

Mediators' professional competence and personal qualities in conducting conciliation processes with varying degrees of success



Authors:

Yana Korneeva¹
Liudmila Shahova¹
Nina Skripchenko²

Affiliations:

¹Department of Psychology, Higher School of Psychology, Pedagogy and Physical Education, Northern (Arctic) Federal University named after M.V. Lomonosov, Arkhangelsk, Russia

²Department of Criminal Law and Procedure, Higher School of Economics, Management and Law, Northern (Arctic) Federal University named after M.V. Lomonosov, Arkhangelsk, Russia

Research Project Registration:
Project Research Number:
FSRU-2020-006

Corresponding author:
Yana Korneeva,
amazonka@mail.ru

Dates:
Received: 14 Jan. 2021
Accepted: 26 July 2022
Published: 23 Nov. 2022

How to cite this article:
Korneeva, Y., Shahova, L., & Skripchenko, N. (2022). Mediators' professional competence and personal qualities in conducting conciliation processes with varying degrees of success. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 48(0), a1870. <https://doi.org/10.4102/sajip.v48i0.1870>

Read online:



Scan this QR code with your smart phone or mobile device to read online.

Orientation: Mediation is becoming an increasingly popular conciliatory procedure, which makes it possible to increase the psychological protection of parties in disputes in educational, social environment and legal practice.

Research purpose: To develop and empirically confirm the model of mediators' professional competencies to determine the features of mediators' professional competencies and personal characteristics in the conciliation procedure with varying degrees of success.

Motivation for the study: Today, the profession of mediator is becoming increasingly popular; however, there is not enough information in scientific literature about the issues of specialists' professional suitability to training and experience, desirable personality traits and competencies.

Research approach/ design and method: A total of 103 mediators from the Russian Arkhangelsk region took part in the study. Research methods include psychological testing using Bardin and Presnov's '11 personality factors', Costa and McCray's Five-Factor Personality Questionnaire adapted by Bodunov and Biryukov and questioning (the author's self-assessment questionnaire of mediators' professional competencies). Statistical processing was carried out using descriptive statistics, correlation (Pearson's χ^2), multivariate variance and stepwise multiple regression analysis using the SPSS 23 software package.

Main findings: The mediators' professional competence model includes communication, conflict management, problem analysis, planning and self-control. A self-assessment questionnaire for mediators' professional competencies, which can be used by the 360-degree method, has been developed and tested. A conclusion was made that the success of a conciliation procedure is influenced by such personal qualities as self-control, communication, curiosity and morality. From the list of mediators' professional qualities, compiled by the authors, the following ones directly influence the success of mediation: activity, specificity, openness, poise, organisation, responsibility and communication skills.

Practical/managerial implications: It is necessary to provide additional support for novice mediators, because this will facilitate more active involvement in activities, conduct more conciliation process and subsequently lead to increased success.

Contribution/value-add: The developed questionnaire for assessing professional competencies will help in the training and selection of mediators. It will allow us to highlight what key and specific competencies of the mediator hinder the achievement of a successful result in the rehabilitation procedure and require development.

Keywords: restorative mediation; mediator; professional competence; professional aptitude; personality traits; important professional qualities; success of conciliation process.

Introduction

Mediation is a relatively new but highly relevant area of professional activity. The development of the system of conciliation services that implement mediation in the Russian Federation is regulated by the following normative acts: the federal law regarding the *Alternative procedure for resolving disputes with the participation of a mediator (mediation procedure)* (Law of the Russian Federation N 193-FZ, 2010); recommendations of the Committee of Ministers of the Council of Europe No. R (99) 19, 'On Mediation in Criminal Cases'; and standards for restorative mediation, developed and approved by the All-Russian Association for Restorative Mediation on 17 February

Copyright: © 2022. The Authors. Licensee: AOSIS. This work is licensed under the Creative Commons Attribution License.

2009, the concept for the development of a network of mediation services until 2020.

Since 2013, there has been a trend towards an increase in the number of applications for mediation (Skripchenko, 2020). It is becoming increasingly important to be able to analyse mediators' personal characteristics contributing to the successful performance of work functions, which will improve the training system of these specialists. In Russia, personality traits that help a person quickly learn their chosen profession, quickly adapt to the workplace and effectively perform professional functions are understood as a specialist's important professional qualities (Klimov, 1996).

The mediator is generally facilitating a process whereby the parties can constructively engage and reach a mutually agreed to resolution. The mediator's success is achieved through various activities, which include professional selection, adaptation, personnel training, personnel certification and others. The development of the aforementioned activities is based on professional suitability, which is an integral characteristic reflecting the degree of a person's individual capability to perform work functions well.

One's professional suitability for a certain activity is currently determined in Russia using two different approaches that modern scientific research and practice offer: the first one is based on the assessment of important (significant) professional qualities, while the second one – on the assessment of professional competencies (Tolochek, 2017, 2019). The competence-based approach has become widespread in assessing specialists' professional suitability. To increase the effectiveness of personnel, it is necessary to develop the model of mediator's professional competencies, correlated with personality traits, which are associated with high results in professional activity.

There are a number of studies devoted to restorative justice problems (Braithwaite, 2001; Christie, 2007; Yoshpa, 2013; Zeer, 2002), which reveal restorative mediation principles and approaches and discuss the problems of its implementation.

Fundamental modern Russian research includes the works of Karnozova (2014), Tkachev (2002), Vasilenko (2013), Harutyunyan (2012), Maksudov (2013) and Kalashnikova (2011). The presented works discuss the procedure of mediation, its principles, peculiarities and the possibilities of its application, including minors. Several studies discuss mediators' training and the psychological aspects of training those in charge of conciliation programmes (Allahverdova, 2012; Karpenko, 2006).

Many articles on mediation focus on the skills that mediators should have (active listening, reframing, nonverbal communication, identifying problems) or on the models they should use (stimulating, evaluative, transformative, narrative). Negotiations, opening statements, ethics, standards,

confidentiality, shuttle negotiations and getting out of deadlocks are discussed here.

These works stress the significant role of the mediator and his or her personality in the success of the procedure. However, little has been written about how the mediator's personal qualities affect the mediation process. One of the first such studies was by Bowling and Hoffman (2003): 'Bringing peace to the room: How the personality of the mediator influences the mediation process, thus shedding some valuable light on this previously largely unexplored area'.

Empathy as an emotional intelligence characteristic is mentioned in many works as a key personality trait of a mediator (Benjamin, 2003; Bowling & Hoffmann, 2003; Cloke, 2003; Gold, 2003; Johnson et al., 2003; Le Baron, 2003; Mayer, 2004; Reitman, 2003; Saposnek, 2003; Schreier, 2002; Shearouse, 2003).

In Waller and Alayne's research, three types of mediators are characterised according to the dimensions of intuition, feeling and perception. It is observed that people with a tendency to intuition tend to focus on relationships and look at the big picture and relationships between facts. People who choose to use their senses when making decisions tend to be empathetic, compassionate and people-centred. People who prefer to use perception tend to be spontaneous and like to trust their ingenuity in adapting to the demands of the situation (Waller, 2000).

The aim of this study was to develop and empirically confirm a model of mediators' professional competencies and to determine the characteristics of mediators' professional competencies and personal characteristics with varying degrees of success in the conciliation procedure.

The authors have put forward the assumption that successful mediators are distinguished from unsuccessful ones by a higher expression level of such professionally significant personal qualities as conflict management, problem analysis and self-control, and they are also characterised by greater sociability and curiosity.

Theoretical substantiation of the mediators' professional competence model

The 'competence' and 'expertise' concepts have synonymous meanings in many works, but these are distinctly different concepts. Competence is a characteristic of labour tasks, including the characteristics of the position and job position in the organisation; expertise is a characteristic of a labour subject, his or her readiness and ability to perform assigned tasks during work (Noskova, 2009). Through the concept of competence, the professional activity content is revealed; the requirements to a specialist's professional activity are determined, which allows for selection, assessment, training and development of personnel.

Competencies are generalised action modes ensuring productive performance of professional activities (Zeer, 2005). Zeer differentiates between the concepts of 'competence' and 'expertise' and notes that expertise means knowledge, skills and experience of a person, and the ability to actualise and mobilise them in a certain professional situation determines the competence of a successful person. Competencies are the integrative integrity of knowledge, skills and abilities that provide professional activity; they are the ability of a person to put their competence into practice (Zeer & Cimanuk, 2005). Competencies are also considered knowledge, abilities, skills, behaviour patterns and personal characteristics, with the help of which success in professional activity is achieved (Zimnaya, 2004).

In modern literature, very few studies are devoted to the analysis of mediators' competencies. The separate mediation competences of teachers are highlighted, including communicative, information-analytical, mnemonic, organisational and managerial, emotional competence (Smolyaninova et al., 2020) or communicative, psychological-pedagogical, autopsychological competence (Kozlova, 2008). In international publications, the main competence of the mediator is determined by his or her ability to update the client's resources, focus on the current state of the conflict situation and facilitate mutually beneficial solutions to the conflict (Hayens, 2000).

Timokhin' article describes an approach similar to the present study: the formulation of competencies based on a professional standard (Timokhin, 2020). However, in this study, competencies are formulated similar to work functions. This approach does not answer the question of what one has to be able to do and to possess in order to make professional activity as a mediator successful.

In the study, Collins presents a list of the most important personal competencies of a mediator, identified on the basis of the analysis of various sources (Mayer, Benjamin, Hoffmann, Levine, etc.) which mentioned the qualities necessary for a mediator. The research is based on the overall process of mediation. This list includes the following: empathy, multitasking thinking, authenticity, emotional intelligence and impulsivity control, a sense of presence, neutrality, intuition, the ability to appreciate what parties bring, artistry, curiosity (Collins, 2005). This list has been studied to determine personality traits relevant for one's job.

In an earlier study the authors identified and empirically studied the list of mediators' important professional qualities, such as communication skills, openness, friendliness, empathy, responsibility, democracy, independence, activity, organisation, poise and specificity (Korneeva & Rudakova, 2019). The present study was carried out as the continuation of the previous one. It allows the researchers to correlate professionally important qualities with mediators' professional competencies and the success of this process. This will justify the model of the mediator's professional competencies.

In this study, Toloček's concept has been followed, where 'professional competencies' are considered 'functional systems that are formed on the basis of professional abilities and professionally important qualities in performing specific tasks process of joint professional activity in specific social environment conditions'. Competencies are adaptive and highly specialised functional systems of the subject, manifested in the success of his or her activity (its effectiveness, stability and reliability) in the behaviour adequate to the given environment (consistent with the activity and behaviour of other subjects) (Toloček, 2020).

In Russia, since 2013, the qualifications, characteristics and skills of a specialist performing a certain type of professional activity, as well as a certain work function, have been normatively regulated by professional standards, which are approved by the Ministry of Labor and Social Protection of the Russian Federation. Occupational standards are an important element of the National Qualifications System.

The procedure for the development and approval of professional standards is determined by the Decree of the Government of the Russian Federation of 22 January 2013 No. 23, the *Rules for the development and approval of professional standards* (Resolution of the Government of the Russian Federation N23, 2013).

The use of professional standards in the Russian Federation is governed by the provisions of article 195.1 of the *Labor Code of the Russian Federation* (Labor Code of the Russian Federation, 2001). Therefore, the application of professional standards for state employers is also mandatory based on the definition of the term 'professional standard' given in article 195.1 of the *Labor Code of the Russian Federation*.

For employers, a professional standard is the basis for establishing more specific requirements for the performance of an employee's labour function, taking into account the nature of the company's business and value proposition. The relevant provisions of professional standards should be taken into account when creating federal state educational standards for professional education.

The structure of a professional standard is established by the order of the Russian Ministry of Labour dated 12 April 2013 No. 147n, 'On approval of the Layout of the professional standard' (Order of the Russian Federation Ministry of Labor and Social Protection, 2013). The professional standard includes a description of generalised labour functions, qualification level, labour functions and actions within a specific professional field, knowledge and skills that an employee must have, as well as the name of the position in which an employee can perform these functions and what kind of education and work experience he or she should have.

To develop the professional competence model of restorative process mediator (this is a process in which the mediator creates conditions for restoring the ability of people to

TABLE 1: Determination of mediator's professional competencies and personal qualities based on the professional standard.

Labor function	Preparation for mediation in a specialised field		Leading the process of developing, agreeing on the mediation agreement terms and completing the mediation procedure		
	Motivating parties to participate in mediation by telephone	Conducting an individual meeting with the parties	Establishing contact with the parties to the process	Conducting the process of the mediation agreement terms developing	Encouraging restorative action
Skills	<ul style="list-style-type: none"> - Communicative - Emotion management - Negotiating - Analytical - Use motivational programs 	<ul style="list-style-type: none"> - Communicative - Emotion management - Negotiating - Active listening - Analytical 	<ul style="list-style-type: none"> - Negotiating - Communicative - Establishing contact - Self-presentation skills 	<ul style="list-style-type: none"> - Skill in mediation procedure - Dialogue skills 	<ul style="list-style-type: none"> - Active listening skills - Communicative
Professionally important qualities based on previous scientific research	<ul style="list-style-type: none"> - Empathy - Concreteness - Equilibrium - Activity - Openness - Friendliness - Communicability 	<ul style="list-style-type: none"> - Empathy - Concreteness - Mindfulness - Equilibrium - Openness - Activity - Friendliness - Responsibility - Sociability - Organisation 	<ul style="list-style-type: none"> - Empathy - Activity - Responsibility - Openness - Impartiality - Sociability - Friendliness 	<ul style="list-style-type: none"> - Empathy - Equilibrium - Openness - Impartiality - Organisation - Mindfulness - Concreteness - Activity - Sociability - Responsibility 	<ul style="list-style-type: none"> - Empathy - Impartiality - Sociability - Friendliness
Competencies based on the Dulewicz' list	<ul style="list-style-type: none"> - Communicativeness - Problem analysis - Self-control 	<ul style="list-style-type: none"> - Communicativeness - Problem analysis - Planning - Self-control 	<ul style="list-style-type: none"> - Communicativeness - Self-control - Conflict management 	<ul style="list-style-type: none"> - Communicativeness - Self-control - Planning - Problem analysis - Conflict management 	<ul style="list-style-type: none"> - Self-control - Communicativeness

understand each other and agree on acceptable options for resolving problems (if necessary, making amendments for the harm caused as a result of conflict or illegal situations), identified in the course of a theoretical analysis of professional activity, the mediator's personal qualities were correlated with work functions and professional skills, which are reflected in 'The Professional standard of the Russian Federation' (No. 1041n, 2014). According to the standard, for the implementation of the generalised labour function, 'Mediation in a specialised field', it is necessary to perform two labour subfunctions: preparation for the mediation procedure in a specialised area and the development process, negotiation of the mediation agreement terms and the mediation procedure completion. Next, the professional competencies required to perform each of the labour functions were correlated (Table 1).

The first labour function includes the following subfunctions – motivating the parties to participate in mediation by phone and holding an individual meeting. Accordingly, to perform these subfunctions, communication skills, the ability to manage emotions and conduct a dialogue, analytical skills and the ability to apply motivational programmes and the method of active listening are required.

The second labour function includes such subfunctions as establishing contact with the parties to the process, leading the process of developing the terms of a mediation agreement and encouraging restorative actions. To perform these subfunctions, the skills to establish contact and conduct a dialogue, self-presentation, mediation and active listening are required.

Based on the given analysis of the mediator's activity and labour functions presented in the Professional Standard of

the Russian Federation No. 1041n, 2014, a model of restorative mediator's professional competencies has been developed (Table 1). When choosing mediators' core competencies, the competencies list proposed by Dulewicz has been used (Dulewicz, 1995; Dulewicz & Higgs, 2005). The competency model is a list of competencies that are necessary and sufficient for the implementation of labour functions in certain conditions of activity (Sezonova, 2015). All of the above data are presented in Table 1.

Furthermore, on the basis of the mediator's professional standard, the content and indicators of key competencies that are presented in Table 2 are determined. The competencies model and their manifestation levels are presented in Appendix 1.

Thus, the mediator's professional competence model in restorative mediation included five key competencies: communication, conflict management, problem analysis and work with information, planning and self-control.

The questionnaire of mediators' professional competencies self-assessment

For empirical testing and diagnostics of the identified professional competencies, the authors have developed a questionnaire for self-assessment of the mediators' professional competencies. This questionnaire was developed on the basis of the principle of constructing the 360-degree technique (Birley & Kozub, 2009; Higgs & Dulewicz, 2000; Ward, 2006), which allows it to be further adapted to assess the mediator's effectiveness from three sides (clients and mediators themselves).

TABLE 2: Description of the mediator's professional competence content and indicators in restorative mediation.

Definition of professional competencies	Competency indicators
Communicativeness - the ability to maintain interpersonal interaction, clarify, encourage and narrate.	<ul style="list-style-type: none"> - ability to present yourself - ability to negotiate - active listening - customer orientation - ability to recognise emotions - empathy
Conflict management - the ability to identify the specific conflict essence and organise open and effective interaction.	<ul style="list-style-type: none"> - ability to convince - sensitivity - responsibility - respect - stress tolerance - patience
Problem analysis - the ability to obtain accurate information, clarify controversial issues by asking a number of specific questions, identifying potential opportunities or a wide variety of information that may be useful in the future.	<ul style="list-style-type: none"> - collection of information - ability to analyse - ability to summarise information - attention to detail - structuring information
Planning - the ability to develop an effective program for their own activities.	<ul style="list-style-type: none"> - sequence - efficiency - ability to set deadlines and conduct rules - ability to comply with work deadlines and conduct rules - forecasting
Self-control - the ability to take control of one's own thoughts, emotions, behaviour, applying the necessary volitional efforts for this.	<ul style="list-style-type: none"> - independence - decency - self-esteem - emotional self-regulation - purposefulness

The model of mediators' professional competence developed by the authors includes five key competencies: communication, conflict management, problem analysis and work with information, planning and self-control. In the questionnaire that the authors have developed, an approval question is proposed for each indicator of each of the five competencies, which allows them to assess the competence formation. For example:

[S]elf-presentation abilities (the rules of choosing suitable clothes for different occasions, taking care of one's appearance, the ability to maintain posture, move in the right manner, sit, monitor one's postures and gestures).

This indicator corresponds to the statement of the questionnaire 'looks respectably, follows one's postures and gestures, holds posture'. These dimensions, along with their corresponding statements, were cross-checked through discussion with 15 subject experts (successful mediators, supervisors in the mediation field, trainers of mediation training programmes) and HR practitioners who are familiar with performance measurement and management.

For each statement of the questionnaire, the mediator is asked to rate on a four-rank scale how often this behaviour occurs ('never' 1 point, 'sometimes' 2 points, 'in most cases' 3 points, 'always' 4 points). For the convenience of the answers, one more assessment, 'I have no information', was added; however, these indicators were not taken into account in the empirical analysis because they do not have an estimated power.

Each mediator's competence has four development levels. The first level is the development level (competence requires development): a specialist has limited competence in the form of separate elements. He or she tries to show the necessary skills and understands their importance, but he or she does not always succeed. Competence is not manifested in new and nonstandard situations.

The second level is the experience level (basic): the specialist successfully solves standard work tasks using competence. In complex, new situations, competence manifests itself in the form of separate fragments, but it is unstable.

The third level is the skill level: a specialist confidently owns competence and demonstrates it in any situations that arise. A specialist helps others to exercise this competence. This level assumes the ability to predict negative events.

The last, fourth level is the leadership level: a specialist has a particularly high degree of competence development, which serves as an example for others. The employee creates the environment for the development of this competence in others: he or she organises events, sets the rules and norms that contribute to the manifestation of competencies in others.

To assess the content of expert judgements identified for the present study's proposed items, a content validity ratio (CVR) proposed by Lawshe (1975) has been carried out. This was calculated in the following way: $(n_e - N/2)/N/2$, where n_e is the sum of members indicating an item as 'essential', and N is the total number of experts who participated in the survey to examine the comprehensiveness and clarity of the items and dimensions of a proposed scale. Lawshe (1975) had prescribed the rule of thumb for achieving the minimum CVR value of 0.49 from 15 experts for considering an item as a scale component.

As an outcome of this analysis on employee performance dimensions, two items were discarded because of disagreement among experts, and finally 42 items with four corresponding three dimensions were retained in the scale, having 93% of agreement among experts with a CVR value higher than 0.49 for further analysis.

The model of competencies and the levels of their manifestation are presented in Appendix 1. The competence formation level was determined on the basis of the arithmetic mean of the answers to the questions compiled on the basis of indicators of all competencies.

To assess the social desirability of answers, four sincerity testing questions were added to the technique; five duplicate questions and five questions with inverse scaling were included to assess reliability. The final version of the questionnaire contains 42 statements and is presented in Appendix 1, Table 3-A1 along with the questionnaire key.

Materials and methods of research

The research was carried out at Northern (Arctic) Federal University named after M.V. Lomonosov in 2018–2019.

Research methods

Questionnaire

Based on the professional standard ‘specialist in the field of mediation (mediator)’ analysis, the model of professional competencies necessary for the successful implementation of this type of activity was developed. Therefore, a pilot study of the 42 items retained through CVR was carried out. The results of this analysis made it possible to develop the self-assessment questionnaire for the mediators’ professional competencies, which can be applied by the 360-degree method (when not only the mediator himself or herself but also the leader, colleagues and clients participating in the mediation are involved in the assessment of a specialist) (Birley & Kozub, 2009; Higgs & Dulewicz, 2000; Ward, 2006).

Psychological testing

Firstly, to diagnose the expressiveness of the mediator’s personality traits, the Bardina and Presnova’s ‘11 personal factors’ technique was used (Bardina, 2011). It is essentially based on five personality factors of temperament and character, but at the same time it is a more detailed alternative to the ‘Big Five’ (ipsative) test. The test has passed all psychometric tests; it is valid and reliable, and the test norms have been calculated. Measurable scales include sociability, activity, friendliness, conformity, morality, organisation, poise, insensitivity, curiosity, originality and abstractness.

Secondly, to confirm the competencies list, they were correlated with the mediators’ personal characteristics. For this purpose, the Five-Factor Personality Questionnaire (FFI) of the characteristics of mediators by Costa and McCray was used (adapted by M.V. Bodunov and S.D. Biryukov) (Biryukov & Vasiliev, 1997). Currently, the five-factor model ‘Big Five’ in the version of P. Costa and R. McCrae is considered one of the more popular, detailed and universal models for many languages and cultures, which is confirmed by empirical studies (Aluj et al., 2003; Kallasmaa et al., 2000; McCrae & Costa, 1997; Pulver et al., 1995). The validity of the methodology for the Russian sample has also been proven by numerous studies (Baranovskaya, 2005; Egorova & Chertkova, 2011; Shebetenko & Weinstein, 2010). The questionnaire is designed to assess personal qualities or rather ‘large’ factors of temperament and character – neuroticism, extraversion, openness to experience, cooperation and good faith.

Research stages

1. Revealing mediators’ professional competences and expressiveness of personal qualities, which are important for successful professional activity.
2. Identifying and describing the relationship between mediators’ professional competencies and important professional qualities indirectly of the objective indicator

of the conciliation procedure success – the number of conciliation agreements concluded.

3. Determining the predictors of the conciliation procedure success from among mediators’ professional competencies and professionally important qualities using stepwise multiple regression analysis.
4. Developing recommendations on the use of the mediators’ professional competencies self-assessment questionnaire in assessing specialists using the 360-degree method and taking into account their results when optimising work on the development and training of leading restorative mediation.

Statistical processing was carried out using descriptive statistics, correlation (Pearson’s χ^2), multivariate variance and stepwise multiple regression analyses with the SPSS 23 software package.

Ethical considerations

Ethical clearance to conduct this study was obtained from the Federal State Autonomous Educational Institution of Higher Education, Higher School of Psychology, Pedagogy and Physical Culture of the Northern (Arctic) Federal University Ethics committee and recommended for use (protocol No. 2, 2017).

Results

In 2018, 61 mediators of the Arkhangelsk region of Russia took part in the study, and in 2019, 42 mediators of the Arkhangelsk region aged 25–69 years (average age 41.22 ± 1.588) with a total experience of 2–48 years (average total experience of 17.30 ± 1.670) and mediator experience from 0 to 9 years (average experience 2.5 ± 0.313). The total sample size was 103 people.

In general, mediators conducted from 0 to 300 mediations (average number 29.81 ± 7.924) and concluded from 0 to 50 conciliation agreements (average number 17.05 ± 2.768). In the present study, mediators were considered successful if the completion of the procedure with a conciliation agreement was higher than the average value of the entire sample determined by the median (more than 6). In this sample, 55.7% of the interviewed mediators were successful according to objective criteria, and 44.3% were not successful. Table 3 shows comparisons by age, length of service and experience of mediators with varying success.

As can be seen from the data in Table 3, no differences were found between the mediators of the two studied groups in

TABLE 3: Characteristics of successful and unsuccessful mediators.

Characteristics	Successful mediators	Unsuccessful mediators	Significance level, <i>p</i>
The number of mediations held	37.33 ± 8.547	3.48 ± 0.453	< 0.001
Experience as a mediator	3.27 ± 0.280	1.45 ± 0.161	< 0.001
Total work experience	17.82 ± 1.817	18.66 ± 1.554	0.724
Age	41.08 ± 1.744	41.02 ± 1.370	0.978

terms of age and total length of service, while such differences exist in the number of mediations performed and experience as a mediator. This indicates that the inclusion of the conciliatory process in real activities and the acquisition of various experiences allows increasing success for mediators.

For a more detailed analysis of the differences in the mediators' groups, the authors studied their professional experience and education before they became mediators. The respondents included managers, social educators, teachers and psychologists. It was found that a greater percentage of successful mediators had education and experience in the psychologist's position (18% of 44, 3%), and a smaller percentage had experience in teaching (4.9% of 44, 3%), $\chi^2 = 8.9$ at $p = 0.06$. What can be explained by the peculiarities of the profession? The psychologist's position, in contrast to the teacher's position in activities, presupposes a lesser function of strict control over the changes in the person being interacted with, because they communicate on an equal footing and are both responsible for progress in their work; that is, this position is closer to that of a mediator. Empathy and communication on an equal footing with the client are more characteristic of psychologists, while teachers need to be able to educate students and present information correctly so that it can be easily assimilated. In this regard, teachers may be more directive, having a desire to control and manage the process.

The expressiveness of mediators' personality traits, measured using the '11 personality factors' method, is presented in Table 4.

As can be seen from the data in Table 4, mediators are characterised by the following psychological features. They are sociable, responsive, able to accept different opinions and, if necessary, give in, as well as being able to organise space and time. At the same time, they strive to adhere to moral and ethical standards. Such a specialist is flexible and proactive, bringing new things to activities.

In order to assess the expressiveness of personality traits in successful and unsuccessful mediators, a multivariate

analysis of variance was used, where the dependent variable is attribution to the group of the mediator's success and the independent variables are the scale of the '11 personality factors' method.

According to the data of multivariate tests (Pillay's trace 0.228, $F = 2.251$ at $p = 0.019$), statistically significant differences are observed in the expressiveness of personal qualities in mediators with varying success.

According to the data of univariate tests, there are statistically significant differences in mediators with different success in the following parameters: curiosity ($p < 0.001$), originality ($p = 0.02$) and morality ($p < 0.001$). Based on the limitations of the MANOVA method, the value of the Box M criteria will be analysed. The Box M criterion is 202.102 when p is less than 0.005, which means that considering one-dimensional criteria, a correction has been made for the multiplicity of comparisons, according to Bonferroni. In this case, the border of the type 1 error is $0.05/11 = 0.005$. This criterion is satisfied by two variables: curiosity ($p < 0.001$) and morality ($p < 0.001$).

According to this study (Figure 1), successful mediators are more curious than unsuccessful ones. This can be explained by the fact that successful mediators are open to new information and focused on existing knowledge; they are ready to learn new things and develop in their field of expertise. They learn, reflect and analyse their activities deeply. Successful mediators confidently know the mediation procedure and the sequence of stages, but at the same time they are not tied to them; if necessary, they can use a nonstandard way to achieve the goal. Curiosity characterises a mediator as a specialist who is interested in his or her work and shows creativity in it.

It should be also observed that successful mediators are characterised by morality at the level above average, but this indicator should not be overestimated, because excessive humanity and gentleness, as well as unduly harsh views about acceptable behaviour and high requirements can lead

TABLE 4: The expressiveness of mediators' important professional qualities based on the results of this study.

Important professional qualities of a mediator	Scale of the '11 personal factors' technique	Degree of expressiveness	Average value in points (max = 10)
Communicability	Communicability (active position in communication, contact)	Above average	6.4
Openness (friendliness)**	Friendliness (responsiveness, willingness to empathise)	Above average	6.8
Empathy	Sensitivity (aesthetic view of things, sensitivity to beauty, nuances in relationships)	Below average	4.5
Responsibility*	Morality (desire to adhere to moral standards)	Above average	6.8
Democracy*	Originality (the need to stand out from the crowd, the desire for everything unusual)	Average	5.2
Independence	Conformity (significance of the opinions of others, the desire to be accepted by the group, willingness to give in)	Above average	5.6
Activity	Activity (energy, initiative, determination)	Average	5.1
Organisation	Organisation (discipline, accuracy, accuracy, desire to follow plans)	Above average	5.5
Equilibrium	equilibrium (calm, stress tolerance, mental endurance)	Average	4.8
Specificity	Specificity (sensory type of perception and processing of information, accuracy in detail)	Average	4.9
Curiosity*	Curiosity (openness to new knowledge, information, willingness to learn new things)	Average	5.1

*, p - significance < 0.05 , statistically significant differences; **, trend of statistically significant differences.

to conflicts with others and will be harmful to activities. Excessive morality and exaggerated friendliness will hinder the mediator's objectivity; one of the principles of the mediator's activity is impartiality. Both of these areas also seem to speak to unconscious bias – and the curiosity to identify one's own unconscious bias so as to be aware of any potential impact this may have.

To clarify the structure of personal qualities important for the mediator's professional activity, Costa and McCray's FFI in Bodunov and Biryukov's version was used (Biryukov & Vasiliev, 1997), as well as multivariate methods of analysis. The five-factor questionnaire scales are correlated with the mediator's important professional qualities, which allows confirming the possibility of their application for research purposes. This ratio is shown in Figure 2.

Thus, all the mediator's important professional qualities identified in Collins' work were evaluated, except for attentiveness, because its verification is possible only with the help of broader tests for assessing intellectual abilities (Collins, 2005).

Descriptive statistics were used to determine the mean values and standard deviations of professional competencies, measured using the self-assessment questionnaire, and the professionally important qualities of the mediator's personality, measured using the FFI method. The results are shown in Table 5.

As can be seen from the data in Table 5, mediators have the following important professional qualities: empathy, specificity, responsibility and organisation. Consequently, mediators are benevolent, have needs for interaction, are impartial in relation to the parties, understand and bear responsibility for the process and result of the mediation procedure, strive to transform reality, have sensitivity and are able to make decisions but have an average resistance to stress, which can be expressed in tension, anxiety, excessive sentimentality, self-criticism and depression.

The analysis showed that most of the key competencies are quite pronounced and have a value above average. The most pronounced is the professional competence 'planning'. It can

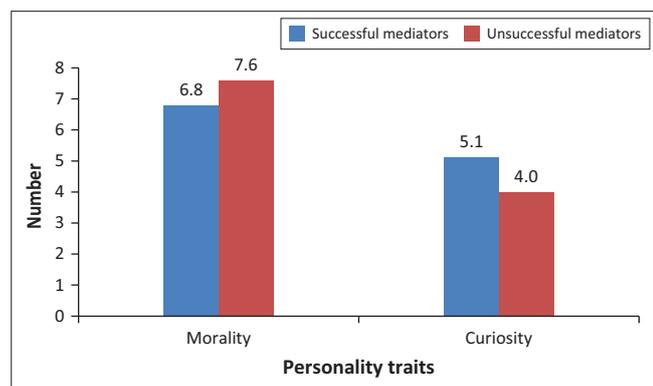


FIGURE 1: The expressiveness of personality traits of successful and unsuccessful mediators.

be said that mediators have a well-developed strategic planning skill, the ability to recognise the emotions of others and listen actively. Regarding conflict management, mediators are flexible in their judgements, respecting the views and values of the parties to the conciliation procedure, which undoubtedly contributes to successful mediation.

To describe the relationship between the Big Five main scales, the questionnaire that was developed by the authors for assessing professional competencies and the criterion for the success of the number of conciliation agreements, a correlation analysis was carried out, which determined the presence of correlation relationships at the 5% significance level (with a coefficient value $r > 0.229$, Figure 3).

As can be seen from the data in Figure 3, the 'self-control' indicator has the strongest positive relationship with the indicators 'playfulness–practicality' ($r = 0.364$) and 'number of conciliatory agreements' ($r = 0.312$) and a positive relationship with 'attachment–separation' (0.268). Controlling naturalness has the strongest positive relationship with conflict management ($r = 0.376$), a positive relationship with problem analysis ($r = 0.265$) and a negative relationship with the number of conciliation agreements ($r = -0.258$). 'The number of conciliatory agreements' has the strongest positive relationship with 'communication' ($r = 0.295$), a positive relationship with 'extraversion–introversion' ($r = 0.251$) and also a strong negative relationship with 'attachment–separation' ($r = -0.308$). Emotionality–restraint has a strong negative relationship with conflict management ($r = -0.323$) and a negative relationship with problem analysis ($r = -0.229$).

Thus, from the list compiled by the authors and the mediator's important professional qualities (empathy, activity, sociability, specificity, openness, organisation, responsibility, poise, attentiveness, impartiality), the qualities of activity, specificity, openness, poise, organisation, responsibility and communication skills have significant correlations with the number of conciliatory agreements. From the list of

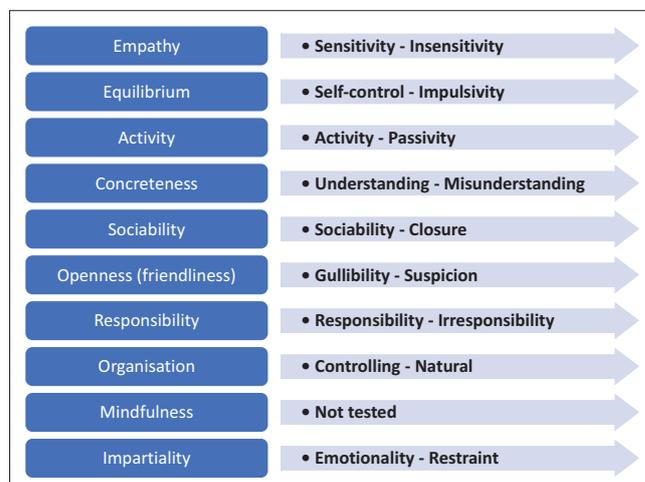


FIGURE 2: The ratio of mediators' important professional qualities and the Five-Factor Personality questionnaire scales.

professional competencies (communication, conflict management, problem analysis, planning and self-control), communicativeness and self-control have significant connections with the number of conciliatory agreements.

To identify the influence of personality traits on the success of conciliation process, the authors applied step-by-step regression analysis, where the number of conciliation agreements was set as an objective criterion for the mediator's activity success (translated into the square root of the Z-score) as a dependent variable, and the independent variables were five key personality scales of the 'Big Five' method: 'extraversion-introversion', 'attachment-separation', 'control-naturalness', 'playfulness-practicality' and 'emotionality-restraint'. As a result of the step-by-step application of the five predictors method, only one is included in the regression equation: 'attachment-separation'. The multiple correlation coefficient R reflects the relationship of the dependent variable of success with the independent variable and is equal to 0.332.

Thus, it can be concluded that the predictor of the mediation procedure success is the low indicator of the 'attachment-separation' scale. This means that mediators who are more independent, acting in accordance with their principles, are more successful. Mediators with a warmer, more trusting attitude have fewer successfully completed mediation processes. Thus, the connection revealed by the correlation analysis was confirmed: more successful mediators do not have a pronounced control over the procedure, in contrast to unsuccessful mediators. The R^2 value is 0.110 and shows that 11% of the variance of the success variable is because of the influence of the predictor. The F-test shows that this relationship is statistically significant ($p < 0.05$).

To identify the influence of professional competencies on the success of the conciliation process, step-by-step regression analysis was used, where the dependent variable was the number of conciliation agreements as an objective criterion for the mediator's success (translated into the square root of

TABLE 5: Average values of mediators' professional competencies and personality traits important for the job.

Professional competence			Personal qualities					
Questionnaire scales	M	± s.d.	The FFI questionnaire main scales		The FFI questionnaire additional scales		M	± s.d.
Communicativeness	3.26	± 0.067	Extraversion-introversion	48.98 ± 1.252	Sensitivity-numbness	11.90	± 0.320	
Conflict management	3.05	± 0.046	Affection-separateness	60.78 ± 1.074	Self-control-impulsivity	10.76	± 0.256	
Problem analysis	3.22	± 0.073	Controlling-naturalness	58.61 ± 1.085	Activity-passivity	10.41	± 0.401	
Planning	3.28	± 0.068	Emotionality-restraint	44.27 ± 1.673	Understanding-misunderstanding	12.20	± 0.350	
Self-control	3.07	± 0.056	Playfulness-practicality	52.93 ± 0.972	Sociability-isolation	10.80	± 0.332	
	-	-		-	Gullibility-suspicion	10.54	± 0.337	
	-	-		-	Responsibility-irresponsibility	12.71	± 0.257	

Note: Professional competence, Questionnaire scales: 1–2 points – low level; 2–2.7 points – average level; 2.8–3.5 points – above average; 3.6–4 points – high level.

Personal qualities, The FFI questionnaire main scales: 51–75 points – high values; 41–50 points – average values; 15–40 points – low values.

Personal qualities, The FFI questionnaire additional scales: 11–15 points – high values; 8–10 points – average values; 0–7 points – low values.

FFI, Five-Factor Personality Questionnaire.

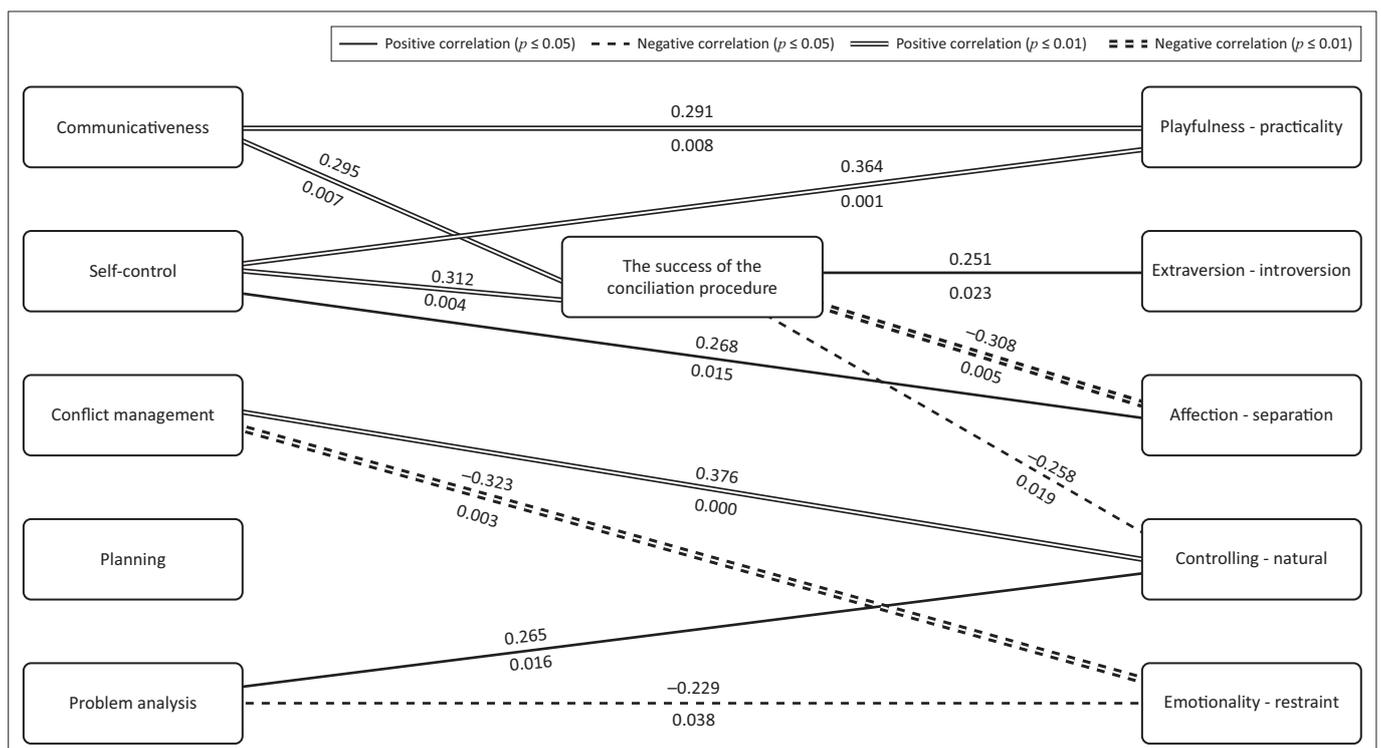


FIGURE 3: The relationship of professional competencies with the mediator's internal rules and an objective criterion for the success of the conciliation procedure.

the Z-score), and the independent variables were five key mediator professional competencies, measured by the questionnaire for assessing professional competencies: self-control, communication, conflict management, planning and problem analysis. The mediator's professional competence was also converted to the square root of the Z-score.

As a result of the stepwise method of five predictors, only one is included in the regression equation: conflict management. The multiple correlation coefficient R reflects the relationship of the dependent variable of success with the independent variable and is equal to 0.279. The R^2 value is 0.078 and shows that 7.8% of the variance of the success variable is because of the influence of the predictor. The F-test shows that this relationship is statistically significant ($p < 0.05$).

Discussion of results

The hypothesis of this study was partially confirmed, because in the present study, statistically significant differences were established in mediators with different performance levels only in two personal characteristics: curiosity and morality. It was found that successful mediators are characterised by a higher level of curiosity. This finding is consistent with research by other authors, which has shown that one of the first tools that mediators should use to solve this problem is the relationship of surprise and curiosity (Winslade & Monk, 2001). Also, this property has been identified as important for the work of the mediator in other studies (Benjamin, 2003; Reitman, 2003). They show that the mediator should be genuinely interested in finding out what the client is thinking about, rather than trying to confirm his guesses. The mediator's questions are likely to focus on stories rather than facts. Communicating a message of curiosity and interest in the experiences of the conciliators is the first step in building trust and relationships.

Thus, curiosity helps to confirm the parties' belief that the mediator is truly interested in their situation, their feelings and their perception. This helps to strengthen the bond between the mediator and the parties and also helps the parties to feel that they have been heard.

The obtained results should be taken into account when teaching and training mediators by expanding the programme with additional psychological trainings. It is also necessary to provide additional support for novice mediators, because this will facilitate more active involvement in activities, conduct more conciliation process and subsequently lead to increased success.

It can be concluded that the predictor of the success of the mediation procedure is the reduced level of conflict management. Most likely, mediators with excessive caution do not allow the parties to speak out to release the emotional pain of the parties, which is necessary for a constructive solution to the problem. As a result of the fact that this does not happen, the number of procedures

completed by the contract may decrease. Conversely, providing an outlet for a conflict leads to an increase in completed mediation process. Consequently, more successful mediators do not have such professional competence as conflict management.

According to the results of the correlation analysis, professionally important personality traits were identified that affect the success of the mediation procedure: activity, sociability, unexpressed responsibility, impulsivity, abstractness and closeness, as well as such professional competencies as communication, self-control and conflict management. At the same time, according to the results of the step-by-step regression analysis, the characterological feature 'separateness' was revealed, which most affects the success of the mediation procedure.

It can be said that this hypothesis was partially confirmed: successful mediators are distinguished by a higher level of expression of such professionally important qualities of a mediator as activity and communication skills, as well as such professional competencies as self-control and communication.

The developed questionnaire for assessing professional competencies will help in the training and selection of mediators. It will help to highlight which key and specific competencies of the mediator hinder the achievement of a successful result in the rehabilitation procedure and which require development. Based on the answers, the effectiveness of the mediator's behaviour models in certain situations is revealed. Also, this questionnaire can be used to conduct a 360-degree assessment which will bring objectivity and accuracy in identifying poorly developed competencies.

The methodology for assessing professional competencies can be applied both in individual and group form. The completed form is processed using the key presented in Appendix 1, Table 3-A1. After that, the expressiveness of each key competence is highlighted in four levels of its manifestation.

The questionnaire shows not only what competencies require development but also at what stage of mediation more difficulties arise. The main stages of mediation were identified in the previous study: the preparatory stage (the first mediated interaction with the parties); the individual meeting with the parties; and the final stage (meeting of the parties) (Korneeva & Rudakova, 2019). The authors have identified the necessary competencies at each stage of the mediation procedure (Table 6).

Thus, an additional key to the questionnaire was compiled, which determines at what stage of the conciliation procedure problems arise:

1. If at least one of such competencies as communication, problem analysis and self-control are at a low or medium level of development, then this indicates the presence of

TABLE 6: Assignment of the mediation procedure stages and the necessary competence of the mediator.

Mediation stage	Preparation for mediation in a specialised field	Conducting an individual meeting with the parties	Leading the developing process, agreeing on the mediation agreement terms and completing the mediation procedure
Skills	<ol style="list-style-type: none"> 1. Communicative 2. Controlling emotions 3. Conducting a dialogue 4. Analytical skills 5. Application of motivational programs 6. Active listening 	<ol style="list-style-type: none"> 1. Communicative 2. Controlling emotions 3. Conducting a dialogue 4. Active listening 5. Analytical skills 	<ol style="list-style-type: none"> 1. Conducting a dialogue 2. Communicative 3. Making contact 4. Skills of self-presentation 5. Skill in conducting mediation procedures 6. Active listening skills
Competencies	<ul style="list-style-type: none"> - Communicativeness - Problem analysis - Self-control 	<ul style="list-style-type: none"> - Communicativeness - Problem analysis - Planning - Self-control 	<ul style="list-style-type: none"> - Communicativeness - Self-control - Planning - Problem analysis - Conflict management

problems even in the preparatory stage of the mediation procedure.

2. If the planning competence is at a low or medium level of development, then difficulties arise at the second stage of the mediation procedure.
3. If the competence of conflict management is at a low or medium level of development, then difficulties arise at the final stage of the mediation procedure.

Finally, a limitation of this study should be mentioned: the need to expand the sample size and the inclusion of mediators of various specialisations (territorial and school reconciliation services).

The next step of the study will be aimed at eliminating the identified limitations and involve the use of the developed self-assessment questionnaire of professional competencies by the 360-degree method. Mentors and trainers who train mediators, leaders and participants in mediation will be included as evaluating experts. This will allow the researchers to look at the mediation process from different angles and increase the efficiency of the procedure. Also, this questionnaire can be used at competitions of professional skills of mediators to assess the expressiveness of their competencies, which they will demonstrate by completing competition tasks.

Conclusion

A mediator competency model has been developed and empirically confirmed, including communication, conflict management, problem analysis and work with information, planning and self-control. In the course of empirical research, it was revealed that the success of the conciliation procedure is influenced by such professional competencies as self-control and communication. Initially, it was suggested that successful mediators are distinguished by a higher level of expression of such professional competencies as conflict management, problem analysis and self-control, in contrast to unsuccessful mediators. However, the hypothesis of this study was partially confirmed, because successful mediators are characterised by a higher level of expression of such professional competencies as self-control and communication. This can be explained by the fact that the main role in the mediator's activity is played by building effective communication with the participants

in the mediation procedure and the ability to control their emotions, behaviour and thoughts in order to contribute to solving problems that arise in restorative mediation. It can be concluded that the goals and objectives set at the beginning of this work were achieved.

The authors have developed the self-assessment questionnaire of professional competencies for mediators, which can be used both for a comprehensive assessment of the effectiveness of a specialist's activity and the professional suitability of a mediator. Also, a qualitative analysis of the self-assessment of competency indicators allows to plan a strategy for the professional self-improvement of a mediator, to identify those competencies that need development.

The obtained results can be applied not only on the territory of the Russian Federation but also in South Africa, because the study was based on the general model of mediation and the basic principles of its application. The tested model of mediator's professional competencies is also relevant for other countries because of the fact that its development was based on international studies. The questionnaire is valuable and can be adapted to the samples of South Africa, which will help to determine the key competencies of the mediator and assess their severity among mediators.

In the future, it is necessary to increase the sample size for the possibility of standardising the questionnaire, conducting additional research about the factors of the mediator's success.

Acknowledgements

Competing interests

The authors declare that they have no financial or personal relationships that may have inappropriately influenced them in writing this article.

Authors' contributions

Y.K. was responsible for conceptualisation, methodology, validation, visualisation, supervision of the study and writing the original draft. L.S. contributed to the formal analysis and writing the original draft as well as the reviewing and editing thereof. N.S. contributed to conceptualisation, formal analysis, project management and provided resources, funding acquisition.

Funding information

This work received funding from the Ministry of Science and Higher Education of the Russian Federation, project number: FSRU-2020-006.

Data availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Disclaimer

The views and opinions expressed in this article are those of the authors and do not necessarily reflect the official policy or position of any affiliated agency of the authors.

References

- Allahverdova, O.V. (2012). Training of mediators and the formation of competencies. *Bulletin of St. Petersburg State University*, 3, 51–59.
- Aluj, A., Garcia, O., & Garcia, L.F. (2003). Relationships among extraversion, openness to experience, and sensation seeking. *Personality and Individual Differences*, 35(3), 671–680. [https://doi.org/10.1016/S0191-8869\(02\)00244-1](https://doi.org/10.1016/S0191-8869(02)00244-1)
- Baranovskaya, M.S. (2005). The five-factor model of personality of P. Costa and R. McCrae and its relationship with the factor theories of personality of G. Eysenck and R. Kettell. *Psychological Journal*, 26(4), 52–57.
- Bardina, O.N. (2011). *Test for differential diagnosis of 11 personal factors: Character traits and temperament*. Retrieved from <http://www.ht.ru/cms/component/content/article/106-tests/101572-11lf>
- Benjamin, R.D. (2003). Managing the natural energy of conflict: Mediators, tricksters and the constructive use of deception. In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Birley, W., & Kozub, T. (2009). Evaluation of 360 degrees. Strategies, tactics and techniques for educating leaders. Eksmo.
- Biryukov, S.D., & Vasiliev, O.P. (1997). Psychogenetic study of temperament properties and personal characteristics: Analysis of the structure of studied variables. *Proceedings of the Institute of Psychology of the Russian Academy of Sciences*, 2, 23–51.
- Bowling, D., & Hoffmann, D.A. (2003). Bringing peace into the room: The personal qualities of the mediator and their impact on the mediation. *Negotiation Journal*, 16(1), 5–28. <https://doi.org/10.1111/j.1571-9979.2000.tb00199.x>
- Braithwaite, J. (2001). Crime, shame and reunion. *Bulletin of Restorative Justice*, 2, 57–63.
- Christie, N. (2007). *Conflicts as property. Restorative juvenile justice* (pp. 40–58). M., MOO Center “Judicial and Legal Reform”.
- Cloke, K. (2003). What are the personal qualities of the mediator? In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Collins, H. (2005). The most important personal qualities a mediator needs, conflict resolution and mediation (ADR). LaTrobe University. Retrieved from <http://www.latrobe.edu.au/cr/>
- Dulewicz, V. (1995). A validation of Belbin’s team roles from 16PF and OPQ using Bosses’ ratings of competence. *Occupational and Organisational Psychology*, 68(2), 81–100. <https://doi.org/10.1111/j.2044-8325.1995.tb00574.x>
- Dulewicz, V., & Higgs, M. (2005). Assessing leadership styles and organisational context. *Journal of Managerial Psychology*, 20(2), 105–123. <https://doi.org/10.1108/02683940510579759>
- Egorova, M.S., & Chertkova, Y.D. (2011). Polymorphism of the monoamine oxidase (MAOA) gene and variability of psychological traits. *Psychological Research*, 6(20), 14. Retrieved from <http://psystudy.ru/index.php/num/2011n6-20/567-egorova-chertkova20.html#e3>
- Federal Law of the Russian Federation from 30.12.2001 N 197-FZ “Labor Code of the Russian Federation”. “Rossiyskaya Gazeta” dated December 31, 2001 N 256.
- Gold, L. (2003). Mediation and the culture of healing. In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Harutyunyan, A.A. (2012). Mediation as a way to resolve criminal law and business disputes: A comparative legal analysis. *Legislation*, 7, 22–30.
- Hayens, J. (2000). Mediation – Förderung von menschlichem und sozialem Wachstum. Mediation – die neue Streitkultur – cooperatives Konfliktmanagement in der Praxis (2 Aufl, pp. 65–83). Psychosozial-Verlag.
- Higgs, M., & Dulewicz, V. (2000). *Emotional intelligence questionnaire: General and general 360°*. Retrieved from https://www.researchgate.net/publication/313155094_Emotional_Intelligence_Questionnaire_General_and_General_360
- Johnson, M.E., Levine, S., & Richard, L.R. (2003). Emotionally competent mediation: Four key competencies. In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Kalashnikova, S.I. (2011). *Mediation in the field of civil jurisdiction*. Infotropic Media.
- Kallasmaa, T., Allik, J., Realo, A., & McCrae, R.R. (2000). The Estonian version of the NEO-PI-R: An examination of universal and culture-specific aspects of the five-factor model. *European Journal of Personality*, 14(3), 265–278. [https://doi.org/10.1002/1099-0984\(200005/06\)14:3<265::AID-PER376>3.0.CO;2-B](https://doi.org/10.1002/1099-0984(200005/06)14:3<265::AID-PER376>3.0.CO;2-B)
- Karnozova, L.M. (2014). Introduction to restorative justice (mediation in response to a crime): Monograph. Prospect.
- Karpenko, A.D. (2006). *Mediation*. St. Petersburg, Saint Petersburg State University.
- Klimov, E.A. (1996). *Psychology of a professional* (p. 400). Voronezh.
- Korneeva, Y.A., & Rudakova, Y.N. (2019). Features of the personality of mediators with different success of the reconciliation procedure. *Psychology and Psychotechnics*, 3, 68–80. <https://doi.org/10.7256/2454-0722>
- Kozlova, E.V. (2008). On the question of the formation of the concept of “mediative competence”. *Nauchnye problemy gumanitarnykh issledovaniya [Scientific problems of Humanitarian Research]*, 11, 22–19.
- Lawshe, C.H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28(2), 563–575. <https://doi.org/10.1111/j.1744-6570.1975.tb01393.x>
- Le Baron, M. (2003). Trickster, mediator’s friend. In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Maksudov, A.A. (2013). Mediation in law: Questions, definitions, concepts. *Russian Justice*, 12, 60–63.
- Mayer, B.S. (2004). Beyond neutrality: Confronting the crisis in conflict resolution. Jossey-Bass.
- McCrae, R.R., & Costa, P.T. (1997). Personality trait structure as a human universal. *American Psychologist*, 52(5), 509–516. <https://doi.org/10.1037/0003-066X.52.5.509>
- Noskova, O.G. (2009). On the correlation of the concepts of professionally important quality, competence and competence. Actual problems of labor psychology, engineering psychology and ergonomics (pp. 141–151). Issue 1 / V.A. Bodrov, & A.L. Zhuravlev (Eds.). Institute of Psychology of the Russian Academy of Sciences.
- Order of the Russian Federation Ministry of Labor and Social Protection from April 12, 2013, N 147n *On approval of the Layout of the professional standard*. Registered in the Justice Ministry of the Russian Federation on May 24, 2013 Registration N 28489.
- Professional standard “Specialist in the field of mediation (mediator)”: Approved*. By Order of the Ministry of Labor and Social Protection of the Russian Federation No. 1041n dated December 15, 2014 “On approval of the professional standard “Specialist in the field of mediation (mediator)”. Bulletin of Normative acts of Federal Executive Authorities. 2015. № 30.
- Pulver, A., Allik, J., Pulkkinen, L., & Hämmäläinen, M. (1995). A Big Five personality inventory in two non-Indo-European languages. *European Journal of Personality*, 9(2), 109–124. <https://doi.org/10.1002/per.2410090205>
- Reitman esq., J.A. (2003). The personal qualities of the mediator: Taking time for reflection and renewal. In D. Bowling & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Resolution of the Government of the Russian Federation of 22.01.2013 N 23 (ed. of 29.11.2018) *On the rules for the development and approval of professional standards*. Retrieved from <https://legalacts.ru/doc/postanovlenie-pravitelstva-rt-ot-22012013-n-23/>
- Sapoznek, D.T. (2003). Style and the family mediator. In D. Bowling, & D.A. Hoffmann (Eds.), *Bringing peace into the room: How the personal qualities of the mediator impact the mediation process of conflict resolution*. Jossey-Bass.
- Schreier, L.S. (2002). Emotional intelligence and mediation training. *Conflict Resolution Quarterly*, 20(1), 99–119. <https://doi.org/10.1002/crq.13>
- Sezonova, O.N. (2015). Model of management of development of professional competences of personnel of the organization. *Central Russian Bulletin of Social Sciences*, 2, 182–189.
- Shearouse, S.H. (2003). Comment on “Emotional intelligence and mediation training by Lori Schreier in CRQ 20 (1)”. *Conflict Resolution Quarterly*, 20(4), 501–504. <https://doi.org/10.1002/crq.44>
- Shebetenko, S.A., & Weinstein, S.V. (2010). On the measurement of personality traits by reaction time. Part II: Results of the study. *Bulletin of the Perm University. Philosophy. Psychology. Sociology*, 4, 52–72.
- Skripchenko, N.Y. (2020). Restorative mediation in criminal cases involving minors: Current state and problems of implementation (based on the materials of the Arkhangelsk region). *Issues of Juvenile Justice*, 1, 12–15.
- Smolyaninova, O.G., Korshunova, V.V., & Andronnikova, O.O. (2020). Formation of the mediative competence of participants in the educational space (on the example of the Siberian Federal University). *Perspectives of Science and Education*, 47(5), 413–428. <https://doi.org/10.32744/pse.2020.5.29>
- The Russian Federation Law. (2010). About an alternative dispute resolution procedure with the participation of a mediator (mediation procedure): [Federal. Law N 193-FZ: Adopted by the State. Duma. July 7, 2010: Approved. Council of the Federation. July 14, 2010] (No. 3(69) p. 131). Moscow: the Ministry of Labor and Social Protection of the Russian Federation, St. Petersburg, Arbitration Court of the Russian Federation.

- Timokhin, A.M. (2020). Projecting educational programs based on professional standards // Information and communication technologies. Project activity in the educational and information and communication process: Experience and prospects. In *Collection of scientific articles based on the materials of the III All-Russian scientific and practical conference with international participation* (pp. 284–293). Retrieved from <https://www.elibrary.ru/item.asp?id=42641779/>
- Tkachev, N. (2002). Century. Release of minors from criminal liability and restorative justice. Rostov Law Institute of the Ministry of Internal Affairs of the Russian Federation.
- Tolochek, V.A. (2017). Professional formation of the subject: Abilities and professionally important qualities, competences and competence. *Institute of Psychology of the Russian Academy of Sciences. Organizational Psychology and Labor Psychology*, 2(2), 3–30.
- Tolochek, V.A. (2019). Competence approach and PVK-approach: Opportunities and limitations. *Bulletin of St. Petersburg University. Psychology*, 9(2), 123–137. <https://doi.org/10.21638/spbu16.2019.202>
- Tolochek, V.A. (2020). Continuum “makings-abilities-professionally important qualities-competencies”: Open questions. *Psychological Journal*, 41(4), 32–45. <https://doi.org/10.31857/S020595920010427-5>
- Vasilenko, A.S. (2013). Mediation and other restorative justice programs in the criminal process of Anglo-Saxon law countries. Yurлитinform.
- Waller. (2000). *Karin Alayne mediator personality type and perceived conflict goals in workplace mediation: A study of shared neutrals* (p. 2249). Dissertations and theses. Retrieved from https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=3250&context=open_access_etds
- Ward, P. (2006). *Method 360 degrees*. Hippo Publishing LTD.
- Winslade, J., & Monk, G. (2001). Narrative mediation: A new approach to conflict resolution. Jossey-Bass.
- Yoshpa, N. (2013). Time for mediation. *Bulletin of Restorative Justice*, 10, 19–23.
- Zeer, E.F., & Cimanuk, E.E. (2005). Competence approach to modernization of professional education. *Higher Education in Russia*, 4, 23–30.
- Zeer, E.F. (2005). Competence-based approach to education. *Education and science. News of the Ural Branch of the Russian Academy of Education*, 3(33), 27–40.
- Zeer, H. (2002). Restorative justice: A new look at crime and punishment: Per. with Eng. Comment. L.M. Karnozova and S.A. Pashin. Herald Press.
- Zimnaya, I.A. (2004). *Key competencies as a result-target basis of the competence approach in education* (p. 40). Research Center of Problems of Quality of Training of Specialists.

Appendix 1 starts on the next page →

Appendix 1

TABLE 1-A1: Mediators' competencies and their levels of manifestation.

Level	Description
Communication – the ability to maintain interpersonal interaction, clarify, motivate and narrate.	
1st level	Able to explain the essence of the mediation procedure to the parties of the conflict, generalises and summarises statements well but cannot contribute to a constructive conversation; the goal of communication is often avoided.
2nd level	Communicates tactfully and competently, uses active listening, is able to identify issues that arise in connection with a dispute and conduct a discussion, rarely deviates from the goal of communication. In critical situations (conflict situations) is not always able to maintain interaction or influence the parties in the procedure.
3rd level	It is always possible to establish interaction between the parties and with each of the parties in the mediation procedure, even in a conflict situation. Facilitates the formulation of solutions; the conversation is always built-in accordance with the purpose of mediation; helps others to develop this ability.
4th level	Easily establishes interaction between the parties to mediation and with each of the parties, using knowledge of the theory of negotiations (skills of nonconflict communication in difficult situations); is able to encourage the search for a solution, serves as an example and creates the environment for the development of this competence in others.
Conflict management – the ability to identify the nature of a particular conflict and organise open and effective interaction.	
1st level	When faced with disagreements, he or she tries to negotiate. Listens to the points of view of the parties to the conflict and identifies common areas of interest but is not able to significantly influence the parties to the mediation procedure.
2nd level	Cannot always anticipate and take measures to eliminate a potential conflict but when faced with disagreements, tries to find a compromising solution. Able to change one's position, be flexible in finding compromises. Treats parties to the conflict with understanding and respect.
3rd level	Anticipates and takes measures to eliminate the emerging conflict. Leaves the discussion of the declared positions and moves on to the discussion of deep interest. Looks for all kinds of ways to resolve the conflict and competently leads both sides to a unanimous solution. Helps the parties to show patience and respect for each other.
4th level	Gives a constructive direction to the discussion, acts as a competent mediator, helps the parties to come to an agreement, reveals the deep interests of the parties to the mediation procedure and works with them, flexible in a situation of finding a compromise. Creates an environment that resolves and anticipates conflicts. Organises events to develop this competence in others.
Problem analysis – the ability to obtain accurate information, clarify controversial issues by asking a number of specific questions, identify potential opportunities or a wide variety of information that may be useful in the future.	
1st level	Can obtain accurate information and highlight the essence of statements but cannot clarify the situation of the conflict or highlight the problem, as he or she becomes isolated.
2nd level	Able to identify the true needs of the parties, including those regarding the result of the mediation procedure; able to generalise and summarise statements. Can identify the problem and its root. Often spends time clarifying and analysing useless information.
3rd level	Highlights essential facts in statements and promotes critical constructive analysis, easily identifies the true needs of the participants in the procedure and works with detailed information. Promotes constructive analysis of the problem between the parties to the mediation procedure.
4th level	Uses knowledge of the basics of formal logic; analyses the benefits, costs, consequences and opportunities of events or states; creates an atmosphere of constructive analysis of the problem and formulation of solutions that suit all participants in the mediation procedure.
Planning – the ability to develop an effective programme for their own activities.	
1st level	Has difficulty setting priorities, cannot anticipate changes in work that may be required to meet future performance requirements. Performs professional tasks as they become available, may violate the deadlines for completing tasks and regulations on the part of the participants in the mediation procedure.
2nd level	In similar and repetitive (standard) situations, plans and coordinates activities, monitors the implementation of the developed plans and contributes to the observance of the regulations by the participants in the mediation procedure.
3rd level	Always plans and coordinates activities, monitors the implementation of developed plans, maintains a balance of time, effort, power between the parties to the mediation procedure and contributes to the observance of the regulations by the participants of the mediation procedure.
4th level	Always formulates and agrees on the time regulations for the mediation procedure; maintains the balance of time and power between the parties to the mediation procedure and creates an atmosphere of effective discussion, often keeping within the allotted time. Organises events to develop planning skills.
Self-control – the ability to take control of one's own thoughts, emotions, behaviour, applying the necessary volitional efforts for this.	
1st level	Often unable to fulfil one's duties in emotionally stressful situations, because very often extra time is needed in order to calm down and start working again.
2nd level	Can control emotions, stay calm and deal with negative emotions. Loses self-control if the discussion involves unresolved personal psychological issues.
3rd level	Reacts calmly to difficult life situations, works effectively under the pressure of an emotionally tense environment. Maintains the quality of work and objectivity. Helps others to remain calm and purposeful.
4th level	Creates a safe environment that facilitates the resolution of any conflicts. Doesn't lose calmness even in the most difficult situations. Instils confidence in the success of others and effectively copes with their duties, mobilises their strength and helps to increase self-control among the participants in the procedure.

TABLE 2-A1: Mediators' professional competence assessment questionnaire.

No.	Statement	Never	Sometimes In most cases	Always	No information	
1	Able to recognise the emotions of others.	1	2	3	4	0
2	Knows how to generalise and summarise statements.	1	2	3	4	0
3	Guided by own judgements, opinions and beliefs and acts in accordance with them.	1	2	3	4	0
4	Always remains calm, even in the most stressful situations.	1	2	3	4	0
5	Guided by the needs and sentiments of other parties to the conflict and acts in accordance with them.	1	2	3	4	0
6	Able to choose the most rational, reasonable ways to solve a problem.	1	2	3	4	0
7	Never makes mistakes when working with information, always accurate.	1	2	3	4	0
8	Knows how to comply with work deadlines and with the established rules of conduct in the mediation procedure.	1	2	3	4	0
9	Gathers all the interesting information about the parties to the conflict, often irrelevant to the problem.	1	2	3	4	0
10	Able to persistently and continuously act towards the set goal to achieve the desired result.	1	2	3	4	0
11	Competently expresses proposals, easily finds a basis for a compromise and reaches an agreement in the process of negotiations.	1	2	3	4	0
12	Does not consider it important to set deadlines for the completion of work and rules of conduct in the mediation process.	1	2	3	4	0
13	Able to identify and take into account opportunities and limitations in professional activities.	1	2	3	4	0
14	Recognises responsibility for the relations between the parties in the mediation process.	1	2	3	4	0
15	Able to adequately assess their abilities and capabilities.	1	2	3	4	0
16	Strives to achieve the goal, even if the process takes a long time.	1	2	3	4	0
17	Able to cope with one's own experiences without harming the psyches of others.	1	2	3	4	0
18	Able to determine the problem, its constituent parts, its causes.	1	2	3	4	0
19	Looks respectable, monitors postures and gestures, maintains posture.	1	2	3	4	0
20	Works with detailed factual information accurately and without 'abbreviations'.	1	2	3	4	0
21	In the mediation procedure, it does not matter much how the parties to the conflict feel, and this does not need to be considered.	1	2	3	4	0
22	Never distracted, always listening, not missing a bit of information.	1	2	3	4	0
23	Tries to thoroughly understand the meaning and content of the client's requirements.	1	2	3	4	0
24	Influences others and persuades them to agree with the decision and actions that they initially objected to.	1	2	3	4	0
25	Able to analyse opportunities, risks and acts, taking into account all possible consequences and builds further actions on the basis of that analysis.	1	2	3	4	0
26	Always tries to identify the problem, its root and components.	1	2	3	4	0
27	Listens carefully to incoming information.	1	2	3	4	0
28	Is never guided by the opinion of others.	1	2	3	4	0
29	Follows the intended goal without deviating from the chosen path.	1	2	3	4	0
30	Always acts according to the plan established by the stages of the mediation procedure.	1	2	3	4	0
31	Acts in accordance with accepted ethical standards in the process of work.	1	2	3	4	0
32	Does not consider appearance and own behaviour to be an important component in professional activity.	1	2	3	4	0
33	Able to highlight the connections between individual facts, events and opinions.	1	2	3	4	0
34	In a stressful situation can solve difficult problems, while maintaining efficiency and calmness.	1	2	3	4	0
35	Strives for compromise and agreement, through the competent presentation of their proposals.	1	2	3	4	0
36	Follows the sequence of all stages of the mediation procedure.	1	2	3	4	0
37	It is not necessary to always adhere to established ethical standards in the course of work.	1	2	3	4	0
38	Knows how to set deadlines and rules of conduct in the mediation procedure.	1	2	3	4	0
39	Able to control emotional state during work.	1	2	3	4	0
40	Knows how to collect and highlight the information that will solve the problem.	1	2	3	4	0
41	Able to consciously empathise with other people.	1	2	3	4	0
42	Able to treat others well, to recognise their merits and dignity.	1	2	3	4	0

TABLE 3-A1: The key of the mediators' professional competence self-assessment questionnaire.

Questionnaire scale	Statement numbers
1) Communication	1, 11,19, 22, 23, 27, 32†, 35, 41
Ability to present yourself	19, 32
Ability to negotiate	11, 35
Active listening	22, 27
Customer orientation	23
Ability to recognise emotions	1
Empathy	41
2) Conflict management	4, 5, 9†, 10, 14, 16, 21†, 24, 34, 42
Ability to convince	24
Sensitivity	5, 9, 21
Responsibility	14
Respect	42
Stress tolerance	4, 34
Patience	10, 16
3) Problem analysis	2, 7, 18, 19, 20, 26, 33, 40
Collection of information	19, 40
Ability to analyse	18, 26
Ability to summarise information	2
Attention to detail	7, 20
Structuring information	33
4) Planning	6, 8, 12†, 13, 25, 30, 36, 38
Sequence	30, 36
Efficiency	6
Ability to set deadlines and rules of conduct	12, 38
Ability to comply with work deadlines and rules of conduct	8
Forecasting	13,25
5) Self-control	3, 15, 17, 28, 29, 31, 37†, 39
Independence	3, 28
Decency	31, 37
Self-assessment	15
Emotional self-regulation	17, 39
Purposefulness	29
Sincerity scale	4, 7, 30, 28
Double questions	13, 16, 26, 35, 39
Reverse questions	9, 12, 21, 32, 37

†, Questions with reverse scaling. For each major scale, the arithmetic mean is calculated.

Assessment results:

1–2 points – low level

2–2.7 points – average

2.8–3.5 points – above average

3.6–4 points – high level