

COURSE CONCEPT

Online Training in Negotiation and Mediation in International Crisis Management Missions

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1. INTRODUCTION

The elements and skills of negotiations and mediation are common in every level of international crisis management. From the political-strategic level up to that of the on-the-ground activities of mission members; from the mandate of a crisis management mission to the physical posture of individual mission staff. Before moving to the substance, some descriptive definitions of negotiation, mediation and skills are outlined. Afterwards, more context is provided regarding the particular context of negotiation and mediation in the setting of international crisis management.

What do we mean by negotiation and mediation; and what do we refer to by skills?

Negotiation: Negotiation is an interaction between two or more people or parties intended to reach an agreed outcome over one or more issues where a conflict exists with respect to at least one of these issues. This outcome can be beneficial for all of the parties involved, or just for one or some of them.

Negotiation activities make use of communication skills, information-gathering and negotiation concepts and techniques.

Mediation: Mediation is a process whereby a third party assists two or more parties, with their consent, to prevent, manage or resolve a conflict by helping them to develop mutually acceptable agreements. (...) Mediation is a voluntary endeavour in which the consent of the parties is critical for a viable process and a durable outcome. The role of the mediator is influenced by the nature of the relationship with the parties: mediators usually have significant room to make procedural proposals and to manage the process, whereas the scope for substantive proposals varies and can change over time.¹

Mediation activities make extensive use of negotiation skills, communication skills, conflict dynamics and analysis, and mediation concepts and techniques.

Skills: Skills refer to an individual's ability to apply different technical means and tools (in this case those of negotiation and mediation) in a comprehensive way (having a skill-set). Individual technical skills are sharpened and strengthened based on the micro-skills that each individual already has by nature and through experience. Examples of micro-skills are interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes, emotional intelligence quotient (EQ) personal behaviour etc.

Considering negotiation and mediation skills in international crisis management: at the very inception, crisis management missions themselves are the result of a negotiated agreement. They have either received a mandate from the UN Security Council or bodies like the Council of the European Union, the OSCE Permanent Council or the African Union Peace and Security Council. Understanding the underlying dimensions of such negotiations and decision-making lays the first foundation for effective behaviour in the field.

Once deployed, mission staff operate in a conflict environment where a conflict is still raging or a fragile peace deal is in place. As a mission member, you have to be aware of your own position: is your mission seen as a neutral party or is the mission associated with one of the conflict parties, e.g. the

¹ UN Guidance for Effective Mediation, A/66/811, 25 June 2012.

sitting government? Are you yourself seen as an impartial professional or do you - by choice or by default – support one particular group in the conflict?

Also the international community itself is often a loose confederation of political actors, international donor agencies, security bodies and other autonomously operating stakeholders. Some seek cooperation (through negotiation or coordination) whereas others have opposing interests. An international organisation like the UN, or EU could in such circumstance be assigned the role of mediator or impartial lead coordinator.

Often times, there are also simmering or open conflicts between international parties and local stakeholders, in spite of the principle of local ownership. Priorities that are dictated by New York or Brussels have to be matched with local priorities, and as a mission member you can be caught in the middle where you have to negotiate and mediate a common acceptable approach. Last but not least, the international crisis management mission itself is composed of different nationalities representing a variety of national interests and cultures which require constant negotiation behaviour in order to function effectively. This is a factor to take into account, but it should however not be the main focus of the training.

All in all, while working in international crisis management one operates in the midst of negotiated and mediated (politicised) processes. Mission staff is expected to fulfil a role as negotiator or mediator. Hence, the elements of this training in negotiation and mediation skills apply to positions from senior leadership up to that of the individual trainer, mentor or observer. Closely related to the skills of negotiation and mediation for members of international crisis management missions are the concepts of 'do no harm' and 'conflict-sensitiveness' which will be mainstreamed into the course curriculum.

2. TARGET GROUP

This training is targeted to civilian, police and military experts who work for international organizations in a crisis management environment. Although negotiation and mediation skills are not function-specific skills and can be applied in all complex political and conflict environments, this training is tailored to negotiation and mediation skills for positions and functions related to the core activities of a crisis management missions. These include mission leadership, political advisers, liaison officers, planners, mentors, advisers.

3. OVERALL OBJECTIVES & GENERAL BACKGROUND

The aim of the course is to enable participants to ameliorate their ability to:

- Explain the key elements of effective negotiation and mediation processes;
- Choose the right tools and techniques that are applicable, available and suitable to the situation;
- Test their own strong and weak competences in applying the above and recognises the competences of others.

By being more consciously aware of the different approaches/methodologies, the differences between various methods, by being provided with practical tools and sharpening one's micro-skills, participants will be more effective in achieving the political-strategic objectives of the various international crisis management missions through their enhanced skill-set in negotiation and mediation.

The objectives are outlines below with 3 main learning objectives and complemented by specific learning objectives. By the end of the training, participants will be able to:

- Apply individual **skills and competences in negotiation and mediation** in real-life situations;
 - Order negotiations and mediations into positions, interests, needs and values;
 - Sketch Best Alternative to a Negotiated Agreement & Zone of Possible Agreement (BATNA/ZOPA);
 - Chart various distinct phases in any negotiation or mediation process;
 - Employ more confidence and effectiveness in (international) negotiation and mediation settings;
 - Use a variety of conflict-handling styles to different negotiation situations;
 - Apply skills and competences² in realistic crisis management situations;
 - Use tips and strategies for negotiators and mediators;
 - Infer cultural differences and relate these to negotiation and mediation processes.

- Examine the **key concepts and practices of successful and sustainable negotiation or mediation** outcomes (e.g. a peace agreement and its implementation);
 - Verify definitions of what is negotiation and what is mediation;
 - Distinguish between negotiation and mediation approaches and decide when to use/apply which competences, tactics and processes;
 - Uncover concepts of negotiations and identify different negotiation settings;
 - Uncover concept of mediation and know how to facilitate a mediation process;
 - Deduce and appraise cultural differences in negotiation and mediation processes;
 - Detect psychological processes in general and individual reactions to negotiation and mediation situations specifically;
 - Contrast the role, mandate and attitude of the mediator compared to the negotiator.
 - Detect entry points for mediation/mediation support

- Design **advices on negotiation and mediation activities** for engagement in local, national and international negotiations and mediations in the context of international crisis management missions;
 - Discover different situations and construct strategies accordingly that enable effective negotiations and mediation;
 - Predict bargaining tactics of parties and respond to these effectively;
 - Assemble lessons learned from the training in your own context.

General Background

The basic concept of this training in Negotiation and Mediation skills in international crisis management incorporates four main dimensions:

- Negotiation: bilateral and multilateral;
- Negotiation: distributive and integrative negotiations;
- Mediation: principles and phases of mediation processes and role and identity of mediators;
- Applying negotiation and mediation skills to cases and exercises from international crisis management missions at operational and tactical levels.

² Please refer to paragraph VI for a detailed description of essential and desirable skills and competences.

This concept requires the following competences of the training provider:

- Understanding political decision-making processes in international crisis management;
- Expertise in negotiating with a variety of actors and the impact of those actors on the negotiation process;
- Ability to provide personal skills training;
- Expertise to apply theoretical concepts and theories to practice (through case-studies that reflect realistic negotiation situations);
- Expertise into the role of the mediator, seeing mediation as a facilitated negotiation process and best practises in dealing with mediators.

Since the primary focus of the training lies on strengthening participants' skills, it is advised to use applied and experiential learning methods, e.g. in the form of case-study exercises, role-plays, individual and group self-assessments as well as, for example, interviews with expert practitioners. The theoretical and conceptual elements of negotiation and mediation can be analysed and explained by the trainer(s) following the above-mentioned working formats in reflection and feedback sessions.

Even though each particular training will have its own flow and build-up, some key elements are required, namely:

- Differentiation between, and experiencing with, **various forms of negotiation processes**. This should be done through realistic and tailored exercises, debriefing and conceptual framing. These processes include bilateral distributive negotiations, bilateral integrative negotiations and multilateral integrative negotiations.
- **Linking concept and theory to practice** by providing conditions for the participants to understand the dynamics and establish required skillsets; ample time is required for this element, which is in fact the foundation of the training.
- Debate and practise **the role of a mediator, impartial third party and/or Mediation Support**. Frequently, international crisis management missions as well as individual mission members are in a position to act as impartial actor in a conflict setting or to enable professional mediation efforts to take place. The participants will learn how to position oneself and act as a respected third actor, but also to recognise and value mediation support activities by others.
- Finally, the training reaps its benefits when the participants have the opportunity to mirror their training experiences by getting **exposure to senior negotiation and mediation practitioners**. Ideally, these practitioners represent various fields: political affairs, development aid, peace mediation, security sector capacity-building, hostage negotiation etc.

4. MODULES AND SUBJECT AREAS

The course is divided into three different modules over the three days. Participants are introduced to a new element of negotiation & mediation skills and are then presented with different tools they are able to apply in the crisis management context. Following each exercise, the concepts relevant to negotiation and mediation skills are further explained and taught. Ample time will be devoted to prepare, execute and debrief simulations and role-play exercises. Below, for each module, the topics, the content (divided in essential and desirable) and specific learning objectives are listed.

MODULE 1: Experiences in negotiation and mediation from international crisis management

| TOPIC | CONTENT | MINIMUM SPECIFIC LEARNING OBJECTIVES | | |
|--|--|---|---|-------|
| Opening of the Course | <ul style="list-style-type: none"> • Welcome and introduction to course • Outline EUCTI project and objectives • Define learning expectations • Presentation of participants and trainers • Pre-test | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Presentation • Interactive introduction | 1 - 2 |
| Introduction to Negotiations | <ul style="list-style-type: none"> • Key aspects of negotiation and mediation in international crisis management at various levels decision-making [essential] • Negotiation & mediation: definition, similarities and differences [essential] | <ul style="list-style-type: none"> • Verify definitions of what is negotiation and what is mediation. • Review 'negotiated context' at political-strategic, operational and tactical levels in crisis management missions • Examine key principles underpinning a successful negotiation / mediation • Uncover concept of negotiations and identify different negotiation settings. | <ul style="list-style-type: none"> • Group discussion • Reflective lecture | 2 |
| Exposure sessions to practitioners and experts | <ul style="list-style-type: none"> • Exposure to negotiation and mediation expert-practitioners [essential] • Identifying examples from the field of success factors in negotiation | <ul style="list-style-type: none"> • Discover and analyse different negotiation and mediation situations • List local and international capacities for mediation and mediation support | <ul style="list-style-type: none"> • Panel discussion or interview carrousel • Reflection session | 2 - 3 |

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|--|--|--|--|--|
| | <ul style="list-style-type: none"> and mediation [desirable] • Concept of mediation in civilian crisis management [essential] • Good practices from UN, OSCE, EU and other relevant regional organisations [desirable] | <ul style="list-style-type: none"> • Recognise main practices in mediation by international crisis management organisations | | |
|--|--|--|--|--|

MODULE 2: Concepts and practice of negotiations and accompanying skills and competences

| TOPIC | CONTENT | MINIMUM SPECIFIC LEARNING OBJECTIVES | | |
|---------------------------|---|--|--|-------------|
| Distributive negotiations | <ul style="list-style-type: none"> • Concepts of distributive negotiations [essential] • Theory/concept : the Onion Model [essential] • Theory/concept : BATNA and ZOPA [essential] • Bilateral distributive negotiations [essential] • Multilateral distributive negotiations [desirable]- • Phases of negotiation processes: exploration, bidding, bargaining, | <ul style="list-style-type: none"> • Apply skills and competences³ in realistic crisis management situations • Order negotiations into positions, interests, needs and values • Sketch Best Alternative to a Negotiated Agreement & Zone of Possible Agreement • Chart various phases in any negotiation process, in particular the importance of preparation and information-gathering. • Deduce and appraise cultural differences in | <ul style="list-style-type: none"> • Group assignments and debriefings • Reflective lecture/presentation • Exercise and role-play • Reflection session | 3 - 4 |

³ Refer to paragraph VI for detailed description of essential and desirable skills and competences.

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|--------------------------|--|--|--|-------------|
| | settling [essential] | negotiation processes. | | |
| Integrative negotiations | <ul style="list-style-type: none"> • Concepts of integrative negotiations [essential] • Theory/concept : Thomas-Killman model [essential] • Assessing individual conflict-handling styles [desirable] • Bilateral integrative negotiations [desirable] • Multilateral integrative negotiations [essential] • Theory/concept : Shadow of the Past, Shadow of the Future and relationship management [essential] | <ul style="list-style-type: none"> • Distinguish between negotiation approaches and decide when to apply which competences, tactics and processes • Infer psychological processes in general relate these to negotiation and mediation situations • Use handling styles to different negotiation situations • Apply skills and competences⁴ in realistic crisis management situations | <ul style="list-style-type: none"> • Group assignments and debriefings • Lecture/presentation • Exercise and role-play • Self-assessment • Reflection session | 3 - 4 |

MODULE 3: concepts and practice of mediation and accompanying skills and competences

| TOPIC | CONTENT | MINIMUM SPECIFIC LEARNING OBJECTIVES | | |
|--|---|--|---|---|
| Framework for effective mediation in international crisis management | <ul style="list-style-type: none"> • Defining mediation in comparison to negotiation. [essential] • Principles behind mediation: theory, tools and | <ul style="list-style-type: none"> • Distinguish between negotiation and mediation approaches. • Uncover concept of mediation and know how to facilitate a mediation process • Contrast the role, mandate and attitude of the | <ul style="list-style-type: none"> • Introductory lecture • Group discussion • Brainstorm & debriefing • Exercise | 2 |

⁴ Refer to paragraph VI for detailed description of essential and desirable skills and competences.

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|-----------------------------|---|---|--|---|
| | <p>instruments. [essential]</p> <ul style="list-style-type: none"> • Role and identity of the mediator [essential] • Differences between role/position of negotiators and mediators [essential] • Mediation support: training, confidence-building, conflict analysis [essential] • Phases of the mediation process, including implementation [essential] • Preconditions for effective mediation (role, mandate and attitude) [essential] | <p>mediator compared to negotiator</p> <ul style="list-style-type: none"> • Identify entry points for mediation support • Chart various phases in any mediation process | | |
| Mediation in local conflict | <ul style="list-style-type: none"> • Forms of mediation: power-based, facilitative and interest-based [desirable] • Applying principles of mediation and the phases of a mediation process [essential] • Entry-points for mediation [desirable] • Role and identity of the mediator [essential] • International mediation | <ul style="list-style-type: none"> • Contrast the role, mandate and attitude of the mediator compared to negotiator • Detect entry points for mediation/mediation support • Chart various phases in any mediation process • Deduce and appraise cultural differences in negotiation and mediation processes • Discover and analyse different situations and apply strategies for facilitation of parties | <ul style="list-style-type: none"> • Group assignments and debriefing • Exercises and role-play • Reflection session • Self-assessment | 3 |

| | | | | |
|------------------------------|---|---|---|---|
| | versus insider mediation [desirable] <ul style="list-style-type: none"> • Reflection on use of competences during the mediation [essential] <ul style="list-style-type: none"> • Implementation of mediation and reconciliation approaches [desirable] <ul style="list-style-type: none"> • Mediation and creating dialogue [desirable] | in mediation processes <ul style="list-style-type: none"> • Apply variety of conflict-handling styles | | |
| Plenary wrap-up | <ul style="list-style-type: none"> • Wrap-up of lessons identified by participants [essential] | <ul style="list-style-type: none"> • Formulate general conclusions and lessons learned | <ul style="list-style-type: none"> • Feedback and reflection | 1 |
| Final remarks and evaluation | <ul style="list-style-type: none"> • Out-test [essential] <ul style="list-style-type: none"> • Feedback round on course content [desirable] <ul style="list-style-type: none"> • Handing out of certificates [desirable] | <ul style="list-style-type: none"> • Assess individual learning effect during the course • Reflect on course format and content | <ul style="list-style-type: none"> • Group discussion | 1 |

5. TRAINING METODOLOGY

Since successful mediation and negotiation is heavily dependent on skills, in this training theory is followed by practical application, reflection and joint drawing of lessons and good practices. It ought to follow the principles of experiential learning⁵, and draws by consequence heavily on exercises, simulations, discussions and interviews. The outcomes are used by the trainer(s) to make the more theoretical concepts known and understood. In the end, the training is to equip people with a comprehensive skill-set comprising *technical skills, tools and competences*.

The 3-day programme comprises a variety of formats in a flexible way. This includes at least:

- Selective interactive introductory and reflective lectures/presentations;
- Numerous feedback and reflection sessions in which, following the principle of experiential learning, the theoretical and practical concepts are further explained;

⁵ Experiential learning is based on the model by David Kolb wherein each individual's learning preference is catered to: activist, conceptual, reflective and concrete learning behaviour. The 'retention of learning' using such approach is substantially higher than classical frontal teaching.

- Group assignments and discussions, including individual and small-group reflection on lessons learned;
- Variety of negotiation exercises and roleplay;
- Variety of mediation exercises and roleplay;
- Individual learning and self-assessments;
- Exposure to senior practitioners and experts.

In the reflection and feedback sessions, the trainer(s) will focus on the competences of individual participants as well as on group processes. In many negotiations there do not need to be winners and losers – all parties can gain. Rather than assuming that negotiations are win-lose situations or zero-sum games, negotiators can actively look for win-win solutions – and often they will find them. The same goes for mediation, in which the mediator assists the parties in a negotiation process to move towards the win-win direction.

Developing the understanding of different negotiation and mediation techniques as well as that of personal, cultural and psychological characteristics is essential in successfully delivering this training.

A key factor in training on negotiation and mediation is the focus on skills and competences, and the strengthening thereof by the individual participants. This section outlines the essential and recommended skills and competences to be trained in this training course. It is stressed that the trainer(s) focus(es) on individual and group feedback and reflection with respect to these skills and competences throughout the training.

Online training and digitalised education tools

Clingendael Academy did invest a lot of energy and time over the last years to offer professional training in a virtual, online environment. This online training programme will be offered in an online format making use of the Zoom video platform, our learning environment Moodle and various digitalised tools like Mentimeter, Rise Articulate or Google Forms. The online training will be live broadcasted from a studio within Clingendael in The Hague. The training will be delivered by our trainers and there will be staff involved who are specialised to give digital technical support (such as managing the breakout rooms and chat function). Participants will need to have access to a good working WiFi and internet connection. A guide line how to cooperate in an online Clingendael training will be provided by Clingendael Academy.

In this format participants may expect a highly interactive approach by which introductions and explanations on concepts and strategic negotiation tools immediately will be applied in individual and group assignments, working in break out rooms, simulation games, cases, profile tests and discussions. Such a condensed programme requires full attention and focus by the participants at which a strict time schedule must be respected for trainers and participants to have an effective online and digitalised learning experience.

Skills and competences

In some ways, a skill and a competency are similar. They both identify an ability that an individual has acquired through training and experience. But the two concepts are distinct.

Skills

Skills define specific learned activities, and they range widely in terms of complexity. Knowing which skills a person possesses helps us determine whether their training and experience has prepared them for a specific type of work/function. In other words, skills give us the “what.” They tell us what types of abilities a person needs to perform a specific activity or job.

Competences

How does an individual perform a job successfully? How do they behave in the workplace environment to achieve the desired result? Competencies provide us understanding on “how” a person performs and how he/she translates skills into on-the-job behaviors that demonstrate the ability to perform the job requirements competently. Competences hence include both abilities and behaviors as well as knowledge.

Essential

- Relationship building skills are necessary to develop a basis of trust or a common ground for the negotiation to take place. While investing in relationships as a starting point for negotiations is mostly associated with people-oriented cultures, negotiators must be aware of the possible risks of not investing in a relationship with all parties. Examples of relationship building skills can be small talk, asking questions (about other topics rather than the subject of the negotiation) and self-disclosure: the process of sharing information about yourself to make yourself known to the other, thus creating a basis for trust and reciprocity.
- Exploration is an information gathering competence, used to better understand both the position of the other and find possible solutions for the negotiation process. It is a core characteristic of effective negotiators. The most common form of exploration is the use of open questions (e.g. “what do you think of option A?”) rather than closed, or leading questions, that already make a selection of answers beforehand. Open questions are an important tool, also because asking them conveys to the other parties that you are interested in their positions.
- Active listening is a very valuable competence for any professional, and also for mediators. Active listening is more than just listening: it is letting the sender know that you correctly understand the message he or she is trying to convey. Active listening consists of several communication skills: asking (follow-up) questions, summarizing and paraphrasing of the message to let the other party know that you understood the message as intended. Not feeling heard can be detrimental to any negotiation or mediation process, and feeling listened to is almost always a prerequisite for any party before working to any kind of solution.
- Assertiveness - in terms of communication - is defined as the ability to express one’s rights to another party, without apologising, even when the message is one that the other party does not like or want to hear. It is not the same as aggressive communication, as assertive communication maintains respect for the personal boundaries of the other person. A negotiator needs to be able to be assertive, especially when dealing with people or parties who try to put blame on you for their problems or display strong al behaviour towards you.
- Patience is the ability to endure under difficult circumstances, for example provocation or (deliberate) delay, without displaying annoyed or angry behaviour. Effective negotiators must be able to express patience when they have to reach their goals in the face of parties who have less interest in a quick or favourable outcome of the negotiation process.

Recommended

- Empathy is defined as the ability to recognize emotions that are being experienced by another party. It is different from sympathy, where you also feel concerned or compassionate for the emotional state of the other. In negotiations, empathy is a key competence, as it can both help

to correctly interpret the message another party is trying to convey and aid you in finding the right strategy to reach your goals.

- Judgement is the ability to make decisions, based on the evaluation/analysis of both the content and the process of the negotiation. Effective negotiators are characterised by the ability to analyse a lot of input in a relatively small amount of time and, based on that analysis, make the best possible decision. Not necessarily for themselves, but rather also for their constituency.
- Emotional control is an important difference between the average negotiator and the skilled negotiator. It is always possible to become emotional during a negotiation, ranging from irritation for example because of slow progress, rage caused by insults or betrayal, sadness because you are not being listened to, etc. To become a skilled negotiator it is vital to recognise your emotions, where they come from and how you can control them and ideally, use them in your advantage.
- Planning is defined as preparation and organisation of a negotiation process. Effective negotiators think not only about the setting of the negotiation and their own interests. They try to get to know as much as possible about the positions, interests and needs of the other parties and their constituencies. Having a fall-back option or “plan B” is also strongly recommended in (multi-party) negotiations.

6. SUGGESTED ASSESMENT PROCEDURES AND STRATEGIES (To evaluate the actual achievement of learning objectives)

The assessment procedure will be executed pre-, during and after the course with surveys, which will demonstrate knowledge acquisition of the participants. The surveys will evaluate learning and skills by comparing them against benchmarks. The assessment procedure will be as following.

Pre-course survey – will be done at least 10 days prior to the training event and will provide more specific information on participants’ level of experience, seniority on the subject matter and specific expectations and special needs.

Pre- and Post- tests – In- tests will be done prior to the start of the training, or immediately at the beginning, while out- tests will be conducted at the end of the training. Both tests will measure participants’ learning progress/success and identified principles, facts, and techniques that were understood and absorbed by the participants.

Post-course evaluation – will follow immediately after delivery of the training. It will provide general estimate of the course’s success and satisfaction based upon participants’ views. In addition, it will also address trainers’ behaviour, participants’ experience and reflected participant’ opinions.

6-month-post-questionnaire – will be done 6 months after the closure of the training and will assess training-related transfer of learning/knowledge into behaviour.

7. LOGISTICS AND TRAINERS’ REQUISITES

Taking into account the time differences between Ukraine and The Netherlands, and the fact that some participants will have to follow the training at their offices (and are therefore limited to office-opening hours), the training will take place between 09.30 CET/10.30 Kyiv time and 16.00 CET/17.00 Kyiv time. We will take into account a 1 hour lunch break between 12.00-14.00 o'clock Kyiv time.

The online training will be broadcasted from a well-equipped studio at the Clingendael Studio with the required technical support. For participants this will imply they will need a good internet connection and individual access to a computer/laptop with a working microphone and camera.

The trainers may provide the participants with some reading materials through our online platforms at the end of the first two days of the training, to benefit the sessions and exercises that will follow. This will not include group work.

Trainers will be carefully selected based on their expertise, experiences and practicality in terms of delivering the knowledge efficiently and effectively.

8. COURSE SYLLABUS/ESSENTIAL BIBLIOGRAPHY

EU documents

- EEAS, Global Challenges and Trends in International Peace Mediation and Diplomacy: A Background Note
[http://eeas.europa.eu/archives/docs/cfsp/conflict_prevention/docs/20160519-global-challenges-and-trends_final_en.pdf]
- Factsheet EU Mediation Support Team
[http://eeas.europa.eu/archives/docs/factsheets/docs/factsheet_eu-mediation-support-team_en.pdf]

UN and other organisations' documents

- UN ITS/DPKO, Pre-deployment training materials on Negotiation & Mediation
[<http://repository.un.org/bitstream/handle/11176/89584/STM%20Military%20Expert%20on%20Mission.pdf?sequence=1&isAllowed=y>]
- UN Guidance on Effective Mediation [downloadable from the Peacemaker Website as well as other useful resources on the page <http://peacemaker.un.org/resources>]
- OSCE Mediation and Dialogue facilitation Field Guide, [<http://www.osce.org/secretariat/126646>]
- Lakhdar Brahimi / Centre on International Cooperation NYU, The Seven Deadly Sins of Mediation
[http://peacemaker.un.org/sites/peacemaker.un.org/files/SevenDeadlySinsofMediation_BrahimiAhmed2008.pdf]

Academic references

- Roy Lewicki, Strategy and tactics of integrative negotiation, incl. self-test
[http://highered.mheducation.com/sites/0073381209/student_view0/chapter3/multiple_choice_quiz.html]
- Raymond Saner, The Expert negotiator
- Roger Fisher and William L. Ury, Getting to Yes: Negotiating Agreement Without Giving In (1981)
- William L. Ury, Getting Past No (1991)
- Christopher Moore, The Mediation Process: Practical Strategies for Resolving Conflict