



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

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

## ADR International Group Inc and ADR Learning Institute

*IMI Certified Mediator Training Program*

### The Organisation

<b>Legal name</b>	ADR International Group Inc and ADR Learning Institute
<b>Contact details</b>	2 Gatewood Avenue, St. Alberta, AB Canada T8N0Z9 Phone: (1) 780.460.7599
<b>Website</b>	<a href="https://adrlearninginstitute.ca/mediation-certificate-program/">https://adrlearninginstitute.ca/mediation-certificate-program/</a>
<b>Person completing application</b>	Paula Drouin Founder and President

### 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>	Under the laws of Canada - created a sole proprietorship in 1997 then in 2011 we incorporated and changed the name to ADR International Group Inc. in 2018 we created ADR Learning Institute as our Education Division.
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<b>Training course registered in accordance with jurisdiction requirements</b>	Yes
<b>Locations and Languages</b>	Canada Currently English for Instruction with Francophone Coaches available

## 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>	See Annex.
<b>Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process</b>	Mediation Foundations 1.1 Zoom Session 2 and Between session 1 and 2
<b>The roles of legal counsel and representatives</b>	Mediation Foundations 1.1 - Zoom Session 2
<b>Overview of negotiation and conflict resolution theory</b>	Mediation Foundations 1.1 - Zoom Session 1 as well as the required Negotiation for Mediators 14 course.

<b>Mediator ethics, including appropriate local ethical standards</b>	Mediation Foundations 1.1 - Zoom Session 2 as well as between sessions 1 & 2 and between session 2 & 3
<b>Forms of listening skills and communication strategies</b>	Mediation Foundations 1.1 - Between Session 3 & 4 with application in role plays Session 4
<b>Process management skills, including the use of joint and private meetings</b>	Mediation Foundations 1.1 Between Session 3 & 4 and Face-to-face Session 4
<b>Negotiation strategies and skills to manage the content of the dispute</b>	Mediation Foundations 1.1 - Session 1 and Negotiation for Mediators 14 hour required Course
<b>Ways of responding to the diverse behaviours of the parties</b>	Mediation Challenges 1.2 - All 5 Sessions

## 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 these guidelines.*

Attach competency framework	See annex.
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## 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>	60 in class plus 20 hours of home assignments
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## Group Size

*It is recommended that courses have a maximum class size of 30 students, with the trainer-student ratio ranging between an ideal of 1 trainer to every 6 participants; to a maximum of 1 trainer to every 10 participants.*

<b>Maximum class size</b>	Currently 18 for online/face-to-face Hyflex delivery. Maximum for full face-to-face delivery is 24.
<b>Maximum trainer to participant ratio</b>	1 to 4 (trainer includes instructors and coaches)
<b>Overall approach to class size or trainer-participant ratio</b>	For skills drills it may be 1-6 depending on size of class. For mediation roleplays it is never more than 1-4 and often it is 1-3.

## 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%*

<b>Lecturing, knowledge input, presentation</b>	You will see in the detailed outline the division of lecture/presentation. Our mediation training has been Accredited by ADR Institute of Canada
<b>Exercises and discussion</b>	There is a combination of in-class and out-of-class exercises and there is always a discussion. We also have an online school and each course includes a Learner's Exchange Forum so they can discuss topics and share resources. We also have a Between Session forum

	so they can ask the instructional team questions in a way that all other learners see the questions and our responses. Easily 40 %
<b>Role-playing, coaching, and feedback</b>	Easily 50% with role plays in every part of the course, leading to longer more complex role plays with the entire last course Mediation 1.3 spent in role-plays. All skill practice and role plays are in small group of 3 - 5 learners with a coach who is a mediator with designations and has taken our training for coaches or training for trainers.

## 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>	<p>Training materials are accessed through our on-line platform and accessible one week in advance, because they are allowed to cancel their registration up to one week prior. We do not want them to have access and then withdraw their registration.</p> <p>Role play information is available one week in advance of their role play time slot. They are expected to conduct intake interviews and pre-mediation work with the parties prior to their role play.</p>
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## Setting up Role Plays

*Role plays are used for participants to practise the wide range of mediation skills in a simulated environment and also for participants to have the benefit of feedback and coaching from an experienced mediator, acting as a coach. Accordingly, role plays should be planned and run to allow the participants the maximum opportunity to learn.*

Each role play in a course has a maximum of six persons for a two party mediation.	Yes
Mediation time slots within role plays are a minimum of 45 minutes	Yes
At least 50% of role plays are supervised by an experienced coach/trainer, and a coach is present for at least 50% of the role playing time	Yes
Where role plays are used as assessments, they are supervised by the assessor 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

## 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><b>How is performance feedback given to participants on your course?</b></p>	<p>Throughout the courses all skill practice and role play practice is observed by a coach who is also a credentialed practicing mediator. Our instructors are required to hold a Chartered Mediator designation and our coaches are required to have at minimum a Qualified Mediator designation, both designations are awarded by the ADR Institute of Canada.</p> <p>Their skills role plays are exercises in the course manual. They are provided with instructions, then a demonstration, then practice in small group with a coach. Feedback is provide either during the practice or after each individual practice session. The applicable sections of the final evaluation form are used throughout the course as the feedback framework so learners are used to being evaluated against that checklist of skills.</p> <p>We pride ourselves on creating a safe learning space where feedback is given with care to improve skills, learners are free to learn and understand that not being perfect at something new is part of the learning journey.</p>
<p><b>Attach course feedback forms or guidance</b></p>	<p>See annex.</p>

## Performance Assessment and Accreditation

*If a course is designed to assess, certify or accredit a participant as having the necessary skills and knowledge to mediate a dispute competently, then it must contain an actual assessment of the participant's mediator competence, as compared to its own competency framework, developed under these guidelines. In relation to assessment of a mediator's skills, this should be done using a participant's performance during a role play.*

<p><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>	<p>The role play is 1.5 hours long and is video taped with a coach in the room the entire time. The video tape is then sent to an assessor who has not also been coaching the learners. The assessment from the coach in the room is handed into the Director of the program and placed in the student folder. The assessment from the independent assessor is the final assessment that is conveyed to the student. If there is a dispute then the director will compare the coaches assessment and the assessors assessment.</p>
<p><b>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</b></p>	<p>Throughout the course there are exercises that the Learner's complete on the topics covered, also all skill learning and practice is in small group with a coach.</p>
<p><b>Process of appointing assessors on a course</b></p>	<p>In Alberta, Canada the provincial affiliate of ADR Institute of Canada is ADR Institute of Alberta. They have one assessor for assessing course evaluation role plays, and all student videos go to her for assessment. We contract her to assess our students final evaluation video. In order to earn National Designations post training, students must conduct several mock/real mediations observed by a Chartered Mediator and apply to a Provincial Committee who then determines if they have the competency to carry the designation of Qualified Mediator or Chartered Mediator.</p>
<p><b>Clarification of passing criteria. How a student passes or fails this CMTP</b></p>	<p>The criteria is included in the first attachment on an earlier page, and is also explained to the question "does your program provide an assessment.....?" You will see on that form the breakdown for marking. 60% of their final mark is based on the final evaluation role play, the other 40 % is made up of their</p>



	<p>ability to accurately self-assess (we believe this is an important skill for ongoing learning), They will also be observed conducting an intake interview and pre-mediation which will count as part of their mark, as well as their participation in every session of the course.</p>
<p><b>Next steps taken, should a student fail.</b></p>	<p>They are given access to a coach who will help them understand the weakness in their evaluated role play and provide tips on how to practice. We also make it possible for students to set up role play practice session. If the student has fully participated, attended all sessions, it obviously committed to learning and practicing they are given a second opportunity at our cost, to repeat the evaluation.</p> <p>If they are not keeping up with the course work and have a poor attitude then we address that directly with them during the course and will caution them and suggest they take a break from training. We will also block them from registering for the next course in the series, if their behaviour is interfering with other learners. Eg. they don't show up for a role play session and impact the ability for the other learners to complete their role play. When this happens we use the coach assigned to the group as the roleplayer.</p>

## 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.*

<p><b>Indicate what your organisation does to facilitate participants' development as mediators</b></p>	<p>ADR Learning Institute is the Education Division of ADR International Group Inc. Paula Drouin, the Founder and President of both is the only organization who offers time to mentor new mediators. Three and a half years ago we started the 'Mediators mentoring Mediators" (MMM)Group and have continued to run it, meeting approximately once a month 10 months of the year. We have also created an MMM Facebook Group so the Mentees can connect with each other, share resources, ask questions, and provide leads to mediation opportunities. We also bring mentees into real meditations or workplace assessments, when permitted by our clients and if we feel that one of the mentees would fit well into the role, and it is an area of experience they are trying to gain. We actively invite other experienced mediators as guest speakers for the group and provide advance courses and workshops at a discount.</p>
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## Complaints and Appeals Policy

*All courses should have a clearly set out written complaints policy for participants who are dissatisfied with the quality of the course.*

*In addition, for those courses that have an assessment element, there should be a clearly set out appeal or review process for participants who are not satisfied with the outcome of their assessment.*

<p><b>Attach complaints and appeals policy</b></p>	<p>See annex.</p>
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## Conflicts of Interest

<p><b>Please outline what steps you take to avoid any potential conflicts of interest between</b></p>	<p>Included in our Participation and Evaluation policy (attached with an earlier question) is the action we take if there is a conflict of interest between the assessor and a learner. We move coaches around between participants and will not</p>
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trainer/coaches/assessors and participants on your course.	assign a coach to a learner when a conflict of interest has been identified.
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## 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
Where mediator registration is required in a jurisdiction, trainers, coaches and assessors are registered as mediators.	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	Yes
Coaches and assessors undertake a course broadly covering topics set out in the IMI guidance notes	Yes

<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>
<p><b>Comments and/or explanations</b></p>	<p>As mentioned earlier all of our instructors must be Chartered Mediators actively working full-time in the role of mediator. All of our coaches must have earned their Qualified Mediator designation and be volunteering or co-mediating at a minimum, with most of them actively conducting at least one mediation a month.</p>
<p><b>New TCAs are to be observed and given performance feedback by senior colleagues</b></p>	<p>All of our coaches are required to attending our Training for Coaches and must co-coach with an experienced coach for two coaching sessions and meet our requirements before they are allowed to coach on their own. Learners provide feedback at the end of each course rating their instructors, coaches, material and delivery.</p>
<p><b>Explain your peer review system for trainers, coaches and assessors</b></p>	<p>All feedback from learner's is shared with all instructors and coaches and discussed if any concerns are noted.</p>

<b>Attach Train-the-Trainer Program</b>	See annexes.
<b>Attach template feedback form</b>	See annex.