

# WBGR ADR INSTITUTE

ALTERNATIVE DISPUTE RESOLUTION · ESTABLISHED 2026

Facilitative Mediation Training

## UNIT 3 RECORDING GUIDE

# Brand, Identity, and Relationship Dynamics

Unit header welcome video and module lecture speaking points for on-camera recording.

### PROGRAM

## Sports & Entertainment Mediation Specialty

Instructor video lecture production guide · speaking points & recording script

**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.