



International Mediation Institute

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

Mediation International

IMI Certified Mediator Training Program

Introduction & Background

MEDIATION INTERNATIONAL is a leading mediation and ADR training service provider operating throughout Spain and across Europe. We provide mediation services, training, mentorship, qualifications and assessments for civil/commercial and other advanced mediation courses internationally.

In addition to the basic, intermediate and advanced mediation training programmes, MEDIATION INTERNATIONAL also offers coaching, mentoring and mediator assessment training opportunities to successful and select graduates of our programmes. These additional programmes are offered to individuals based on assessed competency and are designed to assess the levels of competency and performance of practicing mediators.

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	2011- Spain
Training course registered in accordance with jurisdiction requirements	Not required
Locations and Languages	Operating: internationally. Languages: courses are currently only taught in English and Spanish.

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.

Course outline	https://www.imimediation.org/download/464/mediation-international/43585/mi-cmtp-course-outline.pdf
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	Day one
The roles of legal counsel and representatives	Day two
Overview of negotiation and conflict resolution theory	Day one
Mediator ethics, including appropriate local ethical standards	Day three
Forms of listening skills and communication strategies	Day two, five
Process management skills, including the use of joint and private meetings	Day two
Negotiation strategies and skills to manage the content of the dispute	Day one
Ways of responding to the diverse behaviours of the parties	Day four

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 these guidelines.

Competency framework	https://www.imimmediation.org/download/464/mediation-international/43586/mi-cmtp-competency-framework.pdf
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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.

120-200 hours. Courses are 120 hours in class and an additional 80 hours of pre course reading, including Q&A responses and homework during the course. The 120 hours includes the in-class portion 5 days X 10 hours = 50 hours. The actual structured class time is 8 hours. Facilitators offer extra assistance during working lunches and 2 additional hours at the end of the day totalling 11 hours per day, but we only count the day as 10 hours (08:00-16:00). Participants are instructed to bring a packed lunch or purchase lunch prior to the start of the day so we can work straight through. The pre-reading and the 20 Q&A's they are required to submit combined with the daily homework is where the additional 80 hours is calculated.

5. 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	20
Maximum trainer to participant ratio	1 trainer to every 10 participants
Overall approach to class size or trainer-participant ratio	1 trainer to every 10 participants

6. 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%-12%
Exercises and discussion	40%-45%
Role-playing, coaching, and feedback	50-70% (includes additional role play days). We have a large range here since every participant receives the same number of role plays, but some participants require more feedback - thus the variance.

7. 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?	30 days. The general course materials are sent via emails, generally one month prior to the course. The reading materials are sent via email 2.5 months prior to the course. The confidential role plays are provided either the day before or just before the role play, depending on the role-play.
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8. 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

Comment where guidelines are not met	N/A
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9. 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?	Feedback is provided consistently throughout the course by role-play participants, coaches, assessors and facilitators. Participants also self-assess.
Course feedback forms or guidance	<p>MI Observer form2 1: https://www.imimediation.org/download/464/mediation-international/43589/mi-cmtp-observer-form2-1.pdf</p> <p>MI Observer form: https://www.imimediation.org/download/464/mediation-international/43588/mi-cmtp-observer-form.pdf</p> <p>MI Peer Coaching: https://www.imimediation.org/download/464/mediation-international/43587/mi-cmtp-peer-coaching.pdf</p>

10. 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>Assessors conduct the assessments of the participants during the course, particularly during the role-plays when available. Alternatively, the participants are videotaped and independently assessed post course. Depending on the location of the course, we will use videos when appropriate (for participants located internationally). When participants are locally located, we will do the assessment in person. In either case, our assessors are able to assess the participants without difficulty.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>All assessments are conducted independent of the course (although often during the course by neutral assessors). We assess our participants throughout the course...their knowledge, mediation expertise as well as input throughout the course. The assessment is based on their ability to conduct a mediation. We are not focused so much on how or if they successfully complete a mediation but more so on how they conduct the mediation...moving the participants from positions to interests. Our neutral assessors are not paid employees of mediation international and our trainers and coaches are trained to be neutral assessors in courses they are not teaching. All are IMI Certified.</p>
<p>Process of appointing assessors on a course</p>	<p>We maintain a roster of experienced mediators from which we appoint our assessors. All our assessors-coaches-trainers are highly skilled practitioners with accreditation/certification qualifications. They are fully aware of assessment criteria and value the IMI status. Assessments are conducted in person and have a second/third assessor make a recommendation. Should any assessor not feel the participant 'passed', the participant will be informed, coached, and given further opportunities.</p> <p>All our assessors sign our Conflict of Interest Policy</p>
<p>Clarification of passing criteria. How a student passes or fails this CMTP</p>	<p>Our courses are participatory by nature, so the trainers-coaches-assessors are continually assessing the participant's knowledge. The participants are advised continuously of their perceived strengths and weaknesses and where applicable, provided coaching and additional study materials, requiring them to summarize the materials and share in class. The vast</p>

	<p>majority of participants complete this work, allowing them to excel in the theoretical aspects.</p> <p>There are occasions where participants do not complete the materials and subsequently, are unable to pass the course. The theoretical parts of the course contribute to the participant's overall knowledge of conflict resolution and mediation skills leading to role-play assessments. In the assessments, theoretical knowledge and capacity to act are both considered by the assessor.</p> <p>In situations where participants do not pass the course during the training week, they are offered additional 'homework' and coaching sessions. We will also organize role-play days with assessments, where applicable. Participants who do not pass a course may also join our planned role-play days and be assessed confidentially.</p> <p>The trainers-coaches-assessors remain available post course for the participants as well as pre and post role-play days</p>
<p>Next steps taken, should a student fail.</p>	<p>In situations where participants do not pass the course during the training week, they are offered additional 'homework' and coaching sessions. We will also organize role-play days with assessments, where applicable. Participants who do not pass a course may also join our planned role-play days and be assessed confidentially.</p> <p>The trainers-coaches-assessors remain available post course for the participants as well as pre and post role-play days</p>
<p>Policy documents relating to assessment (optional / if applicable)</p>	<p>Conflict of Interest policy: https://www.imimediation.org/download/464/mediation-international/43590/mi-cmtp-conflict-of-interest-policy.pdf</p>

11. 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.

Mediation International offers Role-Play days for course participants. Courses are offered at convenient times post course. Mediation International has also created a mediator mentor program where we pair new mediators with experienced mediators.

12. 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.

Complaints and appeals policy	https://www.imimediation.org/download/464/mediation-international/43591/mi-cmtp-complaints-and-appeals-policy.pdf
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13. Conflicts of Interest

Steps organisation takes to avoid potential conflicts of interest between trainer/ coaches/ assessors and participants on your course.	Please refer to attached conflicts of interest policy.
Conflicts of interest policy (optional / if applicable)	https://www.imimediation.org/download/464/mediation-international/43590/mi-cmtp-conflict-of-interest-policy.pdf

14. 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

TCA's 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	Since there is the possibility of downloading one form below, I attached a peer coach form in the previous section
New TCA's are to be observed and given performance feedback by senior colleagues	New TCA's are paired with experienced and certified TCA's for their initial sessions, feedback is provided and the lead facilitator(s) determine if the new TCA's can function on their own or require additional supervision

<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>Peer review is conducted throughout all courses by coaches, trainers and the lead Trainer. The lead trainer provides the trainers and coaches with feedback forms and identifies whom they will be mentoring and providing feedback to during and after the course. Lead trainers also mentor and provide feedback to coaches and trainers pre and post role-play days</p>
<p>Train-the-Trainer Program</p>	<p>https://www.imimediation.org/download/464/mediation-international/43592/mi-cmtp-train-the-trainer-program.pdf</p>
<p>Template feedback form</p>	<p>https://www.imimediation.org/download/464/mediation-international/43593/mi-cmtp-coaching-observation-form.pdf</p>
<p>Complaints policy for use should course participants wish to formally complain about a trainer, coach or assessor</p>	<p>https://www.imimediation.org/download/464/mediation-international/43591/mi-cmtp-complaints-and-appeals-policy.pdf</p>