



# Manual for Training Women's Mediation Networks on Conflict Prevention and Management in Lebanon

This manual has been developed in collaboration with UN Women and with the generous support of the Government of Finland and The Rebecca Dykes Foundation.

December 2020



**Grounded in the vision of equality enshrined in the Charter of the United Nations, UN Women works for the elimination of discrimination against women and girls; the empowerment of women; and the achievement of equality between women and men as partners and beneficiaries of development, human rights, humanitarian action and peace and security.**

Placing women's rights at the center of all its efforts, UN Women leads and coordinate United Nations System efforts to ensure that commitments on gender equality and gender mainstreaming translate into action throughout the world. It provides strong and coherent leadership in support of Member States' priorities and efforts, building effective partnerships with civil society and other relevant actors. UN Women Lebanon works on issues of women's political participation, women's peace, and security, women's economic empowerment, and changing social norms around gender and masculinities.



**Planet 50-50 by 2030  
Step It Up for Gender Equality**

UN Women Office  
Arab African Bank Building, 5th Floor, Riad El Solh  
Beirut, Lebanon

[www.unwomen.org](http://www.unwomen.org)  
[www.facebook.com/unwomen](https://www.facebook.com/unwomen)  
[www.twitter.com/un\\_women](https://www.twitter.com/un_women)  
[www.youtube.com/unwomen](https://www.youtube.com/unwomen)  
[www.flickr.com/unwomen](https://www.flickr.com/unwomen)

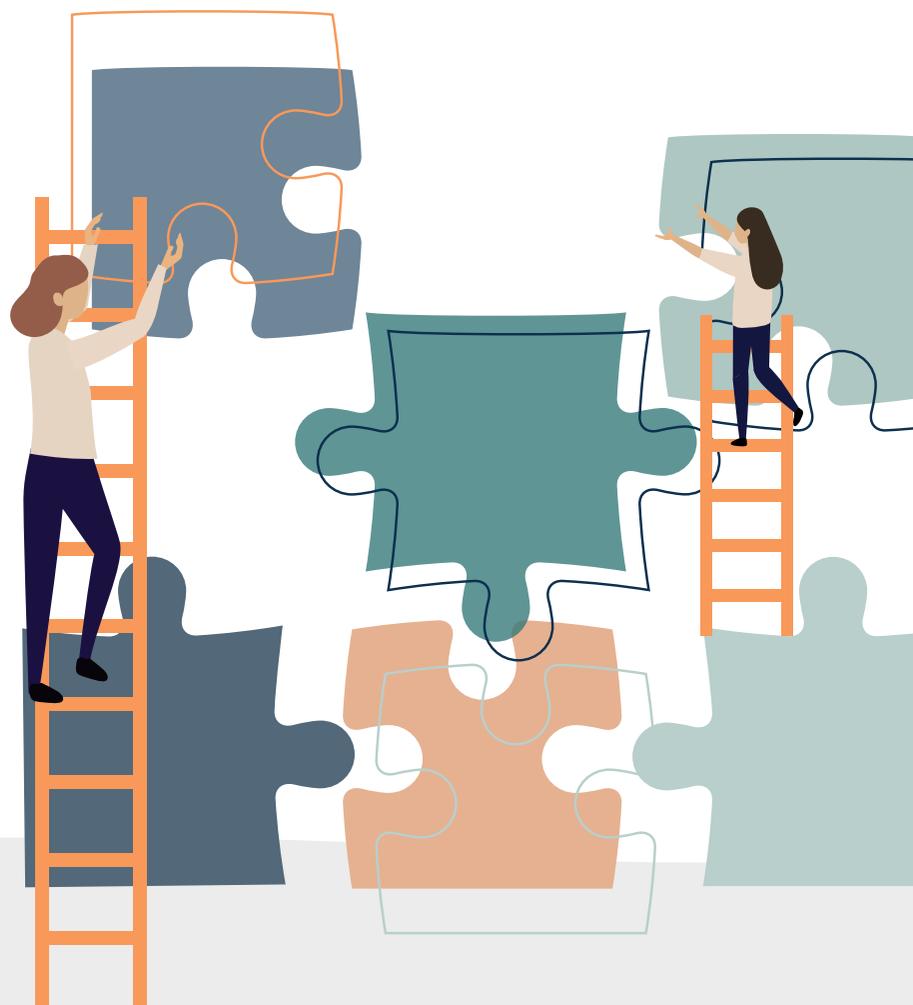


# Manual for Training Women's Mediation Networks

## on Conflict Prevention and Management in Lebanon

This manual has been developed in collaboration with UN Women and with the generous support of the Government of Finland and The Rebecca Dykes Foundation.

December 2020





## Forward

Between 2019 and 2020, UN Women Lebanon, in partnership with the Professional Center for Mediation at the Saint Joseph University, established three women's mediation networks: two in South Lebanon communities and another in the Palestine refugee camp of Ein El Helweh. This work was part of the project "Fostering Stabilization and Social Cohesion in Lebanon through Women's Engagement in Conflict Prevention and Management", which sought to address women's increased roles in preventing renewed conflict, managing local disputes and tensions in addition to promoting more effective dialogue communities in Lebanon.

This project was carried out in collaboration with the UN Interim Forces in Lebanon (UNIFIL and the UN Relief and Works Agency for Near East Refugees (UNRWA) and made possible through the generous support of the the Government of Finland and Rebecca Dykes Foundation, to whom we owe tremendous gratitude.

UN Women's work to increase women's active participation in conflict resolution responds specifically to the priorities set forth in the Lebanon National Action Plan (NAP) on UN Security Council Resolution (UNSCR) 1325, which was endorsed by the Government of Lebanon on 12 September 2019.

This manual features the training methodology for creating networks of local women mediators and excerpts from activities and documents adopted in the programme. While this manual does not comprehensively cover all training modules and activities, it includes more than one activity per module or cycle with a detailed description of its implementation plan. The manual has been developed and enhanced to support local women mediators in their work and initiatives to hone their skills and increase their knowledge and expertise in preparation for carrying out local mediation initiatives.

# Table of content

<b>Forward</b>	<b>iii</b>
<hr/>	
<b>Part I: Training Methodology</b>	<b>1</b>
<hr/>	
1. About Experiential Learning	2
2. "That's how it went"	3
3. Some Difficulties Facilitators Can Face	3
<hr/>	
<b>Part II: Training Modules</b>	<b>5</b>
<hr/>	
<b>Module One: Positive Interactions</b>	<b>6</b>
<b>Topic 1: Communication Styles</b>	<b>6</b>
<b>Document 1:</b> Self-assessment – Assertiveness	7
<b>Document 2:</b> Communication Styles and Their Characteristics	9
<b>Document 3:</b> Situations and Scenarios	11
<b>Topic 2: Personality Types</b>	<b>11</b>
<b>Document 4:</b> Self-Assessment DISC	13
<b>Topic 3: Active Listening</b>	<b>17</b>
<b>Document 5:</b> Effective Active Listening Skills	19
<b>Module Two: Conflict Analysis and Management</b>	<b>21</b>
<b>Topic 1: Defining Conflict</b>	<b>21</b>
<b>Document 6:</b> Conflict Definition and Types	22
<b>Topic 2: Conflict Analysis Tools and Strategies</b>	<b>24</b>
<b>Document 7:</b> Conflict Tree	26
<b>Document 8:</b> An example on conflict tree analysis	27
<b>Document 9:</b> Onion Model	27
<b>Document 10:</b> Circle of Conflict	28
<b>Document 11:</b> When I'm in Conflict	30
<b>Document 12:</b> The Five Conflict-Handling Modes	33
<b>Module Three: The Art of Negotiation</b>	<b>35</b>
<b>Topic 1: Defining Negotiation and its Types</b>	<b>35</b>
<b>Document 13:</b> Defining Negotiation	35
<b>Document 14:</b> Mandezi Orange	37
<b>Document 15:</b> Types of Negotiation	37

<b>Topic 2:</b>	<b>Principled Negotiation</b>	<b>38</b>
<b>Document 16:</b>	Principled Negotiation	<b>39</b>
<b>Topic 3:</b>	<b>Applying the Principles of Effective Negotiation</b>	<b>40</b>
<b>Document 17:</b>	Practical Case for the Negotiation Exercise	41
<b>Module Four:</b>	<b>Mediation for Conflict Prevention and Resolution</b>	<b>42</b>
<b>Topic 1:</b>	<b>Defining Mediation, its Approach and Principles</b>	<b>42</b>
<b>Document 18:</b>	Perceptions and Perspectives	43
<b>Document 19:</b>	The parable of the blind men and the elephant	44
<b>Document 20:</b>	Rules of ethics and deontology According to the Professional Center for Mediation (CPM) – Saint Joseph University	47
<b>Document 21:</b>	Stages of Mediation	49
<b>Topic 2:</b>	<b>Application</b>	<b>50</b>
<b>Document 22:</b>	An Example of a Practical Case	51
	References	53
<hr/>		
<b>Part III:</b>	<b>Initiatives</b>	<b>55</b>
<hr/>		
<b>Module I:</b>	The Emergence of Initiatives	<b>56</b>
<b>Module II:</b>	Preparing Initiatives	<b>56</b>
<b>Module III:</b>	Following up on Initiatives	<b>57</b>

ON

**UN WOMEN**  
United Nations Entity for Gender Equality and the Empowerment of Women

**Women's Engagement  
Prevention & Management  
for Sustainable Peace**

مشاركة النساء في حل النزاع  
عنصر أساسي لبناء السلام



Women, Peace  
على صعيد المرأة، وال



من حق المرأة  
الحياة

نرجو المحافظة  
على نظافة  
وترتيب القاعة



# Part I

## Training Methodology



# Part I: Training Methodology

## 1. About Experiential Learning

This training is founded on the experiential learning approach, for it is believed that no skills or skillsets could be acquired or developed in such contexts if not integrated with personal experience and linked to daily life.

### What is Experiential Learning?

As its name indicates, experiential learning reflects on experience. This theory was proposed by psychologist David Kolb, who was influenced by the work of other theorists, including John Dewey, Kurt Lewin and Jean Piaget. The founders of this theory, Professors Kolb and Fry, argue that active engagement and reflection constitute the pillars for the acquisition of concepts and skills. "Experiential" learning thus involves learning from experience and reflective observation as well as discussion in addition to other learning pathways. Therefore, the trainee must have tangible experience in the concepts presented.

Kolb's experiential learning theory takes a more holistic approach and emphasises how experiences, including cognition, environmental factors, and emotions, influence the learning process. It differs from cognitive theories in that it focuses on behavioural approaches and the pivotal role of subjective experience in the learning process. This type of training provides an opportunity for participants in the networks of active women in conflict management and prevention to apply the ideas and theories they learn to real-world situations and actively reflect on these experiences as part of the learning process.

Thus, **trainees reflect on their experiences**, learn, and take new actions based on

experience, and this is done through a cycle of four stages:

- ▶ Trainees are introduced to a topic or concept through comparison with previous experiences.
- ▶ Based on experience and reflection, trainees explore new ideas about the topic or concept at hand.
- ▶ Trainees work on the new concepts by applying them in a particular environment.
- ▶ When new ideas are put into practice, they are at the centre of a new experiential learning cycle.

Studies have shown that trainees emotionally engage and understand concepts in varying degrees, as the below shows:

- ▶ 10 per cent of what they read.
- ▶ 20 per cent of what they hear.
- ▶ 30 per cent of what they see.
- ▶ 40 per cent of what they hear and see.
- ▶ 50 per cent of what they discuss.
- ▶ 70 per cent of what they experience.

In the same line, the Experiential Learning Cycle Model takes the following four stages:

- ▶ **Concrete Experience:** Activity, exercise, or learning tool.
- ▶ **Reflective Observation:** What are the participants' beliefs or feelings about what they have done or might do.

- ▶ **Abstract Conceptualisation:** Participants' progress, and their reflection gives rise to a new idea or a modification of an existing abstract concept.
- ▶ **Active Experimentation:** Participants apply the newly gained concepts or skills through new behaviours and examine what results.

### Pros of Experiential Learning

Experiential learning provides a very effective and robust training framework for adults because they have life experience and cognitive ability to think, develop new ideas, and take positive actions. It also provides adults with the real experience they need to put their new skills into context and explore new ideas when applying their skills. This is especially true when skills are taught in the real world in the context of training courses.

## 2. That's How It Went

Since experiential learning is based entirely on participants' interaction with the acquired concepts and tools and on reflecting on the impact of those on their behaviour and taking positive actions or attitudes, it is recommended that the facilitator commence the training sessions with the exercise "That's how it went".

It is a simple and effective exercise that strengthens positive group dynamics and encourages trainees to review situations and positions based on newly acquired concepts and experiences. Consequently, several real-life cases the trainees have experienced are addressed; it starts with a trainee presenting a case, her analysis and her reactions to it. Then the group discusses the situation and sheds light on key ideas and areas. This exercise enhances the trainees' acquisition of skills and develops their self-awareness and social intelligence. These cases can also be converted into role-plays to apply skills or to examine a case for discussion and propose solutions.

This exercise aims to ensure that a good number of exercises in the training sessions rely on life experiences, which are capitalised on to develop new lessons or introduce key themes and concepts. This exercise provides the best conditions for the development of women's skills and approaches to conflict prevention and management: it

- **First**, directly addresses the trainees' needs.
- **Second**, is based on experience, which is one of the most effective methods, as participants learn from each other, and often lecturers learn about the contexts and environment of the participants (this increases the effectiveness of the follow-up phase of initiatives).
- **Third**, ensures a great extent of interactivity and participation.
- **Fourth**, supports reflection on personal experiences so that women participants could deduce guidelines and principles to be used in the future.
- **Fifth**, provides feedback (observations).
- **Sixth**, provides a peaceful atmosphere, as it creates a climate of safety and comfort to express concerns, and over time, builds mutual respect and trust among the participants, helping them complete initiatives in the later stages of the project.

## 3. Some Difficulties Facilitators Can Face

### Different Group Levels and Dynamics:

Through our experience of training several groups of women, we have noticed two points of disparities facilitators should consider:

- ▶ Different levels of familiarity with the concepts of communication and the ability to acquire skills: when forming diverse groups in terms of backgrounds and work of women, a disparity in the level of knowledge and accumulation of experiences appears:
  - ▶ Facilitators should harness some individuals' knowledge and experience by interpreting

specific concepts and sharing their experiences when applied.

- ▶ Facilitators should not allow these individuals to hijack the spotlight; others would feel uninterested...
  - ▶ Facilitators should open up discussion of these concepts, thereby expanding the exchange loop, increasing the level of wealth, and intervening to identify and clarify some points from a systematic scientific standpoint.
  - ▶ It should be noted that dialogue is one of the most important drivers of these training courses; hence it becomes the facilitator's approach.
- ▶ Differences in the dynamics of the groups:
- ▶ Group dynamics is a system of behaviours and psychological processes occurring within a social group (intragroup dynamics).
  - ▶ Participants pretend to blend in and collaborate, but the facilitator may witness some tensions among the trainees, which arise through an argument over a topic or inappropriate criticism.
  - ▶ The facilitator must create the right atmosphere and space to recycle unhealthy interactions with communication tools and concepts such as nonviolent communication, rephrasing, separating people from the problem, or merely noting down sentences and phrases to readdress them in other modules and link them to targeted key concepts...
- ▶ The facilitator can return to these cases in subsequent sessions and present them as material to be analysed and processed by the group.

### **Trainees' Resistance to Certain Concepts:**

- ▶ Trainees have unique and distinct personalities as they interact differently when learning about certain communication concepts and tools, notably those that create a significant gap with a lived reality or how they deal with and manage specific issues.
- ▶ The adaptation process with what these communication concepts and tools carry in their folds may yield harsh or dismissive reactions. This is very natural as participants must reconsider how they manage different situations, however difficult, and how to avoid and manage conflict.
- ▶ Facilitators should not be afraid to confront these concepts or tools with opposing or sceptical voices.
- ▶ The process of adapting to new concepts that bring about a radical change passes through the two stages of suspicion and resistance, which are positive stages that must be harnessed. Therefore, facilitators should receive resistance and questioning with an open mind and use the situation as an opportunity to broaden and deepen concepts through an open discussion in which participants share their views and experiences; this, in turn, enriches the training process.
- ▶ For the participants to adopt the concepts included in the program, facilitators should discuss them at length and with great caution:
  - ▶ Facilitators should not insist on their opinion.
  - ▶ They should discuss with different group members their past experiences and how things developed.
  - ▶ They turn the discussion on these past experiences into case studies.
  - ▶ They can also address alternatives.

# Part II

## Training Modules



## Part II: Training Modules

### Module One: Positive Interactions

#### Module One: Promoting Positive Interactions

##### Topic 1: Communication Styles

What's my style? How could I improve my assertiveness?

<b>Time</b>	190-200 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Increase self-awareness.</li> <li>• Develop participants' capacities to distinguish between communication styles and personality types.</li> <li>• Develop trainees' knowledge of the diversity of behavioural types and styles.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Identify the three basic communication styles.</li> <li>• Determine own communication style.</li> <li>• Increase assertiveness in specific situations.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (1)</li> <li>• Document (2)</li> <li>• Document (3)</li> </ul>

#### Activity 1: Self-assessment (25 min)

<b>Main points</b>	<ul style="list-style-type: none"> <li>• This quiz aims to determine an individual's communication style.</li> <li>• Keenness not to announce the trainee's result, as the goal is to raise self-awareness.</li> </ul>
<b>Description of the activity</b>	<p>Trainees answer the questionnaire (Document 1) and calculate the results. The facilitator announces the interpretation of the results:</p> <ul style="list-style-type: none"> <li>• 15-25 (High level of assertiveness)</li> <li>• 26-39 (Moderate level of assertiveness)</li> <li>• 40-60 (Low level of assertiveness)</li> </ul>

## Document 1: Self-assessment – Assertiveness

Put a check mark in the first column by the items that are applicable to you, then estimate the degree to which it applies to you as follows:<sup>1</sup>



Position	Put a check if it applies to you.	Estimate the degree of comfort or lack thereof from 1 to 5, as it applies to you.
1. Asking for help		
2. Stating a difference of opinion		
3. Receiving or expressing negative feelings		
4. Dealing with someone who refuses to cooperate		
5. Speaking up about something that annoys you		
6. Objecting to injustice or fraud		
7. Saying no		
8. Responding to undeserved criticism		
9. Making requests to an authority figure		
10. Asking for cooperation		
11. Taking charge		
12. Dealing with others' attempts to make you feel guilty		
13. Asking for favours		

1. Adapted from Sharon and Gordon Bowers' Asserting Your Self.

## Activity 2: General Discussion as an Introduction to Communication Styles (25 min)

### Main points

- Differentiate among communication styles, behavioural patterns, and personality types: styles change and evolve (and may change radically, especially after interacting with diverse communities and enriching experiences, or if individuals deliberately make an effort and work on themselves) while behavioural patterns and personality types remain constant.
- Give a quick overview of emotional intelligence and the distinction between it and a person's set of values.
- Personality is defined as various psychosocial traits, while the set of values and beliefs may include the customs and traditions associated with the person and the set of values and emotions that control his/her actions. They interrelate and are revealed to people in the way a person behaves or addresses issues in different contexts.
- Emotional intelligence is a term that expresses an individual's ability to recognise and understand his or her emotions properly and to realise the extent to which they affect the people around him/her.

### Description of activity

The facilitator asks a question about the difference among styles (communication – leadership – conflict resolution), behavioural patterns and personality types.  
The facilitator opens the floor for a discussion with the trainees (15min).  
The facilitator provides an overview of: styles–behavioural patterns and personality types–emotional intelligence (15 min).

## Activity 3: Presentation of Communication Styles (45 min)

### Main points

- Review of Document (2).
- While the description of styles is limited to a few sections, their presentation and explanation generate a myriad of questions and enriching discussions, which calls for sharing many examples. So, the facilitator should take his or her time in the presentation and description.
- It is important to note that the purpose of the presentation is not only educational but primarily developmental, as it targets self-awareness and social awareness. Herein lies the importance of interactivity, which must overshadow the presentation of the three styles.

### Description of activity

The facilitator presents communication and management styles and their characteristics using the interactive method.  
The facilitator opens the floor for questions and cases if the trainees wish to participate.

## Document 2: Communication Styles and Their Characteristics

	Passive	Assertive	Aggressive
Causes	<p><b>First:</b> wrong correlation between assertiveness and aggression.</p> <p><b>Second:</b> traditional misconceptions and ideas, such as a lack of understanding or awareness of legitimate personal rights.</p> <p><b>Third:</b> concern about negative consequences.</p> <p><b>Fourth:</b> confusing passive behaviour with assertive behaviour.</p> <p><b>Fifth:</b> lack of necessary skills and experience.</p>		<p><b>First:</b> feeling threatened and losing status or power.</p> <p><b>Second:</b> overreaction due to previous traumatic emotional experiences.</p> <p><b>Third:</b> personal thoughts and beliefs about aggression (Survival of the fittest).</p> <p><b>Fourth:</b> lack of alternative skills (assertive behaviour) and promotion of aggression (submission and surrender of others).</p>
Verbal behaviours	<p>Avoids expressing own desires, thoughts, or feelings.</p> <p>Uses self-undermining expressions.</p> <p>Resorts to words of apology that carry hidden meanings, vague words or silence, for example: "You know that I; forgive me, but I think that; I apologise".</p>	<p>Honestly expresses own desires, thoughts and feelings.</p> <p>Communicates subtly and in a neutral mood,</p> <p>Uses "I" expressions.</p> <p>Clear and logical words.</p> <p>Selects words carefully.</p>	<p>Honestly expresses own desires, thoughts and feelings, yet at the expense of others.</p> <p>Uses loaded phrases, full of accusations, filled with the word "you" and expressions of defamation and blame.</p> <p>Uses threat statements and accusations.</p> <p>Adopts an attitude of "My way is the right way".</p>
Non-verbal styles	<p>Uses actions instead of words and hopes that someone will guess needs.</p> <p>A weak, hesitant and faint voice.</p> <p>Avoids eye contact or keeps them down.</p> <p>Sits or stands away from the other person.</p> <p>Not knowing where to put hands, shaky, and sweaty hands.</p> <p>Bewildered, perplexed, tense and filled with frustration.</p>	<p>Listens carefully; calm and confident behaviour.</p> <p>Clear, confident, warm and expressive voice.</p> <p>Maintains eye contact, does not scrutinise or stare.</p> <p>Relaxed hands, straight posture.</p> <p>Approachable, relaxed expression.</p>	<p>Intimidating, supercilious.</p> <p>Loud, tense, cold, or demanding voice; narrow, anticipating, cool eyes.</p> <p>Belligerent.</p> <p>Hands on the centre of the body, offensive posture, clenched fists or pointing fingers at the other person, always nervous and combative.</p>
Feelings	<p>Tense, a sense of neglect and humiliation, a feeling of being exploited by those around.</p> <p>Often a feeling of anger and rejection later.</p>	<p>Confident and proud of success, self-content.</p> <p>Control of situation, self-respect and goal-oriented.</p>	<p>Always correct, controlling, and superior, and sometimes feels embarrassed or selfish later on.</p>

	Passive	Assertive	Aggressive
Obvious consequences	Avoids distressing situations and avoids any conflicts.	Feels comfortable, respected by others, growing self-confidence, and improving relationships with others, rarely upset and in contact with their own feelings.	A sense of control and supremacy over others.
Potential consequences for each type of behaviour	Underachiever, or achieves goals indirectly, as others consistently achieve their goals at his or her expense. Rights are violated, anger mounts, yet either frustrated or redirected to other less powerful and focused people. Tendency to procrastinate, suffer in silence, dull spirit, delays and forgets often.	Often get "wants" if reasonable, often achieves goals, is satisfied, changes any losing position into a win, always determined through straightforward negotiations that protect their rights and respect others' rights.	Achieves at the expense of others; Drives others to avenge in turn and finds it very difficult to relax and let go of a grudge.

#### Activity 4: What Do You Do If? (100 min)

##### Main points

- Review of Document (3).
- The "What would you do if?" exercise highlights specific situations that require communication in the assertive style.
- The facilitator does not have to stick to the exercise, as it is preferred to develop it through the trainees' interactions and allow for the presentation of similar situations faced by women.
- It is ideal to start the exercise and then modulate it for cases participants suggest through discussion and propose several scenarios to communicate assertively.

##### Description of activity

The facilitator divides the group into three or four working groups. Each group works on suggestions to communicate using the assertive style. **The most important stage of this exercise is the exchange of ideas, feedback and discussion. Therefore, the facilitator should give ample time at this stage. (Not surprisingly, this stage takes more than an hour).**

The facilitator opens the door to asking questions and urges trainees to propose similar cases.

The facilitator invites women to monitor themselves from this session to the next and identify situations in which they find it difficult to assert themselves. The facilitator's request from trainees to reflect on their experiences is to provide materials for the "That's how it went" exercise to open the next session.

## Document 3: Situations and Scenarios

### What Do You Do If?

The situation you may face...	What would you say or do?
An acquaintance asks to visit you, and you felt that he/she aspired to befriend you. You know this person, and you have already sat down with him/her, and you don't want that friendship.	
Your friend or relative regularly borrows small amounts of money, but they don't return it to you. Today they asked you for 50,000 liras, and you don't want to give them...	
A friend asks you to go with her to buy some stuff. You're tired, and you don't feel like going out.	
During a conversation, a guy interrupts you while you are speaking.	
Describe a case in which you resorted to non-assertive communication...	

## Module One: Positive Interactions

### Topic 2: Personality Types

What is the difference between social style and personality type?  
How do social styles and personality types help to understand oneself and others?

<b>Time</b>	140-150 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Increase of self-awareness.</li> <li>• Develop trainees' knowledge of the diverse personality types.</li> <li>• Develop participants' abilities to distinguish between behavioural patterns.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Recognise personality types according to the "DISC" Model.</li> <li>• Determine own personality type.</li> <li>• A more comprehensive understanding of individuals' interaction based on the ability to distinguish between communication and behavioural patterns.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (4)</li> <li>• <a href="https://www.youtube.com/watch?v=1SLJgruymiQ">https://www.youtube.com/watch?v=1SLJgruymiQ</a></li> </ul>

### Activity 1: Self-assessment (35 min)

#### Main points

- The quiz helps each of the women to discover her social, behavioural pattern.

#### Description of the activity

Trainees complete a self-assessment (Document 5) and calculate the results.

### Activity 2: Presentation of Social Patterns (50 min)

#### Main points

- The facilitator does not provide any specific information in the first stage to maintain the exercise's appeal and to show the video, which should be accompanied by notetaking.
- The facilitator points out that all women's self-assessment results include the four styles but to varying degrees. Therefore, emphasis should be placed on identifying patterns as preferences rather than as exclusive attributes.
- The facilitator also stresses that there is no wrong or positive social pattern (as in styles) and that social patterns do not change.

#### Description of the activity

The facilitator shows a video explaining the four patterns and asks participants to take notes for further discussion. A few minutes should be devoted to "chatting" after watching the video, i.e., before explaining the four patterns: it is a necessary break to give women time to grasp what they have learned or discovered about themselves in one sitting.

**Ensuring the right and comfortable atmosphere for women's personal development is a pivotal factor. Therefore, stages should be given the necessary time, and space should be made to accommodate issues at the psychological and intellectual level.**

The participants discuss/present the four-personality patterns based on the video.

The facilitator presents the DISC theory in its two axes and basic characteristics of the four dimensions.

The facilitator makes sure the concept is clear to the trainees by giving examples and asking questions.

## Document 4: Self-Assessment DISC

You need to give the below human qualities a score from zero to five (zero for traits that don't apply to you at all, five for those that are

precisely applicable to you), and scores can be assigned between zero and five (but only full scores, meaning no fractions).

1. A leader keen to achieve practical results.
  2. Enjoys socialising with others.
  3. Predictable behaviour.
  4. A Team player.
  5. Strong personality.
  6. Beloved and popular.
  7. Resists change at work.
  8. Popular and friendly.
  9. Accepts the challenge.
  10. Eloquent.
  11. Patient and meticulous.
  12. Not bothered being watched by a boss.
  13. Fast decision-maker.
  14. Motivates others to achieve.
  15. No sudden changes.
  16. Well-spoken and good companion.
  17. Violates instructions in favour of the work.
  18. Productive and fast through others.
  19. Doesn't get distracted by much work, finishes activity before starting another.
  20. More concerned with relationships and pleasing people than tangible results.
  21. Likes to gain more powers
-

**22.** Makes an excellent first impression on people.

**23.** High loyalty to people they work with and defend them.

**24.** Compliant towards authority.

**25.** Not bothered by radical changes.

**26.** Helpful.

**27.** Doesn't like to rush at work.

**28.** Afraid of making mistakes and sensitive to criticism.

**29.** Prefers being in charge and directing others.

**30.** Prefers that others participate in taking the reins.

**31.** Quiet and comforting to others.

**32.** Frequently stops to evaluate work.

**33.** Shines in group activities.

**34.** Good listener.

**35.** Likes tiered growth.

**36.** Contemplates well not to lose relationships.

**37.** Solves problems firmly without regard for feelings.

**38.** Violates regulations in smart ways.

**39.** Keen to adhere to regulations.

**40.** Flexible with others.

**41.** Orders are clear and direct.

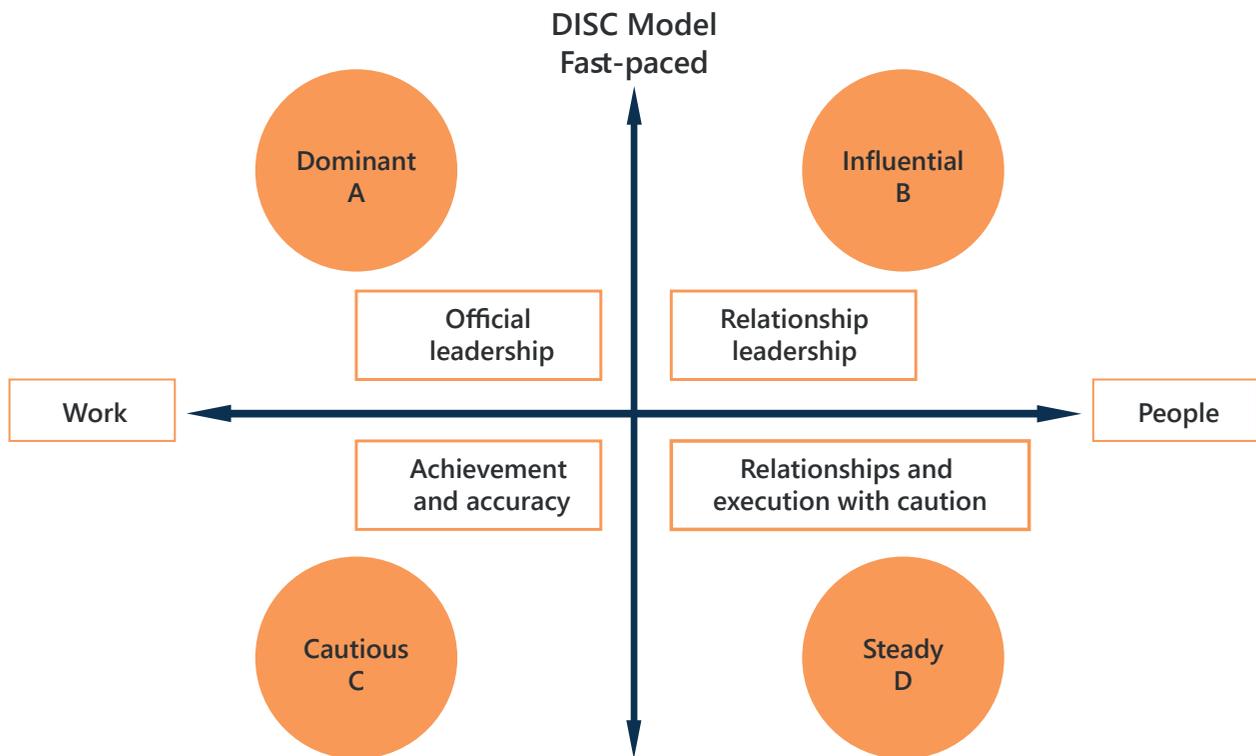
**42.** Motivates others without clear commands.

**43.** Likes systems, not commands.

**44.** Not bothered by orders.

### The DISC Model

Dominant		Influential		Cautious		Steady	
A	Number	B	Number	C	Number	D	Number
	1		2		3		4
	5		6		7		8
	9		10		11		12
	13		14		15		16
	17		18		19		20
	21		22		23		24
	25		26		27		28
	29		30		31		32
	33		34		35		36
	37		38		39		40
	41		42		43		44
Total:		Total:		Total:		Total:	



### Activity 3: "What Do Social Patterns Teach Us?" (50 min)

#### Main points

- This activity can also be called with its core purpose "Discussion and Lessons Learnt/Deductions".
- This activity falls into the conceptual adoption phase and again allows for the expression of the women's feelings and insights based on women experience.

#### Description of the activity

The facilitator opens the discussion with the question: "What do social patterns teach us?".

It is important to note that the purpose of the presentation is not only educational but primarily developmental, as it targets self-awareness and social awareness. Herein lies the importance of interactivity, namely during the discussion and reflection on personal experiences, as well as during the exchanges on the actions and interests of individuals with whom women deal, especially those with whom they experience interactions.

The facilitator then invites the women to profile three persons close to them according to the DISC theory's social patterns.

Women share the added value of understanding close people, primarily how such knowledge affects their interactions with them.

The facilitator asks the women to observe some people in their surroundings with the lens of the DISC theory of social patterns, and the result of this reflection will be materials for the "That's how it went!" exercise to open the next session.

## Recommendations for In-Depth Knowledge

The facilitator has to develop his or her knowledge and culture about behavioural patterns, personality types and emotional intelligence:

**Behavioural patterns:** the use of pattern helps in profiling. It can be said that personality inherits behavioural patterns, each with its own traits, and the pattern is a cluster of traits. There are genetic, perceptual, cognitive patterns and patterns for personality.

**Personality types:** personality is defined as the many acquired and inherited psychological and physical traits, and it also includes human-related customs and traditions and the set of values and emotions that govern their actions. They are all interactive and appear to people in this way through human interaction in different life areas. Personality types differ from one person to another. They are a combination of physical, mental, cognitive, mood, emotional, ethical, physical, and motor characteristics of each person.

**Emotional intelligence:** the theory of emotional intelligence — and the term itself — originated at Yale University and the University of New Hampshire. Peter Salovey, Yale University 23rd president, and John D. (Jack) Mayer, professor of psychology at the University of New Hampshire, wrote the theory in 1990. Daniel Goleman has also published a reference book in this area.

## Module One: Positive Interactions

### Topic 3: Active Listening

How to interact and understand others systematically and successfully?  
What is the difference between discussion and active listening?

<b>Time</b>	190-200 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Explain active listening based on several concepts in the field of positive communication.</li> <li>• Give participants space and time to experiment with active listening.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Understand the five skills of active listening.</li> <li>• Apply and develop the five skills for active listening.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (5).</li> </ul>

#### Activity 1: Introduction to Active Listening (50 min)

##### Main points

- Active listening cannot be explained and practised if participants do not experience individuals' reactions in a tangible way when someone turns to them to tell them about their concerns or narrate their confusion towards an issue.
- Individuals' reactions when someone comes to tell them about their concerns or confusions are quite the opposite of active listening requirements, as the listener automatically proceeds to the next steps that do not foster effective and proper communication.
- ◆ Rush to provide explanations for what we believe to be the other's point, thus ignoring what the speaker says and making him/her feel that his or her speech is not important.
- ◆ Impose personal opinion as the eye of reason.
- ◆ Give solutions.
- ◆ Blame the speaker for their actions or wrong behaviour.
- ◆ Change the focus of the conversation from the speaker to the listener, who hence steals the spotlight by dwelling on a personal incident.
- ◆ Judge the speaker's actions or opinions.

##### Description of the activity

The facilitator asks two participants to sit in the centre of the class: one talks about an issue that bothers or confuses her. The other participant, i.e., the listener, has to interact with the speaker in a way "that she thinks would promote the best interaction". So, the two participants are given 10-15 minutes for their conversation.

The facilitator opens the door for the trainees to express their views on the communication they have observed and asks them to determine its effectiveness.

The facilitator deduces what to avoid in conversations similar to these situations based on the exchanges.

## Activity 2: Role-Play Based on Lessons Learned (40 min)

### Main points

- Re-playing roles following the lessons learned is a key stage in consolidating the concepts for trainees.
- Feedback plays a pivotal role in this activity.

### Description of the activity

The facilitator repeats the same exercise, yet this time the listener is asked to avoid points that trainees have agreed would hinder effective communication.

The facilitator re-discusses and extrapolates the general principles of active listening that he elaborates on.

After explaining the skills, the "Effective Active Listening Skills" document is distributed.

## Activity 3: Role-Play to Apply Principles of Active Listening

### Main points

- Acquiring active listening skills begins with resisting and criticising this approach before moving on to applying it and appreciating the added value it provides in communication, especially in contexts of tensions and conflicts.
- Discussion and feedback on the proper implementation of active listening skills are the anchors of this activity, as they are the two main means for trainees to acquire active listening skills.
- During this session, a number of trainees open topics from their personal lives to inquire about this tool's success. This is natural and desirable as it is the main contributor to growing awareness among trainees about the basics of effective communication and how to manage difficult situations or conflict through communication, i.e., through active listening skills.

### Description of the activity

The facilitator opens the floor for a discussion about the principles and components of active listening.

The facilitator supervises conversations between two persons with the focus placed on applying active listening skills, and the facilitator relies on the participants for feedback on the proper application of active listening skills. (100 minutes—at least three cases: each case 15-18 minutes of role-playing and 12-15 minutes of discussion and feedback).

The facilitator asks the women to try to apply active listening skills at least three times with three different individuals, and the result of these attempts is materials for the "That's how it went!" exercise to open the next session.

## Recommendations for In-Depth Knowledge

Learn about the origins of Active Listening and its development across the various domains.

Listening = means listening attentively to receive and comprehend a message.

Active listening, also called empathetic listening, is to rephrase your interlocutor's sensations through words synonymous with understanding and interpreting the emotional dimension that your interlocutor does not show verbally.

## Recommendations for In-Depth Knowledge

### The Three Components of Active Listening

- ◆ Comprehend: the listener pays attention to the speaker's verbal and non-verbal language to fully understand what they are trying to communicate.
- ◆ Retain: the listener tries to remember the main points of the speaker's message using his or her memory or via notetaking.
- ◆ Respond: the listener responds to the speaker to confirm his/her understanding of their message and to delve deeper into the topic. This only happens after analysing and remembering what they said (components one and two).

### About the Active Listening Founder:

Carl Rogers is widely regarded as one of the most eminent thinkers in psychology who founded the humanistic psychology approach with Abraham Maslow. **Rogers strongly believed in people's power to understand their problems and discover the solution themselves with some help.**

Self-theory (Carl Rogers): the philosophy of self-theory is based on the importance of the individual regardless of his or her problems, and that the person possesses good characteristics that help him or her solve his or her issues and determine his or her destiny. The mentor's core philosophy is to respect the individual and his or her eligibility and to work on directing oneself to be properly worthy of respect.

## Document 5: Effective Active Listening Skills

The ability to listen is a critical communication instrument among people, especially in situations of disagreement and conflict, as it plays a significant role in mitigating aggressive tendencies in moments of tension and emotion.

Effective listening protects us from being caught up in our own prejudices; frantic agitations, manipulating and trying to persuade others that our view is correct are common mistakes in a conversation, making us focus our attention on ourselves and our thoughts.

### The five active listening skills are

#### 1. Paraphrasing:

- ◆ To ensure that you interpret what the speaker said correctly, repeat what you think you have heard in your own words. If you have misunderstood the message, it will allow the speaker to clarify.
- ◆ It is to encapsulate the content conveyed and clarify that you understand the situation.

- ◆ Paraphrasing does not mean repeating words as parrots, but rather a spontaneous summary of comments.
- ◆ It focuses on the content expressed and is particularly useful for clarifying directions and verifying the intended meaning. Useful phrases in the paraphrasing include:
  - ▶ So, you believe that...
  - ▶ You mean...
  - ▶ What I hear you say is...
  - ▶ In other words... From your perspective...
  - ▶ From what you said, I understand that...
  - ▶ If I understand you correctly, you are saying that...
  - ▶ Is it accurate to say...?

#### 2. Summarising:

- ◆ Summarizing requires attention, understanding, and focus on the subject. Attention, focus, and summary of points and ideas prevent the interlocutor from digressing and make them focus on the agreed topic of discussion.

- It requires restating what our interlocutor said using our own words, which is the key to effective listening and begins with phrases such as:

- ▶ From what you say, I understand that you...
- ▶ If I understand you well, then you believe that...
- ▶ Tell me, did I get you well?

- Summarising plays a significant role in drawing the speaker's attention to points of interest to both parties.

### 3. Matching and Mirroring:

- Eye contact and body language, i.e., being cognizant of our hands and body gestures, give the other person confidence and security and show the other our interest in what he or she has to offer.
- Mirroring and Matching dramatically increase the speaker's ability to convey their ideas and bring points of view closer, excluding the concept of hostility from the dialogue.
- It requires compatibility skills with the speaker through:
  - ▶ Controlling physical posture.
  - ▶ Power and rhythm of conversation.
  - ▶ Matching the mood of the speaker.

### 4. Reflecting feelings:

- Through this skill, the speaker senses the listener's empathy towards them.
- Naturally, the speaker experiences comfort and reassurance, which encourages him/her to go further in their talk allowing him/her to express strong emotions, subtle or deep feelings.
- The listener should echo the meaning of the speaker's words that indicate bad and painful or happy and pleasant feelings.
- Examples of some words that indicate happy and pleasant feelings: relieved...

comfortable... radiant... outstanding... superior... special... distinguished... etc...

- Examples of some words that indicate painful and sad feelings: pressured... exasperated... mad... sore... sad... worried...
- These words are key to dealing with the speaker's feelings that appear in his or her phrases. The listener only must reflect these words again.
- Applications on the skill of reflecting feelings:
  - ▶ Speaker: today is one of the most beautiful days of my life because I will be celebrating with my outstanding colleagues in school this year.
  - ▶ Listener: indeed... Indeed. Beautiful day yeah... Is there anything better than excellence and achievement in studying?
  - ▶ Speaker: I did my best to get a proper score to enter the military school this year. My score does not help with that... I'm so frustrated with that.
  - ▶ Listener: I see you're frustrated... from your school situation that doesn't match your ambition.

### 5. Redirecting the conversation by asking probing questions:

- Prolonged conversation and complex and tangled answers distract, divert other's attention and waste time. Here it is necessary to intervene and refocus using the summarising skill by asking intriguing questions and requesting to go back to the original discourse.
- Directing the conversation includes: ordering the scattered content of the conversation and asking questions.
- Asking questions is necessary to move towards satisfactory results in the conversation and to encourage the speaker to speak.

## Module Two: Conflict Analysis and Management

### Module Two: Conflict Analysis and Management

#### Topic 1: Defining Conflict

How to define conflict? What are its types and causes?

<b>Time</b>	50-60 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Understand the concept of conflict.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Analyse the types and causes of conflict.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (6).</li> </ul>

#### Activity 1: Defining Conflict and Discovering its Types and Causes

<b>Main points</b>	<ul style="list-style-type: none"> <li>• Conflict cannot be managed and prevented if women do not develop their knowledge on conflict;</li> <li>• This activity deals with defining conflict, discovering its types, and researching its causes and components.</li> </ul>
<b>Description of the activity</b>	<p>The facilitator asks participants to form working groups of five to six members and discuss with each other to answer the following the questions:</p> <ul style="list-style-type: none"> <li>◆ How to define conflict?</li> <li>◆ What are the types of conflict?</li> <li>◆ What are the causes of the conflict?</li> </ul> <p>The groups present their answers and discuss them in the larger group; this allows to identify the determinants of conflict, distinguish the different types of conflict, and finally examine the causes of conflict. In this context, it is critical to show the connection between conflicts, unmet needs and conflicts of interest, as well as beliefs and convictions that, in turn, affect and influence perceptions.</p> <p>A general discussion about some personal conflicts will naturally take place in light of the concepts presented in this activity.</p>

## Document 6: Conflict Definition and Types

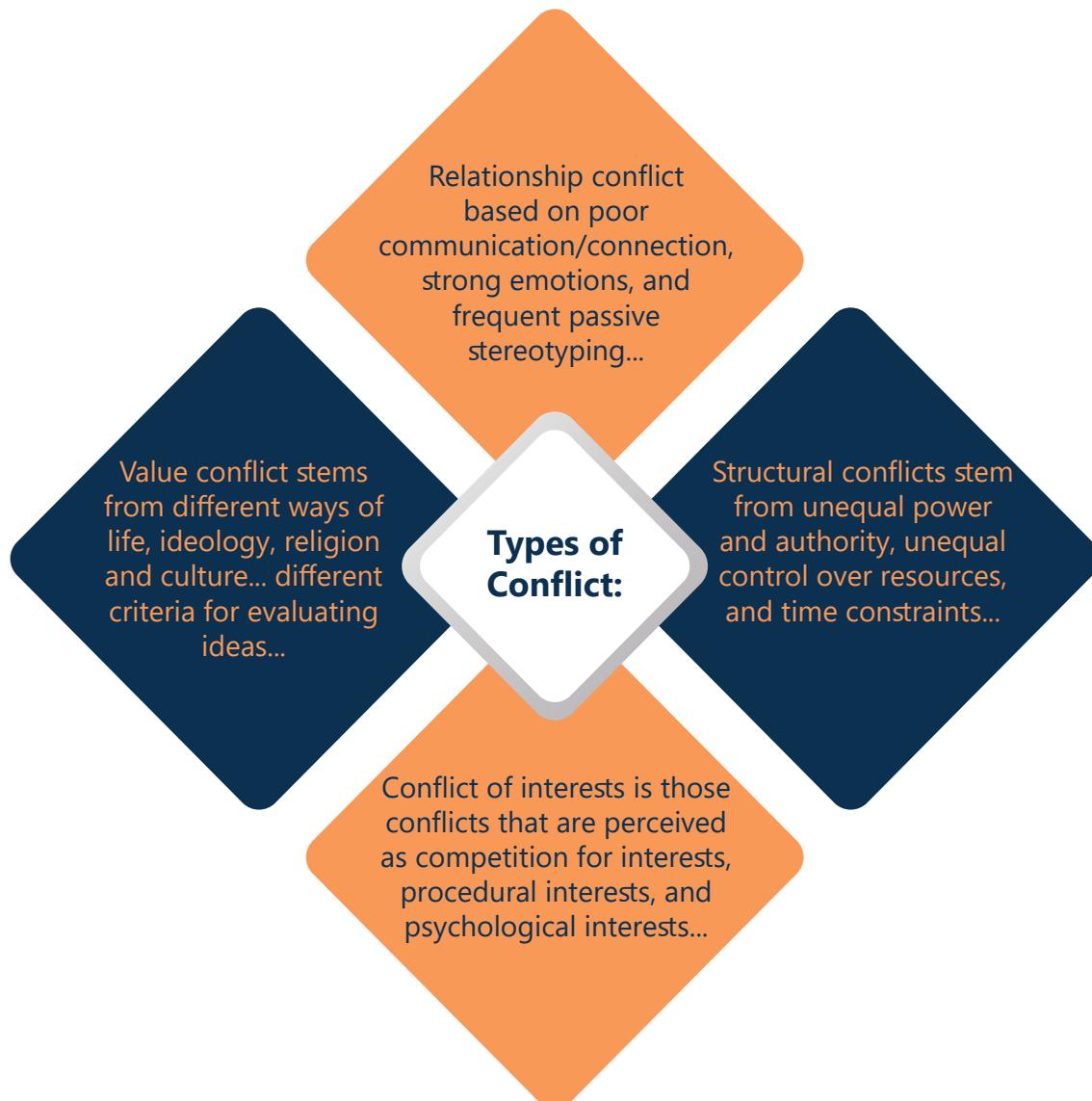
"Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals" (Wilmot & Hocker, 1991).

"Conflict means perceived divergence of interest, or a belief that the parties' current aspirations cannot be achieved simultaneously" (Pruitt and Rubin, 2004).

"Conflict is any situation in which two or more social entities or 'parties'... perceive that they possess mutually incompatible goals" (Mitchell, 1981).

"Conflict is a collection of perceived incompatible goals" (Davies, 2009).

"Conflict is a set of "time-distributed social circles" consisting of a series of components that include issues, oppositions, decisions and outcomes" (Shantz, 1987).



**Causes of conflict:** various are the causes of conflict as they stem from our daily lives and surroundings. The most important causes of conflict can be enumerated as follows:

Inability to satisfy one's needs: individuals have special and basic needs. They adopt competitive or hostile behaviors to other parties when such needs are unattended to, which in turn leads to conflict.

Poor and ineffective communication resulting from toxic language, poor or ineffective listening, and lack of interaction with the other.

Prejudices are subjective or collective strongly held opinions that could be contemporary or inherited, which have no logical or realistic basis. Often, people make wrong judgments as a result of prejudices, such as first impressions.

Perceptions and misinterpretations of facts due to lack of understanding or misinterpretation of facts or actions.

Struggle for power where two people of the same hierarchical level are against each other as a result of a violation or stepping over one's competence or as an attempt to seize high leadership positions creating conflicts and rivalries among individuals.

### **Basic Human Needs Theory**

This theory assumes that all human beings have basic needs they seek to satisfy and that conflicts occur and exacerbate when a person finds that his or her basic needs cannot be satisfied or that others hinder their satisfaction. Proponents of this theory differentiate between needs and wants and consider that unsatisfying the former is the source of conflicts, not the latter. For example, the need for food is a basic need, but the preference for a particular type of food is a want, not a need. Basic needs are irreplaceable, while wants can be replaced.

Basic needs are material and moral; the need for food, housing, and health are all material needs. Moreover, there are intangible needs, such as the need for freedom, belonging, identity and justice.

According to this theory, conflicts occur when an individual or a group feels that one of these needs is not satisfied. Accordingly, conflict resolution is a method that seeks satisfiers for these needs, and of course, this issue may be complicated when individuals dispute the same source to satisfy their needs.

**Galtung Johan and Burton John are the most influential researchers in this theory.**



## Module Two: Conflict Analysis and Management

### Topic 2: Conflict Analysis Tools and Strategies

#### Time

200-230 minutes

#### Learning objectives

- Learn about common conflict analysis tools: Conflict Tree Tool, Onion Tool, Circle of Conflict.
- Identify conflict resolution styles or strategies, according to Thomas-Kilmann instrument.

#### Acquired skills

- Ability to analyse conflict from more than one perspective, thereby developing skills to understand conflict and its various aspects.
- Learn the conflict resolution strategies, according to Thomas and Kilmann's five behavioural styles.
- Focus on approaching the conflict on the basis of needs rather than attitudes.

#### Documents and tools required

- Conflict Tree: Documents (7) and (8).
- Onion Model: Document (9).
- Circle of Conflict Tool: Document (10).
- Thomas-Kilmann Tool and Questionnaire (11) and (12).

## Activity 1: Conflict Analysis Based on Tree Tool and Onion Model

### Main points

- Even though conflict analysis tools vary, most focus on key themes such as the underlying causes of conflict, the importance of identifying key issues and the distinction between positions and interests.
- This Module displays several tools: it is unnecessary to present them all, but rather one or two appropriate tools for the group's level.
- Regardless of what tool the facilitator chooses, it is necessary to address conflict resolution methods or approaches. In this context, the Thomas-Kilmann Questionnaire, a key reference in conflict strategies or resolution styles, stands out.

### Description of the activity

#### **Working Groups**

The facilitator asks trainees to describe and recount events of a severe conflict they have experienced or witnessed in their personal or professional lives and then try to analyse the factors surrounding the conflict.

The facilitator explains the **Tree Tool and the Onion Model for conflict analysis or Christopher Moore's Circle of Conflict Model**.

Then he/she forms groups of three or four persons and gives them the **Tree document and/or the Onion Model for conflict analysis and/or the Circle of Conflict document**.

Participants discuss conclusions and analysis.

The facilitator sheds light on what these tools can offer to facilitate understanding of conflicts, which is a key entry point for resolving them.

#### **Tree Tool Applications:**

The problem tree helps analyse problems in a logical and simplified way and facilitates access to the analytical formulation of all stages in conflict analysis.

#### **Uses of Onion Model Tool:**

This tool helps in analysing the causes of conflict and identifying the real needs and interests of the parties to the conflict as a first step to explore the extent of points of agreement and convergence in the needs and interests of the parties.

#### **Uses of Circle of Conflict Tool:**

This tool helps to analyse conflict from more than one perspective and angle. It is a more complex analysis tool than the Tree Tool and Onion Model because it delves into the components of the conflict and encompasses a variety of factors.

## Document 7: Conflict Tree

Part	What it represents
<b>Tree stalk</b>	Main problem
<b>Main roots</b>	Groups responsible of the problem and affecting it (service providers, protection committees, local authority, community)
<b>Secondary roots</b>	Direct main reasons that led to the problem
<b>Tree branches</b>	The initial impact on groups responsible of the problem who affect the problem
<b>Tree leaves</b>	Damage suffered by people or a group of them because of the effects of the groups responsible of the problem
<b>Tree fruits</b>	What can damage leave on the targeted community as a whole

Problem impact on society

Harms on direct beneficiaries

Effects on involved parties

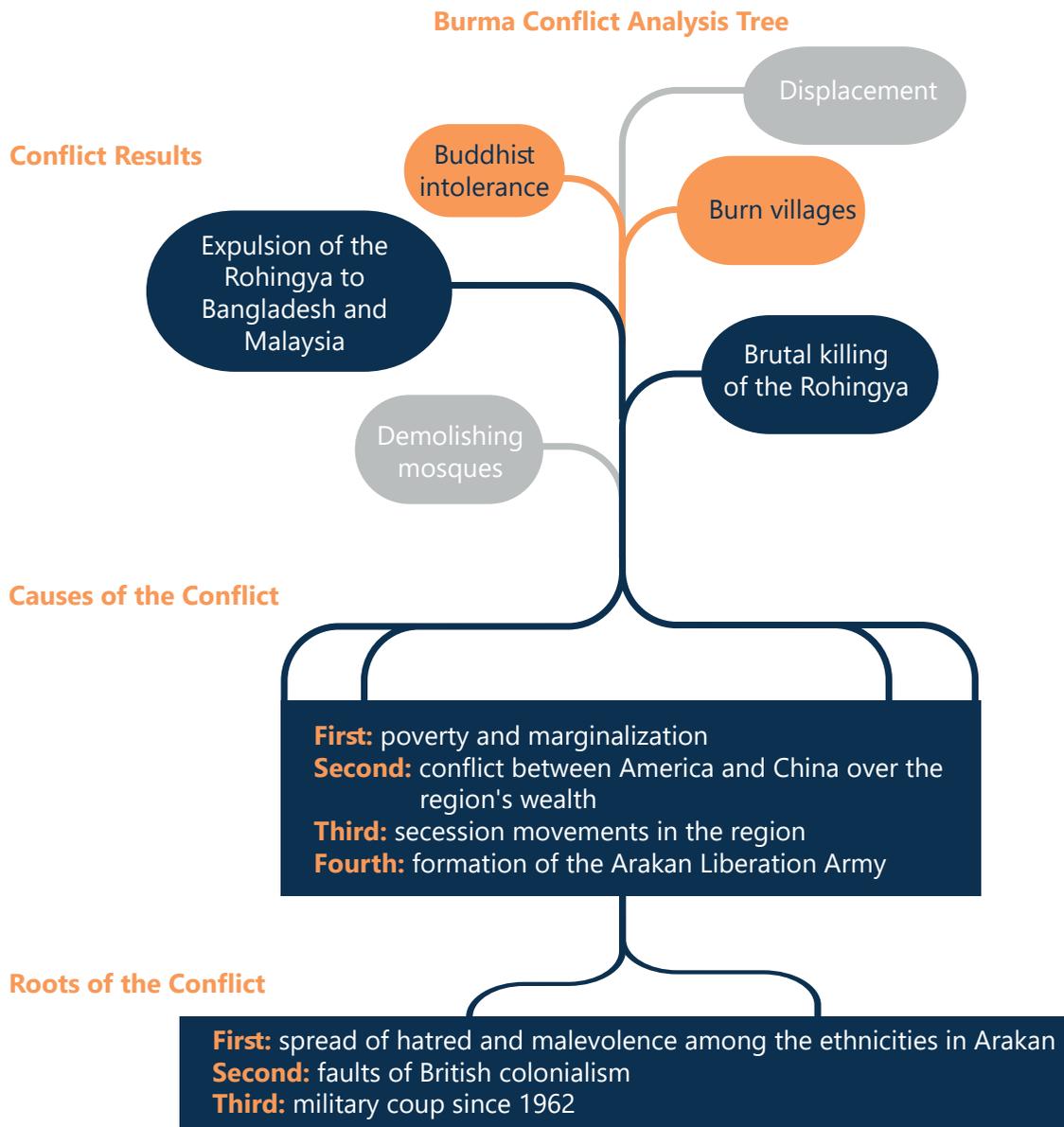
Main problem that beneficiaries suffer from

Problem position or involved parties

Main causes of the problem



## Document 8: An Example on Conflict Tree Analysis



## Document 9: Onion Model

This is a classic tool in working on conflict analysis. It is a tool for analysing what each of the conflicting parties has to say and classifying that data into three levels: positions, interests, and needs.

- External level "positions" refer to what the person or institution declares; they are expressed by asking, "what do you want?"
- Middle level "interests" refer to the things

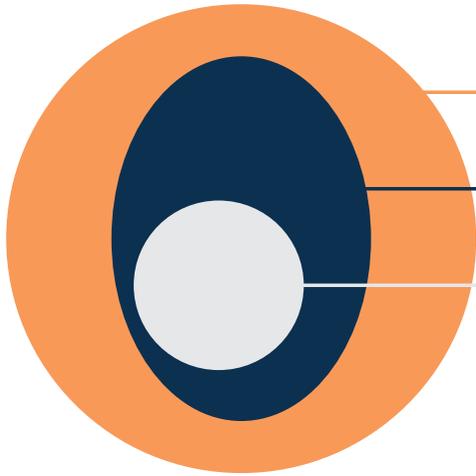
beyond positions; they are expressed by the question "why?"

- Internal level "needs" refer to the basic issues and the indispensable things.

**By distinguishing attitudes, interests and needs, this model allows:**

- Dividing contentious issues into marked sections.

- Resolving conflict by moving away from entrenched positions.
- Discovering and discussing common interests and needs that are deeper and more realistic.
- Reconsidering and clarifying their own position on the conflict.
- Finding and working on solving common concerns.

**POSITIONS:**

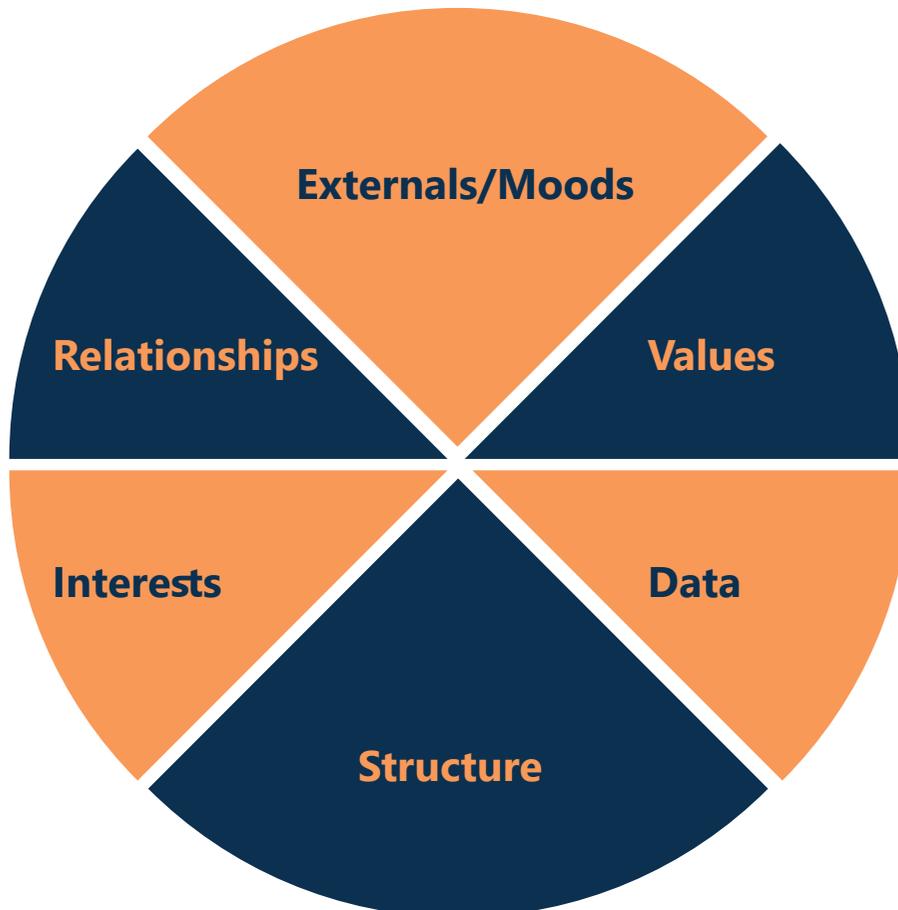
What we say we want

**INTERESTS:**

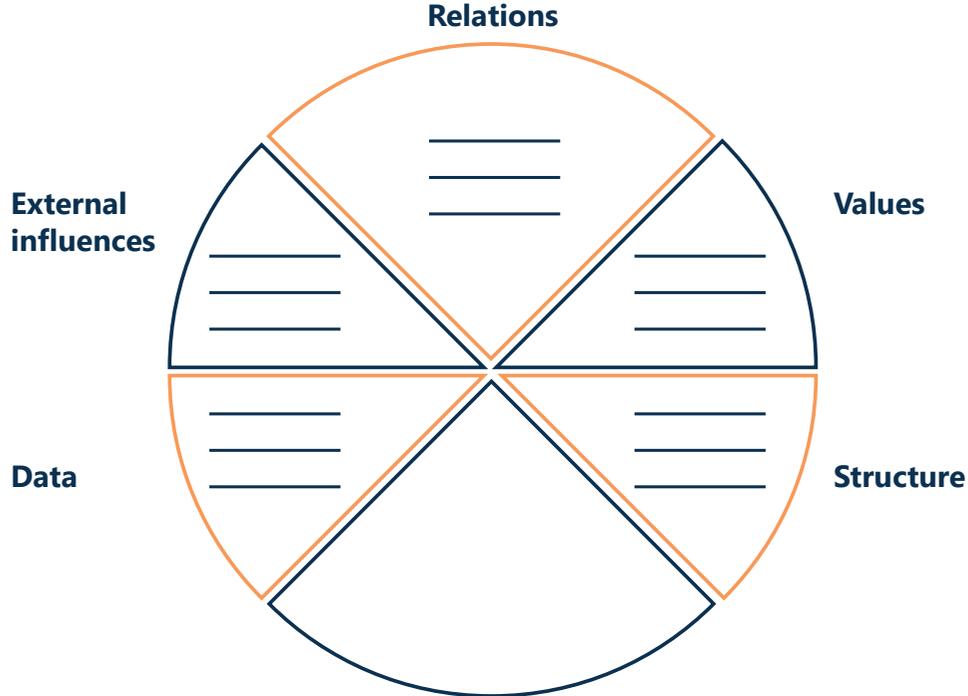
What we really want

**NEEDS:**

What we must have

**Document 10: Circle of Conflict**

## Conflict analysis based on the Conflict Elements Model:



### Complete list of each party's interests (needs, concerns, hopes)

**Party (A)**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Party (B)**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Activity 2: Conflict Resolution Styles or Approaches by Thomas-Kilmann Tool

#### Main points

- Learn about the different approaches individuals resort to in conflict situations.
- Develop self-awareness by discovering one's conflict resolution style.
- Analyse response patterns by importance of relationship and degree of assertiveness.

#### Description of the activity

General discussion: "How do you deal with conflict?"

Every woman exposes her way of handling conflicts, based on her experience, and explains the reasons that lead her to adopt this approach (e.g., keeping silent not to exacerbate the situation, frank confrontation to clarify topics, etc.).

Distribute the self-assessment to the trainees.

After calculating the numbers, each trainee analyses her answer to determine her conflict resolution style or strategy.

The facilitator then introduces and explains the five conflict resolution styles, according to Thomas-Kilmann's theory.

The groups return to conflict situations analysed in the first activity, determine how the parties to the conflict dealt with the dispute or what the styles were, and then study the effects of adopted styles.

## Document 11: When I'm in Conflict

### THOMAS-KILMANN CONFLICT MODE QUESTIONNAIRE<sup>2</sup>

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioural responses. For each pair, please circle the "A" or "B" statement, which is most characteristic of your own behaviour.

In many cases, neither the "A" nor the "B" statement may be very typical of your behaviour, but please select the response that you would be more likely to use.

1. **A.** There are times when I let others take responsibility for solving the problem.  
**B.** Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. **A.** I try to find a compromise solution.  
**B.** I attempt to deal with all of another's and my concerns.
3. **A.** I am usually firm in pursuing my goals.  
**B.** I might try to soothe the other's feelings and preserve our relationship.
4. **A.** I try to find a compromise solution.  
**B.** I sometimes sacrifice my own wishes for the wishes of the other person.
5. **A.** I consistently seek the other's help in working out a solution.  
**B.** I try to do what is necessary to avoid useless tensions.
6. **A.** I try to avoid creating unpleasantness for myself.  
**B.** I try to win my position.
7. **A.** I try to postpone the issue until I have had some time to think about it.  
**B.** I give up some points in exchange for others.
8. **A.** I am usually firm in pursuing my goals.  
**B.** I attempt to get all concerns and issues immediately out in the open.
9. **A.** I feel that differences are not always worth worrying about.  
**B.** I make some effort to get my way.
10. **A.** I am firm in pursuing my goals.  
**B.** I try to find a compromise solution.
11. **A.** I attempt to get all concerns and issues immediately out in the open.  
**B.** I might try to soothe the other's feelings and preserve our relationship.
12. **A.** I sometimes avoid taking positions that would create controversy.  
**B.** I will let another have some of their positions if they let me have some of mine.
13. **A.** I propose middle ground.  
**B.** I press to get my points made.
14. **A.** I tell another my ideas and ask them for theirs.  
**B.** I try to show him the logic and benefits of my position.
15. **A.** I might try to soothe the other's feelings and preserve our relationship.  
**B.** I try to do what is necessary to avoid tension.
16. **A.** I try not to hurt the other's feelings.  
**B.** I try to convince the other person of the merits of my position.
17. **A.** I am usually firm in pursuing my goals.  
**B.** I try to do what is necessary to avoid useless tensions.
18. **A.** If it makes the other person happy, I might let them maintain their views.  
**B.** I will let the other person have some of their positions if they let me have some of mine.
19. **A.** I try to get all concerns and issues immediately out in the open.  
**B.** I try to postpone the issue until I have had some time to think it over.

<sup>2</sup> <https://fdocuments.in/document/thomas-kilman.html>

- 20. A.** I attempt to immediately work through our differences.  
**B.** I try to find a fair combination of gains and losses for both of us.
- 21. A.** In approaching negotiations, I try to be considerate of the other person's feelings.  
**B.** I always lean toward a direct discussion of the problem.
- 22. A.** I try to find a position that is intermediate between mine and another person's.  
**B.** I assert my wishes.
- 23. A.** I am often concerned with satisfying all my wishes.  
**B.** There are times when I let others take responsibility for solving problems.
- 24. A.** If the other's position seems important to them, I would try to meet their wishes.  
**B.** I try to get the other person to settle for a compromise.
- 25. A.** I try to show the other person the logic and benefits of my position.  
**B.** In approaching negotiations, I try to be considerate of the other person's wishes.
- 26. A.** I propose a middle ground.  
**B.** I am nearly always concerned with satisfying all my wishes.
- 27. A.** I sometimes avoid taking positions that would create controversy.  
**B.** If it makes the other person happy, I might let them maintain their views.
- 28. A.** I am usually firm in pursuing my goals.  
**B.** I feel that differences are not always worth worrying about.
- 29. A.** I propose middle ground.  
**B.** I feel that differences are not always worth worrying about.
- 30. A.** I try not to hurt the other person's feelings.  
**B.** I always share the problem with the other person so that we can work it out.

#### SCORING THE THOMAS-KILMANN CONFLICT MODE QUESTIONNAIRE

	Competing	Collaborating	Compromising	Avoiding	Accommodating
	(Forcing)	(Problem solving)	(Sharing)	(Withdrawal)	(Smoothing)
1.				A	B
2.		B	A		
3.	A			B	
4.			A		B
5.		A		B	A
6.	B			A	
7.			B	A	
8.	A	B			
9.				A	

	<b>Competing</b>	<b>Collaborating</b>	<b>Compromising</b>	<b>Avoiding</b>	<b>Accommodating</b>
	(Forcing)	(Problem solving)	(Sharing)	(Withdrawal)	(Smoothing)
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			B	
18.			B		A
19.		A		B	
20.		A	B		
21.		B			A
22.	B		A		
23.		A		B	
24.			B		A
25.	A				B
26.		B	A		
27.				A	B
28.	A	B			
29.			A	B	
30.		B			A

**Total the number of letters circled in each column**

	<b>Competing</b>	<b>Collaborating</b>	<b>Compromising</b>	<b>Avoiding</b>	<b>Accommodating</b>
	(Forcing)	(Problem solving)	(Sharing)	(Withdrawal)	(Smoothing)
	_____	_____	_____	_____	_____

Your profile of scores indicates the repertoire of conflict handling skills that you possess and use in conflict situations.

## Document 12: The Five Conflict-Handling Modes

The *Thomas-Kilmann Conflict Mode Instrument* (TKI) assesses an individual's behaviour in conflict situations—that is, situations in which the concerns of two people appear to be incompatible. In conflict situations, we can describe a person's behaviour along two basic dimensions: (1) **assertiveness**, the extent to which the individual attempts

to satisfy his or her own concerns, and (2) **cooperativeness**, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions of behaviour can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:



### COMPETING

**Competing** is an assertive and uncooperative, power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever

power seems appropriate to win his or her position. Competing might mean standing up for your rights. Defending a position you believe is correct or simply trying to win.

### COLLABORATING

**Collaborating** is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to

find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two

individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's

insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

## COMPROMISING

**Compromising** is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than

competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but does not explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

## AVOIDING

**Avoiding** is an unassertive and uncooperative style/mode. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address

the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

## ACCOMODATING

**Accommodating** is an unassertive and cooperative style/mode—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there

is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.



## Module Three: The Art of Negotiation

### Module Three: The Art of Negotiation

#### Topic 1: Defining Negotiation and its Types What is negotiation? What are its types?

<b>Time</b>	120-140 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Learn about the concept of negotiation.</li> <li>• Emphasise the importance of integrative negotiation for positive relationships.</li> <li>• Introduce the "Win-Win" solution and approach.</li> <li>• Lay the grounds for principled negotiation.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Define negotiation and its types.</li> <li>• Differentiate between distributive negotiation and integrative negotiation.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (13) Defining Negotiation.</li> <li>• Document (14) and (15) Types of Negotiation.</li> </ul>

#### Activity 1: Determining Negotiation

<b>Main points</b>	<ul style="list-style-type: none"> <li>• Negotiation ensures the sustainability of relationships and work.</li> <li>• It is a daily activity that occurs directly or indirectly.</li> <li>• It is a dynamic process subject to changes and development at various levels.</li> </ul>
<b>Description of the activity</b>	<p>The facilitator initiates a discussion by asking participants to define negotiation and list key ideas.</p> <p>The facilitator adopts the participatory method to elicit a definition of negotiation.</p> <p>The facilitator will read several definitions for negotiation and highlight key concepts within each.</p> <p>General discussion on various definitions.</p>

### Document 13: Defining Negotiation

**In life, we do not get what we deserve; we get what we negotiate. The real victory in negotiation is to gain the most and not all of what we aspire for.**

#### Negotiation

 The word negotiation is originated from the Latin expression, "negotiatum", which means "to carry on business". Negotiation skills are therefore

necessary for each and every individual in every walk of life, be it within the context of the family or social relations and even that of the workplace.

- Negotiation is a communication process between two or more persons who examine alternatives to reach solutions or achieve satisfactory goals for them. It is a situation in which two or more parties expressly compete through a set of processes that are not subject to pre-defined conditions over a common topic. In this process, the demands of each party shall be presented, opinions exchanged, views brought closer, proposed solutions harmonised, and the agreement adapted; parties shall resort to all persuasive means available to compel the other to accept its solutions or proposals culminating in an agreement under which the parties proceed with an exchange. It will be binding for both parties.
- Negotiation is a dynamic process between two or more parties with different needs, which they communicate as they examine alternatives to reach solutions and achieve satisfactory goals.
- "Negotiation is a common problem-solving and resource redistribution process".

### Goal of Negotiation

- The goal of negotiation is to reach a middle ground solution that satisfies all parties. A successful negotiation is one in which there is no absolute winner or loser. Still, if one of the parties considers that the purpose of negotiation is to defeat the opponent and win at any cost, this may have a dire consequence and lead to the opposite of what is required.

### In short, negotiation is

- A process in which two or more parties exchange different points of view to try to conclude a consensual agreement on specific topics.
- A decision-making process among interrelated parties who do not have compatible shared preferences.

### Why negotiate?

**First:** to come up with something new that neither of the parties can do on their own.

**Second:** to solve a problem or issue disputed between the two parties.

## Activity 2: Types of Negotiation and Win-Win Mindset

### Main points

- Individuals rarely believe in the possibility of a win-win solution. The negotiation mindset plays a pivotal role in the negotiation direction, i.e., concentrating on win-lose situations or win-win solutions.
- Individuals quickly resort to distributive negotiation and bargaining without delving deeply into interests for fear of showing weakness. Therefore, trainees should understand the difference between the two types of negotiation and be wary of automatically resorting to distributive negotiation.
- The so-called "war of positions" is the most challenging stage in negotiations, as this state blocks the effective course of negotiation.

### Description of the activity

Split the group into two teams (the first is Pharma Africa, and the second is Union Tech). Three participants act as observers and note-takers for the exercise.

Each group is given its own instructions and 20 minutes to discuss the steps they will follow during the negotiation process.

Negotiation is open for 30 minutes.

The facilitator asks the observers to comment on the process.

This first part could easily induce blame, reconsideration, or regret of a step.

The facilitator uses all these experiences and discussions to explain the two main types of negotiation: Distributive and Integrative.

### Description of the activity

- The facilitator presents the two types of negotiation and explains the concept of the zero-sum game.
- The facilitator will revisit the events of this exercise when explaining the principles of principled negotiation.

### General information about the exercise

**The simple orange negotiation exercise illustrates many of the concepts of negotiation. It is one of the most popular activities underlining the importance of integrative negotiation and in-depth exploration of interests rather than focusing on situations and means to win.**

Split the group into two teams; the instructions given for the first group requires it to get the orange to make orange juice from its core, and the instructions for the second is to get the orange because they need the rind to extract a fragrance from the peels or to prepare a cake. Allocated time is given for negotiation. The team who achieves its goal wins this exercise. In most cases, neither group succeeds in persuading the other; thus, neither succeeds in obtaining the orange, despite all the art and effort expended in the negotiation.

At this point, the facilitator highlights the possibility of reaching an agreement were it not for the culture of rivalry and fruitless confrontational dialogue. The two negotiating parties should have focused on interests by identifying and diagnosing the negotiating issue and by working to establish a favourable climate for cooperation to reach a consensus.

## Document 14: Mandezi Orange

Mr Mandez owns the only Mandezine<sup>3</sup> orange plantation in the world and lives in a remote area of South Africa. He reaps a crop of 250 kilograms of oranges per year.

Since 2012, Pharma Africa has purchased all Mandez's farm crop at a value of \$50 per kilogram. The company uses the pulp from the orange to create a serum to protect pregnant mothers from a deadly disease ravaging the area. Without it, all expectant mothers will become tragically ill and die.

Union Tech, a global organisation with extensive resources working in industry and technology, has entered the Mandezine Orange Buying Market. They realised that the orange peel has a nuclear component. Still, Union Tech does not want to disclose this, claiming a compelling humanitarian reason for its need for this quantity of oranges. The organisation wants to buy oranges from Mr Mendez and is willing to pay as much as \$100 per kilogram.

## Document 15: Types of Negotiation

**To negotiate is "to seek an agreement through dialogue"**. Negotiation has two main types: it is either "**distributive**" or "**integrative**".

### Distributive Negotiation

✦ This strategy involves allocating shares of a fixed resource among the negotiators.

- ✦ Each party seeks to maximise its share of it, and hence every negotiating party views every other party as an adversary.
- ✦ Every party tries to put its best foot forward to grab a bigger chunk of the resources.
- ✦ Since one party's gain comes at the other's expense, it is called "zero-sum gain" or 'the fixed pie strategy'.

<sup>3</sup> This scenario is fictional.

### Integrative Negotiation

- ▶ Integrative Negotiation implies a collaborative negotiation strategy in which parties seek a win-win solution to settle the conflict.
- ▶ This strategy is based on the concept of value creation, which yields substantial gain to each party.
- ▶ In this process, the parties' goals are likely to be integrated in such a way that creates a combined value for both the parties and thus results in "enlarging the pie".
- ▶ Therefore, the integrative negotiation necessitates that the party aims to: (1) create the greatest possible value for oneself and the other side. (2) demand valuable gain for oneself.
- ▶ Sometimes there is no competition between the interests of the two sides, in which case the task is to reach a deal that best combines their interests.

Many people use the term "win-win" when referring to this form of negotiation. Unfortunately, this term can be misleading as it means that all parties get what they want, but this is rarely the case. Each party often makes some kind of trade-off to

obtain higher value items while giving up other less important things.

In integrative negotiation, the parties should look for creative options and not focus solely on the concession that will be made, says Mark Gordon, a negotiation specialist who coined the term "Cooperative Bargaining". It would be best if the parties were convinced that it is in their best interest to look for ways to benefit their counterpart in negotiations. Hence, as a negotiator, your goal should not be to harm the other party; rather you would want to support via a small concession you could sustain, with the hope the other party would extend a helping hand at a bearable cost. Such creativity is only possible when both parties are aware of their main interests and of the other's. A question is hence raised, "Should I push for a larger piece of this pie while risking losing the main gain to the other side?" Or "should I show a willingness to cooperate in the hope of coming out with a more effective performance?".

These questions call for difficult strategic choices, which means striking a balance between competitive strategies versus collaboration-based strategies.

## Module Three: The Art of Negotiation

### Topic 2: Principled Negotiation

<b>Time</b>	30-40 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>● Introduce the concept of principled negotiation.</li> <li>● Emphasise the importance of focusing on interests and avoiding the war of positions.</li> <li>● Consecrate the "win-win" approach.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>● Defining principled negotiation.</li> <li>● Identifying guidelines for developing negotiation skills.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>● Document (16) Principled Negotiation.</li> </ul>

## Activity 1: Presenting Concept of Principled Negotiation

### Main points

- Principled negotiation is also known as the Interest-based negotiations theory, which relies on the interests of the parties involved as a basis to reach creative solutions for which all parties achieve maximum benefit.
- The most important considerations to be adhered to in the negotiating process are, first, fair dealing between the parties concerned and, secondly, honest treatment between the parties concerned.

### Description of the activity

The facilitator shows a video (twice) explaining principled negotiation and asks participants to take notes.  
The facilitator adopts a participatory method to elicit the principles of principled negotiation.  
The facilitator distributes Document (16) Principled Negotiation and then provides a detailed description of a successful negotiation process's four essential elements.  
General discussion.

## Recommendations for In-Depth Knowledge

Harvard professor Roger Fischer and Dr William Ury developed "principled negotiation" as one way to deal with negotiations in their seminal book, "Getting to Yes", published in 1981. Principled negotiation seeks to separate the participants' emotions from the negotiation process. It puts negotiations as problems to be solved rather than battles to be won. "Getting to Yes: Negotiating Agreement Without Giving In" is one of the prominent references in the modern business world. "Getting to Yes" has helped millions of people learn a better way to negotiate, based on the work of the Harvard Negotiating Project. The book presents a set of tools that deal with all levels of negotiation and conflict resolution.

## Document 16: Principled Negotiation

### Principled Negotiation

- ▶ Roger Fischer and William Ury defined the theory of "principled negotiation" as a process that helps negotiators reach a wise agreement that best serves the legitimate interests of each of the parties involved.
- ▶ This agreement fairly resolves contention points while ensuring the sustainability of these solutions and considering the interests of the community with which the negotiating parties deal.
- ▶ This process does not consume time similarly to the successive concessions of the classical

method, nor does it negatively impact the negotiating parties' future relationships.

Fischer and Ury suggest **four basic elements to the success of the "principled negotiation" process:**

#### 1. Separate people from the problem:

Negotiators should see each other as working side by side and attacking the problem, not attacking each other.

#### 2. Focus on the interests of the parties, not on a single position that does not change:

Focusing on a position and merely repeating it without considering the interests of the other

parties, along with means to satisfy them bring the negotiations to a deadlock or a compromise, which would eventually lead to disagreement and conflict as the parties are not satisfied with what they have reached in the negotiations.

**3. Generate various options** before attempting to reach an agreement.

**4. Use objective criteria**, which can be a law, an expert opinion or another criterion, to measure the validity of the agreement reached.

## Module Three: The Art of Negotiation

### Topic 3: Applying the Principles of Effective Negotiation Practicum

<b>Time</b>	90-100 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Apply the principles of principled negotiation.</li> <li>• Apply concepts and skills covered in previous modules as part of the practicum.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Improve negotiation skills.</li> <li>• Improve communication skills.</li> <li>• Work for a win-win solution.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (17) Case Study for implementing Principled Negotiation.</li> </ul>

#### Activity 1: Negotiation Role-Play Simulations on Practical Case

<b>Main points</b>	<ul style="list-style-type: none"> <li>• This exercise's importance lies in the direct application where trainees must make an effort to put into effect the principles of principled negotiation and in the feedback to consolidate the concepts of effective negotiation.</li> <li>• This activity can be repeated more than once, depending on the case evolution, and, naturally, arguments and stances vary with re-enactment.</li> <li>• This module capitalizes on all modules and calls for the application of several skills acquired through previous ones.</li> <li>• The repetition of this exercise should be exploited to review and practice the various skills introduced and covered in the core training modules of this program.</li> </ul>
<b>Description of the activity</b>	<p>The practical case (Document 17) is distributed to the whole group, and the facilitator reminds the participants to develop a plan to approach this situation based on the principles of principled negotiation. The participants read the case and can prepare the plan in small groups. Two volunteers come forward to play the role, and the negotiation process is allocated 30 minutes.</p>

**Description of the activity**

The facilitator asks all participants to comment on the process and identify the negotiation process's strengths and pivotal stages.

**General comments**

In many cases, negotiations can reach a deadlock or a "war of positions". The facilitator interrupts the exercise and opens the discussion on the reasons that led to this stage. The steps that would bring negotiators out of this impasse are then reviewed.

## Document 17: Practical Case for the Negotiation Exercise

### Request for Salary Increase

Ms Wadad Ziadeh, Head of Production of Media International Advertising, asked the company's director, Ms Roaa Gibran, for an appointment to request a salary increase.

Ms Wadad, 41, whose husband recently passed away, has to pay US\$1,000 a month as tuition fees for her three children, Sahar, Jana and Fadi, who are still in school.

Her husband was an employee, working with one of his relatives, and the latter had supported Ms Wadad with a sum of money, but it was spent on several personal loans the deceased had taken. Now, Ms Wadad is overwhelmed by a large number of monthly payments, as the family's apartment is still mortgaged to the Bank of Habitat (Iskan Housing), and her monthly bond is US\$600 over ten years. She has been working for Media International for more than ten years and earns a monthly salary of US\$1,133. Ms Wadad is a distinguished specialist in advertising promotion.

The company's director, Ms Roaa, knows that her competitors are trying to hire Ms Wadad, offering her a higher package. Yet, Ms Roaa's company faces new competitors and suffers like many market leaders from the lack of qualified and experienced marketing staff. Besides, customers have begun to complain about delays in projects delivery.

Ms Roaa has also borrowed a large amount from the Bank to modernize her company's services and stay abreast of advertising and marketing developments. Besides, Ms Roaa provided services valued at approximately US\$200,000 to customers. Unfortunately, customers are unable to settle their accounts due to the deteriorating economic situation in Lebanon.

Ms Roaa recently took drastic majors at the company, allowing her to impose control over salaries and had been able to freeze salaries in the latest round of negotiations with employees and stakeholders. Given this agreement, she is now committed to treating all staff equally, i.e., she cannot accept any salary exceptions.

## Module Four: Mediation for Conflict Prevention and Resolution

### Module Four: Mediation for Conflict Prevention and Resolution

#### Topic 1: Defining Mediation, its Approach and Principles

<b>Time</b>	90-100 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Define mediation and its pillars.</li> <li>• Distinguish between mediation and other means of conflict resolution, such as conciliation and arbitration.</li> <li>• Explore the culture of mediation, along with its code of ethics.</li> <li>• Learn about the stages of mediation.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Learn mediation concepts.</li> <li>• Acquire the basics of the culture of mediation and its ethical rules.</li> <li>• Understand the mediation process and identify the characteristics of each of its stages and its role in advancing the process.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (18-19) Differences of Perceptions and Perspectives.</li> <li>• Document (20) Mediation Rules of ethics and deontology.</li> </ul>

#### Activity 1: Differences of Perceptions and Angles

<b>Main points</b>	<ul style="list-style-type: none"> <li>• This section's core is the paradigm shift that participants must experience, for this exercise emphasises the individuals' inability to perceive all aspects or perspectives of the conflict or the situation they are experiencing.</li> <li>• This section gives participants the opportunity to tangibly experience the principle of "no absolute truth" through the interactions among individuals and shows how insisting on a "certain truth" is a matter of perspective.</li> <li>• This activity is highly dynamic and interactive, so the facilitator should be careful that the group's interactions don't derail the exercise from ensuring all participants monitor their perceptions shift until the activity's focal conclusion.</li> </ul>
<b>Description of the activity</b>	<p>This activity is divided into two parts: part one reviews how perceptions of "one image" vary, and part two enshrines the concept of the diversity of perspectives and perceptions, up to the principle of "no absolute truth" in interpersonal interactions.</p> <p><b>Activity Part 1:</b> The facilitator displays a picture of "perceptions and perspectives" and opens the floor for all participants to describe what they see in the picture, highlighting the different perceptions. The facilitator then opens the floor again for two or three participants to explain how they reached their perceptions.</p>

## Description of the activity

Participants discuss the problematic this image entails, and the facilitator invites them to reach a consensus on a unified perception (this may create some clashes, presenting a concrete experience of how insisting on a position and not recognizing a different perception can contribute to increasing tension).

The facilitator concludes this activity with an open question that remains pending, "What is the real picture? Where is the truth?"

### Activity Part 2:

The facilitator distributes Document (19) and asks all participants to read it carefully.

The facilitator returns to the question "What is the real picture? Where is the truth?" and opens the debate again.

The facilitator leads the discussion smartly, as the participants must draw the principle for themselves.

Of course, this exercise is followed by a lengthy discussion about "truth". A significant number of women may resist the principle of "no absolute truth" in interpersonal interactions, and this resistance is normal and sound.

The facilitator invites women to review this principle with themselves from this session to the next. The facilitator's request to reflect on this principle and its related concepts aims to anchor a discussion for the exercise "That's how it went!" to open the next meeting.

## Document 18: Perceptions and Perspectives



## Document 19: The Parable of the Blind Men and the Elephant<sup>4</sup>

Long ago, six old men lived in a village in India. Each was born blind. The other villagers loved the old men and kept them away from harm. Since the blind men could not see the world for themselves, they had to imagine many of its wonders. They listened carefully to the stories told by travellers to learn what they could about life outside the village. The men were curious about many of the stories they heard, but they were most curious about elephants. They were told that elephants could trample forests, carry huge burdens, and frighten young and old with their loud trumpet calls.

The villagers arranged for the curious men to visit the palace of the Rajah to learn the truth about elephants. A young boy from their village was selected to guide the blind men on their journey. The smallest man put his hand on the boy's shoulder. The second blind man put his hand on his friend's shoulder, and so on until all six men were ready to walk safely behind the boy who would lead them to the Rajah's magnificent palace.

When the blind men reached the palace, they were greeted by an old friend from their village who worked as a gardener on the palace grounds. Their friend led them to the courtyard. There stood an elephant. The blind men stepped forward to touch the creature that was the subject of so many arguments.

The first blind man reached out and touched the side of the huge animal. "An elephant is smooth and solid like a wall!" he declared. "It must be very powerful". The second blind man put his hand on the elephant's limber trunk. "An elephant is like a giant snake", he announced. The third blind man felt the elephant's pointed tusk. "I was right", he decided. "This creature is as sharp and deadly as a spear". The fourth blind man touched one of the elephant's four legs. "What we have

here", he said, "is an extremely large cow". The fifth blind man felt the elephant's giant ear. "I believe an elephant is like a huge fan or maybe a magic carpet that can fly over mountains and treetops", he said. The sixth blind man gave a tug on the elephant's coarse tail. "Why, this is nothing more than a piece of old rope. Dangerous, indeed", he scoffed.

The gardener led his friends to the shade of a tree. "Sit here and rest for the long journey home", he said. "I will bring you some water to drink". While they waited, the six blind men talked about the elephant.

"An elephant is like a wall", said the first blind man. "Surely we can finally agree on that".

"A wall? An elephant is a giant snake!" answered the second blind man.

"It's a spear, I tell you", insisted the third blind man.

"I'm certain it's a giant cow", said the fourth blind man.

"Magic carpet. There's no doubt", said the fifth blind man.

"Don't you see?" pleaded the sixth blind man. "Someone used a rope to trick us".

Their argument continued, and their shouts grew louder and louder.

"Wall!" "Snake!" "Spear!" "Cow!" "Carpet!" "Rope!"

"Stop shouting!" called a very angry voice.

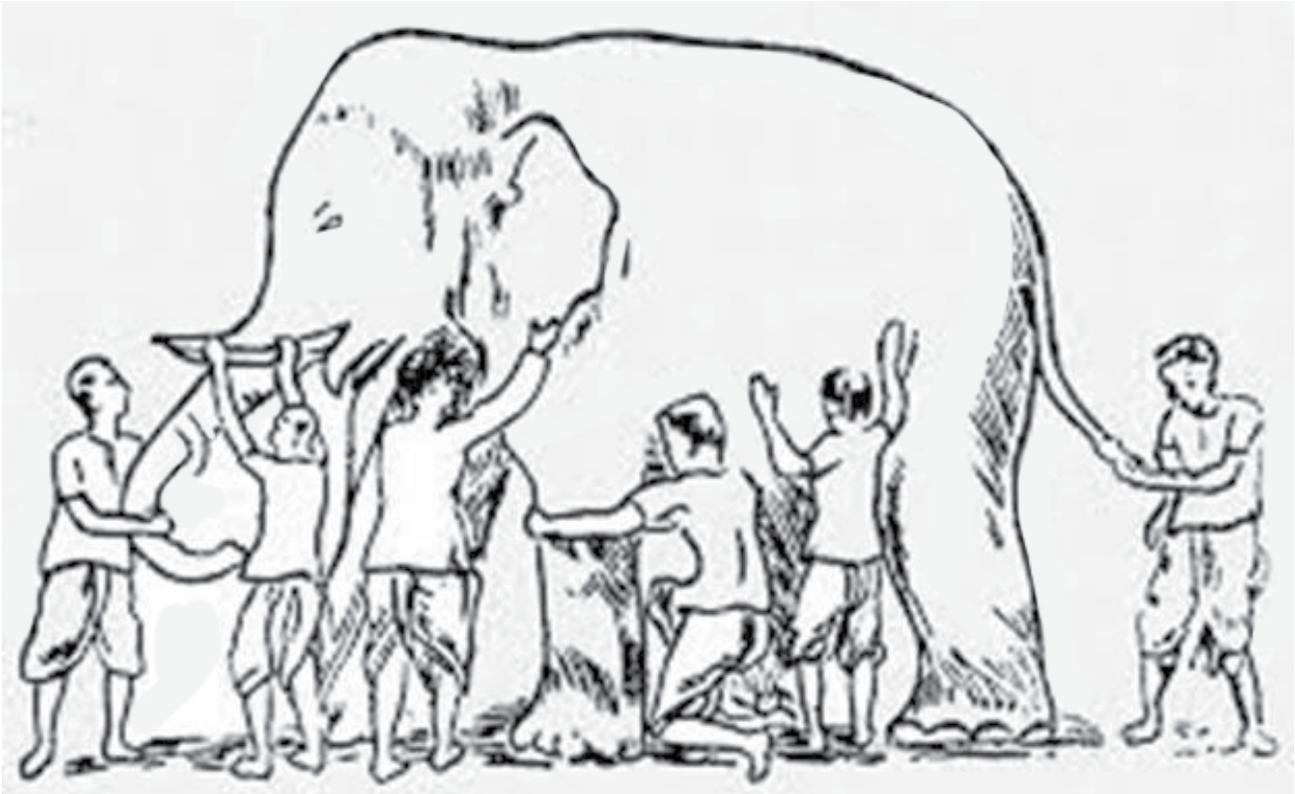
It was the Rajah, awakened from his nap by the noisy argument. "How can each of you be so certain you are right?" asked the ruler. The six

<sup>4</sup> This story is a well-known fable from India. It was modernized and re-told by Phil Shapiro in 1995 and also narrated in an interesting poem by John Godfrey Saxe (1816-1887).

blind men considered the question. And then, knowing the Rajah to be a very wise man, they decided to say nothing at all. "The elephant is a very large animal", said the Rajah kindly. "Each man touched only one part. Perhaps if you put the parts together, you will see the truth. Now, let me finish my nap in peace". When their

friend returned to the garden with the cool water, the six men rested quietly in the shade, thinking about the Rajah's advice.

"He is right", said the first blind man. "To learn the truth, we must put all the parts together. Let's discuss this on the journey home".



## Activity 2: Defining Mediation and its Pillars

### Main points

- This activity aims to define mediation and underline the parties' autonomy and their freedom of will, which are pillars enshrined in the mediation process.
- To define mediation in an accurate scientific manner, the facilitator must also explain the alternative methods used to resolve conflicts and distinguish among them.

### Description of the activity

The facilitator presents and explains the alternative means for conflict resolution.

The facilitator presents the concept of mediation and its pillars.

### Description of the activity

A presentation on Mediation would surely entail many questions and answers, so the facilitator should prepare the characteristics of ADR means and examples of each. He or she should also allow for discussions branching out, as these discussions have a crucial role in clarifying and consolidating the concept of mediation and its pillars.

### Defining the concept of Mediation

- Mediation is a voluntary, confidential process to prevent and resolve tensions, disputes, conflicts, and crises.
- Mediation occurs voluntarily, as parties resort to an independent and impartial third party, who is the mediator that helps the parties find a just and sustainable solution for themselves.
- Mediation allows the parties to reconnect and resolve their differences.
- Mediation can be resorted to at any time: before, during, or after a dispute.
- A process is undertaken by a third party to get parties to a conflict, who have been insisting on their views, to communicate and talk again.

### Defining the concept of Mediation

- Not an arbitrator or a judge.
- A neutral and impartial third party.
- Bring together the disputing parties in order to listen to them.
- Bring the views of the disputing parties closer.
- Facilitate communication between the disputing parties.
- Support the conflicting parties in the search for a satisfactory solution.
- Commit to maintaining the confidentiality of the conversations.
- Strive to create a climate of trust.
- Stay calm, confident, optimistic, and ready to listen.
- Facilitate communication between the two parties and encourage mutual listening.
- Highlight relevant information, roots of the conflict, core interests, and areas of consensus.

## Recommendations for In-Depth Knowledge

There are many alternative conflict resolution methods, so the facilitator must have in-depth information on alternative methods of dispute resolution or what is known as ADR Alternatives to Dispute Resolution.

Mediation is defined as the contract under which the parties agree to appoint an intermediary to facilitate an agreement to end the dispute, with the help of a third person, the mediator. In facilitative mediation, the decision does not come from the mediator, who simply plays the role of a facilitator; in other words, the parties to the conflict themselves will be seeking a solution acceptable to both. The mediator has no power to pronounce a decision but facilitates communication among the concerned parties.

Arbitration is the parties' choice not to resort to the jurisdiction of the state; rather, they present the dispute to one or more persons to resolve the dispute by a binding provision. The basic idea is to give the parties the right to agree among themselves to exclude the judiciary in resolving their conflicts and

subjecting it to judges of their own choosing. An arbitrator is a neutral person and a legal authority (lawyer or judge). He or she hears evidence and witnesses provided by the attorneys of both parties and renders a legally binding judgement to the parties involved in a dispute.

Arbitration and mediation are Alternative Dispute Resolution mechanisms or means (ADR). Both are less formal than a court of law, less expensive, faster, and less demanding.

While the arbitrator acts as a judge in the case of arbitration, the mediator is more easily accessible and does not make any decision. In mediation, the mediator does not make the decision but only assists the parties involved in the negotiations to reach a settlement independently.

Reconciliation depends on the intervention of a third party, and the task of reconciliation is limited to listening to the parties, analysing their views, and then proposing a solution to the conflict.

### Activity 3: Examining the Codes of Ethics in Mediation

#### Main points

- This section presents the code of ethics of mediation.
- The presentation and explanation should be based on real-world examples and cases.

#### Description of the activity

The facilitator presents the code of ethics of mediation and explains each article.

The facilitator relies on giving many examples when presenting the code of ethics of mediation to clarify the rules.

Presenting the code of ethics of mediation includes many questions and answers, so the facilitator must reserve time to branched discussions that have a major role in clarifying the code of ethics of mediation and ripening the concept of mediation in participants' minds.

After explaining the code of ethics of mediation, the facilitator, in turn, poses cases and questions that require participants to return to the code to answer them. These short exercises contribute to entrenching the concepts and rules of mediation in the participants' minds.

## Document 20: Rules of Ethics and Deontology

According to the Professional Center for Mediation (CPM) – Saint Joseph University

- 1. Is independent:** the mediator may not have any direct or indirect link to one of the parties without their written consent. If such were the case, the mediator must mention it in the Commitment to Independence that he shall submit to the CPM.
- 2. Is available:** the mediator immediately informs the parties of the terms and conditions that shall govern the conduct of the mediation, including the financial aspects, and invites the parties as soon as

possible to a first meeting so that they can benefit the most from an expeditious and smooth mediation.

- 3. Is diligent:** the mediator may request any and all files, short memoirs or documents necessary to promote a successful dialog between the parties.
- 4. Works according to the laws:** the mediator reminds the parties from the outset that any proposition that does not respect the public order or the interest of third parties leads to the immediate termination of the mediation, and the mediator shall notify the CPM.

**5.** Ensures a fair and effective dialog under formal conditions: at the beginning of the mediation, the mediator collects the powers and mandates of the parties and their written Pledge of Confidentiality, which he submits to the Professional Center for Mediation.

**6.** Ensures a real and fruitful dialog under human conditions: the mediator ensures the freedom of expression, courteous discussions and balanced turn-taking for all parties and their advisors.

**7.** Respects confidentiality between parties during the conduct of the mediation: if the mediator meets separately with one of the parties or its advisor, he shall not communicate anything to any other party without a specific and explicit agreement.

**8.** Respects confidentiality outside the mediation: the mediator may not disclose any information related to the mediation to anyone, and he may not be called upon for testimony about or interpretation of the signed agreement.

**9.** Is impartial: the mediator is not a judge, an arbitrator or an expert. He does not take sides de facto or de jure, nor does he give an opinion. However, he actively and fairly helps the parties to listen to each other, talk to each other, understand each other, explore possible ways of reaching a common ground and build their partial or total agreement.

**10.** Ensures, in total impartiality, equal treatment of all parties, whether or not they are assisted by an advisor.

**11.** Believes that the law makes any agreement more reliable and viable: the mediator encourages the parties to be assisted by advisors who shall participate in the process of mediation according to the modalities he deems most effective.

**12.** Conscientiously terminates the mediation when the following circumstances arise:

-  Power dynamics leading to an abnormally imbalanced agreement.

-  A serious legal ignorance by a party, knowingly used by another.

-  A violation of the rules sanctioned criminally.

**13.** Is disinterested: defrayed and paid by contract or time spent, the mediator accepts neither fees proportional to the issues nor success-related fees: in fact, he only contributes to search for an agreement within the parties' sole interests.

**14.** Favours, with the agreement of the parties, the co-mediation with a mediator/ complementary (lawyer, engineer, psychologist, etc...) without additional expenses, unless the parties expressly agree.

**15.** Is cautious: concerned with achieving a real, free and informed agreement, the mediator shall not accept the signing of an immediate agreement unless the advisors are present. Otherwise, he invites the parties to note the points of agreement, reflect, consult and come back to sign in his presence a few days later. The mediator shall not sign the agreement concluded between the parties.

**16.** Respects the freedom of the parties who have freely chosen or accepted him: they may interrupt the mediation whenever they want and draw up themselves—or with their advisors—the agreement which they sign.

**17.** Works in constant liaison with the Professional Center for Mediation, to which he submits mediation reports for statistical purposes.

**18.** Commits to acquire specific skills and agrees to follow continuous training. He agrees to participate in the CPM's practice analysis and supervision work.

**19.** Commits to respect the rules of mediation outlined above as well as the internal rules of the CPM. In case of violation or disrespect of these rules, the mediator may be struck off the CPM's register.

## Activity 4: Stages of Mediation

### Main points

- This section focuses on the mediation process evolution by explaining the stages and defining their respective goals.
- Presentation and explanation should be based on real-world examples and cases.

### Description of the activity

The facilitator presents the mediation stages. After explaining the mediation stages, the trainer can describe the course of a mediation session in less than a minute and then ask the following question: At what stage is the mediation in this session? These short exercises help to clarify the mediation stages and ensure that they are properly understood.

## Document 21: Stages of Mediation



« Le médiateur dans l'arène »  
Adapted from Thomas Fiutak

## Module Four: Mediation for Conflict Prevention and Resolution

### Topic 2: Application

<b>Time</b>	450-480 minutes
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• Ensure the clarity of the pillars and tools of mediation.</li> <li>• Emphasise the role of the mediator.</li> <li>• Apply mediation skills.</li> </ul>
<b>Acquired skills</b>	<ul style="list-style-type: none"> <li>• Apply mediation concepts and tools.</li> </ul>
<b>Documents and tools required</b>	<ul style="list-style-type: none"> <li>• Document (22) Abou Jaoude Company and the New Promotion.</li> </ul>

#### Activity 1: Role-Play

<b>Main points</b>	<ul style="list-style-type: none"> <li>• This exercise set is the achievement of the training program, where the various skills and concepts explained during the previous modules are applied.</li> <li>• Feedback and a review of the various possibilities of "what the mediator can do" are crucial to consolidate the mediation concepts and develop the mediator's skills.</li> <li>• This activity includes at least three cases.</li> </ul>
<b>Description of the activity</b>	<p>The first paragraph of the practical case (Document 22) is distributed to the whole group.</p> <p>Participants read the case, and two volunteers come forward to play the parties and two volunteers to play mediators' role. Each of the women who volunteer to play the parties is given the second or third paragraphs of the practical case.</p> <p>Each role-playing session lasts 30 minutes (the session covers one or half a stage of mediation).</p> <p>The facilitator asks all participants to comment on the progress of the process, identifying the strengths and pivotal stages of the mediation session.</p> <p>The facilitator relies on participants to provide feedback on the smooth running of the mediation process and draws from the discussion the main points to be highlighted and can also inspire short-term exercises from role-playing.</p> <p>This activity is recreated with other practical cases. The facilitator can ask the women to provide a text of a case of conflict between two parties and adopt it as a practical case to implement mediation.</p>

## Document 22: An Example of a Practical Case

### Abou Jaoude Company and the New Promotion

Abou Jaoude Trading is a Lebanese company that deals with selling foodstuffs and products such as oil, local labneh (yoghurt cheese), etc. The company has built a good reputation in the Lebanese market and is distinguished by highly qualified and experienced staff, where “wasta” (connections) as is customary in Lebanon was not the basis for selecting employees in the enterprise.

Majed has been with the company since 2014 and was promoted in 2019, five years after joining the company.

Wael has been Majed’s friend from a young age in school; they studied together Business Administration at the Lebanese University. After two years at the Abou Jaoude Trading Corporation, Majed began persuading Wael to submit a job application, especially since Majed’s wife, Nada, has a personal relationship with the Human Resources Manager, Ms Hanin. So, after Nada talked to Hanin, Wael got recruited.

Majed and Wael worked together, and Wael provided good support and assisted Majed until the time of Majed’s promotion. Wael became angry when he learned of this decision because he believed that he deserves to be promoted after he had proven his high competence, especially since the promotion package includes privileges, such as increased monthly wages and more extended annual leave.

Majed felt Wael’s resentment and feared the confusion he might create; their relationship soured after more than one dispute over administrative procedures and how to deal with some customers.

Wael decided to file a complaint to Ms Hanin, demanding his protection and believing

that Majed was working to oust him from the company. Wael even expressed his dissatisfaction with the unfair promotion decision, being the one behind Majed’s success, given his competence, constant diligence, and even covering up Majed’s negligence at work at times.

The HR manager, Ms Hanin, asked Majed and Wael to resort to mediation to avoid exacerbating the rift between them.

### Majed, New Marketing Manager

Majed lived in a financially well-off family who could meet the home’s needs to the fullest and grew up relying on his family for all his daily expenses.

A year before he graduated from university, Majed met his life partner Nada as they were studying the same major, i.e., Business Administration. Nada’s friendship with Hanin, HR manager, and her family’s influence on society contributed to Majed’s employment at Abou Jaoude upon graduation.

At work, Majed relied on his old friend Wael, mostly since he was the one who facilitated his recruitment in the company. But his dependence on Wael was nothing new, as they have always helped each other face the difficulties and challenges of life. That is why Majed has all the love and appreciation for Wael; he is like a brother.

Majed’s wife, Nada, works at the Central Bank and comes from a wealthier family. She owns property and shops that she has inherited from her parents. This secured a happy and prosperous life for Majed and his wife.

Majed was surprised by Wael’s reaction and tried to make up for it by giving him extra hours and giving him some gifts. But he was very disappointed and saddened to learn that Wael’s resentment might push the latter to

fight him, especially since he began to cause a whole process at work that questioned Majed's abilities.

Majed wondered more than once if he had made a mistake in inviting Wael to join the company and facilitate his progress in it. And that was it when Wael decided to file a complaint against him to Ms Hanin.

### **Wael, Marketing Officer**

Wael grew up in a relatively wealthy family but faced financial difficulties in more than one period. He excelled in his studies, earning him a full scholarship during his school years (which came right in time when the family was in a difficult economic situation), and kept him in the spotlight at university. Diligence and excellence have also earned him different competencies and abilities.

Working at the enterprise, Wael committed to the working hours, professionally marketing the institution's products and working hard to develop the institution to achieve global excellence. Although this was his first job and he had little practical experience, he was adept and dedicated.

Wael married Fida, who comes from a modest family. She is content and "homey", and all she cares about is her home, husband, and family. She is an unemployed housewife and mother to Sami. Before Wael had his son Sami, he looked after his parents. However, after having a baby, he temporarily assumed this responsibility to his younger brother due to his salary that is not enough to support two families.

Having worked for three years in a row with dedication proving his abilities with the hope of being promoted, Wael lost his chance to move up the ladder. Such a chance meant a lot on both the professional experience level and the financial level. Wael considers Majed to be greedy and always looking for positions that will benefit him. For him, Majed is less competent and responsible; and hence the reason for his promotion lies in his wife's relationship with Ms Hanin.

Moreover, Wael believes that Majed has always been dependent on others from his early age. He relied on his father, who was always at his side and responsible for him and his sisters, then on his wife, just as he had always relied on Wael for any difficulties he faced.

## References

- Active Listening International Online Training Program On Intractable Conflict: Conflict Research Consortium, University of Colorado <https://web.archive.org/web/20051104010747/http://edis.ifas.ufl.edu/HE361>.
- Bazerman, M. H., & Neale, M. A. (1992). *Negotiating rationally*. New York: The Free Press.
- Boulle, L., & Kelly, K. (1998). *Mediation: Principles, process, practice* (Canadian Ed.). Toronto: Butterworths.
- Chornenki, G. (1997). Mediating commercial disputes: Exchanging "power over" for "power with". In Julie.
- Christopher W. Moore. (1996). *The Mediation Process: Practical Strategies for Resolving Conflict*, 58-63. Second edition. San Francisco, CA: Jossey-Bass Publishers.
- Craver CB (2002). *The Intelligent Negotiator*. Roseville, CA: Prima Lifestyles.
- Fisher, R., & Ury, W., with Patton, B. (Ed.). (1991). *Getting to yes: Negotiating agreement without giving in* (2nd ed.). Boston: Houghton Mifflin Company.
- Givens D.B. (2006). *The Nonverbal Dictionary of Gestures, Signs, & Body Language Cues*. Spokane, WA, Center for Nonverbal Studies Press.
- Ebner, Noam. (2016). *Alternatives and BATNA in Interest Based Negotiation*. (YouTube). <https://www.youtube.com/watch?v=FSyABLfStXE>.
- Fisher, Roger; Ury, William; Patton, Bruce (2011) [1981]. *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). New York: Penguin Books. ISBN 9780143118756. OCLC 609540048.
- How To Be Empathetic In Difficult Conversations <https://www.symblyfy.net/magazine/how-to-be-empathetic-in-difficult-conversations/>.
- Lyons, Carl (2007). *I win, you win: the essential guide to principled negotiation*. 9781408101902: London: A & C Black. p. 29. Furlong, G. T. (2005). *The conflict resolution toolbox: Models & maps for analyzing, diagnosing, and resolving conflict*. Mississauga, Ont: J. Wiley & Sons Canada.
- McLean, S. (2005). *The basics of interpersonal communication*. Boston, MA: Allyn & Bacon.
- Owen J.E., Mahatmya D., Carter R. (2017). *Dominance, Influence, Steadiness, and Conscientiousness (DISC) Assessment Tool*. In: Zeigler-Hill V., Shackelford T. (eds) *Encyclopedia of Personality and Individual Differences*. Springer, Cham. [https://doi.org/10.1007/978-3-319-28099-8\\_25-1](https://doi.org/10.1007/978-3-319-28099-8_25-1).
- Pearce, W. B., & Cronen, V. (1980). *Communication, action, and meaning: The creating of social realities*. New York, NY: Praeger.
- Pearson, J., & Nelson, P. (2000). *An introduction to human communication: understanding and sharing* (p. 6). Boston, MA: McGraw-Hill. Simon Fisher and others. *Working With Conflict: Skills and Strategies for Action*. London: Zed Books, 2000.
- Price, L. (2015). *DiSC instrument validation study: Technical report*. San Marcos: Texas State University.

- Reed, Warren H. (1985). *Positive listening: learning to hear what people are really saying*. New York: F. Watts.
- Lawrence E. Susskind, S. McKernan, and J. Thomas-Larmer, eds. (1999). *The Consensus Building Handbook: A Comprehensive Guide to Reaching Agreement*. Thousand Oaks, CA: Sage.
- Sharon Anthony Bower, Gordon H. Bower (2004). *Asserting Yourself-Updated Edition: A Practical Guide For Positive Change*, Reading, Mass: Addison-Wesley Pub. Co.
- Thomas, K. W., and Kilmann, R. H. (2007). *The Thomas-Kilmann Conflict Mode Instrument*, Mountain view, California: CPP, Inc.
- William Zartman. "Ripeness". *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: August 2003 <https://www.beyondintractability.org/essay/ripeness>.

# Part III

## Initiatives



## Part III: Initiatives

### Module I: The Emergence of Initiatives

#### When is the component of initiatives introduced in the program?

Following the completion of the first training module, and at the onset of the second module on conflict, the facilitator, in the presence of the manager or coordinator of the project from UN Women, discusses the project's objectives and rationale. In this context, Security Council Resolution 1325 and its direct connection with the idea of establishing active women networks in conflict management and prevention are discussed. Emphasis is also placed on the second part of the programme, which requires women participating in the programme to translate what they have acquired in terms of concepts and skills into activities or projects that would promote a culture of mediation and address sensitive topics and causes of tension to prevent their development into conflict.

Explaining initiatives is essential for women to know that the programme's goal is not limited to training and does not hence simply aim to train women, but that it should culminate in their taking a central role in the community, part of women's role of security and peacebuilding. The explanation and discussion of initiatives are of great importance in guiding women's expectations about the outcome of this program and establishing the mentality of

training utilized for fieldwork and not just for the sake of acquiring knowledge and skills.

#### How do initiatives arise?

Based on the session explaining the initiatives and during discussion sessions about conflicts and causes of tensions in society, the facilitator directs the group to sensitive, recurring topics, which naturally arise when training sessions require suggesting and analysing conflict situations. The facilitator reminds them of the need to think of ideas and issues for the initiatives, inquiring if what was presented could constitute relevant material for that.

On the other hand, women share with their family and the social environment the topics discussed in the program, particularly the mediation concept, and explain the path followed by mediation. Experience in this context has shown that relatives and friends may seek women's help to resolve disputes between individuals or intervene to reduce the severity of a subject before it develops into a conflict. Here, too, during the "That's how it went" exercise, the woman shares the subject presented to her, and the women discuss the type of intervention it requires and how to provide this type of intervention within the framework of the initiatives.

### Module II: Preparing Initiatives

#### How are initiatives prepared?

After the end of the fourth training module, discussion sessions are devoted to women's

role in their community. From this role, women prepare initiatives. Therefore, the facilitator asks participants to prepare

suggestions on the topics to be addressed. Hence, the first stage of preparation includes a couple of sessions to discuss proposals and crystallize the role that women will play. The second phase of preparation requires

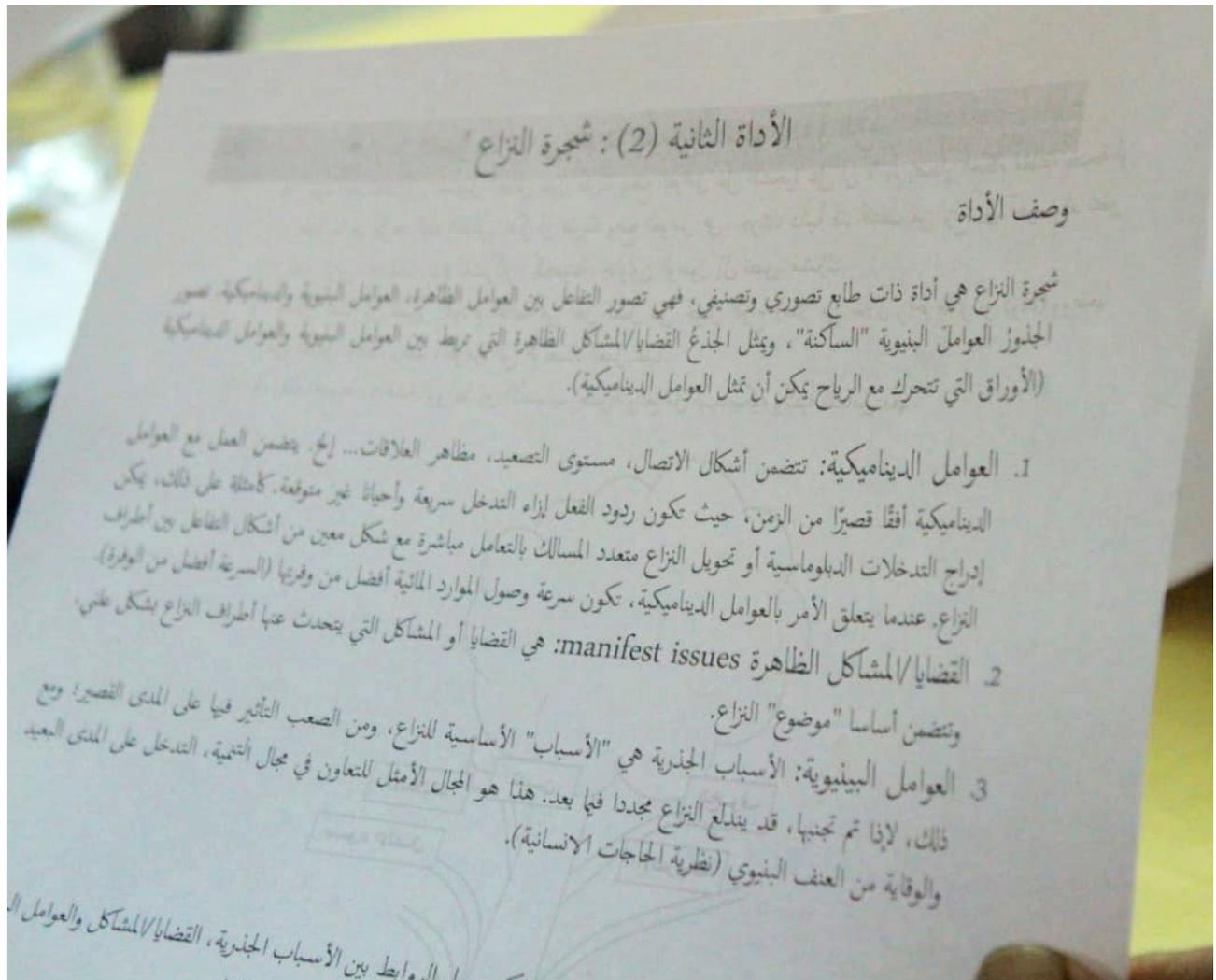
defining the subject of the initiative, its course and the parties involved in it. Based on a stakeholder analysis, priorities and initiative activities, women prepare and implement an action plan.

## Module III: Following up on Initiatives

The professional mediator who acts as a mentor (who was a facilitator in the first part of the program) accompanies the women at every stage of the initiatives, from initiation to preparation, and guides them in their steps. The mentor provides support and accompaniment but places the workload, research, and

planning on women to experience fieldwork with all its challenges and developments.

In this context, a professional mediator acting as a mentor asks the women to submit reports on their projects and meetings to rely on to provide feedback and enable them to progress in the implementation of initiatives.



### **UN Women**

UN Women is the [United Nations](#) entity dedicated to gender equality and the empowerment of women. It is a global champion for women and girls, established to accelerate progress on meeting their needs worldwide and to promote women and girls' contributions to building sustainable peace through the prevention of conflicts and disasters.

### **Professional Center for Mediation at the Saint Joseph University**

Professional Center for Mediation at the Saint Joseph University (USJ) was established in 01/09/2006" according to USJ website by Ms Johanna Hawari Bourjely and is the first mediation centre in Lebanon and the Middle East. It aims to spread the spirit of humanity, compassion and solidarity among people to promote a culture of non-violence. The Professional Center for Mediation is three-dimensional: a centre for training professionals, students and pupils; mediation centre with professional mediators qualified to resolve disputes amicably; centre for projects that cooperates with more than 45 national and international partners and has conducted mediation competitions in Lebanon since 2015.

### **The Rebecca Dykes Foundation**

The Rebecca Dykes Foundation is dedicated to the creation of stable communities in Lebanon and improving the lives of refugees and vulnerable host communities living there. It was established in December 2017 after Rebecca's friends, family and colleagues wished to channel the energy that Rebecca's life and work inspired in them.

### **Ministry of Foreign Affairs of Finland**

Mediation and conflict prevention have been a long-running theme in Finland's foreign policy. Finland has a strong focus on promoting women's ownership of and participation in peace processes in line with UN Security Council Resolution 1325 (2000) on Women, Peace and Security.

