

Negotiation/Mediation and the Use of Language Assistants Table of Contents

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Preparatory Notes to Instructor

Background

In the context of post-conflict societies, United Nations Peacekeeping Operations can contain elements of both small and large scale confrontations which have to be dealt with during the de-escalation efforts. In a Peacekeeping Operation negotiation, mediation and even diplomatic activities not only have to be covered on the management/command level but especially on the practical level by all UN peacekeepers.

On the mission level peacekeepers might have to use operational and structural techniques to prevent and manage conflict and to de-escalate potential violence whenever tension arises. The main objective is to support the peace process in the post conflict society.

It is emphasized that people often use negotiation and mediation techniques in their daily lives without realizing it. This occurs in an environment that is known to them, in their own language and in their own culture, and under circumstances that are far from a conflict or post conflict environment.

Communication in a Peacekeeping Operation is much more complex. Peacekeepers have to be prepared to negotiate and mediate conflicts on a daily basis, with people from different cultures, many times in a language that is not their mother tongue and often under tense or even threatening situations.

Additionally peacekeepers will often have to deal with complaints, criticism and demands, that will require good negotiation and mediation skills.

Negotiation and mediation skills will improve the peacekeepers' potential to de-escalate a conflict situation, promote a secure environment, and develop peaceful and lasting solutions to a conflict on any scale.

Aim

To enable participants to:

- Employ negotiate and mediate skills as necessary when employed in a UN peacekeeping operation
- Work with language assistants

Learning Outcomes

On completion of Negotiation and Mediation Module, participants will be able to:

1. Describe the characteristics of a conflict
2. Define communication, negotiation and mediation

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3. Identify the three principles of negotiation/mediation
4. Identify the phases of a negotiation/mediation process and list some needed action within the phases
5. Describe preparation steps when working with language assistants
6. Apply negotiation/mediation skills including the use of a language assistant in an exercise

Training Sequence

The material contained in this module could be delivered over three to four training units, depending on the number of learning activities upon which the instructor decides. The instructor can modify the duration to suit national training requirements and reflect the subject matter comprehension level of the students.

This module should be delivered in conjunction with or with due attention to the modules on Respect for Diversity, Working with Different Partners and Security.

Duration

Minimum Session Time	Lecture/Presentation	Questions/Assessment	Session Activities
115 minutes	45 min	15 min.	55 min. activity
Additional Options	Mission Specific	Optional Film	Optional Activity
80 min	as needed		80 min.

Methodology

This module contains a variety of suggested learning activities to keep adult learners engaged. The facilitation team should use as many of the learning activities as time allows and keep them tailored to the target audience. Participants should be fully involved in the learning process through practical exercises, brainstorming sessions, discussion of case studies, working in small groups on specific tasks, etc.

The instructor should inform participants of the content, format and timing. Knowing what to expect, participants can improve their ability to focus on the subject and benefit better from the session.

Structure of the presentation

- Definition of Conflict
- Definition of communication, negotiation, mediation

- Purpose of Negotiation/Mediation
- Phases of Negotiation/Mediation
- Use of Language Assistants
- Learning Outcome Assessment

* **Please Note:** It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

Instructors are encouraged to add examples and mission-specific information related to the specific deployment of participants, if known.

Instructor Profile

This module is best presented by an instructor who has experience in negotiation and mediation and the use of language assistants, who could share his/her experience with the group. If there is more than one instructor, at least one should have practical experience. The instructor should also encourage questions from the participants and aim for an interactive discussion. All trainees should be encouraged to contribute to the group discussions, case study discussions and in any other activity.

Instructor Preparations

Required Readings

- Conflict Management for Peacekeepers and Peacebuilders. The African Centre for the Constructive Resolution of Disputes (ACCORD) January 2008: First Edition

General Preparations

Equipment:

1. Computer and PowerPoint slides
2. Projector and Screen
3. Flip Chart

Materials:

1. Copies of handouts...etc.

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Symbols Legend

-  Note to the Instructor (Some background information for consideration)
-  Speaking Points (The main points to cover on the topic. Ideally the speaking points are presented in the instructor's own words versus being read to participants)
-  Mission Specific (A point where the session will benefit from mission specific information)
-  Example (Stories that illustrate a point or key message)
-  Sample questions (A list of potential questions to pose to participants)
-  Handout (Indicates a handout is provided to participants at this point)
-  Film (A film that is recommended as a core part of the training or an option)
-  Core Learning Activity (An activity that is strongly recommended for inclusion)
-  Optional Learning Activity (An activity that can be used if there is time and it is appropriate for the participant group. Guidelines for these activities are provided at the end of the unit, section or part – as indicated in the text)
-  Key summary points (Key messages that are worth repeating at the end of the session. Alternatively, the instructor can ask participants what are the main messages they are taking from the session. Instructors can then fill in any points that have been missed.)

Session Notes

<p>Negotiation/Mediation and the Use of Language Assistants</p>	<p>Slide 1</p>
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 **Note to Instructor:** Give the participants a brief explanation why they should pay special attention to this module. Refer to: Background in the Preparatory Notes to the Instructor

<p>Aim</p> <p>To enable participants to:</p> <ul style="list-style-type: none"> • Employ negotiate and mediate skills as necessary when employed in a UN peacekeeping operation • Working with language assistants 	<p>Slide 2</p>
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<p>Learning Outcome</p> <p>On completion of the module, participants will be able to:</p> <ul style="list-style-type: none"> • Describe the characteristics of a conflict • Define communication, negotiation and mediation • Identify the three principles of negotiation/mediation • Identify the phases of a negotiation/mediation process and list some needed action within the phases • Describe preparation steps when working with language assistants • Apply negotiation/mediation skills including the use of a language assistant in an exercise 	<p>Slide 3</p>
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Structure of the Presentation	Slide 4
<ul style="list-style-type: none">• Definition of Conflict• Definition of communication, mediation, negotiation• Purpose of Negotiation/Mediation• Phases of Negotiation/Mediation• Use of Language Assistants• Learning Outcome Assessment	

Definition of Conflict	Slide 5
<ul style="list-style-type: none">• Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD)	

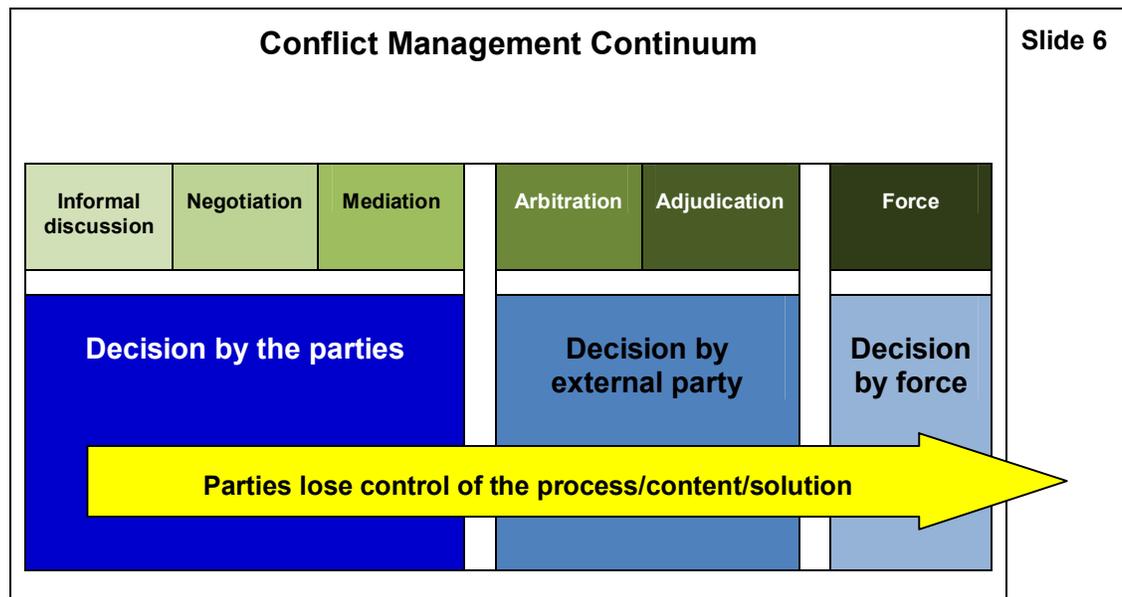


Note to instructor: *Even though negotiation/mediation skills are used in the every day life, participants should be aware that in a peacekeeping operation they are going to be confronted with a conflict or post conflict environment. It is important for them to understand the background of the conflict.*



Characteristics of a conflict

- Conflict is a state or relationship characterized by disharmony
- Conflict emerges when parties/people opinions differ over goals, values and/or interests
- Due to the the differences parties/people start to compete
- Parties/people confront each other
- The confrontation might escalate into violence and escalate into destruction and devastation if not managed
- Management of conflict starts with communication, negotiation, mediation
- A managed conflict can create an opportunity to positive change



 **Note to instructor.** Before showing the slide above ask the participants which options they have to respond to a conflict and which are the main tools the participants will use in the mission.

 **Expected Outcome:**

1. Decisions by the parties

- Informal Discussion: An unstructured process, where parties attempt to resolve their problems on their own (also useful to prepare for formal negotiations)
- Negotiation: An informal or formal process, where parties actively talk about their conflict for the purpose of reaching agreement and bringing resolution to their problems.
- Mediation: A “facilitated negotiation”, where an independent third party helps parties to come to a resolution of their problems, but does not decide on their behalf.

2. Decision by external party

- Arbitration: Parties jointly commit to a third party making a decision about how to resolve the conflict, which will be binding on all parties. This is often used in industrial or business conflicts.
- Adjudication: A legal process, backed up by the power of institution –e.g. a medical board governing doctors, or a court governing society. The “adjudicator” makes a decision for the parties, which is binding on the parties.

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3. Decision by force

This is the last resort, and often the most destructive, costly way of resolving conflicts. Use of force can lead to loss life; destruction of property and the social order; massive financial costs associated with the financing of a war and peacekeeping intervention; and the loss of trade, resources and functioning economic systems

The participants will mainly use the first three options:

- Informal Discussion
- Negotiation
- Mediation

Definitions	Slide 7
<ul style="list-style-type: none">• Communication• Negotiation• Mediation	



Learning Activity: Define Communication, Negotiation and Mediation

The purpose of this group discussion activity is for participants to find their definition for communication, negotiation and mediation, and to compare them with the expected outcome.



Learning Activity Time Required:

5 minutes	for activity introduction and instructions
5 minutes	for work small groups discussions
5 minutes	for small group reports in large group*
Total time: 15 minutes	*total time dependent number of groups



Activity Guidelines:

1. Divide participants into three small groups.
2. Ask each group to explain one of the terms in the slide.
3. Ask participants to present their results in the plenary (the large group).
4. Complement the results with the expected outcome

 **Expected Outcome:**

 **Communication:**

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language

Taking into consideration

- Cross Cultural Communication
 - Show of respect
 - Identify expectations in the cultural context

 **Negotiation**

- Involves two or more parties
- Happens when there is a problem, a conflict of interest or a common concern between parties
- Appropriate when the parties have a more or less even power balance
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

 **Mediation**

In most cases, mediation:

- Involves two or more parties
- Occurs under the invitation of the parties to a conflict
- Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
- Happens when there is a problem, a conflict of interest or common concern between parties
- Appropriate when the parties have an uneven power balance

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- Can only occur when parties are willing to negotiate
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement.
(ACCORD)

Purpose of Negotiation/Mediation	Slide 8
<ul style="list-style-type: none">• Identification and isolation of areas of conflict/disputes• Prevention of escalation• Reduce differences in areas of conflict/disputes• Resolution of conflict/disputes• Preventive action against recurrence of conflict/disputes	

Principles of Negotiation/Mediation	Slide 8
<ul style="list-style-type: none">• Understand your mandate• Understand the interests of the people/parties• Understand the cultural context	

Principles of Negotiation/Mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.
You need to have a clear understanding of the UN interests / mandate in order to achieve a positive outcome.
- Understand the interest(s) of the people/parties
You need to know, anticipate and understand the peoples'/parties' interests and their objective. The focus should be on their real interests, not their stated positions.
- Understand the cultural and historical context within which you operate in order to evaluate the situation on the local needs.

Techniques of Negotiation/Mediation	Slide 9
<ul style="list-style-type: none"> • Separate the people from the problem • Focus on interests not positions • Generate a variety of possibilities • Result has to be based on objective criteria 	

 The four bullet points describe techniques how to achieve a positive result in the negotiation/mediation process.

- Separate the people from the problem
 - Be hard on the problem, easy on the people
- Focus on interests not positions
 - Positions are yes-or-no obstacles
 - Interests present problems to be solved, perhaps more than one way
- Generate a variety of possibilities
 - Look for ways to create value before trying to claim it
- Result has to be based on objective criteria
 - Build a joint model of the problem - kick your model of the problem around, not each other

Phases of Negotiation/Mediation	Slide 10
<ul style="list-style-type: none"> • Preparation • Conduct of negotiation/mediation <ul style="list-style-type: none"> ▪ Opening talks, main talks and summary • Follow up 	



Learning Activity: Phases of Negotiation/Mediation

The purpose of this group discussion activity is for participants to think of their approach to negotiation/mediation, to think of some tips for the negotiator/mediator and to compare them with the expected outcome.

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Learning Activity Time Required:

5 minutes	for activity introduction and instructions
15 minutes	for work small groups discussions
20 minutes	for small group reports in large group*
Total time:	40 minutes *total time dependent number of groups



Activity Guidelines:

1. Divide participants into three groups.
2. Ask the groups to list needed action in the phases and consider some good tips for the negotiator/mediator. Take the differences in negotiation and mediation into account as well.
3. Ask participants to present their results in the plenary (the large group).
4. Complement the results with the expected outcome and distribute them the suggested handout.



Expected Outcome (it is recommended to provide a handout)

 **Handouts/Note to instructor:** Instructors may wish to provide participants with the following handouts. These handouts provide an overview of the points to take into consideration during the different negotiation/mediation phases.

1. Negotiation

1.1 Preparation of Negotiation

As in all matters and tasks, the planning and preparation is key to success. Therefore: Do your homework!

Advanced preparations/considerations

- What is the conflict/dispute about?
- Who are the people/parties involved? Name, rank, personality, authority, religion, ethnicity, culture, attitudes?
- Has the conflict/dispute been dealt with before?
- Why has it come up at this time?
- What is the background/history?
- Obtain all possible information about the immediate conflict/dispute and outline the options for a settlement

- Read previous reports on the matter; what was the UN conclusion and how does it relate to previous/future arrangements?
- What are your options, limitations, frame, mandate, etc.?
- When and where will the negotiation take place (get confirmation)
- Establish an agenda for the meeting
- What do you hope to achieve, what is the minimum desired result?
- What are the objectives/interests of the people/parties involved?
- Can you identify some common ground?

Internal preparations

- Who is going to do the talking?
- Who is taking notes and writing minutes (can notes be taken - a tape recorder be used)?
- Decide on the role of the language assistant/interpreter
- Are you all going to attend the meeting (driver, extra team)?
- Decide on need for specialists (weapons, mines, economic, cultural, etc.)

Final preparations

- Be at the place for the meeting in due time, in good shape and well dressed
- Make ready for seating, security, parking and communication
- Consider coffee, drinks, food
- Place agenda, pencils and writing pads on the table

1.2 Conduct of negotiation

The opening talks

- Take your time and be patient
- Remember the customary salutations and exchanges of courtesies (in accordance with the local habit)
- Some introductory small talk may be useful and polite (gives everybody a chance to get used to the way the common language is used and it offers a chance to assess the mood)
- Offer/take refreshments
- Introduce yourself and your team (wear name tag)
- Introduce the agenda of the meeting
- Find agreement on the agenda

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The main talks

- If possible let your counterpart start, and listen to him, do not interrupt, be patient
- If incorrect information is given, state the actual facts (supported by evidence) but do not argue
- State the UN point of view (facts only)
- If there are differences in points of view, note the view of the counterpart and highlight the point of view of the opposite side (eventually also the UN approach). Declare that you will come back to the issue after an examination of the key problems. Carry out your examination and negotiation in a similar manner with the other party
- In some cases the task of the UN team includes conveying complaints, either from the opposing party or from the UN itself. Make sure that the complaint is clear in all its details - preferably confirmed in writing
- **Make no promises or admissions**, unless the situation or your mandate clearly states you can do so. Do not reveal anything about one party that could be exploited by the other party. To be impartial and correct is of the greatest importance
- Always be restrained if one of the parties expresses a negative view about the UN, the opposing party's morale, politics or methods. Try to make everybody accept the UN mandate and the solution it promotes. Make careful reminders about agreements, actual arrangements and past practices

Summary

- Summarize the meeting
- Complete the meeting by repeating what has been agreed upon, if possible have it confirmed in writing
- Agree upon a time and place for further negotiations
- Do not forget final polite phrases, etc.

1.3 The follow up

The reporting of results and the follow-up on the meeting is very important for the credibility of the UN operation:

- Post meeting analysis
- Prepare a short verbal briefing for your headquarters (involve all UN members present at the meeting)

- Prepare a detailed written report on the negotiation, facts, conclusions, recommendations and arrangements
- Contribute to other general information systems in accordance with the SOP

2. Mediation

2.1 Preparations of Mediation

The technique applied in mediation is basically the same as for negotiation. The most important difference is that representatives for the opposing parties are present in the same location. This calls for careful considerations concerning security measures as well as pre-accepted subjects for the meeting.

- Meet the parties separately before the meeting
- Discuss the conflict/dispute internally, make an approved agenda and distribute it before the meeting
- Select a meeting-place (neutral ground and/or secured area)
- Establish the conditions for the meeting - armed/unarmed - how many persons – language assistants/interpreters - communications - seating - who goes first - separate rooms
- Consider possible solutions to the main conflict/dispute

2.2 Conduct of mediation

- Start the meeting by reading the agreed agenda
- If there has been a previous meeting give the result and the status of what has been implemented
- Appear impartial, observe objectivity and remain respectful
- Try to balance the outcome (one for you and another one for me)
- Guide/mediate the parties through their negotiation
- If no agreement/result can be reached, agree to meet again

No one can change the past, but you may be able to change the future.

2.3 The follow up

(As mentioned under negotiation)

3. General Tips for the Negotiator/Mediator

- Pay social compliments.
- Cordiality, dignity and respect
- Define the common ground

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- Remain calm
- Avoid criticism
- Do not be arrogant
- Be fair
- Use terminology known by all
- Complaints are clear, complete and in writing
- Make no promises
- Do not reveal anything about any party
- If you make a statement that you will do something – do it
- Maintain eye contact with the speaker

Language Assistants	Slide 11
<ul style="list-style-type: none">• Not professionally trained interpreters• Regard the language assistant as your host country ambassador	

- 💬 Most interpreters in peacekeeping operations are not professionally trained. They have some knowledge of the mission language, which is usually English, and the local languages, and have been hired by the mission as “language assistants”. Very few language assistants would have received any formal training in interpretation.
- 💬 Think of your language assistant as your ambassadors to the local community. Language assistants are normally influential in their communities because they are more educated than most others.
- 💬 Language assistants usually live and stay within their own communities and will be asked by family and friends about their experience of working with the United Nations. This can lead to potential security risks for both the language assistant and the mission due to confidential issues.
- 💬 Take care of your language assistant do not put him into dangerous situations.

Communication	Slide 12
A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours	

 **Note to the instructor:** Recall the definition of communication after slide 7 and see slide above.

 A technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language

Taking into consideration

- Cross Cultural Communication
 - Show respect
 - Identify expectations in the cultural context

 The major impact (more than 50 %) of communication happens through body language, postures, gestures, and eye contact, the tone of voice has a high impact as well (app. 40 %), and the least impact happens through the content or the words used. (research results, see WIKIPEDIA)

<p style="text-align: center;">Challenges of Working with Language Assistants</p> <ul style="list-style-type: none"> • Misunderstandings/misinterpretations • Timing has to be adjusted • Incomplete interpretation 	<p>Slide 13</p>
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 Interpreting a conversation between two people of different languages and cultures requires special sensitivity to and knowledge of those languages and cultures so that the words, together with the substance, emotion and context of the statements, can be accurately communicated. Due to these facts some of what you say to the other party might not be conveyed and understood in the same way as you said it or intended it to be understood. Likewise, you might not hear what the other party wanted to communicate to you.

 Remember to devote twice the amount of a regular time estimate when you conduct a meeting, negotiation or mediation with interpretation.

 Due to a lack of professional training the interpretation might not be complete or accurate.

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Preparation of Language Assistants	Slide 14
<ul style="list-style-type: none">• Information in advance• Written information where possible• Proper briefing on the subject• Security issues• Sensitive issues	

 **Note to the instructor:** After having shown the slide brainstorm with the participants how to prepare their language assistants for the meeting and what has to be considered in advance. Complement the results with the expected outcome.

Expected Outcome:

-  Inform the language assistant in advance – as many working days ahead of time as possible to allow scheduling and preparation
-  Provide as much written information as possible, as far ahead as possible
This will allow familiarization with materials, checking for meaning and context. Include:
 - Agenda, list, titles and backgrounds of speakers
 - Copies of speeches, talking points, documents to be distributed
 - List of technical words
-  Brief the language assistant about the event and the exact role expected of him/her
 - Will they be expected to provide consecutive translation of an unseen presentation?
 - Will a copy of the presentation be provided ahead of time?
 - Will there be interpretation into a number of different languages?
 - How many people will be speaking?
 - Will there be a panel, group or one speaker?
-  Be aware of what potential security problems exist and inform the language assistant.
 - Be aware of the possibility of being in a location where the language assistant's ethnicity, role or relationship to others may put

them at risk or compromise. In some cases another language assistant may be required.

- Ensure adequate security for language assistants.
- Pay specific attention to needs of female language assistants.
Examples:
 - Can they travel away from home?
 - Is it appropriate to travel with males by themselves or should it be separately or with another female or family chaperone?
 - Are there separate toilet facilities at the venue?
 - Is the venue one that is accessible and open to women?
 - What transport / security requirements need to take place?

 Be aware of the sensitivity of a topic, questions / answers. Interpreters may be reluctant to interpret these or change the meaning to avoid embarrassment or causing offence. It may be culturally inappropriate or embarrassing for male / female interpreters to interpret certain topics in public or in front of the opposite sex.

Working with Language Assistants	Slide 15
<ul style="list-style-type: none"> • Briefing on how the job should be done 	

 Since your language assistant most likely hasn't received formal training as an interpreter, you have to brief him/her on how you want to conduct the session.

- Instruct your language assistant on the physical position you want him or her to take, such as 6 inches behind you on your right when standing and talking, or seated to your left when sitting down.
- Keep looking at the person to whom you are speaking, not the language assistant, and keep eye contact — or show that you are focused on the other person in whatever way may be culturally appropriate under the circumstances.
- Instruct the language assistant to repeat what is being said, not give you a summary or evaluation.
- Brief the language assistant not to analyse, edit, purge or “value-judge” any of the statements. The language assistant may, however, explain the cultural nuances or context for you where

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necessary, in addition to interpretation, and clearly distinguish the interpretation from the contextualisation.

- The obligation of the negotiator/mediator is to make the work of the language assistant as easy as possible:
 - Use short sentences and encouraging others to do the same.
 - Avoid technical terms and abbreviations (where unavoidable, discuss the issues with the interpreters beforehand so that they can prepare appropriate translations).
 - Avoid idioms and jokes that are culturally specific.

Summary of Key Points	Slide 16
<ul style="list-style-type: none">• Characteristics of a conflict and conflict management continuum• Communication, negotiation and mediation• Be aware of the mandate, cultural context and interests of people/parties• Prepare your language assistant thoroughly	



Note to Instructor: *If time allows divide class in three groups and hand out exercises in the Optional Learning Activity which can be found at the end of the module: IDP – Persons/Groups with special protection needs, Rape, extortion, gang violence and mob justice and Protection for money exchangers increasing violence.*

Learning Outcome Assessment

It is up to the learning institution to decide whether the learning assessment questions are used informally in a group question and answer session, or if they are provided to the participants as a written quiz. In either case, it is recommended that the correct answers are provided at the end of the assessment in order to ensure participants are clear on the key messages.

At the end of the entire unit and/or the conclusion of the STMs instructors may want to choose some of the following questions for review.

Questions

1. Define conflict and describe the characteristics of a conflict
2. Define communication, negotiation and mediation
3. Identify the three principles of negotiation/mediation
4. Identify the phases of a negotiation/mediation process
5. Describe preparation steps when working with language assistants



Expected outcome

1. Define conflict and describe the characteristics of a conflict

Definition

Conflict is a state of human interaction where there is disharmony or a perceived divergence of interests, need or goals. There is a perception that interests, needs or goals cannot be achieved due to interference from the other person or people (ACCORD)

Characteristics

- Conflict is a state or relationship characterized by disharmony
- Conflict emerges when parties/people opinions differ over goals, values and/or interests
- Due to the the differences parties/people start to compete
- Parties/people confront each other
- The confrontation might escalate into violence and escalate into destruction and devastation if not managed
- Management of conflict starts with communication, negotiation, mediation
- A managed conflict can create an opportunity to positive change

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2. Define communication, negotiation and mediation

🗨️ Communication:

A process by which information is exchanged between individuals through a common system of symbols, signs, or behaviours or a technique for expressing ideas effectively as in:

- Speech
- Non verbal communication
- Body language

Taking into consideration

- Cross Cultural Communication
 - Show of respect
 - Identify expectations in the cultural context

🗨️ Negotiation

- Involves two or more parties
- Happens when there is a problem, a conflict of interest or a common concern between parties
- Appropriate when the parties have a more or less even power balance
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires parties to identify the issues of a conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement. (ACCORD)

🗨️ Mediation

In most cases, mediation:

- Involves two or more parties
- Occurs under the invitation of the parties to a conflict
- Involves an acceptable, impartial third party whose role is to assist the parties to reach their own mutually acceptable agreement, and who has no authoritative decision-making power
- Happens when there is a problem, a conflict of interest or common concern between parties
- Appropriate when the parties have an uneven power balance

- Can only occur when parties are willing to negotiate
- Happens when the parties want to reach a joint agreement
- A verbal, interactive process
- Requires a mediator to assist parties to identify the issues of conflict, educate each other about their needs and interests, come up with possible settlement options and bargain over terms of a final agreement.
(ACCORD)

3. Identify the three principles of negotiation/mediation

Successful communication and negotiation/mediation depend on how well peacekeepers understand the following three principles:

- Understand the mandate and role of the United Nations in the conflict.
- Understand the interest(s) of the people/parties
- Understand the cultural and historical context within which you operate in order to evaluate the situation on the local needs.

4. Identify the phases of a negotiation/mediation process

- Preparation
- Conduct of negotiation/mediation
 - Opening talks,
 - main talks
 - summary
- Follow up

5. Describe preparation steps when working with language assistants

- Inform the language assistant in advance
- Brief the language assistant about the event and the exact role expected of him/her
- Be aware of what potential security problems exist and inform the language assistant.
- Be aware of the possibility of a risk situation for the language assistant
- Ensure adequate security for language assistants.
- Pay specific attention to needs of female language assistants.
- Be aware of the sensitivity of a topic, questions / answers.

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Optional Learning Activity: Role Plays



Learning Activity Time Required:

5 minutes	For activity introduction and instructions
15 minutes	Reading/preparation time for the groups
45 minutes	Role play
15 minutes	Debrief
Total time:	80 minutes *Total time



Exercise

Will be made available in the ITS Training Toolbox.