



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Equilibrium

IMI Certified Mediator Training Program

The Organisation

Legal name	EQUILIBRIUM S.R.L.
Contact details	CORSO DI PORTA VITTORIA, 17- 20122 MILANO- +39-80010 5040 - EQUILIBRIUM@EQUILIBRIUM-ADR.EU- WWW.EQUILIBRIUM-ADR.EU
Website	www.equilibrium-adr.eu

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	2016- ITALIAN LAW- ITALY
Training course registered in accordance with jurisdiction requirements	Yes
Locations and Languages	ITALY- ITALIAN- ENGLISH

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 attachments.
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	MODULE 1-MODULE 2-
The roles of legal counsel and representatives	MODULE 1-MODULE 3-
Overview of negotiation and conflict resolution theory	MODULE 1-MODULE 2-
Mediator ethics, including appropriate local ethical standards	MODULE 1-MODULE 2- MODULE 5

Forms of listening skills and communication strategies	MODULE 1- COMMUNICATIONS STRATEGIES- SOLER AND SURETY- ACTIVE LISTENING- MODULE 2 - OPEN AND CLOSED QUESTIONS- PARAPHRASING AND SUMMARIZING-MODULE 3- STRATEGIES TO RESPOND TO THE DIVERSE BEHAVIORS OF THE PARTIES-MODULE 4- FRAMING AND REFRAMING, REFORMULATING
Process management skills, including the use of joint and private meetings	MODULE 4- CAUCUS- TIME OUT- JOINT SESSIONS- CHANCE OF VENUE-CO MEDIATION- AND CHANGE OF MEDIATOR
Negotiation strategies and skills to manage the content of the dispute	MODULE 4- BRAINSTORMING MODULE 5- MULTIPLE PROSPECTIVE TAKING-EVALUATING AND EXPLORING OPTIONS- B
Ways of responding to the diverse behaviours of the parties	MODULE 3- DEALING WITH IMPASSE- BREAKING DEADLOCKS- UNDERSTANDING DEFENSE MECHANISMS-MODULE 4 RE FRAMING AND REFORMULATING- RECOGNITION AND MANAGE EMOTIONS- MODULE 5 - CROSS CULTURE PERSPECTIVES CONSIDERATIONS

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 attachments
-----------------------------	-----------------

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	50 HOURS
------------------------	----------

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.

Maximum class size	30
Maximum trainer to participant ratio	4
Overall approach to class size or trainer-participant ratio	1 TRAINER FOR 6/7 PARTICIPANTS

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%

Lecturing, knowledge input, presentation	10%
Exercises and discussion	40%
Role-playing, coaching, and feedback	50%

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>In what format and how far in advance do participants receive general course materials and confidential role play briefs?</p>	<p>GENERAL COURSE MATERIAL WILL BE SENT TO PARTICIPANTS ONE WEEK BEFORE THE COURSE- AS PER ROLE PLAY MATERIALS</p>
---	--

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>Each role play in a course has a maximum of six persons for a two party mediation.</p>	<p>Yes</p>
<p>Mediation time slots within role plays are a minimum of 45 minutes</p>	<p>Yes</p>
<p>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</p>	<p>Yes</p>
<p>Where role plays are used as assessments, they are supervised by the assessor 100% of the role play time</p>	<p>Yes</p>
<p>Coaches are rotated among groups and participants</p>	<p>Yes</p>

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	N/a

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).

How is performance feedback given to participants on your course?	We use to give an immediate and Individual feedback to each participant specially during and at the end of the role paly session, and in general whenever it is an intervention of the participants both theoretical and practical this is very helpful for the single and also to the entire class. We also encourage constructive feedback group sessions
Attach course feedback forms or guidance	See attachments

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>Does your course provide an assessment of a participant's competence as a mediator, and if so, how is this process undertaken?</p>	<p>YES, USING A CONTINUOUS PARTICIPANT PERSONAL JOURNAL, EVALUATION OF ROLE PLAY. It is part of the final examination and carries 20% of the total exam result. The practical (role play) part of the exam is taken during the last day of the training course. Participants are given 45 minutes to study their case before entering the exam room. The mediation exam simulation allows from 30 to 40 minutes for each mediation simulation. The exam is carried out with two trainers acting as clients and with an internal assessor supervising and evaluating the sessions. The participant must compile a journal in which their learning during the course is recorded. Students choose examples of their work that match the objectives and outcomes of the course, or that best illustrate the quality of their learning. The journal contains an analysis of the readings and their relevance to the course; an evaluation of the practical class exercises; reflection on one's skills development during the course; and comment upon broader issues, outside the course, which now appear more relevant or understandable. The journal will be assessed for the quality and depth of the analysis, evaluation, reflection and comment – it carries 20% of the total exam score. Role play is a part of the overall course and evaluated in the Practical part of the examination as part of a mediation exercise during which the examiners will assess their mediation and communication skills. The material for the practical mediation examination will be similar to that used in the class exercises. The Practical component carries 20% of the total exam result. The practical mediation (role play) part of the exam based on a pre prepared case study, takes</p>
--	--

	<p>part on the afternoon of the final day of the course. The practical exam takes place once the Knowledge Based Multiple Choice Exam Session has terminated. Each participant is allocated a time slot in which they can prepare and then deliver the mediation. The Practical part of the exam is taken individually with two trainers/coaches acting as clients and an internal assessor. The assessor cannot be an assessor with whom the candidate has been involved with during the course.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Yes, in addition to continual course assessment and support during the entirety of the course, all participants must take a final exam in which their knowledge of mediation and ability to put into practice techniques and knowhow are tested. There are 100 questions, which require students to choose one of three possible answers. Some are based on direct knowledge-based question / answer formulae. Others require participants to read a situation and evaluate one of three possible answers. The exams are revised periodically. The questions are taken from the course programme covering the three areas contained in each module: Knowledge Development, Skills Development and Competencies to guarantee a balanced check on overall understanding of the mediation process, tools and skills. The exam, in total takes three hours – the Written and Practicum each taking 90 minutes. The exam grading criteria is as follows:</p> <p>Theoretical (written) examination (60% of overall result for ADR). Participants are required to obtain at least 70 correct answers out of 100.</p> <p>Practicum – Mediation Roleplay examination requires participants to have a good working knowledge of the following areas, each carrying 5 points for a total of 20% of the final total:</p>

	<p>1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery of taught ADR content)</p> <p>2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points)</p> <p>3. RAPPORT (holds interest with clients; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with clients. Evidences self-confidence; maintains professional comportment and appearance)</p> <p>4. PRESENTATION (establishes environment conducive to situation; maintains eye contact; uses a clear voice, proper enunciation, and standard English – not legalise or complicated concepts)</p> <p>5. SENSITIVITY (exhibits sensitivity to client's personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active environment)</p> <p>Student journal (20% of overall result for the ADR course). As outlined above, the participant must compile a journal in which their learning during the course is recorded. Students choose examples of their work that match the objectives and outcomes of the course, or that best illustrate the quality of their learning. The journal contains an analysis of the readings and their relevance to the course; an evaluation of the practical class exercises; reflection on one's skills development during the course; and comment upon broader issues, outside the course, which now appear more relevant or understandable. The journal will be assessed for the quality and depth of the analysis, evaluation, reflection and comment.</p>
--	--

	<p>Participants must obtain at least a score of 3 in each area and an overall total score of 12.</p>
<p>Process of appointing assessors on a course</p>	<p>QUALIFICATION, PAST EXPERIENCE IN MEDIATION AND TRAINING FIELDS , KNOWLEDGE OF ENGLISH LANGUAGE (C1 CEFI). Equilibrium appoints two types of assessors in a given course training event. Course assessors are independent to the trainers on a given course. Exam assessors are independent to both the trainers and the organisation in that they are independent freelance professionals working independently within the industry.</p>
<p>Clarification of passing criteria. How a student passes or fails this CMTP</p>	<p>GENERAL EVALUATION OF ON GOING ASSESMENT DURING THE COURSE AND FINAL TEST BASED ON 70% PASS MARK. As outlined above, a total of 70% of all three areas must be achieved.</p> <p>Journal = 20% meaning a score of at least 15 must be reached.</p> <p>Theoretical (written) examination (60% of overall result for ADR). Participants are required to obtain at least 70 correct answers out of 100.</p> <p>Practical examination (20% of overall result for ADR) There are five areas which are assessed each carrying five points – at least 3 points per area must be achieved for a pass.</p> <p>A calculation in a percentage is made for a total score of 100%.As outlined above, the overall criteria is as below:</p> <p>The passing criteria is based upon the successful completion of each of the following Final Exam Marking Schema.</p> <p>Formal assessment takes three forms:</p> <p>Student journal (20% of overall result for the ADR course):</p>

	<p>Students must compile a journal in which their learning during the course is recorded. Students choose examples of their work that match the objectives and outcomes of the course, or that best illustrate the quality of their learning. The journal should contain, an analysis of the readings and their relevance to the course; an evaluation of the practical class exercises; reflection on one’s skills development during the course; and comment upon broader issues, outside the course, which now appear more relevant or understandable. The journal will be assessed for the quality and depth of the analysis, evaluation, reflection and comment.</p> <p>Practical examination (20% of overall result for ADR): At the end of the course, students will participate in a mediation exercise during which the examiners will assess their mediation and communication skills. The material for the practical mediation examination will be similar to that used in the class exercises.</p> <p>Theoretical examination (60% of overall result for ADR). A 90 minute multiple choice assessment at the end of the course assesses students' understanding of the course contents and the theoretical concepts.</p> <p>A mark sheet setting out the assessment criteria for the practical examination is shown above.</p>
<p>Next steps taken, should a student fail.</p>	<p>POSSIBILITY TO RETAKE THE FINAL TEST ACCORDING TO AVAILABILITY IN FOLLOWING COURSES ONLY ONCE. Participants have the POSSIBILITY TO RETAKE THE FINAL TEST ACCORDING TO AVAILABILITY IN FOLLOWING COURSES ONLY ONCE. This does not include further training or feedback.</p> <p>It can be arranged should it be requested at a fee depending on request.</p>

Policy documents relating to assessment (optional / if applicable)	N/a
--	-----

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>Post course CPD via attendance of real mediation sessions with a professionals mediator. We do not have a link at this time on the website as directly contact our graduates directly inviting them either to events organised by our organisation or to events held by other organisations with which we have established CPD agreements.</p> <p>CPD opportunities are offered at least twice every six months.</p>
---	---

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.

Attach complaints and appeals policy	See attachments
--------------------------------------	-----------------

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.	Pre course screening
--	----------------------

Upload conflicts of interest policy (optional / if applicable)	N/a
--	-----

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

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	Mediators are registered on a Public list in the Italian Ministry of Justice. Coaches, Trainers and Assessors are usually professional qualified mediators and as such, are registered in the above mentioned register.
New TCAs are to be observed and given performance feedback by senior colleagues	All new TCAs participate in a least one full training course during which they are coached, observed and ultimately assessed by senior course trainers/colleagues
Explain your peer review system for trainers, coaches and assessors	Periodic group feedback sessions and co-coaching
Attach Train-the-Trainer Program	See attachment
Attach template feedback form	See attachments

<p>Attach complaints policy for use should course participants wish to formally complain about a trainer, coach or assessor</p>	<p>See attachments</p>
---	------------------------