

**INTERNATIONAL  
FEDERATION OF  
UNIVERSITY  
WOMEN**

**WORKSHOP ON  
CONFLICT RESOLUTION**

*Facilitator's Guide*



## **Workshop on Conflict Resolution Facilitator's Guide**

This Guide is to assist you in your preparation and facilitation of the Conflict Resolution Workshop provided by IFUW. The Participant Workbook is a companion piece that each person attending the session receives. The Facilitator's Guide contains suggested timelines and ideas for presenting the workshop. In addition, there are camera-ready sheets that can be made into overheads using acetates and a photocopier.

Feel free to adapt the design and content to best meet the needs of the participants in your workshop.

The workshop begins with personal introductions and establishing basic guidelines for the workshop. Module One provides an introduction to conflict resolution and a few exercises to identify sources of conflict and ways of resolving conflicts. The workshop then focuses on a variety of skills and techniques useful in building better relationships at home, at work and in the community. Module Two provides information and practice on Assertive Communication and Active Listening Skills. Module Three focuses on Negotiation Skills; Module Four addresses Mediation Skills and Process; Module Five provides an opportunity to apply the skills learned in real conflict situations facing workshop participants.

### **Workshop Outcomes**

#### **The purpose of this workshop is to**

- Help participants identify and understand conflict better
- Provide techniques for improving conflict resolution and communication skills
- Help participants resolve sample conflicts and build a climate of internal cooperation within their organisation

## Module One (110 minutes)

### Module 1a: Introduction to Workshop (30 minutes)

Purpose of session:

- 1) to get to know each other and expectations of the workshop
- 2) to clarify basic code of conduct, i.e., how we work together and treat each other.

In your introduction, include the purpose of the workshop and briefly run through the programme. Any practical issues, such as timing of breaks and provision of food or drinks, location of washrooms, should be dealt with here.

#### **Activity 1. Participant Introduction (20 min)**

People need to know a little bit about each other before they can work together effectively. Whether participants know each other or not, get them to introduce themselves by saying their names plus another relevant (but low-risk piece of information, e.g., something they like to do).

Another good activity is to ask them to state their workshop expectations, i.e., what they want to get out of the workshop? This helps you, the Facilitator, to understand the needs and expectation of participants, up front. It also helps people establish some goals for the workshop, some thoughts on “what do I want to get out of this time?”

You can do introductions as a paired-interview exercise if people are shy and do not know each other. Or if people know each other, by having them do the exercise “Telling two truths and a lie” and have the group discover what is the lie. This last exercise is a real ice-breaker - people have fun in creating a story and discovering how little we often know about each other.

#### **Activity 2. Establishing Code of Conduct (10 min)**

Clarifying basic ground rules is very important as a code of conduct for the group. Ask the group to formulate the rules (e.g., not-smoking, no interrupting, honesty, etc.) Some ground rules are negotiable, others are essential and should be given by the facilitator when the group does not bring them up. Those ground rules are: **Respect:** no verbal or physical abuse, no sexist, ageist, racist language or behaviour is acceptable.

**Space:** people should have time and space to say what they need to, that means no interrupting, shouting down or hogging attention.

**Care:** people should do their best to be sensitive to the needs of the other members of the group; for example, listen quietly when difficult issues are being spoken about, be encouraging and positive, and frame critical remarks constructively.

**Confidentiality:** people should be free to say things that they wish to remain confidential and would say so if this is the case. Others need to respect the confidentiality.

**Note: Referring to ground rules when addressing participants' behaviour is a way of depersonalising the control and discipline element required in all groups.** People whose behaviour is challenged on the basis of previously agreed rules are less likely to feel personally threatened or blamed. Individual members are also empowered when given joint responsibility for group maintenance.

## **Module 1b: Introduction to Conflict Resolution**

### **Conflict Resolution Theory (30 minutes)**

Using the Introduction on conflict resolution in the Workbook have participants reflect on their own perception of conflict and how this is determined by their cultural background. Have participants complete **Exercise 1**; then lead a group discussion using their different answers to the questions as a basis for understanding conflict and the different perceptions of conflict. Finish this introduction with sharing a few of the songs, proverbs or sayings that participants offered of examples of conflict within their own culture.

### **Sources of Conflict and Sample Conflict (20 min)**

Refer to Exercise 2: Sources of Conflict.

Give a mini-lecture on the common causes or sources of conflict listed on page 5 of participant workbook. Provide relevant examples or ask participants for examples in each of the sources.

Ask participants to take five (5) minutes by themselves to complete **Exercise 2** by checking off any appropriate examples and adding any others in the space provided

Take ten (10) minutes to share individual responses in twos or threes and identify common causes of conflict in the organisation

Much of conflict is based on different perceptions of the same circumstances.

Help participants understand this and realize that someone's perception is his or her reality.

### **Resolving Conflict (20 min)**

Review Chart 1: Basic Methods of Resolving Conflict and then have a small group discussion (3 –5 people) using the questions in **Exercise 3** as a guideline. Which methods have you used?

Which method(s) could work in your sample conflict?

As a group choose one of the individual examples for further use during the workshop and complete **Exercise 4**.

### **Conflict Resolution Continuum (10 minutes)**

Mini-lecture on the four stages on the continuum: Negotiation, Mediation, Arbitration and Adjudication

Facilitate a Question-Answer session to ensure participants understand.

## **Module Two: Assertive Communication (80 minutes)**

The majority of all conflict is caused by poor communication. Assertive communication is an invaluable skill for everyone - in all aspects of life. An organisation with skilled communicators will have fewer conflicts and earlier resolution to those that arise.

### **Introductory Lecture and Presentation (20 min)**

Begin with a brief lecture on the Four Behaviours of Communication. Then present the Three Steps to Assertive Communication. Model the four different behaviours using a simple situation. For example, someone pushes into line ahead of you. This can be fun because we have all experienced this situation and probably debated what to do.

#### **Script for presenting simple situation:**

**Passive:** does nothing

**Aggressive:** verbally attacks the intruder and tells him or her what to do or where to go;

**Passive-Aggressive:** does not deal with the intruder, but passes side comments or looks to others

**Assertive:** uses the three steps to assertive communication saying:

1. Describe: "Excuse me. As you can see there is a line here for the cash and several of us have been waiting for some time." 2. Express: "I don't feel it's fair for you to jump in." 3. Specify: "and really think you should be fair and go to the end of the queue."

NOTE: Although the assertive style is the preferred style, it may not always be appropriate. There may be situations when one of the other styles is more appropriate. For example, if the intruder is a three hundred-pound bully, let's go for the passive style!

You may wish to have participants in the group try a few situations to make sure the four behaviours are clear.

### **Pairs Practice of Assertive Behaviour of Communication: (10 min)**

Using Exercise 5 and the situations listed on page 12, select one to work with. Have pairs practice the Assertive Behaviour of Communication by role playing the situations (or others of their own making) alternating roles as the assertive communicator

### **Summary on Assertive Communication: (10 min)**

- Review the four styles and three steps to assertive communication
- Ask participants for Lessons Learned or Good Examples from their pairs exercise
- Encourage people to practice this skill in the organisation and in their lives - it will make a difference!

## **Active Listening**

Introduce the skill of active listening using a **role play (5 min)**. We have all seen two people having a conversation but each is only focused on her own half. For example: Picture two older women sitting together. Woman A says: "My daughter is coming to visit me this weekend". Woman B replies "I hope we have rice for dinner." Woman A says: "my daughter just got a new job as head sales manager for her company." Woman B says: "I really like the sauce they serve with the rice."

You can make this role play quite humorous by exaggerating the lack of 'active listening'.

### **Mini-Lecture: Active Listening Techniques (15 min)**

Model each of the active listening techniques listed on page 13, describing each technique and showing an example.

### **Pairs Exercise: Practicing Active Listening (20min)**

Have participants pair up and complete the exercise 6 on page 13. If there is a particularly good example, have participants model it to the entire group.

## **Module Three: Negotiation Skills (90 minutes)**

### **Negotiation Skills (15 min)**

Begin with a brief lecture on negotiation (see pages 14 & 15 of participant's workbook). The intent is to help everyone understand that we all negotiate everyday -- so let's practice the skill.

#### **Key Points for Presentation**

**Definition** Negotiation consists of discussions between two or more parties around specific issues for the purpose of reaching a mutually satisfactory agreement.

**Everyone is a negotiator.** It is an everyday occurrence. Life is an endless series of interactions that require negotiation. You are confronted daily with countless situations in which you are called upon to negotiate, to reach an agreement, or to settle a difference of opinion (e.g., negotiating bedtime with children or establishing a realistic workload with supervisor or subordinate).

**Win-Win** not win-lose as commonly described in most 'business-corporate' books on negotiating. People should be looking for solutions that result in both parties feeling they have won -- this is especially important in an organisation where people will continue to work together toward common mission and goals

### **Large Group Discussion: Common Barriers (15 min)**

Introduce the conditions that support and prevent win-win negotiation and ask participants to identify other conditions and discuss how to overcome the barriers

### **Solo/Pairs Task: Exercise 7 - Understanding Yourself (20 min)**

It is critical that effective negotiators have a clear and objective picture of themselves. Have participants answer the questions as honestly as possible and then decide some actions to follow in their Notes to Myself. If the participants trust each other, it may be appropriate to share the Notes to Myself in pairs.

### **Understanding Positions and Interests (20 minutes)**

Exercise 8 flows easily from negotiation. It is very helpful when dealing with conflict to understand that it is usually necessary to go past 'positions' taken by each party and explore underlying interests or reasons for the other party's position.

Too often positions get so firmly entrenched that trying to resolve the positions is not possible. An organizational example is listed in the Participant Workbook. A powerful but culturally laden example is the Camp David Accord signed between Egypt and Israel in the 80s. Israel's position was to retain the Egyptian land it had claimed in order to protect itself. Egypt's position was that Israel must completely withdraw from Egyptian land. The positions both parties brought to the table were much too rigid to find any common ground.

Let us look at the 'interests' as a technique for finding common ground on the conflict. Israel's interest was that its borders be protected from hostile neighbours. Egypt's interest was that Egyptian land belonged to Egypt. The negotiated settlement was a 10-mile demilitarized zone on Israel's border with Egypt -- protecting Israel but owned by Egypt, with Egyptian flags flying.

### **Defining Positions and Interests (Exercise 10)**

Using your group's sample conflict, work through the interests and positions for both parties and identify any common ground or win-win solutions.

### **Framing and Reframing (20 minutes)**

The final skill in this section requires an introduction with some strong examples. A good technique is to take one of the sample conflicts provided by participants and provide different examples of how to frame the issue.

Using the example in the participant workbook on circulation of Board minutes, you could frame the conflict in a variety of ways:

"The Board's decision was based on its belief that it needs to protect the organization from certain information becoming public knowledge, and potentially bring harm to the organization or people within the organization."

This is much less biased than stating the Board is withholding information from the members in order to protect the organization.

On the member side, one could frame the issue as a “lack of transparency and trust” or by stating the commitment and enthusiasm of the members to know what is happening in the organization.

Framing and reframing a conflict into neutral, interest-based terms can go a long way to building common ground for resolution. Allow participants some time to complete **Exercise 11**.

## **Module 4: Mediation Skills (90 minutes)**

### **Mini-Lecture: Introduce Mediation (10 min)**

**Key Points of Presentation** (see pages 19 & 20 of Participant Workbook)

- definition and examples of mediation; characteristics of Mediation
- role of the Mediator; mediator skills
- types of disputes

### **Large group Discussion: Mediation Experiences (10 min)**

Have participants share any situations they have been involved in, either as one of the parties or as the mediator. It may be helpful to have an example ready in case no one has used this process before.

### **Small Group Task: Steps in Mediation (30 min)**

For Exercise 11, select five small groups and assign each group one step in the mediation process. Provide the entire group with a simple conflict, e.g., disagreement on whom should be completing a specific task (lack of role clarity) or a jurisdictional issue of ownership and control. The task is to prepare a 3-minute presentation on their step and present it to the whole group, using the proposed conflict as an example. Following the six presentations, hold a Question-Answer session on mediation steps to make sure participants understand them.

### **Practice of Steps in Mediation Process (30 minutes)**

In groups of three, select a conflict that can be mediated and work through steps one to six. One person should play mediator; the other two people represent the two parties involved with the conflict. Depending on numbers, a fourth person can be added to each group to act as observer and/ or help the mediator out if she gets into trouble with the role. There is a Checklist for the observer to use in the Appendices

Once everyone has completed their mediation, a large group debriefing session should raise lessons learned and unanswered questions

Would this process of mediation work in your culture? What are the barriers? How can it be modified to make it work within cultural norms? Summarize the session using the Checklist for Mediator on page 23.

If appropriate, provide a brief overview of the key points in Transcultural mediation. There are some good questions on page 24 for the participant to work through.



## **Module Five: Application of Skills (120 minutes)**

As much time as possible should be spent on participants practising the skills in a safe and non-judgmental environment. The role playing exercise may be repeated as many times as time permits using a different conflict each time.

### **Exercise 13: Role Playing with Conflict Resolution (85 min)**

In groups of four or five, select a conflict to work together on.

**Step One:** describe the conflict and the circumstances surrounding it (5 min)

**Step Two:** determine if you want to undertake negotiation (two parties) or mediation (with a neutral third party) (2 min)

**Step Three:** select roles for working through the conflict, e.g., mediator, party A, party B (3 min)

**Step Four:** role play the conflict and attempt to reach an agreeable conclusion (20 min).

**Step Five:** evaluate the group's role play using the following checklist. (15 min)  
Repeat this exercise as many times as time permits.

### **Large group discussion (20 min)**

Facilitate a discussion on the lessons learned through the role playing exercise. This discussion provides an opportunity for questions to be answered, ideas shared and confidence among the participants to be built.

### **Exercise 14: Solo Task Action Planning (15 min)**

The purpose of this session is to give participants time to collect their thoughts and the things they have learned and translate them into a plan of action. Too often, we learn good techniques at a workshop but never have time to determine 'so what am I going to do' with this information. Help participants use the information by allowing them time to plan their next steps.

# **Overheads and Tools for Facilitators**

**A key attitude for anyone negotiating a conflict is to “walk a mile in my shoes”. Attempt to view the conflict through the other parties’ eyes.**

**This will help a great deal in getting past perceptions that block resolution.**

## OBSERVER'S CHECKLIST ON MEDIATION

### Did the Mediator:

Establish a safe and supportive environment for both parties?

YES \_\_\_\_ NO \_\_\_\_ Comments:

Encourage parties to put themselves in the other party's place?

YES \_\_\_\_ NO \_\_\_\_ Comments:

Encourage parties to discuss interests and needs?

YES \_\_\_\_ NO \_\_\_\_ Comments:

Did you discuss the significance/implications of not reaching agreement?

YES \_\_\_\_ NO \_\_\_\_ Comments:

Get parties to focus on the future instead of the past?

YES \_\_\_\_ NO \_\_\_\_ Comments:

Identify areas where there was common ground between parties?

YES \_\_\_\_ NO \_\_\_\_ Comments:

What techniques did the Mediator use successfully?

Other comments for the Mediator.

Name of Observer; \_\_\_\_\_

# **Key Messages About Conflict**

**Conflict is neither good nor bad**

**Conflict is inevitable**

**Conflict does not have to result in winners  
and losers**

**In conflict both parties tend to believe that  
their opinion is fact**

**Too often both parties see themselves as  
innocent victims who represent the side  
of truth and fairness**

**Too often both parties perceive all  
destructive acts carried out by others  
completely blind to identical acts carried  
out by self or those on 'my' side.**

# **Sources of Conflict**

**Short-term pressures versus long-term goals**

**Differing perceptions, values, cultural norms**

**Ambiguous jurisdictions  
lack of clarity  
competition for limited resources**

**Needs such as power, status, ego,  
recognition, self-worth**

**Parochial and regional attitudes**

**Change - some not wanting to let go of the  
old; others moving too quickly**

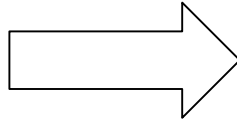
**OTHERS??**

# Basic Methods for Resolving Conflict

<b>Methods</b>	<b>What Happens When Used:</b>	<b>Appropriate to Use When:</b>	<b>Inappropriate to Use When:</b>
Power or Compete (FIGHT)	One's power, position or strength settles the conflict. I'm OK, you're not OK	When power comes with position of authority and this method has been agreed upon	Losers are powerless to express themselves; their concerns
Collaboration (FACE)	Mutual respect and agreement to work together to resolve results in I'm OK, You're OK	Time is available; parties committed to working together as we versus the problem, not we-they	Time, commitment and ability are not present
Compromise or Negotiation	Each party gives up something in order to meet midway, often leaving both parties dissatisfied we're both sort of OK	Both parties are better off with a compromise than attempting a win-lose stance	Solution becomes so watered down that commitment by both parties is doubtful
Denial, Avoidance (FLIGHT)	People just avoid a conflict by denying its existence I'm not OK; you're not OK	Conflict is relatively unimportant, timing is wrong, a cooling off period is needed	Conflict is important and will not disappear, but will continue to build
Accommodating, Smoothing Over (FREEZE)	Differences are played down and surface harmony is maintained. you're OK, I'm not OK	When preservation of the relationship is more important at the moment	If smoothing over leads to evading the issue when others are ready to deal with it

# Conflict Resolution Continuum

Individuals involved in the conflict have more control over outcome



Individuals involved in the conflict have less control

<b>Negotiation</b>	<b>Mediation</b>	<b>Arbitration</b>	<b>Adjudication</b>
<b>discussion between two parties, working toward reaching agreement, without assistance</b>	<b>a voluntary process with an impartial third party helping disputing parties to reach a mutually beneficial agreement</b>	<b>using an independent third party to settle a dispute; third party determines a binding settlement</b>	<b>conflict is resolved using the justice system with judge &amp;/or jury</b>



## Three Steps to Assertive Communication

1. **Describe** the situation or idea as clearly and specifically as you can.
2. **Express** how you feel about the situation.  
(Note: Use "I" or "My" statements to refer to how you are feeling and what you are thinking.)
  - **Specify** what you want. Include a specific deadline.

# **Active Listening Techniques**

**Attending**

**Paraphrasing**

**Speaking from Self**

**Clarifying**

**Asking**

**Encouraging**

**Reflecting**

**Summarizing**

## Understanding Yourself

- What are my strengths? limitations?
- Am I a good listener?
- Where am I psychologically vulnerable? emotionally vulnerable?
- What are my prejudices and biases?
- What kind of climate do I create in negotiations?
- How do I define "fair"?
- What are my needs during negotiation?

# Defining Positions and Interests

	Mine	Theirs
Position		
Interests		

**Why are these positions different?  
Is there common ground around interests?  
Are there potential win-win solutions?**

**Mediation**  
**is the intervention of an**  
**acceptable and impartial third**  
**party in a dispute.**

# **Steps in the Mediation Process**

- 1. Preparation**
- 2. Reconstruction of the Conflict**
- 3. Definition of Points of Dispute and Agreement**
- 4. Creating Acceptable Options for Agreement**
- 5. Forming an Agreement**

# Evaluation of Role Play

	<b>Went Well</b>	<b>Suggestions for Improvement</b>
<b>Clarity of conflict and facts surrounding conflict</b>		
<b>Understanding of the cause of the conflict</b>		
<b>Listening actively to each other</b>		
<b>Working toward finding common ground</b>		
<b>Wanting a win-win solution</b>		
<b>Communicating assertively</b>		
<b>Focusing on the future, not the past</b>		
<b>Satisfaction with outcome; prepared to implement agreement</b>		

# Personal Action Plan

<b>What</b> Can you do?	<b>How</b> Can you do it?	<b>Who</b> needs to be involved?	<b>By</b> <b>when</b> will you resolve it?