



Administrative Office of the Courts

Operations Division

Addendum No. 1 Maryland Program Mediator Case Discussion Groups K18-0066-25G March 30, 2018

This Addendum is being issued to amend and clarify certain information contained in the above named small procurement RFP. All information contained herein is binding on all Offerors who respond to this small procurement RFP. Specific parts of the RFP have been amended. The following changes/additions are listed below; new language has been **underlined** and language deleted has been marked with a ~~strikeout~~ (ex. language deleted).

2.4 Facilitator Responsibilities:

Facilitators will be responsible for recruiting, planning, coordinating, facilitating, evaluating, and transitioning leadership of Mediation Case Discussion Groups.

2.4.1 Recruit Case Discussion Group Participants:

¹ Flynn, A.E. & Klein, J.D. (2001), *The Influence of Discussion Groups in a Case-Based Learning Environment*. Education Technology Research and Development, Vol. 49(3), pp. 71-86.

¹ Gall, M.E. & Gillet, M. (2001), *The Discussion Method in Classroom Teaching*. Theory Into Practice, Vol. 19(2), pp. 98-103.

2.2 Purpose & Summary

The Maryland Program for Mediator Excellence (MPME) is a program of the Maryland Judiciary's Mediation and Conflict Resolution Office (MACRO). The MPME assists Maryland mediators (from all venues and mediation frameworks) in delivering high quality mediation services by supporting mediators' professional growth and skill improvement.

One way that mediators can improve their skills and learn about mediation strategies and techniques is by discussing together their own mediated cases, challenging mediation scenarios, and other mediators' experiences. Mediation as a practice and a process may often include challenges such as 1) resolving tensions between standards of conduct in the moment during any given mediation session, 2) making quick decisions about possible mediator interventions during a mediation to best assist the participants, 3) working with many unknowns when mediating conflict conversations with participants they have only just met, 4) Recognizing perceived power imbalance between participants, 5) keeping one's own implicit and explicit biases out of the room (remaining neutral even when the mediator personally disagrees with the participants), and 6) practicing in a bubble (due to confidentiality concerns) without a structured way to get feedback and discuss matters with other mediators. Research on the use of case studies and case discussion groups demonstrates that individuals who actively engage in analysis of case study examples show improvement in problem solving, decision making, and coping with ambiguities. Methods for hosting case discussion groups vary and skilled facilitation of case discussions is critical to successful learning.

¹ Flynn, A.E. & Klein, J.D. (2001), *The Influence of Discussion Groups in a Case-Based Learning Environment*. Education Technology Research and Development, Vol. 49(3), pp. 71-86.

¹ Gall, M.E. & Gillet, M. (2001), *The Discussion Method in Classroom Teaching*. Theory Into Practice, Vol. 19(2), pp. 98-103

Date Issued: March 29, 2017

Issued by: April Molley, Procurement Officer

