



Emotional Intelligence a Tool for Help Mediators to Manage Conflicts

Author: Edilma Carvalho

Student Number: 51719061

Dissertation submitted as part of the requirements of the Masters of Art in Dispute
Resolution

Faculty of Law Independent College Dublin

May 2022

Dublin

STATEMENT OF AUTHORSHIP

LEARNER NUMBER	51719061
NAME:	Edilma Carvalho
COURSE:	MA in Dispute Resolution
DISSERTATION TITLE:	Emotional Intelligence a Tool for Help Mediators to Manage Conflicts
SUPERVISOR NAME:	Nadia Bhatti
WORD COUNT:	17044
DUE DATE:	20/05/2022
DATE SUBMITTED	20/05/2022

I certify that:

• This dissertation is all my work, and no part of this dissertation has been copied from another source:

- ~~Yes~~
- No

• I understand that this dissertation may be checked for plagiarism by electronic or other means and may be transferred and stored in a database for the purposes of data-matching to help detect plagiarism:

- ~~Yes~~
- No

• This dissertation has not previously been submitted in part or in full for assessment to any other institution:

- ~~Yes~~
- No

• I consent to the inclusion of my dissertation in an electronic database maintained by the library:

- ~~Yes~~
- No

(Note that if no checkboxes are selected, this dissertation will be regarded as NOT properly submitted, and may be subject to a late submission penalty)

Name: Edilma Carvalho

Date: 20/05/2022

ACKNOWLEDGEMENTS	V
ABSTRACT	VI
CHAPTER 1 - INTRODUCTION	7
1.1 RESEARCH AIMS AND OBJECTIVES	10
1.2 DISSERTATION ROAD MAP	11
CHAPTER 2 – REVIEW OF THE LITERATURE	14
2.1 WHAT IS EMOTIONAL INTELLIGENCE?	14
2.2 TRAINING EMOTIONAL INTELLIGENCE	16
2.3 EMOTIONAL INTELLIGENCE (EQ) VS. INTELLIGENCE QUOTIENT (IQ).....	18
2.4 WHAT IS MEDIATOR?	20
2.5 MEDIATION PROCESS	21
2.6 MEDIATION STYLE.....	25
2.7-ROLE OF MEDIATORS:	28
2.8 CONFLICT MEDIATION AND EMOTIONAL INTELLIGENCE	30
2.9 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE FOR MEDIATORS.....	31
2.9.1 ACTIVE LISTENING AND EMPATHY IN MEDIATION PROCESS.....	32
2.10 CONCLUSION OF THE LITERATURE REVIEW	33
CHAPTER 3 – RESEARCH METHODOLOGY/METHODS	34
3.2 TYPE OF STUDY	34
3.1 RESEARCH DESIGN	35
3.4 APPROACHES	36
3.5 STRATEGIES.....	37
3.6 RESEARCH POPULATION AND SAMPLING TECHNIQUES	37
3.7 MATERIALS USED	38
3.8 ETHICS	39
CHAPTER 4- PRESENTATION DATA	39
CHAPTER 5- DATA ANALYSIS/FINDINGS (QUANTITATIVE AND QUALITATIVE)	43
5.1 SURVEY FOR PSYCHOLOGISTS.....	43
5.2 POPULATION AND SAMPLE.....	43
5.3 FIRST PART OF THE QUALITATIVE/QUALITATIVE DATA ANALYSES	43
5.4 QUALITATIVE ANSWERS TABLES	50
5.5 FINDINGS FIRST PART.....	51
5.6 SURVEY FOR MEDIATORS.....	54
5.7 POPULATION AND SAMPLE.....	54
5.8 SECOND PART OF THE QUALITATIVE DATA ANALYSES.....	54
5.9 QUALITATIVE ANSWERS TABLES	59
5.10 FINDINGS SECOND PART.....	63
CHAPTER 6– DISCUSSION	66

CHAPTER 7- CONCLUSION	72
CHAPTER 8 – REFLECTION	76
BIBLIOGRAPHY	77
<i>LIST OF APPENDICES</i>	84
APPENDIX I: ETHICS FORM A.....	84

SUMMARY OF TABLES FIGURES AND GRAPHICS

FIGURE 1	36
GRAPHIC 1	44
GRAPHIC 2	45
GRAPHIC 3	46
GRAPHIC 4	47
GRAPHIC 5	47
GRAPHIC 6	49
TABLE 1.....	50
TABLE 2.....	51
GRAPHIC 7	54
GRAPHIC 8	55
GRAPHIC 9	56
GRAPHIC 10	57
GRAPHIC 11	58
GRAPHIC 12	59
TABLE 3.....	60
TABLE 4.....	61
TABLE 5.....	62

Acknowledgements

First, I want to thank God, because without him I believe I would not have made it till here. We spent difficult times with the Covid-19 pandemic, where many came from leaving the earthly plane. I went through many difficult moments during the course and even more during the analysis of this dissertation. Even though I thought about quitting, I was able to move on. I thank everyone who helped me, directly or indirectly: Friends, colleagues, and family.

I will not put names, because maybe it would be unfair to some who come to forget to thank. However, anyone who helped me knows how much I appreciate and am grateful. I will keep in my memory every important part of those who were present during this walk.

I am eternally grateful for everything, even for the difficulties I have gone through. Many changes have happened in my life over the last few years, but I'm grateful to get here. Having chosen this theme also helped me to learn a lot during the research, so in addition to applying emotional intelligence in the study conducted, also served for my life. This will also give me the opportunity to share with those who need or do not have knowledge.

Abstract

The purpose of this research is to know how important emotional intelligence is for Mediators.

It is about conflict resolution and mediators; however emotional intelligence is the key to facilitate any work and improve the quality of life of those who apply it wisely.

Knowing about yourself and knowing how to deal with internal conflicts is also something very important, because if we do not know how to deal with our challenges, it is more difficult to help someone else.

When it comes to pursuing personal objectives, people require pleasant emotional experiences, liberty, and self-determination. Connection to the community and healthy social contacts are also necessary.

Also, the aim of this research is to explore the importance of Emotional Intelligence for the mediators e how they can apply this method in their conflict resolution, also their perception of interpersonal conflict and how to handle interpersonal conflicts and external conflicts.

The objective of this research is to identify effective ways about Intelligence Emotional and conflict resolution. This will show that it is possible to train the mind to have better results and that the more to know how to deal with emotions, the better the chance of success.

Emotions play a critical role in the quest for a peaceful settlement to a conflict, but they are frequently misunderstood and ineffectively handled by the disputants, as well as improperly regulated and managed by the specialists assisting the parties.

keywords: Mediator, emotional intelligence, conflict resolution, emotion

Chapter 1 - Introduction

Emotional intelligence is a fascinating topic for academics, business professionals, and anybody interested in improving their emotional intelligence. The importance and relevance of emotional intelligence in personal and professional life has been a topic of discussion. All of the sections contribute to the majority of the empirical evidence that supports these emotional intelligence claims.

The importance of this method for mediators and professionals dealing with challenging persons will be demonstrated in this study. In the work it does, the art of emotional intelligence is safer and more reliable.

This method is useful for conducting a mediation, for example, in a clear and objective manner. Knowing oneself and how to cope with internal issues is equally crucial, because if we don't know how to deal with our own problems, it's more difficult to help others.

People seek positive emotional experiences, autonomy, and self-determination when pursuing personal goals. It is also vital to maintain a sense of community and maintain strong social relationships.

Emotional intelligence is described as the ability to deliberately express feelings in order to achieve desired results and goals; the ability to intuitively engage many levels of empathy and sympathy in order to enter, influence, sustain, grow, and enrich professional and personal relationships. (McGrath, 2013)

According to a skilled mediator may maintain an emotional distance from the parties and be unable to appreciate the complexity of their relationships. Mediators need a large level of emotional intelligence to bring the cognitively known ethical Standards of Practice to life and apply them. (Senft, 2017)

Still for Senft, a qualified mediator will utilize his or her emotional intelligence (EQ) to spot areas of misunderstanding and offer opportunity for clarification and better understanding. It is a mediator's EQ that allows them to have such a fine sense of timing, knowing when to intervene and when not to intervene in a conflict that is unfolding. Unfortunately, many mediators' training and growth do not include the development of a strong EQ.

Self-awareness, according to Goleman (2015), manifests itself first and foremost as honesty and the ability to appraise oneself truthfully. People with high self-awareness are able to communicate honestly and frankly about their feelings and the influence they have on their job, albeit not necessarily effusively or confessionally also, people with a high level of self-awareness are aware of how their emotions impact themselves, others, and their work performance. As a result, a self-aware individual who understands that tight deadlines bring out the worst in him schedules his time wisely and completes his task far ahead of schedule.

To Goleman in his book *Focus* (2013), to keep everything we do on track, our minds use self-awareness: metacognition (thinking about thinking) helps us know how our mental processes are going and adjusts them as required; meta-emotion does the same with managing the flow of feelings and impulses. Self-awareness is integrated into the mind's architecture for controlling our own emotions as well as recognizing what others are feeling.

According to Akoni, (2018) relationships are at the heart of everything that happens in life. If we aren't communicating and dealing with other people, we can't claim to be alive and healthy. Conflicts are unavoidable due to this basic truth. As a result, using mediators, arbitration, or litigation to resolve problems and conflicts is an essential kind of ADR.

The concept of inevitability of conflict goes counter to the notion that we can discover persons with whom we may share a life devoid of conflict if we seek hard enough. It implies we should give up looking for flawless people and instead focus on learning how

to deal with the inevitable disputes we will have with those closest to us. Also, we must learn how to cope with little and significant disputes, as well as how to preserve impartiality when in conflict and maintain self-control. (Abigail, 2014)

For mediators, something very important is to know about body language, because people can show their feelings. According to Stevens (2016), reading people is important because if you're attempting to manipulate, power struggle, and psychologically control individuals, it's crucial to be able to read people.

Keeping an eye out for "tells" and signs may help you figure out what's working and what isn't, where a person's flaws lie, and what can lead to a ceasefire. (Stevens, 2016)

Beyond body language, eye contact is crucial to pay attention during a mediation. According to *Williams* (2018) one of the most telling indicators of a person's true character is their eye contact. It's also crucial to become conscious of your own eye contact because it provides people hints about your personality and genuine character. Maintaining eye contact shows a person that you're paying attention and are interested in what they're saying. (Williams, 2018)

Emotional Intelligence allows you to reflect and act consciously, which is the key combo that protects you from bouncing from one bad scenario to the next. In practice, it is a collection of skills that allow you to recognize and understand your own and others' feelings, and then use that knowledge to behave in ways that help you and others be more effective. (McKee, 2017)

The mediators have an important role in problem-solving. According to *Newberry* (n.d), helping disputing parties identify answers to such challenges is when problem solving abilities come in helpful. They include being able to assist you in identifying significant concerns, brainstorming, defining priorities, and so on.

Also, these abilities enable the mediator to assist you in focusing on what is essential to you and developing solutions that you can live with.

Aspects of an emotion interact with one another. So, your sentiments are directly influenced by how and what you think, believe, or expect about a person, event, or circumstance. Because that, if the mediator has self-awareness, he/she can conduct the mediation in a soft way.

Another important part this study is about empathy and active listening. These factors are essential for mediator during the conflict mediation, once, empathy is a component of active listening, a set of skills that allows us to communicate that we have heard and understood what is being said. It also demonstrates interest and concern for the individual's situation.

As said *Mciver* (2012) in his article, to put things into perspective, the mediator must be able to listen to each person's tale and comprehend their feelings about it. They should be able to put themselves in the shoes of the participants and see things from their point of view.

Segal (2018) distinguishes five types of interpersonal empathy: affective reaction, affective mentalizing, self-other awareness, perspective-taking, and emotion control. It can, however, vary in strength and be formed or activated at different periods. They provide us with a comprehensive feeling of interpersonal empathy when combined.

As part of the study, it was important to analyze the factors that involve the action of mediators and the tools they can use to transform the mediation process easier and more effectively. Then during the analysis of the bibliographies, you may notice that the theory is a simple process, when in the practice the process is complicated and not all mediators' professionals are prepared to face difficult conflicts or even maintain personal control.

1.1 Research aims and Objectives

In view of the considerations presented, this study aimed to examine how mediators may utilize emotional intelligence to manage conflict effectively and help parties reach outcome.

Emotions play a critical role in conflict resolution, but they are frequently misunderstood and ineffectively handled by the disputants, as well as improperly regulated and managed by the specialists assisting the parties in reaching a peaceful conclusion.

The objective of the research is to present relevant points to mediators about emotional intelligence and the functions acquired when this is developed. also get the point of view of psychology and experts on the subject also get the point of view of psychology and experts on the subject.

The starting point for the analysis was the literature review, where we can observe many professionals and writers showing the importance of the theme.

1.2 Dissertation Road Map

This study will be composed of 7 chapters and the first is the introduction. Chapter two will discuss the study's literature review; this chapter has been separated into 10 subtitles pertinent to the topic. This review was conducted by reading of books and articles on the primary subject.

Chapter3 – Research Methodology/Methods, here presents the kind of study and used material.

Chapter 4 – Presentation Data: Presentation of the analysis and how the study was carried out.

Chapter 5 is Data analysis/findings: This chapter present the study carried out. The data analyses were surveys, and in this topic the aim is to present the result.

Chapter 6 is the Discussion: This chapter shows a general summary of the study.

Chapter 7 is the conclusion: It shows the result of study, also a summary of research.

Chapter 8 is reflection: A free topic where show the challenge of the author during the research.

"What is Emotional Intelligence"? a general view of what is emotional intelligence and its practice determined by various authors and experts. Despite being a hot topic in the business world, other industries and professions may be unaware of it.

- I **"Training Emotional Intelligence,"** Emotional intelligence may be cultivated and trained, hence this topic offers some guidelines and qualities for enhancing emotional intelligence in both personal and professional settings.
- II **"Emotional Intelligence (EQ) Vs. Intelligence Quotient (IQ)"** Emotional intelligence is the skill that can be gained over the years. Some people may be born with more abilities than others, however, knowledge is needed about the proper tools to train the brain. In another way we have IQ that is defined as a number that expresses a person's apparent relative intelligence, such as a score based on one's performance on a standardized intelligence test.
- III **"What is mediator?"** This topic explain what mediator is and its function. It might be considered an obvious information; however, many people don't know about ADR (Alternative Dispute Resolution). Mediator is very important in mediation process, once his function is assisting people reach outcome by themselves, however with the mediator help, they find the solution for the conflict in the better way.
- IV **"Mediation process"** Mediation process is a conflict resolution approach in which a neutral third party intervenes in a disagreement or dispute but lacks the authority to make binding judgments for the parties concerned.
- V **"Mediation style"** In a mediation procedure, a trained mediator uses collaborative, mutual gains negotiation strategies to help the parties establish common ground. We have a tendency to believe that all mediation methods are the same, despite the fact that mediators employ a range of tactics based on the situation at hand. Each situation may necessitate one of five forms of mediation.
- VI **"Role of mediator"** *Summon* (2021, p.118), the privacy, informality, and flexibility of the mediation process, its party-led nature, and the possibility of finding novel solutions that would expand the spectrum of remedies beyond the

win-lose paradigm of ordinary court decisions are the first and most important qualities of mediation.

VII **“Conflict mediation and Emotional Intelligence”** In this topic explains about the power of emotional intelligence in the resolution of conflicts. talks about what is conflict in the aim of experts and, also use emotional intelligence to problem solve. The mediator will guide the mediation process in conflict resolution, giving it a sense of purpose and progress while also assisting in the removal of inertia. On a regular basis, he or she will have to deal with party motions as well as absorb or deflect counterproductive animosity. Because emotional intelligence is important for determining and leading conflicts.

VIII **“The importance of Emotional Intelligence for Mediators”** Conflicts and difficult people must be dealt with by the mediator. His role is to assist without being able to offer opinions or find a solution to the problem, thus he must be mentally prepared not to become engaged in the parties' concerns or express emotions during the conflict mediation. The mediators, like everyone else, have problems, and emotional intelligence can be a great tool for dealing with both internal and external issues. And this can have significant personal and professional rewards. This topic present important information about emotional intelligence for mediator during the mediation process. Once, mediators need to be non-bias and to handle the cases without personal involvement.

IX **“Active listening and Empathy in mediation process”** The ability to listen is a critical skill for a mediator. According to Williams (2018), it's critical to not only listen but also participate in what they're expressing. According to Stevens (2016), empathy is the ability to see things from the point of view of another person. Empathy can help you figure out whether your target is weak and vulnerable or powerful and confident. Active listening and empathy are fundamental for mediator. In the mediation process, these skills make the difference. Mediator don't determine the process, just assist parties, however, it is necessary that they pay attention in both parties, what they say, how they are feeling, their behaviour, everything can help the mediator assist parties.

Chapter 2 – Review of the Literature

2.1 What is Emotional intelligence?

Emotional intelligence is a topic discussed for many scientists and psychologists in recent decades. Definitions may vary in words; however, the meaning is the same.

To Watson (2016), your capacity to recognize and regulate your emotions is referred to as emotional intelligence. It also entails dealing with the emotions of others around you. Emotional intelligence is comprised of three skills:

1. Recognizing and acknowledging your own and others' feelings.
2. Your capacity to regulate or control the many emotions that you are experiencing, as well as the emotional state of the person or people around you.
3. The ability to control one's emotional states of mind and use them to be achieving a favourable outcome or resolving a problem.

Peter and Salovey's concept of emotional intelligence was mentioned by Bariso (2018) in his study. They defined it as the ability to recognize, understand, and act on one's own or others' feelings and emotions.

According to Goleman, the amygdala is an expert in emotional problems. Effective amygdala blindness occurs when the amygdala is disconnected from the limbic system of the brain, leading in a loss of emotional awareness. Strong ties exist between emotional intelligence, amygdala function, and the neocortex (Goleman, 2009). It is easy to comprehend how the limbic system, which is intimately connected to our emotions, could impede our emotional intelligence growth.

According to Moshe et al., (2009), Emotional Intelligence has a long history as a type of intelligence, with connections to social, practical, interpersonal, and intrapersonal intelligence. That history reveals measurement and theoretical issues that, although not insurmountable, have posed hurdles for the notion almost from the start.

The inclusion of these subjects, concepts, and language into the emotional intelligence notion occurred between 1990 and 1993. In the years that followed, however, the initial research lines that led to the discovery have continued to reveal the heart-mind synthesis. (MAYER, 2002)

Some people may believe in the strength of Emotional Intelligence; nevertheless, as Caruso (2004, p.8) explains, "emotions have a significant influence on a team in other ways." Whether you refer to it as team spirit or morale, we have all witnessed how the attitude of a group may change. And it appears that our emotions influence our performance.

Emotional Contagion refers to the powerful effect caused by the manner in which one spreads their feelings. The history of emotional intelligence dates back a few years and has been discussed by a number of specialists; however, Daniel Goleman, a psychologist, physicist, and author, popularized the concept in the 1990s. As a result of his publication, many other authors are aware of the significance of the topic and are aware that there are other titles devoted to it.

Emotional Intelligence is not only about work or career, but also about interaction, relationships, and how you manage internal and external issues. In the past two decades, according to Zeidner (2009), it has been the subject of intensive scientific investigation. During this time, the topic has also captured the public's interest. The writers of this introduction, Zeidner, Matthews, and Roberts, note that a Google search for "emotional intelligence" yields more than three million hits, of which they estimate just 1,000 are scholarly works.

As previously stated, the Intelligence Emotional is a crucial aspect of problem-solving, as it has been discussed for years and examined by experts. Goleman (2009) pointed out that every powerful feeling is rooted in the want to act, and controlling such desires is essential to emotional intelligence. However, in love relationships, where so much is at stake, this may be extremely challenging. The responses elicited here touch on some of

our most basic wants, such as the need to be loved and respected, as well as concerns of abandonment or emotional deprivation.

As you acquire new skills, your brain's billions of neurons develop additional nodes and joints, according to Watson (2016). This requires repetition of the learning process so that your brain can form these connections at a faster rate. Additionally, the billions of neurons along the route between the frontal brain and spinal cord will evolve and change as a result of the repeated process of discovering new methods for acquiring emotional intelligence.

Meditation is also recommended since it trains the brain to be calm and elicits a reaction. Meditation is a fantastic approach to enhancing emotional intelligence, according to Goleman (2009), whose book "Emotional Intelligence: Why It Can Matter More Than IQ" in the 1990s inspired many researchers and scientists to study emotional intelligence.

2.2 Training Emotional Intelligence

In his research, Goleman (2009) identified four methods for acquiring emotional intelligence.

1. First, the individual must care for and genuinely want to invest time and effort; if not, he or she should cease immediately.
2. A person must have a solid awareness of how others view them in order to know what it is and what his or her strengths and areas for improvement are.
3. You should also make an agreement with yourself, similar to a personal contract, that once you've selected what you want to work on, such as being a better listener, you'll stop what you're doing, forget about your own ideas, and concentrate on the other person while listening attentively.

4. After three or four months, you will realize that you can do the better thing, the new approach without thinking about it, which means your brain has changed and you've built strong connections for this new way of doing things that will last a lifetime.

Watson (2016) outlines the five classifications of Emotional Intelligence in a transparent and objective manner. This material demonstrates how fascinating and all-encompassing emotional intelligence is.

1. **Self-Awareness:** To improve this component of emotional intelligence, you must first be able to comprehend feelings appropriately. This gives you the opportunity to assess your mental state as it occurs. You can better manage your mental state if you have a better understanding.
2. **Self-Regulation:** The biological reaction path demonstrates that we have little control over when we experience emotions, but the emotional intelligence exercise gives us some control over how long those emotions last in our minds. Many approaches can assist us in managing unpleasant feelings like despair or anxiety.
3. **Motivation:** To inspire yourself, you must have a clear focus and understanding of what you want to do. Reframing any negative thoughts in your head in a positive way is a wonderful exercise. This procedure will keep you safe from undesirable effects while also bringing you closer to your goals.
4. **Empathy:** This ability will assist you in recognizing the emotions hidden underneath other people's emotional signals. You'll be able to reciprocate and control the outcome of the interaction after that.
5. **Social Skills:** This ability will be crucial to your professional success. With fast access to technical knowledge via the Internet, "people skills" have grown more crucial in the modern environment.

Influence, communication, leadership, collaboration, cooperation, conflict management, team building, a catalyst for change, bonds, and relationships are a few examples of skills. These abilities are crucial for establishing a positive relationship when interns and externs have issues. Additionally, an opportunity to learn about oneself.

2.3 Emotional Intelligence (EQ) Vs. Intelligence Quotient (IQ)

Emotional intelligence is a skill that can be gained over the years. Some people may be born with more abilities than others, however, knowledge is needed about the proper tools to train the brain. According to Goleman (2009), the interaction of the amygdala and the prefrontal cortex's more fully informed reactions may provide a neuroanatomical model for how psychotherapy reshapes deep, maladaptive emotional patterns. When sociobiologists speculate about why emotion plays such an important role in the human mind, they point to the heart's pre-eminence over the brain in such crucial moments, according to the author.

According to studies and research undertaken by scientists and psychologists, emotional intelligence is the manner in which we manage our emotions and our readiness to confront disputes and solve difficulties.

Lansley (n.d) in his study highlight that, emotional intelligence is the capacity to recognize, comprehend, and affect our own and others' emotions in a variety of situations, guiding our current thinking and behaviors and assisting us in achieving our objectives.

In other words, Intelligence Quotient is defined as a number that expresses a person's apparent relative intelligence, such as a score based on one's performance on a standardized intelligence test compared to the average performance of others of the same age, the ratio of the mental age (as reported on a standardized test) to the chronological age multiplied by 100, or proficiency in or knowledge of a specific subject. (Webster, n.d.)

As cited above Emotional Intelligence (EQ), is different from Intelligence Quotient (IQ). According to Philip Carter (2007), it is widely acknowledged that IQ is genetic and remains consistent throughout life, it is possible to enhance your score on IQ tests by practicing the various sorts of questions and learning to spot repeating themes.

As cited by several experts is by testing that is verified the IQ and thus determines the degree of intelligence of a person.

The intelligence quotient is defined as a metric that assesses a person's reasoning ability. In a nutshell, it is intended to test a person's ability to use reasoning and knowledge to answer questions and make predictions. To begin evaluating this, IQ tests evaluate short- and long-term memory. They also test how well and quickly people can solve puzzles and remember what they've heard. (Stevens, 2016)

Goleman (2009) pointed out that we have two brains, two thoughts, and two types of intellect: cognitive and emotional intelligence. Both influence our success in life—not only IQ that matters, but also emotional intelligence.

Moshe Zeidner et al., (2009) suggest that emotional intelligence when training in the workplace or at school may provide a solution to many of society's issues, but interventions must be grounded in psychological theory and include a thorough description and study of emotional abilities.

Frustration-related high levels of adrenaline may help you perform by boosting your energy and strength. These same feelings, on the other hand, will most likely make it difficult for you to sit at your computer and solve algebra problems or write an essay. (Marc Brackett, n.d.)

Nonetheless, the ability to distinguish various emotional states, as well as their origins and trajectories, is part of EI. When a person or an object is lost, it might cause sadness or disappointment. Edward J. Watson (2016) suggested in his book that IQ, EI, and personality are the major characteristics that characterize a person's overall appearance

and impact on everyday interactions. However, Emotional intelligence and high IQ have nothing to do with each other. It is a different competence, but important for each one.

Because everyone else is as brilliant as you are, IQ becomes less of a predictor of success and emotional intelligence becomes more important. A top-level profession dependent on cognitive abilities is highly illuminating; it requires big-picture thinking, pattern recognition, and understanding of how a change in one part of a complex system will reverberate elsewhere, or how a decision made today will affect future outcomes five to ten years from now. This helps you create your approach, but after you've identified your plan, your people are the only way to realize it. You must communicate, persuade, listen, discuss, inspire, and motivate people, which are all emotional intelligence skills (Goleman, 2017).

2.4 What is Mediator?

Mediation Act (2017), describes a mediator as a person appointed by the parties to an agreement to help them in reaching a mutually acceptable agreement to resolve the issue that is the subject of the agreement. Mediators do part of ADR and are an important alternative to solve problems and conflicts. Also denominated as a third party, who helps disputers reach an agreement.

According to Moore (2014), a third party is a person or a group of persons who works between or among disputing parties. Third parties are generally distinct from disputants in that they are not one of the primary parties in a conflict, a secondary party who either side with or supports one or more disputants, or a party who is likely to be significantly affected or benefit directly from the resolution of disputants' differences.

Mediation can prevent strategic manoeuvring and overreaching by utilizing mediators' abilities to cope with power disparities. Mediation, rather than adversarial, distributive bargaining, can encourage collaborative, integrative issue solutions (Folger, 2005).

Based on Moore's (2014) description, the mediator's job is to help disputants identify, understand, and communicate their needs and interests to one another; find mutually acceptable ways to address and meet those needs and interests; negotiate an exchange of promises or tangible benefits that meets their standards of fairness; and redefine their relationship in a mutually acceptable way.

2.5 Mediation process

All the information below is based on classes the Mediators Act 2017 and the MII Code of Ethics and Practice for Mediators.

Mediation is a Dispute Resolution Process in which an intermediary facilitates a dialogue between disputing parties in order to cooperatively address their differences.

Mediation is a conflict resolution procedure in which a mutually agreeable third party intervenes in a disagreement or dispute but has no ability to make binding judgments for disputants.

The third party is only authorized to assist the parties in improving their relationships, having good communications, and using effective problem-solving and negotiating techniques to establish voluntary and mutually accepted agreements or understandings on contested topics.

The procedure is a continuation of the negotiating process. Mediation is frequently used when contending parties are unable to begin meaningful discussions on their own or have reached a deadlock.

Mediation has a varied sequence in each circumstance, yet there are still recognized phases. Following meditation, the way out of conflict is through conversation, which involves both sides talking and listening directly to one other. Both parties can have a better knowledge of their situation and the root of the problem through communication.

The only way to resolve a problem is to discuss and listen to each other directly. It increases the parties' comprehension of the issues, the situation, each other, and what they want to happen in the end. Resolve issues as a group. Come up with a solution that is acceptable to both sides. It might be a combination of emotional, economical, and practical factors.

Even though there are many different types of conflicts, there are also many different types of mediation. People obtain emotional relief and go away from most mediations with a strategy to tackle most of their concerns and difficulties.

The Mediation process necessitates that both parties treat each other with respect. The mediator may meet with both parties at the same time, but if it is thought essential, the mediator may meet privately (caucus) to discuss the best strategy to aid in reaching a solution for the problem.

Mediation is a non-binding method that can only succeed if all parties agree to participate. During the process, the mediator can support both parties' balanced interests, allowing them to make decisions and achieve a conclusion. Parties to a mediation process are free to continue or not to continue at any moment, and even the mediator is allowed to leave at any point if he or she feels uncomfortable.

Only the parties themselves may determine when and how to resolve their dispute/conflict via mediation. Parties can sign a settlement agreement after it is completed, making it a legally enforceable contract.

Parties should have met/spoken with the mediator in advance of the mediation process, as well as how much money and time it has cost them. It's important to think about what will happen if they don't reach an agreement in the mediation portion, so they should have calculated how much extra time and money they'll need to resolve their difficulties.

Mediation, as opposed to arbitration, is a non-binding, low-cost, and flexible approach. The parties appoint a neutral mediator to oversee the proceedings. The mediator does

not have the ability to make binding decisions in the mediation process; instead, he is accountable for the process and the parties are responsible for the conclusion.

The mediator employs problem-solving techniques such as active listening, paraphrasing, summarizing, framing, and reframing throughout the process. Mediation is a type of negotiation that is used when conflicting parties are unable to conduct fruitful discussions or communicate effectively, or when they have reached a deadlock. Neutrality, impartiality, secrecy, self-determination, and voluntariness are all qualities that mediators must possess.

According to Act (2017), a court may invite the parties to litigation to consider mediation as a means of attempting to resolve their dispute, and it may provide the parties with information about the benefits of mediation during the proceedings. Solicitors must also inform their clients about the option of mediation before filing any court proceedings. The court might invite parties for a charge. The court may consider any unreasonable refusal or failure by a party to attend mediation after the court has requested it when allocating costs in any dispute.

The Act of (2017) portrays the information as a voluntary procedure; however, if participants do not attend the session, they will be held liable for the costs of the process. As a result, this part of the job is puzzling. Once it's become a need.

Despite this, the court has held that parties who refuse to engage in mediation must have a good cause. A party who refuses to pay the claimant's fees does so at their own risk, putting them at the mercy of the court.

Mediation, on the other hand, is still a voluntary process; the courts have no power to compel parties to engage in civil disputes. Even if someone does not want to mediate, the consequences that the courts are increasingly enforcing make it exceedingly impossible to reject. In this case, the individuals involved must choose whether to accept, but they must bear the consequences and costs.

In terms of confidentiality, it's vital to inform both parties at the start of the mediation process that the process is bound by secrecy, and to actively push disputing parties to talk openly and honestly as the mediation develops. The first and most crucial responsibility of any mediator is to develop trust and offer a strong sense of security to the parties.

One of the most crucial parts of mediation is confidentiality. When a problem arises, it is also one of the reasons why Mediation is preferred above other dispute resolution methods. All interactions (including oral statements), as well as any papers and notes connected to the mediation, are confidential and may not be divulged in any court or other proceedings. Furthermore, if the mediator conducts private sessions with some of the parties, nothing spoken in such sessions will be shared with the other parties unless the individual with whom the information is discussed gives their approval. The Act, on the other hand, stipulates that the procedure's confidentiality is not absolute.

It is subject to exceptions such as when the law requires it, when any of the parties reveal the commission or attempted commission of a crime, the concealment of a crime, or a threat to self or others, fraud or other financial crimes, child protection issues, and to assist in the implementation of the law.

Consequently, if the court asks for information, the mediator is compelled to divulge all that was discussed during the mediation session, violating the confidentiality agreement. However, only if the court mandates it is it feasible. Aside from that, the Mediator is not allowed to reveal anything.

According to the Mediator Act 2017 all parties, clients, Attendees, and any other participants in the Mediation Process, including the Mediator, are subject to secrecy obligations arising from the Mediation Process's non-prejudice character, in which the Mediator plays a vital role.

By contrast, according to Bush and Folger (2005), individuals who believe they are enemies might benefit from mediation by seeing themselves as part of a bigger

framework in which they are all fighting the same adversary. As a result, mediation has the potential to empower the weak by assisting them in forming partnerships.

2.6 Mediation Style

To gain a deeper understanding of mediation, one must also be familiar with mediator styles, as these have a direct impact on conflict resolution.

Mediation is a kind of consensual dispute resolution in which the parties reach an agreement while in the presence of a mediator. Mediation is distinct from the legal system. Through mediation, the parties can share their thoughts and have the chance to resolve significant issues in a cooperative and productive manner. (Packard, 2012)

Mediation is a type of conflict resolution in which a neutral third-party assist opposing parties in reaching an amicable arrangement. Mediation works in a variety of dispute scenarios. It is typically used by those who are going through a divorce or have custody issues with their children. It might even be used to settle personal disputes between neighbours or co-workers. Mediation may also be used to address difficulties inside a community, as well as environmental and international concerns. (La, 2015)

Mediators serve as guides for the parties involved. They are unable to participate or make decisions on behalf of both parties. Only the parties may strike an agreement. The mediator's role is to simply assist them in understanding one another. The mediator is an unbiased third party who supports disputing parties in identifying and exploring viable solutions that are acceptable to both sides.

It is believed that the mediator must be an attentive listener because, in a mediation process, it is crucial that the parties have sufficient trust in the mediator so that they feel comfortable and safe telling the mediator their story, thereby allowing the mediator to keep the process open and cordial. According to Akoni (2018), conflict resolution involves more than just settling disagreements; it also involves making the parties feel heard and recognizing their concerns.

The mediator must be impartial and unbiased. Since his function is to assist the parties in reaching an agreement, they cannot pass judgment. Mediation is controlled by law, namely the Mediation Act of 2017, which emphasizes the importance of the mediator adhering to the regulations and working as a professional who cannot take sides in any case.

According to O'Byrne's (2019) Mediators must be ready for a simple or challenging mediation procedure. What is discussed in a mediation session is private and cannot be divulged by the mediator. We learnt that mediation may be utilized in a variety of contexts, and that it is a method that assists individuals in dealing with and resolving conflicts in their families, friends, co-workers, communities, and other settings.

Mediation's purpose according to Mediator's Code of Ethics (2021) is to assist parties who are in dispute in reaching an agreement and resolving their issues in a timely and cost-effective manner. In contrast to Arbitration or Litigation, when the solution is provided by a third party, parties decide on their concerns throughout a mediation process.

Mediation is a great approach to resolve disagreements or difficulties between parties. Mediation is to get the parties to think about what led to the conflict and whether it can be addressed via mediation with the mediator's support. A professional mediator utilizes collaborative, mutual gains bargaining techniques in a mediation process to try to assist the parties find common ground. (Packard, 2012)

In general, it is believed that all mediation procedures are the same, even though mediators use a variety of strategies depending on the type of issue they are dealing with. Each circumstance may require one of five styles/types of mediation.

Moore identifies five kinds of mediation in his book "The Mediation Process", other authors have their point of view about this style and will be explained in depth below.

Facilitative: This style the professional mediators strive to assist negotiation between the parties in conflict in facilitative mediation, or traditional mediation. Rather than

providing recommendations or imposing a decision, the mediator encourages disputants to find their own voluntary solution by probing deeper into each other's. Mediators that use facilitative mediation tend to keep their personal opinions about the conflict disguised. The mediator needs to know how to deal with the situation and not get emotionally involved with the case (Shonk, 2022).

Evaluative Mediation In this type of mediation, the mediator may offer some advice, but only in accordance with the roles of finding facts through appropriately assessing evidence, judging credibility and distributing the burden of proof, determining and implementing applicable legislation, norms, or conventions, and delivering an opinion (Brown 2002). By offering an assessment or opinion on the case, the evaluator's activities not only divert the mediator's attention away from facilitation, but they can also jeopardize the mediator's impartiality and/or in the eyes of the parties to the mediation. In this case, by offering an assessment or opinion on the case, the evaluator's activities not only divert the mediator's attention away from facilitation, but they can also jeopardize the mediator's impartiality and/or in the eyes of the parties to the mediation. So, this style of mediation deviates a little from the rules of Act, which says that the mediator needs to be neutral and impartial.

Transformative: To *Bush and Folger (2005)*, this mediation process has the capacity to modify conflict interactions and, as a result, the mindsets of those participating in the process. Mediation, with its ability to modify conflict interaction, offers a way to put this new relational vision into reality. Indeed, it was because of this possibility that many people were drawn to it in the first place. By contrast Zumeta (website source) pointed out that this type of mediation, the parties' structure both the mediation process and the outcome in transformative mediation, and the mediator follows their lead. On another hand, Transformative mediation has been attacked as being excessively idealistic, lacking in focus, and unsuitable for business or legal concerns. Transformative mediation has the capacity to transform any or all parties or their relationships during the mediation process. Transformative mediators bring parties together since they are the only ones who can recognize each other.

Narrative: According to (Moore, 2014), rather than pursuing an objective fact, the mediator's role in narrative mediation is to assist people in overcoming the divisiveness of a conflict by working with the stories in which the issue is embedded. They help parties break free from the shackles of unproductive stories that bind them and keep them in conflict, as well as establish new ones. Mediators frequently assist parties in identifying the larger societal influences that have affected their perspectives of a situation and in using this knowledge to create common ground. Furthermore, this style of mediation has three goals: a) the establishment of relational conditions for the formation of an alternative narrative; b) the construction of a narrative of connection that is incompatible with the conflict's continued dominance; and c) the creation of space for individuals to make discursive shifts.

Holistic/Therapeutic Mediation This Mediation approach identifies the type of family each individual desires, raises awareness of the family they are currently experiencing, and encourages them to speak from their hearts. this style of mediation is most used in family cases and involves emotions, which can be a challenge for the mediator, which should be emotionally prepared to deal with the process. The term therapeutic refers to a process that progresses from emotional distress to emotional relief. A therapeutic process seeks to restore a sense of well-being. The term therapeutic mediation. implies a dual goal: emotional healing as well as agreement on a course of action Moore (2014).

Finally, according to the Mediation act (2017) in Ireland the style most used by mediators is the facilitative.

2.7-Role of mediators:

As quoted in the mediation Act 2017, a mediator is a person appointed under an agreement to mediate to assist the agreement's parties in reaching a mutually acceptable agreement to resolve the dispute that is the subject of the agreement. Such as, must follow the rules for the mediation process.

According to the Act 2017, the mediator needs to be: neutrality, impartiality, self-determinate, voluntary and confidentially. It means that in a mediation process the mediator can't be involved with parts. They need to be unbiased once their role is to support parts to reach agreement by them. As a condition of the mediation confidentiality, the mediator may withdraw from the mediation at any moment during the mediation by notifying the parties in writing and describing the mediator's basic reasons for withdrawing. However, if the mediator withdraws from the mediation section, the fees and costs need to be returned to the parties.

Mediators Act 2012 explain that mediator needs to act impartially and fairly toward the parties, complete the mediation as quickly as possible given the nature of the dispute and the need for the parties to have adequate time to consider the issues, and ensure that the parties are aware of their rights to obtain independent advice (including legal advice) prior to signing any mediation settlement.

The conclusion of the mediation will be determined by the parties' mutual agreement, and the mediator will not make resolution ideas to the parties. The mediator may make ideas to resolve the dispute at the request of all parties, but it is up to the parties to decide whether to accept them.

The mediator must draft a contract (agreement to mediate) that outlines the following: how the mediation will be conducted; how the mediation fees and costs will be paid; and where and when the mediation will take place. Both parties interested in the mediation must sign this form.

By contrast, Sammons (2017) pointed out that the Mediation Act 2017 has a few flaws that stem from the opposing policy goals and agendas that motivated it. Mediation's legal image is utopian and incoherent.

In conclusion, the mediator is very important, and the mediation process can help people save money and avoid going to court if it is quick, inexpensive, and effective.

2.8 Conflict mediation and emotional intelligence

According to Mayer (2000), conflict may be understood as occurring on three dimensions: cognitive (perception), emotional (feeling), and behavioural (activity). This three-dimensional perspective can assist us in comprehending the intricacies of conflict and why it occasionally appears to take opposing paths. In a conflict scenario, parties have disagreements, and their behaviours serve as a way of resolving those disagreements and attaining their objectives (Bright, n.d.).

According to Abigail (2014) we talk about dealing with conflict, dealing with it, avoiding conflict, and resolving conflict in everyday language. Conflict management is defined as a person's communication conduct in response to his or her analysis of a conflict scenario. Conflict resolution, on the other hand, is a single option in which participants resolve a problem or issue and expect it not to resurface.

According to Macmillan (n.d.), emotions play as part in every discussion. Parties and their advisers face their own pressures, such as the need to establish or preserve a reputation, competition with peers, ambition, a matter of principle, disdain for the other party, a sense of inadequacy, or anger. It's also simpler to be aggressive rather than conciliatory in a group, and there's a tendency to impress and get favour by performing in front of colleagues.

According to Mayer (2000), we are divided on the topic of conflict. We contend that conflict is natural, inescapable, necessary, and normal, and that the issue is not the occurrence of conflict, but how it is resolved. Furlong (2005) pointed out that we all face conflict situations in every aspect of our life, whether in our personal lives, at work, or with virtually everyone we meet. Given the frequency of conflict situations and the frequency with which we deal with conflict on a daily basis, one might assume that we are all experts at managing it.

According to Mayer (2000, p.22) in many disputes, people appear to act against their own interests. They appear to be more interested in having their day in court than in

reaching a solution that provides them with what they require at times. They are sometimes more concerned with expressing themselves than with obtaining outcomes.

2.9 The importance of Emotional Intelligence for mediators

According to Macmillan (n.d.), personal mental preparation is also beneficial, and in some cases critical. Mediation sessions are frequently difficult and unpleasant. The sides have their own perspectives and motivations, but the mediator frequently has to manage two parties with numerous roles and personalities) concurrently and without time to contemplate deeply. The author also pointed that the mediator may benefit from numerous conflict resolution grounding exercises as well as strategies from psychology and psychotherapy. These vary from person to person, but might include taking a stroll, breathing exercises, stretching and yoga, going for a run, or simply unwinding by watching a hilarious movie. Mediation may be a highly stressful experience for the mediator and learning how to cope with one's own fears is an essential skill for any competent mediator.

According to Kaminskienė (2016), some emotions, such as worry and insecurity, disappointment and irritability, might impair the mediation part. Being in a pleasant attitude during mediation may work wonders because it infects parties with the belief that any issue can be resolved. Even the most settlement-oriented disagreement might be ruined by a mediator's sour temper. By contrast Fisher and Ury (1991) explain that helping individuals release their anger, irritation, and other negative emotions is often a helpful method to deal with them. People get psychological relief by just recounting their problems.

Watson's (2016) pointed out that emotional quotient will have a significant influence on your ability to achieve professional success in your field. Improving this element will allow you to direct more of your energy in a good direction, which will result in excellent outcomes. However, mediators should expect parties to be emotionally charged during

disagreements. One of the most essential abilities of a mediator is the capacity to devise a way for controlling the anticipated emotions of the parties, such as anger, impatience, and fear (Goldberg, n.d.).

According to McGrath (2013), emotional intelligence is the skill to regulate, control, and shape one's emotional feelings in such a way that they become dependable assets; the capacity to consciously express emotions in order to help achieve desired outcomes and goals. The ability to employ varying levels of empathy and compassion in order to enter, influence, maintain, grow, and enhance professional life.

Moore (2014) noted that, in addition to facilitating effective communication between the parties during their opening statements, the mediator is sometimes required to foster an atmosphere conducive to straightforward discourse and shared problem resolution. This could involve implementing a number of the potential interventions identified during earlier mediation planning.

According to Goleman (2009, n.p.), emotion management is also significant: increased frustration tolerance and anger control; fewer verbal insults, conflicts, and classroom disruptions; enhanced ability to express anger appropriately and without violence.

2.9.1 Active Listening and Empathy in mediation process

It is believed that in ADR (Alternative Dispute Resolution), mediators play a significant role; therefore, in addition to preparing their minds and training their emotional intelligence to deal with challenging situations, improving their listening skills can make a difference in their process resolution. According to Adair (2007), first and foremost, a good listener will be filled with curiosity, that all-important drive to learn. That necessitates a certain amount of humility, which is essential for maintaining an open mind. Because if you believe you know everything, or at the very least believe you know more than the person to whom you are speaking, you are unlikely to be receptive to what they have to say.

As a mediator, the ability to listen is a crucial skill. According to Williams (2018), it is vital to not only listen to what people are saying, but also participate. Observe the manner in which they phrase it. Pay close attention to their tone of voice and make eye contact with them. Even if they are not experts at interpreting body language, they will be able to see that you are not fully engaged in the conversation.

According to Stevens (2016), empathy is the ability to see things from another person's point of view. Empathy can help you determine whether your target is weak and vulnerable or powerful and self-assured. The imaginative part of psychological warfare is empathy. Additionally, empathy is a difficult skill to develop. You are fortunate if you were born with it; else, you will have to earn it.

According to Goleman (2015), empathy can be an antidote for people who are attuned to subtleties in body language and who can interpret the meaning behind spoken words. In addition, they have a solid understanding of the existence and significance of cultural and ethnic differences. Throughout her article, Cherry (2022) emphasizes that empathy also enables one to perceive the power dynamics that regularly influence social connections, especially in the workplace. This is essential for guiding your interactions with the numerous people you encounter daily.

According to Goldberg et al., (2012), empathic listening is paying attention not just to what the parties are saying but also to how they are feeling, and offering verbal and nonverbal (eye contact, facial expression, body posture) feedback that shows the mediator is aware of and concerned about both. The author also explain that an empathetic mediator treats the parties with respect, does not express support or disapproval of what they are saying, does not offer unsolicited advice, and does not interrupt them.

2.10 Conclusion of the literature Review

After reading several bibliographies on emotional intelligence and its function in conflict resolution, I came to the conclusion that this is an extremely important topic that needs

to be researched more in all fields. Emotional intelligence is essential not only in the business sector, but also in personal relationships. Emotional intelligence affords us limitless opportunities. According to the experts quoted in the study, having control over one's emotions facilitates dispute resolution. In addition to listening to the parties and having empathy, conflict resolution requires the ability to differentiate between situations without being entangled in the difficulties of those involved in the disagreement. Researchers believe that emotional intelligence comprises emotional self-awareness, professional effectiveness, and emotional regulation, regardless of the theoretical paradigm employed. Multiple intriguing theoretical frameworks have been established that link emotional intelligence to stress and mental health in a variety of contexts.

Before the mediation, it is crucial that the mediator spend some time preparing psychologically. The parties have been unable to address a particular issue on their own. They hope that the mediator can help them achieve an agreement. The mediator's demeanour and opening words will reassure the parties that the mediation process is valuable and urge them to invest time and effort in reaching an agreement. Emotional learning and maturation processes, which involve personal growth and development in the field of emotional intelligence, are valued by professionals.

Chapter 3 – Research Methodology/Methods

3.2 Type of study

A survey was used to perform the research. There were two questionnaires, each with 12 questions. These questionnaires were designed for two distinct groups: mediators and psychologists.

There were open and closed questions in the questionnaires. The research is both qualitative and quantitative, but the study's goal is qualitative. The purpose of this study was to demonstrate the participants' understanding of emotional intelligence.

The purpose to making a mix in the questions was due to the theme being comprehensive and directed to two different groups. The intention of the research was to obtain knowledge from the participants. And so, know why emotional intelligence is important for mediators.

The goal of this study is to gain a better understanding of an experience from the perspective of the respondents. The study should answer the topic of experiences by focusing on the respondents' perceptions of the event or scenario.

3.1 Research Design

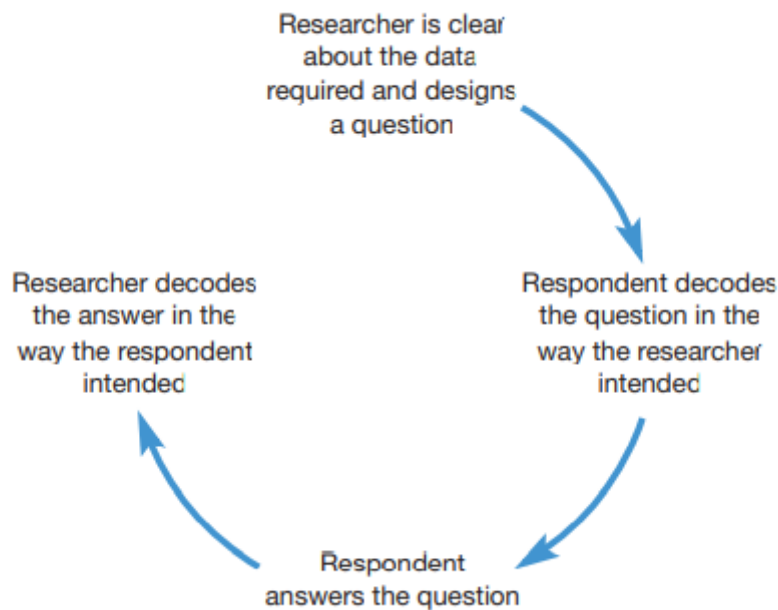
The study was conducted by means of two questionnaires, each containing 12 questions and walked by electronic means to two distinct publics. The population chosen were specific. Psychology professionals and mediators professionals.

the questionnaires were created through the Survey Monkey platform and forwarded the link to the participants of the survey.

At the beginning of the questionnaires, the participants were explained on the theme and the opinion of the research, making it clear that it was research for the master's thesis and that the participation would be anonymous and voluntary.

To collect information and data, was created a few questionnaires. It would be necessary to provide all the information required to finish the study. It was divided into two sections: the Psychologist questionnaire and the Mediators questionnaire. It contains no personal information, except age and gender.

FIGURE 1



(Source: Saunders, 2007)

3.4 Approaches

The approach of this research is deductive. According to Saunders et al. (2007) much of what we consider scientific inquiry is owed to deduction. It entails the creation of a theory, which is then put to the test via a sequence of propositions. As a result, it is the most common study strategy in the natural sciences, where rules provide the foundation for explanation, allow for the prediction of occurrences, and hence allow for their control. Deductive reasoning is when a conclusion is logically deduced from a collection of theory-derived premises, with the conclusion being true if all the premises are true.

The approach is deductive because the study is based on already existing theory, the objective was to deepen the theme by linking the theory with a specific point, which in this case was emotional and mediating intelligence.

3.5 Strategies

Following the selection of the topic, the literature review was initiated. After determining the necessary materials to initiate the investigation, the approach to get information and collect data was initiated. The survey was then selected due to the speed and convenience of sending it electronically to the research participants.

The survey was used to conduct the research. Each of the two questionnaires contained 12 questions. These questions were designed for two distinct groups: mediators and psychologists.

There were both open and closed questions in the surveys. This is a qualitative study. There was a combination of open and closed questions on the questionnaires, but the purpose of the study was to link the existing idea of emotional intelligence with mediator.

This experiment was designed to determine how well the participants comprehended emotional intelligence. The study's strategy was based on a review of the relevant literature, and it was supplemented by surveys that were crucial to the final analysis.

3.6 Research Population and Sampling Techniques

The population analysed was divided into two specific groups: Mediators and Psychologists. The intention to separate into two groups was to obtain information between psychologists and mediators about emotional intelligence, since the psychologists are fit and understand about the depth of emotional intelligence and the mediators, as professionals who manage conflicts are public who need to know how to deal with conflicts not only external but also internal.

According to the literature review emotional intelligence is very important for mediators to have knowledge and can train the mind to be able to assist in cases of conflict resolution.

A survey was used to carry out the investigation. Each of the two questionnaires had 12 questions. These questionnaires were designed for two different audiences: mediators and psychologists.

Open and closed questions were included in the questionnaires. The study's purpose is qualitative, but the research is quantitative. The goal of this study was to show that the participants had a basic understanding of emotional intelligence.

The research material was challenged. There were 12 open and closed questions in total in this set. A questionnaire for mediators, and another for psychologists. The questions were sent to participants through email, WhatsApp, and LinkedIn after they were created using survey monkey.

The questionnaires were distributed to 30 mediators and 15 psychologists. Obtaining feedback from 22 mediators and 11 psychologists.

3.7 Materials used

The research materials were called into question. There were 12 open-ended and closed-ended questions in this set. There is a questionnaire for mediators and another for psychologists. It was prepared using Survey Monkey, and the questionnaires were sent to participants by email, WhatsApp, and LinkedIn, 30 mediators and 15 psychologists received the surveys. Getting 22 mediators and 11 psychologists to respond.

The choice of two questionnaires was due to the theme being pertinent and studied by psychologists and passed on to people who are interested in developing emotional intelligence skills. The choice of mediators to delve into the theme was due to this profession requiring a high emotional control on the part of the mediators.

The research is qualitative and quantitative; however, the purpose of the study is qualitative. In this research, the objective was to evidence the knowledge of the participants about the emotional intelligence them.

3.8 Ethics

The question was generated using computer technology. The survey method utilized was Survey Monkey, which had 12 open-ended and closed-ended questions. This was a completely anonymous and voluntary survey. The questions were created in such a way as not to offend or generate conflicts. The intention was for the participants to respond clearly and objectively according to the knowledge of the theme.

According to Saunders at al. (2007) as a result, research ethics is concerned with how we create and clarify our study subject, plan our research and acquire access to it, collect data, process and store data, analyse data, and write up our research results in a moral and responsible manner. This implies that you'll have to make sure that the manner you conduct your study is both methodologically sound and morally acceptable to everyone involved. The participants' identities or obligations are not given priority. As instructed, the permission form is provided in Appendix. The copy of the Ethical forms is attached In the Appendices of this study.

CHAPTER 4- PRESENTATION DATA

The analysis was conducted through the literature review, with the research through books, articles, and websites. To analyse the information identified through the literature review, two surveys were created.

The theme of the dissertation is Emotional Intelligence as a tool to help mediators manage conflicts. Thus, within this theme, the research was chosen through questionnaire. To answer the questions, two different publics were chosen: psychologists and mediators.

through the literature review, several interesting bibliographies related to the theme emotional intelligence were identified. One of the main authors is Daniel Goleman who became known in the 1990s for presenting and clearly bringing the relevance of this method.

The alternative Dispute Resolution is one of the important ways of resolving conflicts and within this means of Arbitration, negotiation and mediation, mediator was chosen as central means of the research, since in mediation, mediators go through pressures and need to deal daily with resolution of conflicts, which are most often difficult to deal with, different cultures and beliefs as well.

Mediators develops an important role in process mediating, because of this emotional intelligence was considered an interesting factor to be studied and how to be applied to these professionals.

According to Goleman (2009), self-awareness, detecting, expressing, and controlling feelings, impulse control and delaying gratification, and stress and anxiety management are among the emotional skills. The author also pointed that knowing the distinction between feelings and actions is an important skill in impulse control, as is learning to make better emotional decisions by first suppressing the want to act, then evaluating alternative actions and their implications before acting.

Due to the importance of the theme, the survey was developed with 12 questions each, participants received the link to respond via email, WhatsApp, and LinkedIn. The information was collected and analysed according to the rules established by the college. The survey was found for 15 psychologists and 30 mediators. The questionnaire sent to the psychologists had 11 responses, while the question sent to the mediators had 22 answers.

The value and application of emotional intelligence in personal and professional life has been debated. Most of the empirical data that supports these emotional intelligence statements comes from all the parts. In addition the information obtained through surveys, the study was also based on the literature. Where was found many authors and

specialists of the area of psychology and mediation, who believe in the transformative power of emotional intelligence.

Some individuals may question the significance of Emotional Intelligence, but as Caruso (2004) notes, emotions also have a significant impact on a team in other ways. We've all witnessed how the attitude of a group can shift, whether you call it team spirit or morale. And it seems that our emotions impact our performance.

Mismanaged conflicts can have a severe impact on relationships, making people feel uncomfortable in their relationships, unhappy with their partners, and craving change. The partners may want to quit the relationship if one spouse dominates the other and always wins fights. Individuals may refuse to forgive, seek vengeance, or become abusive if they are dissatisfied as a result of a disagreement.

During the research, it can be observed that many mediators did not provide adequate training for conflict resolution and the lack of guidance can lead these professionals to stress crises or not knowing how to deal with the emotions during the mediation process. The mediator may not engage with the conflicting parties, cannot give an opinion, or reach the result of a conflict.

The mediator is responsible for helping the parties involved reach an agreement that is favourably for both sides. due to the limitation of the mediator during the mediation process, he needs to have emotional control, have empathy and being an active listener.

All mediators who participated in the surveys are registered with the Mediators' Institute of Ireland (MII) and adhere to the Mediation Act 2017 criteria.

Mediation Act (2017) is a set of rules that the mediator needs to follow. And within these rules the mediator needs to be neutrality, impartiality, self-determinate, voluntary and confidentially. It means that in a mediation process the mediator can't be involved with parts. They need to be unbiased once their role is to support parts to reach agreement by them.

Emotional intelligence, according to McGrath (2013), is defined as the ability to actively manifest feelings to achieve desired outcomes and goals; the intuitiveness to engage multiple levels of empathy and sympathy to enter, influence, sustain, grow, and enhance professional and personal relationships.

The purpose of this qualitative study was to determine the significance and effectiveness of emotional intelligence among media professionals in Ireland, since the focus was on local mediators. Because the topic of emotional intelligence is strongly related to the field of psychology, the psychologists who participated in this research are from Ireland and Brazil. Due of the theme's relevance, the focus was not limited to local professionals.

Furthermore, the research demonstrates that for mediators, a lack of communication or inadequate communication might be a significant concern. People may not usually enjoy discussing personal issues with strangers, so the mediator must know how to establish rapport and make them feel at ease.

The parties to the dispute may be emotionally distressed, the stakes may be enormous, or the conflict may be especially intense and unpleasant. All difficult discussions have a structure. While you are focused on the specifics and tension of a challenging debate, it may be difficult to perceive this framework. Recognizing the structure.

According to Williams (2018), it might be challenging to take the lead in a conversation because no one like being interrupted. It remains crucial that you get your voice heard.

Chapter 5- Data Analysis/Findings (Quantitative and Qualitative)

5.1 Survey for Psychologists

This survey was aimed at psychologists. The objective was to find out about their point of view on emotional intelligence for mediators. The survey was composed of 12 open and closed questions. It was sent by E-mail, WhatsApp, and LinkedIn. There were 11 responses.

The questionnaire was composed of 12 questions, eight open questions open and four closed questions. the research was conducted through the Monkey survey and sent to psychologists in Brazil and Ireland, since the theme is pertinent and comprehensive in the area of psychology.

5.2 Population and Sample

The survey was completed by 81.82 percent of women and 18.18 percent of men. 54.55 percent of respondents were between the ages of 18 and 25, and 45.45 percent were between the ages of 35 and 44.

5.3 First part of the Qualitative/Qualitative Data Analyses

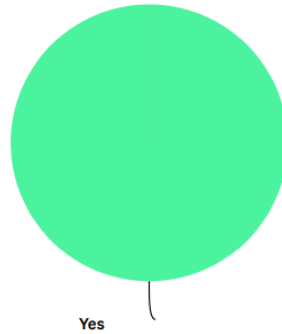
Question 3 - Do you think that Emotional intelligence is important for mediators?

One hundred percent of the people who participated in the survey believed that emotional intelligence is an important topic for mediators (Graphic 1).

Graphic 1

Q3 Do you think that Emotional intelligence is important for mediators?

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

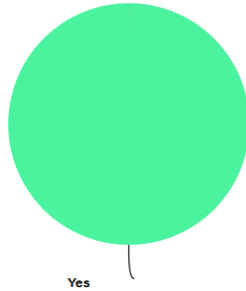
Question 5- Is it possible for mediators to learn to become emotionally intelligent? How can they do that?

One hundred percent of the participants responded in the affirmative to the question of whether or not it is feasible to learn how to become emotionally intelligent (Graphic 2).

Graphic 2

Q5 Is it possible for mediators to learn to become emotionally intelligent?
How can they do that?

Answered: 9 Skipped: 2



QUIZ STATISTICS			
Percent Correct	Average Score	Standard Deviation	Difficulty
82%	1.0/1.0 (100%)	0.00	1/2
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	100.00%	9
✓ No	1/1	0.00%	0
TOTAL			9

#	OTHER (PLEASE SPECIFY)
1	Yes, one of the ways to develop emotional intelligence is to study social skills
2	Yes, they can do it, the more open they are to learn about themselves, the more they can have and understand emotional intelligence.

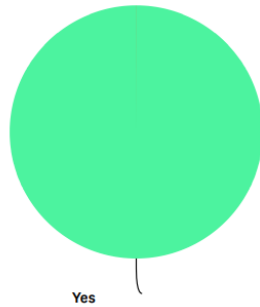
Question 6- Do you believe that if mediator has emotional intelligence, he/she will be more effective and assertive in conflict mediation?

One hundred percent of the participants gave the affirmative response that it is possible for a mediator to be more successful and assertive during a mediation disagreement if they have emotional intelligence (Graphic 3).

Graphic 3

Q6 Do you believe that if mediator has emotional intelligence, he/she will be more effective and assertive in conflict mediation?

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

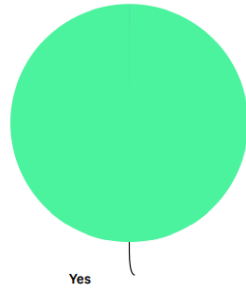
Question 7- According Daniel Goleman, Emotional Intelligence is more important than Intelligence Quotient (IQ). Do you agree?

One hundred percent of the participants gave a positive response. They are of the opinion that quotient of emotional intelligence is more essential than general intellect. (The section of the literature review that discusses the differences between emotional intelligence and intelligence quotient is one of the topics that may be found in this section.) (Graphic 4).

Graphic 4

Q7 According Daniel Goleman, Emotional Intelligence is more important than Intelligence Quotient (IQ). Do you agree?

Answered: 7 Skipped: 4



QUIZ STATISTICS			
Percent Correct 64%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/2
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	100.00%	7
✓ No	1/1	0.00%	0
TOTAL			7

#	OTHER (PLEASE SPECIFY)
1	Yes. Because emocional intelligence you have have facilities to devolepe your QI
2	Both are important
3	yes, we are naturally social beings so regardless of IQ it is necessary to learn about emotions
4	I agree, because Usually a good IQ helps you to have a satisfactory result in specific and previously planned tests, but it can't give you skills to manage situations that are out of the expectation.

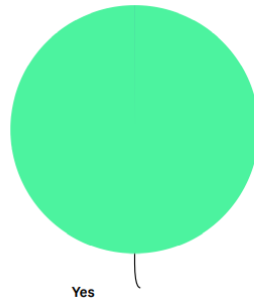
Question 9- Do you believe mediators need to develop and/or learn emotional intelligence to deal with difficult conflict mediation and to develop an ability to deal with their emotions and people's/client's emotions?

One hundred percent of the psychologists gave a positive response. They are of the opinion that it is essential for mediators to enhance their emotional intelligence in order to improve their ability to cope with mediator conflict as well as their own feelings (Graphic 5).

Graphic 5

Q9 Do you believe mediators need to develop and/or learn emotional intelligence to deal with difficult conflict mediation and to develop an ability to deal with their emotions and people's/client's emotions?

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	11
No	0.00%	0
TOTAL		11

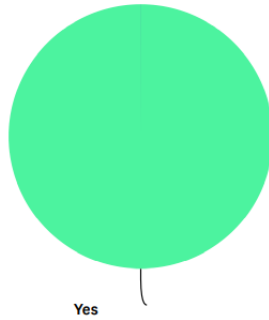
Question 10 - Psychology can help these professionals to development emotional intelligence?

One hundred percent of people who took part in this survey gave a positive response to the question of whether or not psychologists can assist in the method's development (Graphic 6).

Graphic 6

Q10 Psychology can help these professionals to development emotional intelligence?

Answered: 10 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	100.00%	10
No	0.00%	0
TOTAL		10

#	OTHER (PLEASE SPECIFY)
1	Yes, In cognitive behavioral therapy, psychology works on issues such as emotion regulation, strategies for dealing with anxiety, anger and social skills, which are important for developing emotional intelligence.

5.4 Qualitative answers tables

Question 4: How would you define Emotional Intelligence?

Table 1

Answered: 10 Skipped: 1

#	RESPONSES
1	Self-knowledge
2	A person's ability to manage their feelings so that they are expressed appropriately and effectively.
3	Essencial skill In life resiliência and strategic
4	Neutral and impartial in conflict situations.
5	Self knowledge
6	It is a ability that you can devolepe. Emotional intelligence a important tool to manage conflict and to know about yourself.is
7	To know how to deal with your emotions and others as well
8	Ability to andle emotions
9	It is the ability to recognize and evaluate your and others' feelings and emotions, and to deal with them.
10	Ability to understand and control your own emotions.emotions

Question 12 If you could give some advice for mediator’s professionals about taking care of their mind, what would you say?

Table 2

Answered: 10 Skipped: 1

#	RESPONSES
1	Always practice and development self-knowledge.
2	.
3	Do NLP it works wonders
4	Try to develop self awareness first
5	Clean you mind, no judge, find self knowledge
6	Look for help if necessary. Take care of yourself and you can help others.
7	Learn about your emotions and then you'll be able to deal with others conflict
8	Do not take any dispute personal
9	would say always remember to prioritize your mental health through self-care practices, seek therapy whenever you need it, and always seek to develop as a person.
10	Do therapy with a psychologist, not just therapeutic things.

5.5 Findings First Part

This was a breakdown of the closed-ended questions. Regarding the closed questions, an attachment will be made to the survey copy. Nonetheless, there remained unanswered questions throughout this investigation. Initially, due to a problem with the search technology, there was no response option, and the targeted individuals lacked sufficient space to respond.

Regarding the open-ended questions, few respondents provided feedback due to a fault with the survey system, which lacked a comment section. When the situation was resolved, some individuals had already responded to the question, preventing them from editing their responses.

This questionnaire was intended for psychologists. The purpose of this study was to collect the opinions of these professionals about emotional intelligence as a tool for mediators to use in conflict resolution.

The research was voluntary and anonymous. Participants were provided with a project description and question. The intention was to clarify the purpose of the query. However, there were no problems with the closed-ended questions, since everyone answered accurately and consistently based on their skills and knowledge.

The research audience consisted of psychologists from Ireland and Brazil who are specialists in the field of psychology and who are knowledgeable about emotional intelligence and the significance that this offers professionals from both fields and those interested in increasing self-awareness.

The research focuses on mediators since they are experts in the profession of mediation who must routinely manage difficult situations and keep control over persons while settling conflicts. Due to the difficulty of fighting parties maintaining calm during the process, mediation between multiple parties is commonly done. As a result, the mediator is responsible for maintaining order throughout the mediation session, and as observed by psychologists, emotional intelligence is an effective tool for supporting the mediator in keeping himself and the parties in conflict under control.

As stated, all of the open questions were agreed upon by the participants, who believe that emotional intelligence is essential for mediators to effectively mediate conflicts. All participants displayed an understanding of the topic of emotional intelligence.

They also believe that mediators can gain emotional intelligence skills and that emotionally intelligent mediators are more successful and assertive in mediation conflicts.

The psychologists who responded to the survey were also in agreement that mediators need to develop and/or learn emotional intelligence in order to handle difficult conflict mediation, as well as the ability to manage their own emotions and the emotions of

others/clients, and that they can develop these skills with the assistance of psychologists.

Psychologists can assist with the growth of emotional intelligence and self-control. Therefore, mediators who are interested in discovering how it links to their mental disorder, if any, should read this article. When a person is able to notice and acknowledge that their negative or unrealistic beliefs are influencing their emotions. Comparing the two polls, we discovered that all respondents to the survey addressed to the psychologists agreed on the significance of emotional intelligence. This is because they are specialists that treat patients with a variety of psychologic problems, which are frequently triggered by stress, anxiety, or other circumstances.

As analyzed, professionals and academics feel that emotional intelligence is a tool for resolving difficulties, mediating conflicts, and developing self-awareness. These experts recognize the significance of a healthy mind for a fulfilling social, professional, and even personal life.

To conclude this, analyse, despite the limits of the open-ended responses, which prevent us from knowing with certainty the perspective on some questions, and despite the low response rate. Positive conclusion can be drawn from the psychologists' perspective on the emotional intelligence method when applied to mediators. Consequently, these experts may achieve greater levels of performance and efficacy during process mediation. Also, this demonstrates that self-control may be developed with the assistance of specialists and psychological subspecialties. According to the input provided by the psychologists, we are able to determine that the subject of the study and the research presented in the literature review shows an extensive bibliography on emotional intelligence. It is crucial not only for the industry in question, but also for anyone who desires self-awareness and emotional control.

5.6 Survey for mediators

This survey was aimed at mediators. It was sent to 30 mediators from different sectors. 22 responses were sent back.

5.7 Population and Sample

A total of 72.73 percent of female respondents participated in the study, while just 27.27 percent of male respondents did so. with ages ranging from 25 to 75 years old.

5.8 Second part of the Qualitative Data Analyses

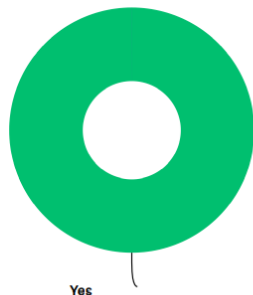
Question 3- Do you think that Emotional intelligence is important for mediators?

One hundred percent of the mediators surveyed in this study agreed that emotional intelligence is crucial in their industry (Graphic 7).

Graphic 7

Q3 Do you think that Emotional intelligence is important for mediators?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	22
No	0.00%	0
TOTAL		22

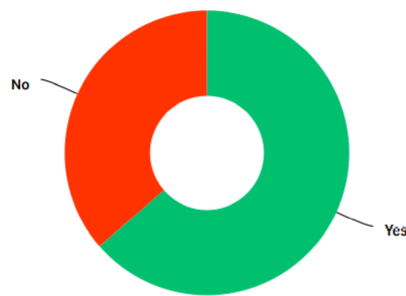
Question 4- Did you have any training during your mediation course that makes you feel confident in dealing with your emotions during mediation?

63.64 percent of respondents indicated that they have received training that gives them the confidence to handle emotions throughout the mediation process. 36.36 percent of participants did not receive any mediation training during the course (Graphic 8).

Graphic 8

Q4 Did you have any training during your mediation course that makes you feel confident in dealing with your emotions during mediation?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	63.64%	14
No	36.36%	8
TOTAL		22

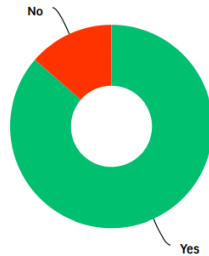
Question 6- Do you feel that you are an emotionally intelligent person?

86.36 percent of mediators responded affirmatively. They consider themselves emotionally clever. On the other hand, 13.64% responded that they do not feel like an emotionally intelligent person (Graphic 9).

Graphic 9

Q6 Do you feel that you are an emotionally intelligent person?

Answered: 22 Skipped: 0



QUIZ STATISTICS			
Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/2
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	86.36%	19
✓ No	1/1	13.64%	3
TOTAL			22

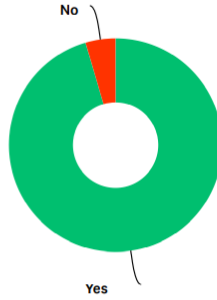
Question 8- Do you believe that people emotionally intelligent can better deal with conflicts and to avoid being influenced by others?

94.45 percent agree that emotional intelligence assists individuals in resolving conflicts and resisting the influence of others. However, 4.55 percent disagree that this strategy can assist people in this regard. (Graphic 10)

Graphic 10

Q8 Do you believe that people emotionally intelligent can better deal with conflicts and to avoid being influenced by others?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.45%	21
No	4.55%	1
TOTAL		22

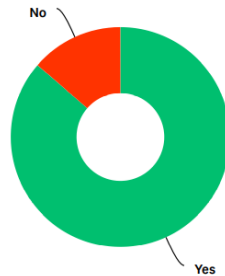
Question 9- Do you have any method of preparation for dealing with emotion during mediation process?

86.36 percent responded that they have a way for controlling their emotions during the mediation process. Another 13.64 percent of respondents claimed they have no approach for preparing for the mediation process (Graphic 11).

Graphic 11

Q9 Do you have any method of preparation for dealing with emotion during mediation process?

Answered: 22 Skipped: 0



QUIZ STATISTICS			
Percent Correct 100%	Average Score 1.0/1.0 (100%)	Standard Deviation 0.00	Difficulty 1/2
ANSWER CHOICES	SCORE	RESPONSES	
✓ Yes	1/1	86.36%	19
✓ No	1/1	13.64%	3
TOTAL			22

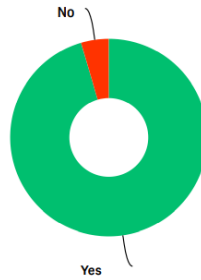
Question 10 - Do you believe mediators need to develop and/or learn emotional intelligence to deal with difficult conflict mediation and to develop an ability to deal with their emotions and people's/client's emotions?

At this question, 95.55 percent of participants responded affirmatively, indicating that they believe mediators must develop or learn emotional intelligence and the capacity to manage challenging situations and their own emotions. Alternatively, 4.55 percent of those who responded no believe it is unnecessary (Graphic 12).

Graphic 12

Q10 Do you believe mediators need to develop and/or learn emotional intelligence to deal with difficult conflict mediation and to develop an ability to deal with their emotions and people's/client's emotions?

Answered: 22 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	95.45%	21
No	4.55%	1
TOTAL		22

5.9 Qualitative answers tables

Question 5: If so, do you feel that this training was adequate and properly prepared you for difficult mediations. In particular?

Table 3

Answered: 16 Skipped: 6

#	RESPONSES
1	It provided some training on how to deal with heightened emotions in the parties but noting in relation to how to deal with my own emotions.
2	I'm trained as a psychotherapist as well as other professions and feel E. I is a very important part for trained mediators. It should be included in the training.
3	Yes. I had an excellent induction at CLMC and was the beneficiary of watching superb practioners but have also benefited enormously from the generous sharing in my two learning and sharing groups. I have also done lots of CPD.
4	Not sure I can say it was. A lot of it depends on how much work the person has done themselves on developing this skill.
5	I completed the training course twice as I felt totally inadequately trained after the initial training and took my exams successfully after the second training.
6	Yes
7	No training received covered during mediation training. I received training elsewhere.
8	In some parts it was a quite difficult because we had to deal with our internal emotions such as anxiety or doubt and then we could be ready to deal with mediations emotions. We don't know who is coming and we need to be a kind of neutral and prepared.
9	No, because it was just a quick practical view about emocional intelligence.
10	I think it was a good starting point, but I also have to study more and improve it
11	Not overly so.
12	Yes, specially to acknowledge triggering situations
13	Yes
14	Yes! It helped me reflect on my past emotions which help with deal with future conflicts.
15	No, I believe only the experience can help us in this kind of situation
16	Yes

Question 7: How do you prepare yourself for a mediation?

Table 4

Answered: 21 Skipped: 1

#	RESPONSES
1	I review the process. Remind myself of my strengths and weaknesses in dealing with emotions and people. I start getting into the role- method acting sometimes.
2	Ensuring I am relaxed, have everything ready for clients when they arrive, such as flipchart, water, etc
3	I try to know as much as possible about the case whilst ensuring that I remain at all times impartial. Nevertheless, I can always be surprised.
4	I remind myself that I have no investment in the dispute and go in with an open and inquisitive mind. Also important to be continually reflective.
5	I read up on my notes of the case, take some quiet time before the meeting and become aware of the people who will be at the meeting. I also ensure there is water and a few biscuits available.
6	Get a good nights sleep in advance, cant be tired. No phone call for an hour in advance of a full mediation case. Breath deeply and stay grounded.
7	By seeking to establish the drivers underlying the behaviour of the parties, identifying their needs and establishing trust & confidence.
8	I am taking it from this question that it is to do with readying oneself/preparing for a mediation session? I take time to centre myself, to consider what is going on for me, to assess what the mediation (session) is likely to bring up for me and how I will manage myself.
9	I always try to ensure I am calm and in a suitable environment to mediate. From the initial information I have gleaned from pre-mediation/earlier sessions with the clients I consider the best approaches to particular potential issue and if needed do some research or identify leaflets/websites that might inform clients in specific areas of issue and have them to hand. If I feel prepared I am more confident in my dealings and therefore more likely to instill confidence and positivity in my clients.
10	Being a neutral person, professional and also emotionally inside prepared.
11	I do have a background in my degree, but the course needs to prepared ourself better.
12	I gather all the information that I have from the parties and try to identify my own triggers and biases that could affect my role as a mediator first. The next step is then to understand that I have to separate the people from the problem, before and during the meditation process.
13	Reflecting on my relationship with conflict and possible triggers which might arise
14	Because I have a Phenomenological humanist existential background, being in the present moment without a priori judgments and open to what comes across in the sessions is what prepares me.
15	I read the notes I took during premeditation, I prepare by becoming available to the parties involved
16	Listening carefully parties involved in the process and being as impartial as possible
17	I read all the previous information I received from the partes and right before the sessions, I do my personal meditation exercise.
18	I have never done one
19	Learn as much as possible about the participant's and their wants and needs
20	I've been in psychotherapy for more than 6 years and I also meditate to deal with people.
21	By analysing my emotions and do not let them disturb the process

Question 12: In your opinion, what is the best way to develop Emotional Intelligence?

Table 5

#	RESPONSES
1	Training in the facets of EI with an experienced mediator or a psychologist. Be aware of your own strengths and weaknesses in the often emotionally charged atmosphere of mediation and keep reminder yourself of what your responsibilities are as a mediator- you must remain cool, calm and collected.
2	Having psychotherapy sessions - including reading books, group work, etc
3	I was blessed to work as a second-level teacher for 41 years. My students taught me so much about life and how to look at the world and other cultures differently
4	Ongoing personal development. Be aware of what triggers you have. Reflection, reflection, reflection and ongoing support and peer support and learning
5	It is good to learn about EI by reading, by having a mentor and perhaps by having personal therapy.
6	Study it, understand it and practise listening with respect and empathy.
7	By training which allows one to be conscious of the emotions and needs of the parties
8	I'm sorry but I am not sure what you mean by this question.
9	Being aware of one's triggers. Understand your own limitations. Situational analysis with examples of when things went well and when things did not.
10	The best way to develop an emotional intelligence is dealing with your own at first. It is everything inside of you. If you can control the reason and why and finding it and heal the substance. You will be ready to control each situation and high emotion which you could be deal in your mediation professional.
11	Self awareness, therapy.
12	I think self awareness is the first step and it is essential to understand that learning about Emotional intelligence is a continuous process.
13	Although there is no specific training, the lifestyle will speak a lot about who you are and your vision of the world and of man. A non-deterministic holistic view, no doubt, will provide a more flexible and assertive composition and presence in the mediation process.
14	Experience and reflection
15	Understanding your conflicts and how to manage them
16	Improve our level of self awareness by recognizing our feelings and triggers instead of avoid them.
17	Studying
18	Keeping yourself a personal reflection journal
19	Psychotherapy
20	By practicing every day And learning

5.10 Findings Second Part

Professionals from the mediation industry in Ireland participated in the study. Due to the fact that the goal of the study was to collect data from professional mediators in diverse sectors, there was no specified sector.

The Mediator's Institute of Ireland (MII) was sent emails, but they did not respond. Consequently, the study was disseminated across sectors with the aid of mediators. There was no problem with the referred question, and participants were able to respond within the allotted period. Comparing the amount of sharing (30) to the solution number reveals a favourable rate of return (22).

The research was voluntary and anonymous. Participants were provided with a project description and question. The intention was to clarify the purpose of the query. The goal of this study was to investigate the significance of Emotional Intelligence for mediators and how they may use it to conflict resolution, as well as their view of interpersonal conflict and how to handle both internal and external disputes.

The majority of participants responded to closed questions, which benefited the study's analysis and purpose. During conflict mediation, the comprehension and application of emotional intelligence can be observed in the mediators' answers. Obviously, this is only one sample of the individuals surveyed. As stated previously, the mediators are from Ireland, and this can be distinguished in each country, culture, religion, or political system; nevertheless, it was not the purpose of the research to learn about the notion in each ethnic group.

The majority of course participants felt that emotional intelligence is essential for mediators; yet, 36.36 percent did not receive training on this topic. 13.64 percent do not consider themselves to be emotionally intelligent, and 4.55 percent do not believe that emotionally intelligent individuals can better manage conflicts and avoid being influenced by others.

86.36 percent have some method of preparation for coping with emotions during the mediation process, but 13.64 percent do not. The majority of participants believe that mediators must develop and/or gain emotional intelligence in order to handle severe dispute mediation and to develop the ability to manage their own emotions as well as those of others/clients.

In addition, they believe that emotional intelligence may be more prominent in the development of mediators today. Most responses to the open-ended questions were suitable and respectful. Comparing the two surveys, we can see that they are consistent and that the majority of respondents feel emotional intelligence can assist mediators with conflict management.

Managing your own emotions, according to one mediation participant, is the best way to begin gaining emotional intelligence. It is everything you possess. If you can control the cause and the reason behind it, as well as uncover it and address the substance, the issue will be resolved. You will be prepared to deal with any occurrence or intense emotion involving your mediator.

In another response, the participant stated that when mediating, one should always be peaceful and in a comfortable environment. On the basis of the basic information gleaned from pre-mediation/earlier sessions with clients, analyse the optimal approaches to particular potential concerns and.

If necessary, conduct research or locate leaflets/websites that can enlighten clients on specific areas of concern, and have them readily available. When one is well-prepared, they feel more assured in their interactions and are consequently more likely to instil confidence and optimism in the mediators and clientele.

Ability to detect one's own and others' emotions; ability to harness emotions and apply them to tasks such as thinking and problem solving; and ability to regulate emotions, which includes the ability to control one's own emotions as well as the ability to influence the emotions of others.

Emotions play a vital role in conflict resolution, but they are frequently misunderstood and handled ineffectively by disputants and by specialists assisting parties in obtaining a peaceful conclusion.

As a result of this analysis, can be conclude that not all mediators agree with the usefulness of emotional intelligence, that some mediators view this method as less significant, and that others did not receive training throughout the course on how to handle difficult situations during the mediation process. It is hypothesize that a lack of knowledge regarding the relevance of emotional intelligence during the course, as well as an incentive for these professionals, may be one of the reasons why certain professionals question the method's effectiveness. Alternately, cultures or beliefs may restrict individuals from seeking other types of aid or knowledge for their own development.

Chapter 6– Discussion

Many contents on the issue of emotional intelligence have been uncovered throughout this inquiry. Experts believe that through exercising self-control, one may improve one's self-awareness while also assisting others. According to Cherry (2021) self-control individuals may successfully adjust to changing situations. They don't suppress their emotions; instead of reacting quickly, they wait for appropriate ways to express themselves.

The important key that I found during the College course and during this research is that emotional intelligence has some components essential as an activin listening and Empathy. If you have self-control, but you don't care or don't listen others, you care just about yourselves.

When somebody is cute off, the person does not only disrupt their line of thought, but you also risk misinterpreting their point. Furthermore, if you're thinking about your next phrase while the other person is still speaking, you're not fully listening. (Guide, n.d.)

Many studies include emotional intelligence, and psychology employs this tool to help people discover the best in themselves and deal with difficulties in a less stressful manner. We live in a relatively difficult period because globalization and information dissemination can cause anxiety and stress, and if we do not treat the mind and seek help, we will hardly develop abilities that can help us live with so many inabilities that the world has provided.

Emotional intelligence, according to Lansley (n.d.), is the ability to recognize, comprehend, and affect our own and others' emotions in a variety of situations, guiding our current thinking and behaviours and assisting us in achieving our goals.

The study's goal was to determine the impact of emotional intelligence for mediators, but all professionals who deal with conflicts, both internal and external, could devote some time to learning how to deal with their emotions as well as how to deal with

difficult situations, because conflicts are present in all parts and we face them every day, and we often do not know how to act.

During the research could be discovered that effective communication between your mind's cognitive and emotional reaction areas ensures a high level of emotional intelligence. Training can help you develop emotional intelligence. your brain can be trained to develop this method, which has been used in studies and work by psychologists for many years.

Mediators might expect parties to feel emotional during disagreements, according to Goldberg (n.d.). One of the most important skills of a mediator is the ability to devise a strategy for dealing with the parties' expected emotions, such as anger, frustration, and fear.

A mediator, according to the Mediation Act (2017), is a person who is appointed by the parties to an agreement to assist them in achieving a mutually acceptable agreement to settle the matter at hand. Mediators are an essential component of alternative dispute resolution (ADR). A third party who assists disputants in reaching an agreement is also referred to as a mediator.

The mediator develops an important role in the Alternative dispute resolution; however, it has no decision-making power, this makes the mediator a listener and necessary in the decision of the parties involved in the conflict.

This limitation imposed by the rules of the mediator, in my point of view can cause anxiety in the professional, since he/she cannot suggest or show his point of view during mediation. I could see that only in some cases and mediation style the mediator can suggest something, if questioned by the parties involved. However, the Mediation Act (2017), has a few weaknesses, according to Sammons (2017), which come from the contradictory policy aims and agendas that drove it. The legal picture of mediation is idealistic and illogical.

The third party may only assist the parties in improving their relationships, improving their communications, and employing effective problem-solving and negotiation tactics

to establish consensual and mutually acceptable agreements or understandings on difficult conflict resolution.

A mediator, according to the Mediation Act of 2017, is a person appointed under an agreement to mediate in order to assist the agreement's parties in reaching a mutually acceptable agreement to resolve the dispute that is the subject of the agreement. For example, the rules for the mediation process must be followed.

Each country applies its own rules to the mediators, even knowing the role of the mediator in a mediation process, the countries follow their own rules. This study is about the rules applied in Ireland, in which mediators follow the rules of Mediation Act 2017.

In conflict resolution, the mediator will direct the mediation process, giving it a feeling of purpose and progress while also helping to overcome inertia. He or she will also have to deal with party motions and absorb or deflect counter-productive hostility on a regular basis. Because it is important to be emotionally intelligent to facilitate the ways as determined and to lead with conflicts.

Mediators are also negotiators and need to deal with strong emotions during a conflict mediation, some people can be extremely difficult to deal with, in these cases to know how to conduct the communication and listening can help both parties reach a good way to proceed with mediation/negotiation.

According to Salovey (2004), as part of emotional intelligence, recognizing emotions in one's own feelings as well as in other people's faces, body, and words. This skill also involves the capacity to accurately convey emotion in order to interact effectively with others.

According to Macmillan (n.d., p.17), numerous grounding exercises typically employed in conflict resolution, as well as psychological and therapeutic procedures, may aid the mediator. Walking, breathing exercises, stretching and yoga, running, or even unwinding by watching a hilarious movie are all options. Mediation may be a difficult experience for

the mediator and being able to manage one's own fears is an essential skill for any competent mediator.

When talk about conflict, nobody want knows, because conflict makes us bad or makes us think about solution and how to solve that. However, according to Scannell (2010), conflict does not have to be destructive or counterproductive. In fact, it can be beneficial. Conflict can aid in the implementation of important reforms in the workplace.

She also said, if anyone who studies conflict recognizes its capacity to alter what is into something better. That does not make conflict any less difficult to accept as a natural part of our life. We can even learn to love the concept of conflict and the lessons that come with it if we make this mental shift.

We can think that the mediation process is ease, once mediator cannot emit opinion or arrive in an agreement, however mediator need to follow the roles. The mediation process is not just for individuals, but also for communities, organizations, and groups, and it may assist them in resolving their issues. Mediation can help to develop workplace relationships and alliances. It can also help to improve democratic and collaborative efforts to satisfy the needs of those who require a more efficient procedure.

As mentioned before about empathy, specialists believe that it is an important tool for mediators. According to article at Ceia (2016), empathy is important in mediation because it affects the relationships between the parties and the mediator. If a mediator can assist the parties sympathize with one another, it could eliminate roadblocks like preconceptions and prejudices that prohibit the parties from visualizing a way forward without resorting to violence or conflict.

Therefore, empathy also can humanize people. It combats demonization, which is all too often during wars, and emphasizes the human individuals caught up in and impacted by conflict.

The importance of emotion regulation is also crucial, according to Goleman (2009, n.p), increased frustration tolerance and anger control; fewer verbal insults and fights; and enhanced ability to express anger properly and without fighting.

The main mediator is to help people resolve conflicts and reach an agreement, so that it is emotionally intelligent, communication and the form of communication is fundamental for the parties to understand each other. So, according to Abigail (2014, p7), Conflict management entails a variety of approaches to dealing with conflict, such as resolution or avoidance. Effective conflict resolution occurs when our communication behaviors result in mutual understanding and a satisfactory outcome for all parties involved.

According to Stone et al. (2010) managing feelings, on the other hand, is extremely difficult. A staggering amount of challenging conversations are stymied by our failure to recognise and share feelings. In addition, our incapacity to communicate frankly and effectively about our feelings has the potential to degrade the quality and health of our relationships.

To deal better with conflicts and avoid being involved, Mayer (2000, p28) said it is necessary tools to assist us sort out the numerous complicated interactions that make up a dispute, to comprehend the causes of conflict, and to have a reasonable grasp on the dynamics that drive all participants' conduct, including our own.

According to Mediators Act 2017, mediators need to be facilitative, however to Folger (2005, p.35) is also important, once transformative mediators focus on empowering parties to define issues and settle terms for themselves, as well as assisting parties in better understanding one another's viewpoints. Transformative mediators help parties see and utilize chances for balancing self-strength and connectedness to others by maintaining this focus.

The study conducted for this research did not deepen analysis between mediators and culture, however it is important to mention that the mediator deals with various types of cultures and beliefs and this can become a challenge during the mediation process.

Therefore, as quoted by Robert (2009, p28) culture is one example of context. An expression of emotion that is normal in one culture may be extremely hurtful in another.

Cross-cultural investigations have been avoided in emotional intelligence research, but emotionally intelligent conduct is likely to be culturally dependent.

To Kaminskienė (2016) the ability to read one's own emotions and recognize the role those emotions may play in decision-making is referred to as self-awareness. It is a necessary first step toward becoming a skilled negotiator or mediator.

He still adds that listening carefully to the other party, expressing that you value their ideas and time, and acknowledging their concerns and feelings is the most effective method to demonstrate your appreciation.

A study by Garcia, (2020), shows that to better comprehend the problem, the mediator seeks to establish a trustworthy and non-judgmental connection with the parties early in the mediation process.

According to him, by increasing mediator awareness, Emotional Intelligence helps to strengthen the mediation process. The mediator understands that mastering mediation skills is insufficient. Improved intuitive self-awareness leads to more beneficial interactions between parties.

Relationships, according to Akoni (2018), are at the heart of everything that happens in life. We can't claim to be alive and healthy until we communicate and interact with others. Because of this fundamental truth, conflicts are inescapable. As a result, engaging mediators, to address issues and conflicts is an important type of Alternative Dispute Resolution.

In problem-solving, mediators play a crucial role. According to Newberry (n.d.), problem solving abilities come in handy while assisting conflicting parties in identifying solutions to such issues. They include helping you discover major concerns, brainstorming, creating priorities, between other skills.

Personal mental preparation is also beneficial, and in some situations vital, according To Macmillan (n.d.). Mediation sessions are frequently uncomfortable and stressful. The parties each have their own viewpoints and goals, but the mediator frequently needs to

manage two parties (each with many roles and personalities) at the same time, with little time to think things out thoroughly.

Moore (2014, p.43), in his point of view, the presumption is that one or more parts of an individual disputant's or the parties' relationships views, perceptions, assumptions, attitudes, emotions, self-esteem, behavior, actions, or interactions are problematic, and are either a source of conflict or a major component.

In summary of this discussion, we can identify information imports directed to mediators, regarding the psychologists, these play a fundamental role in the well-being of any profession. When dealing with mediators, it would be very important that more bibliographies directing these professionals, besides just training how to conduct mediation.

It would be important to encourage mediators to seek psychological help to be able to deal better and more efficiently in the resolution of conflicts.

Chapter 7- Conclusion

The goal was to gather what I consider to be some of the greatest and most promising studies in the subject of emotional intelligence. A review of this kind of study may help define EI, show how it relates to other ideas, and show how it affects practical outcomes.

The study attempts to offer background for the current field, evaluate usage of the phrase "emotional intelligence," and outline the extent of research in the subject in the first section of the review. The word "emotional intelligence" is employed in a variety of ways, which makes it difficult for me to discuss the subject. One of my objectives is to determine the basic aspects of EI and to investigate them for mediators.

To research Emotional Intelligence, you must concentrate on the skill itself. Some argue that traits like assertiveness and self-esteem should be included in EI because they both include emotion and intelligence.

The focus of this study was on creating values and pursuing interests. Separate people from the problem, focus on interests rather than positions, option for mutual gain, objective criteria, participants as problem-solvers, the goal is a wise outcome reached

amicably, the goal is to solve the problem and reach an amicable outcome, yield to people rather than pressuring them, develop multiple options to choose from.

Literature reviews, books, articles, and websites were used to lead the research. Two questionnaires, each including 12 questions, were developed as a study instrument. Psychologists and mediators were the target audience. The goal of creating two surveys and targeting two separate audiences allowed me to learn about each group's perspective on emotional intelligence, which is the subject of the study.

As a result of the study, it was discovered that both groups have a broad understanding of the topic of emotional intelligence and believe that emotional intelligence is an important instrument in the effective growth of the mediator's profession.

Emotional intelligence is a topic that gets a lot of attention in the business world, but it gets less attention in other fields and professions, such as the legal field, where the mediator is based, because its job is to help people resolve conflicts and reach agreements without having to go to court.

According to the survey results, many mediators expressed a need for additional specialized courses and training for emotional intelligence development. As stated in the topic's second chapter: What is emotional intelligence? This topic gives a definition based on the research of psychologists and authors who commit their time to researching the advantages and usefulness of this emotional tool that aids in emotion management and self-awareness as well.

During the research, it was found a lot of material about emotional intelligence, however some in general, not specifying the target audience, only oriented and clarifying the emotional intelligence factor. This shows that we all need to have knowledge, and everyone can develop the ability to have emotional intelligence. This can bring benefits to personal and professional life.

Mediators (who are the public of the research), may have a greater need to deepen this ability, because they deal with different people and conflicts daily. I found some authors

who mention the importance of the mediator train emotional intelligence, so they can better help the parties to reach an agreement.

According to some mediators that answered the survey, training in the various aspects of Emotional Intelligence with a trained mediator or psychologist is very important for success in mediation conflict resolution. In the frequently highly charged environment of mediation, be conscious of your own strengths and limitations, and continually reminding yourself of your obligations as a mediator—you must stay cool, calm, and connected.

According to psychologists in response of questionnaire, it is critical that mediators prioritize their mental health through self-care routines, seek counselling when necessary, and strive to grow as individuals. Learn about their emotions so that they can deal with disagreement from others. Also, to acquire and practice self-awareness.

Within the research conducted and the literature review, emotional intelligence for mediators is an important factor for the performance of the profession. And as quoted by writer Daniel Goleman, emotional intelligence is more important than Intelligence Quotient, because emotional intelligence is something that can be developed, and emotional control becomes easier to deal with adversity.

Most of the actions we do in life are dependent on our emotions and emotional intelligence. It seems to reason that people with strong communication and organizational abilities will be better able to make sound judgments and communicate with others. What we learn from our own emotions will help us to live the life we want and produce more of what we want rather than what we don't.

As we have a better understanding of the effects and distinctions between emotional intelligence and Intelligence Quotient, we may conclude that EQ is more essential than general intellect since being true to oneself is the simplest way to live life to the fullest.

It is vital to have a high level of emotional awareness, principality in this global era. And for who to need to deal with conflict improve the abilities and skills in control the emotion is a great tool to have success in the life.

The absence of literature that addressed the case of emotional intelligence directly connected to mediators was a challenge faced during the investigation. Few research demonstrates the significance of this profession. In the past, I could see from the questions answered by the mediators that some did not have the necessary training to deal with dispute resolution.

Others like the training and feel that emotional intelligence is a terrific way to create solid working relationships with opposing parties.

In the absence of a literature on emotional intelligence directly for mediators, many literatures about emotional intelligence have been identified and that scholars and psychologists believe that this method can be developed for anyone who wants to deepen self-knowledge and obtain abilities to deal with any situation.

To sum up, although mediators are also negotiators, if they lack the abilities to deal with challenging situations, exhibit empathy, don't be an active listening, their work will be unpleasant and unsuccessful.

The objective of the research, as already mentioned, was to obtain information about the importance of emotional intelligence in the mediating profession.

I believe that the goal has been met, because comparing the responses given by the psychologists participating in the survey and the responses of the participating mediators, it can be observed that both agree that emotional intelligence is of great importance to mediators.

At this study, we can identify information imports aimed at mediators, particularly psychologists, who play a critical role in the well-being of any profession. More bibliographies directing mediators, in addition to training on how to conduct mediation, would be quite helpful when dealing with them. It would be critical to urge mediators to get psychological assistance to resolve conflicts more effectively and efficiently.

Chapter 8 – Reflection

Emotional Intelligence is a subject that I had heard about, however I had never stopped to think in such situation. This subject brings me a reflection. During the course, I could learn more about. This caught my attention because it is something very relevant in Alternative Dispute Resolution (ADR).

Sometimes we have not knowledge about ourselves, so I guess the self-acknowledgment is the most important and after this research I could observe how it can be important for mediators.

Reading about emotional intelligence I could understand more about myself and to recognize my ideas.

In my point of view if people have more information and knowledge about how to control the emotions, it could avoid conflicts, also help people solve problems.

At first, I thought that the time would be enough to do this study, however as the days went by, I realized how difficult it was to just start writing. were many nights looking at the computer screen without knowing how to start. I was trying to sleep, and I couldn't get a million thoughts. Anxiety crisis, headaches and negative thoughts.

Early April I had some personal problems, which affected the progress of the project. I thought about quitting, because I couldn't focus, and I didn't have any ideas to go on. The feeling of guilt was what dominated. I was feeling incapable and certainly wouldn't finish within the set deadline.

Every day I would come home from work tired and try to do something, follow up, but often fall asleep on the laptop. There were many conversations with the therapist, who tried to help me find a solution and start the research work.

Gradually I began to feel that I could and that I was capable, because this was not the only challenge, I went through all my life. The league is the barrier that also made it difficult, since English is not my first language.

However, I started to be more proactive and even with all the problems I was faced, I tried to focus on doing the research, because this was the only alternative, I had to complete the dissertation, or I would give up and everything I had done until then would not be worth anything.

Due to several problems faced during the month of April, the result was getting sick, once again a challenge during the research. how to focus? how to finish in time if I had not strength to continue? However, I thought positively and every day I said to myself that I was strong, that I was enough and that I would face this challenge and come to an end within the established deadline, within my conditions.

Now, I arrive in the final stretch, tired, stressed and anxious, I do not know what the result will be, I know it could have been better, but unfortunately life is an unknown map that we do not know where we will go.

There were many internal and external challenges during this research for the conclusion of the master's degree, but I know that one day I will say that it was worth the sleepless nights, the stress, and the experience of studying in another Country, with different culture and language.

The theme emotional intelligence was chosen for study in this dissertation because I can remember what I had not remembered for a long time, so I found it interesting to deepen the study within the area of mediation.

I had to deal with the emotional ones themselves and test on myself the importance of emotional intelligence, because when I thought about giving up, I focused, looked inside myself and sought my self-control.

Bibliography

2017, A., 2017. **MEDIATION ACT 2017**, Dublin

Abigail, D. D. C. & R. A., 2014. ***Managing Conflict through Communication***. 5 ed. Edinburgh: Pearson Education Limited.

ADAIR, J., 2007. ***The Art of Creative Thinking: how to develop your powers of innovation and creativity***. London: Kogan Page.

Akoni, F., 2018. ***The ADR Handbook***. Ibadan: The Plenipotent Company Limited.

Bariso, J., 2018. ***EQ Applied The Real World Guide to Emotional Intelligence***. In: Germany: BOROUGH HALL, p. 15.

Bright, L. S., n.d. ***The Conflict Mapping Chart***, s.l.: s.n.

Brown, C. J., 2002. *Mediate.com*. [Online]

Available at: <https://www.mediate.com/articles/brownc.cfm>

[Accessed 18 April 2022].

CARTER, P., 2007. ***IQ AND PERSONALITY TESTS***. London: Kogan Page.

Ceia, 2016. ***Center for Empathy in International Affairs***. [Online]

Available at: <https://www.centerforempathy.org/wp-content/uploads/2016/06/CEIA-Changing-Minds-Empathy-in-Mediation.pdf>

[Accessed 14 May 2022].

Cherry, K., 2022. *VeryWell Mind*. [Online]

Available at: <https://www.verywellmind.com/components-of-emotional-intelligence-2795438>

[Accessed 13 May 2022].

David R. Caruso, P. S., 2004. ***The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership***. San Francisco: Jossey-Bass.

Folger, R. A. B. B. a. J. P., 2005. ***The promise of mediation: the transformative approach to conflict***. San Francisco: Jossey-Bass.

Furlong, G., 2005. ***The Conflict Resolution Toolbox: models & maps for analyzing, diagnosing, and resolving conflict***. Canada: John Wiley & Sons Canada, Ltd.

Goldberg, C. D. a. D. N., n.d. *MWI*. [Online]

Available at: <https://www.mwi.org/mediation-techniques-for-managing-emotions/>

[Accessed 09 May 2022].

Goleman, D., 2009. ***EMOTIONAL INTELLIGENCE - WHY IT CAN MATTER MORE THAN IQ***. s.l.:BLOOMSBURY.

Goleman, D., 2013. ***Focus: The Hidden Driver of Excellence***. s.l.:Harper.

Goleman, D., 2015. ***Emotional Intelligence. In: On Emotional Intelligence***. Boston: Harvard Business Review Press, pp. 17-20.

Goleman, D., 2015. ***Empathy. In: On Emotional Intelligence. Boston: HARVARD BUSINESS REVIEW PRESS***, p. Paragraph 9.

Garcia, A., 2020. *Mediator Self Awareness and Emotional Intelligence*, s.l.: FDR.

Goleman, D., 2017. *Youtube*. [Online]

Available at: <https://www.youtube.com/watch?v=pt74vK9pgIA>

[Accessed 16 April 2022].

Goleman, D., 2018. *YouTube*. [Online]

Available at: <https://www.youtube.com/watch?v=sfT55TZV-20>

[Accessed 17 April 2022].

Guide, H., n.d. *HelpGuide*. [Online]

Available at: <https://www.helpguide.org/articles/relationships-communication/empathy.htm>

[Accessed 17 May 2022].

Kaminskienė, E. J. K. a. N., 2016. ***Importance of emotional intelligence in negotiation and mediation***, s.l.: Elsevier.

LANSLEY, C., n.d. ***EIA - The Emotional Intelligence Academy***. [Online]

Available at: <https://learn.eiagroup.com/en-gb/emotion-intell-online?hsLang=en-gb>

[Accessed 10 April 2022].

Macmillan, R., n.d. ***A Practical Guide for Mediators***, s.l.: s.n.

Marc Brackett, S. D. a. P. S., n.d. *Noba*. [Online]

Available at: <https://nobaproject.com/modules/emotional-intelligence>

[Accessed 13 April 2022].

Mark Saunders, P. L. a. A. T., 2007. ***Research Methods for Business Student***. 4 ed.
Edinburgh: Pearson Education Limited.

Mayer, B., 2000. ***The dynamics of conflict resolution***. San Francisco: Jossey-Bass.

MAYER, J. D., 2002. ***FOUNDATIONS UNDERLYING EMOTION AND THOUGHT***. In: *THE WISDOM IN FEELING*. London: THE GUILFORD PRESS, p. 14.

McGrath, F., 2013. ***Emotional Intelligence and Conflict Resolution, Clearwater***: Fred McGrath & Associates.

Mciver, S., 2018. *UK Mediator*. [Online]

Available at: <https://ukmediation.net/2018/06/12/a-z-mediation-empathy/>

[Accessed 16 May 2022].

McKee, A., 2017. ***How To be Happy at Work. Boston: HARVARD BUSINESS REVIEW PRESS***.

MII, 2021. ***MII Code of Ethics and Practice for Mediators***, Dublin: s.n.

Moore, C. W., 2014. ***The mediation process : practical strategies for resolving conflict***. 4 ed. San Francisco: Jossey-Bass.

Moore, C. W., 2014. ***The Mediation Process: Practical Strategies for Resolving Conflict***. 4 ed. San Francisco: Jossey-Bass.

Moshe Zeidner, G. M. a. R. D. R., 2009. ***WHAT WE KNOW ABOUT EMOTIONAL INTELLIGENCE***. London: A Bradford book.

Newberry, S., n.d. *Mediate.com*. [Online]

Available at: <https://www.mediate.com/articles/redwing1.cfm>

[Accessed 13 May 2022].

Robert A. Baruch Bush, J. P. F., 2005. ***The promise of mediation: the transformative approach to conflict***. San Francisco: Jossey-Bass.

SAMMON, G., 2017. ***THE MEDIATION ACT 2017***, Dublin: Irish Jurist.

Scannell, M., 2010. ***The Big Book of Conflict Resolution Game***. San Franciaco: McGraw-Hill.

Segal, E. A., 2018. ***SOCIAL EMPATHY - The art understanding others***. New York: Columbia University Press,.

Senft, L. P., 2017. ***The Interrelationship of Ethics, Emotional Intelligence, and Self Awareness***. [Online]

Available at: <https://www.linkedin.com/pulse/interrelationship-ethics-emotional-intelligence-self-phipps-senft/>

SHONK, K., 2022. ***Daily Blog - Harvard Law School***. [Online]

Available at: <https://www.pon.harvard.edu/daily/mediation/types-meditation-choose-type-best-suited-conflict/>

[Accessed 18 April 2022].

Stephen B. Goldberg, F. E. A. S. N. H. R. a. S. R. C., 2012. ***The Practice of mediation. In: 6, ed. DISPUTE RESOLUTION - Negotiation, Mediation, Arbitration, and Other Processes***. New York: Wolters Kluwer Law & Business in New York..

Stevens, A. P., 2016. ***Science News for Students***. [Online]

Available at: <https://www.sciencenewsforstudents.org/article/what-iq-and-how-much-does-it-matter>

[Accessed 12 April 2022].

Stevens, M. T., 2016. ***The Arte of Psychological Warfare***. s.l.:Make Profits Easy LLC.

URY, R. F. a. W., 1991. ***Getting to Yes: Negotiating Agreement Without Giving In. 2 ed. USA: Penguin Books.***

Watson, E. J., 2016. ***Emotional Intelligence -A Practical Guide On How to Raise Your EQ and Achieve Lifelong Social Success.*** s.l.:Amazon Digital Services LLC.

Webster, M., n.d. ***Merrion Webster.*** [Online]

Available at: <https://www.merriam-webster.com/dictionary/IQ>

[Accessed 10 April 2022].

Williams, J., 2018. ***How to Analyze People.*** s.l.:s.n.

Zumeta, Z., n.d. ***Mediate.com.*** [Online]

Available at:

<https://www.mediate.com/articles/zumeta.cfm?msclkid=c69ca443c1be11ecb3c6482328b59e1a>

[Accessed 18 April 2022].

La, D. W. L. a. P. B., 2015. ***The practice of mediation to resolve clinical, bioethical, and medical malpractice disputes,*** Hong Kong: Medical Practice.

Ministério da Saúde, 2013. ***Programa Nacional de Segurança do Paciente.*** [Online]

Available at: <https://www.gov.br/saude/pt-br/composicao/sctie/daf/programa-nacional-de-seguranca-do-paciente-pnsp>

Packard, J. E. B. & C. C., 2012. ***The Mediator's Handbook.*** Canada: New Society Publishers.

O'Byrne, B., 2019. ***The Mediaror,s Institute of Ireland.*** [Online]

Available at: <https://www.themii.ie/about-mediation/about-mediation>

[Accessed 15 May 2022].

Mediators, M. C. o. E. a. P. f., 2021. ***MII Code of Ethics and Practice for Mediators,*** Dublin: Mediator's Institute of Ireland.

Douglas Stone, B. M. P. a. S. H., 2010. ***Difficult Conversations.*** New York: PENGUIN BOOKS.

List of Appendices

Appendix I: Ethics Form A

Form A: Application for Ethical Approval	
Undergraduate/Taught Postgraduate Research	
This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor if the proposal has already been accepted.	
Please save this file as <i>STUDENT NUMBER_AEA_FormA.docx</i>	
Title of Project	Emotional Intelligence as a tool for Mediators to manage conflict resolution
Name of Learner	Edilma Carvalho
Student Number	51719061
Name of Supervisor/Tutor	Nadia Bhatti

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	If the research is observational, will you ask participants for their consent to being observed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Will you give participants the option of not answering any question they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Item	Question	Yes	No	NA
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Will your project involve deliberately misleading participants in any way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Does your project involve work with animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Do your participants fall into any of the following special groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<i>(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)</i>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has no significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	<input checked="" type="checkbox"/>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------

Name of Learner	Edilma Carvalho
------------------------	-----------------

Student Number	51719061
-----------------------	----------

Date	22/03/2022
-------------	------------

I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	<input type="checkbox"/>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------

Name of Supervisor/Lecturer	Nadia Bhatti
------------------------------------	--------------

Date	27/03/2022
-------------	------------

