



# Community Solutions of Central Oregon

## **MODULE 2 Overview**

### ***Communication Skills for Mediators***

Module 2 focuses on the communication skills that are required to be a good mediator. These skills begin with Empathy, which is the ability to identify with or understand the perspective, experiences, or motivations of another individual. It should not be confused with Sympathy which is a feeling of pity or sorrow for the distress of another. At the end of Module 2 you will view several videos around Empathy.

The Power of Deep Listening is the focus of Module 2. It is divided into three parts: Internal Factors, External Factors and Verbal Skills.

Internal Factors on pages 3-6 discusses how the mediator manages his or her self. Spend some extra time on subject of Biases on page 5. A mediator needs to recognize that it is natural to have biases and they are not necessarily bad, but you must leave those biases at the door before you start the mediation.

External Factors on pages 7-9 include such things as Body Language, Use of Voice and The Charge in Words.

We don't always notice our own Body Language, but those who are watching us do. Always look at the person who is speaking and make sure your facial expressions show interest in what is being said.

The section on Using the Voice speaks to pitch, style and volume but sometimes not saying anything at all is the most effective use of our voice. When the conversation lags or the parties reach an impasse, be silent. You will be surprised how quickly the parties will start up again. Your silence also signals to the parties that they are the ones driving the discussion, not you.

There is no question that mediation is a process, but it is an art as well. And the art is in the Verbal Skills as seen beginning on page 10. The mediator who masters Paraphrasing, Reframing and Questioning will enable the parties to take the emotion, venom and pain out of the process and keep it moving along to a mutually beneficial conclusion.

Paraphrasing is critical to the process because in most cases the parties haven't shared their stories with anyone other than the person with whom they are in conflict. As you Paraphrase what you heard back to the speaker, it demonstrates that you have heard all that they have said and clearly understand their position. It doesn't mean you agree with them. Think about when you have had an argument with someone. Have you ever said to the other person "You're not hearing me" or "You haven't heard a word I've said"?

During mediation, you are going to hear comments from the parties that are sarcastic, hateful, hurtful and vulgar just to name a few. It is your job to Reframe those comments and turn the complaints into unmet needs and remove the toxic language from the comments and restate them in neutral terms.

A lot of information is going to be shared during the mediation process, so it is natural that you are going to want to ask some questions to get a better understanding of the issues and unmet needs. How you handle the Questioning is very important. Remember, this is not an interrogation. Your questions should be clarifying, not accusatory, and avoid the "why" questions at all costs. Take some time to practice your Questioning skills as they will serve you well in all types of cases.

At the end of Module 2 is a Reframing Exercise. See if you can take the venom out of these statements and put a neutral frame around them.

## **The Power of Deep Listening**

### ***Active Listening***

Active listening is probably the most fundamental of all mediator skills. Listening actively requires much more than just hearing; it involves speaker and listener in a dynamic flow in which the listener helps the speaker clarify thoughts, identify feelings, articulate goals and create agreements. There are three aspects of deep listening. Internal Factors – what is going on inside of the listener; External Factors – the listener's body language, how they use their voice and their choice of words negatively charged, positively charged or neutral.

#### **I. Internal Factors:**

- Mindfulness.
- Focusing - managing internal distractions.
- Biases - managing our Judgments and Interpretations.

To listen effectively – in a way that improves the relationship as well as increases understanding, we need to look first at ourselves and what we are doing internally. What is going on inside of us as we listen? Let's look at that now!

#### **Mindfulness**

"Mindfulness" is a reflective practice cultivating moment-to-moment attention that helps develop self-awareness, understanding of others, focus and creativity. It is a deliberate technique of being present and observing what is occurring both within and outside ourselves without our evaluating, judging, or becoming involved. Mindfulness enables us to experience wonder and to perceive a sense of humor.

A reflective person might ask: Why am I here? Am I communicating what I want to say? Am I comfortable? Are others comfortable around me? How do I feel about what is happening? How do others see me? Is my posture in balance with my intention? Can I pay attention to my breathing while engaging in the situation? Is my subconscious-self cooperating with my conscious self? Am I in harmony with my surroundings? Is this fun?

Getting hold of the wandering mind and being at peace are two of the biggest tasks for professionals who assist people in conflict or crisis. Barry Noble, PhD., of the Lane County Family Mediation Program, teaches mindful mediation, pointing out three simple steps:

**Be present in the present.** The present is where we are, in the here and now, and thus this is our opportunity to see, hear, learn, grow, and maybe make a difference.

**Blend awareness with equanimity.** Find balance between awareness of your body, breathing and sensations with a steadiness of mind over your thoughts and feelings.

**Practice the 3 Rs.** When you feel your stress, level rising in response to conflict you should *Relax* your body (take a moment and focus on your breathing), *Rest* your mind (cease judging, evaluating), and *Remain Vigilant* to your original intentions for the moment.

### **Focusing** ***Managing Internal Distractions***

What is going on inside our heads as we listen and what do we do with that stuff? Here are a few of the major culprits.

#### **Giving Advice!**

This is the big culprit. How we love to problem solve and to give advice! We love to help with ideas and suggestions. But that may not be what is needed. You don't have to hear more than a few sentences before you begin searching for the right advice. However, while you are cooking up suggestions and convincing someone to "just try it," you may miss what's most important. You didn't hear the feelings, and you didn't acknowledge the person's pain. He or she still feels basically alone because you couldn't listen and just be there.

#### **Connecting it to *Your* Story!**

This is when we take the focus off the speaker and onto ourselves! Something the person says suddenly triggers a chain of private associations. Your neighbor says she's been laid off, and in a flash, you're back to the scene where you got fired for playing hearts on those long coffee breaks. Hearts is a great game, there were the great nights of hearts years ago, on Sutter Street. You take everything a person tells you and refer it back to your own experience. They want to tell you about a toothache, but that reminds you of the time you had oral surgery for receding gums. You launch into your story before they can finish theirs. Everything you hear reminds you of something that you've felt, done, or suffered. You turn the situation around and share your story with them – now you have successfully taken the focus off the speaker and onto yourself.

The speaker should be speaking and if you really want to improve your relationship with them, it is important to truly listen for the essence of what they are saying – the meaning behind the words. You are more prone to draw the conversation back to yourself when you feel bored or anxious.

### **Managing Other Projects in Your Head!**

This is when you start making your shopping list or start planning your child's birthday party. You are literally not hearing anything the other person is saying. A word or two may waft by! At the end, you have no idea what they have said! This indicates a lack of commitment to knowing or appreciating the speaker. At the very least, it's a statement that you don't value what they must say very much.

### **Jumping and Rehearsing**

You jump to a conclusion that you know what the other person is saying so you stop listening and start rehearsing what you will say in response. Your whole attention is on the preparation and crafting of your next comment. You must look interested, but your mind is going a mile a minute because you've got a story to tell, or a point to make. Some people rehearse whole chains of responses: "I'll say, then he'll say, then I'll say," and so on.

## **Biases**

### ***Managing our Judgments and Interpretations***

Our biases are about how we see the world. They influence what information we take in and what we don't. These are called filters. Our judgments and interpretations of our world may be very helpful to us but they mostly they hinder us. This is because most of us hold on to our judgments very *tightly*. We are quite sure that we are right! We need to change that t to an l. We need to hold our judgments *lightly*!

### **Judging and Being Right!**

Negative labels have enormous power. If you prejudge someone as stupid or unqualified, or wrong you don't pay much attention to what they say. You've already written them off. Hastily judging a statement as immoral, hypocritical or crazy means you've ceased to listen and have begun a "knee-jerk" reaction. A basic rule of listening is that judgments should only be made after you have heard and evaluated the content of the message – and even then, hold that judgment lightly! If you are *sure* you are right and they are wrong, then you have made a judgment that probably won't serve you.

We all need our judgments. In fact, we cannot go through our daily life without making numerous judgments. We make a judgment every time we cross the road. However, it is important to hold our judgments loosely – so when we get new information we can drop that judgment. Always allow for a small chink of possibility that your initial judgment might be inaccurate. We need to be particularly careful to keep that possibility chinked open when we are very sure that we are right! We have all had experiences where we jumped to a negative conclusion and then later got new information about the situation. It is very embarrassing and a very humbling experience.

### **Interpretations**

There are many interpretations or possibilities for one event. Example: Fred did not attend the planning meeting. Think about all the possible interpretations you could place on why Fred did not come to the meeting! Some would be a negative interpretation - he doesn't care! some might be neutral – maybe he did not know about it! Others may have a positive slant. “He is advocating for salary raises for us with the boss!” When you place interpretations on things, you listen to some things and not to others and you interpret accordingly. We tend to treat our interpretations as the truth! They are not the truth. They are just one of many possibilities.

## II. External Factors

We have just looked at the internal skills we need to develop to listen deeply. Now we will look at some of the external factors in deep listening.

We can break these external factors or communicators into:

- Body Language
- Use of Voice – speed, pitch, emphasis, volume and use of silence or pauses
- “Charge” in Words – whether the words we choose to use have a positive, negative or neutral “charge.”

### **Body Language**

When we communicate face to face there is more information available to us. We have visual clues that are not available to us when we communicate on the phone or by email.

Much of this information is unconsciously absorbed. We are impacted by what we take in.

**Face:** The part of the body which we usually see first is the face. The face is very expressive – from the forehead to the eyes and eyebrows down to the mouth and chin.

**Eyes:** In our North American and in most western cultures – direct eye contact (combined with some other body movements) communicates that we are engaged and listening. However, this is not the case in many other cultures in the world. In many eastern cultures, direct eye contact with someone who is your elder (your boss, your parents, your grandparents,) would be highly disrespectful. So, we need to be aware that direct eye contact is a behavior that is culturally bound. When someone we are talking to does not look at us directly but instead looks down or past us over our shoulder, we must be careful to hold our interpretation of this “lightly” with careful consideration to the cultural context.

### **Good Listening Behavior:**

Usually we can look around a room from a distance and tell whether people are engaged or not. If we break down these behaviors, we will probably note that listeners are:

- Leaning forward slightly – very slightly – whether they are standing up or sitting down.
- Making direct eye contact
- Holding an open arm posture – (Uncrossed arms)
- Nodding – which is a sign of encouraging the other person to keep talking.

*Is your body language congruent with good listening behaviors?*

### **Using the Voice**

How we use our voice is probably one of the most powerful tools we have – especially as we often do not have visual clues but only auditory clues as on the telephone.

To increase our skill level in this area we need to become more aware of specific vocal factors – whether we are listening or speaking. They can be broken down into:

- **Speed** or rate at which you are talking (there will be cultural differences)
- The **pitch** of our voice – high or low or steady.
- The **emphasis** we place on different words – which has linguistic implications. For example, different languages will emphasize different words so even a person who may be fluent in English and who speaks English without an accent but whose native language is a not English may overlay the “music” from their language into the English language, and thus emphasize different words. Depending on which words we emphasize, we can completely change the meaning of a sentence.
- The **volume** of our voice is another influencing factor – however, usually the above three factors of speed, pitch and emphasis have more influence than volume in *most* situations.
- **Pauses** and **how we use silence** can have a big influence on how people experience us. The more important the message, the more we should use pauses between phrases.

*Become aware of how you use your voice and how you react to the way others use their voice. Just notice, observe and “sit” with this.*

## **The Charge in Words**

How many times have we been “turned off” or “turned on” by a word or phrase that we hear.

Evaluate the negative charge in the following words:

*Liar, jerk, aggressive, angry, annoying, yelling, negotiation.*

*Beautiful, great, work together, work it out.*

What about:

*Meeting, plan, issue?*

Can you identify words that have a positive charge and words that have a negative or neutral charge for you? Then, can you identify the *degree* of that charge – which will vary from person to person?

There is some difference from person to person – that is, a word may have a negative charge for one person or not for another. For example, the word *negotiation* has varying degrees of a negative charge for 70% of the population which is why it is probably not a good idea to use the word *negotiation* when negotiating! Instead say things – like “Let’s sit down together and work this out.” (Notice the impact of the word “together.”) Or you could say “Let’s sit down and look at whether this is going to work for us both.” (Notice the impact of the words “for us both”). *Become aware of which words you are in reaction to!*

**Words that have a negative charge for me:**

**Degree of Charge:  
(High, Medium, Low)**

**Words that have no charge for me:**

**Degree of Charge:  
(High, Medium, Low)**

**Words that have a positive charge for me:**

**Degree of Charge:  
(High, Medium, Low)**

### III. Verbal Skills

#### Paraphrasing and Reflecting

In most highly charged conflict situations, disputing parties usually do not listen to each other very well. When strong emotions are unrecognized, they often escalate. Sometimes the simple act of paraphrasing and reflecting and acknowledging what is said can have a huge impact in helping parties calm down and become more open to problem solving.

In the information sharing stage, mediators play a very powerful role in paraphrasing and reflecting back what the party has said. Paraphrasing is the process of *capturing the essence of what has been* said and giving it back to the speaker in a summary form. Paraphrasing also includes *reflecting back the feelings of the speaker*. In reflecting feelings, the mediator mirrors the emotions that the speaker communicates, either directly or indirectly. Although many times parties want to focus on “just the facts”, underlying emotions usually lie at the heart of the conflict. When the mediator brings emotions to the surface, they validate these feelings and demonstrate empathy. Often emotions provide an area where commonality between parties can be found. Although people may disagree on issues, the conflict may trigger common emotions in both.

There are three reasons for a mediator to paraphrase.

- To check on the accuracy of what you have heard. Restating also helps the speaker clarify thoughts.
- To give the speaker the chance to be truly heard and understood – maybe for the first time.
- To give the other party who is also listening the opportunity to hear the other party’s perspective from a neutral person using neutral language – with the negativity taken out of it. (See reframing below.) The parties are in mediation because they have lost the ability to talk and hear each other – usually because emotions are so high there are all sorts of negative labels being used. When conflicting parties have closed to each other, the only way they may be able to hear one another is through the mediator who restates each party’s words.

This is a very important part of the Information Sharing stage and the *paraphrasing should never be skipped* or substituted with a lot of questions. Indeed, questions should be limited at this stage. You are trying to capture the essence of an overview of the situation. Details and questions can come later.

## **Listening Pitfalls**

### **1. Advising, offering solutions or suggestions.**

Example: "What you should do is just ignore your neighbor."

"Why don't you pay the money you owe and get on with your life?"

### **2. Teaching, lecturing, giving logical arguments.**

Example: "Let's look at the facts. If your daughter is mad at you, you must have done something to make her mad."

### **3. Judging, criticizing, disagreeing, blaming.**

Example: "This whole problem wouldn't have happened if you hadn't done that."

### **4. Interpreting, analyzing, diagnosing.**

Example: "I bet you overreacted because you were under so much stress."

### **5. Expressing your own opinions: Praising, agreeing, giving positive evaluations.**

Example: "You are obviously a man of integrity. If you're having problems with your customers, I'm sure it's all their fault."

### **6. Sympathizing, consoling, minimizing.**

Example: "Poor dear. Don't cry. I'm sure it will all work out okay."

### **7. Interrogating, cross-examining.**

Example: "Why did you do that? Whatever were you thinking of?"

### **8. Taking over.**

Example: "The very same thing happened to me when I tried buying a used car, only it was even worse. Let me tell you about it..."

## 9. Negative body language

Example: Looking at your watch, doodling, yawning, fidgeting, etc.

### Skills for Active Listening

<b>Skill</b>	<b>Purpose</b>	<b>Examples</b>
<b>Encourage</b>	To show interest To encourage the speaker to talk	“I’d like to hear your perspective on this.” “How did you feel when that happened?”
<b>Clarify</b>	To clear up confusion To get more information.	“Help me understand what you mean by that.” “What was your understanding of your agreement?”
<b>Restate Content</b>	To show you are listening To check your understanding	“What I hear you say is ...” “I’d like to see if I understand you so far...” “Let me see if I’ve heard you correctly”
<b>Reflect Feelings</b>	To show that you understand & care about how the speaker feels To help the speaker understand his/her own feelings	“It sounds like this was very upsetting to you.” “I imagine this was a challenging situation for you.” “You say you’re okay, but by your tone of voice you seem angry.”

## **Reframing**

When reframing a party's statement, the mediator restates the content but puts a neutral frame around it. The purpose of reframing is to re-package the message in a way that will be more conducive to constructive dialogue and problem solving. The mediator be a filtering system; the mediator takes the "toxic language" out of the original message and restates it neutrally.

Reframing may involve changing a blaming statement to a statement of desired outcome.

For example, if a parent says *"She's so irresponsible about her school work, it will be a miracle if she ever graduates"*, the mediator might reframe it by saying *"You are concerned about her ability to get through school successfully."*

Another type of reframing involves changing a statement about the past (which can't be changed) to an expression of future need or desire (which we do have some control over.)

For example, if a party says *"My neighbor held a huge party last weekend and I couldn't sleep all night because of the noise"*, the mediator might reframe this by saying *"You need to have quiet at night to sleep."*

If a party states a position, such as "He needs to apologize for treating me so rudely", the mediator can reframe by stating the unspoken need or value, such as "Being treated with respect is important to you."

Although reframing is used in the Information Sharing stage, it is more frequently used in the third stage – Understanding Interests and Needs. Here are the two main types of reframing.

### **Two Main Types of Reframing**

- Changing a complaint or criticism to a statement of unmet needs
- Removing toxic language and restating in neutral terms.

#### **Changing a complaint or criticism to a statement of unmet needs**

Look for a statement of some condition or quality the speaker doesn't like or want, and reframe it as a desire for the opposite condition or quality.

"This office is pure chaos."

*"You need order at work."*

“Your salespersons are discourteous.”

*“You would like to be treated with respect.”*

“I hate the way they play loud music late at night.”

*“You need a quiet environment at night.”*

When the complaint is about something that happened in the past, the mediator can focus the attention on a positive need for the future.

When the speaker objects to or is unhappy with a past behavior or course of conduct, reframe it as a need or desire for different future behavior.

“I had to clean the whole office by myself last week.”

*“Next time you’d like to divide up the work in a way that seems fairer.”*

“I hate the way my boss criticized me in front of everyone.”

*“In the future, you would like your boss to discuss such matters privately.”*

### **Removing toxic language and restating in neutral terms**

The mediator helps parties hear each other by reframing potentially inflammatory language into neutral terms. For example, “He harassed me!” might be reframed as “You were annoyed when he called you at home.”

An example that combines both types of reframing:

**Statement:** “I work the swing shift and I get furious when your mangy mutt’s barking wakes me up at the crack of dawn”

**Reframed:** “It is important for you to get enough sleep, so when the dog barks early in the morning and wakes you up - you get very upset.

### **Effective Questioning Skills**

Communication is composed of a sender, a receiver, and a message. Effective communication occurs when the receiver understands what the message is that the sender intended. Questioning is a communication skill that is used to help a receiver to understand a message. If a question is to be effective, there needs to be a purpose for asking the question.

Legitimate purposes include:

- Gathering needed information
- Understanding facts of past events that led to the present situation
- Focusing attention on an angle or topic
- Directing the path of the conversation
- Encouraging someone to think about an issue in a different way
- Concluding a communication

Examples of questions related to concluding a communication are: “Are we clear about this situation?” and “Is there anything more we need to talk about related to this issue?”

Effective questioning elicits information from the communication that might not otherwise be revealed. It clarifies things, identifies issues and facts, and provides new insights or meanings. An unknown author said, “Questions are windows to the mind.”

Effective questioning is a good listening skill. It lets speakers know that they are heard and that the listeners want to understand.

On the other hand, ineffective questions may place the receiver on the defensive, thus hindering communication. Questions should not make anyone uncomfortable or irritated. Some general rules for asking questions are:

- Ask only essential or necessary questions
- Have a reason beyond curiosity to ask a question?
- Be aware of how many questions are asked
- Avoid questions beginning with “why”
- Avoid double or multiple questions to allow the receiver to respond to one question at a time
- Avoid “leading” questions
- Be aware of the tone of voice in which the question is asked

- Phrase questions so that the answer you want is easy for the respondent to give

Questions can be placed on a continuum. The continuum's characteristics include the amount of control and the amount of information gathered.

### Question Continuum

	Open Questions	Focused Questions	Closed/Direct Questions	Leading Questions
Sender Control	Low	Equal	High	High
Receiver Control	High	Equal	Low	Low
Information Gathered	High Amount	Specific	Narrow and Limited	Low Amount

### Open Questions

*Sender: low control; Receiver: high control; high amount of information gathered*

An open question offers a free flow of information and allows the receiver of the question to determine the scope and content of the answer. Open questions give communication power to the receiver. They are used to gather information and to encourage people to express their ideas, concerns, and feelings freely. They are used to begin an inquiry or a conversation.

In mediation, they are used most often at the beginning. Some examples are "What happened?" "What do I need to know about this situation?" and "How did this situation start?"

*Advantages of using open questions are:*

- Open questions give the power to determine the topic and range of the answers to the receiver
- Open questions allow the receiver to recall issues or matters that would have been overlooked if the receiver had been asked more detailed or focused questions initially
- Open questions permit the receiver to paint a full picture of events in his or her own terms
- Open questions set the stage for the receiver to speak freely about sensitive topics
- Open questions have the potential to increase rapport between the questioner (sender) and the receiver

*Disadvantages of using open questions are:*

- Open questions may generate irrelevant answers
- Open questions provide little to stimulate the receiver's memory
- Open questions allow little control over a talkative receiver
- Open questions are difficult for a reluctant questioner to generate

### **Focused Questions**

*Sender: equal control; Receiver: equal control; specific information gathered*

In contrast to open questions, focused questions narrow the range of the information requested, so they are used when specific information is desired. However, focused questions divide the communication power between the sender and the receiver, because the receiver still may supply any answer within the focal area. Like open questions, focused questions let the receiver of the question know that the questioner is interested in what the receiver must say.

Focused questions can be used during every phase of the mediation. They are evident during the first phase – information gathering – but are effective throughout. Focused questions help to define issues when the parties are getting close to agreement. Some examples of focused questions are “What

occurred during the past two weeks?” “What happened last evening?” and “What time did you say you would meet with your neighbor?”

*Advantages of using focused questions are:*

- Focused questions allow the questioner to work through sensitive issues by delicately easing the receiver into the issues
- Focused questions help to stimulate and focus the receiver’s memory by asking him or her to respond to specific topics
- Focused questions allow the power in the communication to be balanced between the questioner and the receiver

*Disadvantages of using focused questions are:*

- Focused questions might inhibit rapport with a receiver who feels as if he or she has no opportunity to fully explain his or her position
- Focused questions might make the receiver feel uncomfortable because it might appear that the questioner is probing.

### **Closed or Direct Questions**

*Sender: high control; Receiver: low control; narrow and limited information gathered*

Closed or direct questions are narrower than open and focused questions. Closed or direct questions usually require a “yes” or “no” response or, at least, a short response. Closed or direct questions shift the communication power to the questioner. Such questions usually are asked toward the end of a mediation when an agreement or settlement is near. Examples of closed or direct questions are “When does the agreement period end?” “Did you sign this contract?” “Are you agreeing to make a payment by Thursday at 5:00 p.m.?” and “Are you taking responsibility for this action?”

*Advantages of using closed or direct questions are:*

- Closed or direct questions demand specific information
- Closed or direct questions call for relevant responses
- Closed or direct questions aid in obtaining or clarifying details

- Closed or direct questions give power to the questioner

*Disadvantages of using closed or direct questions are:*

- Closed or direct questions may inhibit rapport
- Closed or direct questions may create an atmosphere of interrogation

### **Leading Questions**

*Sender: high control; Receiver: low control; low amount of information gathered*

Leading questions carry the desired responses within the questions. They reflect the prejudices or purposes of the questioners. They also shift the communication power to the questioner, often at the expense of the receiver. Leading questions suggest that there is only one answer, and they shut down the free flow of information. Questioners often ask leading questions to trap receivers. Attorneys in court, television and radio talk-show hosts, and news reporters ask leading questions.

Leading questions usually are not helpful in mediation. Some examples of leading questions are “Don’t you think that...?” “You had at least four drinks before you got into the car, didn’t you?” “You knew that the contract had this provision, right?” and “So, you have had trouble with the police before?”

*Advantages of leading questions are:*

- Leading questions give the power of communication to the questioner
- Leading questions allow the questioner to confirm information on sensitive topics and often are used when there is a situation in which the receiver may have violated a generally accepted behavioral norm, such as a violent crime or sexual incident.

*Disadvantages of leading questions are:*

- Leading questions can transfer the questioner’s opinions and values onto the receiver
- Leading questions can direct the receiver down an erroneous path
- Leading questions do not elicit further information

- Leading questions place the receiver on the defensive

This Effective Questioning Skills section was adapted from The Conflict Resolution Training Program by Prudence, Bowman, Kestner, Larry & Ray

### **Practicing Open-Ended Questions**

***Change these direct questions into open-ended questions.***

Example: “Did the car have any damage

to

*What was the condition of the car after the accident?*

“Did you read the contract before you signed it?”

“Are you sorry about what happened?”

“Do you want an apology?”

“Could you pay him for the damages?”

“Will you be reimbursed by insurance?”

“Will you promise to leave her alone?”

**MODULE 2 Summary**  
***Personal Reflection***

*Key learning points for me from the material and exercises in this Module:*

*For my own personal growth as a mediator, I need to pay attention to:*