Student Name: Click or tap here to enter text.

Due Date: Submit this completed form as a **Word Document** to education@adralberta.com by 2022-02-16(midnight).

Passing Grade: Student assignments that receive less than 60% (60/100) will need to do a second role-play and self-assessment to be reassessed, in order to be eligible for the course certificate.

Assignment: **Please read over this full document before starting assignment.**

Student will arrange and complete a 60-minute high conflict mediation role-play. This will be recorded and used for self-assessment which will receive coach/instructor feedback. Students are responsible for organizing and recording their own role-play. Please try to role-play for one another. If you struggle to find role-players, contact the education department for assistance.

Role-plays can be as long as you like (but not shorter than 45 minutes), but **please reflect on only one hour of the role-play and provide the education department the start time stamp**. For example, if you complete a 1.5-hour role-play, pick the 60 minutes you will reflect on and tell the education department at what minute mark in the recording they should start listening(e.g., “please start at 15:25 in the recording”).

Please see the **Role-play Package** for tips and guidelines for working with role-players.

The assignment includes 3 parts:

* **Part 1)** case development and questions (with one of the parties),
* **Part 2)** reflection on the mediation role-play, and
* **Part 3)** learning summary

Part 1 – Case Development (10%)

* Select **one** of your role-players to complete a pre-mediation/case development session.
* Complete questions provided
* **Please note Case Development does not need to be part of the Role-play recording.**

Part 2 – Role-Play Self-Assessment (60%)

Students will need to employ self-awareness and -reflection to complete an assessment on the following aspects of their mediation (10 points each):

* 1. **Presence, tone, and demeanor**
	2. **Establishment of a collaborative tone marked by choice and safety**
	3. **Party self-determination**
	4. **Managing self**
	5. **Managing strong emotions**
	6. **Shifting parties towards collaboration**

Students are graded on the **accuracy of their self-assessment**; the quality of the self-reflection will determine this. This means that your skill level is not as important as **your ability to recognize where you are and what your strengths and weaknesses are in the context of high conflict mediation**. The marking coach will give you a mark out of ten on the accuracy of your self-assessment for each aspect (#s 1-6).

When commenting in each section, consider the following guiding questions (you may answer these questions or write more freely, if you wish, but be sure to provide in-depth reflection):

* **How effective were you in meeting your objective?**
* **What were the strengths and weakness?**
* **What may have been more effective?**
* Example:

|  | 0 | 1 | 2 | 3-4 | 5 |
| --- | --- | --- | --- | --- | --- |
| Presence, tone, demeanor |  |  | × |  |  |
| Comments | I rated myself a 2 (developing) on this section because, the parties had questions about mediation that I was not able to answer, nor did I have immediate access to information that would help me answer these questions so I became flustered at the start. While I re-grouped, being less than familiar with the legal status of mediation showed and diminished the trust the parties had placed in me and reduced their confidence in proceeding with the mediation. A more in depth understanding of “without prejudice” and the possible legal status and pathways for parties after a mediation has concluded would be beneficial. In the future, I will add an info sheet to my portfolio and client information packages on the role of mediation and mediators that includes mediation’s place on the ADR spectrum, the legal status of mediators/mediation, and next steps for parties once the process has ended. I will make sure to provide these details in case development, as well as have them at hand in mediation. Strong organization skills and practice will go a long way to ensuring a professional and calm presence. It was unfortunate to lose the parties a bit at the beginning and I had to work hard to regain their confidence. However, I believe that I was able to regain their confidence with a my overall professional, calm, and empathic presence and how I dealt with their squabble in Phase two about the agenda that threatened to derail the mediation. My handling of that felt a bit like a test from them, and I seemed to pass it, so they felt safe in the process again.  |

Part 3 – Learning Summary (30%)

1. Write a short summary of what you believe you need to **do more**, **the same**, and **less of**. Please be sure to answer all three. (10 pts)
2. Describe what you need to do to get to the level of skill you wish to be at. (10 pts)
3. Assess the success of the mediation: Consider whether you left the parties **better off**, about **the same**, or **worse off** and **why**. (10 pts)

Answers should be between 300-500 words.

Part 1: Case Development Questions

* + - 1. During case-development, what did you do to prepare the party for mediation? What worked well and what would you do differently? (5 pts)

Click or tap here to enter text.

* + - 1. What emotive information did you collect in case development, and how did it help you understand the individual’s fears, levels of anger and other emotions, commitment to resolve, and communication patterns? (5 pts)

Click or tap here to enter text.

|  |  |
| --- | --- |
| Part 1 Total:Coach Comments:Click or tap here to enter text. | \_\_\_\_/10 |

Part 2: Role-Play Self-Assessment

|  |  |  |
| --- | --- | --- |
| 1. Presence, tone, and demeanor
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing 3-4 Skilled 5 Accomplished | -- -- -- I was assertive when speaking and conveyed mediator confidence; demonstrated self-awareness and awareness of others; kept myself out of the conversation; demonstrated professionalism; built rapport and trust throughout; adapted to parties’ needs and the situation. |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| 1. Collaborative tone marked by choice and safety
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing 3-4 Skilled 5 Accomplished | I did not establish a collaborative tone marked by choice and safety I imbued the whole process with choice, collaboration, and safety. |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| 1. Party self determination
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing 3-4 Skilled 5 Accomplished | I was directive and took choice away. I decided for the parties. I honoured party choice and expertise. Parties are in control of the solutions. maintained an interest-based focus; and, followed the parties. |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| 1. Managing self
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing 3-4 Skilled 5 Accomplished | I was led by the parties’ emotions, was not in control of the process, was emotionally dysregulatedI stayed calm and in control of the process, modeled emotional regulation; demonstrated an all-partial / non-judgemental stance. |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| 1. Managing strong emotions (of the parties)
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing 3-4 Skilled 5 Accomplished | I did not acknowledge emotions, did not show empathy, was controlled by parties’ emotions.I acknowledged emotions, showed empathy, but was not controlled by emotions. |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| 1. Shifting parties towards collaboration
 | 0 Not demonstrated/ Not observed 1 Beginning2 Developing3-4 Skilled 5 Accomplished | I did not manage antagonism or lack of trust. Parties remain unable to work together toward a resolution.I managed antagonism and lack of trust. Despite differences or issues, parties are able and willing to work together toward a resolution; encouraged a depth of exploration.  |
| 0 [ ]  | 1 [ ]  | 2 [ ]  | 3-4 [ ]  | 5 [ ]  | Coach Score:[ ] 0 [ ] 1 [ ] 2 [ ] 3 [ ] 4 [ ] 5Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Student Comments | Click or tap here to enter text. |

|  |  |
| --- | --- |
| Part 2 Total:(add up all the Accuracy points)  | \_\_\_\_/60 |

Part 3: Learning Summary

|  |  |  |
| --- | --- | --- |
| What approaches would you like to use more, about the same, and less in future mediations?  | Click or tap here to enter text. | Coach Comments:Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| What do you need to do to get to where you want to be in this regard? | Click or tap here to enter text. | Coach Comments: Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Are the parties better off, about the same, or worse off after the mediation? Please explain your answer/perspective. | Click or tap here to enter text. | Coach Comments: Click or tap here to enter text.**Self-Assessment Accuracy:** [ ] **1** [ ] **2** [ ] **3** [ ] **4** [ ] **5** [ ] **6** [ ] **7** [ ] **8** [ ] **9** [ ] **10** |
| Coach Feedback:Click or tap here to enter text. | Part 3 Total: (add up all the Accuracy points) | \_\_\_\_/ 30 |
|  |  |
|  | **Assignment Total:****Add up parts 1, 2, and 3** | **\_\_\_/100** |

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