

## Psychological Motivation of Conflict Participants as a Factor of Successful Mediation

### Психологічна мотивація учасників конфлікту як фактор успішної медіації

**Damzin Andrii**

Postgraduate Student of the Department of  
Psychology and Social Work,

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University,  
Vinnytsia (Ukraine)

ORCID ID: <https://orcid.org/0009-0009-3424-9852>  
E-mail: andrijdamzin@gmail.com

**Дамзін Андрій**

Аспірант кафедри психології та соціальної роботи,  
Вінницький державний педагогічний університет  
імені Михайла Коцюбинського,  
м. Вінниця (Україна)

#### **ABSTRACT**

*The article examines the role of psychological motivation of conflict participants as one of the key factors influencing the effectiveness of mediation in intragroup conflicts. It analyzes the types of motivation that drive parties to engage in the mediation process and their impact on the willingness to cooperate, compromise, and achieve mutual understanding. Particular attention is paid to internal and external motivational factors that may either facilitate or hinder successful conflict resolution. The research findings can be used to improve mediation practices and enhance their effectiveness in social and professional groups.*

---

Address for correspondence, e-mail: [kpnu\\_lab\\_ps@ukr.net](mailto:kpnu_lab_ps@ukr.net)

Copyright: © Damzin Andrii



The article is licensed under CC BY-NC 4.0 International  
(<https://creativecommons.org/licenses/by-nc/4.0/>)

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

*The aim of the study is to determine the role and influence of psychological motivation of conflict participants on the effectiveness of the mediation process in intragroup conflicts, as well as to identify the main motivational factors that contribute to or obstruct successful resolution.*

**Research methods.** To assess the psychological motivation of conflict participants, three validated methods were used: the Thomas-Kilmann Conflict Mode Instrument (TKI) to identify conflict behavior styles, the Achievement Motivation Scale (AMS) to evaluate the drive for self-affirmation and dominance, and DUTCH method to assess emotional-volitional traits and motivation to maintain relationships.

**Research results.** A pilot study conducted among 1,000 students of Vinnytsia State Pedagogical University and revealed that the most common conflict behavior style is collaboration (26%), indicating a strong motivation for mutual understanding. Compromise was chosen by 22% of respondents, while competition and avoidance were equally represented (18% each), suggesting partial motivation for dominance or emotional distancing. Accommodation was preferred by 16%, mostly driven by the motivation to preserve relationships. The collaboration style correlates with high emotional stability and low anxiety, while competition is associated with a desire for self-affirmation. The obtained data outline motivational behavior models of students in conflict situations and serve as a foundation for developing mediation programs in educational institutions.

**Key words:** mediation, intragroup conflict, psychological motivation, motivational factors, conflict interaction, mediation effectiveness, willingness to cooperate.

## Introduction

In modern society, where interpersonal and group interactions are becoming increasingly complex, conflicts have become an integral part of social life. The effective resolution of such conflicts largely depends not only on the professionalism of the mediator but also on the internal readiness of the participants for constructive dialogue. The issue of psychological motivation of conflict participants as a key factor in successful mediation is actively studied by both Ukrainian and international scholars.

Among Ukrainian researchers, it is worth highlighting L. Karamushka, who analyzes the motivational aspects of parties' involvement in mediation, and O. Kredentser, who explores

© Damzin Andrii

the psychological mechanisms of conflict interaction. V. Lahodzinska examines personal motivational attitudes and readiness for cooperation in conflict situations, particularly within the framework of organizational psychology. V. Ivkin investigates motivational profiles and psychological readiness for interaction under stress and conflict conditions. Their contributions deepen the understanding of motivational mechanisms that influence the effectiveness of mediation (Карамутка, Креденцер, Терещенко, Лагодзінська, Івкін, & Ковалчук, 2023).

Foreign researchers laid the foundations of conflict theory by viewing motivation as the driving force behind cooperative or competitive behavior (Krasilovska, 2017). The model of conflict behavior styles based on motivational dispositions highlights the importance of emotional intelligence as a motivational resource in interpersonal interaction (Kilmann, 2010). The integration of these scientific approaches allows for a deeper understanding of the role of motivation in the mediation process and contributes to the development of effective strategies for resolving intragroup conflicts.

The psychological motivation of conflict parties (their expectations, needs, values, and emotional attitudes) plays a key role in the mediation process. A low level of motivation or its destructive nature can undermine the mediator's efforts, whereas conscious and positive motivation promotes mutual understanding and sustainable agreements. Therefore, the study of psychological motivation as a factor of successful mediation is highly relevant in the context of developing effective strategies for resolving intragroup conflicts (Madiya, & Shazia, 2015).

**The purpose of the article.** The aim of the study is to determine the role and impact of the psychological motivation of conflict participants on the effectiveness of the mediation process in intragroup conflicts, as well as to identify the key motivational factors that facilitate or hinder successful resolution.

**The tasks of the article.** Conflicts are an integral part of interaction within any social or professional group. They arise

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

from contradictions in interests, beliefs, values, or emotional states of the participants. As noted by Y. Madiya and K. Shazia, employees and managers spend a significant portion of their working time resolving conflicts, which highlights their prevalence and impact on organizational effectiveness (Madiya, & Shazia, 2015). At the same time, as emphasized by Doherty and Guyler (Doherty, & Guyler, 2008), conflict is not always destructive – when approached constructively, it can become a source of innovation, new ideas, and social development. This article aims to explore the influence of participants' psychological motivation on the effectiveness of mediation in intragroup interactions.

In this context, mediation serves as an effective tool for conflict resolution, based on voluntariness, neutrality, and cooperation. However, the success of mediation largely depends on the internal motivation of the conflict participants.

**Psychological motivation** is a set of internal drives that determine an individual's readiness to engage in dialogue, seek compromise, and make decisions. When participants possess positive motivation (e.g., a desire to preserve relationships, achieve fairness, or reduce emotional tension), it facilitates the effective course of mediation. In contrast, destructive motivation (such as a desire to dominate, avoid responsibility, or maintain a conflictual status) can complicate the process and reduce its effectiveness (Красіловська, 2017).

That is why the study of psychological motivation among conflict participants is essential for understanding behavioral determinants, predicting the course of mediation, and developing strategies that enhance its effectiveness.

The psychological motivation of conflict participants determines their internal readiness to engage in the mediation process, openness to dialogue, and willingness to seek constructive solutions. Motivation shapes attitudes toward the mediator, the opposing party, and the resolution process itself. When participants possess positive motivation (such as a desire to preserve relationships, achieve fairness, or avoid escalation) the chances

© Damzin Andrii

of successful mediation increase significantly. Conversely, a low level of motivation, emotional withdrawal, or a desire to dominate can complicate the process and reduce its effectiveness.

Therefore, psychological motivation is not a secondary factor – it is the foundation upon which the entire mediation interaction is built. Its analysis enables the mediator to better understand the parties' needs, select appropriate communication strategies, and create conditions for productive dialogue (Table 1).

*Table 1*  
**Conceptual Approaches to Defining Mediation  
According to Various Authors**

| Author / Source             | Approach / Concept             | Key Features of Mediation Definition  |
|-----------------------------|--------------------------------|---|
| 1                           | 2                              | 3   |
| Deutsch, M. (1978)          | Conflict Theory Approach       | Mediation is viewed as a method of conflict management involving a neutral third party to reach a mutually acceptable resolution  |
| Bush, R., Folger, J. (1994) | Transformative Approach        | Mediation is aimed not only at resolving the conflict but also at transforming relationships, fostering empathy, self-respect, and mutual understanding between the parties         |
| Moore, C. (1996)            | Procedural-Structural Approach | Mediation is defined as a structured process that involves distinct stages: preparation, negotiation, and agreement   |
| Karasiova, N. (2019)        | Psychological Approach         | Mediation is a process of psychological interaction between conflict parties that promotes emotional competence and the development of nonviolent communication skills              |
| Nalyvaiko, L. (2020)        | Legal Approach                 | Mediation is an alternative method of resolving legal disputes, characterized by voluntariness, confidentiality, and neutrality, and regulated by the Law of Ukraine «On Mediation» |

|   |  |   |
|---|--|---|
| Sedashova, O.,<br>Karpova, O.<br>(2021)                         | Integrative-<br>Managerial<br>Approach | Mediation is viewed as a conflict management technology within organizations that combines communicative, socio-psychological, and managerial mechanisms                |
| Pyholenko, I.<br>(2022)   | Social-<br>Communicative<br>Approach   | Mediation is defined as a form of social dialogue aimed at restoring constructive communication between parties and strengthening social trust                          |
| Mazuraki, N.<br>(2022)  | Interdisci-<br>plinary<br>Approach     | Mediation is interpreted as a complex phenomenon that integrates legal, social, psychological, and ethical aspects in the process of out-of-court conflict resolution   |
| UNESCO<br>(2018)  | Humanistic-<br>Educational<br>Approach | Mediation is defined as a tool for fostering a culture of peace, tolerance, and mutual respect through educational and communicative practices                          |
| Recommendation<br>CM/Rec(2002)10<br>of the Council of<br>Europe | European-<br>Normative<br>Approach     | Mediation is a voluntary dispute resolution process involving a neutral intermediary who facilitates the parties in reaching an agreement based on mutual understanding |

Comparative analysis shows that modern mediation is interpreted in an interdisciplinary manner: ranging from a legal mechanism for dispute resolution to a psychological process of self-development and social interaction. The most contemporary approaches emphasize the humanistic and educational potential of mediation, highlighting its role in fostering emotional culture, empathy, and social trust (Mills, & Mene, 2020).

Participation in the mediation process is neither automatic nor guaranteed, it depends on a range of internal psychological factors, among which motivation plays a key role. Analyzing types of motivation helps to better understand why conflict participants agree to mediation, what expectations they hold, and how prepared they are for constructive dialogue. The following types of motivation are distinguished (Kilmann, 2010).

© Damzin Andrii

**Instrumental Motivation** – the desire to resolve a conflict in order to achieve specific benefits (e.g., preserving reputation, avoiding sanctions, saving resources).

**Emotional Motivation** – the wish to reduce psychological tension, relieve stress, and restore inner comfort.

**Value-Based Motivation** – orientation toward moral principles, justice, and respect for others.

**Social Motivation** – the aspiration to preserve relationships, avoid isolation, and support group cohesion.

Understanding these types of motivation enables the mediator to adapt interaction strategies, increase party engagement, and facilitate successful conflict resolution. Such analysis also allows for anticipating potential difficulties in the mediation process and addressing them in a timely manner (Morris-Rothschild, & Brassard, 2006).

In the context of modern Ukraine, conflicts in social, professional, and political spheres are not only common but also represent potential sources of change. Examples of labor disputes between educators and administrators regarding working conditions, education funding, or reforms in the wage system demonstrate that conflicts can lead either to increased tension or to constructive solutions – provided the parties are motivated toward dialogue. Similar to situations described in international practice, Ukrainian trade unions, civil society organizations, and state institutions often engage in conflictual interactions that require effective resolution mechanisms (Page Domenici, & Littlejohn, 2001).

Successful mediation under such conditions depends not only on the tools of facilitation but primarily on the psychological motivation of the conflict participants. When parties demonstrate an internal readiness to cooperate, a desire for justice, the preservation of relationships, or social well-being, it creates the foundation for constructive conflict resolution. In contrast, destructive motivation – driven by a desire to dominate, avoid responsibility, or maintain a conflictual status – complicates the

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

mediation process (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko, & Stelmakh, 2022).

In the context of martial law, institutional reforms, decentralization, and growing civic engagement in Ukraine, the psychological motivation of conflict participants gains particular significance. Its analysis not only allows for forecasting the course of conflicts but also helps shape effective mediation strategies that contribute to social stability, cohesion, and the development of a democratic society (Карамушка, Креденцер, Терещенко, Лагодзінська, Івкін, & Ковальчук, 2023).

In contemporary psychology and conflict studies, conflict is viewed not merely as a destructive phenomenon but as a natural form of social interaction arising from differences in goals, values, beliefs, or access to resources. Conflict theory, initiated by K. Marx, emphasizes that the struggle for resources and influence is a driving force of social change, and therefore, conflict can possess constructive potential. However, the realization of this potential depends on how the parties perceive the situation and what internal motives guide their behavior.

Modern researchers (Vizniuk, Teslenko, Martyniuk, Savinova, Biliuk, Kyslychenko, & Stelmakh, 2022) stress that conflict often emerges not so much from objective circumstances as from the subjective perception of threats to personal interests or emotional needs. These tendencies suggest that the motivation of conflict participants (particularly their internal attitudes, expectations, and aspirations) is a key factor in determining the nature and dynamics of conflict interaction.

In this context, mediation as a form of alternative conflict resolution requires not only a neutral intermediary but also the internal readiness of the parties for dialogue, which is directly linked to their psychological motivation. If conflict participants are motivated toward cooperation, compromise, relationship preservation, or achieving a shared outcome, mediation has significantly higher chances of success. Conversely, destructive motivation, such as the desire to dominate, seek revenge, or

© Damzin Andrii

avoid responsibility, complicates the process and reduces its effectiveness (Friedman, Tidd, Currall, & Tsai, 2000).

Thus, the success of mediation largely depends on a deep understanding of the psychological motivation of the conflict participants, which enables not only effective process management but also the transformation of conflict into a source of growth, development, and the strengthening of social bonds.

In contemporary conflict studies, conflict is viewed not only as a threat but also as a potential source of development. As noted by Y. Madiya and K. Shazia (Madiya, & Shazia, 2015), conflicts can be either constructive (functional) or destructive (dysfunctional). Functional conflict helps identify problems, stimulates creativity, learning, and growth, whereas destructive conflict blocks communication, damages relationships, and reduces productivity. A key factor influencing whether a conflict becomes productive or harmful is the psychological motivation of its participants (Doherty, & Guyler, 2008).

Motivation toward cooperation, solution-seeking, relationship preservation, and achieving shared goals creates the foundation for constructive conflict, which can be effectively resolved through mediation. In contrast, motivation based on domination, competition, avoidance of responsibility, or sabotage leads to destructive interaction, complicating the mediation process. As emphasized by De-Reuver and Van-Woerkom (De-Reuver, & Van-Woerkom, 2010), it is the internal readiness for dialogue and openness that determines whether conflict becomes a source of innovation or a cause of group disintegration.

Thus, the success of mediation directly depends on the psychological motivation of conflict participants. Its analysis allows not only for forecasting the course of conflict interaction but also for shaping strategies that help transform conflict into a resource for development – both for individuals and for organizations or social groups.

Effective mediation as a conflict resolution tool relies not only on facilitation techniques but also on the psychological motivation

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

of the parties, which is reflected in their choice of behavior style in a conflict situation. As noted by Y. Madiya and K. Shazia (Madiya, & Shazia, 2015), conflict arises when the values, needs, goals, or interests of the parties come into contradiction. In such conditions, a person's motivation – whether it involves self-realization, relationship preservation, pursuit of justice, or avoidance of tension – determines the style of conflict management that will be chosen.

The model describes five primary conflict management styles: competition, avoidance, accommodation, compromise, and collaboration (Kilmann, & Thomas, 2010). These styles are based on two psychological dimensions – assertiveness (satisfying one's own interests) and cooperativeness (satisfying the interests of the other party). The choice of style depends on personal characteristics, motivational attitudes, and situational context. For example, motivation to preserve harmony may lead to accommodation, while a desire for control may result in competition. Motivation for mutual understanding and joint problem-solving encourages the use of collaboration, which is considered the most effective style in mediation. Thus, psychological motivation determines not only the behavior of conflict participants but also the prospects for resolution, as it shapes their readiness for dialogue, openness, and the search for common ground (De-Reuver, & Van-Woerkom, 2010).

Mediation, both globally and nationally, demonstrates a trend toward institutionalization and a shift from voluntary practice to a legally regulated form of alternative dispute resolution. Ukrainian legislation is being harmonized with European standards, particularly in the areas of civil, family, and educational mediation processes (Table 2).

Mediation as a form of alternative dispute resolution is actively developing in most countries around the world, gaining recognition as an important legal institution aimed at reducing conflict and alleviating the burden on judicial systems. Its regulatory framework is based on international instruments, national legislation, and ethical standards that define the principles of voluntariness, neutrality, confidentiality, and equality

© Damzin Andrii

of the parties (Волосник, Горіна, Муратова, Ланко, Мельман, & Хасяя, 2018).

Table 2

**Regulatory and Legal Framework  
of Mediation in Ukraine and Abroad**

| Country | Title of Legal Act/ Document  | Year of Adoption    | Core Content and Significance   |
|---------|---|---------------------|---|
| 1       | 2   | 3                   | 4   |
| Ukraine | Law of Ukraine “On Mediation” No. 1875-IX                                   | 2021                | Defines the legal foundations of mediation, principles of voluntariness, neutrality, and confidentiality; regulates the status of the mediator and the procedure for concluding a mediation agreement |
|         | Constitution of Ukraine   | 1996                | Guarantees the individual's right to protect their rights and freedoms by all legal means, including out-of-court forms of dispute resolution   |
|         | Civil Procedure Code of Ukraine (CPC)                                       | 2004 (updated 2017) | Defines the possibility of peaceful dispute resolution and the approval of mediation agreements by the court  |
|         | Code of Administrative Procedure of Ukraine (CAPU)                          | 2005                | Provides for the possibility of reconciliation between parties in cases under administrative jurisdiction   |
|         | Law of Ukraine “On Education”   | 2017                | Contains provisions on creating a safe educational environment, developing non-violent communication skills, and implementing mediation practices in schools  |
|         | Law of Ukraine “On Free Legal Aid”  | 2011                | Ensures citizens' access to alternative dispute resolution methods, including mediation   |
|         | Code of Ethics for Mediators (National Association of Mediators of Ukraine) | 2022                | Establishes ethical standards for mediators: independence, impartiality, confidentiality, and voluntariness of the process  |

|                           |  |      |   |
|---------------------------|--|------|---|
| European Union            | Directive 2008/52/EC of the European Parliament and of the Council on Certain Aspects of Mediation in Civil and Commercial Matters | 2008 | Harmonizes approaches to mediation across EU Member States; establishes the principle of voluntariness and the legal enforceability of mediation agreements                       |
| Council of Europe         | Recommendation CM/Rec(2002)10 of the Committee of Ministers of the Council of Europe on Mediation in Civil Matters                 | 2002 | Defines the basic principles of mediation – voluntariness, equality of the parties, and mediator neutrality; promotes its development within the legal systems of European states |
|                           | Recommendation Rec(98)1 of the Committee of Ministers on Family Mediation  | 1998 | Emphasizes the benefits of applying mediation in family conflicts, particularly regarding child custody and property division   |
| United Nations (UN)       | UNCITRAL Model Law on International Commercial Conciliation  | 2002 | Regulates mediation procedures in international commercial disputes and harmonizes practices among participating states   |
| United Nations / UNCITRAL | Singapore Convention on Mediation  | 2018 | Establishes a legal framework for the enforcement of international mediation agreements; signed by over 50 countries  |
| UNESCO                    | Guidelines for Peace and Conflict Resolution Education   | 2018 | Defines the role of mediation in fostering a culture of peace, tolerance, and social cohesion in the field of education   |

|                |  |      |  |
|----------------|--|------|--|
| United Kingdom | Civil Procedure Rules (Part 31 and 36 – Alternative Dispute Resolution)  | 1999 | Defines mediation as a recommended mechanism for dispute resolution prior to litigation and encourages parties to seek reconciliation      |
| United States  | Uniform Mediation Act (UMA)  | 2001 | Harmonizes mediation principles across different U.S. states and establishes legal protections for confidentiality and mediator neutrality |
| Germany        | Gesetz zur Förderung der Mediation (Law on Promoting Mediation)  | 2012 | Regulates mediation procedures within civil proceedings and sets requirements for mediator training  |
| France         | Décret n°2012-66 relatif à la médiation civile et commerciale  | 2012 | Provides for a mandatory offer of mediation before judicial proceedings and defines the status of an accredited mediator                   |
| Poland         | Kodeks postępowania cywilnego (V: Mediacja)  | 2005 | Defines the procedure of mediation in civil cases and provides for the possibility of court approval of mediation agreements               |
| Італія         | Decreto Legislativo n. 28/2010 «Mediazione finalizzata alla conciliazione delle controversie civili e commerciali» | 2010 | Introduces mandatory preliminary mediation for certain categories of civil and commercial cases  |
| Канада         | Ontario Mandatory Mediation Program  | 1999 | Establishes mandatory participation in mediation by the parties before a case proceeds to court in the province of Ontario                 |

In Ukraine, the key normative act is the Law of Ukraine “On Mediation” (2021), which for the first time established the legal

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

foundations for conducting mediation at the legislative level. It defines the status of the mediator, ethical standards, and the legal force of a mediation agreement. This law brought national practice closer to European standards by providing for the integration of mediation into civil, administrative, labor, and educational contexts. The Constitution of Ukraine guarantees the right to protection and fair trial, creating a legal basis for applying mediation procedures as an alternative path to conflict resolution. At the same time, the Civil Procedure Code of Ukraine (CPC) and the Code of Administrative Procedure (CAP) allow for peaceful settlement of disputes and judicial approval of mediation agreements.

In the field of international law, Directive 2008/52/EC of the European Parliament and of the Council plays a crucial role in harmonizing approaches to mediation in civil and commercial matters across EU Member States. It establishes common standards of voluntariness, mediator neutrality, and judicial recognition of mediation agreements.

Significant Council of Europe documents include Recommendation CM/Rec (2002)10 on mediation in civil matters and Recommendation Rec(98)1 on family mediation, which define ethical principles, mediator competencies, and guarantees of a fair process. At the global level, the UNCITRAL Model Law on International Commercial Conciliation (2002) and the Singapore Convention on Mediation (2018) are of particular importance. These instruments provide legal mechanisms for the enforcement of international mediation agreements and promote the unification of mediation procedures across jurisdictions (Friedman, Tidd, Currall, & Tsai, 2000).

Special attention is given to the humanitarian dimensions of mediation. The UNESCO Guidelines (2018) recognize mediation as an effective tool for fostering a culture of peace, tolerance, and social cohesion, especially in educational settings. Similar trends are reflected in national legislation: Germany adopted the Mediation Promotion Act (2012); France enacted a decree

© Damzin Andrii

on civil and commercial mediation (2012); and Italy introduced Legislative Decree No. 28 (2010), which established mandatory mediation for certain civil disputes. In the United States, mediation is governed by the Uniform Mediation Act (2001), which ensures confidentiality and the protection of parties' rights.

Thus, comparative analysis indicates that Ukraine's mediation system is gradually aligning with international standards, following the European trajectory of developing a rule-of-law state focused on peaceful dispute resolution. The institutionalization of mediation contributes to the humanization of legal relations, reduction of social tensions, and the cultivation of a culture of dialogue and partnership – particularly significant in the context of societal transformation and post-conflict recovery (D'Oosterlinck, & Broekaert, 2003). Successful mediation is impossible without considering the psychological motivation of conflict participants, which manifests through their behavior, response styles, and willingness to cooperate. Conflict management styles (competition, accommodation, avoidance, compromise, and collaboration) reflect internal motivational dispositions. These are based on two key psychological dimensions: assertiveness (the pursuit of one's own interests) and cooperativeness (the willingness to consider the interests of the other party).

For example, the competition style reflects a motivation for dominance, self-assertion, and control, which often complicates mediation due to a reluctance to compromise. In contrast, the accommodation style indicates a motivation to preserve relationships and harmony, even at the expense of one's own interests. While such behavior may facilitate rapid resolution, it can also lead to internal tension if an individual consistently ignores personal needs.

Motivation toward compromise and collaboration is most conducive to successful mediation, as it implies a willingness to consider mutual interests, seek common ground, and maintain constructive dialogue. These motivational orientations form the

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

foundation for effective mediation, reduce emotional tension, and help transform conflict into a resource for growth.

Therefore, the psychological motivation of conflict participants is a decisive factor in successful mediation, as it shapes behavioral style, openness to dialogue, and the ability to resolve disputes constructively. Analyzing these motivations enables the mediator to choose an appropriate strategy, adapt communication, and ensure effective conflict resolution (Білик, Гаврилюк, & Городиський та ін., 2019).

In the mediation process, the decisive factor is not only the technique of facilitation but also the internal motivation of conflict participants, which is reflected in their behavioral style. As research by Morris-Rothschild and Brassard (Morris-Rothschild, & Brassard, 2006) indicates, individuals who adopt a compromising style demonstrate a willingness to relinquish part of their own interests in order to reach a shared solution. This motivation is rooted in the desire to avoid escalation, preserve relationships, and achieve a balance between personal and others' needs, creating a favorable foundation for mediation, as parties are open to negotiation and willing to seek common ground.

Conversely, the avoidance style (characterized by low assertiveness and low cooperativeness) reveals a motivation to escape conflict, avoid responsibility, or fear emotional tension. This motivation complicates mediation, as one party may ignore the issue, refrain from dialogue, and hinder the search for resolution. As shown in studies by Mills and Ch. Mene (Mills, & Mene, 2020) conflict avoidance can lead to increased stress and deterioration of interpersonal relationships.

Thus, the psychological motivation of conflict participants, whether oriented toward compromise or avoidance, directly affects the effectiveness of mediation. Its analysis enables the mediator to anticipate party behavior, adapt facilitation strategies, and create conditions for constructive resolution. Successful mediation is only possible when parties possess an internal motivation for mutual understanding, cooperation, and joint problem-

© Damzin Andrii

solving. Successful mediation requires not only the presence of a neutral facilitator but also the active participation of the parties in the conflict resolution process. A decisive factor in this is the psychological motivation of the participants, which determines their willingness to engage in dialogue, openness, and cooperation. According to research of scientists B. Morris-Rothschild and M. Brassard (Morris-Rothschild, & Brassard, 2006), the collaboration style is the most effective in conflict environments, as it is based on a high level of assertiveness and cooperativeness. It involves combining ideas, jointly solving problems, and striving for mutual satisfaction of interests.

The motivation to collaborate is shaped by psychological attitudes such as the desire to preserve relationships, achieve fair outcomes, avoid escalation, and find common ground. These internal drivers form the foundation for constructive mediation. Thus, conflict management is not merely a set of techniques, but a philosophy that helps individuals better understand themselves and others in the process of interaction (Красіловська, 2017).

Studies in educational settings (Doherty, & Guyler, 2008) confirm that after completing conflict management training, teachers and parents demonstrated improved communication skills, increased self-esteem, and more effective dispute resolution. This suggests that motivation for growth, learning, and self-reflection fosters behavior oriented toward collaboration, a key element of successful mediation.

It is therefore evident that the psychological motivation of conflict participants, particularly their inclination toward cooperation, understanding, and problem-solving, is a key factor in effective mediation. Analyzing this motivation allows the mediator not only to adapt facilitation strategies but also to create conditions for transforming conflict into a resource for personal and social growth.

The collaboration style in conflict management is the most effective approach to resolving disputes, as it combines a high level of assertiveness and cooperativeness. It is based on the

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

pursuit of mutually beneficial solutions through open dialogue, joint idea generation, and consideration of all parties' interests (Page Domenici, & Littlejohn, 2001). Such behavior is only possible when supported by appropriate psychological motivation, a genuine internal desire not only to defend one's own position but also to understand the other side, preserve relationships, and find a shared resolution.

Successful mediation requires precisely this kind of motivation: a willingness to cooperate, openness to communication, and a focus on outcomes that satisfy all participants. Conflict management is not merely a set of techniques but a philosophy that helps individuals better understand themselves and others through interaction (Красіловська, 2017). This philosophy is grounded in the development of listening, speaking, empathy, and joint problem-solving skills – that is, in deep internal motivation for constructive engagement.

Studies in educational settings (Білик, Гаврилюк, & Городиський, 2019) confirm that after receiving training in conflict management skills, teachers, parents, and students demonstrated not only improved outcomes in resolving disputes but also increased self-esteem, confidence, and capacity for constructive dialogue. This reflects a motivation for personal growth, self-reflection, and cooperation – key conditions for effective mediation.

Therefore, the psychological motivation of conflict participants, particularly their drive toward collaboration, understanding, and joint problem-solving, is a primary factor in successful mediation. It determines not only their behavioral style in conflict but also the depth of their engagement in the resolution process. This makes mediation not merely a technique, but a transformational tool of social interaction.

### **Research methods and techniques**

To identify the psychological motivation of conflict participants, three validated methodologies were employed: the

© Damzin Andrii

Thomas-Kilmann Conflict Mode Instrument (TKI) to determine behavioral styles in conflict; the Achievement Motivation Scale (AMS) to assess tendencies toward self-assertion and dominance; and the Dutch Test for Conflict Handling – Expanded Version (DUTCH) (De Dreu, Evers, Beersma, Kluwer, Nauta, 2001), which evaluates emotional-volitional traits and motivation to preserve relationships.

Empirical data collection was conducted through questionnaires and standardized testing in classroom settings, with voluntary consent from participants. Additionally, psychological interviews were carried out with a subset of the sample (approximately 100 individuals) to gain deeper insights into motivational dispositions. Data analysis was performed using the SPSS statistical package, enabling comparative assessments across faculties, age groups, and anxiety levels. The expected outcomes of the study included identifying dominant motivational behavior models in conflict among university students, establishing correlations between clinical indicators and conflict response styles, and developing practical recommendations for implementing mediation practices in academic environments.

## Results and discussions

A pilot study on the psychological motivation of conflict participants during clashes of interest among students of Vinnytsia State Pedagogical University (VSPU) was conducted to identify specific motivational patterns in conflict situations and clinically significant indicators influencing behavioral styles in the context of conflicting interests.

The pilot study involved a representative sample of 1,000 students aged 18 to 30, with approximately 60% female and 40% male participants, ensuring gender balance. The sample included students from various academic levels, bachelor's, master's, and doctoral programs, across five faculties: Pedagogical, Philological, Natural-Geographical, Arts, and Historical. The study considered clinically significant psychological indicators,

including levels of anxiety (both state and trait), emotional stability, tendencies toward aggression or avoidance, self-regulation capacity, stress resilience, and psychosomatic responses in conflict situations (Table 3).

*Table 3*  
**Distribution of Conflict Behavior Styles  
(Thomas-Kilmann Instrument) (n = 1000)**

| Conflict Behavior Style | Number of Respondents | % of Total Sample | Dominant Motivation                                       |
|-------------------------|-----------------------|-------------------|---|
| 1                       | 2                     | 3                 | 4   |
| Competition             | 180                   | 18%               | Self-assertion, control, defense of one's position        |
| Collaboration           | 260                   | 26%               | Mutual understanding, search for a shared solution        |
| Compromise              | 220                   | 22%               | Balance of interests, pursuit of equilibrium              |
| Accommodation           | 160                   | 16%               | Preservation of relationships, avoidance of confrontation |
| Avoidance               | 180                   | 18%               | Fear of conflict, emotional distancing                    |

Based on the results of a pilot study conducted among 1,000 students of Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University, the most prevalent conflict behavior style was found to be collaboration (26%), indicating a strong motivation for mutual understanding and joint problem-solving. Compromise was chosen by 22% of respondents, reflecting a desire to balance interests. Competition and avoidance were equally represented (18% each), suggesting partial motivation toward dominance or emotional distancing. Accommodation was selected by 16% of participants, primarily motivated by the preservation of relationships.

Clinical indicators revealed that the collaboration style correlates with high emotional stability and low levels of anxiety, while the competition style is associated with a drive for self-

© Damzin Andrii

assertion and control. These findings provide insight into the motivational behavior models of university students in conflict situations and serve as a foundation for developing mediation programs within educational institutions.

Conflict within any organization is not only an inevitable phenomenon but also a potential threat to achieving its goals and maintaining efficiency. If left unresolved, conflict can lead to decreased employee motivation, emotional burnout, absenteeism, resignations, and an overall decline in productivity. However, conflict can also become a source of innovation, growth, and strengthened interpersonal relationships – provided that its resolution is grounded in the conscious psychological motivation of the participants (Morris-Rothschild, & Brassard, 2006).

It is precisely psychological motivation, internal attitudes, values, emotional maturity, level of responsibility, and willingness to cooperate, that determines how an individual will respond to conflict. A person motivated by the desire to preserve relationships, foster team development, or achieve a shared outcome is more likely to engage in constructive behavior, open dialogue, and participate in mediation. Conversely, motivation rooted in avoidance of responsibility, fear of confrontation, or a drive for dominance complicates the mediation process.

The choice of conflict behavior style depends on situational factors such as the importance of the conflict, the significance of relationships, the level of authority, and the availability of time (De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001). However, these factors only become effective when an individual possesses an internal motivation to resolve the issue rather than escalate it. Therefore, mediation as a process requires not only technical skills but also a deep understanding of the psychological state and motivational dispositions of the participants.

Thus, psychological motivation is a key factor in successful mediation, as it determines the parties' willingness to engage in dialogue, their choice of conflict behavior style, level of openness, and ability to compromise. Analyzing this motivation en-

© Damzin Andrii

DOI (article): <https://doi.org/10.32626/2227-6246.2025-66.50-76>

ables the mediator to effectively adapt resolution strategies, create a safe environment for negotiation, and transform conflict into a resource for growth – both for individuals and organizations as a whole.

Successful mediation is impossible without considering the psychological motivation of conflict participants, which determines their behavior, response style, and willingness to cooperate. The choice of conflict management style depends not only on external circumstances but also on internal motivational dispositions shaped by experience, age, gender, professional status, and personal values (Mills, & Mene, 2020).

For example, the competition style is typically chosen by individuals motivated by a desire for rapid dominance or assertive protection of their interests, especially under time pressure. In contrast, the collaboration style reflects a motivation for deep understanding, consideration of diverse perspectives, and pursuit of comprehensive solutions – this type of motivation is most conducive to successful mediation. The accommodation style is often preferred by those who seek to preserve relationships or allow others to learn from their own mistakes, indicating a motivation rooted in support and development.

In particular, situational factors such as the importance of the conflict, the significance of relationships, the level of authority, and the availability of time influence the choice of conflict behavior style (Doherty, & Guyler, 2008). However, it is psychological motivation that ultimately determines whether an individual is willing to engage in dialogue, compromise, or collaboration. When motivation is directed toward preserving harmony, fostering mutual understanding, and achieving a shared outcome, mediation has a high likelihood of success.

Therefore, the psychological motivation of conflict participants is a key factor in successful mediation, as it shapes their behavioral style, openness to negotiation, and ability to resolve disputes constructively. Analyzing this motivation enables the mediator to tailor facilitation strategies to the personal charac-

© Damzin Andrii

teristics of the parties, create a safe environment for dialogue, and transform conflict into a resource for growth.

### Conclusions

Thus, Alternative Dispute Resolution (ADR) encompasses procedures in which conflicts are resolved with the involvement of a third party, without resorting to litigation. Mediation is a process in which a neutral facilitator helps the parties articulate the issue, discuss it, and reach a mutually beneficial solution. It is based on the principle that people are inclined to negotiate rather than to engage in conflict. Mediation focuses on addressing the interests of the parties, rather than merely their stated positions. Today, it is one of the most common methods of dispute resolution in developed countries, particularly in Europe, the United States, and Australia, and is increasingly being implemented in countries of Eastern Europe and Central Asia.

### Literature

Білик Т., Гаврилюк Р., Городиський І. та ін. Медіація у професійній діяльності юриста: підручник / за ред. Н. Крестовської, Л. Романадзе. Одеса : Екологія, 2019. 456 с.

Волосник В.В., Горіна А.В., Муратова І.О., Ланко В.В., Мельман В.О., Хасяя С.А. Ефективне управління конфліктами. Базові навички медіатора. Харків, 2018. 97 с.

Карамушка Л.М., Креденцер О.В., Терещенко К.В., Лагодзінська В.І., Івкін В.М., Ковальчук О.С. Методики дослідження психічного здоров'я та благополуччя персоналу організацій: психологічний практикум. Київ : Інститут психології імені Г.С. Костюка НАПН України, 2023. 76 с.

Красіловська З.В. Становлення інституту медіації в системі публічного управління: теоретико-правовий аспект: дис. ... канд. юрид. наук. Одеса, 2017. 221 с.

D'Oosterlinck F., Broekaert E. Integrating school-based and therapeutic conflict management models at schools. *The Journal of School Health*, 2003, Vol. 73, No 5. P. 222–225. DOI: <https://doi.org/10.1111/j.1746-1561.2003.tb06578.x>

De Dreu C.K.W., Evers A., Beersma B., Kluwer E.S., Nauta A. Dutch Test for Conflict Handling-Expanded Version (DUTCH). *APA PsychTests*. 2001. DOI: <https://doi.org/10.1037/t75864-000>

De-Reuver R., Van-Woerkom M. Can conflict management be an antidote to subordinate absenteeism? *Journal of Managerial Psychology*. 2010. Vol. 25, No 5. P. 479–494. DOI: <https://doi.org/10.1108/02683941011048382>.

Doherty N., Guyler M. The essential guide to workplace mediation and conflict resolution: Rebuilding workplace relationships. London: Kogan, 2008.

Friedman R., Tidd S.T., Currall S.C., Tsai J.C. Conflict management in the workplace. *The International Journal of Conflict Management*. 2000. Vol. 11, No 1. P. 32–55. DOI: <https://doi.org/10.1108/eb022834>.

Kilmann R.H. Thomas-Kilmann conflict mode instrument [Electronic resource]. 2010. URL: <http://www.kilmann.com/conflict.html>

Madiya Y., Shazia K. Conflict management styles: A study of organisational politics among professionals. *Journal of Political Studies*. 2015. Vol. 22, No 2. P. 697–710. URL: <https://surli.cc/yxzpqi>

Mills B.R., Mene Ch.T. Conflicts and Its Management In An Organisation: A Theoretical Review. *International Journal of Scientific and Research Publications*. 2020. Vol. 10, No 5. P. 540–545. DOI: <http://dx.doi.org/10.29322/IJSRP.10.05.2020.p10162>

Morris-Rothschild B.K., Brassard M.R. Teachers' conflict management styles: The role of attachment styles and classroom management efficacy. *Journal of School Psychology*. 2006. Vol. 44. P. 105–121. DOI: <http://dx.doi.org/10.1016/j.jsp.2006.01.004>

Page Domenici K., Littlejohn S.W. Mediation: Empowerment in performance. *International Journal of Conflict Management*. 2001. Vol. 12. P. 191–211. DOI: <https://doi.org/10.1108/eb022856>

Vizniuk I., Teslenko V., Martyniuk I., Savinova N., Biliuk O., Kyslychenk V., Stelmakh N. Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment. *IJCSNS International Journal of Computer Science and Network Security*. 2022. Vol. 22, No 6. P. 562–670. DOI: <https://doi.org/10.22937/IJCSNS.2022.22.6.70>

## References

Bilyk, T., Havryliuk, R., Horodyskyi, I., et al. (2019). *Mediatsiia u profesiinii diialnosti yurysta* [Mediation in the professional activity of a lawyer]. In N. Krestovska & L. Romanadze (Eds.). Odesa: Ekolohiia [in Ukrainian].

D’Oosterlinck, F., & Broekaert, E. (2003). Integrating school based and therapeutic conflict management models at schools [Integrating school based and therapeutic conflict management models at schools].

*The Journal of School Health*, 73(5), 222–225. DOI: <https://doi.org/10.1111/j.1746-1561.2003.tb06578.x>.

De-Reuver, R., & Van-Woerkom, M. (2010). Can conflict management be an antidote to subordinate absenteeism? [Can conflict management be an antidote to subordinate absenteeism]. *Journal of Managerial Psychology*, 25(5), 479–494. DOI: <https://doi.org/10.1108/02683941011048382>.

Doherty, N., & Guyler, M. (2008). *The essential guide to workplace mediation and conflict resolution [The essential guide to workplace mediation and conflict resolution]: Rebuilding workplace relationships*. London: Kogan.

Friedman, R., Tidd, S.T., Currall, S.C., & Tsai, J.C. (2000). Conflict management in the workplace. *The International Journal of Conflict Management*, 11(1), 32–55. DOI: <https://doi.org/10.1108/eb022834>.

Karamushka, L.M., Kredentser, O.V., Tereshchenko, K.V., Lahodzinska, V.I., Ivkin, V.M., & Kovalchuk, O.S. (2023). *Metodyky doslidzhennia psykhichnoho zdorovia ta blahopoluchchia personalu orhanizatsii: psykholohichnyi praktykum* [Methods of studying mental health and well-being of organization personnel: psychological practicum]. (L. M. Karamushka, Ed.) Kyiv: Instytut psykholohii imeni H. S. Kostiuka NAPN Ukrayiny [in Ukrainian].

Kilmann, R.H. (2010). *Thomas-Kilmann conflict mode instrument* [Thomas-Kilmann conflict mode instrument]. Retrieved from: <http://www.kilmann.com/conflict.html>.

Krasilovska, Z.V. (2017). *Stanovlennia instytutu mediatii v systemi publichnoho upravlinnia: teoretyko-pravovyi aspekt* [Formation of the mediation institute in the system of public administration: theoretical and legal aspect]. *Candidate's thesis*. Odesa [in Ukrainian].

Madiya, Y., & Shazia, K. (2015). Conflict management styles: A study of organisational politics among professionals. *Journal of Political Studies*, 22(2), 697–710 Retrieved from: <https://surli.cc/yxzpqi>.

Mills, B.R., & Mene, Ch. T. (2020). Conflicts and its management in an organisation: A theoretical review. *International Journal of Scientific and Research Publications*, 10(5), 540–545. DOI: <http://dx.doi.org/10.29322/IJSRP.10.05.2020.p10162>.

Morris-Rothschild, B.K., & Brassard, M.R. (2006). Teachers' conflict management styles [Teachers' conflict management styles]: The role of attachment styles and classroom management efficacy. *Journal of School Psychology*, 44, 105–121. DOI: <http://dx.doi.org/10.1016/j.jsp.2006.01.004>.

Page Domenici, K., & Littlejohn, S. W. (2001). Mediation: Empowerment in performance [Mediation: Empowerment in performance]. *Internat-*

*tional Journal of Conflict Management*, 12, 191–211. DOI: <https://doi.org/10.1108/eb022856>.

Vizniuk, I., Teslenko, V., Martyniuk, I., Savinova, N., Biliuk, O., Kyslychenk, V., & Stelmakh, N. (2022). Posttraumatic growth in the context of forming a positive experience of volunteers in the information environment. *IJCSNS International Journal of Computer Science and Network Security*, 22(6), 562–670. DOI: <https://doi.org/10.22937/IJCSNS.2022.22.6.70>.

Volosnyk, V.V., Horina, A.V., Muratova, I.O., Lanko, V.V., Melman, V.O., & Khasia, S.A. (2018). *Efektyvne upravlinnia konfliktamy. Bazovi navychky mediatora* [Effective conflict management. Basic mediator skills] [Training complex]. Kharkiv [in Ukrainian].

### **Дамзін Андрій. Психологічна мотивація учасників конфлікту як фактор успішної медіації.**

У статті розглядається роль психологічної мотивації учасників конфлікту як одного з ключових чинників, що впливають на ефективність медіації у внутрішньогрупових конфліктах. Проаналізовано типи мотивації, що спонукають сторони до участі в медіаційному процесі, а також їхній вплив на готовність до співпраці, компромісу та досягнення взаєморозуміння. Особливу увагу приділено внутрішнім і зовнішнім мотиваційним чинникам, які можуть як сприяти, так і перешкоджати успішному врегулюванню конфлікту. Результати дослідження можуть бути використані для вдосконалення практики медіації та підвищення її ефективності в соціальних і професійних групах.

**Метою дослідження** є визначення ролі та впливу психологічної мотивації учасників конфлікту на ефективність процесу медіації у внутрішньогрупових конфліктах, а також виявлення основних мотиваційних чинників, що сприяють або перешкоджають досягненню успішного врегулювання.

**Методи дослідження.** Для визначення психологічної мотивації учасників конфлікту застосовано три валідні методики: опитувальник Томаса-Кілмана (TKI) для виявлення стилю поведінки в конфлікті, шкалу мотивації до досягнення (AMS) для оцінки прагнення до самоствердження та домінування та методику DUTCH для емоційно-вильових характеристик і мотивації до збереження стосунків.

**Результати дослідження.** Підтожнене дослідження серед 1000 здобувачів освіти Вінницького державного педагогічного університету

імені Михайла Коцюбинського показало, що найпоширенішим стилем поведінки в конфлікті є співпраця (26%), що свідчить про мотивацію до взаєморозуміння. Компроміс обрали 22%, конкуренцію та уникнення – по 18%, а пристосування – 16%. Стиль співпраці корелює з емоційною стабільністю та низькою тривожністю, конкуренція – з прагненням до самоствердження. Отримані дані окреслюють мотиваційні моделі поведінки студентів у конфліктних ситуаціях і слугують основою для медіаційних програм у закладах освіти.

**Ключові слова:** медіація, внутрішньогруповий конфлікт, психологічна мотивація, мотиваційні чинники, конфліктна взаємодія, ефективність медіації, готовність до співпраці.

*Date of the first submission of the article for publication 29.06.2025*

*Date of the article acceptance for publication after peer review 16.10.2025*

*Date of publication 27.11.2025*