



Playbook



Co-funded by
the European Union

[All information written in italics is additional information for the trainers.]

I. For the **Core Inclusion and Awareness Training (CIAT)** one-day training session for 15 participants per country.

Topics:

- Diversity and inclusion awareness
- Cultural competency
- Empathy and active listening

The training will last ca. 8 hours, including coffee and lunch breaks. For the purpose of this playbook we will start the trainings at 9:00 am. For the coffee and lunch breaks please take into consideration the religious or world view dimension.

 **9:00** Welcome and introduction of the project

 **9:10** Energizer with an introduction of the participants and topic

 *Objective:* At the end of this exercise the participants:

1. Will know each other better.
2. Will have collected information about diversity and inclusion at their workplaces.

 *Task:*

1. On **orange** post-it write down your name, trade union and role / position in your union. Also think about why you have decided to participate in this course and write it down in one word.
2. Individually think about diversity at your workplace or any workplace you know. Which potentially vulnerable groups can you identify? Are they really included into the work life with all the same rights and their special needs (if they have any)?

For each identified group use a separate post-it and write down the given group. If it is included into the work life, use a **green** post-it, if partially, use a **yellow** one, if it is not included, use a **pink** one. On the given post it, write down in key words how they are or are not included and why.

Present yourself and the results of the second task in the plenum. Stick the post-its on the wall. The trainers will cluster them and the post-its stay on the wall till the end of the training.

 *Time:* 10 minutes for the individual work and 3 minutes per participant for the presentation in the plenum = 45 minutes, so 55 minutes all together.

 *Materials:*

1. Coloured post-its
2. Markers

10:05 Exercise: Case Study: “Building an Inclusive Workplace”

 *Objective:* At the end of this exercise the participants will be able to more easily:

- Recognize forms of discrimination and exclusion that affect vulnerable workers.
- Analyze workplace barriers faced by different groups.
- Understand how vulnerability intersects with age, gender, ethnicity, and disability.
- Propose realistic and practical inclusion strategies based on good practices and FairForward recommendations.

Scenario: “TechUni”

Context:

TechUni is a medium-sized company (around 200 employees) operating in several EU countries. It provides IT support, cleaning, and administrative outsourcing services to public and private clients.

Situation:

Recently, management received several complaints about workplace culture and hiring practices. The company is preparing a new Inclusion and Diversity Policy, but before drafting it, HR wants to hear from staff and union representatives.

Characters

1. **Maria** – 54-year-old cleaner with a disability.
 - Works part-time.
 - Feels overlooked for promotions and believes younger staff are prioritized.
 - She finds workplace facilities inaccessible.
2. **Bharat** – migrant technician from India working under a temporary contract.
 - Highly qualified but employed below his skill level.
 - Faces informal jokes about his accent.
 - Hesitant to report discrimination due to fear of job loss.

3. **Lea** – young project assistant.
 - Recently joined via internship.
 - Notices colleagues using homophobic jokes but fears speaking up.
4. **Olga** – 29-year-old woman from Ukraine, working in the cleaning division.
 - Works too much overtime.
 - Earns less than other workers and receives harsher supervision.
5. **Joseph** – senior manager.
 - Thinks inclusion “isn’t a problem here” and that “people just need to work hard.”
 - Unaware of unconscious bias or structural barriers.

Exercise structure

Phase 1. Group discussion

Divide participants into 5 groups. (*The trainers assign the groups with whichever method or key they like*) Give each group the above scenario and profiles.

Ask them to discuss:

1. What forms of discrimination or barriers do you identify in this workplace?
2. Which vulnerable groups are represented, and how are their experiences similar or different?
3. How do company culture, management attitudes, and systems contribute to these issues?

 *Time:* 25-30 minutes

 *Materials:*

1. Flipcharts
2. Markers
3. Scenarios

 **10:30-10:45** Coffee break

Phase 2. Action planning

Each group develops a 3-step action plan to make TechUni more inclusive.

The participants must propose at least one measure in each of the following areas, hence a 3-step plan:

(*The trainers write the areas on post it's or show them on a screen*).

Area	<i>[For the trainers] Examples from FairForward Recommendations</i>
Policy/Legal	<i>Strengthen anti-discrimination enforcement; clear reporting procedures; diversity protocols.</i>
Training & Awareness	<i>Regular workshops on unconscious bias, equality rights, and inclusive language.</i>
Workplace Practices	<i>Adjust recruitment criteria, ensure accessibility, flexible schedules, mentoring for underrepresented groups.</i>

The trainers should of course encourage creativity – measures could range from practical accommodations (ramps, flexible hours) to cultural actions (Diversity Day, inclusion committees etc).

 **Time:** 25 minutes

 **Materials:**

1. Flipcharts
2. Markers
3. Areas

Phase 3. Presentation and discussion

Each group presents its action plan.

After each presentation the trainers may ask the plenum:

- How realistic is this solution?
- What obstacles could prevent its implementation?
- Which stakeholders (management, unions, state) must be involved?

 **Time:** 6 minutes per group = 30 minutes + 15 minutes for discussion = 70 min

11:55 Wrap up exercise

Objective:

- Reinforce key lessons from the case study.
- Encourage participants to identify practical inclusion actions relevant to their own workplaces.
- End the session on a collaborative, positive note.

Part 1. Quick Reflection – “One Word Check-In”

Ask everyone to stand in a circle.

“In one word, how would you describe what inclusion means *in* practice after today’s case?”
[Examples: Respect, Courage, Listening, Fairness, Accountability.]

The trainers note recurring words on a flipchart or post-its.

 Time: 5 minutes

Materials:

1. Flipcharts and / or post-its
2. Markers

Part 2. Mini-Group Brainstorm – “My Inclusion Offer”

Split participants into small groups of 4 and one group of 5. (*The trainers decide which method to choose to divide into groups.*)

Each group chooses one of these roles:

- Manager / HR
- Trade union representative
- Co-worker
- Public authority or policy influencer

“From findings the the TechUni case, what are **two concrete** things someone in your role could do in the next three months to make workplaces more inclusive for vulnerable groups?”

Each group writes their two “offers” on post-it notes.

[Examples:

- *Manager: “Introduce anonymous CV screening for recruitment.”*
- *Union: “Add equality clauses to collective bargaining.”*
- *Peer: “Challenge discriminatory jokes when I hear them.”*
- *Policy: “Create incentives for companies hiring persons with disabilities.”]*

 *Time:* 10 minutes

 *Materials:*

1. Post-its
2. Markers

Part 3. The Marketplace – “Walk, Trade, and Vote”

Turn the room into an Action Marketplace.

1. Stick all the “offers” on the wall.
2. Participants walk around, read others’ actions, and place a sticker or check mark beside the ones they find most relevant or inspiring.
3. Each person has 3 votes (you cannot give more than one vote for one idea).

 *Purpose:* People see a variety of inclusion ideas and collectively highlight what feels achievable and powerful.

 *Time:* 10 minutes

 *Materials:*

1. Markers or stickers

Part 4. Group Debrief – “From Idea to Action”

Gather everyone back together. Discuss:

- Which actions received the most votes?
- What patterns do you see?
- Which actions could you realistically bring back to your organization?

End by inviting short commitments:

“I will... (one concrete thing you’ll do after this training).”

Trainers encourage participants to write this on a card they can take home or photograph as a personal reminder.

 **Time:** 5 minutes

 **Materials:**

1. Cards to write on

 **12:30 Lunch break**

 **14:00 Exercise: “In Their Shoes – Listening to Be Inclusive”**

 **Objective:**

- Build empathy for workers from vulnerable groups.
- Practice active listening and respectful communication.
- Reflect on how everyday interactions can include—or exclude—people.
- Strengthen participants’ confidence in responding constructively to discrimination or bias.

Part 1. Introduction & Warm-Up

The trainers say:

“Inclusion begins with listening — really listening to people’s stories. Today we’ll step into others’ shoes and explore what it feels like to face workplace barriers, and how active listening can make a difference.”

 **Task:**

Invite participants to pair up and take turns speaking for **one** minute each on:

“A time when you felt unheard or misunderstood at work.”

The listener must not interrupt or give advice — only maintain eye contact and nod.
Then, switch roles and discuss:

- How did it feel to be listened to without interruption?
- How did it feel to simply listen?

 *Time:* 10 minutes

Part 2. Scenario Brief & Role Preparation

Divide participants into 5 groups (with 3 persons each). Each group receives one of the following workplace scenarios.

Scenario A – Migrant Worker

Bharat, an Indian technician, has worked in a company for two years but is never considered for promotion. He feels his foreign accent and skin color make colleagues doubt his competence. He hesitates to complain, fearing job loss.

Scenario B – Woman with Care Duties

Elena, a single mother, was moved from a full-time to a part-time role after requesting flexible hours. Her male colleagues now question her commitment. She's worried she'll be left out of future projects.

Scenario C – Person with a Disability

Maria, a administrative assistant with mobility difficulties, can't access the second floor of her building and often misses meetings. Her supervisor insists "remote participation is enough."

Scenario D – LGBTQ+ Employee

Lea, a project officer, recently came out as bisexual. Since then, she's noticed jokes and "friendly teasing" in her team. She wants to talk to her manager but fears being labeled "too sensitive."

Scenario E – Older Worker

Adam, a 58-year-old factory worker, was passed over for training on new machinery. Younger colleagues call him "uncle" and joke about retirement. He feels invisible.

 **Roles within each group:** *(you can either let the participants choose them*

  **Person sharing the experience** (Bharat, Elena, etc.)

 **Listener/colleague or manager**

 **Observer** (notes behaviors, tone, body language)

Each group spends 10–15 minutes preparing:

- The “sharers” review their story and adds emotional depth: What do they feel? What do they need?
- The “listeners” prepare to use active listening skills:
 - Eye contact
 - Nonverbal affirmation
 - Open-ended questions (“Can you tell me more?”)
 - Paraphrasing (“So you feel...”)
- The “observers” prepare to note what helped or hindered empathy.

 *Time:* 10 minutes for the introduction to the exercise and the preparation

 *Materials:*

- Printed or virtual (to be shown on screen) scenario cards

3. Role-Play Rounds

- Each group runs the role-play for 5–7 minutes.
- After each, the observer gives 2-minute feedback focusing on:
 - When did the listener show empathy?
 - When did the listener interrupt, assume, or dismiss feelings?
- Rotate roles within each group so everyone experiences both speaker and listener roles.

 *Time:* 30 minutes

 *Materials:*

- Observation sheets (“What showed empathy?” “What blocked empathy?”)
- Optional music or timer for transitions

4. Group Debrief

Bring everyone together and discuss:

1. How did it feel to play a vulnerable worker?
2. How did it feel to listen rather than solve?
3. What phrases or behaviors made you feel understood or dismissed?
4. What parallels do you see with your own workplace?
5. What can organizations do to create space for listening to these voices?

Record key points on flipchart:

[Possible examples:

- *“Empathy ≠ agreement”*
- *“Listening validates experience even if you can’t fix it”*
- *“Small behaviors (eye contact, tone, patience) build inclusion.”]*

 *Time:* 20 minutes

 *Materials:*

1. Markers
2. Flipchart

Part 5. Skills Takeaway & Wrap-Up

Trainers summarize: “Empathy is not about pity — it’s about connection. Active listening transforms workplaces because people feel seen, respected, and safe.”

Mini skill recap:

Listening Skill	Example Phrase
Paraphrase	<i>“So you’re saying you feel left out when meetings happen upstairs?”</i>
Validate	<i>“I can see how that would be frustrating.”</i>
Ask	<i>“What would help you feel more supported?”</i>
Pause	<i>(Allow silence for reflection.)</i>

Final Reflection Activity

Participants write on card or post-it:

“One listening habit I’ll practice this week to make my workplace more inclusive.”

They can share voluntarily or post it on a wall titled “Voices for Inclusion.”

 *Time:* 15+5 = 20 minutes

 *Materials:*

1. Markers
2. Post-its or cards

 **15:30-15:50** Coffee break

15:50 Exercise: “Culture in Motion” – Building Cultural Competence at Work

 **Objective:**

By the end of this activity, participants will be able to:

1. Recognize how cultural assumptions shape workplace behavior.
2. Identify barriers to intercultural communication.
3. Practice strategies for curiosity, respect, and adaptability across cultures.
4. Understand that “cultural competency” is not about knowing everything — it’s about being open, aware, and reflective.

Part 1. Warm-Up: “What’s Normal?”

Purpose: To show that “normal” differs between cultures — even at work.

 *Task:*

1. On a flipchart or slides, list several everyday workplace situations, e.g.:
 - Arriving 10 minutes late to a meeting.
 - Giving direct feedback to your boss.
 - Avoiding eye contact during a conversation.
 - Sharing personal life details at work.
 - Interrupting somebody with enthusiasm while speaking.

- Eating lunch alone at your desk.
- Dressing too casual or too formal for work.
- Addressing colleagues by first name vs. title and last name.
- (more can be added by the participants or trainers)
- 2. Ask participants to move to one side of the room if they think it's "normal/acceptable" and the other if they think it's "not normal/uncomfortable."
- 3. After each statement, briefly debrief:
 - "Who thought this was normal? Why?"
 - "Who thought it was uncomfortable? What experiences shaped that?"

 Highlight that cultural norms influence what we consider polite, respectful, or professional.

 Time: 10 minutes

 Materials:

1. Flipcharts or slides with the list of the everyday situations

Part 2. Core Activity: "Culture in Motion" Role Walk

Preparation:

Print or project **15 role cards**, each representing a different cultural identity or perspective (*based on FairForward country contexts*).

Examples:

Role	Short Description
Aisha , a migrant cleaner from Egypt in Malta	Feels ignored in staff meetings and excluded from after-work events.
Marta , a Polish manager working in Italy	Values punctuality and directness but struggles with informal communication.
Sandro , a Spanish gay man working in Montenegro	Hides his sexuality at work to avoid gossip.
Jelena , a Serbian HR officer managing diverse migrant applicants	Finds herself unsure how to discuss religion and cultural customs.
Rimantas , a Lithuanian refugee from Belarus	Feels his qualifications are undervalued.
Ana , a Maltese worker with African colleagues	Wants to help but fears saying the "wrong thing."

(You can adapt or create new ones that reflect your workplace context.)

1.  **Distribute roles randomly.** Each participant secretly reads their card and imagines this person's life, values, and work environment.
 - Ask: "How might this person see the world? What could be easy or hard for them at work?"
2.  **The Walk:**
 - Facilitator reads a series of statements aloud.
 - Participants **take a step forward, stay, or step back** depending on how their character might feel or act.

Example statements:

- "I feel comfortable speaking up in meetings."
- "My boss understands my needs."
- "People at work pronounce my name correctly."
- "I can talk about my family or faith freely."
- "I have equal chances for promotion."
- "I understand how humor works in my workplace."
- *(trainers should add more statements depending on the country specifics)*

After each statement, allow a few seconds for participants to move and reflect silently.

3.  **Freeze and Observe:**
 - After a few statements, ask everyone to look around and notice who is ahead and who is behind.
 - Then, debrief:
 - "What do you notice about where people ended up?"
 - "How did it feel to move forward or stay behind?"
 - "What factors shape these experiences in real workplaces?"

 *Emphasize that privilege and inclusion can be invisible until we step into others' shoes.*

 **Time:** 25 minutes

 **Materials:**

1. Role cards

Part 3. Practical Takeaways: "Bridge Builders"

Purpose: Turn insights into personal and organizational action.

1. Give each participant a small card or post-it:
“One thing I will do to strengthen cultural inclusion in my team is...”
→ e.g., “*Ask colleagues how they prefer to be addressed,*” or “*Celebrate cultural holidays.*”
2. Have participants read their action aloud (or post on a “Cultural Competence Wall”).
3. End with a brief group reflection:

“Cultural competence is not a destination — it’s an ongoing practice of curiosity, respect, and learning.”

 *Time:* 15 minutes

 *Materials:*

1. Markers
2. Small card or post-its

 **16:40 Feedback round**

What do I take home / to work from the training?

 **End of the training**

II. For the **Strategic Inclusion and Advocacy Training (SIAT)** two-day training session for 15 participants, who already participated in the CIAT training.

Topics:

- Conflict resolution
- Advocacy skills
- Negotiation skills

The training day will last ca. 8 hours, including coffee and lunch breaks. For the purpose of this playbook we will start the trainings at 9:00 am. For the coffee and lunch breaks please take into consideration the religious or world view dimension.

🕒 **9:00 – 10:00** Welcome and energizer with a recap from the CIAT training

✳️ **Energizer: “Inclusion in Action – The Living Map”**

🎯 *Objective:*

- Reactivate key learnings from CIAT (diversity, empathy, inclusion, cultural competence).
- Encourage participants to share how they have applied or observed inclusion practices since the training.
- Reinforce peer learning and reflection in a dynamic, interactive way.

📅 **Warm-Up: “What Stuck With You?” (10 min)**

Participants stand in a circle.

Trainers ask:

- “When you think back to the Inclusion & Awareness Training, what’s one word or phrase that stayed with you?”
Everyone says one word aloud and throws an imaginary “ball of energy” to the next person.

📝 *Examples: “Empathy”, “Listening”, “Fairness”, “Privilege”, “Culture”, “Courage”.*
→ *Trainer notes repeated themes on a flipchart.*

2 The Living Map (25 min)

Use masking tape to mark **four zones** on the floor — each for a CIAT theme:

1. **Diversity & Inclusion Awareness**
2. **Empathy & Active Listening**
3. **Cultural Competence**
4. **Personal or Workplace Change**

Participants move freely between zones as you read prompts.

Prompts:

- “Where have you *noticed* inclusion or exclusion since the training?”
- “Where did you *act differently* because of what you learned?”
- “Which area has been *most challenging* to apply?”
- “Which skill has been *most useful*?”

Each time participants move to a zone, they:

- Write a short reflection or example on a **post-it** (green = success / yellow = partial / pink = challenge).
- Stick it inside the zone area on the floor or wall.

After 4–5 prompts, participants walk around the map to read others’ post-its.

3 Group Clusters & Story Sharing (15 min)

In groups 5 participants choose **one colour cluster** (green/yellow/pink) that interests them and discuss:

- What stories or patterns do you notice?
- What helped when inclusion worked?
- What barriers or habits still persist?

Each group shares one key insight or quote in plenary. Trainers summarize main themes on a flipchart.

4 Quick Marketplace: “What We Take Forward” (8 min)

Turn the floor into a “market” again — each person writes on a post-it:

🗣️ “One thing I’ll continue doing to strengthen inclusion.”

Stick all notes on a wall. Give participants 3 stickers to “vote” for ideas they find inspiring or actionable.

Trainers read aloud the top-voted 3–5 actions and connects them to CIAT principles.

5 Debrief & Close (2 min)

Standing in a circle again, invite each person to complete the sentence:

“After revisiting our learning session, I feel more ready to...”

🕒 *Time:* 60 minutes

✂️ *Materials:*

- Large open floor space
- Masking tape or string (to create zones on the floor)
- Coloured post-its (green, yellow, pink)
- Markers
- Flipcharts
- Stickers (for voting)

⏰ 10:00 – 11:45 (with 15 minutes break when necessary)

Exercise: “Bridge the Divide” – Conflict Resolution for Inclusion

🎯 Objective: By the end of the exercise, participants will:

- Recognize how bias or lack of awareness can escalate workplace conflicts involving vulnerable groups.
- Practice resolving conflicts using dialogue, empathy, and rights-based reasoning.
- Learn how trade unions can play a mediating and protective role.
- Apply relevant EU and national equality principles in practical cases.

◇ 1. Warm-Up: “What is Conflict?” (10 min)

Trainers ask:

“Think of a workplace conflict you’ve witnessed. Was it about tasks, communication, or identity?”

On a flipchart, draw three columns:

Tasks – Communication – Identity

Ask participants to place examples in the relevant column.

 *Highlight: Conflicts about identity (gender, race, disability, etc.) are harder to resolve because they touch on dignity and bias, not just work performance.*

 Transition: “Today, we’ll explore how to handle those conflicts through dialogue and fairness.”

♦ **2. Role-Play Scenarios (20 min)**

Divide participants into 3 small groups (5 per group).

Each group gets one scenario.

 Scenario A – “Invisible Promotion”

Elena, a single mother, is passed over for promotion. Her supervisor says, “You’re too busy with your child.” She complains to the union.

Roles:

- Elena (worker)
- Supervisor
- Union representative (mediator)
- Co-worker (observer)
- HR (observer)

 Scenario B – “The Accent Issue”

Bharat, a migrant technician, is constantly mocked for his accent. When he asks to join a professional course, the manager says, “Focus on your current job first.” He feels excluded and files a complaint.

Roles:

- Bharat (migrant worker)
- Manager
- Union representative
- Co-worker (observer)
- HR (observer)

☰ Scenario C – “Jokes and Tension”

Lina, an openly gay employee, is uncomfortable with “harmless jokes” from colleagues. When she speaks up, they say, “Don’t be so sensitive.” The conflict escalates during a team meeting.

Roles:

- Lina (worker)
- Two co-workers
- Team leader
- Union representative

Each group acts out their situation for 5 minutes.

Observers note emotional triggers, nonverbal cues, and when dialogue breaks down.

◇ 3. Conflict Mediation Circle (20 min)

Bring everyone together for a collective problem-solving round using a restorative circle approach.

Steps:

1. Reenact one scenario briefly (trainers choose).
2. Participants take turns responding to three prompts:
 - “What do you think each side needs?”
 - “What could the union do to restore trust?”
 - “What legal or ethical principles apply here?”

◇ 4. Debrief & Learning Mapping (25 min)

Facilitator leads reflection using these questions:

- What escalated each conflict?
- Which responses helped to de-escalate it?
- How does bias or lack of awareness contribute?
- What role should a trade unionist play — advocate, mediator, educator, or policy influencer?

☼ On a flipchart, draw the **Conflict-to-Resolution Map**:

Trigger → Escalation → Recognition → Dialogue → Resolution → Prevention

Participants fill in examples from their role-plays under each stage.

◇ 5. Union Action Plan (15 min)

Each participant writes on a card:

“One thing I can do as a trade unionist to prevent or resolve discrimination-based conflicts.”

Examples:

- *Include anti-discrimination clauses in collective agreements.*
- *Provide safe channels for complaints.*
- *Partner with equality bodies for awareness training.*

Cards are shared aloud or pinned on a “Union Wall of Commitments.”

 *Time:* 90 minutes plus 15 minutes break = 105 minutes

 *Materials:*

- Printed scenario cards
- Flipcharts and markers
- Conflict Mapping template
- Post-its and pens

11:45 – 12:30 Exercise: “From Disagreement to Dialogue” – Conflict Reflection with *A Brief Disagreement*

 Objectives: By the end of this exercise, participants will:

- Identify patterns of conflict escalation
- Analyse conflict dynamics and emotional triggers
- Reflect on constructive vs. destructive responses
- Connect lessons to real union conflict cases
- Consider how conflict affects vulnerable workers (e.g. migrants, women, LGBTQ+, persons with disabilities)

◇ Step 1 – Introduction (3 min)

Trainers’ message:

“We’ll watch a short film about a conflict. It’s not about work, but it reflects how emotions, assumptions, and reactions quickly escalate — just like at the workplace. Our task is to connect this to union roles in conflict resolution.”

◇ Step 2 – Watch Video (5 min)

Play **A Brief Disagreement**: <https://www.youtube.com/watch?v=9x7FGbW3IVc>

Ask participants to observe, not judge what happens and to focus on the:

Reflection Questions:

1. What caused the conflict — facts or misunderstanding?
2. At which moment did the conflict escalate — and why?
3. What emotions did each person show (anger, defensiveness, frustration)?
4. What listening failures did you notice?
5. What could have prevented the escalation?
6. What is the lesson for union dispute handling?

◇ **Step 3** – Small Group Reflection (15 min)

Divide into pairs or trios. Ask to discuss the Reflection Questions.

◇ **Step 4** – Plenary Debrief (10 min)

Ask groups to share insights. Capture answers on a flipchart:

- ☐ Escalation Behaviors
- ☐ De-escalation Behaviors

Examples:

<i>Escalation</i>	<i>De-escalation</i>
<i>Interrupting</i>	<i>Active listening</i>
<i>Blaming</i>	<i>Asking clarifying questions</i>
<i>Assumptions</i>	<i>Checking understanding</i>
<i>Defensiveness</i>	<i>Acknowledging feelings</i>

◇ **Step 5** – Union Application (12 min)

Now connect to **trade union practice**.

Ask:

1. How do conflicts appear in workplaces?
2. How are conflicts different when the worker is from a vulnerable group (migrant, woman, older worker, LGBTQ+, person with disabilities)?
3. What is the union's role:
 - Defender?
 - Mediator?
 - Educator?
 - Advocate for equality?

Final question:

“What is one behavior you will use now in union conflict resolution?”

Write answers on a flipchart titled “Union Solutions Wall”.

 **Time:** 45 minutes

 Materials:

- Video: [A Brief Disagreement](#) (YouTube, ~5 min)
- Flipchart
- Markers
- Reflection handout/questions

 **12:30 – 14:00 Lunch break**

14:00 – 15:30

 Exercise: “Negotiate This!”

 **Objective:** By the end of the exercise, participants will:

- Improve negotiation preparation skills
- Create realistic labour negotiation scenarios
- Practice interest-based negotiation
- Work collaboratively in groups
- Learn from observing other negotiation styles

 Step-by-Step Instructions

 Step 1 – Introduction (10 min)

Explain to participants:

“In this exercise, you will create negotiation scenarios that another group will negotiate. This builds real-life listening and strategic thinking skills.”

Divide group into 3 teams of 5 people:

- Team A
- Team B
- Team C

Each team will:

- Write a union negotiation scenario
- Include 2 roles: Union & Employer
- Write instructions for each side
- Include hidden interests and challenges

✓ **Step 2 – Groups create scenarios** (15 min)

Each group writes a Workplace Negotiation Scenario. It must include:

- ✓ Background (company context)
- ✓ Negotiation issue (1 main conflict)
- ✓ 3 facts or evidence elements
- ✓ Role brief for Union Team
- ✓ Role brief for Employer Team

Example topics (choose 1 per group):

- *Wage increase after inflation*
- *Unpaid overtime*
- *Union access and recognition*
- *Harassment policy*
- *Safety equipment & inspections*
- *Migrant worker discrimination*
- *Equal pay for women and men*
- *Job security against outsourcing*
- *Contract conversion (temporary → permanent)*
- *Parental leave rights*

Give each group the **Scenario Template** below 📄

 Scenario Template

Title:

Company background (2–3 lines):

Main issue:

Evidence or facts:

☐ Fact 1:

☐ Fact 2:

☐ Fact 3:

UNION ROLE BRIEF:

Goal:

Hidden interests (write 2):

Pressure/limits (write 2):

EMPLOYER ROLE BRIEF:

Goal:

Hidden interests (write 2):

Pressure/limits (write 2):

✅ Step 3 – Exchange scenarios (10 min)

- Team A gives scenario → Team B
- Team B → Team C
- Team C → Team A
- Each team reads their new scenario and splits into negotiation roles:
 - 2–3 people = Union
 - 2–3 people = Employer
 - 1 person = Observer (fills observation sheet)

✅ Step 4 – Negotiation Round 1 (25 min)

- 5 minutes: Teams prepare
- 10 minutes: Mini negotiation
- 10 minutes: Internal team reflection:
 - What strategy did we use?
 - Did we explore interests or argue positions?
 - Was there a possible agreement?

Observers give 2 strengths + 1 suggestion.

✅ Step 5 – Negotiation Round 2 (25 min)

Scenarios rotate among the groups. Same structure with second scenario:

- Teams rotate roles
- New negotiation, new dynamics

✅ Step 6 – Quick Debrief (5 minutes)

In plenary:

- What made a negotiation successful?
- What tactics worked well?
- What would you do differently next time?

Close with:

“Good negotiators are made by practice — not theory. You didn’t just study negotiation today, you built it and lived it.”

 *Time:* 90 minutes

 *Materials:*

- Printed Scenario Templates (one per group)
- Printed Observer Feedback Sheets
- Flipchart, pens, timer / music

 **15:30 – 15:50 Coffee break**

 **15:50 – 16:50 Exercise “From Problem to Action – Quick Advocacy Sprint”**

 **Objective:** By the end, participants will:

- Identify one key inclusion challenge unions face
- Turn it into a clear advocacy goal
- Define two concrete actions to influence change
- Feel motivated and ready for Day 2

 **Materials**

- Flipcharts
- Markers
- Post-its

 **Warm-up: “Biggest Barrier”** (5 min)

In pairs, share: “What is the biggest inclusion challenge unions still face?”

 **Group Formation & Topic Choice** (10 min)

Form 3 groups. Each chooses **one challenge** to work on (e.g. migrant workers excluded from bargaining, discrimination complaints ignored, lack of gender equality in leadership).

 **Mini Problem Tree** (15 min)

Each group answers on flipchart:

Problem: What’s happening?

Why does it happen? (2–3 causes)

Who is affected?

 “Two-Step Advocacy Plan” (15 min)

On the same flipchart, answer:

 **Goal:** What change do we want?

 **Two actions:** What can a union do in the next 3 months?

 Gallery Walk & Stickers (10 min)

Hang flipcharts. Participants walk around and put  stickers next to ideas they support. Quick applause to close day!

16:50 – 17:10 Wrap-up exercise

Each participant draws or writes a thing they take with them after this training day on a piece of paper (they have to be the same) or a fruit (for example lemon) or anything else you can think of and throw them in a bowl. The trainers then pick up the paper / fruits, show or read what’s written / drawn on them and asks the participants who they think is the author.

In the evening cultural activity on building non-obvious alliances by the trade unionist (for example, the movie [“Pride” directed by Matthew Warchus](#))

DAY 2

 09:00 Energizer and recap of previous day

 **Task:** Participants stand in circle and think about “A movie, book, song or piece of art title” they associate with the previous day. After naming it, they throw a ball or any other small object to the next person.

 **Time:** 10 minutes

 **Materials:**

- A ball or small object to throw

 09:10 – 09:30 — Exercise Story Circles: Negotiation in Real Life

 **Task:** In groups of 4 and one group of 5, participants share a **2-minute personal story** of a negotiation they took part in or know of (workplace, union, family).

They reflect on:

- What helped?
- What blocked agreement?
- Who had the power?

 *Time:* 10 minutes

09:30 – 10:30 — Force Field Analysis: What Makes Negotiations Fail?

 *Task:* In 3 groups, choose a union negotiation challenge connected to the topics of our training (e.g. pay equity, migrant worker rights).

- Identify driving forces vs resisting forces affecting negotiation.
- Work on and share strategies to strengthen drivers and weaken resistance.
- Present the 3 visual force field maps on flipcharts in the plenum
- Discuss

 *Time:* 30 minutes for the group work and 30 minutes for the presentations and discussion

 *Materials:*

- Paper and pens

10:30 – 10:45 Coffee Break

10:45 – 11:15 — Stakeholder Mapping: Power & Influence Game

Work in the same groups as in the previous exercise.

 *Task:*

- Select a scenario where vulnerable workers are affected (e.g. harassment policy negotiation or any other scenario from the training).
- Map stakeholders by power and support.
- Discuss coalition-building: How to win allies before sitting at the negotiation table?

 *Tools:* Power–Interest Grid:

	High Power	Low Power
High Interest	<i>Key Players</i> – manage closely	<i>Supporters</i> – keep engaged
Low Interest	<i>Blockers</i> – monitor & influence	<i>Neutral/Peripheral</i> – minimal effort

 *Time:* 30 minutes

 *Materials:*

- Power-Interest Grid

11:15 – 12:30 Fishbowl: The Inclusive Agreement Simulation

 **Objective:** By the end of this exercise, participants will be able to:

- Apply real negotiation strategies in a complex and emotional context
- Practice inclusive negotiation that protects vulnerable workers
- Use interest-based negotiation instead of positional bargaining
- Recognize and respond to power imbalances at the negotiation table
- Improve communication, persuasion, and teamwork in negotiation
- Reflect on effective vs. harmful negotiation behaviors by observing others
- Develop practical union negotiation skills they can use at work

 **Task:** Negotiation between union + company after migrant cleaners report wage discrimination.

  **Roles:**

- 3 union negotiators
- 3 employer representatives
- 2 affected workers
- 2 observers (behavior focus) - Observers evaluate: listening, power balance, fairness, tactics.
- 5 rotating “empty chair” participants (anyone can step in)

→ **Goal:** Reach fair agreement in 30 minutes.

Fishbowl Simulation Scenario “Negotiating Fairness — Wages and Dignity for Outsourced Cleaners”

The method

In this activity, we will use a method called Fishbowl. It’s a way to learn from a live negotiation by watching and joining the process.

In the middle, we have a small group who will act out the negotiation. They sit in the inner circle – like the fish in a fishbowl. The rest of us sit around them in the outer circle and observe.

Only people in the inner circle are allowed to speak and negotiate. But there will be one empty chair.

If someone from the outside has an important point to add, you can tap a person in the inner circle and take the empty chair to join the negotiation briefly.

After the negotiation, we will reflect together:

- What strategies worked?
- How was power used?
 - Was the negotiation fair and inclusive?

This method helps us practice real negotiation skills, while also learning by observing others.

Background Context

CleanPlus Services Ltd. is a cleaning company contracted to provide services to EuroTech Manufacturing, a large industrial employer. Most cleaners are migrant women from Ukraine,

Georgia, and the Philippines, as well as older local women who were pushed out of other jobs. The cleaners are union members represented by SolidWork Union.

In recent months, cleaners raised concerns about:

- Wage inequality compared to other groups
- Lack of proper employment contracts
- Disrespectful treatment by supervisors
- Unpaid overtime
- No access to company facilities (canteen, lockers)
- Fear of retaliation if they speak up

A group of cleaners contacted their union representatives and demanded negotiations with the employer. Tensions are rising. The story has reached local news and is starting to damage the company's reputation.

Negotiation Setting

A formal negotiation meeting has been called between CleanPlus management and SolidWork Union. A company representative from EuroTech has been invited as an observer since mistreatment is happening on their premises.

Purpose of the meeting

To negotiate a fair agreement addressing the cleaners' complaints and preventing escalation into strike action.

Key Problem

Cleaners receive €6.20/hour, below the sector minimum of €7.80/hour. They are denied extra pay for night shifts and weekend work. Verbal abuse and threats of dismissal have been reported.

Actors & Hidden Interests

Group	Visible Position	Hidden Interests
Union Negotiators	Demand fair pay + contracts + dignity	Want to build union credibility with migrant workers
CleanPlus Management	Avoid increased costs	Fear contract loss with EuroTech
Cleaners (Workers)	Want equal treatment and safety	Fear retaliation & job loss
EuroTech Observer	Keep production stable	Protect company image & avoid legal trouble

Union Demands (Starting Point)

1. Immediate wage increases to €7.80/hour (sector minimum)
2. Written employment contracts for all workers
3. Payment of unpaid overtime
4. Anti-harassment policy and investigation into abuses
5. Guarantee: No retaliation against workers who reported issues
6. Access to basic facilities (canteen, restroom, lockers)

Management Position (Starting Point)

1. Claims budget limitations
2. Blames workers for communication issues
3. Denies harassment problem
4. Offers "productivity bonus" instead of wage increase
5. Wants to avoid written commitments

Triggering Incident

Three cleaners reported that their supervisor said: “If you don’t like it here, go back to your country.”

When they objected, their hours were reduced the next week. This triggered a formal union complaint and media attention.

Goal:

Participants must reach a realistic negotiated agreement balancing:

- ☒ Workers' rights & dignity
- ☒ Power dynamics
- ☒ Negotiation strategy
- ☒ Maintaining social dialogue

 *Time:* 75 minutes (20 minutes for explanation and preparation + 30 minutes for the negotiations + 25 minutes for evaluation and discussion)

 *Materials:*

- Scenario (the “hidden interest section” only for the particular group”

 **12:30 – 14:00 Lunch break**

 **14:00 – 15:30 Exercise: Forum Theatre: Finding Creative Solutions to Deadlock**

 *Objective:* At the end of this exercise the participants:

- Participants will be able to identify and critique ineffective negotiation tactics.
- Participants will collectively brainstorm and test creative, interest-based solutions to break negotiation deadlocks.
- Participants will practice intervening strategically under pressure.

 *Setup:*

- **Roles:**
 - **The Joker (Facilitator):** The person who manages the scene, maintains safety, and guides the discussion/interventions.
 - **Actors** people acting out the scene.
 - The **spectators**, who observe who can intervene in the scene.

Step 1: Scenario Introduction & Setting the Stage (10 min)

1. **Introduce the Method:** Explain that Forum Theatre is a chance to rehearse for reality. It's not about being a good actor; it's about being an effective advocate. The spectators are not passive; they are **spect-actors**.
2. **Present the Scenario:** Use a scenario from the SIAT context (e.g., the "CleanPlus" negotiation) where one side is using hardball tactics or the negotiation has reached a genuine impasse.
 - **Example Scenario (The Scene of Failure):** The Union demands written contracts, and Management insists on a "productivity bonus" only, stating, "My hands are tied by head office." The discussion goes in circles, becoming emotional, and ends with the Union threatening media exposure and Management walking out. **The goal is to show a clear deadlock.**
3. **Define the Characters:** The Joker introduces the three main actors and their positions/interests.

Step 2: The Presentation of the "Scene of Failure" (10-15 min)

1. The actors perform the 5-10 minute "Scene of Failure," showing the negotiation reaching a deadlock or a mutually unsatisfying outcome.
2. Rule: No one in the audience can talk or intervene during the first run-through.
3. Crux: The scene must clearly demonstrate a moment where the "Protagonist" (the worker/union side) is oppressed, defeated, or makes a critical mistake that leads to failure.

Step 3: First Spect-Actor Analysis (15 min)

1. **Freeze and Question:** The Joker stops the action immediately after the deadlock. They turn to the spect-actors and ask:
 - "What did you see? Where did the protagonist lose their power?"
 - "What was the moment of most failure or mistake?"
 - "What tactic did the 'Oppressor' (Management) use that worked?"
2. **Focus on Critique:** Guide the discussion to analyze *why* the negotiation failed (e.g., "*They got emotional,*" "*They didn't ask about the company's real interest in the productivity bonus,*" "*They missed an opportunity to build an ally with the EuroTech observer.*").

Step 4: Interventions & The Forum (40 min)

1. **Introduce the Intervention Rule:** The Joker announces the main rule:
 - "We will run the scene again. Anytime you see a moment where the Protagonist makes a mistake, or you think you have a better idea, shout '**Stop!**'"
 - "You must then replace the Protagonist (Union negotiator) in the scene and try your different approach. You must not simply tell the actor what to do; you must *do* it."
2. **The Forum Begins:**
 - The Joker restarts the scene from the beginning or a critical moment (a common mistake is to try to restart too far into the scene).
 - When a spect-actor shouts "**Stop!**," they explain briefly where the Protagonist went wrong and step into that role.

- **The Golden Rule:** The other actors (especially the Oppressor/Management) must stick to their original role and interests and react realistically to the new intervention. They must not make it easy for the new negotiator.
- 3. **Facilitation by the Joker:**
 - The Joker is the ringmaster. They encourage shy participants, ensure the Management actors remain realistic, and stop the scene after 2-3 minutes of a new intervention to ask the spect-actors: *"Did that intervention move the negotiation forward? Why or why not?"*
 - **Encourage Variety:** The Joker should actively seek interventions that try different tactics:
 - **Tactical Intervention:** Trying a new negotiation question or offer (e.g., *"What if we co-fund a study on the benefits of written contracts?"*).
 - **Emotional Intervention:** Changing the tone (e.g., shifting from anger to empathy: *"I see you're under pressure, too. Tell me what your biggest fear is if you accept our terms."*).
 - **External Intervention:** Using external resources or facts (e.g., bringing up legal precedents or public opinion).

Step 5: Debrief & Key Takeaways (15 min)

1. **Review the Best Interventions:** The Joker brings the actors and a few spect-actors into a final circle.
2. **Synthesis Questions:**
 - "Of the 5-6 interventions we saw, which one was the most effective in finding a creative path out of the deadlock?"
 - "What did we learn about breaking an impasse? (e.g., reframing, separating the person from the problem, changing the power dynamic)."
 - "What is one tactic you saw that you will use in your next negotiation?"
3. **Final Summary:** Emphasize that creativity in negotiation is often about changing the frame, the structure, or the information, not just making a concession. Forum Theatre allows them to practice this without real-world risk.

 **Time:** 90 minutes

 **Materials:**

1. A clear, open space.
2. Three chairs to represent the negotiation "table."
3. A clipboard and pen for the facilitator.

 **15:30 - 15:50 Coffee Break**

 **15:50- 16:50 Recap: World Café Reflection Exercise**

 **Objective:** By the end of the exercise, participants will:

- Reflect on key insights from training
- Link theory with personal experience and learning
- Share best practices with peers
- Identify how to apply skills in union work

The method is explained here: https://youtu.be/YG_6iBcyP7w

Room Setup

- 3 tables or just flipcharts each with a topic theme
- Each table has flipchart paper + markers
- Tables labelled:
 1. **Table 1 – Conflict Resolution**
 2. **Table 2 – Advocacy Skills**
 3. **Table 3 – Negotiation Skills**
- One **Table Host** stays at each table to explain previous group's ideas
- Other participants **rotate** every 15 minutes

Task:

Step 1 – Introduction (10 min)

Trainers explain:

“We will reflect on three key union skills: conflict resolution, advocacy, and negotiation. At each table, discuss a question linked to the topic. Every 15 minutes, you will move to a new table and build on the ideas of the previous group. One person at each table will stay as Table Host to explain what has been discussed.”

Choose **one Table Host per table** (3 total).

?? Table Discussion Questions

Each table gets one guiding question:

Table 1 – Conflict Resolution

Question:

“What are the most effective ways to resolve workplace conflicts without damaging relationships?”

Prompts:

- What conflict resolution tools worked best?
- Why do conflicts escalate?
- What role do emotions play?
- How should unions intervene?

Table 2 – Advocacy Skills

Question:

“What makes union advocacy powerful and credible inside and outside the workplace?”

Prompts:

- What makes a message convincing?
- How does evidence build advocacy?

- Who are key allies in advocacy?

Table 3 – Negotiation Skills

 *Question:*

“What makes a successful negotiation and how do we prepare for it as trade unionists?”

 *Prompts:*

- What did we learn about positions vs interests?
- What negotiation tactics work best?
- What behaviours damage negotiation?



Discussion Rounds

Round	Action	Time
Round 1	Groups start at assigned tables and discuss	15 min
Round 2	Rotate to next table, build on ideas	15 min
Round 3	Rotate again, refine and summarise	15 min

Each group:

- ✓ Writes key ideas on flipchart
- ✓ Uses arrows ✓ ✗  etc. to organise thoughts
- ✓ Builds—not repeats—ideas

 **Final Step:** Gallery Walk (5 minutes)

- Everyone walks around and reads the final flipcharts.
- Trainer asks:
 - “What ideas surprised you?”
 - “What connects all three themes?”

 *Time:* 90 minutes

 *Materials:*

- 3 tables + lables
- Flipcharts + markers
- Post-its
- Timer
- Music (optional, for energy)

Trainer Tips

- ✓ *Encourage short points, not long speeches*
- ✓ *Ask “What else?” to deepen thinking*
- ✓ *Help groups build—not repeat—ideas*
- ✓ *Keep time visible and energy high*

 **16:50 Short recap and end of training**

Give each person a post-it:

“One thing I will apply in my union work is...”

Add to a “Commitment Wall”.

 *Time:* 10 minutes

 *Materials:*

- Markers
 - Post-its
-

General remarks on evaluation

Evaluating both parts of training sessions is paramount for trainers to ensure optimal learning outcomes, serving as a critical mechanism for continuous improvement and maximizing participant development. A hybrid evaluation model, seamlessly combining direct observation with structured feedback, is particularly effective for discerning participant perceptions regarding activity value and the suitability of exercises. Direct observation offers practical application and engagement insights, while structured feedback captures subjective experiences and cognitive understanding. Recognizing the common and significant challenge of limited evaluation time during intensive training periods, implementing quick, repeatable online forms becomes essential. These digital tools could include short, focused surveys deployed at strategic intervals—such as immediately after a module or midway through the program—to capture immediate reactions and sustained impact efficiently. Critically, the collected feedback should undergo detailed and systematic analysis, ideally performed by an independent external training reviewer, to ensure objective insights, specialized expertise, and an unbiased interpretation of findings. Such thorough analysis, particularly when contrasting opinions and outcomes across different training modalities like CIAT and SIAT, is vital for identifying differential effectiveness and dynamically adapting the training plan to trainees' evolving capabilities and specific needs, thereby continuously enhancing and maximizing overall efficacy.



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