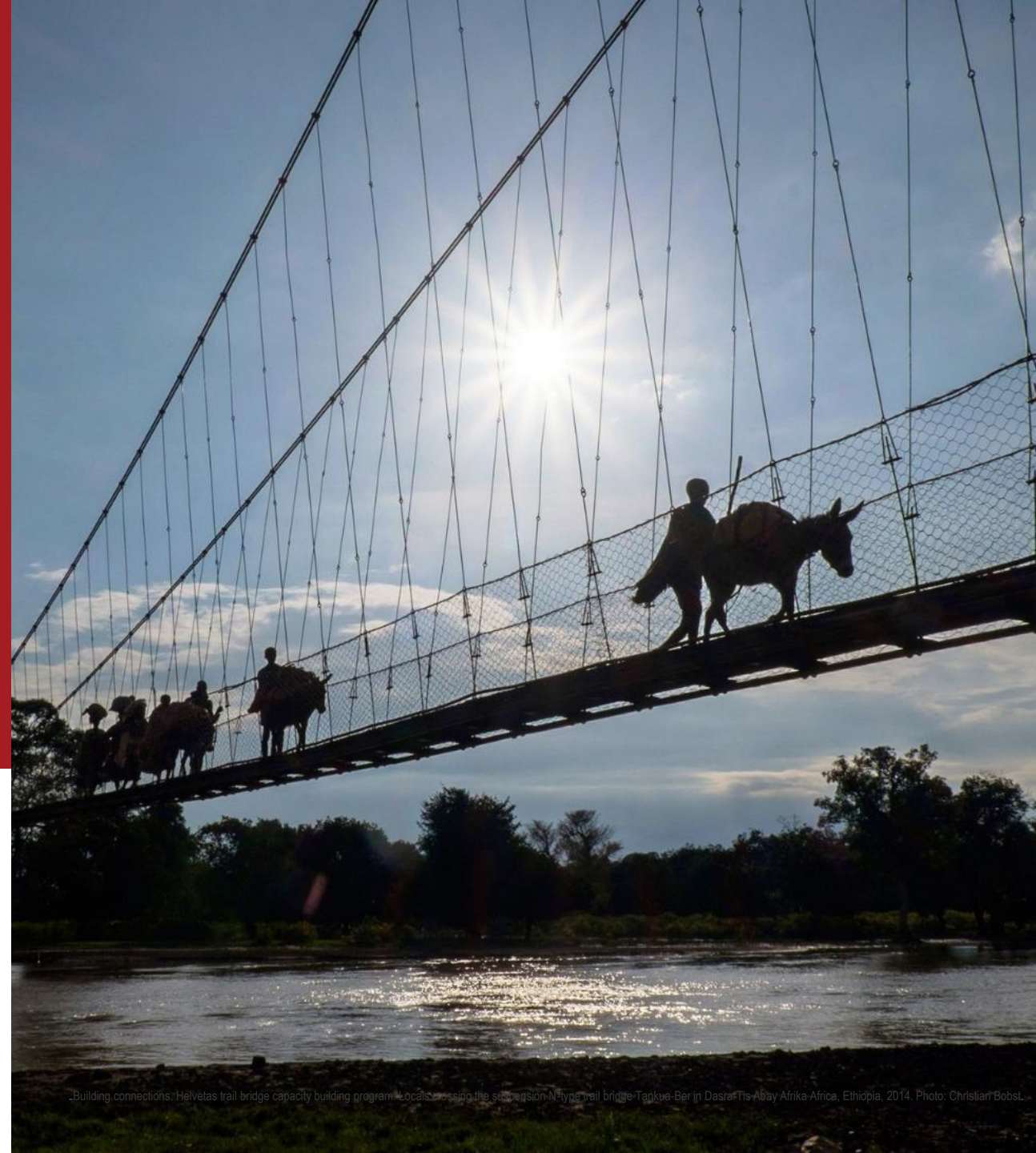


BEING CONFLICT SENSITIVE — ESSENTIALS

Developing attitudes, knowledge and skills
to become conflict-sensitive individuals

[Facilitator]
[Date, Place]



„Building connections: Helvetas trail bridge capacity building program“ Locals crossing the suspension Nhyga trail bridge Tankue-Ber in Dasra Tis Abay Afrika-Africa, Ethiopia, 2014. Photo: Christian Bobst

1. INTRODUCING THE TOPIC

Creating a safe learning space

What is conflict sensitivity

Conflicts in your context

CREATING A SAFE LEARNING SPACE



Photo: Gaspar Uhas, <https://unsplash.com/photos/3sota8eWAv8>

Aim of the training

Become conscious of the importance of personal behaviour and acquire the basic knowledge, skills and attitude required to think and act in a conflict-sensitive manner.



“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.”

- Rumi

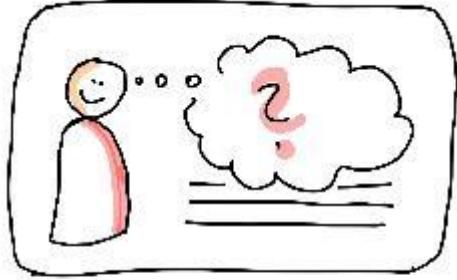
Introducing ourselves, expectations & contributions

Please share your:

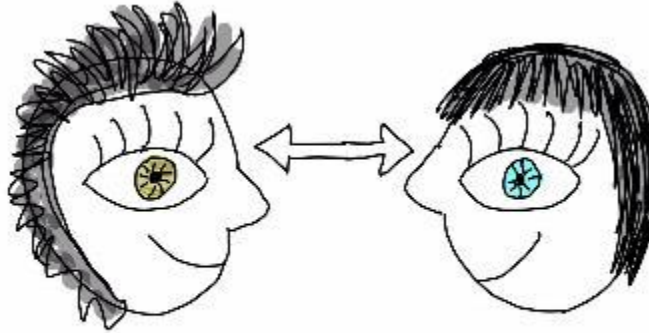
- Name, position and organization
- Your expectation for this training
- Your suggestion for a positive learning atmosphere



Programme: Topics Covered



IDENTITY



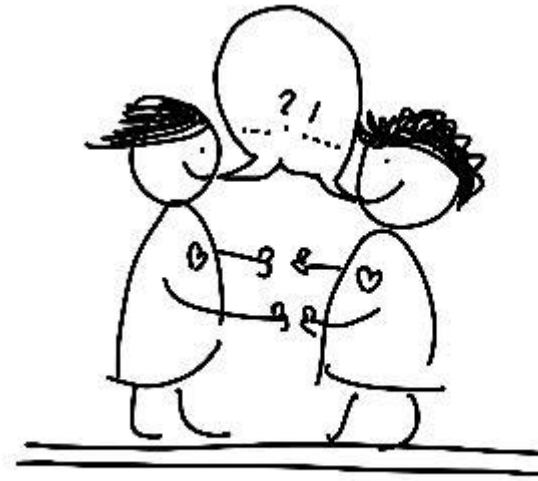
PERCEPTION



UNDERSTANDING OTHERS



COLLECTING INFORMATION



CONFLICT-SENSITIVE COMMUNICATION

Programme

	Day 1		Day 2
09:00	INTRODUCING THE TOPIC Acquire a common understanding of the course and the concepts of conflict and conflict sensitivity.	09:00	COLLECTING INFORMATION Understand how to collect information in a conflict-sensitive manner.
10:45	Break	10:30	Break
11:15	BEING IN CONFLICT Learn how and why people approach conflict differently.	11:00	UNDERSTANDING OTHERS Learn to demonstrate «curiosity and care» through empathic listening and to reflect on what has been learned.
13:00	Lunch	12:30	Lunch
14:00	IDENTITY AND PERCEPTIONS Become aware of how identities and stereotypes can affect perceptions and behaviour towards others.	13:30	CONNECTING LANGUAGE Learn how to communicate in a conflict-sensitive way.
15:30	Break	15:00	Break
15:50	PRINCIPLES OF CONFLICT SENSITIVITY Become familiar with the 4 principles of conflict sensitive behaviour and recap day 1.	15:30	FINAL REFLECTIONS AND CONCLUSIONS Consolidate what has been learned and be clear how to apply it in the future.
17:00	End	17:00	End

WHAT IS CONFLICT SENSITIVITY?

Just sit back,
close your eyes – and listen.



Talking to a commander in Liberia

“In Liberia, one agency field director had to deal with a particularly unsavoury commander. Instead of avoiding him or demanding his compliance with humanitarian aid terms, this field director made an appointment and took a quiet, explanatory tone, talking about why humanitarian assistance matters and his own and his agency’s commitment to help suffering people. He sought “permission” to work in the area and it was granted. He asked for regular appointments with the commander “so we can keep you abreast of what we are doing,” and the commander agreed. Over the weeks, as they spoke, this commander - once thought to be only a thug - began to ask questions about people’s needs. “How do you know that malnutrition is a problem? How do you know what the people want?” As the aid staff explained their methods of working with people, this commander who had previously only had an interest in control through arms, began to accept responsibility for civilian welfare. He ultimately went to the villages with the aid director to “see for himself” and he began to adopt better policies.”

(Do No Harm Workshop: Trainer’s Manual, 2016, p. 199)

What lessons does the story offer?



Conflict Sensitivity: Definition

Conflict sensitivity (CS) is the awareness that our work, presence and behaviour can have potential negative or positive effects on the context where we are working, and acting on this awareness.

Remember

1. We are always part of the context
2. Action and behaviours have consequences (ABC)
3. Conflict sensitivity is relevant in all contexts, not only where there is violent conflict.

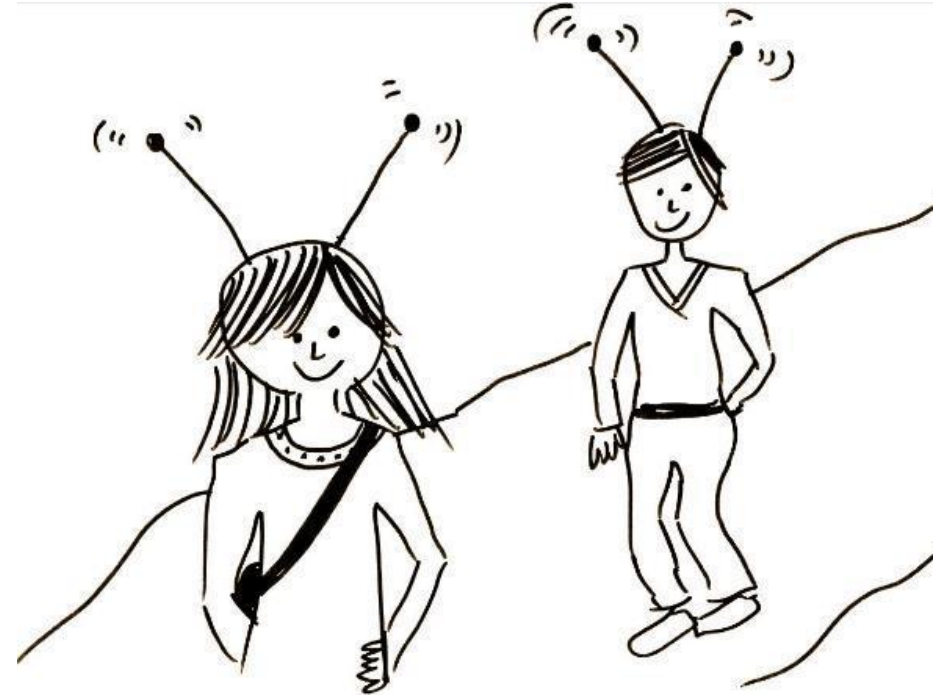


Rohingya refugee camp, Cox's Bazar, Ukhiya, April 2019. Photo: Patrick RohrlHELNETAS

Being conflict sensitive

When we are conflict sensitive, we need to

- understand the context in which we are working.
- understand, how what we are doing and how we are doing it, affects the context.
- adapt our activities and behaviour to ensure we do not negatively affect the context, but we have a positive influence on the conflict.



Conflict Sensitive Project and Programme Management: the 3-step approach

For manual, online training course and other resources :

<https://pamoja.helvetas.org/display/CS>

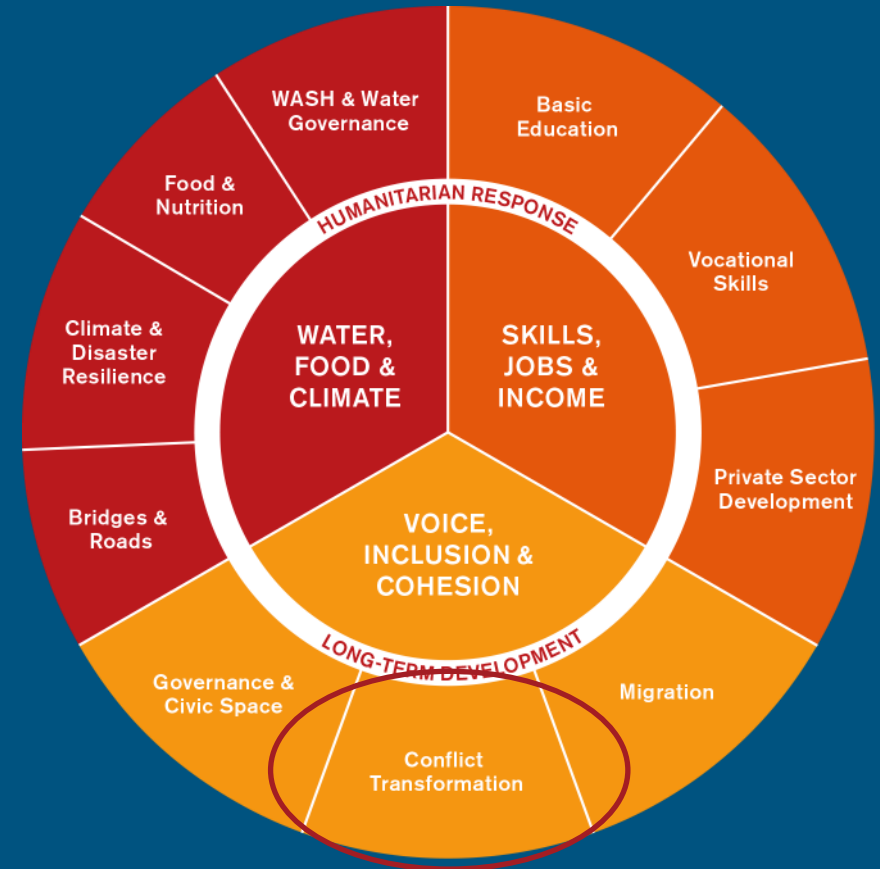
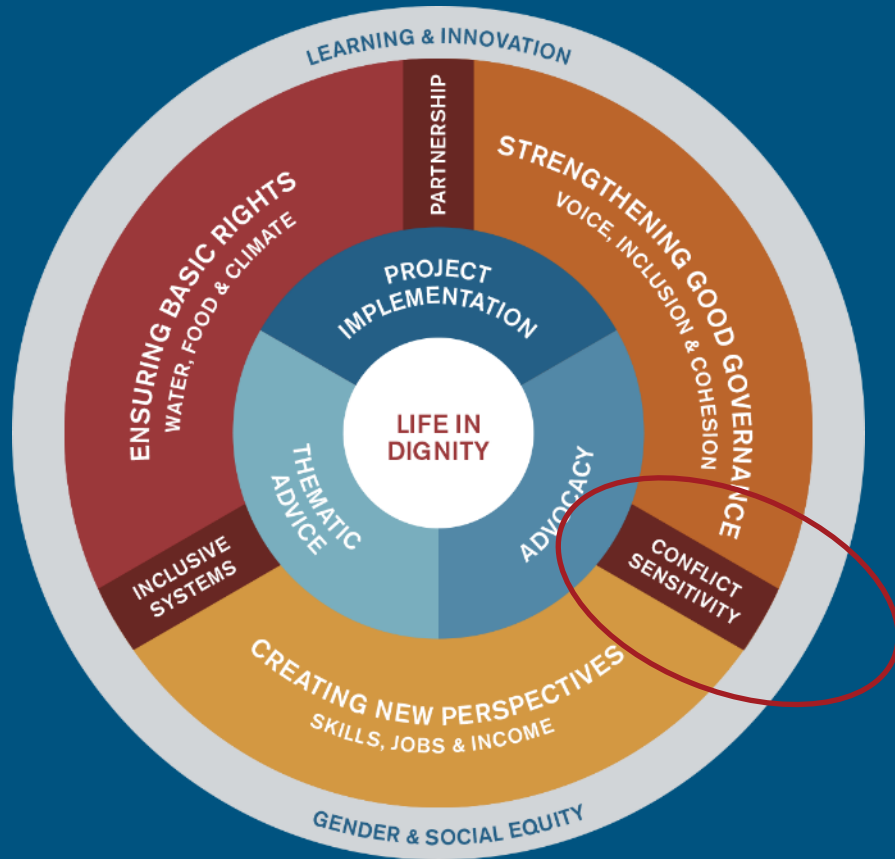
<https://www.helvetas.org/en/switzerland/what-we-do/our-topics/voice-inclusion-cohesion/conflict-transformation/conflict-sensitive-program-management>



MANUAL :

3 STEPS FOR WORKING IN FRAGILE AND
CONFLICT-AFFECTED SITUATIONS (WFCS)





CONFLICTS IN YOUR CONTEXT

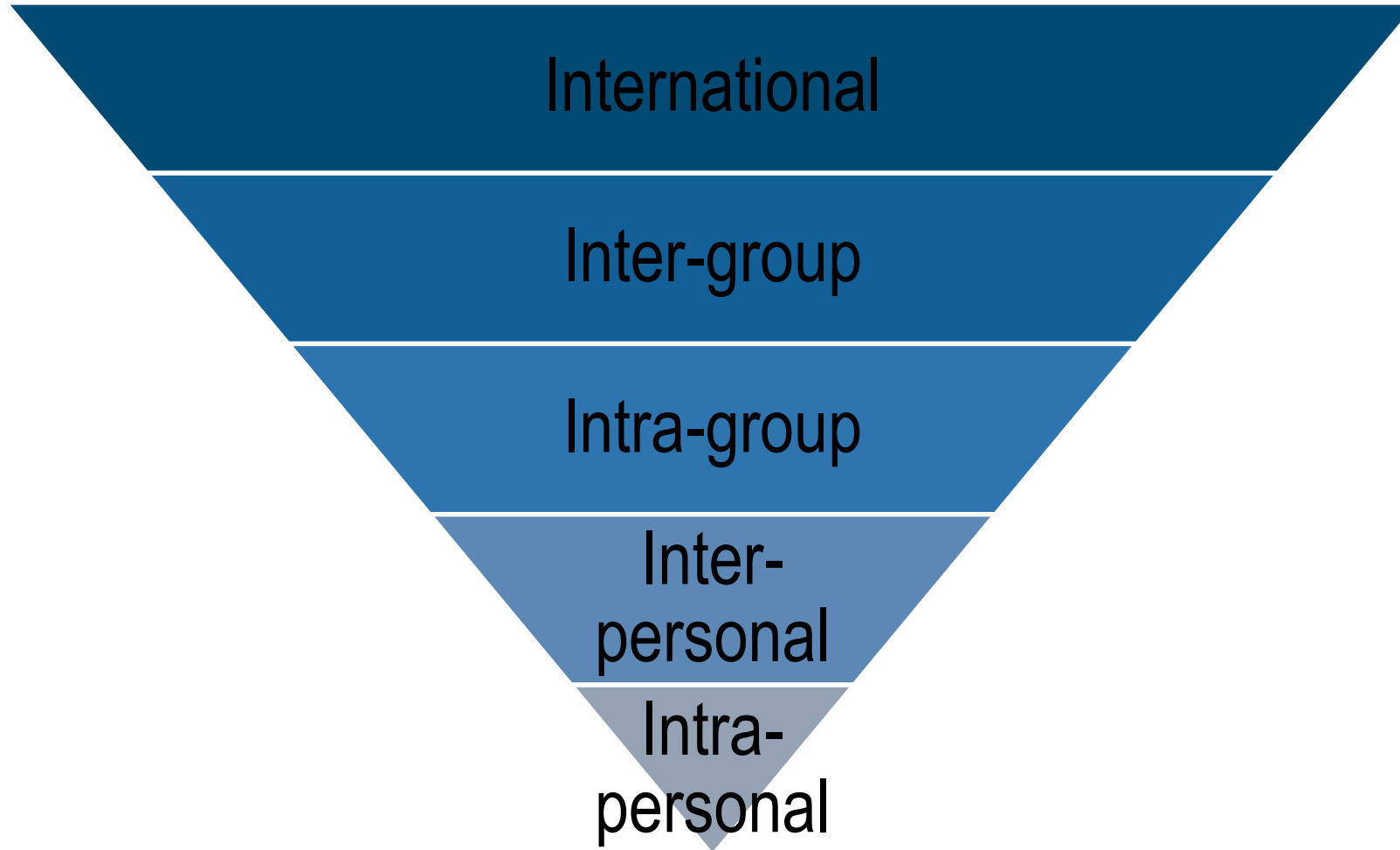
“Conflict is a relationship between two or more parties (individual or groups) who have, or think they have, incompatible goals, values, interests or claims to status, power or scarce resources. (...)”

Chris Mitchell, 1981



Stock image

Levels of conflict



2. BEING IN CONFLICT

If I am conflict

Conflict styles

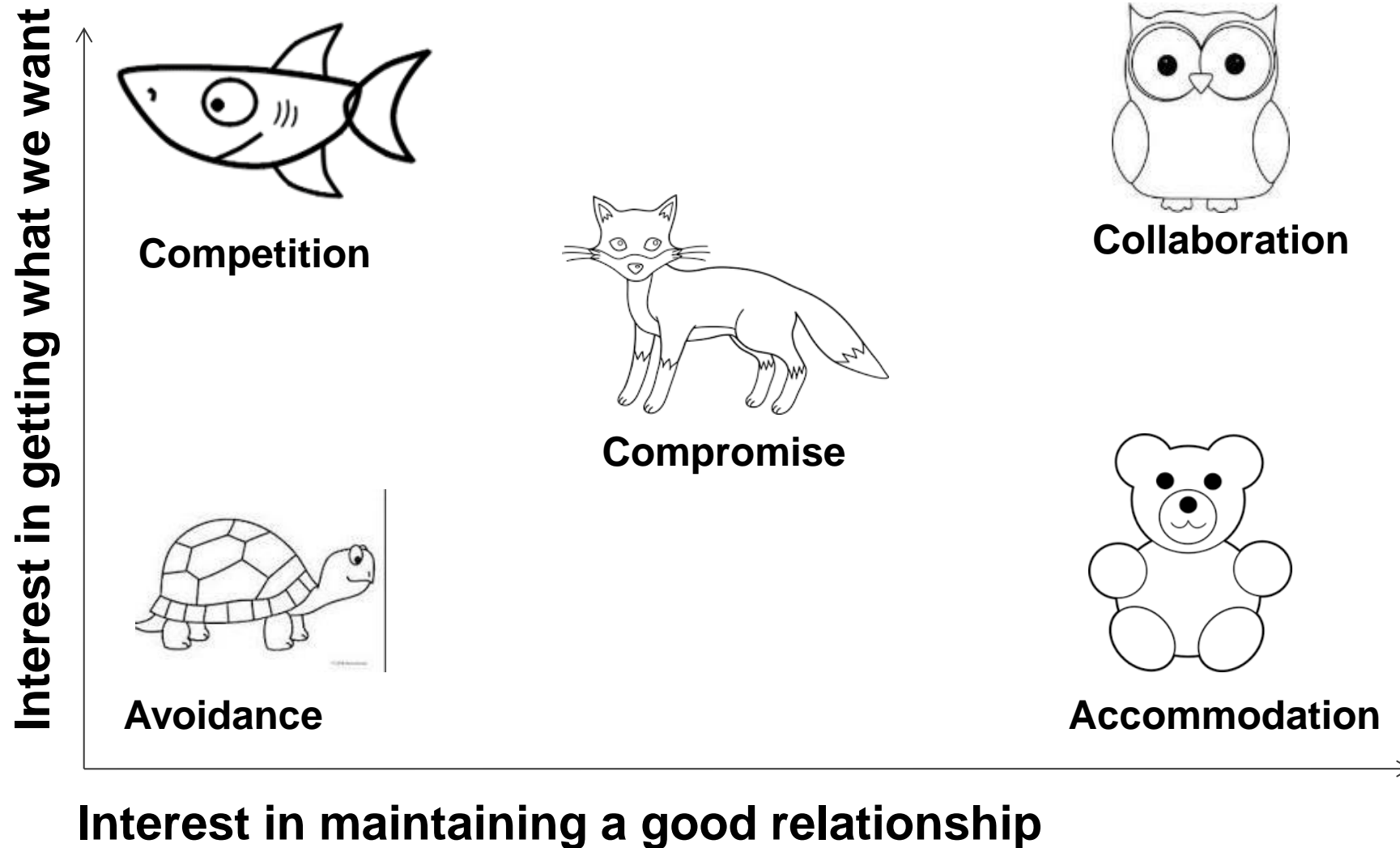
Multiple perspectives

If I am conflict...

...where do you
position yourself?



Conflict Styles



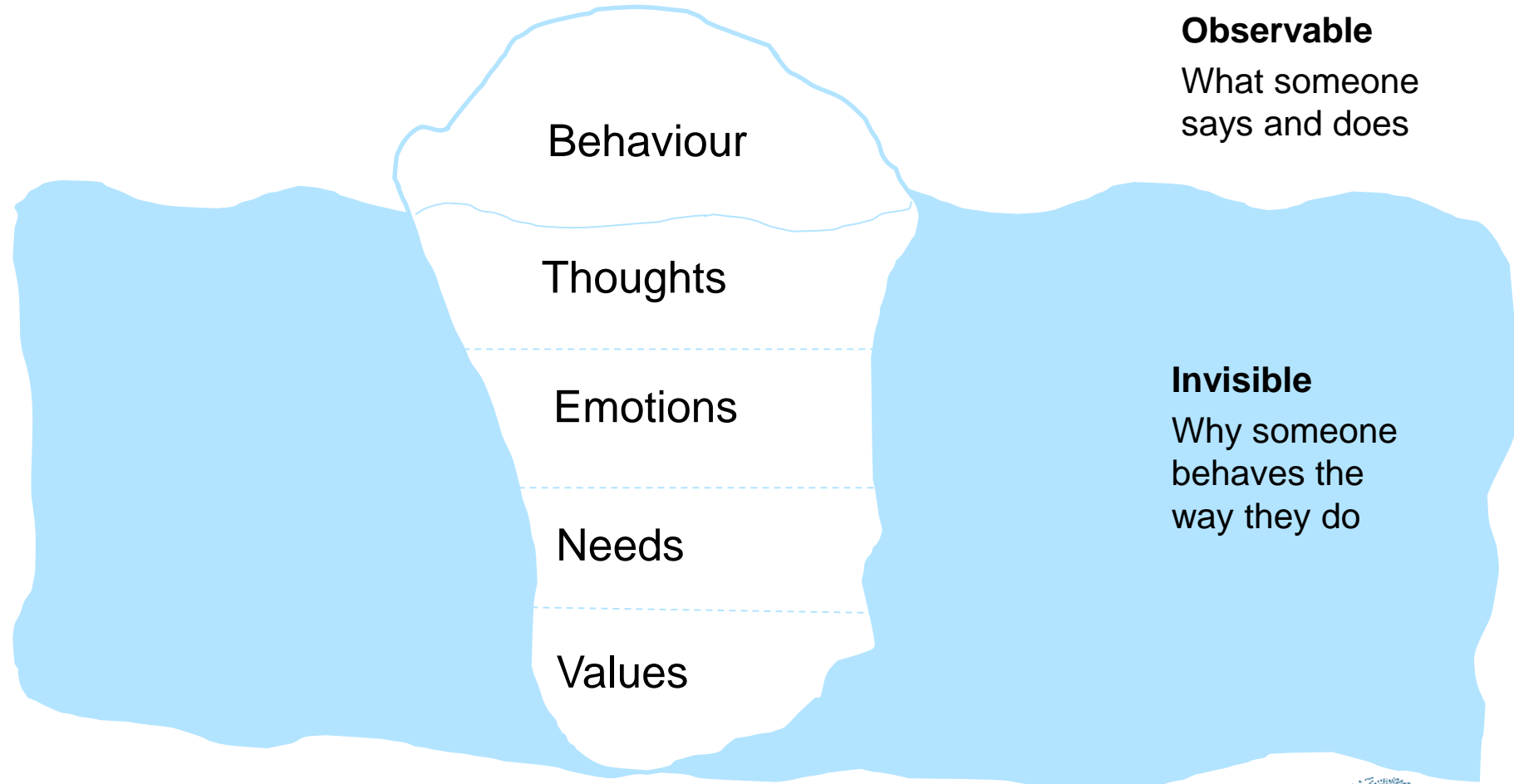
The orange story



	Sister	Brother	Outcome
Position (What they say they want)	"I want the orange"	"I want the orange"	win-lose (incompatible positions)
Interest (What they actually want)	The juice of the orange to make a drink	The zest of the orange to make a cake	win-win (compatible interests)

Photo by Ivar Leidus - Own work, CC BY-SA 4.0, <https://commons.wikimedia.org/w/index.php?curid=98469414>

The iceberg model



(Biess and Nolden, 2021, p. 37)

Scenario: multiple perspectives

Your organization has supported the local district authorities to build a new drinking water system for a village in the district.

You are planning an inauguration ceremony of the water system.

Your local project officer visited some key local actors and invited them to attend the ceremony and say some opening remarks.

The project officer has reported back that he has visited each of the key actors individually.

They all declined to attend the ceremony.

They did not explain why.

Exercise: multiple perspectives

Split into groups. Each group considers one of the following key actors:

1. Head of the village where the water system was built
2. Head of the local water committee responsible for the management and maintenance of the system
3. Head of the local village women's committee
4. Head of the local health centre that will be directly connected to the water system
5. Head of the construction company that built the water system

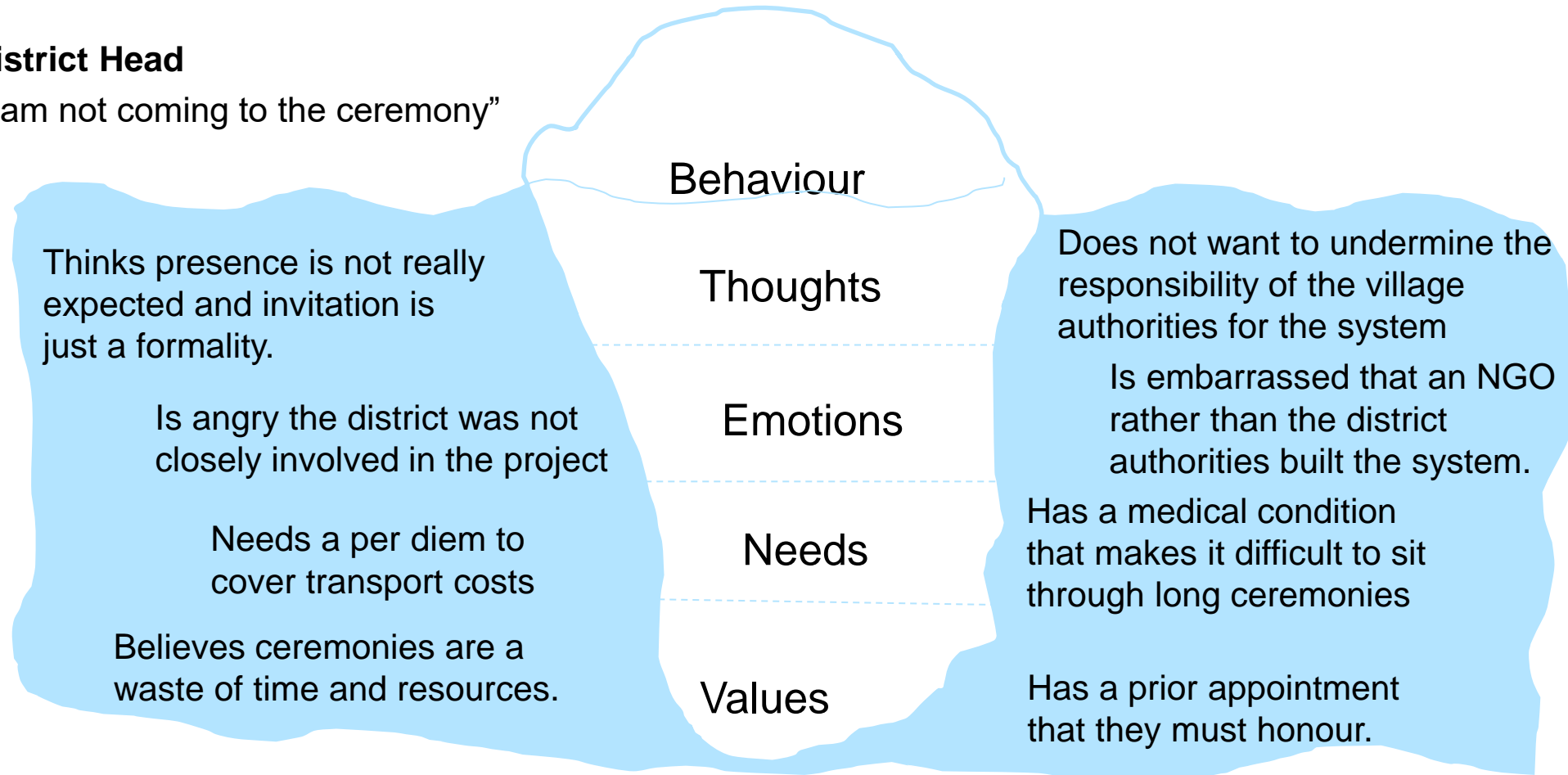
On a flipchart:

- Draw an iceberg.
- Above the water line write the key actor and “I am not coming to the ceremony”.
- Under the waterline write as many reasons as you can think of why that actor may be refusing the invitation to the ceremony.

Multiple perspectives exercise: example

District Head

"I am not coming to the ceremony"



(Biess and Nolden, 2021, p. 37)

3. IDENTITY AND PERCEPTIONS

In-group, out-group

Stereotypes

What makes me who I am

Definitions

Prejudice

“An opinion held in advance about something, someone or some group without good reason or adequate knowledge or experience”

Stereotyping

“When we so simplify our prejudgements about a certain group of people so that we see all members of that group as having certain traits.”

Discrimination

“When a prejudice is translated into behaviour.”

- Fitzduff and Williams, *Dialogue in Divided Societies*, 61–63.

Being conflict-sensitive involves identity work

When there is conflict...

...my spontaneous reactions are always shaped by my life experience:

- What I have heard about others groups
- What I have experienced with other groups
- How my surrounding reacted towards other groups
- Etc.

If I am aware about this, I can analyse the current reality and choose to either keep believing what I have so far, or choose to believe something else and therefore, react in a different, more considerate way.

Being conflict-sensitive involves self-awareness

When there is conflict...

...we don't just notice we have different positions, based on our interests and needs, we also feel...

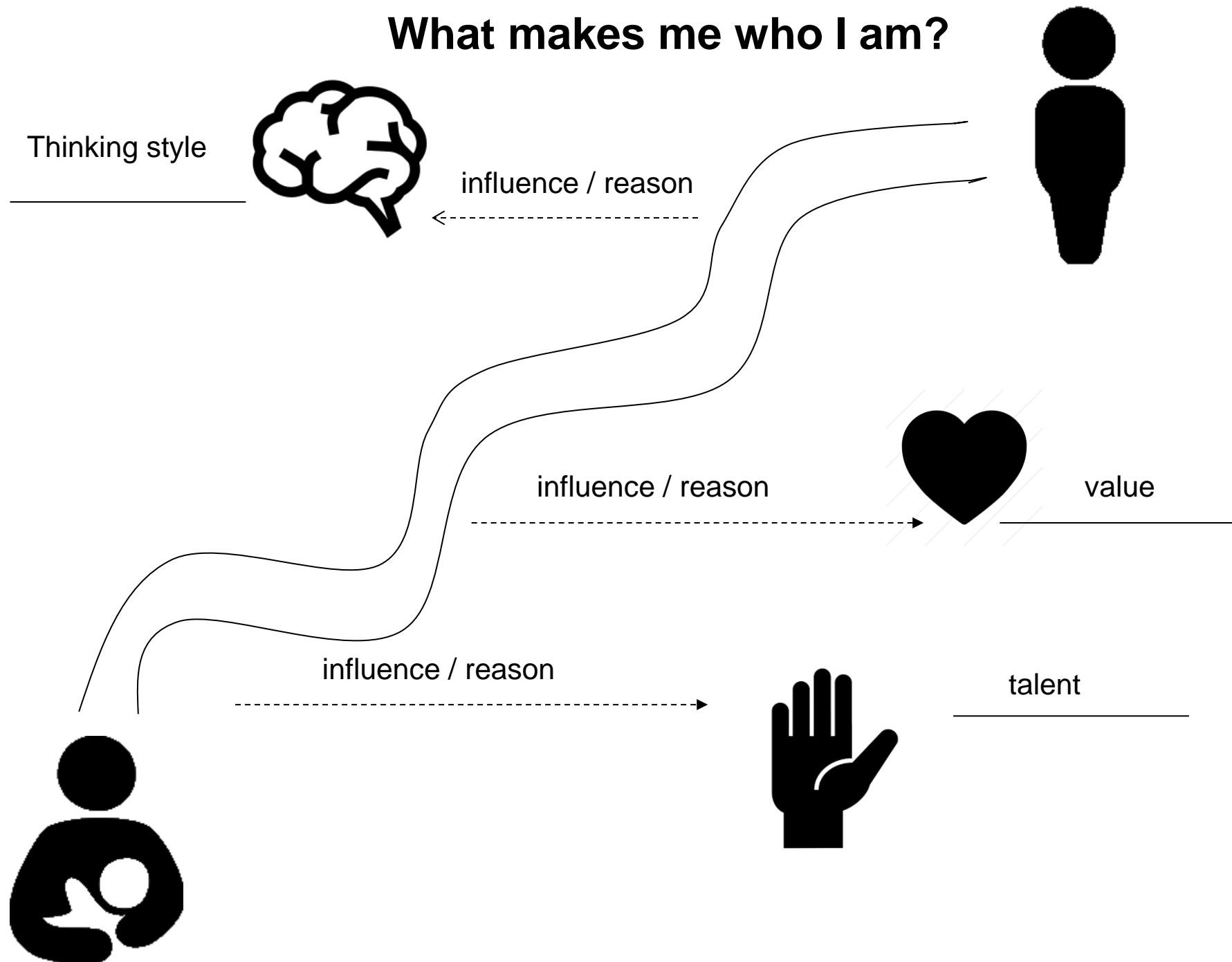
- Emotions (fear, anger, worry, etc.)
- Bodily sensations (knot in the belly or throat, etc.)

If we talk about being conflict-sensitive on the individual level, we must train our self-awareness, to be able to feel what is going on inside ourselves and be able to reflect how this influences our behaviour.

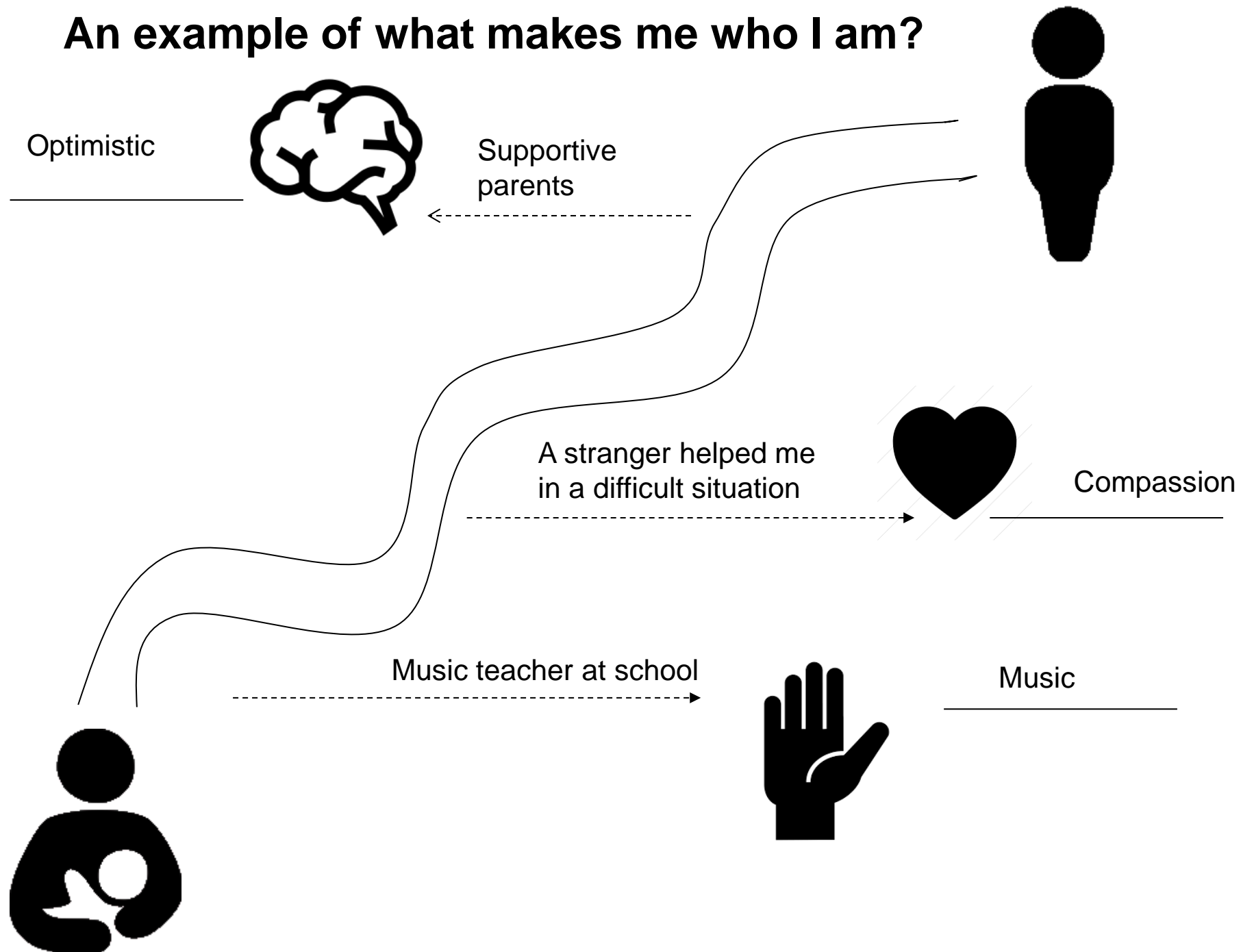
Don't judge a book by its cover!



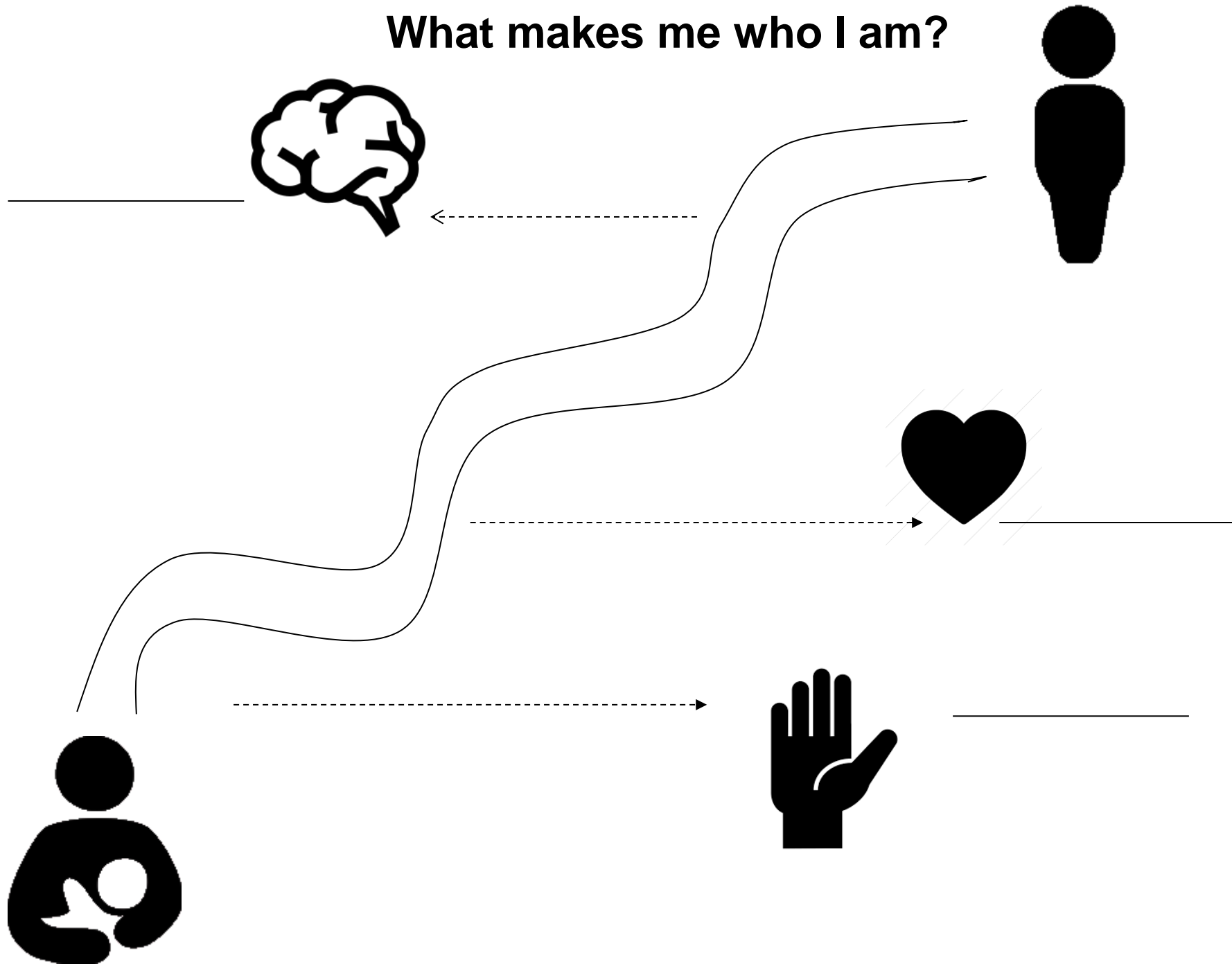
What makes me who I am?



An example of what makes me who I am?



What makes me who I am?



4. PRINCIPLES OF CONFLICT SENSITIVITY

The principles

Wrap up of the day

“Every nation, in every region, now has a decision to make. Either you are with us, or you are with the terrorists.”

- US President George W. Bush

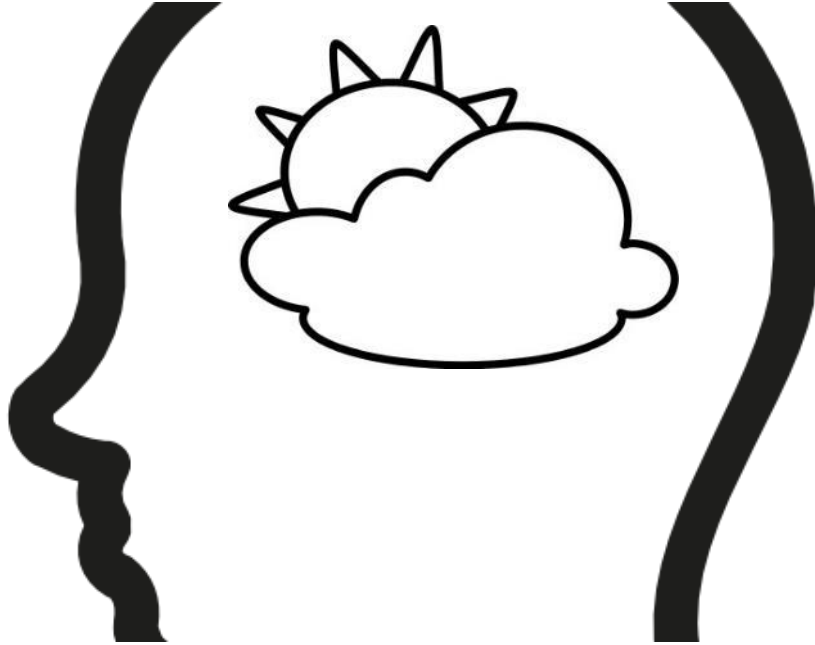


“It really boils down to this: that all life is interrelated. We are all caught in an inescapable network of mutuality, tied into a single garment of destiny. Whatever affects one directly, affects all indirectly.”

- Dr Martin Luther King Jr.



Connecting



collaboration
equity
responsibility

Dividing



difference
dominance
competition

Conflict Sensitivity Principles (RAFT)



Respect



Accountability



Fairness



Transparency

Respect

Do	Don't
Be cooperative	Show no interest
Remain calm and react with understanding	React defensively or aggressively
Care about people's needs	Be indifferent to people's needs
Communicate at eye-level	Be arrogant or pretend to know better
Listen actively	Interrupt, cutting people short
Adopt a trusting attitude	Adopt a distrustful attitude



Viengkeo Vannachak, Director General of the National Assembly Member's Affairs Department, Vientiane, Celestine Kroeschell, Country Director Laos, Helvetas, Swiss Intercooperation, 14 September 2015. Credit: Patrick Rohr

Accountability

Do	Don't
Be responsible for your actions and decisions	Express powerlessness, making others responsible
Respect rules and laws and ensure others do too	Accept impunity, disobey rules
Communicate inclusively and non-violently	Communicate behind closed doors
Share progress and end results	Hide progress and end results
Acknowledge mistakes and work to fix them	Fail to take responsibility for one's own actions.



Irrigation users committee and Sarina LAMA, Irrigation Caretaker and agricultural training participant, Nepal, March 2018. Credit: Flurina Rothenberger

Fairness

Do	Don't
Treat people as equals and according to their needs	Apply different rules for different people (including yourselves)
Encourage participation, take people seriously	Ignore people's claims and complaints.
Ensure rules are respected	(let others) break rules
Be inclusive	Exclude certain people



ZARASOA GILDA, 23, and her husband ANINJARA Arsène, 33, doing the daily housework, Village Antrema, Commune Antranokarany, Ville Ambanja, Région Diana, Madagascar, May 2022. Photo: Felana RAJAONARIVELO.

Transparency

Do	Don't
Share information	Not share information
Be open	Have a poker face
Communicate pro-actively about your plans, processes, changes etc.	Fail to communicate about plans, processes, changes, etc.
Develop and share clear criteria for decision-making	Not have clear criteria for decision-making
Make information available in local languages	Assume everyone is comfortable in your working language.
Adapt your language to your audience	Use jargon and vocabulary unfamiliar to your audience.



Facilitator Mohammad Abu Boker Shiddik (27) present the budget analysis during the PDMO- Cost benefit analysis session organized by Protyashi under the SIMS project at village: North Mardasha, Union: 10 North Mardasha, Upazila: Hathajari, District: Chattogram in Bangladesh on 20 April 2022. Credit: K M Asad

Exercise scenarios: Principles in practice

Respect: As part of a WASH needs assessment in a village, you would like to conduct a participatory assessment that ensures you get the input of all different groups in the camp. The village head says he will call a meeting for you. However, you are worried that he may not invite representatives of marginalized groups, or that not everyone may feel comfortable attending. How do you ensure your assessment includes all points of view without being disrespectful to the village head?

Accountability: A water tower that is part of a community water system your organization rehabilitated collapsed, damaging two neighbouring houses. The community is very angry and the affected residents are demanding compensation. Upon investigation you discover that the company you contracted to build the water tower took shortcuts in the construction and bribed the project supervisor not to say anything. What steps do you take to rectify the situation?

Fairness: your organization is planning to implement a market systems development project in the agricultural sector, working with groundnut producers, processors, sellers and buyers. You become aware of concerns in the targeted communities that your project is unfairly helping those working with groundnuts and discriminating against those in other agricultural sectors. What steps do you take to address these concerns?

Transparency: As part of a new PVE project, you will support training in religious literacy for young people. They will learn about the beliefs and practices of religions other than their own. What steps do you take to ensure that you and your partners are not accused of religious proselytization, i.e. trying to spread religion or even convert people?

Exercise instructions: Principles in practice

- 4 groups (1 for each principle: RAFT)
- 1 challenge / group
- Go for a walk and discuss how to address your challenge, focusing on your principle and taking into account everything else we've discussed so far (incl. other principles), by
 1. Brainstorming
 2. Choosing the most convincing solution
- Appoint a reporter (avoid usual suspects): share what has been your challenge and how you'd address it
- Appoint a reviewer (to share short feedback on another group's solution: 1 thing liked, 1 suggestion for improvement)

5. COLLECTING INFORMATION

Recap

Conflict-sensitive information-gathering

Questions

Recap!



Collecting information

Guidelines for conflict- and gender-sensitive information-gathering:

- **Critical thinking:** be aware of the interests and motives that people have. Why might they be saying what they are saying?
- **Triangulation:** have multiple sources in order to cross-check information. Do not rely on only one source of information when taking a decision.
- **Confidentiality:** be clear with interviewees what you will do with the information you share and whether they are happy for it to be shared
- **Transparency:** collecting information can lead to accusations of spying. Be transparent about why you are collecting information and only collect information that you need to do your work.
- **Inclusivity:** be sure to include the perspectives of groups who are often marginalised (e.g. women, young people, people living with disabilities). Reflect on how practical, security and cultural considerations may affect when, where and how interviews are conducted with them, and by whom.

Questions

How to ask meaningful questions



Types of questions 1

Question type	Example	Purpose
Open	What do you think about this? Why? What? Where? Which? How?	To explore more
Closed	Did your friend tell you why he was angry?	To confirm facts To get clarity

Types of questions 2

Question type	Example	Purpose
Clarifying	Did your friend tell you why she was angry? When did you go to her place?	To know about facts To get clarity
Probing	How did you realise they were not happy with your behaviour? Why does this go counter your values? What is it that upsets you most? Can you explain further?	To dig deeper. To understand the feelings and motivation of the speaker better. To provoke critical thinking.
Circular	What do you think your colleague would say about this situation?	A question inviting to take different perspectives

6. UNDERSTANDING OTHERS

Listening

Active listening

Active listening

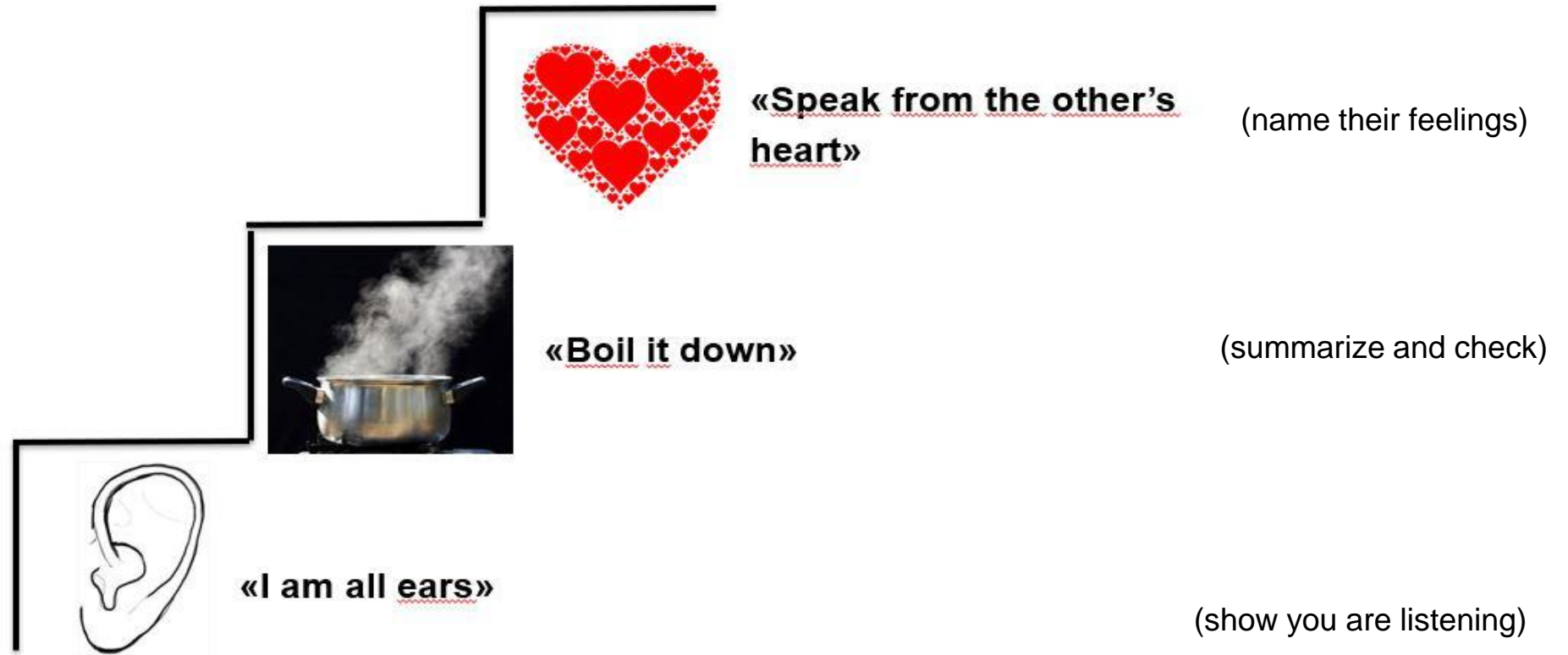
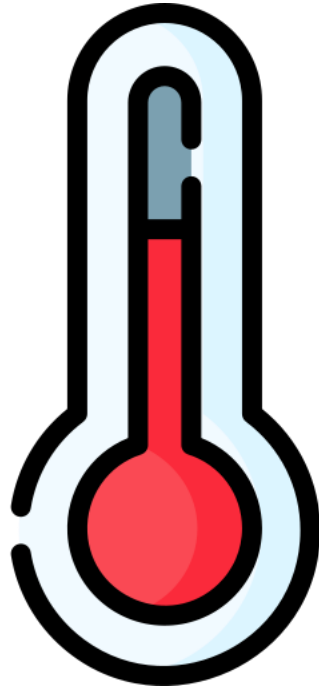


Illustration adapted from inmedio, 2018 (www.inmedio.de).

Managing emotions

Level of emotion



70%

Very hard or impossible to control

→ *Break*

↓
*Cool
down*

Still controllable

*Listen
and
talk*

How to empathise in challenging situations

- Make eye contact and ensure your body tends toward the person you speak to
- Speak friendly and calmly
- Use de-escalating language: for example, when mirroring what you heard from them, make sure that you omit insulting words and accusations, by paraphrasing
- And check if the other person is still with you: «is my impression correct?», «is that how you feel / what happened»?
- Try to guess the others interest and needs, e.g. do you said you feel betrayed by the others and would wish to resolve this issue in a fair manner?
- If necessary/appropriate, go deeper, by using «you wish to...», «you feel...», «you value...» etc.
- Be brief (try to be briefer than the speaker)
- Do not say anything that sounds as if you agreed with the speaker, remain impartial
- If necessary & possible, express your joint needs (to find common ground)

Stress Management DURING challenging situation

- BREATHE
- Holding thumb with fist or, if not too obvious (depending on situation), connecting finger caps
- Holding a pointed object
- Listen to the other FIRST, until they feel heard and calms down
- Only then, express your own requests
- Pacing: copying body language of other (carefully, not obvious) → helps to attune
- Consciously lower voice and speaking tempo

7. CONNECTING LANGUAGE

Non-violent communication: I-statements

Non-violent communication: looping

Divisive language

A: I'm barely late. We agreed 08:00 and it is not even 08:10.

Contradicts **B:** Yes, you are.

Generalizes You're always late. Every time we have a trip,

Makes us right the rest of us are always ready to go and then
Blames have to hang around waiting for you. You're not

even ready. You still have to get your
equipment and probably do a hundred other
things. It's unprofessional and just typical of
Demands you. You should be more respectful.

Non-violent communication

“If violent means acting in ways that hurt or harm, then much of how we communicate could indeed be called “violent” communication.”

- M. Rosenberg

Non-violent communication consists of “I-statements” constructed in four simple steps:

1. **Observation:** describing a situation, without judgement, using facts
2. **Feeling(s):** naming your feeling that the situation triggered
3. **Need(s):** sharing the need that caused the feeling
4. **Request:** expressing a concrete wish, without demanding it (accepting a no)

NVC model

No interpretations
& judgements



Observation

Real feelings

I feel ...

Other can say no

+ I + feeling + need + request



+ I +



+



+



When I saw you
going out of the
door with her...

...I felt
disappointed...

...because I would
have loved to join
you.

Could you tell me next
time you are planning
to leave?

Non-violent communication: example

observation

It is 08:08 and we agreed we would leave at 8am sharp. I am annoyed because I had to

feeling

need

make special child-care arrangements to be here on time and I need it not to have been a wasted effort. I would appreciate that when we agree a departure time you arrive beforehand and ensure you are ready to go at the agreed time.

request

Practicing constructive feedback with the model

Situation	Judgement	Reframing
Someone promised to prepare something you need for an input at a meeting, but didn't do it.	You are so unreliable. You should have at least told me earlier that you wouldn't keep your promise! Or are you trying to let me down on purpose? What's your problem?!	You promised to support me with that preparation, and now I realise 15 minutes before the meeting starts that you have not done it. I really need to be able to count on my team's reliability and support. Now, I feel worried and stressed... Can you please help me immediately with this input? And would you please next time say no in the beginning if you cannot do it?
Your colleagues gets distracted at lunch and don't get ready to leave although you agreed to go.	Hey, can you finally stop that useless Tik Tok discussion, and get moving! We should have left long ago and I can't stand you being so unhelpful!	I worry about us being late and I am very uneasy with you two continuing this conversation at this moment. I really need your cooperation so we can leave in time. It's already 1.55, and we had agreed to leave at 2pm. Our partners are waiting for us. I would feel very bad being responsible for making them wait. Could you please hurry up?

Think about situations at work where you feel annoyed and are tempted to communicate in a judging way. How could you reframe what you'd intend to say, in a non-confrontative way?

(Focus: your observations, feelings, needs, requests)

The loop of Non-Violent Communication

Attention on here, now, as is

Intention: connection

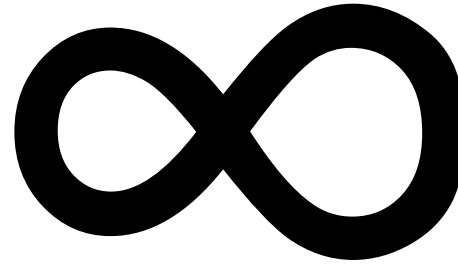
empathetically listening

observations

feelings

needs

requests



**connecting with myself
and honestly expressing**

observations

feelings

needs

requests

Non-violent communication scenarios 1

1. A is a parent and B a teenager. The teenager is out late with friends and comes home to a worried parent.
2. A is a programme manager and B is the project officer. A needs to submit the annual project report today and has asked the project officer for the necessary progress reports but hasn't received them.
3. A is a construction project supervisor and B is the head builder. The supervisor visits the construction site and finds that only half of the promised construction has been completed.
4. A is head of the local women's association and B is the representative of an organization implementing a water project in the village. A was not invited to a community meeting deciding where the new points would be placed.

Non-violent communication scenarios 2

5. A is supervisor and B is a team member. They are meeting for the annual appraisal meeting. A is not happy with B's performance because B has not met their objectives set for the year.
6. A is a finance manger and B is the finance focal point of the project partner. They are meeting to discuss why the project partner has not submitted their financial reporting.
7. A is an employee and B is their male team leader. A is requesting to work only half time for the next month due to urgent family commitments even though the project is behind on its implementation schedule.
8. A is the parent of an arrested protestor and B is the police officer in charge of the police station where the protestor is detained. A is requesting for her child to be released.

«There are always good reasons for bad behaviour»



Marshall Rosenberg sings "See me beautiful"

<https://www.youtube.com/watch?v=id14K96WdDU>

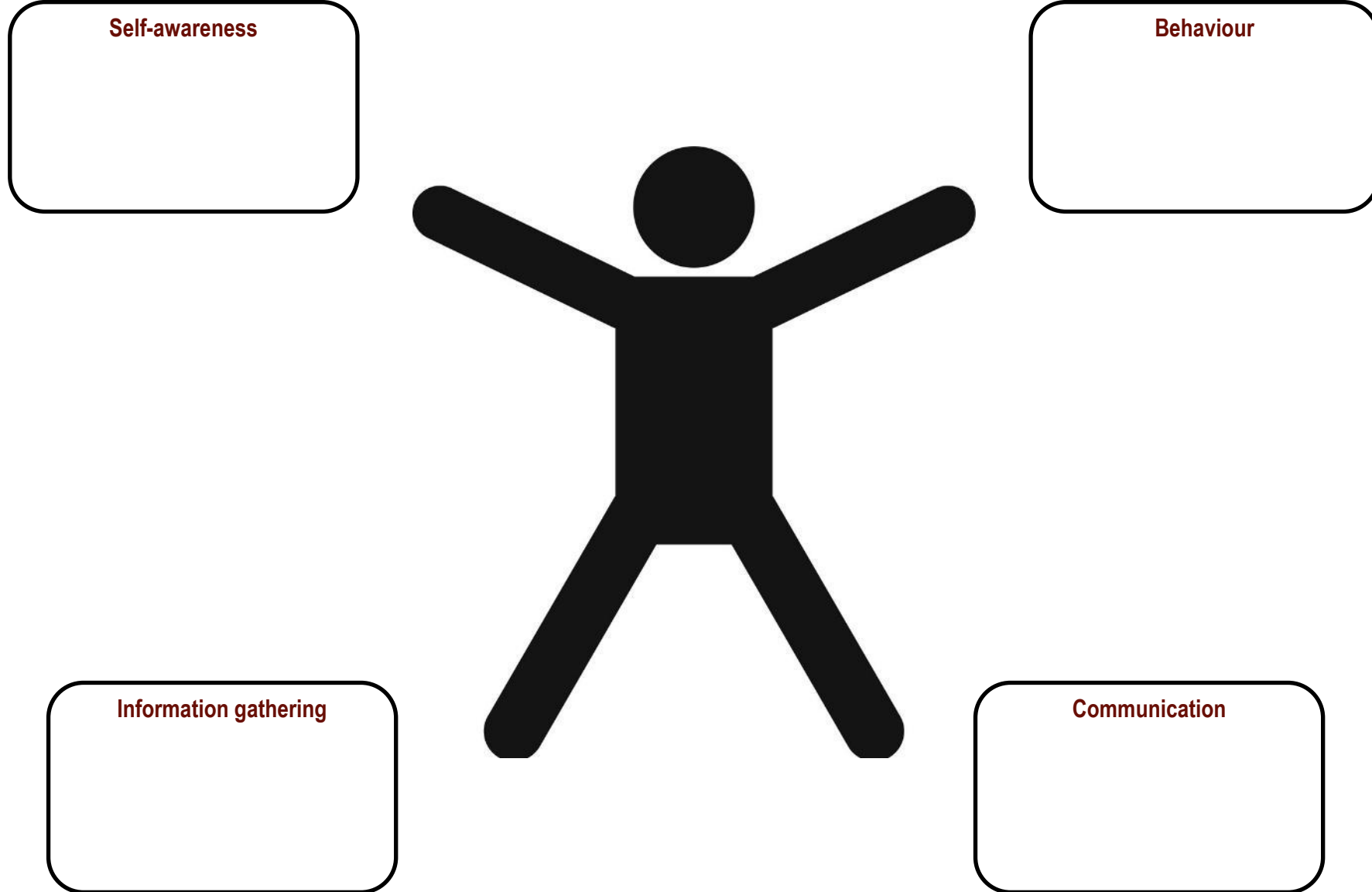
8. FINAL REFLECTIONS AND CONCLUSIONS

Personal takeaways

Shared responsibilities

Evaluation

4 essentials for a conflict sensitive me



In a nutshell

«Red» (divisive) thinking	«Green» (connecting) thinking
How can I defend myself?	How can I find a solution to work this out together with the other?
How can I get what I want, regardless of the other?	What could be the other's experiences, feelings, needs, dreams - and what are mine? How can we connect - and both get our needs met?
Creating more division, increasing tension	Trying to understand the other, creating connection
Using: <ul style="list-style-type: none">- Demands- Threat- Argumentation- Convincing- Lies- Manipulation- Force	Using: <ul style="list-style-type: none">- Empathy (imagining others' situation, feelings, needs)- Questions (different types: open, clarifying, etc.)- Active Listening (guessing feelings and needs)- Paraphrasing (transforming confrontative into connecting language)- NVC Formula (focus on observations, feelings, needs, requests)
Focusing on other as a threat → division	Focusing on other as a human → connection

Training course memo

To: [name of team]
From: [name of participant]
Date:
Topic: Being conflict sensitive training course

I attended the above-mentioned training course which was about ...

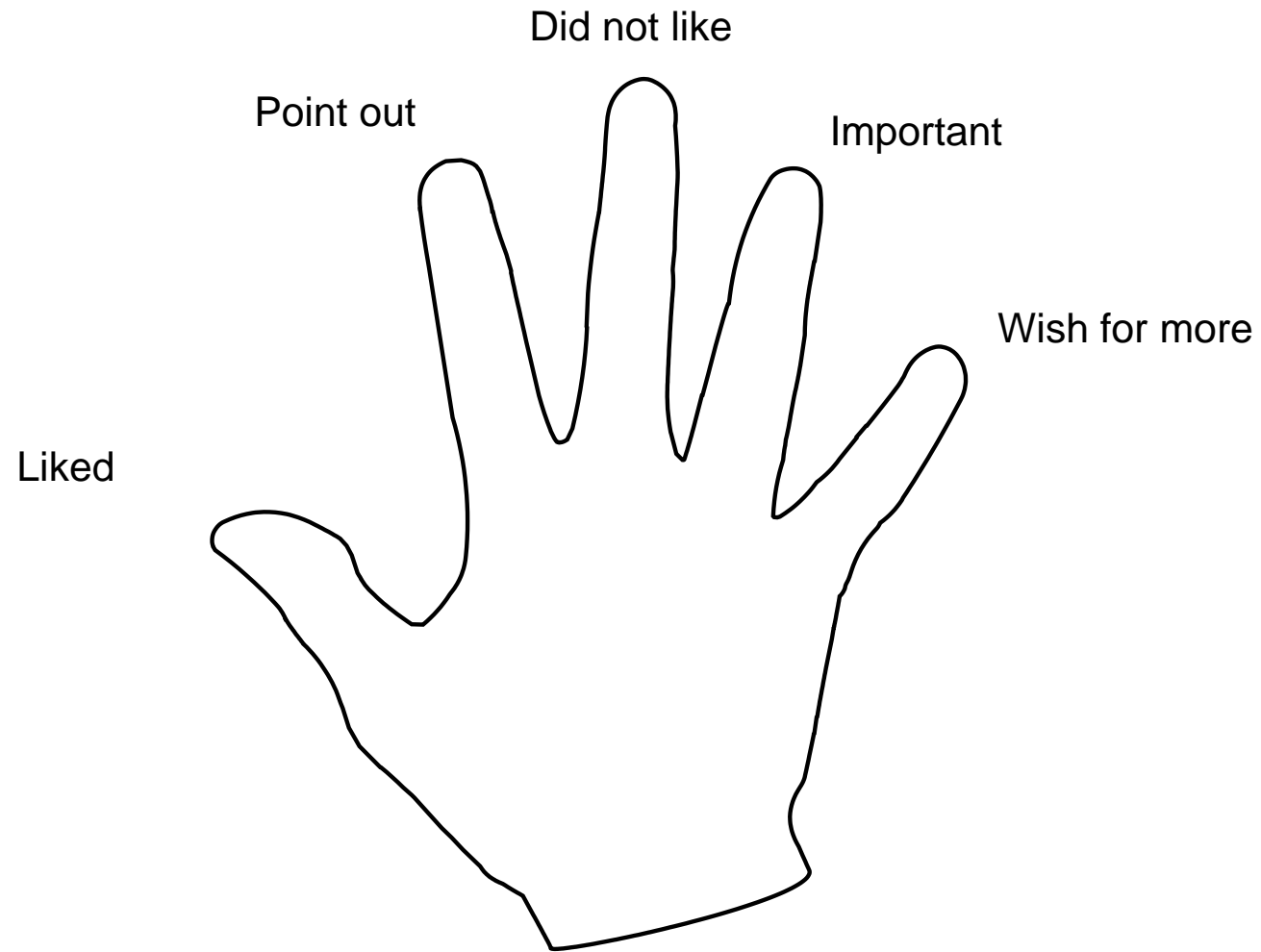
This was an important course because ...

One lesson I will take home and never forget is ...

One thing I will do differently in the future is ...

In order to ensure the team works in a conflict sensitive manner I propose ...

Finger feedback



ADDITIONAL RESOURCES

Extra slides, including for exercises mentioned in the annex to the trainers' manual

Conflict tree

How do you deal with conflict?



RAFT in communication

Scenario 1

You are a humanitarian organization implementing a project to supply water to internally-displaced people. You are constructing water systems in a number of IDP camps. One of your main criterion for camp selection, is that the camps be permanent camps. You are therefore not constructing water systems in temporary camps. Your local government counterparts have difficulty accepting that you are unwilling help the people in the temporary camps, who also need water. You have a meeting with the local district head to explain your approach

Scenario 2

Your organization has constructed a number of village boreholes. However, in several of the sites the water is not flowing. When your engineers go to investigate they discover that local people have thrown a number of traditional items down the holes, believing that these will help the water to come. You have a meeting with the village head to explain that your engineers will need to remove the items to fix the boreholes and to ask him to get people to stop throwing such items into the holes.

Scenario 3

You are planning a project on labour rights, working with trade unions to improve their negotiation skills in labour negotiations and to strengthen their capacity to educate their members on their labour rights. In order to start the project you need to get the approval of the authorities. You have submitted your project for approval to the authorities. You have learned through unofficial channels that Ministry of Labour is very concerned about your proposal as they believe it will increase conflict between the government and the union. You have been invited to a meeting with them to discuss your proposal.

Scenario 4

You administer a grant programme for local civil society initiatives to prevent violent extremism. The list of proposed grantees has to be approved by the steering group of the programme, which is made up of representatives of three government agencies. The steering group has only approved five grantees, although you submitted a list of 30 potential grantees who all meet the criteria. Their explanation is that the other applicants are not officially registered CSOs, although this was not one of the original criteria. You suspect the real reason is that they only want to benefit organizations close to the government. You have a meeting with one the steering group to try and persuade them to approve the other applications.

Sources of information

Scenario A: the WASH cluster has assigned you responsibility for doing hygiene promotion activities in a newly-established IDP camp in a district where you have not previously been operational. You need to gather information on the context to inform your conflict sensitivity analysis

Scenario B: you have won a UNICEF contract to rehabilitate the water supply for 10 schools in a district. You need to carry out a needs assessment to determine which of the schools in the district you select. As part of your needs assessment you need to collect information to inform you conflict sensitivity analysis.

Possible sources of information	Why the source may be unreliable
Ways to increase confidence in the information collected	

Paraphrasing Exercise I

Situation	Judgement	Reframing
Somebody. does not do their homework	You are lazy! You should do much more, or you will be doomed to fail!	Are you tired? Would you like to tank some energy? I haven't seen you do homework for the last 3 days. Is something happening?
Husband doesn't help in the household	Turn off that TV, and bring that garbage out: NOW! I can't stand seeing you being useless!	I worry about you coming home and shutting down. Is something happening? How are you doing? I feel frustrated when I work in the kitchen, and you are watching TV. I would really appreciate if you could help me more in the household, for example with the garbage, because I also need time to relax.
etc.		

Think about situations at work where you feel annoyed and are tempted to communicate in a judging way. How could you reframe what you'd intend to say, in a non-confrontative way? (Focus: your observations, feelings, needs, requests)

Paraphrasing Exercise II

Situation	How you'd spontaneously react	Reframing your spontaneous reaction
A colleague from a partner organisation shouts at you in an insulting way, to hurry up.	Hey, hey, hey. Slow down sir! Who do you think you are?! Who tells you you can talk to me like that? Ever heard about something called respect?	Are you annoyed because you think I should be faster? Do you feel stressed because there is a lot going on? (wait for colleague's reaction, if he says sth. like he's stressed, maybe go on, saying: so you are feeling really uneasy doing this, it seems, right..? Do you worry about your safety...?... Etc.)
An armed officer shouts at your team colleague.	«You are a liar! I am sure you work for the other side!»	You find it difficult to believe him. You worry that we could work for the other side. You would like to have some more clarity about what we do here, and why... etc.

Think about situations at work where someone judged you or insulted you or similar. Look for ways to show empathy, so the other person calms down. Remember that only when you have given them empathy, they will be able to listen to what you want to tell them.

Wrap-up: Your impressions of today

