

MANUAL ON CONFLICT MANAGEMENT
International Youth Work on Conflict Management

For
a
Future
to
Come


A stylized map of Europe is formed by overlapping, torn-edge paper pieces in shades of orange, red, and pink. To the right of the map, seven yellow stars are arranged in a semi-circular pattern, reminiscent of the European Union flag.

FOR A FUTURE TO COME

International Youth Work on Conflict Management

MANUAL ON CONFLICT MANAGEMENT






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PREFACE

“For a Future to Come – International Youth Work on Conflict Management” is a pan-European youth project dedicated to conflict management and peacebuilding.

Our main aim is to promote cooperation and common understanding between young people across the continent. Our goals are to bring together youth organisations, train staff and volunteers and build sustainable partnerships for intercultural youth projects. Reaching out to Eastern Europe and South Caucasus is of crucial importance to the project, as these regions often have limited access to support measures, exchange of expertise and international encounters as such. They are also an arena of intense social, economic and political conflicts both within state borders and across them. It is our contention that young people, particularly those involved in youth work activities from Portugal to Azerbaijan have a huge potential to foster change and promote peacebuilding in their communities, regions and countries.

It is with enthusiasm and awareness of its limitations that we offer you this manual. It is a result of hard and rewarding work of all people involved in the project, including project assistants and participants from all over Europe, and of course the Centre for Change and Conflict Management Partners-Georgia, that cooperated closely with us for this training manual. We hope that it is going to be useful in your daily work with young people. We would also like to welcome your comments and suggestions on our online forum at <http://www.moe-online.com/future>. Please do come back to us with all possible feedback, and above all, let this manual stimulate and encourage you to work, learn and enjoy!

We would like to thank the European Commission for a generous contribution to our project.

Yours,

Maksymilian Fras and Sebastian Schweitzer
Project Managers

INTRODUCTION

“For a Future to Come - International Youth Work on Conflict Management” aims to promote conflict management initiatives and to enhance the visibility of the Youth in Action Programme of the European Commission in Eastern Europe and Caucasus.

ABOUT THE PROJECT

Combination of the promotion of the Youth in Action Programme and trainings in conflict management will give an advantage to both. The trainings provide basic applicable knowledge for the implementation of conflict management projects necessary for peaceful developments of existing conflict situations in local communities and on international level, particularly, but not exclusively, among people from different cultural, religious and ethnic backgrounds. The Youth in Action Programme provides the participating Non-Governmental Organisations (NGOs) with a funding option for the implementation of several projects promoting mutual understanding, cultural diversity and tolerance among European nations.

WHY CONFLICT MANAGEMENT?

To train youth workers in conflict management is of great significance for European countries. Looking at the latest history and the present political and social situation all over Europe makes it obvious that conflict management and conflict resolution on interpersonal and intercultural levels are important issues, especially for young people, considering the future developments of our societies.

Particularly, the regional and ethnic conflicts in Eastern European and Caucasian countries require resolution approaches that improve the relationship between the conflict parties. Grass-root initiatives from local organisations have a high potential to support conflict resolution processes by involving international and intercultural perspectives. Also the rise of populism, nationalism and intercultural tensions

within the European Union makes it necessary for youth organisations from these countries to think about new approaches to conflict resolution that offer possibilities to improve working methods and to increase the impact of projects, particularly for those organisations that deal with integration processes and fight against racism and xenophobia.



MANUAL

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DEFINITION OF CONFLICT

Conflict is a form of competitive behaviour between people or groups. It occurs when two or more people compete over perceived or actual incompatible goals, and/ or over limited resources (Boulding, 1962).

Conflict is a natural and necessary part of life. No one goes through life without experiencing conflict. The question is how to manage them. Handled badly, they can be dangerous, but used creatively they can create opportunities.

Conflicts can have several forms: they vary from calm, rational problem-solving discussions to major do-for-the-juggle wars.

CHAPTER 2

MAJOR PRINCIPLES OF ALTERNATIVE DISPUTE RESOLUTION

The word “alternative” in Alternative Dispute Resolution (ADR) refers to the fact that ADR is used as an alternative to the formal institutions by which societies usually govern disputes.

ADR provides new tools to reach mutual agreements between parties. It puts these tools in the hands of the parties in conflict so that the parties control the resolution process. It provides the means to resolve conflicts without external authorities – such as courts, police or the army.

These tools can be used in personal relationships or within organisations reducing the amount of energy lost by unproductive conflicts.

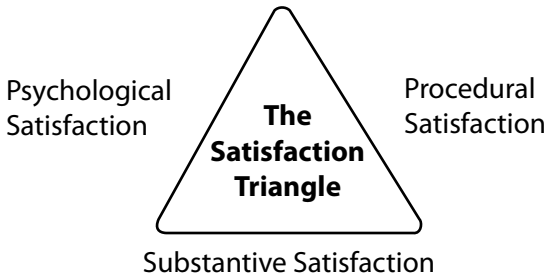
There are certain key premises of ADR as listed below.

MUTUALLY ACCEPTABLE SOLUTION IS POSSIBLE

ADR starts at the assumption that a mutually acceptable agreement is possible. It goes beyond just assuming that a compromise is possible. Compromise is an acceptable outcome but it still means that both parties feel they had to give up something. That can be a cause of fundamental instability in the agreement because as long as people feel they had to give something up, they may continue to test the agreement trying to win more. A more desirable outcome would be when parties feel that their needs have been completely met. ADR assumes that in most cases it is possible to find an answer that meets most people’s interests, although not necessarily their positions.

“SATISFACTION” REQUIRES MEETING NEEDS BEYOND JUST THE SUBSTANTIVE OUTCOME

There is a tendency to measure the acceptability of an agreement primarily in terms of economic interests or substantive outcomes. However, for parties to feel satisfied there are three categories of needs that must be met:



In order to feel satisfied, people must receive some degree of substantive, psychological and procedural satisfaction.

Substantive satisfaction refers to the content of the outcome – money, land, resources, etc. Psychological satisfaction regards whether they received appropriate respect, including feeling equal. Procedural satisfaction refers to whether people were satisfied with the process by which the agreement was reached - if it was fair, rational, logical or complete.

“Satisfaction” requires some mix of all these three sources of satisfaction, but it does not mean that each must be met 100%.

“HOW” TO HANDLE CONFLICTS CAN MAKE THE DIFFERENCE

You can probably remember some conflicts that ended with deeper understanding and a stronger relationship. Perhaps you can even remember conflicts where the outcome was truly constructive, bringing the two parties closer to each other. Why do those conflicts seem to be positive, while others seem only painful and destructive?

One of the insights of ADR is that often it is not what we fight about but how we fight that determines whether our efforts drive a wedge between us or bring us closer. How we fight is a critical factor in the outcome of any conflict.

We can learn how to handle conflicts as we learn how to drive, dance, or cook. Learning to resolve conflicts before they evolve into costly contests requires that we not only learn new skills but that we break old habits by increasing our awareness of these habits, learning new types of behaviour, then practicing them until they become “natural” for us.

VALUE OF CONFLICT

As painful as conflicts might be, they contain at least five positive aspects as listed below.

Conflict identifies problems that need to be solved.

The most obvious advantage is that it identifies the source of dissatisfaction, irritation or anger for one or all parties.

Conflict is the way of creating evolutionary change, thereby reducing the need for violent upheaval.

Change is an integral part of everyone's life: ideas change and what we want from our relationships too. The demands placed upon us by our jobs, families and friends alter around us. Relationships must accommodate these changes. When the necessary adjustments can be made in small steps, then a relationship can sustain considerable modification without threatening its stability.

Conflict helps us to define who we are.

Conflict helps us to discover our boundaries and sense of individual identity, to acknowledge our differences and shared interests.

Conflict is a way of discharging some of the animosity and resentment that is generated by the limiting aspects of a relationship.

Even the best and healthiest relationships place some restrictions on the individuals involved. Conflict provides a safety valve for releasing some of the inherent tensions that result from these restrictions.

Conflict can be stimulating and challenging.

When conflicts are expressed at levels that do not pose a threat, they can be exciting and stimulating.

CHAPTER 4

WHAT IS CONFLICT ESCALATION?

Escalation refers to an increase in the intensity of a conflict and in the severity of tactics used in pursuing it. It is driven by changes within each of the parties, new patterns of interaction between them, and the involvement of new parties into the struggle. When conflicts escalate, more people tend to become involved. Parties begin to make greater and more severe threats and impose harsher negative sanctions. Violence may start, or if violence has already occurred it may become more severe and/ or widespread.

Conflict theorists Pruitt, D. and Rubin, J. list five changes that occur when a conflict escalates. First, parties move from light to heavy tactics. Light tactics include persuasive arguments, promises and efforts to please the other side, while heavy tactics include threats, power plays and even violence. Second, the conflict grows in size. The number of issues being contended expands and parties devote more resources to the struggle. Third, issues move from specific to general and the relationship between the parties deteriorates. Parties develop grandiose positions and often perceive the other side as “evil.” Fourth, the number of parties grows from one to many, as more and more people and groups are drawn into the conflict. Fifth, the goal of the parties changes from “doing well” to winning and finally to hurt the other.

ESCALATION OF CONFLICT IS DANGEROUS BECAUSE:

- ~ The conflict can get out of control.
- ~ Fewer and fewer alternatives for action are available.
- ~ Violence is increasingly viewed as potential action and used.
- ~ Victory or defeat of the opponent is pushed into the foreground ahead of the search for common solutions.
- ~ The conflict becomes personal.
- ~ Emotions take the upper hand.

~ Destruction and extermination become the main objectives of action.

THE SEQUENCE OF ESCALATING BEHAVIOUR IS AS FOLLOWS:

There are specific elements that indicate when a conflict is escalating.

Triggering comment or action

One or all parties make a comment or take an action that provokes the other person's defensiveness or fear.

Proliferation of issues

After a short period of discussion, one or both parties start bringing up additional issues or expanding the basis for the argument.

Formation of adversarial alliances

One or all parties begin pulling in others for support, e.g. forming alliances. This may be done either directly, by asking another person to take sides or by quoting them or claiming that the others "agree with me". This may include what other family members or friends have said as "proof" that the speaker is right.

Distortion of communication

One or all parties begin to communicate through exaggeration, making broad sweeping generalisations, through character attacks, and through prolonged and hostile periods of silence.

Rigid and extreme positions

The harder people fight, the more entrenched they become. One or all parties become rigid and extreme in their positions, through dehumanising others, taking uncompromising positions, such as declaring "I'll never give an inch".

Focus on hurting each other

Although the conflict may have begun with the goal of solving a problem, as parties become increasingly defensive, the goal shifts to hurt or attack the other person's position.

HOW TO STOP THE CONFLICT ESCALATION PROCESS?

In order to stop escalation and resolve conflicts there are three basic principles of de-escalation which have to be known. The parties need to take their responsibilities, to try not to be reactive or manipulating the other parties and to consider the interests of the opponents.

There are seven additional points that are important in the de-escalation process:

- ~ Do not extend the issue and discuss the concrete topic
- ~ Do not invite additional people or authorities
- ~ Do not use words as "always", "never", etc.
- ~ Do not label the other person
- ~ Do not do anything to spite somebody
- ~ Do not insist on making immediate decisions
- ~ Do communicate emotions without blaming

TYPES OF CONFLICTS

Although a number of general principles applies to all conflicts, different types of situations may require different kinds of problem-solving skills. For that it is important to know which different types of conflicts do exist.

CONFLICTS OVER INFORMATION

It is not unusual for parties in a conflict to have access to different sources of information. Based on the information they have available, their perceptions of the other parties' actions make no sense. With more complete or accurate information, their perceptions might be substantially altered.

Conflicts over information are usually resolved by agreeing on a process for gathering information: what information is needed? How can the information be gathered so that it is credible? How much information is necessary?

CONFLICTS OVER RELATIONSHIP

Relationship conflicts primarily have to do with the fundamental questions: "Am I valued by the other person?". Relationship conflicts occur when one or both parties do not feel they were adequately consulted, treated with respect or given appropriate attention. Because feeling valued and loved is always a matter of perception, this form of conflict may have roots in the personalities of the individuals involved. Sometimes there is an objective basis for the feelings of being mistreated, but some people are able to feel unvalued no matter what other people do.

Because conflicts about relationship issues are primarily emotional, they require emotional resolutions. Key emotional issues are feeling loved, valued and accepted by the other person. When tackling these relationship

issues we need to identify when an issue can be resolved through problem solving and when it requires inner emotional work. For example, problem solving might result in an agreement to include an individual in future decisions, give them a seat at the negotiating table or devote more time and attention to them. But if the person is very insecure, then problem solving alone may not change their feelings of being unvalued.

CONFLICTS OVER VALUES

Values are the yardsticks we use to decide what is fair or unfair, moral or immoral, good or bad. Sometimes they are stated in absolute terms, so that any form of disagreements are immoral, bad, unjust, etc. When values are absolutes, they are not negotiable.

Often two values are in tension with each other. For example, there may be tension between spontaneity on the one hand, or discipline and control on the other. At one time, the stress may be on one, at another, on the opposite value. The key is the balance between them; that is, how important is one value versus the other. The basis for the resolution of value-based conflicts is to recognise that both values have importance, even though parties believe their own value is more important. The solution - if any is possible – is that both parties place some importance on each others' values. Resolutions can sometimes be also developed when people remind themselves that the conflicted value is only one small part of a common ground, that they hopefully share.

CONFLICTS CAUSED BY INSTITUTIONAL ARRANGEMENTS AND STRUCTURES

Some conflicts are shaped by forces outside of those directly involved in the conflict. This arises from the fundamental way the situation is set up. For example, laws or institutional arrangements may create competitive situations, overlapping authorities, or unequal control over resources. Structural conflicts may even be rooted in such external factors as time

constraints, geographical or physical arrangements.

One of the challenges of this kind of conflict is that people may attribute their problems to the personality or bad behaviour of the other party, rather than understanding that the conflicts cannot really be solved until the structural arrangements are modified. If there can be an open and honest discussion on how the situation is set up, the parties may develop ways of coping, even though they cannot change the institutional arrangements or structure of the situation.

CONFLICTS OVER INTERESTS

Conflicts over interests are caused by competition over perceived or actual incompatible needs. As described earlier, interests may be substantive (scarce resources), psychological (perception of trust, fairness, demands for participation), or procedural (the way the conflict is to be resolved).

Resolution of conflicts may involve a balancing act between all three kinds of interests. That is, people may be willing to forget one kind of interest in return for meeting another completely. Conflicts over resources are sometimes simpler to deal with than other types of conflicts because they concern outcomes that are tangible.

CHAPTER 6

FIVE STYLES OF CONFLICT MANAGEMENT

The Conflict Mode Model developed by Thomas, K. W. and Kilmann, R. H. is considered to be useful to understand individual behaviour in conflict situations. It is a two-dimensional model describing five conflict management strategies. The two dimensions are: (1) assertiveness, the extent to which the individual attempts to satisfy his/ her concerns, and (2) cooperation, the extent to which the individual attempts to satisfy the other person's concerns. The five options are:

Competition

Assertive and uncooperative behaviour focused on personal concerns at the expense of others.

Accommodation

Unassertive and cooperative behaviour that neglects personal concerns in order to satisfy the concerns of others.

Avoidance

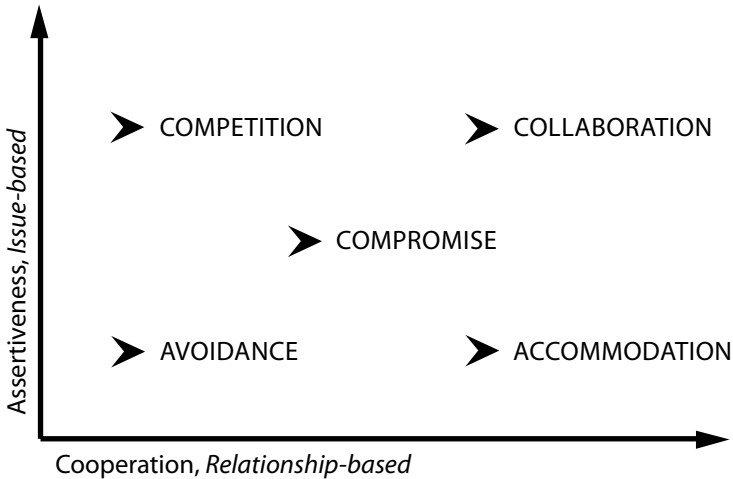
Unassertive and uncooperative behaviour that neither pursues personal interests nor the interests of others.

Collaboration

Both assertive and cooperative behaviour that emphasise working with the other party to satisfy both concerns.

Compromising

An intermediate position on both assertiveness and cooperation often referred to as "splitting the difference", seeking a quick, middle-ground position.



There is a tendency to put values on these options, but all have their use in managing disagreements and conflicts.

WHEN TO USE EACH STRATEGY?

Consider competing when:

- ~ You need a quick and decisive action.
- ~ Some unpopular actions need to be implemented.
- ~ When other options are not available.

Collaborating makes sense when:

- ~ Working together enhances outcomes.
- ~ The concerns of both sides are too important to compromise.
- ~ You want to gain commitment from all sides involved.
- ~ You want to improve working relationships.
- ~ You are in a learning mode, e.g. want to test your assumptions and understand the other's point of view and your own.

Avoiding conflicts and disagreements is a good choice when:

- ~ There are more important issues to consider.

- ~ There is little chance to satisfy your needs and concerns.
- ~ You need to let people cool down.
- ~ You need more information.
- ~ When others can resolve the conflict more effectively.

Try accommodating when:

- ~ You realise you are wrong.
- ~ The issues may be more important to others.
- ~ You want to build partnership for later on.
- ~ You want to minimize your losses.
- ~ Preserving harmony is important to you.

Compromise when:

- ~ The goals you will accomplish are not worth the hassle.
- ~ The opponents in conflict are committed to achieve different ends.
- ~ Achieving interim solutions buys you time to work out complex issues.
- ~ When a quick solution is needed.

NEGOTIATIONS

Negotiations mean a process for solving problems, in which two or more parties try to reach a satisfactory agreement.

SOME BASIC CONCEPTS

In conflict resolution three basic concepts have to be distinguished. The understanding of them helps to reach an agreement between conflict parties.

Issues

Identifiable and concrete concerns that must be addressed to conclude a negotiation successfully. They are tangible, measurable and set the negotiation agenda.

Positions

Positions are the parties' definable perspectives on the issues of the negotiation. They are the parties' suggested ends of dividing the contested issues.

Interests

Interests are the abstract needs that must be satisfied to complete a negotiation. They are less tangible and measurable, but real for the parties. Whether or not objectively identified, they must be satisfied.

NEGOTIATE WHEN ...

- ~ Parties are prone to reach an agreement (common area of interest, positive attitude towards reaching an understanding, no psychological barriers, etc.).
- ~ There are common and different interests among the parties.
- ~ The parties are authorised to make binding decisions.
- ~ The parties are prepared to find a solution.

ELEMENTS OF NEGOTIATIONS

There are several elements to take into consideration during negotiations.

“World views”

These views are deeply held beliefs, attitudes and values resulting from one’s ethnic and cultural roots, personality traits and life experiences. The deeper these personal roots and traits are entrenched, the more they represent zones of non-negotiability. The more is known about these “world views” and the more they are respected, the less they will become “bones of contention” during negotiations.

Positions

What are the demands, requests, and accusations that drive the need for negotiation? In other words, the positions set the range for the negotiations and influence the conflict-solving process.

Needs and interests

Positions are, more often than not, the first layer of the onion. They are symptomatics of deeper problems, of the underlying needs or interests on which the parties need to focus. Knowing the needs and concerns will help to unlock the door for potential solutions. Positions have to be recognised, but needs have to be explored.

Climate between the conflict parties

An examination of the existing climate between the parties helps to understand the conflict: is it stormy, or just cloudy? Which coping strategy is dominating: competition or collaboration? Which kind of feelings does exist towards each other: tense, hostile, trust? And, what is the mutual perception of the mindset and emotions?

Reframing the issues and concerns

This is the point when those in conflict agree, explicitly or implicitly, to move beyond positions to needs and to acknowledge opportunities that help each other to gain from the negotiations.

“Chips” and “Chops”

These “C” factors involve satisfying or thwarting the priority needs of both sides. Recognising that the positions put forth by each side are the initial needs they want to meet, “chips” are those things that can be offered to satisfy the other party’s needs. Their value, of course, is in the eye of the beholder, or recipient of the offer. Bargaining “chops”, by contrast, are those threats and insults that result from withdrawing something of value from the other side of the table, or doing something that will damage their efforts to satisfy their needs.

PRINCIPLES OF A GOOD NEGOTIATOR

When analysing the features of a good negotiator we should be aware that there does not exist an exclusive or single list of such features. Certain features are useful in some situations while others are helpful in others.

Basic characteristics that are important for negotiators are to be assertive, to be able to cope with own emotions, to have a strong personality and to be resistant to stress. A negotiator shall also be flexible and open to novelties. In addition, practical intelligence, good communication and team work skills as well as the awareness of own goals and knowledge about the hierarchy of values are essential.

Based on these features, good negotiators have to be aware about the following principles.

Base negotiations on understanding

This includes understanding each other’s styles, needs, priorities, motivations and interests. If no awareness about each other exists, the negotiations will be longer and less fruitful.

Leave yourself open to ideas and suggestions

This minimizes “jumping to conclusions” prematurely and improves opportunities to discover new options that neither party may see when they enter into a negotiation process.

Negotiate on substance, not on positions

There are only two positions: black and white. This rules out all other colourful possibilities.

Accept the legitimacy of the other party's position

Even though the other party's interests and points of view look unacceptable, they are nevertheless legitimate. Accepting legitimacy does not imply to agree.

Separate the people from the problem

Introducing personalities into a negotiation alters the ground rules. For example, "He doesn't deserve his share of the inheritance because he's a scoundrel."

Use questions appropriately

This includes the ability to ask probing, non-accusing and proper questions. For example, open-ended questions will help to expand the amount of information and ideas available to both sides, increasing the opportunities to discover new options and solutions. Closed-ended questions, those answerable by a simple "yes" or "no", should be reserved for closing a point and moving on. Some scholars make an interesting point about using closed-ended questions; if you do not know the answer to the closed-ended question you are about to ask, there is a chance of ending up with a disagreement. Closed-ended questions typically begin with "Can you...?", "Will we...?" while the open-ended ones usually start with "What...?", "How...?", and "Why...?"

Find the existing options

Effective negotiations help those involved to gain a better understanding of each other's needs and to discover options in the process.

Negotiate with the person of legitimate authority

Few things are more frustrating than to have seemingly reached an agreement when the other party says s/ he has to check with the boss for approval.

Always negotiate on a clear understanding of your own “best alternative agreement”

This is your fallback position, your next best decision. It may be as simple as adjourning the meeting rather than pushing for an agreement that is clearly out of reach. This is called BATNA: Best Alternative To a Negotiated Agreement.

HOW TO SUCCEED IN NEGOTIATIONS

Conditions increasing the probability of successful negotiations:

- ~ Identifiable sides in conflict are willing to participate in negotiations.
- ~ For both sides cooperation is more advantageous than refusal of it; there is a mutual dependence.
- ~ Both sides are willing to begin a dialogue.
- ~ Each of the sides has tools for influencing the negotiation strategy of the opponent.
- ~ Both sides agree on certain areas.
- ~ The will to agree exists.
- ~ Awareness of urgency to settle the dispute: existence of a time limit, when the dispute should be settled.
- ~ Distinct psychological barriers to reach an agreement are absent.
- ~ Both sides believe that issues can be negotiated.
- ~ Participants in the negotiation are authorised to make decisions.
- ~ Both sides are ready to make concessions and compromises.
- ~ Perspective of an agreement can be clearly formulated and implemented in practice.
- ~ External factors (for example the political climate or economic pressure) are favorable to an agreement.

Most frequent mistakes made during negotiations:

- ~ Poor, inattentive listening
- ~ Unskillfully given questions
- ~ Negotiations erroneously treated as a discussion
- ~ Poor presentation of issues

- ~ Creating pressure
- ~ Rejection of the other parties' proposals without attempting to understand them
- ~ Hiding and suppressing feelings

Negotiations were successful if...

- ~ The parties feel that the negotiation process was fruitful.
- ~ Specific interests were satisfied.
- ~ The parties feel that they were treated fairly.
- ~ The parties are open to new negotiations if needed.
- ~ A clear understanding was developed.
- ~ All parties want to uphold commitments made during the negotiations.

TYPES OF NEGOTIATIONS

There are two main types of negotiations: Positional (or distributive) Bargaining and Interest Based Bargaining (IBB).

POSITIONAL BARGAINING

Positional Bargaining is a negotiation strategy in which a series of positions - alternative solutions that meet particular interests or needs - are selected by a negotiator, ordered sequentially according to preferred outcomes and presented to another party to reach an agreement. The first or opening position represents that maximum gain hoped for or expected from the negotiation. Each subsequent position demands less from the opponent and result in fewer benefits for the person advocating it. Agreement is reached when the negotiators' positions converge and they reach an acceptable settlement range.

In the case of Positional Bargaining the parties hold defined viewpoints (positions). The negotiation process is based on forcing mutual compromises.

Presumptions

- ~ The good to be divided is limited.
- ~ The win of one party is the loss of the other.
- ~ Negotiating is a battle and the other party is the enemy.
- ~ The objective is to gain as much as possible.

Positional Bargaining is used when:

- ~ The resource being negotiated is limited (time, money, psychological benefits, etc.).
- ~ A party wants to maximize his/ her share in a fixed-sum pay-off.

~ The interests of the parties are not interdependent, contradictory, or mutually exclusive.

~ Current or future relationships have a lower priority than immediate substantive gains.

Attitudes of Positional Bargainers

~ To consider resources to be limited

~ To see other negotiators as opponents

~ To know that only one side can win

~ To consider concessions as a sign of weakness

~ To consider the own position as the right one

~ To be on the offensive at all times

Characteristic behaviour of Positional Bargainers

~ Initial large demand: high or large opening position used to inform the other party about what is desired.

~ Low level of disclosure: secretive and non trusting behaviour to hide which are the real settlement range and bottom line. Goal is to increase benefits at expense of the other.

~ Bluffing: strategy used to make negotiator grant concessions based on misinformation about the desires, strengths or costs of another.

~ Threats: strategy used to increase costs of the other if the agreement is not reached.

~ Incremental concessions: small benefits awarded so as to gradually cause convergence between negotiators' positions.

Process of Positional Bargaining

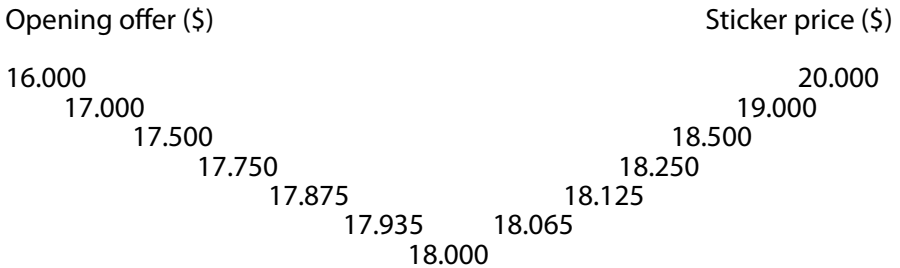
~ It is usually done by moving from one position to another.

~ Positions are changed through a series of concessions or compromises.

~ Each concession tends to be about half the size of the concession that preceded it and takes about twice as long to be done.

The bargaining “dance” usually ends at about the midpoint between the first two reasonable offers.

A typical car purchase negotiation:



INTEREST BASED BARGAINING

Interest Based Bargaining is a negotiation strategy that focuses on satisfying as many interests or needs as possible for all negotiators. It is a problem-solving process used to reach an integrative solution rather than distributing rewards in a Win - Lose manner. It is not a process of compromise.

Three types of interests/ needs that a negotiator wants to satisfy:

- ~ Substantive interests: content needs (money, time, goods or resources, etc.)
- ~ Procedural interests: the way how the negotiations are held
- ~ Psychological interests: how one feels and how one is treated

Interest Based Bargaining is used when:

- ~ The interests of the negotiators are interdependent.
- ~ It is not clear whether the issue being negotiated is fixed-sum (even if the outcome is fixed-sum, the process can be used).
- ~ Future relationships have a high priority.
- ~ Negotiators want to establish cooperative problem solving rather than competitive procedures to resolve their conflict.
- ~ Negotiators want to tailor a solution to specific needs or interests.

~ A compromise of principles is unacceptable.

Attitudes of Interest Based Bargainers

- ~ To see resources as not limited
- ~ To try to address all negotiators' interest for an agreement
- ~ To focus on interests, not positions
- ~ To look for objective or fair standards that all can agree on
- ~ To believe that multiple satisfactory solutions exist
- ~ To cooperate instead of considering the other as an opponent
- ~ To separate issues and people (respect people but bargain hard on interests)
- ~ To search for Win - Win solutions

How to do Interest Based Bargaining?

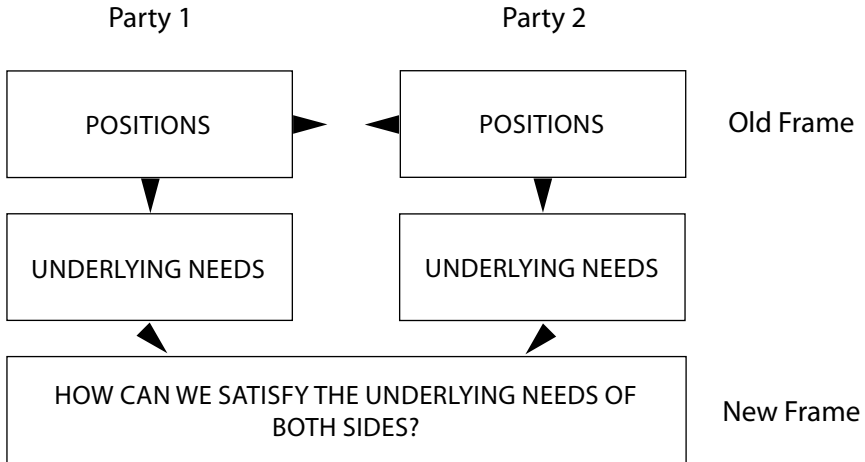
Negotiators need to identify the substantive, procedural and psychological interests/ needs that are expected to be satisfied as a result of negotiations.

- ~ Speculate on the substantive, procedural and psychological interests that might be important to the other negotiators
- ~ Begin negotiations by educating each other about your respective interests
- ~ Be hard on substance and easy on the people by separating the people from the problem, understanding the problem from the opponent's perspective, recognising and discussing emotions openly and confirming interpretations before acting out on them
- ~ Frame the problem in a way that is solvable by a Win - Win solution
- ~ Distinguish interests from issues and focus on them by seeking reasons behind positions, asking "what" and "how" questions and listening for the unstated
- ~ Develop options that have potential for mutual gains and evaluate potential solutions (identify general criteria that must be present in an acceptable settlement, evaluate reasonable options looking for mutual gain and reinvent options based on the evaluation)

Levels of information shared in the bargaining process

- ~ In competitive processes: justifications (facts, figures, opinions, etc.) and positions
- ~ In collaborative processes: needs and feelings

REFRAMING FORMULA



- ~ Reframing has to include underlying needs of both sides.
- ~ It changes the climate from competitive struggle to collaborative problem solving.

CHAPTER 9

MEDIATION

Mediation is the extension of the negotiation process. Mediation is the intervention into a dispute or negotiation of an acceptable and impartial third party who has no decision-making power. The mediator assists contending parties to voluntarily reach their own mutually acceptable solution of a dispute. He helps people in conflict to coordinate their activities and be more effective in their bargaining. Mediation is most needed when disputants are not able to communicate with each other anymore.

EFFECTIVE MEDIATORS PERFORM MANY ROLES, INCLUDING:

Communication plumber

Opens up communication channels between the parties and keeps them open.

Legitimiser

Helps parties to recognise the right to be involved.

Explorer

Helps those involved to uncover several ways to approach a problem.

Reality checker

Keeps parties to look for a realistic solution.

Resource networker

Finds appropriate resources and links the parties to other helpers and options.

The skill builder

Helps parties to build good communication and develop problem-solving skills.

Drill sergeant

Takes the initiative, if necessary, to keep the negotiations moving forward.

Master carpenter

Re-frames issues.

Facilitator

Provides processes for achieving results and improving relationships.

Hair shirt tailor

Does penance, if necessary, and takes the blame and responsibility for ideas and options that fizzle to shield and nurture the self-confidence of the parties involved.

Delegater

"Sorry, I don't make any decisions for my clients."

The "secret" agent

Is responsible for keeping the procedures confidential.

STAGES OF MEDIATION**# Preparation time: a pre-step step**

The mediator should review the case and the notes, arrive early to set up the room and arrange space for separate meetings. S/ he should discuss with the co-mediators on mediation styles, how to divide tasks, how to handle separate meetings and potential difficulties with the upcoming mediation. The mediator meets then the parties and seat participating individuals.

Step one: opening statement

Mediations are held in a neutral place at a time convenient to all parties. Sessions last approximately two hours and the following issues have to be

covered:

- ~ Welcome and words of encouragement
- ~ Purpose of the mediation
- ~ The mediator's role
- ~ Logistics
- ~ Confidentiality of the mediator
- ~ Description of the procedure
- ~ Explanation of possible separate meetings between mediator and one of the clients, presented as a normal part of the mediation process
- ~ Check for questions or concerns and ask if the parties are willing to proceed with the session.

Step two: uninterrupted time

Each person takes a turn speaking while others listen, including the mediator. This provides an overview of the situation and a sense of the individuals and their personalities. Guidelines include:

- ~ To set a courteous, unhurried tone
- ~ To ask listeners to respect each person's right to speak, listening for new insights
- ~ To ask speakers to tell their stories from their point of view. What has been happening and how does it affect them?
- ~ To select someone to start, often leading off with most agitated party
- ~ To protect each person's speaking time
- ~ To formally end each speaker's turn: no comments, summaries or questions should come from the mediator at this time

Step three: the exchange

The argue and discussion begin. The mediator keeps the discussions within the bounds, making sure that each person is heard and each is protected. The exchange is primarily about helping the parties to move towards reconciliation, the point when they begin to acknowledge each other's perspectives and needs. Directing the exchange includes:

- ~ To start the exchange
- ~ To keep control of the session

- ~ To include each person
- ~ To accept but do not press for emotions
- ~ To ask necessary questions
- ~ To listen for interests, issues and positions
- ~ To refrain from finding solutions yet
- ~ Not to short-change the exchange
- ~ To look for moments of understanding or reconciliation
- ~ To summarise interests and concerns

Separate meetings can occur at any time and have many uses: checking out a person's concerns, confronting unhelpful behaviour, or helping people think through their options. The mediator should use separate meetings to:

- ~ Support the people
- ~ Control the process
- ~ Consult with your co-mediator

During separate meetings, the mediator has:

- ~ To ensure confidentiality
- ~ To stay focused
- ~ To be impartial
- ~ To persuade people to speak later on directly or to get confirmation to speak for them

Step four: setting the agenda

Discussion shifts towards the future or what will happen from this point on. In setting the agenda, the mediator:

- ~ Summarises what has been accomplished so far
- ~ Lists the issues to be negotiated
- ~ States the topics to be discussed
- ~ Uses positive and impartial language
- ~ Reflects each person's concerns
- ~ Presents problems as shared concerns whenever possible
- ~ Is succinct and makes statements easy to recall
- ~ Agrees on an agenda check for accuracy and completeness

~ Agrees on guidelines, e.g. how issues will be discussed, criteria for acceptable decisions

Step five: building the agreement

Parties work through each issue on the agenda using the following process:

- ~ Selecting an issue from the agenda
- ~ Eliciting options
- ~ Evaluating and refining alternatives
- ~ Testing agreement and exploring consequences
- ~ Writing down tentative agreements

Step six: writing the agreement

A written agreement helps the promises to take root. In the writing process, the mediator has to:

- ~ Review each point of the agreement. Is it: workable? Legible? Acceptable?
- ~ Write out the final copy and read it loudly
- ~ Make everyone present to sign the agreement

A good written agreement:

- ~ Gives specific details on who, what and when
- ~ Is evenhanded and not conditional
- ~ Uses clear and familiar wording
- ~ Emphasises positive action
- ~ Deals with any pending proceedings
- ~ Provides perspectives for the future

Step seven: closing statement

This is the time to bring the session to a positive end. The mediator should:

- ~ Acknowledge what has been accomplished
- ~ Make compensation arrangements
- ~ Review next steps and follow-up
- ~ Wish the parties well

EXERCISES

Escalation “Skit”
Escalating Behaviour
Causes of Conflicts
“Gain as Much as You Can”
When to Collaborate?
Video Selling
Eggs Business
Plot Case
Neighbours

The following exercises are recommended to be used for trainings in conflict management. They are only examples and other exercises exist for the same purposes. In any case, it requires high training skills and experiences as a trainer in non-formal education to use these kinds of exercises and to debrief them appropriately.

We suggest to implement these exercises only if you are an experienced trainer knowing how to tackle emotional challenges of participants and to use this energy for positive and advantageous outcomes.

EXERCISE 1

ESCALATION “SKIT”

Purpose of this exercise is to identify behaviour that start and escalate conflicts.

INSTRUCTIONS

You will be assigned to be a member of a team. The task for each team is to prepare and present a five-minutes “skit” which shows the beginning and development of a conflict. A “skit” is a short drama in which the actors agree upon the roles and major events in advance, but the actual words are improvised.

As a team you should agree upon:

- ~ The subject about which there is a conflict
- ~ The major roles and who will play them
- ~ The major events that will take place
- ~ How the “skit” should end

Present your “skit” in front of the group.

EXERCISE 2

ESCALATING BEHAVIOUR

Purpose of the exercise is to identify the types of behaviour that cause a conflict to escalate.

INSTRUCTIONS

You will be assigned to a team. As a team, identify a conflict about which everyone has some knowledge. Identify the triggering event and the behaviour that caused the conflict to escalate. Do not get into arguments about whether the way the parties are acting is justified or not. Describe only the behaviour and its impact on the conflict.

EXERCISE 3

CAUSES OF CONFLICTS

Purpose of the exercise is to identify underlying causes of conflicts.

INSTRUCTIONS

- ~ The entire group will be asked to develop a list of conflicts. The participants should have basic knowledge about the listed conflicts.
- ~ You will be assigned to a team.
- ~ Select a conflict that your team would like to discuss from the list developed by the whole group.
- ~ Try to identify the causes of the conflict your group selected.
- ~ Select someone from your group to present briefly your results.

EXERCISE 4

"GAIN AS MUCH AS YOU CAN"

Purpose of this exercise is to identify group responses to pressure, reward and experience cooperation and competition benefits in various situations.

INSTRUCTIONS

- ~ The goal of the participants of the exercise is: "Gain as much as you can!"
- ~ People are divided in four groups and the exercise consists of approximately eight rounds.
- ~ Each group in each round - independent of each other - makes a decision, writes it on a piece of paper and hands it over to the leader of the exercise.
- ~ Each group has two options: X or Y.
- ~ The groups make profit or loss in each round.
- ~ The extent of profit or loss depends on the subtotal of the decisions (messages) made by the groups. They are calculated in every round.
- ~ Between the rounds new information may be given. They will not change the structure of the below table of profit; they can only change the extent of profit or loss.
- ~ During the exercise each group should take notes of their decisions, of the subtotal of the group decisions and of their profit or loss.

TABLE OF PROFIT

SUBTOTAL	PROFIT	LOSS
	X	Y
4 X	- 10	n/a
3 X and 1 Y	+ 10	- 30
2 X and 2 Y	+ 20	- 20
1 X and 3 Y	+ 30	- 10
4 Y	n/a	+ 10

EXERCISE 5

WHEN TO COLLABORATE?

Purpose of this exercise is to identify situations when collaboration is appropriate.

INSTRUCTIONS

- ~ You will be assigned to work in a group.
- ~ Once in your group, develop a set of guidelines that address the following questions: when is collaboration preferred? When might it be “unsafe” to collaborate? If it might be “unsafe”, which behaviour reduce the potential risks of collaboration?
- ~ Select someone from your group to give a five-minutes report on the guidelines developed by your group.

EXERCISE 6

VIDEO SELLING

Purpose of the role play is to consider circumstances under which Positional Bargaining is appropriate.

INSTRUCTIONS

- ~ Choose a partner.
- ~ Each of you should select one of the roles: representative of video store "Victor" or "David".
- ~ Read your role carefully. Do not read your partner's role.
- ~ Conduct negotiations based on the description of your role.

ROLE I: REPRESENTATIVE OF VIDEO STORE "DAVID"

You are the representative of video store "David" which is a huge and successful video store in Rustavi.

Two years ago, "David's" owner decided to broaden the assortment of the video technology and he made a big investment. He thought that it would make his store more popular but he was mistaken. The video market changes too fast, is very competitive and needs high-level technology and market expertise. "David's" employees do not know all these factors. That is why "David's" owner has decided to sell his supplies as fast as possible to keep the store and start another business. He is worried that after selling video technology people will think that "David" has financial crisis.

"David's" owner has paid about \$ 400.000 in video technology in the past two years. One part of his supplies is older than another and that is why its price is lower. Customers may take interest in this video technology anyway, because it needs six months to buy production from a manufacturer. Besides the profit margin on these unit bargains is very high.

Because "David's" owner wants to sell his production as fast as possible and

in a successful way, he asked you to represent him during negotiations with potential clients. "David's" owner will accept any price that is higher than \$ 200.000 because he wants to have as little waste as possible and to empty the store in a short period.

ROLE II: REPRESENTATIVE OF VIDEO STORE "VICTOR"

You are the representative of video store "Victor" that trades with video cassettes, monitors, etc. This store has opened in Tbilisi two years ago and is quite successful. Its owner wants to widen his net throughout the region and to create a centre of unit bargains.

"Victor's" owner heard that video store "David" that is in Rustavi, wants to sell his production and to start a new business that is more profitable. "Victor's" owner found out that "David's" owner has paid \$ 400.000 in video technology. This is an acceptable price for him because "David's" production is only one or two years old. "David's" owner asked his representative to participate in negotiations about video technology. "Victor's" owner has checked "David's" productions and found out that most of them are in good condition. Besides, if "Victor" buys "David's" video technology he will be able to widen his business immediately. That is great because usually transportation of technology needs six months. Both "David" and "Victor" trade with video technology of the same firm. Because of this, they will avoid problems that usually occur during supplying.

You are the representative of Consultation Company and you have been asked to represent "Victor" during negotiations with "David". "Victor" does not have a big amount of cash but they permitted you to offer "David" about \$ 600.000. According to "Victor's" owner's evaluation this sum is equal to the sum needed to buy the new technology. However, the new products will arrive in six months and waiting for this period would be risky for such a fast changing market.

If your negotiation is successful and you are able to buy the video technology immediately, the transportation and the storage will be a problem for "Victor's" owner. Video technology cannot be transported to the new place in less than 60 days. Besides, transportation from Rustavi to Tbilisi is quite expensive. These factors may influence the amount of money you want to pay to "David".

EXERCISE 7

EGGS BUSINESS

Purpose of the role play is to consider circumstances under which Interest Based Bargaining is appropriate.

INSTRUCTIONS

- ~ Choose a partner.
- ~ Each of you should select one of the roles: Smith or Taylor.
- ~ Read your role carefully. Do not read your partner's role.
- ~ Conduct negotiations based on the description of your role.

ROLE I: T. SMITH

You are the chief pharmacist at the Ministry for Public Health and specialised in the development of medicine that cures rare diseases. Not long ago the X-Fluoride epidemic broke out on several continents. This is a contagious disease causing dangerous fetal disorders.

There is an emergency situation all over the world. If X-Fluoride is not contained in time, an unacceptably high percentage of this generation will require the support of their families and society for decades. Economists predict that the cost will ruin millions of families and will lead to business bankruptcies and high rates of unemployment across a wide spectrum. Psychologists indicate that the emotional impact on each family will entail terrible consequences.

Your Ministry supported the research on X-Fluoride and found a serum that prevents the disease. The serum is prepared from the yolk of the egg of a very rare, spotted ostrich. These birds are found only in Balaharia. The ostrich lays eggs only once a year, just this month. The eggs are stored carefully each year and are sold to gourmet restaurants as condenser for

special soups. The last year stock was sold at \$ 15 on average per egg. The only owner of the tamed spotted ostriches and thus the main supplier lives at a distant place in Balaharia. According to rumours, this man is a member of the underworld, a drug addict and allegedly took part in murders and terrorist actions. You do not believe that the producer knows about the new use of the eggs. The Ministry for Public Health will need all the eggs laid this year to meet the predicted demand for serum worldwide. Your task is to obtain as many ostrich eggs as possible. The Ministry empowered you to spend up to \$ 525.000 for this year's output.

You seem to have competitors during the purchase, particularly representatives of the Ministry for Heavy Industry. Your Ministry had previous dealings with the other Ministry and faced poor cooperation, even rivalry, because of deficient budgetary resources. Western firms may also appear in Balaharia. You have been authorised to compete with the Ministry for Heavy Industry and during bidding you can offer your whole sum.

You are flying to Balaharia to buy the eggs. You are worried because the real beneficiary of the conflict might be the underworld. You are surprised to recognise that the person sitting next to you is the representative of the Ministry for Heavy Industry. You try to convince him that you need the eggs. If you manage to defend your institution's interest you will be promoted in your Ministry and it would mean a five times higher salary for you.

ROLE II: T. TAYLOR

You are the chief chemist at the Ministry for Heavy Industry who is responsible for developing insecticides for agricultural products which kill insects harmfully. Recently there have been reports from all over the world about the attack of the Cottermus moth damaging the trees. This moth, if not contained, might damage whole forests within days. It propagates at an extraordinary speed: the larvae hatch within two months and cause irreversible damage on huge areas by attacking the leafage of the trees.

Following forest destruction a secondary effect is unprecedented soil erosion, destabilisation and disappearance of water resources. The moth might infect cultivated plants causing grave damage to the production.

The only way to stop the moth is to spray on the infected forests a special insecticide, the UO-Compound which has not been produced for years. Differing from most of the insecticides, which are synthetic products, the UO-Compound is made of the shell of the egg of the spotted ostrich living in Balaharia. There are very few of these birds and they lay eggs only once a year.

This is the month of laying eggs. The eggs are stored each year and then are sold to gourmet restaurants as condenser for special soups. Last year the eggs were sold at \$15 on average per egg. The only owner of these rare ostriches lives on a distant part of Balaharia. According to rumours he is a member of the international underworld, he is a drug addict and takes part in murders and terrorist actions. You do not believe that the person knows that this year there will be a new and increasing demand for the eggs.

Thousands of eggs are needed for producing the insecticide. Your Ministry has decided that you have to buy all the ten thousand eggs from this year's production. Your task is to obtain as many ostrich eggs as possible. The Ministry empowered you to spend up to \$ 500.000 for the eggs.

Along with the gourmet restaurants other competitors seem to be interested in the eggs. There are rumours that the Ministry for Public Health also needs the eggs. Your Ministry has already had some dealings with the other Ministry and there is currently rivalry between you both because of the deficient budgetary resources. You are worried that the Ministry for Public Health and probably other firms will try to outbid you.

You are flying to Balaharia to buy this year's production. You are angry because the underworld might draw profit from the situation. You recognise that the person sitting next to you is the representative of the Ministry for Public Health. You try to convince that person that you should get all the eggs. If you defend the interest of your Ministry you will be promoted to a position that ensures a five times higher salary for you than the current one.

EXERCISE 8

PLOT CASE

Purpose of the role play is to experience multi-partial negotiations and consider circumstances under which Interest Based Bargaining is appropriate.

INSTRUCTIONS

- ~ Your will be divided in four working teams.
- ~ Each of the four teams will select one of the roles: Georgia Construction Joint Stock Company, University Construction Office, Tbilisi Construction Ltd. and City Investment Joint Stock Company.
- ~ Read your role carefully. Do not read the other roles.
- ~ Discuss and agree upon the negotiation strategy within your team.
- ~ Conduct negotiations discussed in your role.

ROLE I: GEORGIA CONSTRUCTION JOINT STOCK COMPANY

You are member of the Georgia Construction Joint Stock Company. By now you possess plots A1, C4, D1, D2 and D4.

Your company wants to have four plots, which in a rectangular shape would enable the construction of modern housing. Your company does not have the necessary financial means to construct the housing, therefore you intend to sell one of your plots.

If obtaining the four plots in a rectangular shape proves to be impossible you should consider the possibility of having the plots in an L-shape. It would make the application of the original plans more expensive and you should also convince the management of the modifications.

In general the price of a plot is \$ 1.000.000 but you may get a higher price.

Other affected companies:

- ~ City Investment Joint Stock Company
- ~ Tbilisi Construction Ltd.
- ~ University Construction Office

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4

ROLE II: UNIVERSITY CONSTRUCTION OFFICE

You are member of the University Construction Office. Keeping the long term development plans in mind the office has recently acquired plots marked A2, A4 and B1.

Since the University leadership is urging the centralisation of the university buildings you hope that by selling and buying the three separate plots you will have three neighbouring plots constituting a rectangle. Since you have no separate budget for this deal you want to compensate by effective negotiation.

If you cannot obtain the plots to constitute a rectangle you will have to modify the construction plans for an L-shape. To change the original plans you need minimal energy, time and money.

In general the price of a plot is \$ 1.000.000 but it might be even higher if two buyers are bidding or if a development increases the value of the area. You, by chance, hear about the plans for constructing a motorway and a big shopping centre.

Other affected companies:

- ~ Georgia Construction Joint Stock Company
- ~ Tbilisi Construction Ltd.
- ~ City Investment Joint Stock Company

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4

ROLE III: TBILISI CONSTRUCTION LTD.

You are member of the Tbilisi Construction Ltd. Currently you possess plots A3, B3, B4 and C2. Your company tries to obtain plots A4, B4, C4 and D4 because the track earmarked for the construction of the new motorway is

in the middle of these plots.

The news about the motorway is not official yet. If it is made public it might increase the price of the plots.

The price of a plot is around \$ 1.000.000. You have \$ 2.000.000 for the investment.

Other affected companies:

- ~ City Investment Joint Stock Company
- ~ Georgia Construction Joint Stock company
- ~ University Construction Office

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4

ROLE IV: CITY INVESTMENT JOINT STOCK COMPANY

You are a member of the City Investment Joint Stock Company. Your company possesses plots B2, C1, C3 and D3. Your company wants to obtain plots B2, B3, C2 and C3 or C2, C3, D2 and D3. You need these plots to establish a shopping centre.

The Joint Stock Company would prefer a rectangular shaped area with the department store in the middle and the parking lot around.

You - through good contacts- know that somewhere on this area the construction of a motorway is planned but you do not know the exact location.

You have altogether \$ 2.000.000 for the investment. In general the price of a plot is about \$ 1.000.000.

Other affected companies:

- ~ Georgia Construction Joint Stock Company
- ~ Tbilisi Construction Ltd.
- ~ University Construction Office

A1	A2	A3	A4
B1	B2	B3	B4
C1	C2	C3	C4
D1	D2	D3	D4

EXERCISE 9

NEIGHBOURS

Purpose of the role play is to experience mediation processes and consider circumstances under which mediation is appropriate.

INSTRUCTIONS

- ~ You will be divided in groups of three people.
- ~ Each of you should select one of the three roles: mediator, Nina or George.
- ~ Read your role carefully. Do not read the other roles.
- ~ Conduct mediation using the content of your role.

ROLE I: MEDIATOR

The description of the case is as follow: George is in conflict with his neighbour Nina, who lives in the flat above his (one floor up). He placed a call to the mediation centre. He declared that Nina plays piano loudly and late in the night. Nina declared that George offended her.

Both of them agreed to visit the mediation centre.

ROLE II: NINA

You agreed to visit a mediation centre because you want to resolve the conflict with your neighbour, George.

You state that George offends you by knocking at the ceiling (your floor). By doing that, he interrupts your playing and that is also why some of your vases are broken.

You are really angry with him because he does not respect your profession. You are a musician and a teacher. You consider that you have the same

professional rights that he has.

Please, do not bring additional and/ or new details into your role.

ROLE III: GEORGE

You are nervous because of your neighbour's behaviour, Nina, who lives in the flat above yours.

Every morning you have to go to work, and therefore you need to have good sleep at night. She plays her favourite music loudly, all night long and thus forces you to listen to it.

You are angry with her. You think, that when you knock at her floor (your ceiling) with a stick, you communicate your negative emotions quite clearly.

You think your protest was ignored, because nothing has changed in her behaviour.

You gave a call to the mediation centre in order to make an appointment. You want to visit the centre and resolve this conflict.

You may choose any profession.

Please, do not bring additional and/ or new details into your role.



DOCUMENTATION

Partners
References
Additional Online Resources

PARTNERS

MINORITIES OF EUROPE (MoE) www.moe-online.com

Minorities of Europe is a pan-European inter-minority youth project which seeks to support and assist cooperation, solidarity and exchange between different minority communities and young people in Europe. MoE was established in 1995 as a result of the Council of Europe's campaign "All Different, All Equal" against racism, antisemitism, xenophobia and intolerance across Europe.



Minorities of Europe
29 Walsgrave Road
Coventry CV2 4HE - United Kingdom
admin@moe-online.com

ACADEMIC CENTRE OF EUROPEAN EDUCATION AND INFORMATION (ACEEI) www.aciee.org

The Academic Centre of European Education and Information is aimed to support intercultural learning and fight against racism and xenophobia. ACEEI helps young people to participate in international youth activities in order to raise intercultural understanding and European awareness.



Academic Centre of European Education and Information
Krakowskie Przedmieście 24/7
00-927 Warszawa - Poland
acieeuw@wp.pl

ACADEMY FOR PEACE AND DEVELOPMENT (APD) www.apd.ge

The Academy for Peace and Development is an international, non-governmental, non-profit making and non-political youth organisation. It is aimed to the development of youth activities and the promotion of peace, tolerance and solidarity within the Caucasus.



ACADEMY FOR PEACE AND DEVELOPMENT
შვიდობისა და განვითარების აკადემია

Academy for Peace and Development
10a M. Asatiani str., 7th Floor, # 19
Tbilisi 0177 - Georgia
apd.youth@gmail.com

ASSOCIATION OF YOUNG AZERBAIJANI FRIENDS OF EUROPE (AYAFE) www.ayafe.org

The Association of Young Azerbaijani Friends of Europe is aimed to contribute to the strengthening of the civil society in Azerbaijan and the process of Azerbaijan's European integration. It propagates and introduces Azerbaijan to young people from other countries by organising voluntary activities in Azerbaijan and carrying out representative exchanges with international youth organisations.



Association of Young Azerbaijani Friends of Europe
93 A. Alakperov, 9th Floor
1141 Baku - Azerbaijan
ayafe@ayafe.org

MOSTAR FRIEDENSPROJEKT (MFP)

Mostar Friedensprojekt is an association who raises awareness and discussion in the public of Berlin-Brandenburg about political, social and cultural developments in Europe. It organises and supports training, international exchanges, consultations, campaigns about intercultural learning to prevent racism and xenophobia.



Mostar Friedensprojekt
Schloßstr. 1
14467 Potsdam - Germany
mostarfp@yahoo.de

STEPANAVAN YOUTH CENTER (SYC) www.stepanavanyouthcenter.org

Stepanavan Youth Center is a non-profit, non-governmental organisation in Stepanavan, Armenia. The mission of the organisation is to support active participation of youth by organising training, consultations, projects and campaigns.



Stepanavan Youth Center
137 Charents str.
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Straus Institute for Dispute Resolution
Pepperdine University School of Law, 2005

ONLINE SOURCES**# Collaborative Negotiation Skills Training**

<http://www.colemanraider.com>

Training Manual of the Creighton & Creighton Inc.

<http://www.creightonandcreighton.com>

Training Manual of the Partners for Democratic Change Slovakia

<http://www.pdcs.sk/en/index.php>

Training Manual of the Partners-Polska Foundation

<http://www.fpp.org.pl>

Training Manual of the San Diego Mediation Centre

<http://www.ncrconline.com>

ADDITIONAL ONLINE RESOURCES

Alliance for Conflict Transformation

ACT is dedicated to peacebuilding through innovative education, training, research and practice worldwide.

<http://www.conflicttransformation.org>

Beyond Intractability

A free knowledge base on more constructive approaches to destructive conflict

<http://www.beyondintractability.org>

Bradford University Centre for Conflict Resolution

Centre developing new ideas about conflict resolution, mediation, peacekeeping and peacebuilding

<http://www.bradford.ac.uk/acad/confres>

Centre for Effective Dispute Resolution

A British organisation devoted to dispute resolution in the business environment

<http://www.cedr.co.uk>

Council of Europe

Sources for Human Rights and policy documents in Europe

<http://www.coe.int>

Coventry University Peace and Reconciliation Studies

CPRS aims to contribute to a deeper understanding and promotion of processes of reconciliation and forgiveness by non-violent means at all levels throughout the world.

<http://www.coventry.ac.uk/peacestudy>

Free Management Library

A rich integrated online resource for organisations including a conflict management section

<http://www.managementhelp.org>

Institute of Conflict Management

A British organisation working on standards in managing work-related violence

<http://www.conflictmanagement.org>

International Association for Conflict Management

IACM encourages scholars and practitioners to develop and disseminate theory, research, and experience for understanding and improving conflict management.

<http://www.iacm-conflict.org>

International Crisis Group

ICC is an independent, non-profit, non-governmental organisation, present on five continents, working through field-based analysis and high-level advocacy to prevent and resolve deadly conflict.

<http://www.crisisgroup.org>

International Conflict Research

INCORE is a Data Service in the field of conflict resolution and ethnicity

<http://www.incore.ulst.ac.uk>

Network University

An online course on youth and conflict transformation offered by Network University Amsterdam

http://www.netuni.nl/intro_courses/youth.html

Salto Youth

Resources for youth work related to conflict management and other areas

<http://www.salto-youth.net>

United Nations Commissioner for Human Rights

Information and documents related to international Human Rights standards

<http://www.unhcr.ch>

Youth at the United Nations

World Youth Reports related to conflict issues

<http://www.un.org/youth>







