

# Canadian International Institute of Applied Negotiation (CIAN)

## Certified Mediator Training Program

### The Organisation

<b>Legal name</b>	Canadian International Institute of Applied Negotiation
<b>Contact details</b>	1-877-711-2911 ciian@ciian.org
<b>Program delivery</b>	Online
<b>Locations and languages</b>	International, 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>	1992, Canada
<b>Training course registered in accordance with jurisdiction requirements</b>	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.*

<b>Attach your course outline</b>	Please see Annex CIAN – Course Outline.
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Lectures on: a. Fundamentals of Mediation: Functions of a Mediator; General Objectives of a Mediator; Temptations for Mediators b. The Mediation Process Overview; Pre-mediation. c. Mediator Ethics and Code of Conduct.
<b>The roles of legal counsel and representatives</b>	Lectures on: a. The Mediation Process Overview: Pre-mediation; Intake; Convening; Process Design b. Advanced Mediation Topics: Balancing Power.
<b>Overview of negotiation and conflict resolution theory</b>	Lectures on: Negotiation, Advanced Negotiation, and Pre-requisite Course CIAN's "Learning Module One".
<b>Mediator ethics, including appropriate local ethical standards</b>	Lectures on: a. Mediator Ethics and Code of Conduct. b. Challenge the Mediator Exercise c. Group Discussions d. Fundamentals of Mediation: Mediator Temptations.

<b>Forms of listening skills and communication strategies</b>	Extensively covered in pre-requisite program CIAN's "Learning Module One". Advanced strategies included in "the Mediators Toolkit" and "Working with the Emotional Climate" as well as implementing skills in Learning Labs.
<b>Process management skills, including the use of joint and private meetings</b>	Management of the conflict resolution process touched upon in pre-requisite course "Learning Module One", extensively covered in Learning Module Two in lectures on a. Pre-mediation b. The Caucus Blueprint.
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Introductory and advanced skills covered in Learning Module Two.
<b>Ways of responding to the diverse behaviours of the parties</b>	Covered in pre-requisite course "Learning Module One", group discussions, and online lectures in a. Negotiation; Games People Play and Hardball Negotiation Tactics b. Advanced Mediation Topics; Working with the Emotional Climate.

### 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.*

<b>Attach competency framework</b>	Please see Annex CIAN – 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.*

<b>Course duration</b>	Approximately 80 hours when including the mandatory pre-requisite course "Learning Module One", excluding optional "Open Door Sessions".
<b>Asynchronous learning</b> <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>	This program incorporates a hybrid approach to learning, combining online delivery methods such as pre-recorded lectures, live lectures, interactive discussions, and exercises. Additionally, guest lecturers including Q&A opportunities, as well as optional "Open Door" sessions are available for individuals seeking additional personalized feedback, material clarification, or engaging in general discussions. The program is designed to provide over 80 hours of training, with an estimated 50 percent of the program being asynchronous, resulting in approximately 40 hours of "synchronous" training.

## 5. Group Size

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

<b>Maximum class size</b>	24 participants
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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.*

<b>Lecturing, knowledge input, presentation</b>	Approx 26%
<b>Exercises and discussion</b>	Approx 33%
<b>Role-playing, coaching, and feedback</b>	Approx 41%

## 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.*

<p><b>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</b></p>	<p>Upon registration in the program, participants are provided with the "Course Compendium" in an online PDF format. This comprehensive document encompasses all essential materials for the course, including key lecture slides, a bibliography with works cited and recommended reading, a mediator toolkit, and a resources appendix. The resources appendix specifically contains the following:</p> <ul style="list-style-type: none"> <li>• Self-Reflection Exercise</li> <li>• Mediator Self-Assessment</li> <li>• The Seesaw Model</li> <li>• Facework Toolkit</li> <li>• Pre-Mediation Phase One-Pager</li> <li>• Five Stage Mediation Process One-Pager</li> <li>• Mediation Process Design: Key Questions</li> <li>• Sample Mediation Intake Form</li> <li>• Addressing Common Concerns About Participating in Mediation</li> <li>• Agreement to Mediate: Examples</li> <li>• Basic Fee Agreement Template</li> <li>• Role-playing Guidelines</li> </ul> <p>Role-plays are worked into the 10-week structure to correspond with the materials covered. During weeks when role-playing will be undertaken, role-play instructions are given at the start of the week so that preparations can be made if necessary. This allows ample time for necessary preparations, such as meeting parties in advance, conducting conflict analysis, process design, drafting opening</p>
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	statements etc. General guidelines for role-playing are also included in the course compendium and reviewed prior to the first role-playing session of the program, to ensure participants have a clear understanding of the expectations and procedures.
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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.*

<b>Each role play in a course has a maximum of six persons for a two-party mediation.</b>	Yes
<b>Mediation time slots within role plays are a minimum of 45 minutes</b>	Yes
<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>	Yes

<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>	No – Final Role-play Assignments, as per IMI requirements for online programs, are not supervised but rather recorded by the participant.  100% of the recorded session is reviewed by an assessor at a later time.
<b>Coaches are rotated among groups and participants</b>	Yes - coaches, or more commonly trainers, are rotated among role-playing groups.
<b>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</b>	Yes
<b>Role plays during the course ensure participant work with the widest range of fellow participants as possible</b>	Yes
<b>All participants mediate the same number of times in role plays</b>	Yes
<b>Role plays are varied in subject matter and allow for practice of different stages of the mediation process</b>	Yes



<b>Comment where guidelines are not met</b>	<p>Final Role-play Assignments, as per IMI requirements for online programs, are not supervised but rather recorded by the participant.</p> <p>100% of the recorded session is reviewed by an assessor at a later time.</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).*

<b>How is performance feedback given to participants on your course?</b>	<p>Opportunities for feedback, both formal and informal, are integral to CIAN's mediation program. During group discussions, trainers facilitate debriefing sessions for role-plays, and when experiences are volunteered by participants, these lead to engaging group discussions. These discussions offer diverse insights from both trainers and fellow participants, enriching the learning experience. For more personalized, formal feedback, trainers and coaches adhere to the feedback guidance form, included with this application, ensuring a structured and consistent approach to evaluating and supporting participant growth.</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).*

<b>Course design</b>	<p>We place a strong emphasis on creating an engaging and interactive learning environment, ensuring that participants are fully equipped to translate theory into practical skills. Our training program integrates pre-recorded lectures with live online learning sessions. Participants can access the assigned pre-recorded lectures at their convenience during each week of the session, allowing them to engage with the material when they feel most receptive and focused.</p> <p>In addition to the lectures, we facilitate live discussions where participants are required to maintain on-screen visibility. This fosters a sense of connection and collaboration. We also offer experiential learning activities and role-plays to deepen understanding and apply the concepts in a real-world context. Recognizing the intensity and demands of the content, we have strategically paced the live sessions across a 10-week period. This scheduling ensures that participants have ample time to absorb the material, reflect on their learning, and actively participate in discussions and exercises.</p> <p>We firmly believe that this blended approach not only enhances engagement but also fosters a deeper understanding of the concepts, empowering participants to effectively apply their mediation skills.</p>
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<p><b>Provisions for participants not able to attend all 40 hours</b></p>	<p>We recognize that unforeseen circumstances may prevent participants from attending mandatory live sessions of the program. Should this occur, we encourage students to take advantage of the program's "Open Door Sessions." These optional, weekly drop-in online sessions provide an opportunity to engage with instructors and fellow participants to catch up on any missed content. Our program coordinator is also available to address individual situations and work collaboratively to find solutions that ensure continued accessibility to the program.</p> <p>If a participant is unable to attend a significant number of critical live sessions, we recommend considering enrolment in the live components of future program offerings, subject to availability, to ensure exposure to all content. This approach allows participants to make up for missed sessions and fully benefit from the comprehensive learning experience. In alignment with IMI guidelines, no participant may make up more than 20% of the course and still achieve IMI recognition.</p>
<p><b>Preparing the participants</b></p>	<p>Participants in CIAN's Mediation Program complete "Learning Module One" online, using the same platform for lectures. This ensures they are familiar with the platform and have resolved any usability issues with CIAN staff's guidance before "Learning Module Two," which includes live online components. Technical requirements, such as a webcam, speakers, stable internet, and a distraction-free environment, are communicated</p>

	<p>before registration.</p> <p>The 10-week "Learning Module Two" begins with an introductory week, reviewing key principles from "Learning Module One," introducing peers and instructors, and familiarizing participants with the Zoom platform. This helps address technical challenges, ensuring readiness for the program's content and online group activities.</p> <p>Trainers and coaches meet the same technical requirements as participants and are trained to manage features like muting and controlling webcams to minimize distractions, especially during group activities and role-plays. A competent moderator facilitates the online environment.</p>
<b>Informal meetings</b>	<p>Program participants are strongly encouraged to engage informally with one another throughout the program. We recognize the valuable benefits of networking and connecting with like-minded individuals. To facilitate this, we request permission from participants to share their contact details, allowing them to reach out to one another outside of the program.</p> <p>Additionally, at the beginning of the program, we create an open Zoom room specifically designed for students to arrange meetings and discussions at their convenience. This virtual space serves as a platform where participants can connect, share ideas, and engage in meaningful conversations about various topics related to the program. It offers</p>

	flexibility for students to interact, collaborate, and support one another in their learning journey.
<b>Role-plays for post-course assignment</b>	<p>Our program includes several mandatory live online role-plays, during which participants actively engage and receive insightful feedback from our experienced instructors. To align with IMI accreditation requirements, we have also introduced a final "in-person" role-play assignment that participants must record.</p> <p>For this assignment, participants are responsible for scheduling the date, securing role-play actors (such as friends or colleagues), and recording the session. This can be done using personal equipment or through a recorded Zoom session via CIAN's Zoom account. The recording captures the live in-person session, with the webcam automatically uploading the footage to our Zoom cloud account.</p> <p>Each role-play, provided by CIAN, must last for a minimum of one hour. The minimum target is to progress through at least four of the five-step mediation process covered in the program, including the opening, identifying issues, exploring issues and interests, and generating options. Recorded videos are retained until all program requirements have been successfully met, and a certificate has been issued. This retention ensures that any disputes regarding the assessment can be properly addressed, potentially necessitating a re-evaluation.</p>

<p><b>Written component of post-course assignment</b></p>	<p>In accordance with IMI guidelines, participants must submit a written reflection about in-person mediation. This reflection should cover aspects such as the differences between in-person and online mediations, strategies for adapting from online to in-person settings, building rapport during in-person mediations, and considerations for process design, including venue, equipment, seating, and layout. This assignment is intended for participants to reflect on the differences between conducting mediations online vs in-person.</p> <p>Beyond the IMI-required written submission, as part of CIAN's certificate requirements, participants complete a "Mediator Self-Assessment Tool," offering insights into their self-perception versus actual performance during role-plays.</p> <p>Finally, participants must maintain and submit a reflective journal throughout the program, as part of CIAN's certificate requirements. This journal analyses training experiences across personal, theoretical, and practical dimensions, fostering self-reflection, critical thinking, and practical application. It stands as evidence of participants' engagement and commitment to their learning journey.</p>
<p><b>Feedback on post-course assignment</b></p>	<p>Standardised feedback is provided to each participant, in written format or through in-person consultation. Our aim is to deliver constructive feedback that emphasizes individual strengths, pinpoints areas for growth in alignment with the program's core competencies and offers tailored</p>

	suggestions for applying mediation skills within the participant's specific role or industry.
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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.*

<b>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</b>	Yes, the course provides a comprehensive assessment of a participant's competence as a mediator. This is undertaken through a two-tier process. Tier 1 includes quizzes, written assignments, online participation, reflective journaling, and a mediator self-assessment, focusing on satisfactory or proficient performance. Tier 2, for those pursuing IMI Qualified mediator designation, includes a written assignment and live in-person role-play assessment, evaluated using CIAN's assessment framework.
<b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b>	Yes, the participant's knowledge as a mediator is assessed through multiple components of the course. Initially, quizzes and written assignments (including exercises on conflict analysis, process design, and ethics) are used to gauge the participant's understanding and application of mediation theories, principles, and practices.  In addition to these methods, the formal assessment

	<p>for the in-person role-play includes competencies related to knowledge. Recognizing the challenges in assessing internal reasoning and decision-making of the candidate through a recorded role-play, candidates are prompted to provide a self-analysis identifying the competencies they believe they have demonstrated and to include specific examples and explanations, especially for actions or decisions that might not be apparent to an assessor. This process ensures that the assessor has insight into the participant's thought process and strategy during the role-play, allowing for a more comprehensive understanding of their knowledge and competence as a mediator.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>Assessors are carefully screened by CIAN's hiring team, seeking candidates with outstanding qualifications, including holding certified mediator credentials such as CIAN's RPDR, ADRI's Chartered Mediator, or IMI's Certified Mediator. New assessors undergo training and orientation on the assessment process, declare any potential conflicts of interest, and adhere to confidentiality requirements. They also undergo a probationary period to ensure alignment with CIAN's standards and consistency across evaluations.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this program</b></p>	<p>Passing criteria for Tier 1 include successful completion of all quizzes, written assignments, online participation, and reflective journal submission, with evaluation based on proficient performance. For Tier 2 (IMI Certification), participants must successfully complete the recorded in-person role-play with a passing grade</p>



	using CIAN's assessment framework. The passing threshold is set at 115 points, based on mandatory competencies, additional competencies, and a holistic evaluation. Failure to meet these criteria results in a failure.
<b>Next steps taken, should a student fail.</b>	If a student fails, they are provided with detailed feedback on their performance, highlighting areas for improvement. They may have the opportunity to redo the final in-person role-play following feedback or may engage in the dispute resolution process referenced in the "Assessment Guide" as well as the CIAN's "Complaints and Appeals Policy", if they disagree with the assessment. Additional support and guidance are available through CIAN to assist the participant in addressing the areas of concern and working towards successful completion.

## 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>	After completing CIAN's mediation program, we understand the importance of ongoing practice and learning. To facilitate further development, we provide access or discounted access to CIAN's workshops and online lectures. Interested participants also have the opportunity to join our roster of "actors" for role-plays in our online simulations, which are offered to the public, as well as within the mediation program if required. These resources and experiences enable participants to
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	continue refining their skills, staying updated, and actively engaging in the mediation community.
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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.*

<b>Attach complaints and appeals policy</b>	Please see Annex CIAN – Complaints and Appeals Policy.
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### 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>	While we have encountered situations where trainers knew participants in the past without issues, we have measures to address this potential concern. Our trainers are experienced mediators holding CIAN's RPDR designation or similar credentials, and possess exceptional knowledge about conflict dynamics, including their own triggers and the potential for escalation. These credentials also require adherence to a code of conduct that emphasizes ethical behaviour and professionalism, which is also reiterated in CIAN's training agreement. Additionally, we have a policy that trainers who have trained a participant are not allowed to be their assessors, further ensuring impartiality in the assessment process. We have full confidence that our trainers will
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	promptly report any conflict of interest and take necessary steps to ensure unbiased behaviour, preserving the quality and impartiality of all participants' learning experiences. In CIAN's trainer agreement, conflicts of interest are referenced under clause 10, Code of Conduct.
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## 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

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.	Yes
Trainers attend 'train the trainer' training of at least 18 hours, broadly covering topics set out in the IMI guidance notes	No
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes
Trainers deliver at least one basic mediator skills training course or refresher course every two years	Yes

Coaches and assessors coach and/or assess at least four role play sessions over the course of two years.	Yes
On-going feedback is sought from course participants and given to those delivering the course.	Yes
Comments and/or explanations	<p>CIIAN does not currently rely on an 18-hour train-the-trainer program but instead uses a step-wise vetting system for trainers. We recognize that experienced and reputable mediators aren't necessarily good trainers, even after receiving instructor training. Instead, we find a vetting system to be the most rigorous way to assess suitability as a CIIAN trainer. Qualified trainers, as assessed by CIIAN hiring committee, undergo a step-wise progression from observers to co-trainers and, if no issues arise, to becoming CIIAN trainers themselves. Throughout this process, senior trainers act both as mentors and evaluators of their performance and make the final recommendation regarding their suitability to conduct trainings independently. Ongoing evaluation includes soliciting feedback from course participants, who assess the knowledge and performance of their trainers. Additionally, all trainers undergo an orientation program that includes a group meeting to familiarize them with CIIAN's specific competencies, feedback guidelines, and course content. Trainers</p>

	<p>also must complete all the recorded lectures in Learning Module One and Two, to familiarize themselves with CIAN's materials, which in itself exceeds 18 hours.</p> <p>For assessors, CIAN has implemented a rigorous approach that emphasizes a probationary period. Assessors are selected based on their existing accreditation and expertise in mediation. Often, assessors and trainers are “known” to CIAN, recommended by our associates, and have a proven track record in mediation, training, or coaching. Similar to trainers, assessors are provided with free access to our recorded lectures, exceeding 18 hours, to ensure a deep understanding of our materials. They also receive our competencies, feedback and assessment guidelines, and have an orientation meeting with CIAN representatives to go through the competencies and scoring system. Assessors then enter a probationary period where their scoring/feedback is reviewed by another experienced assessor before being provided to the candidate. This review process includes a detailed justification of their scoring, allowing for a comprehensive understanding of their assessment approach and ensuring alignment with CIAN's specific competencies and guidelines. Any discrepancies or inconsistencies are addressed through feedback and ongoing support, ensuring consistency and accuracy in the assessment process. This combination of a probationary review process, orientation, and ongoing support provides a tailored approach that ensures uniformity and consistency in</p>
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	assessment within CIAN's program.
<b>New TCAs are to be observed and given performance feedback by senior colleagues</b>	Please refer to vetting/mentoring process described above.
<b>Explain your peer review system for trainers, coaches and assessors</b>	Please refer to vetting/probationary process and ongoing evaluation as outlined above.