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## **Training guide**

# **Transformational leadership in conflict management in Libya**



eunida



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## Introduction

This training guide provides an introductory curriculum in 'Transformational Leadership in Conflict Management in Libya'. It is intended for use with civil society and local authority representatives who are looking to play a leading role in their communities during the transition – especially in terms of contributing to better management of local conflicts. It has been designed specifically for Libya as part of the 'Peacebuilding partnership for Libya' project<sup>1</sup>, and was extensively tested in a range of communities during 2013. The training was compiled by a team of Libyan and international trainers – Hicham Haily, Dr. Moufida Zgouzi, Mohamed Habib, Mohideen Krekshi, Adam Darby, David Wood and Fleur Just.

The training guide covers four sessions that are designed to develop participants' skills in:

1. Good conflict management:
  - Provide a basic understanding of 'conflict', 'peace' and 'change'
  - Introduce the basic principles of effective conflict management
2. Transformational leadership:
  - Identify the essential ingredients of good leadership
  - Explore ways of viewing leadership
3. Planning for effective initiatives:
  - Identify and prioritise local conflict and peace issues
  - Analyse the priority conflict / peace issue(s) and potential actions to address them
4. Effective communication:
  - Develop a shared understanding of good communication
  - Practice trying to understand another's perspective

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<sup>1</sup> The 'Peacebuilding partnership for Libya' was a 12-month project in 2013-2014 designed to: (1) Increase the capacity of civil society and local authorities to deliver local peacebuilding initiatives that respond to the conflict and security consequences of the 2011 revolution; (2) support local peacebuilding initiatives that use participatory planning processes to help deal with local conflict and security issues; and (3) assist lesson learning on effective peacebuilding in Libya and provide resources that Libyan peacebuilders can use in the future.

The project involved five training workshops in 'Leadership in conflict management' and six months of mentoring for community-specific initiatives.

The project was implemented for the European Union by EUNIDA (European Union Network of Implementing Development Agencies). It involved international peacebuilding experts working in partnership with Libyan national 'trainer-mentors'.

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## Session 1

## Good Conflict Management

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Timing	Resources	Aims
60 Mins	Flipcharts Marker pens Input	<ul style="list-style-type: none"><li>- Provide a basic understanding of 'conflict', 'peace' and 'change'</li><li>- Introduce the basic principles of effective conflict management</li></ul>

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### Define Conflict, Peace, and Change [35 minutes]

Place three flipcharts on the wall in the training room, titled either 'conflict', 'peace' or 'change'. Divide the participants into three groups, one for each flipchart. Each group has 10 minutes to discuss and write down on their flipchart what they think their concept means. Emphasise that their ideas should be captured in key words or short sentences. Each group should nominate one person who will feedback their thoughts to the rest of the participants.

Once finished, gather all participants together around the 'conflict' flipchart. Give the nominated spokesperson three minutes to explain the group's ideas. Then allow participants from the other two groups to ask questions or input their ideas. Finish by providing input on the difference between negative and positive conflict (using the input material provided).

Move the participants to the 'peace' flipchart and repeat the process, but finish by providing input on the difference between shallow and deep peace.

Move the participants to the 'change' flipchart and repeat the process, but finish by providing input on the difference between positive and negative change.

### Effective conflict management [25 minutes]

Input by facilitator on the relationship between deep peace and the way that communities are able to manage changes. In particular, the facilitator should explain the importance of establishing processes for, and strengthening cultures of, managing conflict and change through Inclusion, Dialogue and Collaboration. Use the diagram included in the input material.

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## Material

Material on conflict and peace adapted from training developed by Saferworld and International Alert to convey learning by Johan Galtung.

## Input on conflict, peace and change

**Conflict** can be thought of as: (1) when two or more parties have, or believe they have, incompatible goals and interests; (2) not necessarily a negative phenomenon, but a natural part of change in any society that may result in positive outcomes; and (3) negative when violence is used to manage (perceived) incompatible goals and interests. In short, not all conflicts of interests are violent, but all conflicts involve a real or perceived misalignment of goals and interests.

**Peace** can be divided into two types. (1) 'Shallow' peace is when there is no violence (e.g. war or armed conflict), but at the same time some in

society experience fear, insecurity or the denial of rights – trends that have the potential to result in the use of violence in the future. (2) ‘Deep’ peace can be thought of as entailing both the absence of violence and the absence of fear, insecurity and the denial of rights. However, such a state is highly aspirational and difficult to measure. As such, it might be more helpful to think of deep peace as a situation in which society has sufficiently robust institutions, systems and processes for managing conflict (i.e. misaligned goals and interests) in a non-violent manner.

Material on change and effective conflict management draws on the work of the *Peaceful Change initiative*.

It is helpful to think of the ability of a society to achieve deep peace as dependent on how it manages **change**. Change entails making difficult decisions on how to distribute social, political and economic opportunities – and it is often the case that different groups in a community come into conflict with each other as such decisions are being made. Change can be positive or negative dependent on how these conflicts are managed.

In order to most **effectively manage** conflict during change, so as to achieve deep peace and avoid negative violent conflict, a society needs to have strong processes and cultures of:

1. **Inclusion** – meaning that people have (and feel they have) opportunities to be involved in public life and decision-making.
2. **Dialogue** – meaning that people speak openly, listen to and try to understand each other’s opinions.
3. **Collaboration** – meaning more than co-existence, but rather active cooperation in practical initiatives, especially those to achieve peace.

The relationships between conflict, change and peace and the role of dialogue, inclusion and collaboration in managing conflict during change are illustrated by the diagram below.



**Diagram: effective conflict management**

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## Session 2

## Transformational Leadership

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Timing	Resources	Aims
60 mins	A4 paper Pens Input	<ul style="list-style-type: none"><li>- Identify the essential ingredients of good leadership</li><li>- Explore ways of viewing leadership</li></ul>

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Adapted from  
*'Playing with fire:  
Leap confronting  
conflict'*

### Sharing ideas on leadership [30 minutes]

Use the 'four-word build' methodology to negotiate and build consensus between participants on the meaning of leadership.

Participants are split into a small groups (e.g. 2-4 persons). The key is that the number of groups should be divisible by 4 (e.g. 4 groups, 8, 12, 16 etc.). In their group, participants must agree on four words that define 'leadership' in a maximum of 4 minutes. Please note that there must be consensus between the participants in each group. So the instruction could be, "I would like you identify four words that define leadership... and you have only four minutes!"

Pair groups together, so that for example 8 groups become 4 group, or 4 groups become 2 groups etc. In their new larger groups the participants must share the definitions of leadership agreed in the first stage and agree on a consolidated list of four words that define leadership. Give the same deadline of 4 minutes.

Continue to join groups together in four-minute periods until you are back to one large group. In the large group the participants must again agree on just four words that define the idea. This time however the large group can take as much time as is needed to reach consensus, no matter how difficult.

After the large group has agreed on four final characteristics, ask the participants the following questions:

- How did participants experience negotiating?
- Who spoke?
- Did participants want to keep certain words?
- How did they agree on their four words?
- What does this tell us about how groups make decisions?
- What can we learn about leadership from this exercise?

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In order to peacefully manage change in society, the main challenge is to find leaders who work in a way that encourages inclusion, dialogue and collaboration. Such leaders can help transform the way in which their communities manage conflict and change. Such people are called '**transformational leaders**'.

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### Different leadership styles [15 minutes]

The facilitator gives a short presentation on three different leadership styles: (1) team manager; (2) team leader; and (3) transformational leader, using the input material provided. To make the session more interactive, you can select a series of 3-4 pictures illustrating famous leaders. Show them one by one and ask participants what kind of management or leadership qualities have they demonstrated and why.

There is no need to reach consensus, as the discussion is important. It is good to use a mix of international and locally-relevant examples, although be conflict sensitive!

### **Key attributes of a transformational leader [15 minutes]**

Finally, the facilitator should provide a second input on the key attributes that a transformational leader needs to exhibit within a team. She or he works to: (1) inform; (2) enable; and (3) inspire those around them to manage change and conflict in a constructive way. Again the facilitator should use the input material provided.

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## **Material**

Material developed from trainers' collective experience.

## **Input on transformational leadership**

### **Types of leadership**

Leadership can be viewed in three ways, each of which plays an important role within a team.

**Team Manager:** ensures that her or his team achieve agreed tasks and meet deadlines. Ensures that different members of the team know what their role is and know what they need to do in order to deliver an overall plan.

**A Team Leader:** sets an example for others to follow. She or he builds belief and confidence in the ability of individuals in the team and in the team as a whole. She or he inspires commitment to the team and objectives that the team is trying to achieve.

**A Transformational Leader:** sets the direction for others to follow. She or he challenges conventions and looks to improve things. She or he inspires people to change their behaviours, attitudes and practices. A transformational leader stands up for what is important.

### **Attributes of a transformational leadership**

A transformational leader seeks to understand the interests, needs and motivations of people in her or his team and community. A transformational leader ensures that her or his team can be as effective as possible by:

**Informing:** giving clear directions and ensuring that individual team members understand the importance of their role and how it contributes to the overall objectives of the team.

**Enabling:** ensuring that team members have the tools and confidence that they can do the job that is required of them.

**Inspiring:** leading by example, standing up for the project, living the values and showing how the work can make a difference.

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## Session 3

## Planning for effective initiatives

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Timing	Resources	Aims
150 mins	Flipchart Post-it notes Marker pens Tape or tack Dot stickers Breaks when needed	<ul style="list-style-type: none"><li>- Identify and prioritise local conflict and peace issues</li><li>- Analyse the priority conflict / peace issue(s) and potential actions to address them</li></ul>

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The first three parts of this session are adapted from Erbhard's Metaplanning process.

### Identifying local conflict and peace issues [15 mins]

Hand out post-it notes, or small pieces of paper or card, and ask people to write on each a single word or phrase expressing what they think are the most important local conflict and peace issues. Emphasise that the participants should only write one issue per post-it note / paper or card, to use large writing and few words. However, each participant can fill-out as many post-it notes / paper or cards as he / she wants. It is important that each participant works alone, so every person has equal ability to express his / her opinion at the outset. Collect the post-it notes / paper or cards as they are written and stick them to a wall or screen.

### Creating a map of conflict and peace issues [30 mins]

Cluster the post-it notes / paper or cards according to theme (for example, group all issues related to human rights together), separate them into levels (e.g. of importance or cause) or give them any other relationship as is relevant. You may ask the participants to come up to the board and help you to group them. Move the cards around until everyone agrees they are clustered in sensible places, with duplications clearly together.

Invite clarifications and questions from the group, while being sensitive to the fact that some may prefer comments to be anonymous.

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A **conflict map** is best done in groups of 10 to 18, but can be adapted to work in groups of up to 60. In groups of up to about 18, the time required is sensitive to the number of participants and the number of cards they have. Expect an average exercise to take about half an hour. For larger groups, when the clustering and clarification work is too complicated for the group to do as a whole, proportionately less time is needed. Instead clustering should be done outside the meeting – during a break or in the evenings.

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### Prioritising local conflict issues [30 mins]

Ensure each issue on the map has a space beside it, in which participants can place sticky dots (or pen marks). Give each person the same number of dots, allowing about one dot for every 5 or 6 items (e.g. if there are ten issues on the board, give each participant 2 sticky dots). Set the rules for

the exercise, telling participants whether they may place only one dot on any single issue (which identifies a shortlist of priorities) or more than one dot (which gives a weighting). Ask people to place their dots on the map.

When all participants have placed their dots, it is helpful to write the number of dots by each item, and sometimes to suggest a threshold beyond which the number of dots seems significant.

Ask an open question to start discussion of the results.

### **Analyse attitudes, behaviour and context [45 mins]**

Divide the participants up so that there is one group for each of the most significant priority issues identified (aim for 3-5). Each group should brainstorm the main parties or stakeholders for the issue it is dealing with. The group should then make a separate conflict triangle for each party identified (see material for example). On each triangle, list the key issues related to attitudes, behaviours and context from the viewpoint of that party. In the middle of each triangle, write down what you think is the most important fear or need that the person/group has.

Compare the triangles and consider any similarities and differences in the perspectives of the parties.

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The analysis tool is based on the theories of **Johan Galtung** who says that conflict has three major components: the Behaviour of those involved, their Attitudes and the Context or situation in which they find themselves. These three factors are linked. For example, often we focus on people's behaviours in conflict, but in order to understand behaviours we need to understand the attitudes that people have towards each other and the context in which they live (e.g. competing interests and goals, or norms and systems that enable one group to exercise power over others; or recent or up-coming events).

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### **Identify ways of addressing the conflict issues [30 mins]**

Each group tries to identify the key attitudes, behaviour or context factors that are driving the conflict / peace issue it is analysing (e.g. the behaviour of one party could cause the attitude of another).

The participants then brainstorm ways of changing these key factors.

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## Material

## Example analyses of attitudes, behaviours and context analysis triangles

These two triangles provide an analysis of a conflict within a family, between a young member of the family and an older member of the same family.

### Behaviour

- Has left the family home
- Does not communicate with family
- Acted aggressively to older family member when they last met

### Young family member

Fear: is not able to live independently

### Attitudes

- Loves family
- Wants to be independent
- Angry that older family members do not trust her / him to make choices

### Context

- Other young people make their own choices
- Young people have experience of independence during the revolution
- Social norms are changing about the role of family

### Behaviour

- Shouts at the younger family member, does not listen to her / him

### Older family member

Fear: being abandoned by young

### Attitudes

- Loves younger family member
- Wants respect of younger family members
- Fears that younger members are not wise enough

### Context

- Family is still essential for financial security (e.g. getting a job)

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## Session 4

## Effective communication

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Timing	Resources	Aims
90 mins	Picture printed or on a PPT Flipcharts Pens	<ul style="list-style-type: none"><li>- Develop a shared understanding of good communication</li><li>- Practice trying to understand another's perspective</li></ul>

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### Good communication [30 mins]

Show the participants a picture of two people communicating (an example is provided in the material below), ask the participants what they think is happening. Allow time for different ideas to emerge. Finish by asking whether the picture depicts 'good' communication. Again allow time for different ideas to emerge. If everyone believes the communication is bad, make the point that communication depends on the context, and this might be good communication given the context.

Continuing in plenary, ask the participants what good communication entails. As participants respond, capture their key ideas on a flipchart that all can see. Once all participants have had a chance to contribute, summarise the ideas and add any of the following if they have not come out of the discussion – 'good communication is... two-way, clear, consistent, open, transparent, curious (genuinely trying to understand), sincere, fits the context. Wrap-up by emphasising that good communication depends on 'active listening'.

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**Listening actively** means being truly curious: (1) put yourself into the other person's shoes; (2) listen for the bit that is not said; (3) try and understand the underlying needs. Active listening builds trust, allows you to learn more, develops respect in both parties, and encourages more communication

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Adapted from  
*'Playing with fire: Leap confronting conflict'*.

### Identify when and why we stop listening [30 mins]

Ask the participants to individually think through the following questions (give a maximum of 5 mins):

- What actions / behaviours / words make me stop listening?
- Who do I always listen to?
- Who do I not listen to?
- When do I stop listening?
- What external factors impact on my listening?

Ask the participants to select a partner and feedback to each other in pairs. Finally, gather the pairs back into a plenary and ask them 'what did you discover'? Capture the main findings on a flipchart and summarise to the group.

Adapted from  
*'Playing with fire: leap confronting conflict'*.

### How to understand someone else's perspective [30 mins]

Divide the participants into two equal groups. One group of participants stand in an inner circle with their backs to each other. The other half of the participants stand in an outer circle, facing the inner circle.

Participants should be standing in pairs (with one person being in the inner circle and the other in the outer circle).

The facilitator explains that they are going to give the pairs a topic to discuss for 2 minutes. People in the inner circle have to take a 'pro' position on the topic. People in the outer circle have to take a 'con' position. It is important to choose a subject that is of importance to the group, but not too sensitive.

After two minutes of conversation, the facilitator call 'STOP!' All participants in the outer circle are asked to shift one place to the right in order to form new pairs. Participants are then asked to discuss the same topic again with their new partners. However, this time the outer circle must take the 'pro' position while the inner circle takes the 'con' position. After the exercise, gather the participants into plenary and ask them:

- What it felt like to argue for a position that they do not necessarily believe in?
- When they switched, did they use the arguments used against them in the first round (i.e. how well had they listened)?
- Did they learn something new about that position?
- Do they understand that position a little bit better now?

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## Material

This picture provide an example of communication that could be argued to be 'bad' or 'good'.

It seems bad, as it looks like one-way communication that is aggressive, and hence unlikely to be successful.

It could be good communication given the context – e.g. a loud stadium, so one person has to shout to be heard.

The facilitators should carefully choose a picture for each training.

## Picture of two people communicating



Photograph courtesy of Mat Whatley

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