



International Mediation Institute

PROFESSIONAL MEDIATION WORLDWIDE

Promoting Consensus and Access to Justice

www.IMImediation.org

Singapore Mediation Centre

IMI Certified Mediator Training Program

The Organisation

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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	Year: 1997 Country: Singapore
Training course registered in accordance with jurisdiction requirements	Not required

Locations and Languages	Location: Singapore Language: English Language
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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 Annex B, Course Outline.)
Mediation principles - neutrality, voluntary nature, confidentiality, party self-determination, process	<p>Module 1 Day 1 2:15pm – 2:45pm: Video: SOCIAL MEDIAtion 2:45pm – 3:45pm: Stages of Mediation; Participate in dispute resolution processes</p> <p>Module 2 Day 1 10:00am - 11:00am: Practice on Mediator’s Opening Statement 2:45pm – 3:45pm: Process Skills – Explain what process skills are, how process skills are key to a mediator’s role; Agenda Setting (role play) 4:00pm - 5:00pm: Exploration of Issues (role play) 5:00pm -5:30pm: Private Sessions (role play) 3.9, 3.10</p>

<p>The roles of legal counsel and representatives</p>	<p>Module 1 Day 1 2:45pm – 3:45pm: Actively listen to other parties’ position; Identify Common Areas of Agreement; Drafting the Outcomes (SMART)</p> <p>Module 2 Day 2 9:00am - 10:30am: Roles of lawyers; Drafting Settlement Agreements</p>
<p>Overview of negotiation and conflict resolution theory</p>	<p>Module 1 Day 1 9:15am – 10:30am: Learning Activity 1 – Hextium Pricing 10:45am – 10:55am: Types of dispute 10:55am – 11:25am: Types of dispute resolution processes; Objective of going into a dispute; Relevant legislation and regulations</p>
<p>Mediator ethics, including appropriate local ethical standards</p>	<p>Module 2 Day 3 2:15pm - 3:00pm: Legal & Ethical Issues in Mediation</p>
<p>Forms of listening skills and communication strategies</p>	<p>Module 1 Day 1 1:45pm – 2:05pm: Preparation for Mediation – The 7 Elements (continued) 2:45pm – 3:45pm: Actively listen to other parties’ position; Communication Techniques; Discuss known facts and each party’s position Identify Common Areas of Agreement; Drafting the Outcomes (SMART)</p> <p>Day 2</p>

	<p>9:15am – 10:15am: Communication skills & overcoming impasse</p> <p>Module 2 Day 2 3:30pm - 4:30pm: Managing Emotions 4:30pm - 5:30pm: Dealing with Perceptions</p> <p>Day 3 12:00pm - 12:45pm: Reframing</p>
<p>Process management skills, including the use of joint and private meetings</p>	<p>Module 1 Day 1 2:45pm – 3:45pm: Conflict resolution techniques; Set up ground rules and agenda; Actively listen to other parties’ position Communication Techniques Discuss known facts and each party’s position Identify Common Areas of Agreement; Drafting the Outcomes (SMART)</p> <p>4:00pm – 5:30pm; 11:00am – 12:45pm; 1:45pm – 3:30pm: All Role-Play Activities</p> <p>Module 2 Day 1 10:00am - 11:00am: Practice on Mediator’s Opening Statement 2:45pm – 3:45pm: Process Skills – Explain what process skills are, how process skills are key to a mediator’s role; Agenda Setting (role play) 4:00pm - 5:00pm: Exploration of Issues (role play) 5:00pm -5:30pm: Private Sessions (role play)</p> <p>11:15am – 12:45pm; 10:45am -12:15pm; 9:15am -</p>

	<p>10:45am: All Role-Play Activities</p>
<p>Negotiation strategies and skills to manage the content of the dispute</p>	<p>Module 1 Day 1 9:15am – 10:30am: Learning Activity 1 – Hextium Pricing 11:25am – 12:00pm: Preparation for Mediation – The 7 Elements 1:00pm – 1:45pm: Learning Activity 2 – Zoey Teh 1:45pm – 2:05pm: Preparation for Mediation – The 7 Elements (Continued)</p>
<p>Ways of responding to the diverse behaviours of the parties</p>	<p>Module 1 Day 1 2:45pm – 3:45pm: Conflict resolution techniques; Set up ground rules and agenda; Actively listen to other parties’ position; Communication Techniques Discuss known facts and each party’s position; Identify Common Areas of Agreement Day 2 10:30am – 11:00am: Closure of a Mediation; Mediation Outcomes (General Guidelines) 4:00pm – 5:30pm; 11:00am – 12:45pm; 1:45pm – 3:30pm: All Role-Play Activities Module 2 Day 1 2:45pm – 3:45pm: Process Skills – Explain what process skills are, how process skills are key to a mediator’s role; Agenda Setting (role play)</p>

	<p>4:00pm - 5:00pm: Exploration of Issues (role play) 5:00pm -5:30pm: Private Sessions (role play)</p> <p>Day 2 3:30pm - 4:30pm: Managing Emotions 4:30pm - 5:30pm: Dealing with Perceptions</p> <p>Day 3 11:00am – 12:00pm: Analysis on what made parties difficult – use 7 Elements Culture</p> <p>11:15am – 12:45pm; 10:45am -12:15pm; 9:15am - 10:45am: All Role-Play Activities</p>
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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 A, Competency Framework.)
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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.

Course duration	40 hours
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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.

Maximum class size	24
Maximum trainer to participant ratio	1 trainer to 12 participants
Overall approach to class size or trainer-participant ratio	2 trainers to 24 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	20.3%
Exercises and discussion	28.2%
Role-playing, coaching, and feedback	51.5%

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>Soft-copy of reading materials is sent via emails 2 weeks prior to the course.</p> <p>Hard-copy of the participant's files is given on the first day of the workshop.</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.

<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>
<p>Coaches and trainers who coach a participant are not involved in subsequent assessment of that participants</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	

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?	During Role-Play activities, participants are assigned with coaches to provide them with individualised feedback. These feedback will also be documented in the Mediator Report which will be given to participants.
Attach course feedback forms or guidance	See Annex C, Mediator Report.

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.</p> <p>Part of the programme includes an accreditation assessment, Mediation Skills Assessment (MSA). MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p> <p>The role-play assessment tests for competency. The assessment is based on their ability to conduct a mediation. The focus is in how candidates conduct the mediation in terms of 3 areas, People Management Skills, Process Skills and Problem-Solving Skills and not if candidates settle the meditation.</p> <p>Candidates must demonstrate competency in all 3 areas as stated in the Mediator Report to pass the role-play. Candidates will be assessed by 2 assessors. This followed by a moderation session at the end of the day. SMC assessors are not paid employees of Singapore Mediation Centre.</p>
<p>Does your course provide an assessment of a participant's knowledge as a mediator, and if so, how?</p>	<p>Yes.</p> <p>Part of the programme includes an accreditation assessment, Mediation Skills Assessment (MSA). MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p> <p>The written assessment is made of 2 sections, Case Study and Re-framing. They must demonstrate their knowledge of mediation process, landscape and show good re-framing technique. The paper is marked by an assessor. SMC assessors are not paid employees of Singapore Mediation Centre.</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.</p> <p>SMC requires assessors for MSA to have sufficient experience both as a mediator in mediations, and as a coach in coaching workshop participants. To be an assessor for MSA, the following criteria have first to be fulfilled:</p> <ul style="list-style-type: none"> i) Served on SMC’s Panel of Associate Mediators for at least 3 years; ii) Completed the programme for coaches; iii) Conducted a minimum of 6 coaching sessions, out of which at least 3 must be SCMP Module 2 coaching; iv) Mediated in at least 10 SMC-endorsed mediations; v) Obtained recommendations from at least 2 Senior Associate Trainers and/or Principal Trainers; and vi) Assessed for suitability by Executive Director, SMC. <p>When the above criteria are met, the applicant will have to successfully clear 2 phases:</p> <ul style="list-style-type: none"> i) Phase 1: Complete half-day assessor workshop for new assessors; and ii) Phase 2: Co-assess with an assessor mentor. Assessed on performance and suitability for up to three MSA. 13. <p>There will be a compulsory 2-hour refresher workshop for current assessors to ensure that there is standardization amongst our current pool of assessors. These current assessors will be SMC’s assessor mentors after completing the 2-hour refresher workshop.</p> <p>Participants of the assessor workshop will be shown three</p>
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	<p>videos of authentic assessments (fail, borderline fail, and borderline pass). They will then be brought through the standardization process to calibrate their expectations and align it with SMC's standards.</p> <p>Assessments are conducted in person and have a second/third assessor make a recommendation. Should any assessor feel the participant 'passed', the participant will be informed, coached, and given further opportunities.</p> <p>All of our assessors need to declare if there is any conflict of interest with the candidates.</p>
<p>Clarification of passing criteria. How a student passes or fails this CMTP</p>	<p>MSA is made up of 3 components, Role-play Assessment, Written Assessment and Self-Reflection. Participants must pass all 3 components.</p>
<p>Next steps taken, should a student fail.</p>	<p>If candidates fail either the written assessment or self-reflection, an oral recovery will be conducted. If candidates fail, the oral recovery. They need to resit for the paper again.</p> <p>If candidates fail the role-play assessment, they need to retake the role-play assessment only at the next available MSA date.</p>
<p>Policy documents relating to assessment (optional / if applicable)</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>Indicate what your organisation does to facilitate participants' development as mediators</p>	<p>Candidates who did exceptionally well in Mediation Skills Assessment (MSA) will be emplaced on SMC Panel of Mediators. Those on the panel can practice and improve their skills on industry-based scheme where they will handle smaller and more straight-forward cases either in co-mediation setting or alone.</p> <p>While those who passed the MSA but are not emplaced are offered to sit in the role-play sessions as observers. SMC also provide opportunity for participants to connect with SMC coaches for further consultation at parties' discretion and mutual agreement.</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>Attach complaints and appeals policy</p>	<p>See:</p> <ul style="list-style-type: none"> • Annex E, SOP processing appeal of role-play grade • Annex D, policy for processing complaints • Annex H, evaluation form
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Conflicts of Interest

<p>Please outline what steps you take to avoid any potential conflicts of interest between trainer/coaches/assessors and participants on your course.</p>	<p>As trainers and coaches are not involved in the assessment process, there is no checks for conflict of interest.</p>
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	All assessors need to declare (with a Nil return) if there is any conflict of interest. Candidates sitting for reassessment of Role-Play component will be assessed by a different pair of assessors.
Upload conflicts of interest policy (optional / if applicable)	-

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.	Not Applicable
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	-
New TCAs are to be observed and given performance feedback by senior colleagues	<p>Trainers New trainers will co-train with an experienced trainer. During co-training, the experienced trainer will fill in the Trainer-Peer Evaluation and also provide verbal feedback.</p> <p>Assessors Assessor will co-assess with an experience assessor. New assessor will be given verbal feedback.</p> <p>Coaches New coaches will co-coach with an experience coach. New coaches will be given verbal feedback.</p>

<p>Explain your peer review system for trainers, coaches and assessors</p>	<p>Based on the feedback of participants through the Evaluation Form or other modes, we will approach the co-trainers, co-assessors and co-coaches to provide feedback in terms of knowledge, pedagogy and class interactions. SMC will follow up for a discussion with trainers, assessors and coaches to address gaps with our training faculty.</p>
<p>Attach Train-the-Trainer Program</p>	<p>See Annex G, Train-the-trainer programme</p>
<p>Attach template feedback form</p>	<p>See Annex F, Trainer-peer evaluation form</p>
<p>Attach complaints policy for use should course participants wish to formally complain about a trainer, coach or assessor</p>	<p>See Annex D, Policy for processing complaints</p>