# TRANSFORMATIVE LEADERSHIP FOR WOMEN'S RIGHTS

Training manual for Women Networks on transformative leadership for women rights, peace and participation

UN WOMEN

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# 1 EXECUTIVE SUMMARY

This guide is divided into six sections. These sections fall under two parts: Part I and Part II. Then, Part 1 is a positive interactive section for trainees or participants' self-assessment, self-awareness and reflection on the context, personality and communication. Understanding leadership and the women's structures roles. Part II tackles transformational leadership and women's rights. The first section clarifies what gender justice and women's rights mean in terms of definition and practice. We explore the term 'transformative change' and how it relates to different forms of power. We then combine all the key terms to define and explain what we mean when we say, 'Transformative Leadership for Women's Rights.' In module 2, we look at the 'theory of change' that underlines TLWR and explore how TLWR can be integrated into programs. In Module 3, we delve a bit deeper into one aspect of how programming, policy, design, and implementation of initiatives can apply the gender at work framework and a gender and power analysis within our TLWR programs.

Modules 4, 5, and 6 focus on conflict management, conflict analysis, mediation, and conflict resolution. The conflict levels and the causes and effects are analysed and contextualised in the Somalia situation. Models derive conflict, needs structures, data on conflict, social norms, and values. Each section has accompanying activity documents explaining the content and approaches to transformational leadership and Women's peace and participation. Tool kits and resources are cited and referenced as footnotes and references in this guide. These can further be used for capacity building and implementation by leaders and community networks skills and knowledge enhancement. Pertinent documents used to develop the manual included the UNSCR 1325, CEDAW, CREA-Transformation Feminist Leadership concept paper, and Somalia Gender Policy, among others.

# 2 INTRODUCTION

This manual has been designed for women leaders within grassroots networks throughout Somalia and in the federal member states.

It will support women leaders' capacity to engage with the Transformative Leadership for Women's Rights principles, empowerment, peace and participation. The trainers to be trained are women involved in pushing for the transformation of women's rights within their community through various actions and grassroots women's networks. Trainers will continue training within their community, creating a domino effect chain of trainings on Transformative Leadership for Somali Women's Rights Leadership, peace and participation throughout the country.

The Manual is designed as a five-day workshop with topics covered for each day that will be covered. While the design recommended mode of delivery is five days, should there be time constraints, the manual is designed to allow facilitators to conduct the workshop in two phases, or exceptional circumstances, it can be delivered in three days.

Facilitators are advised not to allow too much time between phases to ensure the material is delivered and received as intended—at least one month between two phases.

The manual covers five modules that are grouped into five sections. Each section represents a day in the five-day period. Each section builds on the previous one and adds

another layer of learning. Considering that 'transformative leadership for women's rights' is a relatively new concept in Somalia, the manual is designed to assist facilitators in leading participants into a journey from self-reflection and awareness to the theory while providing practical tips, activities and techniques of delivery in a training of trainers' methodology.

Transformative leadership, which is leadership for sustainable change, addresses the root causes of inequality. Promoting transformative leadership is a central objective of UN Women and its partners seeking to promote Women's peace and participation. Transformative leadership for women's rights (TLWR). This form of leadership promotes gender justice by advancing women's participation and leadership.

TLWR is about improving leadership content or how people exercise their leadership. At the same time, leadership capacity is built to achieve or change something. For example, we might seek to build leadership capacity to mobilise citizens or policy-makers to reform gender inequitable laws and policies,

to transform power relations between men and women at the household, market, or government levels, or to foster spaces where gender justice goals can be realised.

Gender justice is key to inclusive development, political participation, and prevention of and protection of Women, girls and children against any form of violence. Training poor 'at-risk' women to understand their rights and build their capacity to lead and influence decision-makers, promoting women's leadership and participation, strengthening the women's networks, and promoting women's agency and leadership. Transformative leadership for women's rights will play a key role in implementing these strategies and advancing gender justice. Transformative leadership challenges structures and ideologies that justify and perpetuate gender inequality and power imbalances. It ensures that leadership actions contribute to equity, human rights, justice, and peace. These will translate into Gender equality and women empowerment and support initiatives for women's peace, security and participation.

# PART I: TRAINING MODULES

| Module One: Promoting Positive Interactions | |
|---|---|
| **Topic 1: Positive interactions & communication styles** **How could I improve my assertiveness?** | |
| **Topic 2: Self-assessment** | |
| **Time** | **3 hours** |
| **Learning objectives** | » Introduce reflective sessions and activities. <br> » Develop Non-violent communication skills. <br> » Increase self-awareness. <br> »  Develop emotional intelligence. |
| **Acquired skills** | » Determine your communication styles. <br> » Increase assertiveness in specific situations. |
| **Documents andtools required** | » Document 1 <br> » Document 2 <br> » Document 3 |

| Activity 1: Self-assessment (30 Minutes) | |
|---|---|
| Key points | » Quick quiz aimed to determine individual's communication style. <br> » Keenness not to announce the trainee's result, as the goal is to raise self-awareness. |
| | » Emotional intelligence is a term that expresses an individual's ability to recognize and understand his or her emotions properly and to realize the extent to which they affect the people around him/her. |
| Activity description | » Trainees answer the questionnaire (Document 1) and calculate the results. <br> » Facilitator announces and interpretation of the results of self-assessment. <br>    » 15-25 (High level of assertiveness) <br>    » 26-39 (Moderate level of assertiveness) <br>    » 40-60 (Low level of assertiveness) |

## Document 1: Self-assessment – Assertiveness

Put a checkmark in the first column by the items that apply to you, then estimate the degree to which it applies to you as follows:[1]

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Comfortable | Mildly uncomfortable | Moderately uncomfortable | Very uncomfortable | Unbearable |

| 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 inequity | | |
| 7. Saying no | | |
| 8. Responding to undeserved criticism | | |
| 9. Making requests to the person of authority | | |
| 10. Asking for cooperation | | |
| 11. Taking charge/responsibility | | |
| 12. Dealing with others' attempts to make you feel guilty | | |
| 13. Asking for favors/rights | | |

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1   Adapted from Sharon and Gordon Bowers' Asserting Your Self

Gender Audit of Local Governance Legal Frameworks, Policies and other Instruments

## Activity 2: General Discussion as an Introduction to Communication Styles (30 min)

| Key points | » Differentiate among communication styles, behavioural patterns, and personality types: styles change and evolve (and may change radically, especially after interacting with diverse communities. |
| --- | --- |
| | » Enriching experiences, or if individuals deliberately try and work on themselves) while behavioural patterns and personality types remain constant. |
| | » Give an 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 recognize and understand his or her emotions properly and to realize 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 | First: wrong correlation between assertiveness and aggression. Second: traditional misconceptions and ideas, such as a lack of understanding or awareness of legitimate personal rights. Third: concern about negative consequences. Fourth: confusing passive behaviour with assertive behaviour. Fifth: lack of necessary skills and experience | | First: feeling threatened and losing status or power. Second: overreaction due to previous traumatic emotional experiences. Third: personal thoughts and beliefs about aggression (Survival of the fittest). Fourth: lack of alternative skills (assertive behaviour) and promotion of aggression (submission and surrender of others). |

| | Passive | Assertive | Aggressive |
|---|---|---|---|
| Verbal behaviours | Avoids expressing own desires, thoughts, or feelings. Uses self-undermining expressions. Resorts to words of apology that carry hidden meanings, vague words or silence, for example: "You know that; forgive me, but I think. That; I apologise." | Honestly expresses own desires, thoughts and feelings. Communicates subtly and in a neutral mood, Uses "I" expressions. Clear and logical words. Select words carefully. | Honestly expresses own desires, thoughts and feelings, yet at the expense of others. Uses loaded phrases full of accusations, filled with the word "you" and expressions of defamation and blame. Uses threat statements and accusations. Adopts an attitude of "My way is the right way." |
| Non-verbal styles | Uses actions instead of words and hopes that someone will guess their needs. A weak, hesitant and faint voice. Avoids eye contact or keeps them down. Sits or stands away from the other person. Not knowing where to put hands, shaky and sweaty hands. Bewildered, perplexed, tense & is filled with frustration. | Listens carefully; calm and confident behaviour. Clear, confident, warm and expressive voice. Maintains eye contact and does not scrutinise or stare. Relaxed hands, straight posture. Approachable and with a relaxed expression. | Intimidating, supercilious. Loud, tense, cold, or demanding voice; narrow, anticipating, cool eyes. Belligerent. Hands on the centre of the body, offensive posture, clenched fists or pointing fingers at the other person, always nervous and combative. |
| Feelings | Tense, a sense of neglect and humiliation, a feeling of being exploited by those around. Often, a feeling of anger and rejection later | Confident and proud of his /her success, self-content. Control of situation, self-respect and Goal-oriented. | Always correct, controlling, and superior, and sometimes feels embarrassed or selfish later on. |
| Obvious consequences | Avoids distressing situations and avoids any conflicts. | Feels comfortable and respected by others, growing self-confidence, and improving relationships with others, rarely upset and in contact with their feelings | A sense of control and Supremacy over others. |

| | Passive | Assertive | Aggressive |
|---|---|---|---|
| Potential consequences for each type of behaviour | Underachiever or achieve goals indirectly, as others consistently achieve them at their expense. Rights are violated, and anger mounts, yet either frustrated or redirected to other less powerful and focused people. Tendency to procrastinate, suffering in silence, dull spirit, delays and forgetting often. | Often get "wants" if reasonable, often achieve goals, are satisfied and change any losing position into a win, always determined through straight forward 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 |

# MODULE TWO: TRANSFORMATIVE LEADERSHIP

| Module 2: Understanding transformative leadership for women's rights | |
|---|---|
| **Topic 1. Transformative leadership defined women's rights, gender peace, participation and justice.** | |
| **Topic 2. Transformative change and power, Gender biases and women in leadership roles.** | |
| **Time** | 100 minutes |
| **Learning objectives** | • Understand the role of women in leadership.<br>• Understand women's rights and justice for men and women.<br>• Understanding of the gender biases in Somalia<br>• Understand the role of women in peace and political participation. |
| **Acquired skills** | • Problem-solving<br>• Decision-making, advocacy for justice and women's political participation<br>• Rights awareness and communication |
| **Documents required** | • Document 5a<br>• Document 5b<br>• Document 6 |

| Activity 1: Definition of transformative leadership, feminism and women and peace | |
|---|---|
| Key points | » Transformative leadership which is leadership for sustainable change addresses the root causes of inequality.<br>» Why focus on transformative leadership for women's rights (TLWR)<br>» How to ensure that leadership actions contribute to equity, human rights, justice, and peace.<br>» Existing leadership structures, networks and decision-making levels.<br>» Women supported to understand their rights and building their capacity to lead and influence decision-makers.<br>» Gender defined and inequalities highlighted.<br>» Power and transformative change are clarified in the peace, security and justice for women. |

| Activity description | » Facilitator does ice breaking introduction, introduces the concept of leadership and leadership roles. |
| | » Transformative leadership for women's rights plays a key role in implementing peace strategies and advancing gender justice. |
| | » Gender is clarified and the growth of feminism in development, peace and power. |
| | » The exercise of power and definition demonstrated in groups' action. |

## Document 5: What is Transformative leadership? gender power and women's rights.

Transformative leadership for sustainable change addresses the root causes of inequality. Transformative leadership for women's rights (TLWR). This form of leadership promotes **gender justice** by advancing women's participation and leadership. Transformative leadership for women's rights is an important goal of the UN Women strategy for Somalia. TLWR is about improving leadership content or *how* people exercise their leadership. At the same time, leadership capacity is built to *achieve* or *change* something.

For example, we might seek to build leadership capacity to mobilise citizens or policy-makers to reform gender inequitable laws and policies to transform power relations between men and women at the household, market, or government levels or to foster spaces to realise gender justice goals. Advancing gender justice is at the core of UN Women and the UNSCR 1325[2]; rights and building their capacity to lead and influence decision-makers; promoting women's leadership and participation.

Transformative leadership for women's rights will play a key role in implementing these strategies and advancing gender justice. Transformative leadership challenges structures and ideologies that justify and perpetuate gender inequality and power imbalances.

### Defining Gender Justice and Women's Rights

Working towards gender justice means that women, CSOs, and the government are;

- Challenging and changing existing structures, institutions, practices, customs, norms, values, attitudes, and beliefs are barriers to achieving women's rights and the rights of all people, regardless of gender or sexual identity. Each individual possesses the power and knowledge to claim one's rights.

- Ensuring the accountability of the institutions responsible (legally or morally) for dispensing and ensuring justice, protecting civilians, and guaranteeing and protecting the rights of citizens. For example, institutions such as the State, the judiciary, religious institutions, the community, and the family.

- Working towards freedom from all forms of violence and discrimination based on gender identities and sexual identities (woman, man, youth, elderly, children, PLWDs).

UN Women's human rights perspective considers the Convention on the Elimination of all Forms of Discrimination against Women (1979)[3] and the Declaration on the Elimination of Violence against Women (1993).

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2  UNSCR 1325 (2000) was the first official document from the Security Council to require parties in conflict and Member States to guarantee women's participation in peace and political processes, post-conflict reconstruction and conflict prevention.

3  Often referred to as the "international bill of women's rights" and provides a comprehensive framework for non-discrimination and substantive equality between women and men.

### Women's Rights

Gender inequality derives from social and cultural socialisation processes. In patriarchal societies, girls and women are classified (not always consciously) as less valuable, less strong, economically less attractive, not suitable for public leadership roles, needing protection and control, etc. This is changing in modern Somalia, with significant control and restriction based on clan politics and religious standards (Islamic). It can result in multiple forms of discrimination.

Exclusive ideology is the leading cause of the violation of women's right to equality. We

### Transformative Change and Power

The achievement of women's full rights is a complex socio-economic and political process. Part I [4]firmly establishes the transformative character of the Convention. It redefines the concept of gender equality, highlighting that it does not mean applying the same standards to women and men to access their rights. It also highlights that States parties must ensure the protection of the rights of women both in law and in practice.

General Recommendation (GR) 30[5] highlights the obligation to ensure the meaningful participation of women in peace negotiations and post-conflict rebuilding and reconstruction processes.

(Article 46). The General Recommendation clearly and explicitly establishes the link between CEDAW and the UNSCRs on WPS. It states that implementing the WPS resolutions "must be premised on a model of substantive equality and cover all the rights enshrined in the Convention."

Achievement of women's rights demands diverse, positive, and sustained changes in policy, practices, resource allocation, attitudes, beliefs, and power relationships. Together, these changes have the potential to lead to transformed societies where women and other marginalised groups can fully achieve their rights.

**Transformative change** means a fundamental and lasting change that challenges existing

recognise that for the reasons listed above, women often belong to the most marginalised groups and are denied access to resources, justice, and power. We believe that when women and girls face discrimination and injustice, it is both a cause and a result of the inequality that drives poverty, insecurity, unemployment and political exclusion. These make women vulnerable to all forms of violence.

*Therefore, transformative leadership advances women's participation, leadership, and rights.*

structural inequality. Transformative change requires fundamental shifts in power relationships. Power can be expressed in many different forms.

- **'Power over.'** This is a way of exercising influence over people, often negatively associated with force, repression, coercion, discrimination, abuse, or corruption.

- **'Power with'** builds collective strength and finds common ground among interest groups. *Power* is based on mutual support, solidarity, and collaboration. It brings together the talents and knowledge of individuals to build bridges across different interests in a way that transforms or reduces conflict and promotes equitable relations.

- **'Power to'** refers to a person's capacity to decide and carry out desired actions. It refers to the unique potential of every person to shape her or his life and world. It opens up the possibility of joint action or *power*.

NOTE: Those who have control over resources and decision-making have power over those without. When people are denied access to important resources like land, healthcare, education, or jobs, power over perpetuates inequality, injustice, and poverty.

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4   Convention on the Elimination of all forms of Discrimination against Women (1979)

5   The adoption of the GR 30, in 2013, is a most pertinent example of the CEDAW Committee using its power to adapt to changing legal and policy frameworks.

This masculine, fear-based way of leading and exerting Power is gradually becoming outdated in a world that demands diversion, equality, and inclusion to turn things around to wholeness. People are calling for a more balanced style of leadership where the positive aspect of our masculine leadership traits is integrated with our more feminine attributes of caring, nurturing, giving, co-creating, sharing, and serving each other.[6]

What does all of that mean?

Instead of you, as the leader, micromanaging, intimidating, and powering over your people, you give them autonomy to generate their Power and seek new possibilities and actions created without using domination.

This kind of Power is based on mutual respect, inclusion, and ethics and opens up the possibility of another type referred to as 'power with.'

What is 'Power with then?'

'Power with' is shared Power built on collective strength, collaboration, and relationships.

Shifting from "Toxic Leadership" To "Conscious Leadership'' We replace:

- "Winners take all" with collaboration and cooperation.
- Scarcity mindset with that of abundance
- Extraction with healing and giving.
- Fear with love
- Power over with Power to - "Power to the people."

- It is rooted in mutual support, dignity, and solidarity.
- It enhances individual talents and knowledge, helps build bridges and reduces conflict.
- It promotes equitable relations.

**From 'power' to 'empower'[7]**

Wielding your leadership power as 'power to' and 'power with' will empower your people to act from their strength and TRUE Power. The door opens to new opportunities, innovation, sustainable development, peace and security for your people and the wider society.

## Group activity 2.1: Role of leaders, problem-solving & decision-making

In their respective groups created with the help of the facilitator, trainees outline the perceived roles of leaders, problem-solving techniques, and good decision-making practices.

| Roles of leadership | Problem Solving | Decision making |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |

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6  From Rúna Bouius, former CEO and entrepreneur from Iceland and the founder of the True Power Institute. https://peopledevelopmentmagazine.com/author/runa-bouius/

7  Rúna Bouius (March 21, 2022); The Changing Dynamic of Power In Leadership

**Group activity 2.2:**

**Think of the last time that a group you are part of made a collective decision.**

   a. How did the group arrive at the decision?
   b. What types of power did you observe during the decision-making process *(power over, power with)?* Who held power, including less obvious, hidden forms of power? Who did not have power?
   c. Was the relative power of the individuals in the group linked to aspects of their identities (such as their rank, position, experience, gender, etc.)?

*"As for the best leaders, the people do not notice their existence. The following is best: the people honour and praise. The next, the people fear; the next, the people hate.8*

## Document 5b. Transformative Feminist leadership

Transformative Feminist Leadership (TFL) and the ideas at its centre-feminism and feminist leadership and what is involved in transformation are important to understand from the perspective of leaders and women networks. What is the difference between TFL and any other kind of leadership? Also, since we are talking about feminist leadership, what is feminism today, and what does it stand for?

| FEMINISM | | | |
|---|---|---|---|
| Ideology | Socio Change Strategy | Analytical Framework | Daily practices |

### What is Feminism?

Feminism is a central concept in the notion of transformative feminist leadership. Feminism today must be understood differently from the past when it was mainly considered an ideology that proposed equality between men and women. Feminism has evolved over the past fifty years. Thus, it is preferably defined by CREA[9] as **"an ideology, an analytical framework and a strategic framework."**

This means that the ideology of equality, which is so central to feminism, has created a framework for analysing power in society. It has also led to social change strategies considering transforming power relations, especially gender power relations, at the heart of all social change processes.

**As an Ideology**, feminism today stands not only for gender equality but for the transformation of all social relations of power that oppress, exploit or marginalise any set of people based on their gender, age, sexual orientation, ability, race, religion, nationality, location, ability, class, caste or ethnicity. It also recognises the intersecting nature of people's identities and social locations

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8    Lao Tse quoted in Batliwala, Srilatha (2010) 'Feminist Leadership for Social Transformation: Clearing the Conceptual Cloud', New Delhi: CREA. http://web.creaworld.org/ files/f1.pdf

9    CREA is a global women's rights organization. Srilatha Batliwala & Michel Friedman Achieving Transformative Feminist Leadership A Toolkit for Organisations and Movements available; https://prevention-collaborative.org/wp-content/uploads/2021/08/CREA_2014_Achieveing-Transformative-Feminist-Leadership.pdf

and that we experience discrimination, exclusion or oppression in intersecting and simultaneous ways.

Feminism no longer seeks simplistic parity between the sexes but a more profound transformation that accepts various gender identities and creates gender equality in a new social order.

In the new order, people live individually and collectively in societies based on social and economic equality with all their human rights, free from discrimination, violence, conflict and militarisation and in harmony with the natural world.

**As an analytical framework,** feminism has transformed the concepts of patriarchy (the social order of male rights and privileges) and gender (socially constructed relations of power between men and women and other gender identities). It has created various analytical tools and methods for unpacking the power imbalances between men and women in different social institutions and structures (e.g., gendered division of labour in the household and economic activities, control of women's sexuality and reproductive life, etc.). Feminism embraces new notions of gender and gender identities that go beyond the social construction of just two genders to social, economic, political, protection, peace, and security.

**As a social change strategy,** feminism prioritises the empowerment of women and other marginalised genders, the transformation of gender power relations and the advancement of gender equality within all change interventions. Feminism believes that change that does not advance the status and rights of women is

not real change at all. For instance, economic interventions that increase household incomes without giving women a greater share of that income or alter the gender division of labour in the generation of that income, or improvements in health care that do not address the specific barriers that may prevent women from accessing such care, are not considered as feminist strategies.

**In daily life,** feminist practice is concerned with the daily practice of power, with special attention on how we use our power and how we respond to other people's use of their power in everyday life and relationship interactions. This is true in our relationships and the organisation and movement cultures we create.

- It is not enough to critique others' abuses of power; we must be committed to creating inclusive relationships.

- Do not reproduce what we are challenged in the outside world.

- Change the historical devaluing of people who have been marginalised due to oppressive or exploitative social relations in our culture (Somali culture).

- We need to get beyond the male-female binary of traditional feminist beliefs or thinking.

- We also need to work towards ensuring that the many different women (and men) we work with/relate to in everyday life actually 'feel' included, valued and recognised and not abused and

- Can respond to us in an open rather than defensive or closed manner.

## What is Transformative Feminist Leadership?

"Women with a feminist perspective and vision of social justice, individually and collectively transforming themselves to use their power, resources and skills in non-oppressive, inclusive structures and processes to mobilise others-especially other women-around a shared agenda of social, cultural, economic and political transformation for equality and the realisation of human rights for all."

Laurien Alexandre asserts: "leadership is embedded within a deeply engrained gender system-in our distribution of power and resources, in our self-and collective perceptions of effective leadership, in our identities as leaders and as followers, and in our expectations of who can lead, of where leadership takes place and for what purposes."[10]

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10  Shawna Wakefield; Transformative and Feminist Leadership for Women's Rights https://s3.amazonaws.com/oxfamus/www/static/media/files/Transformative_and_Feminist_Leadership_for_Womens_Rights.pdf

TFL recognises the leadership capacity of every person in a change process because leadership is about committing to and taking responsibility for that larger change and contributing to it in our way, irrespective of our role, position, power, or status in the organisation.

### What makes feminist leadership different from other kinds of leadership?

"Leadership from a feminist standpoint is informed by the power of the feminist lens, which enables the feminist leader to identify injustices and oppressions and inspires her to facilitate the development of more inclusive, holistic ... communities. Feminist leaders are motivated by fairness, justice and equity and strive to keep issues of gender, race, social class, sexual orientation and ability at the forefront. The elements particular to ... feminist leadership ... include a focus on individual or micro-level and societal or macro-level social justice concerns, a desire to bring marginalised voices to the centre of the conversation and a willingness to take risks as one strives to enact a transformative agenda."

"Feminist leadership [is] oriented to a different arrangement of the human order: re-distribution of power and responsibilities. [It is about] fighting societal inequalities. Changing economic and social structures, beginning with transforming psychic structures... [we] define feminist leadership as leadership congruent with feminist principles."

It comprises guiding processes that seek fundamental changes in the distribution of power and privilege in society, especially power and privilege that stems from one's gender identity. It recognises the different faces of power-visible, hidden and invisible, external and internal sources of power, as well as the various expressions of power.

Using feminist tools, these changes in power and privilege are identified to help us analyse and challenge the nature of patriarchal and other power relations and structures, institutions and norms that perpetuate discrimination and exclusion in the respective context.[11]

> *'Power within' refers to a person's sense of self-worth, self-knowledge, self-confidence, and their conviction of what is legitimate. It includes an ability to recognise individual differences while respecting others and refers to the capacity to imagine and have hope. It is important to remember that leadership is not always linked with an appointed position or role.*
>
> *Leadership can occur in a moment, act, or behaviour. Anyone can be a leader, or take on leadership, in any given situation. Leadership can also be imagined as a process, where cooperation is emphasized over competition, power and influence is shared within the group, and participative decision-making takes place.*

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11  Tracy Barton, "Feminist Leadership: Building Nurturing Academic Communities", in Advancing Women's Leadership Online Journal, Vol.21, Fall 2006

## Feminist Leadership Principles [12]

1. Self-awareness and courage: Making conscious effort to recognize our vulnerabilities and value strengths while challenging ourselves and other to improve through self-reflection and empathetic mutual feedback.

2. Self and collective-care: Taking care of our individual health and work/life balance and encouraging team members and partners to prioritize caring for self and each other. This extends also to institutional care i.e., managers balancing the workload of their staff, empowering staff to prioritize self -care and promoting social and infrastructural improvements to create a nice working environment.

3. Collective accountability: Promote collaborative goal setting and create institutional spaces for team members and young people to participate and lead in decision-making processes (on equal terms) inside and outside the organisation.

4. Diversity: Recognize, celebrate and promoting diversity across the organisation by expanding our worldview beyond binaries and nurturing leadership of younger people and the global south.

5. Zero tolerance to discrimination and sexual harassment: Calling out all forms of discrimination, abuse of power and sexual harassment.

6. Tackling bias: Recognizing conscious and unconscious bias and checking our own individual and institutional privilege based on gender, class, race, ability and other factors.

7. Share power: Using power responsibly and transforming systems of power that promote hierarchies within the organisation and externally. Leveraging individual and collective power to create space for young people influence. Crediting the work of other and engaging in ethical, non-extractive ways with team members and communities.

8. Purpose-driven: Advancing gender justice and smashing the patriarchy. Living this in our purpose in personal and professional lives. Bringing passion and energy to our work.

9. Joyful in co-creating: Make things fun, workplace should be fantastic. Something you enjoy and people want to work for us.

10. Honouring the movement: recognizing, honouring and standing in solidarity with feminist organisations as strong allies who partner in actions crucial to creating lasting, impactful change towards gender justice.

## Document 5b. Transformative Feminist leadership

This leadership concept elaborates on the importance and influence of the self. The four "Ps" of leadership are mediated by the self, as shown in Figure 6.1 below, so it is impossible to imagine a transformational feminist leadership that does not address the self on a number of levels.

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12 These Feminist Leadership Principles for Plan International have been developed based on discussions with the Gender and In-clusion Group (Bangkok, 2019) and strategic input from the Global Gender and Inclusion Team. These Principles are also informed by a thorough desk review of feminist principles developed by like-minded feminist organisations such as ActionAid, Oxfam, African Feminists Forum, and JASS

### 'What is 'the self'? How do we understand it?

The self can be defined as being made up of thinking, feeling and body sensations. How these come together is unique for each individual. Our history, experience, social, economic and other identities, talents, abilities, personality traits, psychic well-being, and personal social capital (contacts, networks and support) are some of the many parts that we bring to bear on the world we engage with. These parts are influenced by and constructed in our world, stratified by the contradictory power relationships of family, gender, race, class and cultural divisions.

We also understand that collectives, organisations, movements, and society are made up of individuals, and any genuinely transformative change has to transform both the individual and the system.

**Figure 1:**

The "4P" of leadership[13]
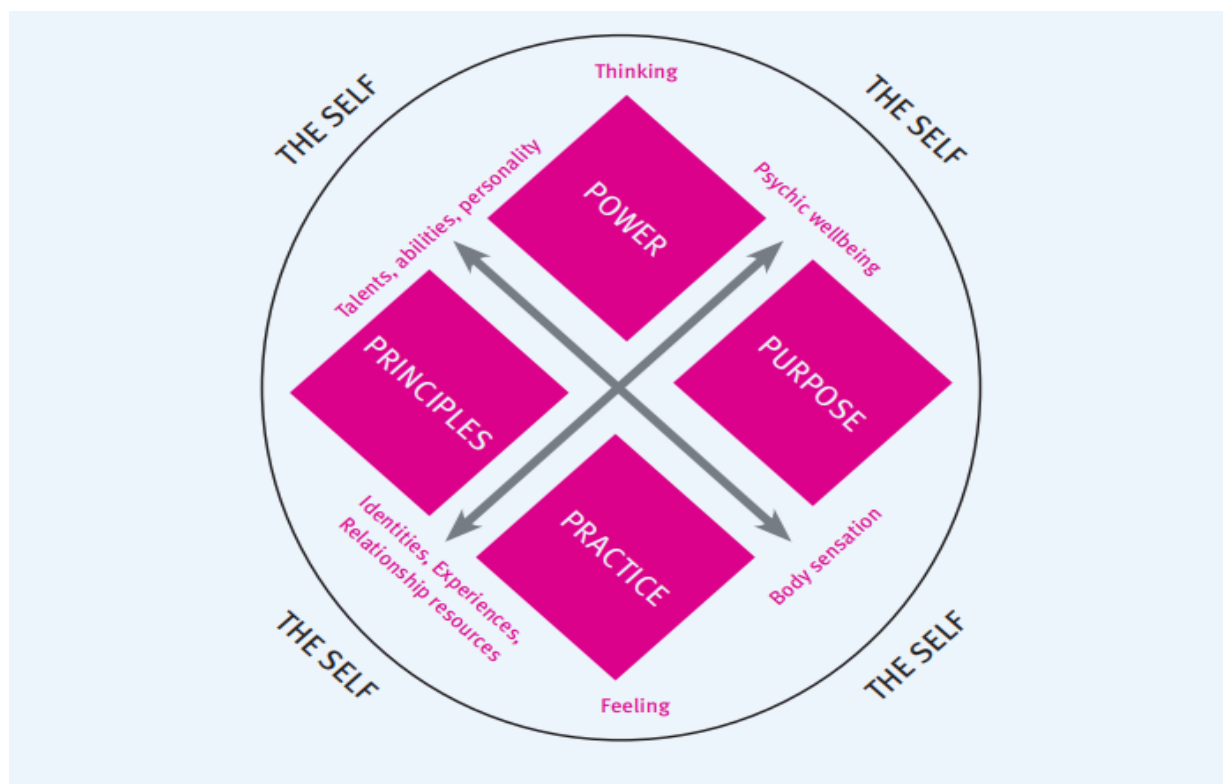


This transformational work enables us to model a different way of engaging with existing power relations within our collectives/organisations. As feminist leaders occupying formal positions of power, it is important that we do so consciously. To lead differently, we need to not only understand ourselves in new ways but also to feel and, more significantly, to act differently; our daily practices of power need to be more expansive, to be able to embrace diversity and to be open to a new kind of listening. If we do not do this, we may slip into old top-down forms of leadership and control instead of expanding into new forms. Therefore, our daily practices of power help shape the culture and deep structure of our organisations and movements.

13  Srilatha Batliwala & Michel Friedman (2011) Achieving Transformative Feminist Leadership: A Toolkit for Organisations and Movements

# MODULE THREE: GENDER FRAMEWORK, STRUCTURES, AND TRANSFORMATIVE LEADERSHIP FOR WOMEN'S RIGHTS (TLWR)

| Module 3: Understanding transformative leadership for women's rights | |
|---|---|
| **Topic 1. The gender framework, leadership structures and transformative leadership for women's rights (TLWR).** | |
| **Topic 2. Integrating Transformative leadership in peace and protection programs- Gender power analysis and tools for integration.** | |
| **Time** | 100 minutes |
| **Learning objectives** | » Understand an existing structure for the adoption of women's rights.<br>» Understand women's rights and protection responsibilities.<br>» Identify the existing gender power and inequalities and opportunities for inclusion and empowerment.<br>» Understand how to apply and use the TLWR tool kit |
| **Acquired skills** | » Problem-solving<br>» Decision-making, advocacy for justice and women's political participation<br>» Rights awareness and communication |
| **Documents & tools required** | » UNSCR 1325, gender equality in Somalia, CEDAW, |

## Document 7: the gender framework at work, change for TLWR.

The Gender at Work framework is one of the most valuable tools for mapping social change through the TLWR approach. This framework distinguishes four important areas for change related to power and gender justice: formal and informal, individual and collective. Although this framework does not show *how* change happens, it helps plan interventions. It can be used to do a gender power/leadership analysis of the context of the country, program, or organisation analysis.

The arrows in the framework represent the relationships between the four quadrants, which influence each other. Evidence shows that if action is taken within multiple quadrants simultaneously, change will occur quickly and be more sustainable.

**Figure 2:**

the gender at work framework
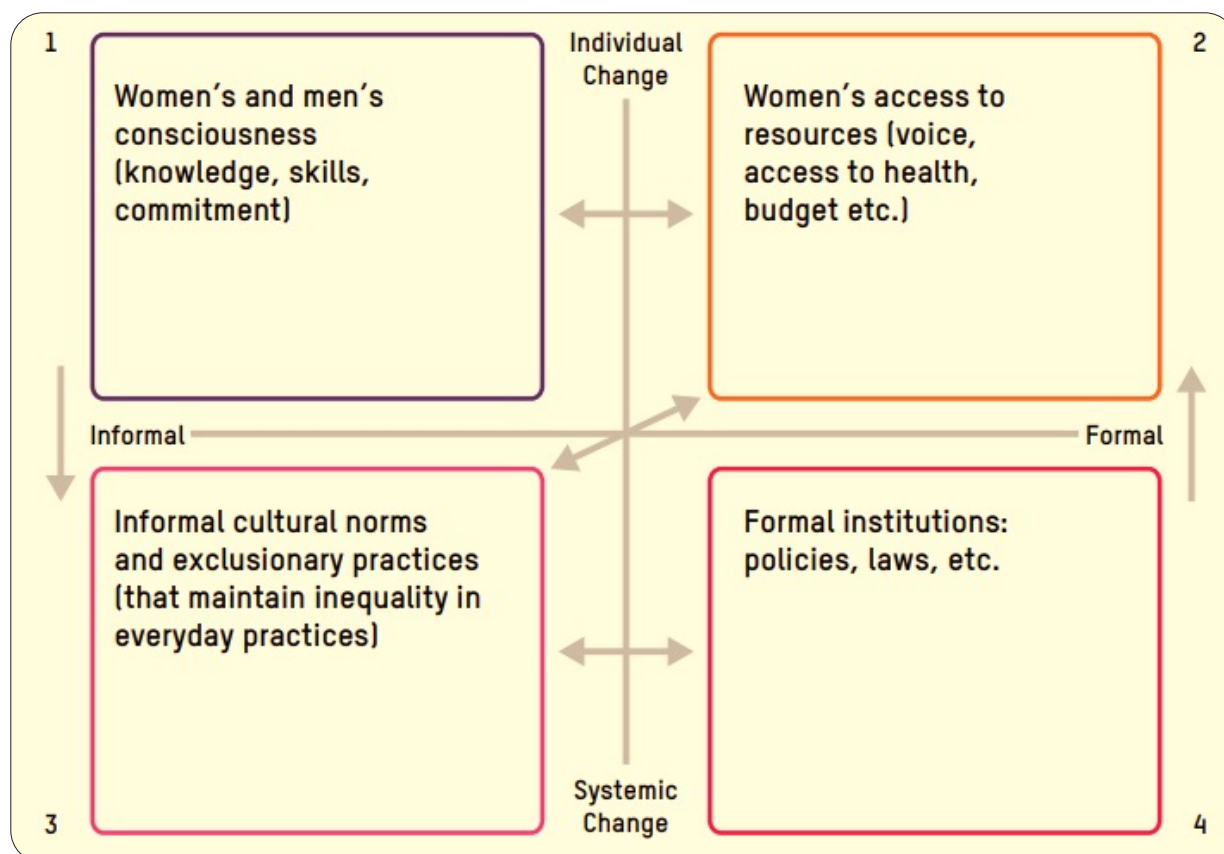


The following are examples of types of changes fitting within each quadrant of the framework:

- Informal individual change: For the first time, men speak out about violence against women as an illegal practice.

- Formal individual change: Women gain access to land and learn how to farm, increasing their ability to support themselves and their families.

- Informal systemic change: A community supports women's participation and leadership in community councils.

- Formal systemic change: New legislation changes the laws so that women have the right to inherit land or prosecute their abusers.

The third quadrant of the Gender at Work Framework relates to deep structure and culture. In this informal, collective sphere, we find the assumed values, ways of thinking, and working that often underlie decision-making and action. Deep culture is not always visible.

Change in the third quadrant requires a long-term, collective process, which means that more than one individual must adapt and reflect the change over time. It is important to consider that culture and ideology differ from place to place and from time to time. Change, therefore, can look different from one place to another and might be considered significant in a certain community, while in another, it does not.

**Figure 3:**

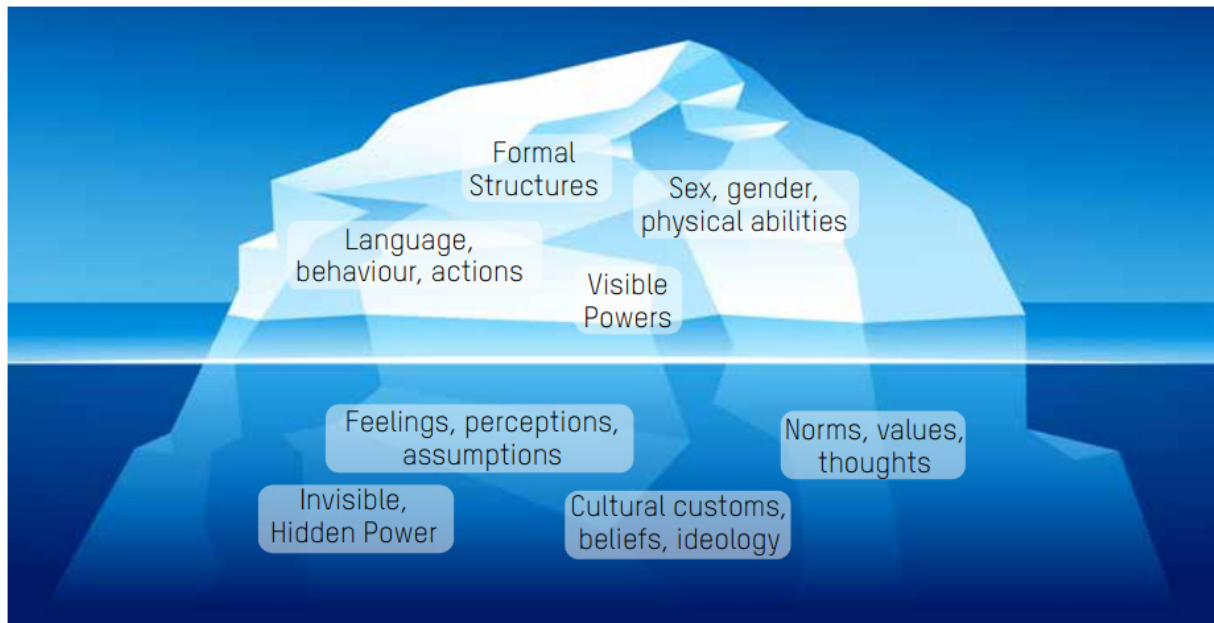Deep culture: collective norms, values, and behaviours 'below the surface



Figure 3 shows how deep culture can be both invisible and substantial, like the section of an iceberg that lies below the surface.

To understand the power dynamics that will affect transformation, we can use the four quadrants of the Gender at Work framework to analyse the prevailing and emerging leadership and power relationships in Somalia.

The facilitator will guide the groups of trainees to answer the following questions;

---

**Activity 3.1: Brainstorm on the power dynamics and the different levels where gender inequalities manifest.**

» **Who holds power in this context? How is it transferred?**

» **What form of power is it: 'power with,' 'power over,' 'power within' or 'power to'?**

This analysis is the first step in developing a 'theory of change.' A theory of change is a kind of map that sets out our ideas for how change towards the gender and transformative leadership with women rights will happen.

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## Document 8: Transformative Leadership for Women's Rights

Women's political participation and leadership: The advancement of women's leadership has traditionally been focused on increasing women's political participation. This is an essential strategy because evidence suggests that increasing women's participation in politics and public life makes a significant difference for women and society. The visibility of women in public office encourages greater political engagement and mobilisation of a broad spectrum of women. It

helps to shift people's perceptions of a leader and challenges the idea that only men can be/are leaders. It can also give women the confidence to apply for public leadership positions.

However, working to promote women's political and public leadership may be ineffective if we ignore the broader political and structural context in which this is taking place and the relevant informal sources of power and decision-making that are active in that context. This is because conventional leadership is often situated in existing power structures.

Usually, these are founded in hierarchical and exclusionary patterns of power over. Globally, decision-making spaces are still male-dominated. Leaders who become part of these structures are encouraged to model prevailing power behaviours that may compromise their principles and are rewarded for doing so. Merely ensuring that women hold formal positions of power is, therefore, not enough

For example, a recent study found that quotas for women – which are often used to secure space for women in governments or other leadership spaces – are not sufficient; the type of decision-making that occurs within the space (unanimous or hierarchical) has an impact on the way women can access and influence power (Mendelberg 2013). The case of Somalia illustrates that women need to be empowered and informed about relevant policy issues to enable them to participate more effectively in political activities.

**Figure 4.**

The feminist leadership diamond[14]
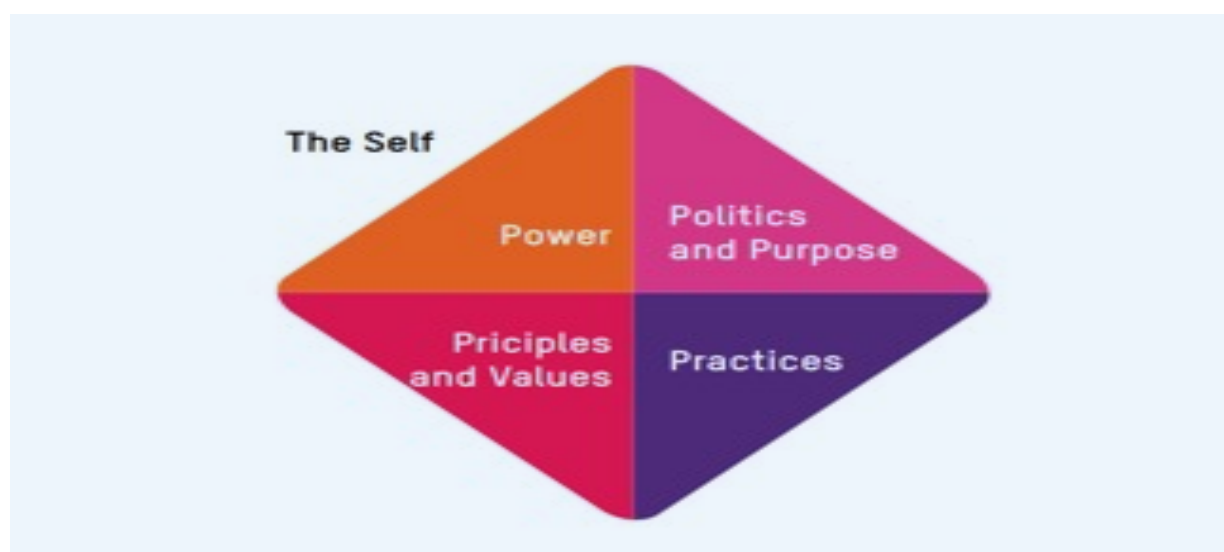


The 'four Ps' of the diamond make up 'the Self' because it is at the individual level where a positive change in leadership styles to promote gender justice starts. This means that implementing a TLWR approach and strategy begins with us. We must work to change ourselves as individuals to become better leaders who practice and fight for gender justice.

Power is one of the elements in this diamond. Values and principles underlie the politics and purpose of leadership and translate into practice.

T**ransformative Leadership** requires an analysis of the inequitable power structures (formal and informal) that undermine people's dignity, development, and leadership. Unless we seek to transform the cultural and political contexts in which we promote gender equality, activists and leaders risk violence, backlash, and ridicule based on their gender or sexual identity. We must support processes of transforming *power over* into *power* amongst individuals and communities in both formal institutions and informal spheres.

14  Batliwala 2010, p.15 presents the TFL diamond (fig.4). This incorporates four elements that form the core of transformative leadership for women's rights.

Transformational leadership for women's rights strives for social, cultural, economic, and political transformation for equality and human rights for all, regardless of gender, sexuality, or other forms of identity. Transformative leadership mobilises and respects all people and facilitates the space for the led to become leaders.

Based on this, we use the four Ps of the diamond to develop the following definition of transformative leadership for women's rights:

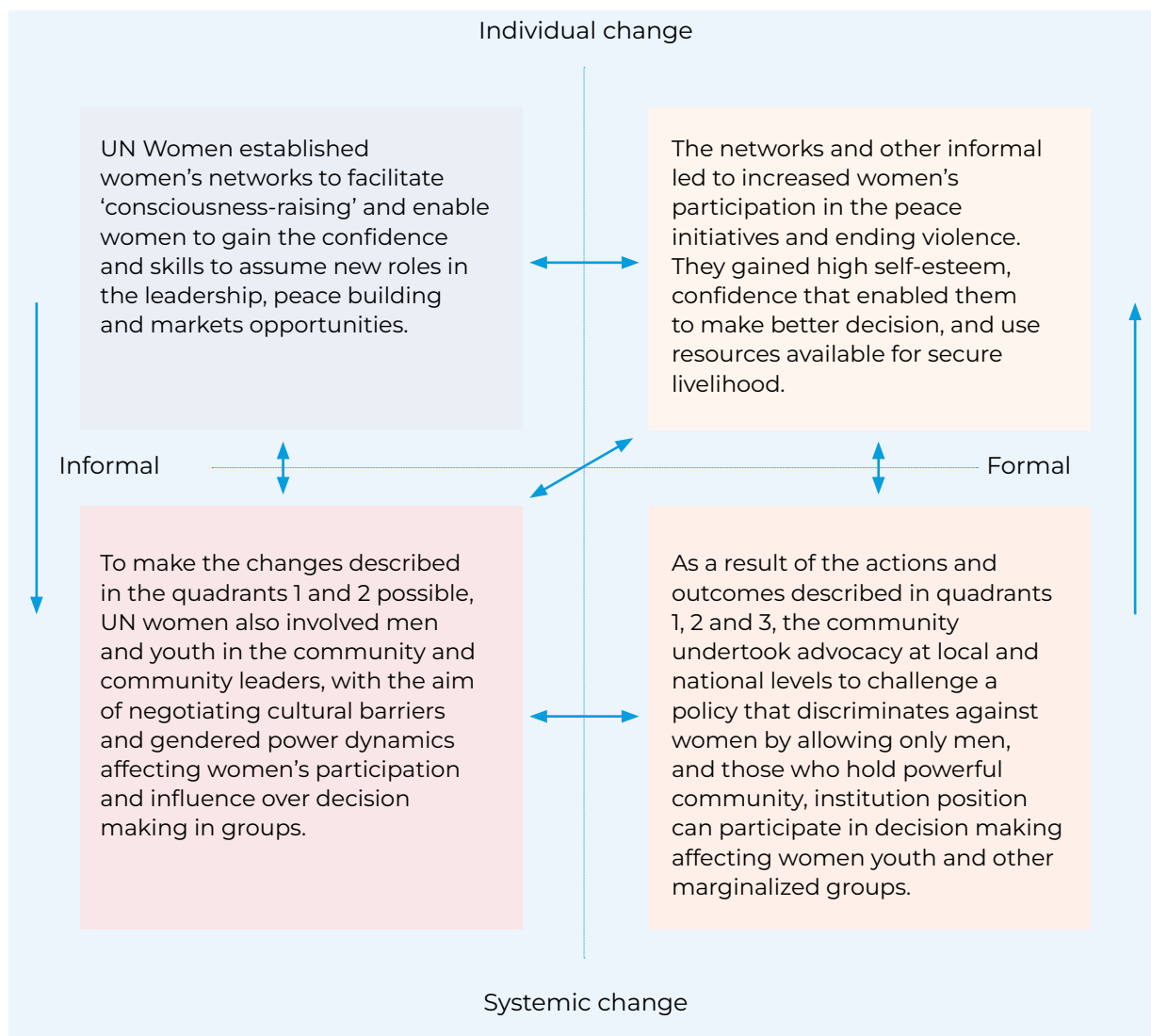Transformative leadership for women's rights is an approach and strategy for social justice which challenges and transforms *power* relations and structures (in all their different manifestations) into an enabling environment for the leadership potential of individuals (*purpose*). It embodies the *principles and values* of human rights, gender equality, participation, consultation and respect for the dignity of all people. TLWR directs others to bring about fundamental change and facilitates collective efforts to transform inequitable institutions in the home, the community, or more broadly (*practice*).

Women's participation and leadership to be meaningful, investment is required to move beyond increasing the number of women in decision making spaces. Raising Her Voice focused on 'growing' the political confidence and influencing capacities of women activists, including through power mapping, social audits, and mentoring.

*"We need political education. Otherwise, once we manage to have dialogue and they start talking to us about things like municipal budgets, it is like jumping out of a plane with no parachute. If they are talking about infrastructure, I have to know about infrastructure. If they are talking about territorial rights, I have to know about territorial rights.*

**What is the state of involvement of women beyond women in positions of power or leadership?? The facilitator inspires an active discussion engagement mechanisms and awareness of women rights, existing structures for which women equality and social justice are done.**

## Document 9: Using the gender at work framework and integrating gender equality and women empowerment in WPP.

Individual change

UN Women established women's networks to facilitate 'consciousness-raising' and enable women to gain the confidence and skills to assume new roles in the leadership, peace building and markets opportunities.

The networks and other informal led to increased women's participation in the peace initiatives and ending violence. They gained high self-esteem, confidence that enabled them to make better decision, and use resources available for secure livelihood.

Informal

Formal

To make the changes described in the quadrants 1 and 2 possible, UN women also involved men and youth in the community and community leaders, with the aim of negotiating cultural barriers and gendered power dynamics affecting women's participation and influence over decision making in groups.

As a result of the actions and outcomes described in quadrants 1, 2 and 3, the community undertook advocacy at local and national levels to challenge a policy that discriminates against women by allowing only men, and those who hold powerful community, institution position can participate in decision making affecting women youth and other marginalized groups.

Systemic change

To understand the power dynamics that affect gender equality and women empowerment (GEWE), program authorities and leaders of the networks can use the four quadrants of the Gender at Work framework to analyse the prevailing and emerging leadership and power relationships in Somalia and the FMS context.

**How do we apply gender power analysis in transformation programs in supporting WR?**

When developing policies or programs towards peace, ending violence and socio-economic participation, we need to analyse the existing gender and power dynamics that may impact the outcomes. This is a **gender power analysis**. A gender power analysis should involve the partners and participants who will implement the program or project. It is a *participatory* process where all the people involved–including partners and allies–try to understand the underlying power play.

**Considering gender power analysis in policy, programming and implementation**

Gender power analysis is a useful tool for considering how to ensure that women can participate and develop as leaders within your project or program.

1. How can we increase women's participation in our project/program?

Increasing women's participation means more than simply enabling women to be present in meetings. Women must also have equal status in discussions.

For example, even if women form a majority within a meeting, they may not feel able to stand up to a prominent local landowner or community leader who holds a great deal of power.

Do the women have the confidence and skills they need to contribute and influence discussions and agreements?

Does the environment ensure that their contributions are heard and respected?

2. What risks do women activists and leaders face in this context? How can we manage them in our project/ program?

Violence and or the threat of violence-is a significant barrier to women's full participation in decision-making spaces. Women leaders and activists are at risk of various forms of violence (economic, physical, psycho-social, structural) from those who do not want the status quo to be challenged. This should be addressed explicitly in all programming and policy work.

When doing gender and power analysis, the first step is to expose any underlying assumptions about how gender relations work in a certain context, and to understand power dynamics, particularly about leadership practice. Secondly, it is crucial to analyse the environment in which the program or advocacy strategy will be implemented.

The following **six basic questions about leadership and gender equality** can guide this analysis:

1. What is the division of roles and responsibilities between men and women in the community or communities where the program will be implemented or where we seek to have policy impact? What are the differences between men's and women's roles?

2. Do men and women have the same access to and control over land, water, food, assets, education, information, health and other services, markets, or money? What are the differences?

3. What are the practical needs and strategic interests of men and women? How do these differ?

4. Do men and women have the same decision-making powers within the family, community, and public institutions? What are the differences? Which women or men want to be engaged in transformative change?

5. What different expressions of power are visible in this situation or community? What expressions of power might be invisible? Who exercises power?

6. Which expressions of power do we want to engage with and seek to change in the interventions we are planning? What strategies will be used to address barriers and support transformative leadership for women's rights?

> **Defining access to resources and control over resources**
>
> To have access to resources means to have the opportunity to make use of certain resources in order to satisfy personal or collective needs and interests.
>
> To have **control over resources** means having the permanent possibility to use resources when required, and to make decisions about them.

Thirdly, determine the causes of the inequalities or disparities found in the context and check the correctness of assumptions and which, if they, need to be adjusted. Then, identify the forces that *hinder* or *enable* the transformation of exclusionary practices of leadership and gender inequality. This analysis can employ the Gender at Work framework to analyse how leadership and the use of power, norms, and principles play a role in each quadrant.

> **Using the Gender at Work framework to explore enabling and hindering forces.**
>
> An example of an enabling, **positive force** for the achievement of women's rights is the presence of gender sensitive women leaders in public office (formal and informal, individual, quadrants 1 and 4).
>
> An example of a hindering, **negative force** for the achievement of women's rights is a law that inhibits women inheriting land (formal, systemic, quadrant 4).

After the gender power analysis, you can define the objectives to achieve the desired long-term change. Asking the following questions can help you to determine the objectives:

1. How does this program or advocacy strategy define leadership and empowerment?

2. Does the program or advocacy strategy seek to address issues of power over, power to, power with, or power within?

3. Which quadrant(s) of the Gender at Work framework will the program or policy work address?

Next, decide what activities your program or advocacy strategy will include and who should be included in or targeted by the actions. To undertake an action plan, you need to determine which levels or quadrants are the most strategically important to try to influence or change and how your program will influence the women, men, groups, or structures you have targeted. Remember that this is a participatory process, and involving your partners, allies, and key stakeholders in thinking and decision-making at every stage is important. A few questions to consider are:

- What tools will be needed to influence the people or structures we want to change?

- What resources (finances, time, skills, and knowledge) will we need to challenge negative forces, reduce resistance, and promote positive forces that can effectively influence the target groups? How can we access or develop these resources within our work?

**TRANSFORMATIVE LEADERSHIP FOR WOMEN'S RIGHTS AS A CROSSCUTTING APPROACH**

Transformative leadership for women's rights is a strategy relevant in all areas and programs of women's empowerment, peace, stopping violence against women (VAW) and girls, and advocacy for women's peace and participation. Understanding gender and power relations is critical for working on any of the Change Goals to be effective.

TLWR also intersects with other gender justice issues, such as violence against women (VAW), gender-based violence (GBV), care work, and

sexual health and reproductive health rights. These issues can be analysed using the lens of gender and power inequality. UN Women believes that unequal gendered power relations are the root cause of these diverse gender justice challenges. Power transformation is, therefore, central to our work on GBV and VAW.

Overcoming GBV and VAW requires transformations in the individual and collective beliefs that condone its social acceptability and within the institutions that have to protect citizens from violence, but which may perpetuate violence through their structures and policies. A ***transformative change*** will challenge assumptions of patriarchal power at individual and institutional levels. TLWR can be a strategy for organisational development and change within Somalia's institutional actors and women networks' internal leadership structures, policies, and practices.

## Part II: Training Modules

### 2.1 Module Four: Conflict Analysis and Management

| Module Two: Conflict Analysis and Management | |
|---|---|
| **Topic 1: Defining Conflict** <br> **How to define conflict? What are its types and causes?** | |
| **Time** | 50-60 minutes |
| **Learning objectives** | » Understand the concept of conflict. |
| **Acquired skills** | » Analyse the types and causes of conflict. |
| **Documents & tools required** | |

## Activity 1: Defining Conflict and Discovering its types, levels and causes.

This activity deals with defining conflict, discovering its types, and researching its causes and components.

The facilitator asks participants to form working groups of five to six members and discuss with each other to answer the following questions:

- How to define conflict?

- What are the types of conflict?

- What are the causes of the conflict?

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.

A general discussion about some personal conflicts will naturally take place in light of the concepts presented in this activity.

**Definition of conflict & types of conflict**

Conflict may be defined as a "sharp disagreement or opposition between parties" This can result from the strongly divergent needs of the two parties or from misperceptions and misunderstandings.

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

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

## Levels of Conflict

**Intrapersonal or intra-psychic conflict.** These conflicts occur within an individual's head. Sources of conflict can include ideas, thoughts, emotions, values, predispositions, or drives that are in conflict with each other

We want an ice cream cone badly, but we know that ice cream is very fattening. We are angry at our boss, but we're afraid to express that anger because the boss might fire us for being insubordinate.

**01**

**Interpersonal conflict. conflict** between individuals. Interpersonal conflict occurs between co-workers, spouses, siblings, roommates, or neighbors.

**02**

**Intra-group conflict.** A third major level of conflict is within a group among team and work group members and within families, classes, living units, and tribes.

At the intra-group level, we analyze conflict as it affects the ability of the group to make decisions, work productively, resolve its differences, and continue to achieve its goals effectively.

**03**

**Intergroup conflict.** The final level of conflict is intergroup between organizations, ethnic groups, warring nations, or feuding families or within splintered, fragmented communities.

At this level, conflict is quite intricate because of the large number of people involved and the multitudinous ways they can interact with each other.

**04**

## Document 8: 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).
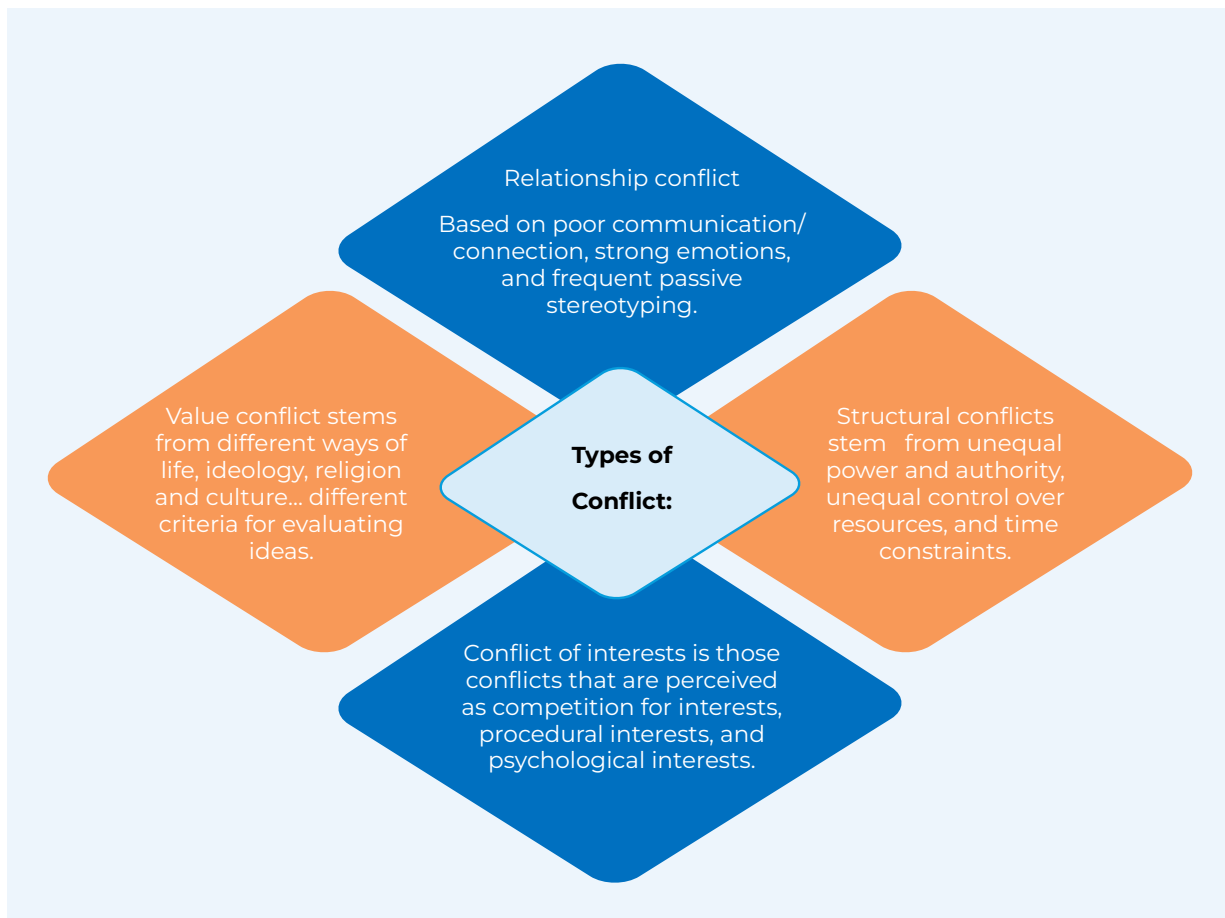
"Conflict means perceived divergence of interest or a belief that the parties' current aspirations cannot be achieved simultaneously" (Pruitt and Rubin, 2004).

"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).

Gender Audit of Local Governance Legal Frameworks, Policies and other Instruments

**Types of Conflict:**

Relationship conflict

Based on poor communication/ connection, strong emotions, and frequent passive stereotyping.

Value conflict stems from different ways of life, ideology, religion and culture… different criteria for evaluating ideas.

Structural conflicts stem from unequal power and authority, unequal control over resources, and time constraints.

Conflict of interests is those conflicts that are perceived as competition for interests, procedural interests, and psychological interests.

## Causes and triggers of conflict.

Many causes of conflict can stem from our daily lives and our 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 hierarchal 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.**

## Causes and triggers of conflict.

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, 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; food, housing, and health are all material needs. Moreover, there are intangible needs, such as 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.*

# 2.2 MODULE FOUR: CONFLICT ANALYSIS AND MANAGEMENT

| Topic 2: Conflict Analysis Tools and Strategies | |
|---|---|
| **Time** | 3 hours |
| **Learning objectives** | » Learn about common conflict analysis tools: Conflict Tree Tool, Onion Tool, and Circle of Conflict.<br><br>» Identify conflict resolution styles or strategies, according toThomas-Kilmann instrument. |
| **Acquired skills** | » Ability to analyse conflict from multiple perspectives, thereby developing skills to understand conflict and its various aspects.<br><br>» Learn the conflict resolution strategies according to Thomas and Kilmann's five behavioural styles.<br><br>» Focus on approaching the conflict based on needs rather than attitudes. |
| **Documents and tools required** | » Conflict Tree:<br><br>» Onion Model:<br><br>» Circle of Conflict Tool:<br><br>» Thomas-Kilmann Tool and Questionnaire |

| Activity 2: 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.<br><br>» This Module displays several tools: it is unnecessary to present all, but them rather one or two appropriate tools for the group's level.<br><br>» 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. |

| Activity Description | **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 conflicts, which is a key entry point for resolving them. |
| | **Tree Tool Applications**: |
| | The problem tree helps analyse problems logically and simplified 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 conflict's components and encompasses various factors. |

## Document 8: Conflict Tree

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

Problem impact on society

Harms on direct beneficiaries

Effects on involved parties.    .

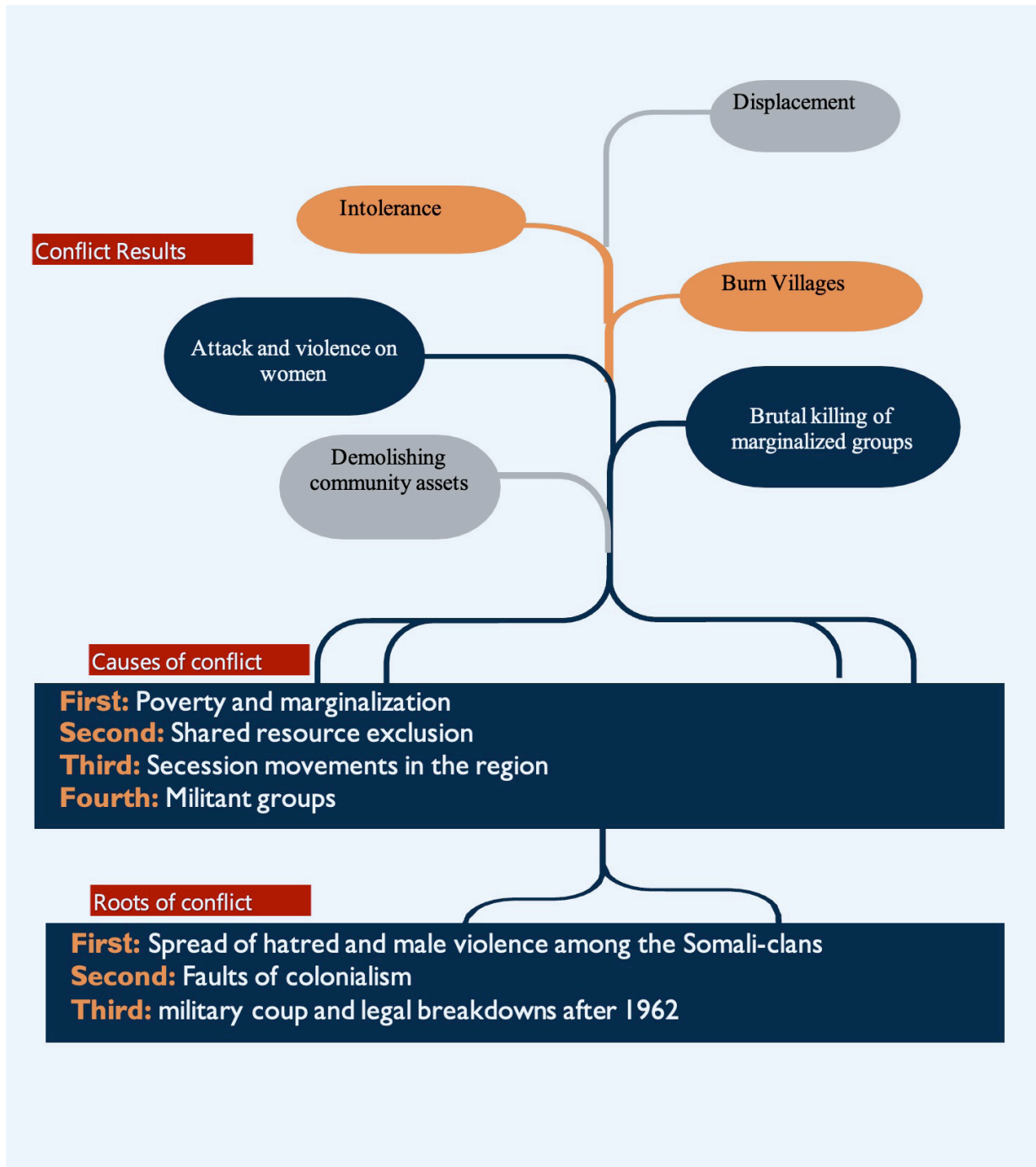Main problem that beneficiaries suffer from

Problem position or involved parties.

Main causes of the problem

## Somali Conflict Analysis Tree

**Conflict Results**

Displacement

Intolerance

Burn Villages

Attack and violence on women

Brutal killing of marginalized groups

Demolishing community assets

**Causes of conflict**

**First:** Poverty and marginalization
**Second:** Shared resource exclusion
**Third:** Secession movements in the region
**Fourth:** Militant groups

**Roots of conflict**

**First:** Spread of hatred and male violence among the Somali-clans
**Second:** Faults of colonialism
**Third:** military coup and legal breakdowns after 1962

This is a classic tool for working on conflict analysis. It is a tool for analysing what each conflicting party says and classifying that data into three levels: positions, interests, and needs.
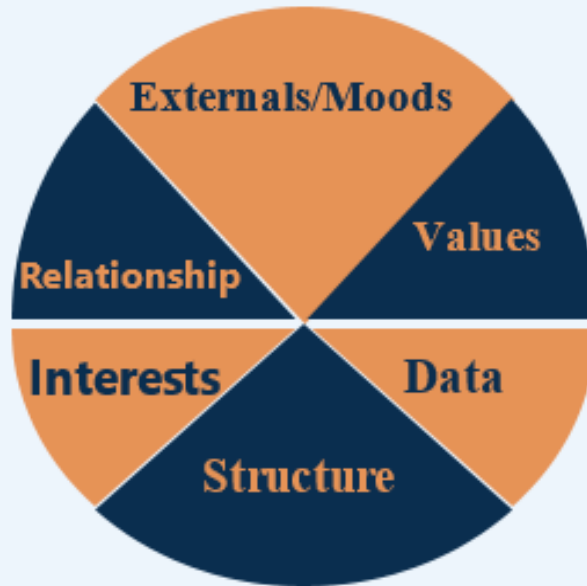
- External level "positions" refer to what the person or institution declares; they are expressed by asking, "What do you want?"

- Middle level "interests" refer to the things beyond positions; they are expressed by the question "Why?"

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

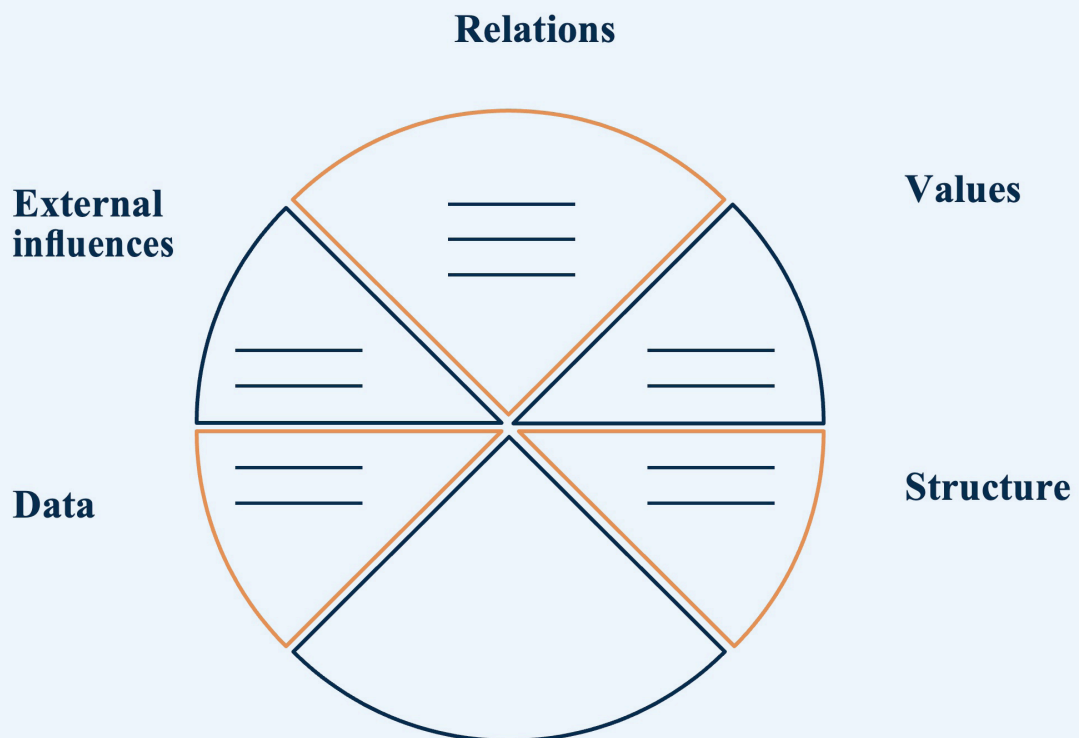**By distinguishing attitudes, interests and needs, this model allows:**

- 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 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
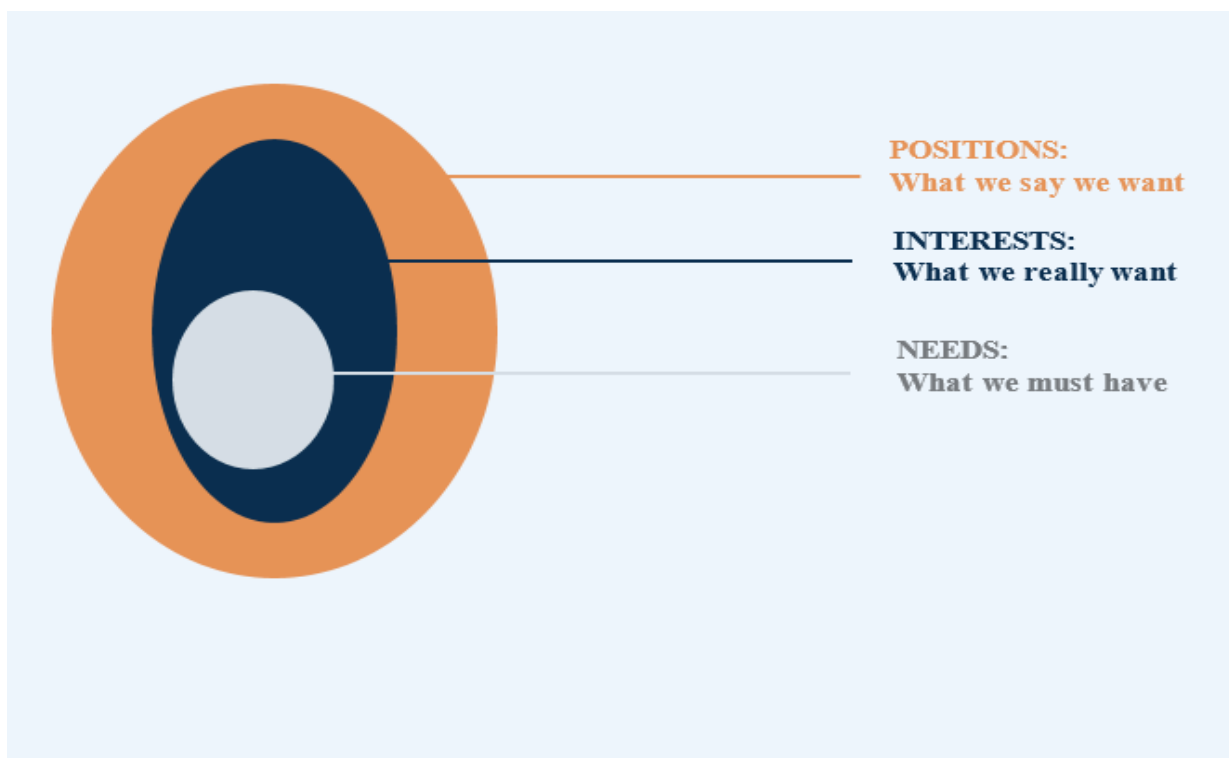
## Document 11: Circle of Conflict



## Conflict analysis based on the Conflict Elements Model:

Gender Audit of Local Governance Legal Frameworks,
Policies and other Instruments

## Document 11: Circle of Conflict

| 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. She explains why she adopted this approach (e.g., keeping silent to avoid exacerbating 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 12:  When I am in Conflict.

**THOMAS-KILMANN CONFLICT MODEQUESTIONNAIRE**[15]

Consider situations where 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 ofyour behaviour.

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

1.  **A.** Sometimes, I let others takeresponsibility for solving the problem.

    **B.** Rather than negotiate the things we disagree on; I try to stress thoseupon which we agree.

2.  **A.** I try to find a compromise solution.

    **B.** I attempt to deal with all of another'sand 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 wishesfor the wishes of the other person.

5.  **A.** I consistently seek others' help inworking out a solution.

    **B.** I try to do what is necessary to avoiduseless tensions.

6.  **A.** I try to avoid creating unpleasantnessfor myself.

    **B.** I try to win my position.

7.  **A.** I try to postpone the issue until I havetime to consider it.

    **B.** I give up some points in exchange for others.

8.  **A.** I am usually firm in pursuingmy goals.

    **B.** I immediately attempt to get all concerns andissues out in the open.

9.  **A.** I feel that differences are not alwaysworth 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 immediately attempt to get all concerns and issues out in the open.

    **B.** I might try to soothe the other's feelings and preserve our relationship.

12. **A.** I sometimes avoid taking positionsthat would create controversy.

    **B.** I will let another have some of their positions if they let me have some of mine.

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15   https://fdocuments.in/document/thomas-kilman.html

Gender Audit of Local Governance Legal Frameworks, Policies and other Instruments

13. **A.** I propose a middle ground.

    **B.** I press to get my points made.

14. **A.** I tell others my ideas and ask themfor theirs.

    **B.** I try to show him the logic andbenefits 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 toavoid tension.

16. **A.** I try not to hurt the other's feelings.

    **B.** I try to convince the other person ofthe merits of my position.

17. **A.** I am usually firm in pursuing my goals.

    **B.** I try to do what is necessary to avoiduseless tensions.

18. **A.** If it makes the other person happy, Imight let them maintain their views.

    **B.** I will let the other person have someof their positions if they let me have some of mine.

19. **A.** I try to immediately get all concerns and issuesout in the open.

    **B.** I try to postpone the issue until I have had some time to think it over.

20. **A.** I attempt to immediately workthrough our differences.

    **B.** I try to find a fair combination of gainsand losses for us.

21. **A.** In approaching negotiations, I try to consider the other person's feelings.

    **B.** I always lean toward a directdiscussion of the problem.

22. **A.** I try to find an intermediate position 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 takeresponsibility for solving problems.

24. **A.** If the other's position seems essential to them, I would try to meettheir wishes.

    **B.** I try to get the other person to settlefor a compromise.

25. **A.** I try to show the other person thelogic and benefits of my position.

    **B.** In approaching negotiations, I try to consider the otherperson's wishes.

26. **A.** I propose a middle ground.

    **B.** I am nearly always concerned withsatisfying all my wishes.

27. **A.** I sometimes avoid taking positionsthat would create controversy.

    **B.** If it makes the other person happy, Imight let them maintain their views.

28. **A.** I am usually firm in pursuing my goals.

    **B.** I feel that differences are not alwaysworth worrying about.

29. **A.** I propose a middle ground.

    **B.** I feel that differences are not alwaysworth worrying about.

30. **A.** I try not to hurt the otherperson'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 | |
| 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.**

| | Competing | Collaborating | Compromising | Avoiding | Accommodating |
|---|---|---|---|---|---|
| | (Forcing) | (Problem-solving) | (Sharing) | (Withdrawal) | (Smoothing) |
| | | | | | |

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

## Document 13: The Five Conflict-Handling Modes

The Thomas-Kilmann Conflict Mode Instrument (TKI) assesses an individual's behaviour in conflict situations—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 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;
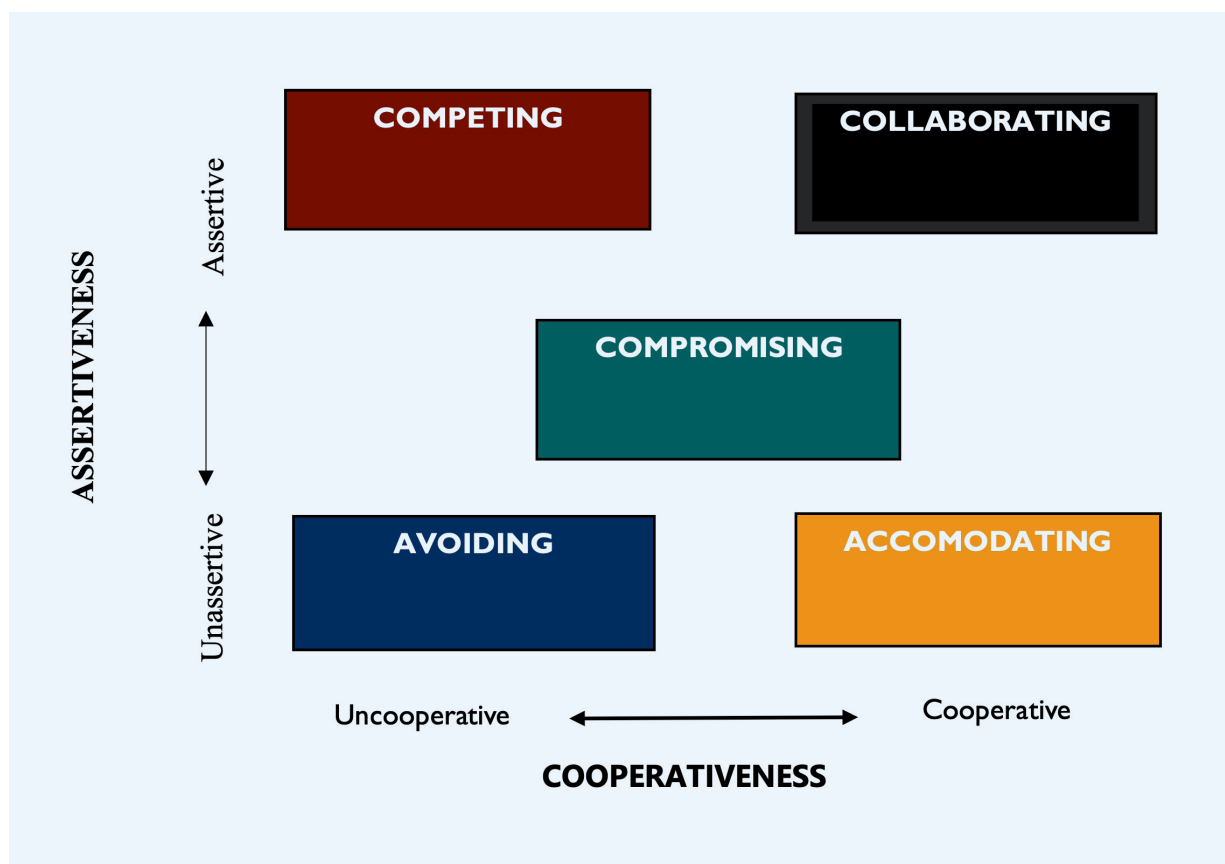
**COMPETING**

Competing is an assertive and uncooperative, power-oriented mode. When competing, an individual pursues his or her 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 both concerns. It involves digging into an issue to identify the two individuals' underlying problems and finding an alternative that meets both 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 it but does not explore it as much 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 concerns or those of the other person. He or she does not address the conflict. Avoiding might be 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 their concerns to satisfy the other person's concerns; this mode has an element of self-sacrifice. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you prefer not to, or yielding to another's point of view.

# 2.3 MODULE FIVE: THE ART OF NEGOTIATION

| Topic 1: Defining Negotiation and its Types. | |
|---|---|
| **What is negotiation? What are its types?** | |
| **Time** | 120-140 minutes |
| **Learning objectives** | » Learn about the concept of negotiation.<br>» Emphasise the importance of integrative negotiation for positive relationships.<br>» Introduce the "Win-Win" solution and approach.<br>» Lay the grounds for principled negotiation. |
| **Acquired skills** | » Define negotiation and its types.<br>» Differentiate between distributive negotiation and integrative negotiation. |
| **Documents and tools required** | » Document (13) Defining Negotiation.<br>» Document (14) and (15) Types of Negotiation. |

| Activity 1: Determining Negotiation | |
|---|---|
| Key points | » Negotiation ensures the sustainability of relationships and work.<br>» It is a daily activity that occurs directly or indirectly.<br>» It is a dynamic process subject to changes and development at various levels. |

## Document 14: Defining Negotiation

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

### Negotiation

The word negotiation originated from the Latin expression "negotiatus," which means "to carry on business." Negotiation skills are therefore necessary for every individual in every walk of life, be it within the context of family or social relations or 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 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

Negotiation aims 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 dire consequences and lead to the opposite of what is required.

### In short, negotiation is;

A process in which two or more parties exchange different viewpoints 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 | |
|---|---|
| Key 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. |

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

| | |
|---|---|
| Activity description | Split the group into two teams (the first is Barwaqo, and the second is Tawakal). 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.<br><br>Negotiation is open for 30 minutes.<br><br>The facilitator asks the observers to comment on the process.<br><br>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 activity | » The facilitator presents the two types of negotiation and explains the concept of the zero-sum game.<br><br>» 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.**<br><br>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.<br><br>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 15: Mohamoud Orange

Mohamoud owns the only Al-Mohamoud orange plantation in the world and lives in a remote area of South Central. He reaps a crop of 400 kilograms of oranges per year.

Since 2012, Barwaqo Chemicals has purchased all of Mohamoud's farm crops at $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.

Tawakal, a global organisation with extensive resources working in industry and technology, has entered the Al-Mohamoud 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 Mohamoud and will pay as much as $100 per kilogram.

## Document 16: Types of Negotiation

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

### Distributive Negotiation

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

Each party seeks to maximise its share; hence, every negotiating party views each other as an adversary.

Every party tries to put its best foot forward to grab a more significant 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.'

### 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 value creation, which yields substantial gains to each party.

In this process, the parties' goals will likely be integrated to create a combined value for both parties, thus "enlarging the pie." Therefore, integrative negotiation necessitates that the party aims to (1) make 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 true. 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 seek ways to benefit their counterpart in negotiations. Hence, as a negotiator, your goal should not be to harm the other party; instead, you would want to support via a small concession you could sustain, hoping the other party would extend a helping hand at a bearable cost. Such creativity is only possible

when both parties know their primary interests and the other's. A question is 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 Five: The Art of Negotiation | |
|---|---|
| **Topic 2: Principled Negotiation** | |
| **Time** | 30-40 minutes |
| **Learning objectives** | » Introduce the concept of principled negotiation.<br>» Emphasize the importance of focusing on interests and avoiding the war of positions.<br>» Consecrate the "win-win" approach. |
| **Acquired skills** | » Defining principled negotiation.<br>» Identifying guidelines for developing negotiation skills. |
| **Documents and tools required** | » Document (17) Principled Negotiation. |

| Activity 1: Presenting the Concept of Principled Negotiation | |
|---|---|
| Main points | » Principled negotiation is also known as the Interest-based negotiations theory, which relies on the parties' interests to reach creative solutions for which all parties achieve maximum benefit.<br>» 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.<br>» The facilitator adopts a participatory method to elicit the principles of principled negotiation.<br>» The facilitator distributes Document (17) Principled Negotiation and then describes the four essential elements of a successful negotiation process.<br>» General discussion. |

## 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 party.

- 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, as the successive concessions of the classical method do, nor does it negatively impact the negotiating parties' future relationships.

- Fischer and Ury suggest four essential 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. **Evaluate 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 Five: The Art of Negotiation & Mediation for conflict prevention | |
|---|---|
| **Topic 3: Applying the Principles of Effective Negotiation Practicum** | |
| **Topic 4: Definition, Approaches and Principles; Mediation & its pillars; Rules of Ethics & Deontology; Stages of Mediation and application-Roleplay.** | |
| **Time** | 90-120 minutes |
| **Learning objectives** | » Apply the principles of principled negotiation.<br>» Apply concepts and skills covered in previous modules as part of the practicum. |
| **Acquired skills** | » Improve negotiation skills.<br>» Improve communication skills.<br>» Work for a win-win solution. |
| **Documents and tools required** | » Document (17) Case Study for Implementing Principled Negotiation. |

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

| | |
|---|---|
| Key points | » This exercise's importance lies in the direct application whereby a trainee must try to put into effect the principles of principled negotiation and in the feedback to consolidate the concepts of effective negotiation. |
| | » This activity can be repeated more than once, depending on the case evolution, and, naturally, arguments and stances vary with re-enactment. |
| | » This module capitalises on all modules and calls for applying several skills acquired through previous ones. |
| | » 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. |
| Activity description | The practical case (Document 18) 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. |
| Description of 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 18: 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 Rodha Gibril, 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 over 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 Rodha, knows that her competitors are trying to hire Ms Wadad, offering her a higher package. Yet, like many

market leaders, Ms Rodha's company faces new competitors and lacks qualified and experienced marketing staff. Besides, customers have begun to complain about delays in project delivery.

Ms Rodha has also borrowed a significant amount from the Bank to modernise her company's services and stay abreast of advertising and marketing developments. Besides, Ms Rodha provided services valued at approximately US$200,000 to customers. Unfortunately, customers cannot settle their accounts due to the deteriorating economic situation in Somalia.

Ms Rodha recently took drastic majors at the company, allowing her to impose control over salaries. She 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 salary exceptions.

# MODULE 6: MEDIATION FOR CONFLICT PREVENTION AND RESOLUTION

| Module 6: Mediation for Conflict Prevention and Resolution | |
|---|---|
| **Module six: Mediation for Conflict Prevention and Resolution** | |
| **Topic 1: Defining Mediation, its Approach and Principles** | |
| **Time** | 1 hour |
| **Learning objectives** | » Define mediation and its pillars. |
| | » Distinguish between mediation and other means of conflict resolution, such as conciliation and arbitration. |
| | » Explore the culture of mediation, along with its code of ethics. |
| | » Learn about the stages of mediation. |
| **Acquired skills** | » Learn mediation concepts. |
| | » Acquire the basics of the culture of mediation and its ethical rules. |
| | » Understand the mediation process and identify the characteristics of each stage and its role in advancing the process. |
| **Documents and tools required** | » Document (19-20) Differences of Perceptions and Perspectives. |
| | » Document (21) Mediation Rules of ethics and deontology. |

| Activity 1: Differences of Perceptions and Angles | |
|---|---|
| Key points | » This section's core is the paradigm shift that a participant must experience, for this exercise emphasises the individuals' inability to perceive all aspects or perspectives of the conflict or the situation they are experiencing. |
| | » This section allows participants to tangibly experience the "no absolute truth" principle through individual interactions. It shows how insisting on a "certain truth" is a matter of perspective. |
| | » This activity is highly dynamic and interactive, so the facilitator should be careful that the group's interactions do not derail the exercise from ensuring all participants monitor their perceptions shift until the activity's focal conclusion. |

| Activity 1: Differences of Perceptions and Angles | |
|---|---|
| Activity description | 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. **Activity Part 1:** 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. |
| Description of 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 (20) 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. |
| 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 21: The Parable of the Blind Men and the Elephant [16]

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 were most curious about elephants.

They were told that elephants could trample forests, carry huge burdens, and frighten young and old with 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 enormous 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

16   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).

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, "It's a huge 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.*

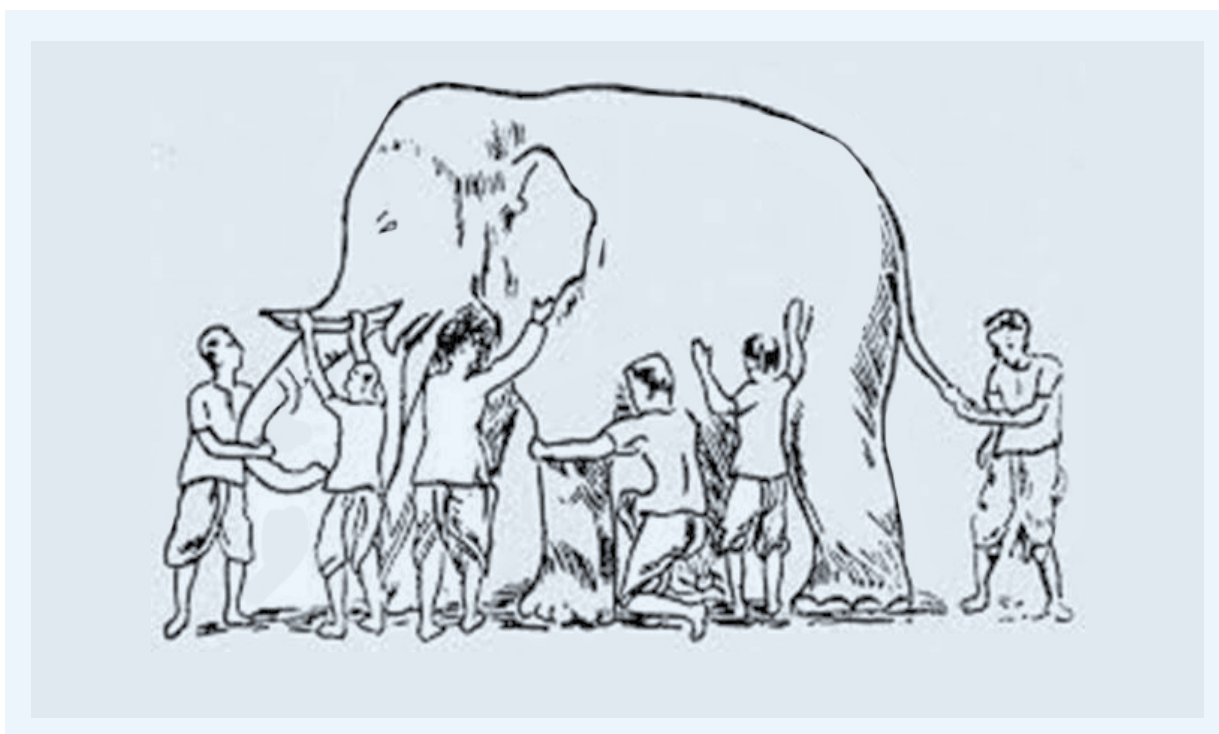*"Magic carpet. There is no doubt," said the fifth blind man.*

*"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 furious 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 blind men considered the question. And then, knowing the Rajah was a very wise man, they decided to say nothing. "The elephant is a huge 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 combine all the parts. Let us 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 freedom of will, pillars enshrined in the mediation process.<br><br>» 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.<br><br>The facilitator presents the concept of mediation and its pillars. |

| Activity 2: Defining Mediation and its Pillars | |
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| Key points | » This activity aims to define mediation and underline the parties' autonomy and freedom of will, pillars enshrined in the mediation process.<br><br>» To define mediation in an accurate scientific manner, the facilitator must also explain the alternative methods used to resolve conflicts and distinguish among them. |
| Activity description | The facilitator presents and explains the alternative means for conflict resolution.<br><br>The facilitator presents the concept of mediation and its pillars.<br><br>» 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.<br><br>» Mediation occurs voluntarily, as parties resort to an independent and impartial third party, who is the mediator that helps the parties to find a just and sustainable solution for themselves.<br><br>» Mediation allows the parties to reconnect and resolve their differences.<br><br>» Mediation can be resorted to at any time: before, during, or after a dispute.<br><br>» 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. |

## Activity 2: Defining Mediation and its Pillars

| 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. |

## 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. |

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 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 govern the mediation's conduct, including the financial aspects, and invites the parties as soon as possible to a first meeting tobenefit 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 dialogue 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 dialogue under formal conditions: at the beginning of the mediation, the mediator collects the powers and mandates of the parties and their writing.

6. Pledge of Confidentiality, which he submits to the Professional Center for Mediation.

7. Ensures an honest and fruitful dialogue under humanconditions: the mediator ensures the freedom ofexpression, courteous discussions and balanced turn-taking for all parties and their advisors.

8. Respect confidentiality between parties during the mediation: if the mediator meets separately with one of the parties or its advisor, he shall not communicateanything to any other party without a specific and explicit agreement.

9. 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 thesigned agreement.

10. Is impartial: the mediator is not a judge, an arbitrator or an expert. He does not take sides de facto or de jure or give an opinion. However, he actively and fairly helps the partieslisten to each other, talk to each other, understand each other, explore possible ways of reaching common ground, and build their partial or total agreement.

11. Ensures, in total impartiality, equal treatment of all parties, whether or not an advisor assists them.

12. 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 mediation process according to the modalities he deems most effective.

13. Conscientiously terminates the mediation when the following circumstances arise:

- Power dynamics lead to an abnormally imbalanced agreement.

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

- A violation of the rules sanctioned criminally.

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

14. Favours, with the parties' agreement, 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. Respect 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 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 and the internal rules of the CPM.

20. 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. <br><br> » Presentation and explanation should be based on real-world examples and cases. |
| Description of the activity | The facilitator presents the mediation stages. <br><br> 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? <br><br> These short exercises help to clarify the mediation stages and ensure that they are properly understood. |

## Stages of Mediation



Narrate events with open-ended questions: who, when, where, how

Rephrasing and Reframing: events, emotions, values

Search for potential solutions (brainstorming)

Choose a win-win solution

**Stages of Mediation**

| Module six: Mediation for Conflict Prevention and Resolution | |
|---|---|
| **Topic 2: Application** | |
| **Time** | 450-480 minutes |
| **Learning objectives** | » Ensure the clarity of the pillars and tools of mediation.<br>» Emphasize the role of the mediator.<br>» Apply mediation skills. |
| **Acquired skills** | » Apply mediation concepts and tools. |
| **Documents and tools required** | » Document (22) The Al-Saba Food Corporation and the New Promotion. |

| Activity 1: Role-Play | |
|---|---|
| Main points | » This exercise set is the achievement of the training program, where the various skills and concepts explained during the previous modules are applied.<br><br>» Feedback and reviewing the various possibilities of "what the mediator can do" are crucial to consolidating the mediation concepts and developing the mediator's skills.<br><br>» This activity includes at least three cases. |
| Description of the activity | The first paragraph of the practical case (Document 22) is distributed to the whole group.<br><br>Participants read the case, and two volunteers came forward to play the parties and two volunteers to play the mediators' role. The women who volunteer to play the parties are given the second or third paragraphs of the practical case.<br><br>Each role-playing session lasts 30 minutes (the session covers one or half a mediation stage).<br><br>The facilitator asks all participants to comment on the progress of the process, identifying the strengths and pivotal stages of the mediation session.<br><br>The facilitator relies on participants to provide feedback on the smooth running of the mediation process and draws the main points to be highlighted from the discussion. The facilitator can also inspire short-term exercises from role-playing.<br><br>This activity is recreated with other practical cases. The facilitator can ask the women to provide a text of a conflict between two parties and adopt it as a practical case to implement mediation. |

## Document 22: An example of a practical case

**Al-Saba Food Corporation and New Promotion**

Al-Saba Food Corporation is a Somali company that sells foodstuffs and products such as oil, local Mushakal (cocktail), etc. The company has built a good reputation in the Somali market. It is distinguished by highly qualified and experienced staff, where "Qabil" (connections), customary in Somali tradition, was not the basis for selecting employees in the enterprise.

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

Mahad has been Abdimalik's friend from a young age in school; they studied business administration together at the Lebanese University. After two years at the Al-Saba Food Corporation, Abdimalik began persuading Mahad to submit a job application, especially since Abdimalik's wife, Nada, has a personal relationship with the Human Resources Manager, Ms. Hana. So, after Nada talked to Hana, Mahad got recruited.

Abdimalik and Mahad worked together, and Mahad provided good support and assisted

Abdimalik until the time of Abdimalik's promotion. Mahad became angry when he learned of this decision because he believed he deserved to be promoted after proving his high competence, mainly since the promotion package included privileges, such as increased monthly wages and extended annual leave.

Abdimalik felt Mahad'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.

### Abdimalik, New Marketing Manager

Abdimalik 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, Abdimalik met his life partner Nada as they were studying the same major, i.e., Business Administration. Nada's friendship with Hana, the HR manager, and her family's influence on society contributed to Abdimalik's employment at Al-Saba upon graduation.

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

### Mahad, Marketing Officer

Mahad grew up in a relatively wealthy family but faced financial difficulties. He excelled in his studies, earning 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, Mahad is committed to 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.

Mahad decided to file a complaint to Ms. Hana, demanding his protection and believing that Abdimalik was working to oust him from the company. Mahad expressed dissatisfaction with the unfair promotion decision, being behind Abdimalik's success, given his competence and constant diligence, and even covering up Abdimalik's negligence at work.

The HR manager, Ms. Hana, asked Abdimalik and Mahad to resort to mediation to avoid exacerbating their rift.

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

Abdimalik was surprised by Mahad's reaction and tried to compensate for it by giving him extra hours and gifts. But he was very disappointed and saddened to learn that Mahad's resentment might push the latter to fight him, especially since he began to cause a whole process at work that questioned Abdimalik's abilities.

Abdimalik wondered more than once if he had mistakenly invited Mahad to join the company and facilitate his progress. That was why we filed a complaint against him with Ms. Hana.

Mahad married Maida, who comes from a modest family. She is content and "homey;" she only cares about her home, husband, and family. She is an unemployed housewife and mother to Sami. Before Mahad had his son, Sami, he looked after his parents. However, after having a baby, he temporarily assumed this responsibility for his younger brother due to his salary, which was insufficient to support two families.

Having worked for three years in a row with dedication, proving his abilities with the hope of being promoted, Mahad lost his chance to move up the ladder. Such a chance meant a lot on both the professional experience level and the financial level. Mahad considers Abdimalik

greedy and always looking for positions that will benefit him. For him, Abdimalik is less competent and responsible; hence, his promotion is in his wife's relationship with Ms. Hana.

Moreover, Mahad believes that Abdimalik has depended on others from an 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 Mahad for any difficulties he faced.

Gender Audit of Local Governance Legal Frameworks, Policies and other Instruments

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