

NON-NEUTRAL MEDIATION

ADRN 6205

Course Outline

Description: This course gives participants the skills and knowledge to assist in the resolution of conflicts within their own organizations. Participants learn how and when to assert their own or the organization's interests while drawing out interests and options from the people in conflict, thus facilitating 'buy-in' of the agreement. The program uses a similar model to the mediation model, removing references to the mediator's neutrality, and also draws upon the negotiation model.

Pre-Requisite: Collaborative Conflict Resolution

Course Goals: To provide participants with the skills and a framework or process model so that they can facilitate resolution of conflict that is primarily between two other people but where they themselves have some stake in the outcome. This course was designed for people who wish to use mediation skills in their own workplaces or organizations.

Course Objectives: At the completion of this course, students will be able to:

- Apply and reinforce the communication skills learned in Collaborative Conflict Resolution to facilitating resolution of conflict in workplace, organizational and family settings in which they have some stake
- Learn and apply additional communication skills including probing, reframing, immediacy, confrontation and refocusing
- Recognize key success factors in mediation including:
 - Shifting focus away from History, Personality and Values to Information, Interests and Structure
 - Eliciting Information and Interests from the parties
 - Including Independent Standards in the discussions
 - Helping participants understand the consequences of not resolving the conflict (BATNA)
 - Generating Multiple Options
- Structure a non-neutral mediation including inviting the parties and using a four-stage model
- Understand how to honour and manage emotion
- Consider the benefits and risks of having individual conversations with the parties
- Explore difficult situations and consider how to handle them
- Apply the skills and concepts learned in this course to real and fictional situations through practice mediations with coaching from the instructor and knowledgeable coaches

Texts: course manual is provided at the start of the course

Attendance Requirements: Students are required to attend 100% of class time in order to receive a completion for this course. A grade report can be printed from myWCS.

Code of Student Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be

Western Continuing Studies

imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/board/code.pdf>

Course Schedule:

Day One Topics

Definition of Non-Neutral Mediation.

Situations in which it can be used.

Key Success Factors:

Circle of Conflict

Interests and Information

Independent Standards

BATNA – what are the alternatives to a negotiated agreement?

Options

Communication Skills

Review of Skills from Collaborative Conflict Resolution

Probing, Reframing

Day Two Topics

Preparation

Inviting the Parties

Pros and Cons of Advance Meetings with the parties

The Four-Stage Model – how to structure the discussions

Caucus

Anger and Tears

Advanced Communication skills: immediacy, confrontation, refocusing

Difficult Situations

Trust

Day Three Topics

Practice in small groups with coach, using real and fictitious role plays

Discussion of Learnings and Application of skills and Model

Evaluation Method:

As part of the course/instructor evaluation, a survey will be sent to you electronically by Continuing Studies. You will be asked the following questions. Please consider these throughout the course.

1. How would you rate your overall experience?
2. Please indicate your agreement with the following statements:
 - a. The course content was relevant and valuable.
 - b. The instructor conducted class sessions in an organized, well-planned manner.
 - c. The instructor explained concepts clearly.
 - d. The instructor displayed enthusiasm and energy in conducting class sessions.
 - e. The instructor made me feel comfortable in the learning environment.
 - f. The instructor encouraged my participation and interaction.