

WBGR ADR INSTITUTE

ALTERNATIVE DISPUTE RESOLUTION · ESTABLISHED 2026

Facilitative Mediation Training

SPECIALTY RECORDING GUIDE

Sports & Entertainment Mediation

Unit headers and all twelve specialty module titles with slide-by-slide speaking points for recording every video lecture.

PROGRAM

Sports & Entertainment Mediation Specialty

Instructor video lecture production guide · speaking points & recording script

RECORDING GUIDE**How To Use This Production Guide**

This guide gives the on-camera instructor everything needed to record each lecture: the unit headers, the module titles, and the slide-by-slide speaking points that pace every video.

Structure of the course

- The course is organized into four instructional units. Each unit opens with a Unit Header (a welcome video) and then contains three module lectures — twelve modules in total.
- Every deck follows a five-slide rhythm. The lecture video is recorded beside slide five, after the talking points have been delivered.
- Speaking points are written as prompts, not a word-for-word script — deliver them naturally and in your own voice while preserving the facilitative-mediation principles.

Recording each video

- Open on camera, state the unit or module title shown on the slide, and frame what the segment covers.
- Walk through each slide's speaking points in order, pausing between points so they can be edited and captioned cleanly.
- Close every module by confirming the student checkpoint and reminding students that the module quiz unlocks after the lecture video is marked reviewed.

Branding and consistency

- Introduce yourself as faculty of the WBGR ADR Institute and keep the tone neutral, professional, and learner-centered throughout.
- Use the institute name and the established-2026 identity in opening and closing frames so the full library presents as one accredited-feeling program.

SPORTS & ENTERTAINMENT RECORDING GUIDE**Course Contents**

Every unit header and module title in this guide, in recording order.

Unit 1: Foundations of Sports & Entertainment Mediation

- » Unit Header — Welcome Video (5 slides)
- Module 1: Introduction to the Sports & Entertainment Conflict Landscape
- Module 2: The Mediator's Role in Reputation-Sensitive Disputes
- Module 3: Confidentiality, Publicity, and Media Pressure

Unit 2: Contracts, Deals, and Performance Disputes

- » Unit Header — Welcome Video (5 slides)
- Module 1: Contract Structures, Deal Points, and Expectations
- Module 2: Compensation, Royalties, and Performance Obligations
- Module 3: Breach, Renegotiation, and Interest-Based Problem Solving

Unit 3: Brand, Identity, and Relationship Dynamics

- » Unit Header — Welcome Video (5 slides)
- Module 1: Name, Image, Likeness (NIL) and Endorsements
- Module 2: Team, Talent, and Workplace Dynamics
- Module 3: Creative Control, Credit, and Power Imbalance

Unit 4: Settlement, Crisis, and Professional Practice

- » Unit Header — Welcome Video (5 slides)
- Module 1: Crisis Sensitivity and High-Pressure Negotiation
- Module 2: Settlement Design and Relationship Repair
- Module 3: Role Plays, Evaluation, and Professional Readiness

UNIT 1 · UNIT HEADER — WELCOME VIDEO**Unit 1: Foundations of Sports & Entertainment Mediation**

The sports and entertainment conflict landscape, the mediator's neutral role in reputation-sensitive disputes, and confidentiality under media pressure.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: "Welcome to Unit 1, Foundations of Sports & Entertainment Mediation."

Orient students to what this unit covers, then state the outcomes.

By the end of this unit, students will be able to:

- Map the sports and entertainment conflict landscape.
- Explain the mediator's neutral role in reputation-sensitive disputes.
- Apply confidentiality under media and publicity pressure.

Slide 2 · Core Concepts

- Disputes involve athletes, entertainers, agents, sponsors, venues, and production teams.
- Reputation, timing, and money intensify negotiation pressure.
- Mediation can resolve conflict while preserving future opportunity.
- Confidentiality must be managed even when the work is public-facing.

Slide 3 · Mediator Behaviors To Model

- Stay neutral even with public, high-profile parties.
- Protect careers, productions, and partnerships throughout the process.
- Preserve self-determination under publicity and time pressure.

Slide 4 · Student Discussion Prompts

- » Ask students which sports or entertainment disputes they have seen play out publicly.
- » Discuss how publicity changes what parties are willing to say in mediation.

Slide 5 » Readiness Checkpoint & Welcome Video

- Confirm students understand the unit goals and how the three modules build on each other.
- Record the welcome video here: invite students into the unit, set expectations, and preview the first module.
- Close: "When you are ready, continue to Unit 1, Module 1."

UNIT 1 · MODULE 1**Introduction to the Sports & Entertainment Conflict Landscape**

Identify common disputes among athletes, entertainers, agents, sponsors, and venues.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Identify common disputes among athletes, entertainers, agents, sponsors, and venues.

- Map the parties and pressures in a typical industry dispute.
- Explain how mediation preserves future opportunity.

Slide 2 - Core Talking Points

- Disputes involve athletes, entertainers, agents, sponsors, venues, and production teams.
- Reputation, timing, and money intensify negotiation pressure.
- Mediation can resolve conflict while preserving future opportunity.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us look at who is involved and what each person needs to protect.”
- » “Resolving this well can keep future opportunities open for both of you.”
- » “My role is neutral, even though this matter is very public.”

Slide 4 - Role-Play Practice

Students map the stakeholders and pressures in a public sports or entertainment dispute.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students identify the parties and the reputational pressures at play?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 1 - MODULE 2**The Mediator's Role in Reputation-Sensitive Disputes**

Stay neutral while protecting careers and public image.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Stay neutral while protecting careers and public image.

- Maintain neutrality with high-profile, public parties.
- Protect careers and image while keeping decisions with the parties.

Slide 2 - Core Talking Points

- The mediator stays neutral even with public, high-profile parties.
- The process protects careers, productions, and partnerships.
- Self-determination is preserved under public pressure.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “I treat both of you the same, regardless of profile or following.”
- » “We can protect your reputation while still solving the underlying issue.”
- » “The decisions here remain yours, even with the public watching.”

Slide 4 - Role-Play Practice

Role-play a reputation-sensitive dispute; observers assess whether neutrality held under pressure.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students stay neutral and protect self-determination with high-profile

parties?

- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 1 · MODULE 3

Confidentiality, Publicity, and Media Pressure

Manage confidentiality when the work is public-facing.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Manage confidentiality when the work is public-facing.

- Set confidentiality expectations before sensitive facts surface.
- Factor publicity and timing into the option set.

Slide 2 · Core Talking Points

- Confidentiality expectations are set clearly before sensitive facts are shared.
- Publicity, leaks, and timing affect settlement options.
- The mediator manages media pressure without taking sides.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Before we go further, let us agree on what stays confidential.”
- » “How might timing or publicity affect the options we explore?”
- » “I will hold this process steady regardless of outside pressure.”

Slide 4 · Role-Play Practice

Students draft a confidentiality understanding for a public-facing dispute and explain it on camera.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students set confidentiality expectations and account for publicity?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 2 · UNIT HEADER — WELCOME VIDEO**Unit 2: Contracts, Deals, and Performance Disputes**

Framing disputes around deal points and obligations, clarifying compensation and performance, and interest-based problem solving for breach and renegotiation.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 2, Contracts, Deals, and Performance Disputes.” Orient students to what this unit covers, then state the outcomes.

By the end of this unit, students will be able to:

- Frame disputes around deal points and obligations.
- Clarify compensation and performance expectations.
- Use interest-based problem solving for breach and renegotiation.

Slide 2 · Core Concepts

- Disputes are framed around obligations, deliverables, and deadlines.
- Legal claims are separated from underlying business interests.
- Compensation, royalties, and deliverables are common pressure points.
- Renegotiation focuses on future, workable terms rather than blame.

Slide 3 · Mediator Behaviors To Model

- Use neutral questions to clarify what each side expected and what changed.
- Help parties define measurable expectations.
- Stay neutral while parties evaluate options beyond the breach.

Slide 4 · Student Discussion Prompts

- » Ask: how do you separate a legal claim from the underlying business interest?
- » Discuss what makes a renegotiated deal more durable than the original.

Slide 5 » Readiness Checkpoint & Welcome Video

- Confirm students understand the unit goals and how the three modules build on each other.
- Record the welcome video here: invite students into the unit, set expectations, and preview the first module.
- Close: “When you are ready, continue to Unit 2, Module 1.”

UNIT 2 · MODULE 1**Contract Structures, Deal Points, and Expectations**

Frame disputes around performance obligations and deliverables.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Frame disputes around performance obligations and deliverables.

- Frame a dispute around obligations and deliverables.
- Separate the legal claim from the business interest.

Slide 2 - Core Talking Points

- Disputes are framed around obligations, deliverables, and deadlines.
- Legal claims are separated from underlying business interests.
- Neutral questions clarify what each side expected and what changed.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “What did each of you understand the deal to require?”
- » “Setting the legal claim aside, what do you each need going forward?”
- » “What changed between the agreement and where we are now?”

Slide 4 - Role-Play Practice

Students reframe a breach complaint into deal points and underlying interests.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students separate the legal claim from the business interest?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 2 - MODULE 2**Compensation, Royalties, and Performance Obligations**

Clarify money and deliverable expectations.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Clarify money and deliverable expectations.

- Define measurable compensation and deliverable expectations.
- Surface the interests beneath a money dispute.

Slide 2 - Core Talking Points

- Compensation, royalties, and deliverables are common pressure points.
- The mediator helps parties define measurable expectations.
- Interests beneath money disputes are surfaced neutrally.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us define exactly what is owed, for what, and by when.”
- » “Beyond the dollar figure, what does this represent for you?”
- » “How will both of you know the obligation has been met?”

Slide 4 - Role-Play Practice

Students turn a vague compensation dispute into measurable terms and named interests.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students make money and deliverable expectations specific and

measurable?

- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 2 · MODULE 3

Breach, Renegotiation, and Interest-Based Problem Solving

Move from breach claims to workable future options.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Move from breach claims to workable future options.

- Shift the conversation from breach to future options.
- Facilitate renegotiation while staying neutral.

Slide 2 · Core Talking Points

- Option generation moves parties beyond breach positions.
- Renegotiation focuses on future, workable terms.
- The mediator stays neutral while parties evaluate options.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Rather than relitigate the past, what could work from here?”
- » “Let us list some possibilities before judging any of them.”
- » “Which option best protects what each of you values?”

Slide 4 · Role-Play Practice

Role-play a breach turning into a renegotiation; class evaluates the move from positions to options.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students move parties from a breach position toward workable terms?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 3 · UNIT HEADER — WELCOME VIDEO**Unit 3: Brand, Identity, and Relationship Dynamics**

Mediating NIL, endorsement and brand disputes, balancing talent, team and workplace dynamics, and addressing creative control and power imbalance.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 3, Brand, Identity, and Relationship Dynamics.” Orient students to what this unit covers, then state the outcomes.

By the end of this unit, students will be able to:

- Mediate NIL, endorsement, and brand disputes.
- Balance talent, team, and workplace dynamics.
- Address creative control and power imbalance.

Slide 2 · Core Concepts

- NIL disputes involve name, image, likeness, and endorsements.
- Confidentiality is balanced with public-facing brand work.
- Conflicts arise among talent, management, coaches, and crews.
- Creative control and credit are frequent sources of conflict.

Slide 3 · Mediator Behaviors To Model

- Surface interests beneath status, respect, and credit disputes.
- Support balanced participation across clear power gaps.
- Help parties consider reputation repair and future collaboration.

Slide 4 · Student Discussion Prompts

- » Ask how a mediator keeps balance when one party holds far more power.
- » Discuss when reputation repair becomes part of the settlement itself.

Slide 5 » Readiness Checkpoint & Welcome Video

- Confirm students understand the unit goals and how the three modules build on each other.
- Record the welcome video here: invite students into the unit, set expectations, and preview the first module.
- Close: “When you are ready, continue to Unit 3, Module 1.”

UNIT 3 · MODULE 1**Name, Image, Likeness (NIL) and Endorsements**

Explore disputes over identity, endorsements, and brand control.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Explore disputes over identity, endorsements, and brand control.

- Identify the identity and brand interests in an NIL dispute.
- Weigh reputation repair and future collaboration as options.

Slide 2 - Core Talking Points

- NIL disputes involve name, image, likeness, and endorsements.
- Confidentiality is balanced with public-facing brand work.
- Parties consider reputation repair and future collaboration.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “What part of your name, image, or brand matters most to protect?”
- » “Could future collaboration be more valuable than winning this point?”
- » “How do we balance privacy with the public side of your brand?”

Slide 4 - Role-Play Practice

Students map the brand and identity interests in an NIL or endorsement dispute.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students surface identity and brand interests and consider future collaboration?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 3 · MODULE 2**Team, Talent, and Workplace Dynamics**

Address communication breakdowns among talent and management.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Address communication breakdowns among talent and management.

- Surface interests beneath status and credit disputes.
- Balance participation across power differences.

Slide 2 - Core Talking Points

- Conflicts arise among talent, management, coaches, and crews.
- Mediation surfaces interests beneath status and credit disputes.
- Balanced participation supports parties with power differences.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Underneath the credit question, what recognition matters to you?”
- » “Let us make sure both the senior and junior voices are heard.”
- » “What would a respectful working relationship look like going forward?”

Slide 4 - Role-Play Practice

Role-play a talent-versus-management dispute; observers note how balance was maintained.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students balance participation when one party holds more power?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 3 · MODULE 3

Creative Control, Credit, and Power Imbalance

Manage creative-control, credit, and power-imbalance disputes.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Manage creative-control, credit, and power-imbalance disputes.

- Facilitate a creative-control or credit dispute neutrally.
- Preserve self-determination despite a power imbalance.

Slide 2 · Core Talking Points

- Creative control and credit are common sources of conflict.
- The mediator supports balanced participation across power gaps.
- Self-determination is preserved while managing pressure.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “What does creative control protect for each of you?”
- » “How should credit be shared so it feels fair to both sides?”
- » “Let us keep this balanced so the decision is genuinely yours.”

Slide 4 · Role-Play Practice

Students mediate a credit or creative-control dispute and reflect on managing the power gap.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students keep a power-imbalance dispute balanced and self-determined?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 4 · UNIT HEADER — WELCOME VIDEO**Unit 4: Settlement, Crisis, and Professional Practice**

Crisis-sensitive high-pressure negotiation, settlement design that repairs relationships, and demonstrating professional readiness through role play.

Slide 1 · Welcome & Training Outcomes

Open the unit on camera: “Welcome to Unit 4, Settlement, Crisis, and Professional Practice.” Orient students to what this unit covers, then state the outcomes.

By the end of this unit, students will be able to:

- Handle crisis-sensitive, high-pressure negotiation.
- Design settlements that repair relationships.
- Demonstrate professional readiness through role play.

Slide 2 · Core Concepts

- High-pressure timing and publicity shape the negotiation.
- Settlements include deliverables, dates, payment, and public statements.
- Options can preserve careers, productions, seasons, and partnerships.
- Closing commitments must be practical and performable.

Slide 3 · Mediator Behaviors To Model

- Protect self-determination under crisis pressure.
- Keep the process neutral even when the stakes are public.
- Use feedback and reflective practice to build readiness.

Slide 4 · Student Discussion Prompts

- » Ask what a mediator does differently when the clock and the cameras are running.
- » Discuss how a settlement can protect both money and relationships.

Slide 5 » Readiness Checkpoint & Welcome Video

- Confirm students understand the unit goals and how the three modules build on each other.
- Record the welcome video here: invite students into the unit, set expectations, and preview the first module.
- Close: “When you are ready, continue to Unit 4, Module 1.”

UNIT 4 · MODULE 1**Crisis Sensitivity and High-Pressure Negotiation**

Keep self-determination during high-pressure, public moments.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Keep self-determination during high-pressure, public moments.

- Keep a calm, neutral process under crisis pressure.
- Protect self-determination when timing is urgent and public.

Slide 2 - Core Talking Points

- High-pressure timing and publicity shape the negotiation.
- The mediator protects self-determination under crisis pressure.
- The process stays neutral even when the stakes are public.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us slow this down enough to make a sound decision.”
- » “Even with the deadline, the choice here stays with you.”
- » “I will keep this process steady no matter the outside noise.”

Slide 4 - Role-Play Practice

Role-play a time-pressured, public crisis; debrief how neutrality and self-determination held.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students protect self-determination under crisis and time pressure?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 4 - MODULE 2**Settlement Design and Relationship Repair**

Draft agreements that preserve careers and partnerships.

Slide 1 - Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Draft agreements that preserve careers and partnerships.

- Draft a settlement covering deliverables, dates, payment, and statements.
- Design terms that preserve the relationship where possible.

Slide 2 - Core Talking Points

- Agreements include deliverables, dates, payment, and public statements.
- Options preserve careers, productions, seasons, and partnerships.
- Closing commitments are practical and performable.

Slide 3 - Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “Let us spell out who does what, by when, and what is said publicly.”
- » “Which terms protect the relationship as well as the deal?”
- » “Is each commitment something you can realistically perform?”

Slide 4 - Role-Play Practice

Students draft a settlement that includes a public-statement clause and confirm it is performable.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Are students' settlements specific, performable, and relationship-aware?

- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.

UNIT 4 · MODULE 3

Role Plays, Evaluation, and Professional Readiness

Practice complete specialty mediations with feedback.

Slide 1 · Training Focus

Frame the module on camera and tell students what they will be able to do. Focus: Practice complete specialty mediations with feedback.

- Run a complete specialty mediation from opening to agreement.
- Use feedback to set professional next steps.

Slide 2 · Core Talking Points

- Role plays practice complete sports and entertainment mediations.
- Feedback and evaluation build professional readiness.
- Reflective practice prepares students for specialty work.

Slide 3 · Mediator Language To Model

Demonstrate neutral, facilitative phrasing students can reuse:

- » “What did you handle well in that reputation-sensitive moment?”
- » “Which specialty skill do you want to keep sharpening?”
- » “Here is how evaluation and readiness will be assessed.”

Slide 4 · Role-Play Practice

Students run a full specialty role play and complete a self-evaluation with one development goal.

Slide 5 » Student Checkpoint & Lecture Video

- Check for understanding: Can students complete a specialty mediation and reflect on professional next steps?
- Record the module lecture video here, walking through the talking points beside slide five.
- Remind students the module quiz unlocks after they mark this lecture video reviewed.