



**Психолого-педагогические особенности подготовки медиаторов:
сравнительный анализ**

Psycho-pedagogical peculiarities of mediator`s training: comparative analysis

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Summary

The article deals with psychological and pedagogical features of Ukrainian and foreign training programs for mediators. The comparative analysis allowed to determine that the training programs for future mediators are focused on the development of practical skills using interactive forms of learning, however they need to be improved in terms of establishment of professional self-identity, as well as a deeper self-reflection and self-knowledge of the participants. It was determined that the existing best practice of training programs for mediators may be used while developing the program of generation of psychological readiness of the future mediators for professional activities.

Key words: psychological and pedagogical peculiarities, training program, active and interactive forms of interaction, comparative analysis, interpersonal interaction "teacher-student".

Аннотация

В статье раскрыты психолого-педагогические особенности украинских и зарубежных программ подготовки медиаторов. В ходе сравнительного анализа установлено, что программы подготовки будущих медиаторов ориентированы на развитие практических навыков с применением интерактивных форм обучения, при этом в западной практике уже создана определенная система непрерывного обучения таких специалистов, которую необходимо сформировать и в Украине.

Ключевые слова: психолого-педагогические особенности, программа подготовки, активные и интерактивные формы взаимодействия, компаративный анализ, межличностное взаимодействие «учитель-ученик».

Problem definition in general terms. The exacerbation of crisis in the social and political life of Ukraine, which is typical for the current situation, has caused a new wave of interest in the mediation as the newest tool of social and communicative dialogue.

An increased demand for skilled mediators on the part of the Ukrainian society requires new high-quality professional training programs for mediators to be created, which consider modern innovative training technologies, as well as a deep psychological analysis of their professional activities.

On the other hand, the analysis of the research of psychological and pedagogical fundamentals of the existing (both Ukrainian and foreign) training programs for mediators and the adaptation of the best practices to the Ukrainian reality will allow to determine the strengths and the weaknesses in the training of future mediators, as well as to take them into account when further developing the unique program of generating the psychological readiness of the mediators for professional activities.

In this context it is worth mentioning Mr. Kenneth Cloke, the professor of the Law School of Pepperdine University (USA), a mediator and founder of the charity organization "Mediators Without



Borders", who notes that the right approach to training of mediators is especially important at the stage of establishment and development of this young science, otherwise, the "wrong actions of a low skilled mediator may not only lead to failure of a particular procedure, but also make a false public impression and sometimes even bring discredit to the whole institution" [4; 15].

From the perspective of the European integration processes and democratization of the Ukrainian society, the implementation of training programs for mediators is required today by the high school as well. Development of the mediation competency will allow increasing the skill level of lawyers, social workers, schoolteachers, future diplomats. This will definitely positively influence the level of services they provide.

The main condition for further implementation of effective mediation technologies into Ukrainian society is the investigation of psychological and pedagogical fundamentals and laws of development of high-quality training programs for mediators including modern innovative training technologies and advanced western experience.

The objective of the article is to proceed with a comparative analysis of the psychological and pedagogical features of Ukrainian and foreign training programs for future mediators; the results thereof may be used when drawing up future programs of such kind.

Review of recent research and publications. The research of the problems of training mediators dates back to the 70-s of the XIX century. The buildup of the ideology of mediation training has been significantly influenced by the dynamic model of "professional development" of the Americans Lang M. and Taylor A., where the authors have provided the integration of science and practice into the further development of the mediator in terms of continuous professional training [11]. The contribution of the following Americans: Isenhard M., Spangle M., Ch. Moore, Lund M., Canadians: Picard C., Beer J., Stief E., Austrians: Mehta G., Ruckert K., Duss-Von Werdt J., Brit Richbell D. and many others' into the development of the aforesaid topic should be specified as well.

The following modern Ukrainian scientists deal with the establishment of professional training for mediators: N. Haiduk, A. Girnyk, N. Grishyna, O. Demidovich, G.Yeremenko, V. Zamnius, V. Zemlyanskaya, R. Koval, B. Leko, A. Cherepukhina etc.

Statement of the main material. The modern Ukrainian science of psychology considers the psychological structure of training activities as a reflexive control of student's activities (i.e. training) on the part of the teacher. The central core of such a reflexive control in the system "teacher-student" appears the task to "make the student become an active participant in his/her own activities, as well as to develop the self-management ability with respect to his/her own learning." [10; 95].



In fact, the point of issue is that the modern programs of professional training of a new generation specialists, first of all, modern methods of training adults, must provide the solution of educational and cognitive tasks on the basis of a creative interaction of a teacher and a student in the "subject-to-subject" interaction system. The recipient of information (student) in such a system shall be considered as an active party that influences the creation and transfer of information him-/herself. The point of such interaction is the exchange of information, transfer of social experience, creation of conditions for the development of students' motivation to study and to improve their creative potential.

We can observe this approach to the psychological structure of the training activities in the Ukrainian and foreign training programs for mediators. Certainly, the educational training in mediation has its differences in each country, taking into account the socio-economic environment, where the mediation is being developed as an institution. Thereat we shall briefly stop on the general features of each separate approach to training activities in the Ukrainian and foreign practices of mediation.

It should be noted that in most countries, the government does not directly regulate the mediation, but does so through the accredited professional institutions (e.g., The Netherlands Mediation Institute, Bundesverband Mediation e.V., Civil Mediation Council, which combines over 90 professional institutions in the UK, etc.). The main functional direction of such associations is the professional development of mediation, maintenance of registers of mediation and accreditation of institutions providing educational services in this area.

For example, the regulatory authority in the Netherlands – Netherlands Mediation Institute – has certified 13 training programs, however, they all have different content, duration and cost; furthermore, there are no uniform standards to determine the quality of services provided. The average duration of training is 48 hours.

Besides the short-term training courses, the overall western practice (Austria, Australia, the UK, Spain, Canada, Germany, Poland, the USA, etc.) also offers the higher education system in mediation – bachelor's, master's programs, skill-development training (from 6 months to 1 year), as well as research and practice activities. Higher education in the field of mediation comes with the system of organizational psychological and pedagogical components, such as internship, job training, presentation of graduation thesis, as well as a mandatory psychological support of the trainee.

Except for Ukraine, within the recent five years, mediation was legalized in all countries of the former Soviet Union (the Republic of Belarus, Georgia, the Republic of Kazakhstan, the Russian Federation, etc.); in the most countries it provides for a certain standardization of professional training programs for specialists.



For example, the Typical Russian training program for mediators, approved by the Order of the Ministry of Education of the Russian Federation No 187 dated on 14.02.2011, contains three comprehensive training programs - (1) basic studies, (2) advanced level, (3) training course for coaches in mediation, which is mandatory for all providers of this service [8]. Each program further includes an examination of the result of training, as well as certification. Mediation programs have been included into the training course for lawyers in some higher education institutions of the Russian Federation.

Today, the procedure of training of mediators and the requirements for training programs in the Republic of Belarus have been determined by the Regulation of the Ministry of Justice "About some questions in the field of training in mediation". Not less than 140 hours of additional training have been specified for students with legal education, and not less than 170 hours – for persons with higher education in other fields.

The Mediation Community in Ukraine is represented today by experts in mediation of different level and quality of training. The analysis of the existing information from the official websites of the leading Ukrainian centers for training of mediators clearly shows a different duration of basic skills programs for mediators, as well as their different contents [2; 35]. Professional training programs for coaches and supervisors in mediation are not represented at the Ukrainian market.

Taking into account the cross-disciplinary nature of mediation, its novelty for the Ukrainian society and the lack of legalization thereof, people of different ages and occupations consider obtaining mediation skills as an additional training, personal enrichment and development of new knowledge, which are effective not only in professional occupation, but in personal life space as well.

There are some single cases when mediation was introduced in Ukrainian university programs. It is worth mentioning the uniquely designed model of N. Haiduk and A. Zhuravskyy (2001) for training students in the field of "Social work" for further mediation activities, which was developed at the National University "Lviv Polytechnic" together with the Faculty of Social Work of the University of Manitoba, Winnipeg (Canada) [3]. The psychological and pedagogical components of development of professional competence of social workers in the field of mediation have been determined in the aforesaid model.

Comparative analysis of training programs for mediators clearly shows that the specifics of psychology of training adults are taken into account in each of those. S.D. Maksimenko, an outstanding Ukrainian psychologist, has noted that the main effect of training adults is the generalization and systematization of their practical knowledge, development of mental (in particular, professional) flexibility, presentation of "not functional, but conceptual development, which enriches



and deepens their ideas and concepts about social realm for further establishment of values, conceptual innovations and individual ideals to enrich own life concept and learning the technologies for its practical implementation" [5; 12].

It should be taken into account that an effective training for adults is only possible when the methods of group analysis, training tasks, in particular of analytical and constructive nature are used, as well as modeling of educational situations using imitation, operational and personal-role-playing games [5; 13].

That is why Ukrainian and foreign training programs for future mediators are focused on practical skills. The practical part of the training makes around 70% of the total course time. Active (interaction "teacher-student") and interactive forms of teamwork are applied in the training programs for mediators. Interactive teaching session (the interaction between the teacher and the student shall be strengthened by interaction directly between the students) shall be held in a small group of students (up to 12 persons), with a further division into smaller groups (up to 4 persons) for role-playing games and the feedback provided from the teacher to the students.

Group training, simulation and supervision are the most popular interactive forms of teamwork; job training, brainstorming, intervision, video lessons (e.g., demonstration of educational films with further analysis of mediation tools and skills), work in dynamic groups (with constantly changing members), educational games, discussions, presentations, exercising are used as well.

In addition, the western practice program provides for a certain number of hours for self-study: formal meetings with colleagues aimed at cooperative mediation practice in case studies and further discussion thereof. There is a special form where the number of hours and the names of the skill training group members are specified; this shall further be taken into account during assessment procedure.

In such a way, the educational activities while implementing the training programs for mediators provide various types of direct communication, which is understood as "interaction between the parties involved into communication relations, when the parties directly take each other, establish contacts and use all available means therefor» [6; 84], such as:

- interpersonal – are typical for a group of students having primary communication and interacting with each other (for example, students while self-study or supervision)
- person-to group – are typical in case of interaction of a group of students with a teacher (observed during lectures or group training);
- intergroup – are typical in case of interaction of two or more people, each of whom is either trying to achieve his/her own goals or to reach agreement on a specific issue. It is important that



each person of intergroup interaction is in this case a carrier of a group opinion and expresses its interests (while simulation, work in dynamic groups, etc.).

Structural form of the programs is an important psychological and pedagogical key feature thereof: the western practice prefers training mediators in groups by professional learning and skills.

A special attention in the western training programs is given to the requirement to arrange at least one real case study during the supervisory practice. As noted in a typical training program of the College of Mediators, Manchester, the United Kingdom «a simulated meeting is unlikely to provide opportunity for a real life experience» [12; 3]. Individual search for the first client and availability of own real mediation cases during the training period make an important stage in the development of psychological readiness of the trainee to the future professional activity. The trainee obtains the diploma, having a clear idea about the full cycle of mediation system (from searching for clients to settlement principles).

Unlike Western versions, the training programs for mediators in the post-Soviet space, including in Ukraine, are based on studying the algorithm of actions at each stage of the mediation process and a gradual transition from the primary stage to completion. The teacher tries to transmit to the students a specific sequence of actions that must be followed during the mediation process.

It is difficult not to agree with the Russian researcher A.N. Azarnova that using such a method for training specialists provides "only a snapshot of his/her activities "from above" [1; 2], as it does not provide the opportunity to capture the whole variety of colors of psychological mechanisms and features of establishing interpersonal relationships, it also does not provide any analysis of inner mental state and psychological readiness of process participants.

Considering all of the above, we can state that both Ukrainian and foreign training programs for future mediators are full of techniques and tools to develop the skills of the future mediator. However, it is significant that the students stand for strengthening the reflexive-and-psychological approach to educational activities, such as training in action, self-discovery, group reflection, coaching, and feedback. The results of the online survey held in 2015 among 113 experienced mediators from different countries (Australia, Bulgaria, Hong Kong, Israel, India, Spain, China, Holland, Singapore, Slovenia) demonstrated that the respondents believed it was important not only to obtain techniques and methods of mediation process during the training, but also interpersonal skills, observing professional activities of experienced mediators, permanent feedback from the supervisor or coach, extension of reflection of their own feelings [9; 60], which would allow to provide the basis for establishing the psychological readiness of the mediator for further professional activities.



Analyzing the western experience of professional training of mediators on the basis of the methodology and techniques of the leading Austrian company ARGE Bildungsmanagement (that has been implementing the training programs for mediators in Europe since 1999), the Russian researcher G.F. Pokhmelkina notes that an effective system of training of mediators is based on the practical learning of mediation model, is practice-oriented and based on "the experience of self-discovery with a focus on understanding of own culture dealing with conflicts, training of actions in role-playing games and reflexive support of these processes in supervisions" [7; 714]. A special attention is paid at that to the establishment of professional identity of the mediator, i.e. practicing neutrality skills in dealing with the parties, the balance between own mental state and automatic practicing of techniques, etc.

Certainly, it is necessary to consider all of the aspects above while developing own program of establishing psychological readiness of the future mediators for professional activities. However it should be noted that it is not enough to copy the experience of western colleagues only; foreign programs "may determine the direction of improving professional training of similar specialists in Ukraine" [3; 6], but they require national specific nature and the needs of modern reality to be considered and to be corrected afterwards.

Conclusions and prospects for further research. Today, the professional education in the aforesaid field should be aimed at creating conditions for and the establishment of professional identity of a young mediator, as well as professional culture and understanding exactly of those elements, which make mediation be a separate branch of science.

For this purpose, the system of continuous training for mediators has been established in the western practice today, which provides for the introduction of a full range of educational work – from standard training programs to solidifying and practicing the skills obtained in the course of case simulations.

However, the comparative analysis of Ukrainian and foreign training programs for future mediators shows that lack of attention is paid in particular to the establishment of the reflective-psychological approach to educational activities (training in action, self-knowledge, group reflection, coaching, constant feedback, etc.) that directly affects the establishment of psychological readiness of future mediators for professional activities.

Unfortunately, the length of the article does not allow showing all the results of the comparative analysis of the existing professional training programs for mediators; but development of author's program of formation of psychological readiness of the future mediators to further professional activities may be the prospect of further research.



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