours
------------------------	----------

<p><b>Asynchronous learning</b></p> <p>Up to 10% of the minimum 40 hours' course may be delivered asynchronously. Applies to programs that are conducted partially or entirely online.</p>	5 hours (session 12)
--	----------------------

## 5. Group Size

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

<b>Maximum class size</b>	30
---------------------------	----

## 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.*

<p><b>Lecturing, knowledge input, presentation</b></p>	<p>10%. Ratio: 1/10. Modules I and II are ideally segmented in 30'-for topic segments (sessions). Each session includes a brief theoretical overview that precedes, or follows, as the case may be, a practice time (an exercise or a role play - in the latter case two segments may easy be utilized)</p>
--	---

<b>Exercises and discussion</b>	40% corresponds to our practice. Ratio and rational are the same as said above.
<b>Role-playing, coaching, and feedback</b>	50%: same as above. Module III (tests) involves a fair deal of time in individual feedback.

## 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.*

<b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b>	Usually, a Participant Reference Materials book is transmitted to delegates some 15 days before the beginning of the course. This comprises the detailed program, and reading texts (including rules, academic articles, to name a few). We used to do it in hard copy; more recently we decided to pass a file that can be printed by participants. During the training, materials are implemented by pictures of the flipchart drawings, additional readings, among others.
--	---

## 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.*

<p><b>Each role play in a course has a maximum of six persons for a two party mediation.</b></p>	<p>Yes</p>
<p><b>Mediation time slots within role plays are a minimum of 45 minutes</b></p>	<p>Yes</p>
<p><b>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</b></p>	<p>Yes</p>
<p><b>Where role plays are used as assessments, they are supervised by the assessor or a course manager 100% of the role play time</b></p>	<p>Yes</p>
<p><b>Coaches are rotated among groups and participants</b></p>	<p>Yes</p>
<p><b>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</b></p>	<p>Yes</p>

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	<p>Instructors may sometimes be involved in a subsequent assessment due to lack of other available assessors</p> <p>This is a rare occurrence. Delegates are anyhow informed and in case they oppose, assessment is deferred until a fresh assessor is available. Action under implementation: a process of enlarging the number of potential assessors is in due course at QUADRA.</p>

## 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).*

<b>How is performance feedback given to participants on your course?</b>	Feedback on exercise and role play usually is given orally on the spot. Either individually or in group (save for sensible issues, if any). Feedback on performance valid for assessment is always given both in writing and orally, in a form like QUADRA QAP scheme.
<b>Attach course feedback forms or guidance</b>	

## 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).*

<b>Course design</b>	<p>There is a continuing engagement due to the interactional nature of the training. Video is of course always on.</p> <p>As a matter of fact, the number of online participants has never exceed 15 people so far, so control on their participation has never been an issue.</p> <p>Online editions are conducted via Zoom, so there is the whole range of zoom tools available. The breakout rooms system proved to be very effective, in sparing time for assigning delegates to the varies 'chambers' and reshuffling them when</p>
----------------------	--



	<p>needed. It works very well also in terms of docs sharing, and desktop presentations.</p> <p>In the past, we have occasionally utilized other platforms such as Teams and Skype, but we experienced some limitations, so in the end we eventually decided to using Zoom</p>
<b>Provisions for participants not able to attend all 40 hours</b>	They are offered to retake the missed portion at the next occasion. Sometimes we have delivered a special day for purpose.
<b>Preparing the participants</b>	<p>Online training is usually run through a zoom platform. It turned out to be very easy to use, and requires just a decent connection, apart for and audio-video terminal.</p> <p>Experience demonstrated unexpected participant satisfaction for online courses. No originally feared negative reactions were registered (we believe on account of the high level of interaction maintained and the frequent mix of lecturing/practicing - in this respect no appreciable difference has been noted in comparison with in-presence courses).</p>
<b>Informal meetings</b>	Often, extra session is organized upon participant request (sometimes without instructors).
<b>Role-plays for post-course assignment</b>	All our Basic Mediation Training programs (either online-only, in physical presence, or mixed) provide for a recorded mediation role play simulation to be produced by each participant as a final assignment. Said simulation is to be uncut, unscripted, unrehearsed, and intended to demonstrate the participant's practice and range of skills as a

	<p>mediator.</p> <p>The video should be 45 minutes in length and show realistic conflict interaction at the beginning of a mediation. The video should be clearly audible. We seek prior written authorization by candidate and other participants to the role-play, to utilize the video for educational purposes.</p>
<p><b>Written component of post-course assignment</b></p>	<p>We ask each participant to produce a written self-assessment, usually not exceeding a couple of pages, on his/her performance recorded in the submitted video (see above). We ask the participant to share his/her insights about the purpose of his/her interventions, and how these related to the principles and premises of the chosen approach to conflict.</p> <p>Also, we suggest, but not impose to participant to transcript the video to have the chance to have a more analytic picture of the discourse development, and trajectories of its various lines. As a matter of fact, most participants chose to transcript the video almost verbatim, and found the exercise very stimulating.</p> <p>The purpose of this self-assessment is mainly educational, in order to stimulate awareness of the purpose-practice link, as showed in the video.</p>
<p><b>Feedback on post-course assignment</b></p>	<p>Once a participant has submitted both video and self-assessment, an individual feedback session (one-to-one) is held with a trainer.</p> <p>Usually, this takes 1 hour or so.</p> <p>If the participant so desires, also the other role players are involved, in order to give candidate the</p>

	chance to hear directly from his/her 'clients' an additional feedback on his/her performance.
<b>Supporting documents</b>	

## 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.*

<b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b>	<p>Yes. The assessment is based on examination of a candidate recorded performance of the first 45' of the first mediation session (session 12). This can be either a mock case, or a real one (in this occurrence, the consent of the parties is required).</p> <p>In addition, the candidate is required to produce a self-assessment evidencing his/her comments most salient passages in relation with the chosen approach (namely transformative, or facilitative/problem-solving, or other to be named). Assessment criteria change, in fact, according to the approach selected.</p>
<b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b>	<p>Yes. Assessment is comprehensive and involves all aspects of the practice. In addition, the training provides for some 'theoretical' tests in form of 2 questionnaires of 5 questions each (to be answered in writing) (session 10) and two essays of critical text analysis (session 11).</p>

<b>Process of appointing assessors on a course</b>	Assessors are drawn from the assessor roster held by QUADRA under its QAP Program.
<b>Clarification of passing criteria. How a student passes or fails this program</b>	<i>See Annex Competency Framework</i>
<b>Next steps taken, should a student fail.</b>	<p>We offer candidate to have his/her tests assessed by a different assessor.</p> <p>In case the Assessment criteria are not met in respect of all, or part of the tests, the candidate may ask for the relevant results to be scrutinized, and assessed at no additional cost by a different assessor, whose decision will be final. In case No-passing of tests is so confirmed, the candidate may retake any failed portion of tests at any time, by acceding to the Retake Program, at cost</p>
<b>Policy documents relating to assessment (optional / if applicable)</b>	<i>See Annex Passing Criteria</i>

## 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.*

<b>Indicate what your organisation does to facilitate participants' development as mediators</b>	Being a mediation center, QUADRA offers participants the opportunity both to shadow some actual mediation, and to start practicing under supervision.
--	---

## 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.*

<b>Attach complaints and appeals policy</b>	<i>See Annex Complaints Policy</i>
---	------------------------------------

## Conflicts of Interest

<b>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</b>	Assessors are requested to disclose their relationship with candidates, before assessment.
<b>Upload conflicts of interest policy (optional / if applicable)</b>	

## Trainers, Coaches, and Assessors

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

<p><b>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.</b></p>	<p>Yes</p>
<p><b>Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes</b></p>	<p>Yes</p>
<p><b>Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes</b></p>	<p>Yes</p>
<p><b>Trainers deliver at least one basic mediator skills training course or refresher course every two years</b></p>	<p>Yes</p>
<p><b>Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.</b></p>	<p>Yes</p>
<p><b>On-going feedback is sought from course participants, and given to those delivering the course.</b></p>	<p>Yes</p>

<b>Comments and/or explanations</b>	
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	Absolutely yes.
<b>Explain your peer review system for trainers, coaches and assessors</b>	Assessors are routinely shadowed by peer assessors. Informal feedback follows (but observed assessor is invited to take written notes and give feedback on feedback).
<b>Attach Train-the-Trainer Program</b>	
<b>Attach template feedback form</b>	