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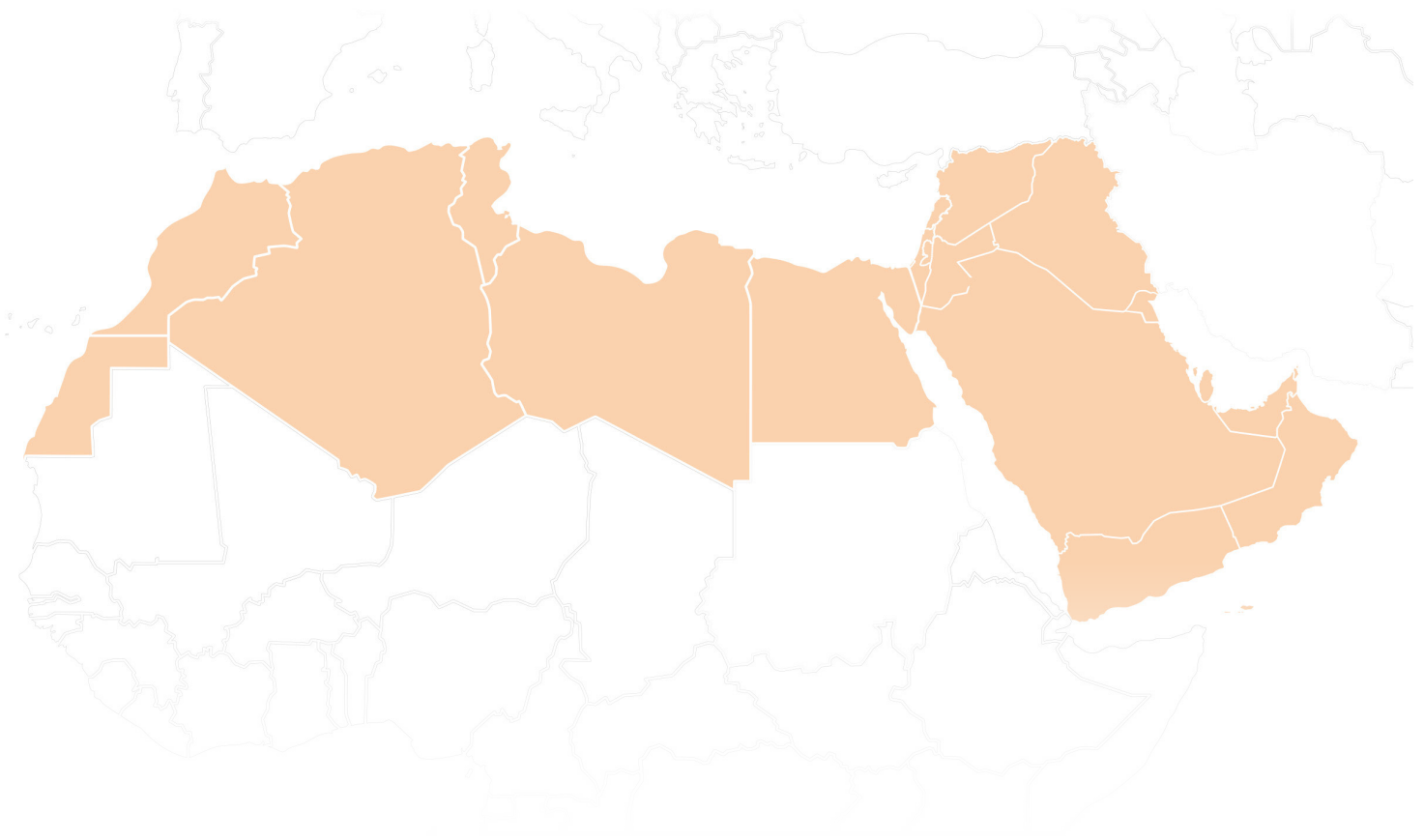


# **WORKPLACE NEGOTIATIONS GUIDE**

**TRAIN THE TRAINERS (TOT) MATERIALS**

**MIDDLE EAST AND NORTH AFRICA (MENA) REGION**



**Credits:**

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# WORKPLACE NEGOTIATIONS GUIDE

## TRAIN THE TRAINERS (TOT) MATERIALS

### MIDDLE EAST AND NORTH AFRICA (MENA) REGION



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Agricultural workers (Photo: Beate Simarud/NRC)



## 1 | Background

This **Train the Trainer (TOT) Guide** provides guidance and templates on how to conduct the **ICLA Workplace Negotiations training**. The training is designed for participants who are working (IDPs, refugees, migrant workers, members of the host community) as well as humanitarian professionals, including lawyers, livelihoods, youth and protection workers, but also NGO/CBO staff and community leaders/organisers.

The training can be conducted over **half a day, a full day or a full two-days**, depending on the audience. The **half-day training** is designed for participants/workers, whilst the **full-day** and **two-day trainings** are designed for humanitarian professionals or community-based actors. The training provides practical dispute resolution skills so should be customized to the local context and made interactive for trainees.

**Half-day trainings** on workplace negotiations can be included in **donor proposals** on work rights or livelihoods issues to show the direct practical application of employment law for participants and offer an alternative to resolving work related disputes, in the absence of avenues to interact with judicial bodies to claim these rights. **Full-day or two-day training** can also be included as part of capacity-building activities for NRC ICLA, Youth and Livelihoods staff and for partners. The **Annexes to the TOT Guide** include workshop agendas, suggestions for trainers on structuring the training, handouts and exercises for group work and role plays. A powerpoint presentation for the training is also available.



## 2 | Purpose of the training

**Disputes in the workplace** are one of the most stressful parts of any job. Workers are sometimes underpaid, asked to work excessive hours without pay or forced to work in difficult and unsafe conditions. Employers may refuse to pay wages, delay paying wages or abuse workers. Workers are scared of losing their jobs or having problems with employers or authorities, particularly if they are working informally. Sometimes, workers might not know how to deal with such a situation. The situation is often more complex for migrants and refugee workers, especially those working informally; without a work permit or legal status in a country. The **best approach** is for workers to find a way to protect their rights whilst minimizing any negative consequences, such as arguments with their employer or the risk of losing their jobs.

The **Workplace Negotiations Guide** helps train workers in good communication skills and negotiation techniques for issues arising in the workplace. It provides tips on how to raise issues with employers, deal with different types of employers, use effective communication and negotiations skills to find practical solutions and think about any negative consequences, such as loss of job, poor employer relationships or other issues. As workers are often in a weak position in the workplace, the Guide provides tips on how to improve their bargaining position and get the best outcome.



Palestinian herders (Photo: Ahmad Al Bazz/NRC)



### 3 | Learning objectives

Key learning objectives for **trainees** are as follows:

- ✓ Developing skills on weighing the **pros, cons and risks of taking action** on workplace issues and considering all possible options,
- ✓ Minimising the **risk of any harm**,
- ✓ Developing **effective negotiation techniques**,
- ✓ Learning how to **communicate clearly with an employer**,
- ✓ Identifying **practical solutions**,
- ✓ Dealing with **different types of employers**,
- ✓ Ensuring the **enforcement of agreements**.

Key learning objectives for **trainers** are as follows:

- ✓ Training workers in effective workplace negotiations techniques,
- ✓ Allowing trainees to share experiences on resolving disputes in the workplace,
- ✓ Ensuring that trainings are relevant, practical and participatory.



In the Camps (Photo: Beate Simarud/NRC)



## 4 | Topics covered

The training covers the following topics:

Topic	Summary
<b>1. Common workplace disputes</b>	This part covers common workplace disputes such as unpaid or underpaid wages, unfair dismissals, unsafe working conditions, and discrimination. It emphasizes defining the main disputes within the context where the training is being delivered and looks at tailored approaches based on the severity of the issue and its impact on the worker, considering factors like job loss or ongoing employment.
<b>2. Risks in taking action</b>	This part of the training covers the various risks associated with employer disputes, including job loss, threats, and violence. It highlights additional risks for informal workers such as detention and exploitation. It suggests approaches to mitigate these risks, including seeking legal advice and handling issues diplomatically to protect workers' rights effectively.
<b>3. Employment rights awareness</b>	This part focuses on the significance of rights awareness in safeguarding work rights. It emphasizes that understanding national labor laws and knowledge of rights enables workers to identify gaps in entitlements, negotiate effectively with employers, and make informed decisions regarding job opportunities.
<b>4. Self-Assessing Options</b>	This part guides workers through a self-assessment process when faced with work dispute issues. It encourages them to consider the importance of the issue, their employer's attitude and position, potential risks, relevant facts, knowledge of rights, impact on others, bargaining strengths, timing, consequences, and possible support/involvement of third parties. It encourages seeking advice and support before deciding whether to act, which could involve negotiating with the employer, or involving external parties. If negotiation is chosen, the training offers guidance on communication, understanding the employer's profile, and defining strategies.

Topic	Summary
<b>5. Negotiations and Communication Skills</b>	This part of the training covers effective communication and negotiation skills when dealing with workplace issues. It highlights different communication skills and approaches to raising issues with employers, including indirect and direct methods, and provides guidance on maintaining positive communication with the employer. Additionally, it offers strategies for dealing with different employer reactions and provides tips on using body language, avoiding confrontation, and showing appreciation during negotiations. Advanced bargaining techniques are also covered, along with case studies illustrating their application in real-life scenarios.
<b>6. Employer profiles</b>	This training section on employer profiles provides guidance on dealing with various types of employers in work-related disputes. It outlines tips for managing interactions with aggressive, responsive, non-responsive, reputation-conscious, provocative, avoidant, unpredictable, and compromising employers. The tips aim to help workers navigate negotiations effectively based on the specific characteristics and behaviors of their employers.
<b>7. Dispute Resolution by ICLA or third parties</b>	This section covers the role of ICLA and legal aid providers in supporting workers to protect their work rights. It suggests a set of activities that can be undertaken by ICLA such as: mapping of needs, identification of target group, designing interactive information sessions, digital information provision, counselling, trainings, accompaniment and coaching.
<b>8. Training others on workplace negotiation skills</b>	This part provides guidance to ICLA teams and trainees on how to design and deliver negotiation training to workers.



## 5 | Self-Help Guide

**To empower workers and help them to find their own solutions, the Guide uses a self-help approach.** Workers are in the best position to know their employer and how far they can push an issue. Sometimes there may be room for discussing the issue with an employer; other times the employer may be completely closed and hostile. Workers also have a good sense of protection and other risks, including the risk of loss of a job, reduced hours or being blacklisted by an employer.

Sometimes it can be more complicated to get other people involved. This may make the employer more defensive or escalate the issue. Whilst making formal complaints or taking cases to court is always an option, it's normally best to see if a quick, practical solution can be found that can maintain a good relationship with the employer. If this doesn't work, other options can always be tried, including getting a friend, community leader or lawyer to negotiate.



Reaching agreement over tea (Photo: Beate Simarud/NRC)

## 6 | Usage of Guide

NRC staff, including ICLA, Livelihoods and Youth staff, can use the Guide to train workers in workplace negotiation techniques. Such skills can be as important for workers as knowing about their work rights.

**Good communication and negotiation skills are also life skills.** They can be used in a large range of situations, including disputes with landlords, with family, in business or with neighbours or friends. By training workers in basic life skills, NRC is empowering participants to **minimize protection risks and maximise life opportunities whatever situation they may find themselves in.**

Depending on the time available staff can conduct three different types of trainings:

- **Basic training (3 hours).** This covers the basics and might be most manageable for many workers. They can be included in donor proposals in the same way that information sessions are included.
- **One day training (6 hours).** This is suitable for training workers, community leaders or NGO staff. This training will be sufficient for them to train other workers.
- **Full training (2 days - 12 hours).** This is the advanced training for NRC staff. Day 1 of the training teaches workplace negotiations skills. Day 2 provides TOT skills so that staff can train workers.

## 7 | Target audience

The **main target audience** is participants/workers. This includes IDPs, refugees, members of the host community and migrants. The training is suitable for **all workers**, including those who are working informally or without work permits. In fact, the training is especially designed for vulnerable workers. However, the training can also be used for members of the host community, who also suffer work right violations.

The **secondary audience** is staff from other organisations who are working with vulnerable workers. This can include CBOs, NGOs, community leaders, volunteers or incentive workers.





## 8 | Participant numbers

**Ideal participant numbers per workshop are 15-20 persons.** As the workshop is designed to be interactive and participatory, higher participant numbers might reduce the impact.



## 9 | Training approach

In the past, some ICLA participants have found the information in work rights information sessions of little practical relevance to them. They think that as refugees or vulnerable workers they have no rights in practice and no power to change anything or claim their rights. They feel that employers can do anything they want.

The current training is intended to be **practical and relevant**, even for people who feel they have little leverage in the workplace. Through role plays and learning from each other's experiences, workers will leave the training with new ideas and approaches. The key principles of the training are as follows:

- **Awareness.** The training should start with a brief summary of work rights in the country. Knowledge of your own rights is key to protecting those rights.
- **Interactive.** The training should be stimulating and fun, encouraging questions and comments from the trainees. This is the best way to promote learning retention.
- **Role plays.** Practice disputes between employers and employees should be conducted during the training so that trainees can test their skills during the training.
- **Mutual learning.** Everyone has had difficult bosses or workplace disputes at some time. Workers should share their experiences and practical tips for resolving disputes with each other.

As the training is intended to be interactive, it's important that the trainers facilitate the training well. This means:

- Sticking to the start and finish times of sessions.
- Asking questions of trainees during sessions. For example, have you experienced any workplace disputes? How did you deal with them?
- Organising teams for group work.
- Selecting trainees to join in the role plays, especially the employer and employee.



Home Repairs (Photo: Tina Abu Hanna/NRC)



## 10 | Structuring the training

The training should be adjusted according to the training duration (half day, full day, 2 days), the audience and the context. The key elements are as follows:

A-Z

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### Training Materials

The four main training materials are:

- **The Workplace Negotiations Guide (WNG).** This contains the content of the training and is available online in [English](#) and [Arabic](#).
- **WNG TOT guide.** This contains the workshop agendas, exercises and role plays, handouts and information for trainers.
- **Employment Rights Guides.** These guides provide comprehensive information on employment law in Iraq, Jordan, Lebanon and Syria and are useful for the training session on rights awareness. The guides are available in English and Arabic at the following link; [The Right to Decent Work: Employment Rights Guides in the Middle East | NRC](#).
- **Powerpoint.** The powerpoint training is available in the [ICLA MENA](#) resources folder and can be adapted to the context.



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### Preparation for training

- Trainers should be ICLA staff trained in conducting workshops with a good knowledge of employment rights and principles of dispute resolution.
- The ideal workshop size is between 15-20 trainees.

- Equipment and resources necessary for the training include laptop and projector for the powerpoint presentation, microphone and sound system, handouts for participants, flip chart, large sheets of white paper for group work presentations and space for the role plays at the front of the training room.
- The training can also be done online, or hybrid, although it will be hard to do role plays online. Some careful coordination will be necessary for group work online.
- Handouts should be printed in advance of the training, as well as the exercises, attendance sheet and workshop assessment to be completed at the end of the workshop.
- The powerpoint presentation is available in the ICLA MENA regional folder and can be changed to suit the workshop as necessary.



## 10 3 During the training

- To make sure the training is most relevant to participants, use examples from the local context for work rights disputes and risks. Refer to the local law and practice. Encourage participants to share practical examples from their context.
- Icebreakers can be a good idea, particularly at the start of the day, and after coffee breaks and lunch.
- Provide clear instructions on group work and leave the questions up on the projector so that groups can refer back to them.
- Choose participants who are interested and engaged for the role plays and encourage the employer to be tough, lively, intimidating, funny, etc.
- Reinforce the training messages throughout the training, i.e good, clear and practical communication to leverage the best outcome.



## 11 | Monitoring training usage

- At the end of the training, trainees should complete the M and E assessment included in Annex 3. This is necessary for ICLA's training reporting requirements but will also tell us which parts of the training were useful and relevant and which parts can be improved.
- More important is follow-up with trainees after a few weeks (if possible) to see if they've been able to put any of the training into practice in the workplace, with bosses or colleagues. Suggested questions are contained in Annex 4.

## Annexes



### ANNEX 1 AGENDAS FOR PARTICIPANTS AND TRAINERS

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## BASIC TRAINING

### HALF-DAY TRAINING - PARTICIPANTS AGENDA

Time	Session	Session Details
09.00-09.15	Introduction and Training Objectives	<ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Training objectives; developing good communication, negotiations, and dispute resolution skills in the workplace.</li> <li>• Dealing with different workplace disputes and different types of employers.</li> </ul>
09.15-09.45	Common workplace disputes	<ul style="list-style-type: none"> <li>• Common disputes arising in the workplace, (non-payment, overtime, long hours, poor working conditions).</li> </ul>
09.45-10.15	Dealing with risks	<ul style="list-style-type: none"> <li>• Risks of raising workplace issues, (risk of losing job, poor relationship with employer, employer causing problems).</li> <li>• Ways of reducing risk.</li> </ul>
10.15-10.30	Work rights	<ul style="list-style-type: none"> <li>• Refresher on basic work rights and entitlements under national law, including wage payment, leave, social security, protection from unfair dismissal.</li> </ul>
10.30-10.45	<b>BREAK</b>	
10.45-11.30	Communication and Negotiation Skills	<ul style="list-style-type: none"> <li>• Good communication and negotiation techniques.</li> <li>• Clear, calm, and effective communication.</li> <li>• Practical solutions.</li> <li>• Dealing with different types of employers.</li> <li>• Group exercise on self-assessment of risks.</li> </ul>
11.30-12.00	Practical skills	<ul style="list-style-type: none"> <li>• Role plays.</li> <li>• Practical approaches and finding solutions.</li> </ul>
	<b>END</b>	



Time	Session	Session Structure for Trainers	Materials/Group Work
09.00-09.15	<b>Introduction and Training Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce yourself and NRC.</li> <li>• Explain the purpose of the training, i.e. to help develop skills for effective negotiations of disputes in the workplace.</li> <li>• Explain that the training is interactive, and trainees are invited to participate, ask questions and share experiences.</li> <li>• Tell trainees that even if they don't have any disputes in the workplace at present, the training is useful for general good workplace communication as well as for possible future disputes. Or they can help colleagues who ask them for advice on workplace issues.</li> <li>• Ask for volunteers for a role play to be conducted at the end of the training. One volunteer will be the employer and another the employee.</li> <li>• Explain the role play to the two role players during the coffee break.</li> </ul>	Ask for volunteers for later role play.
09.15-09.45	<b>Common workplace disputes</b>	<ul style="list-style-type: none"> <li>• Outline some of the most common workplace disputes (WNG, section 4.3).</li> <li>• Ask trainees to describe any workplace disputes they've experienced or that friends or work colleagues have experienced.</li> <li>• Did they resolve the disputes?</li> </ul>	WNG Guide (section 4.3) Ask trainees to share workplace experiences.
09.45-10.15	<b>Dealing with risks</b>	<ul style="list-style-type: none"> <li>• Outline some of the typical risks in raising a workplace dispute, such as the risk of losing your job. (WNG, section 5)</li> <li>• Ask trainees what risks exist when raising a workplace issue. How do they deal with such risks in practice? Ask if anyone has any good tips to share.</li> <li>• If there's time, use the scenarios in 'approaches to reducing or mitigating risk' (WNG, section 5.3) as a tool. What can you do if there's a risk of being labelled a troublemaker, losing your job, being threatened by an employer?</li> </ul>	WNG (section 5). Ask trainees about risks they have dealt with in the workplace. Any tips? WNG (section 5.3).

Time	Session	Session Structure for Trainers	Materials/Group Work
10.15-10.30	Work rights	<ul style="list-style-type: none"> <li>Briefly set out some of the main employment rights in the context. This can include; minimum wage, annual leave, sick leave, overtime, social security, grounds for termination or dismissal. For details go to the Country Employment Rights Guide on the <a href="#">MENA Decent Work Page</a> (Iraq, Jordan, Lebanon, Syria).</li> </ul>	<a href="#">MENA Decent Work Page</a>
10.30-10.45	<b>BREAK</b>		
10.45-11.30	Communication and Negotiation Skills	<ul style="list-style-type: none"> <li>Set out some of the main communication and negotiations skills contained in the WNG (section 8.2). Ask if trainees have any other tips or suggestions on good communication skills.</li> <li>Discuss different employer profiles (WNG, section 9.2). Ask how trainees would deal with an aggressive employer or an employer who avoids dealing with issues?</li> <li>Read out one or two of the Self-Assessment Exercises and ask trainees to self-assess risks and good approaches using the self-assessment checklist (Handout 2).</li> </ul>	WNG (section 8.2). WNG (section 9.2). Ask trainees about good communication skills. Self-Assessment Exercise.
11.30-12.00	Practical skills	<ul style="list-style-type: none"> <li>Introduce the role play and read it out one of the Role Plays.</li> <li>Set up two chairs for the role players at the front of the room.</li> <li>Ask the employee to try and resolve the issue with the employer using some of the communication and negotiations techniques they've learned.</li> <li>If there's time, ask the trainees how they thought the dispute was handled. Would they have done anything differently?</li> </ul>	Role Play Exercise.
<b>END</b>			



Time	Session	Session Details
09.00-09.15	<b>Introduction and training objectives</b>	<ul style="list-style-type: none"> <li>• Introduction.</li> <li>• Training objectives; developing good communication, negotiations, and dispute resolution skills in the workplace.</li> <li>• Dealing with different workplace disputes and different types of employers.</li> </ul>
09.15-09.45	<b>Common workplace disputes</b>	<ul style="list-style-type: none"> <li>• Common disputes arising in the workplace, (non-payment, overtime, long hours, poor working conditions).</li> </ul>
09.45-10.15	<b>Dealing with risks</b>	<ul style="list-style-type: none"> <li>• Risks of raising workplace issues, (risk of losing job, poor relationship with employer, employer causing problems).</li> <li>• Ways of reducing risk.</li> </ul>
10.15-10.45	<b>Work rights</b>	<ul style="list-style-type: none"> <li>• Refresher on basic work rights and entitlements under national law, including wage payment, leave, social security, protection from unfair dismissal.</li> </ul>
10.45-11.00	<b>BREAK</b>	
11.00-12.00	<b>Self-assessing options</b>	<ul style="list-style-type: none"> <li>• Assessing pros and cons of taking action.</li> <li>• Use of self-assessment checklist.</li> <li>• Group exercise using self-assessment checklist.</li> </ul>
12.00-12.30	<b>LUNCH</b>	
12.30-13.30	<b>Effective communication and negotiation skills</b>	<ul style="list-style-type: none"> <li>• Communications skills during negotiations.</li> <li>• Clear, respectful, practical communication as part of the negotiation process.</li> <li>• Dealing with negative responses.</li> <li>• Deciding the best approach in the circumstances.</li> </ul>
13.30-14.00	<b>Vulnerable workers</b>	<ul style="list-style-type: none"> <li>• Approaches for workers who are particularly vulnerable; women, youth, persons with disabilities, refugee or migrant workers.</li> </ul>
14.00-15.00	<b>Dealing with employers</b>	<ul style="list-style-type: none"> <li>• Different approaches to different employers (aggressive, reasonable, stubborn, delaying).</li> <li>• Role plays.</li> </ul>
15.00-15.15	<b>BREAK</b>	
15.15-16.15	<b>Training others</b>	<ul style="list-style-type: none"> <li>• Interactive training techniques.</li> <li>• Shared learning.</li> <li>• Role plays.</li> </ul>
	<b>END</b>	



Time	Session	Session Structure for Trainers	Materials/Group Work
09.00-09.15	<b>Introduction and Training Objectives</b>	<ul style="list-style-type: none"> <li>• Introduce yourself and NRC.</li> <li>• Explain the purpose of the training, i.e. to help develop skills for effective negotiation of disputes in the workplace.</li> <li>• Explain that the training is interactive, and trainees are invited to participate, ask questions and share experiences.</li> <li>• Tell trainees that even if they don't have any disputes in the workplace at present, the training is useful for general good workplace communication as well as for possible future disputes. Or they can help colleagues who ask them for advice on workplace issues.</li> <li>• Ask for volunteers for a role play to be conducted at the end of the training. One volunteer will be the employer and another the employee.</li> <li>• Explain the role play to the two role players during the coffee break.</li> </ul>	Ask for volunteers for later role play.
09.15-09.45	<b>Common workplace disputes</b>	<ul style="list-style-type: none"> <li>• Outline some of the most common workplace disputes (WNG, section 4.3).</li> <li>• Ask trainees to describe any workplace disputes they've experienced or that friends of work colleagues have experienced.</li> <li>• Did they resolve the disputes?</li> </ul>	WNG Guide (section 4.3) Ask trainees to share workplace experiences.
09.45-10.15	<b>Dealing with risks</b>	<ul style="list-style-type: none"> <li>• Outline some of the typical risks in raising a workplace dispute, such as the risk of losing your job. (WNG, section 5).</li> <li>• Ask trainees what risks exist when raising a workplace dispute? How do they deal with such risks in practice? Ask if anyone has any good tips to share?</li> <li>• If there's time, use the scenarios in 'approaches to reducing or mitigating risk' (WNG, section 5.3) as a tool. What can you do if there's a risk of being labelled a troublemaker, losing your job, being threatened by an employer?</li> </ul>	WNG (section 5) Ask trainees what risks exist in raising workplace disputes. Ask them for tips.



Time	Session	Session Structure for Trainers	Materials/Group Work
10.15-10.45	Work rights	<ul style="list-style-type: none"> <li>Briefly set out some of the main employment rights in the context. This can include; minimum wage, annual leave, sick leave, overtime, social security, grounds for termination or dismissal. For details you can go to the Country Employment Rights Guide on the <a href="#">MENA Decent Work Page</a> (Iraq, Jordan, Lebanon, Syria).</li> </ul>	<a href="#">MENA Decent Work Page</a>
10.45-11.00	<b>BREAK</b>		
11.00-12.00	Self-assessing options	<ul style="list-style-type: none"> <li>Introduce the Self-Assessment checklist.</li> <li>Go through the checklist (20 mins).</li> <li>Divide into groups and ask trainees to self-assess risks and good approaches using the self-assessment checklist (handout 2). Each group should get a different exercise.</li> <li>20 mins discussions in groups, 20 mins for each group to present. What are the pros and cons for the workers in their situation? Should they take action or not? What are the risks? What's the best course of action?</li> </ul>	WNG (section 7). Self-Assessment Checklist Handout. Self-Assessment Exercise. Group work.
12.00-12.30	<b>LUNCH</b>		
12.30-13.30	Effective communication and negotiation skills	<ul style="list-style-type: none"> <li>Go through the main communication and negotiations skills contained in the WNG (section 8.2).</li> <li>Ask if trainees have any other tips or suggestions on good communication skills?</li> <li>Use the Communication and Negotiations Skills Exercise to match different communication techniques for different workplace situations.</li> </ul>	WNG (section 8.2). Communication and Negotiation Skills Exercise.
13.30-14.00	Vulnerable workers	<ul style="list-style-type: none"> <li>Go through the groups of vulnerable workers. (WNG section 3.3).</li> <li>Ask trainees why these groups are vulnerable? Is there anything they can do to improve their bargaining situation?</li> <li>How about refugees/migrants working without a work permit? How can they protect themselves? (WNG, Section 3.1-3.2).</li> </ul>	WNG (section 3.3). WNG (sections 3.1-3.2).



Time	Session	Session Structure for Trainers	Materials/Group Work
14.00-15.00	Dealing with employers	<ul style="list-style-type: none"> <li>• Discuss different employer profiles (WNG, section 9.2).</li> <li>• Show each powerpoint profile of an employer.</li> <li>• Ask trainees to imagine what sort of employer they might be.</li> <li>• What communication or negotiation technique would they use with them?</li> </ul>	WNG (section 9.2) Employer profiles powerpoint.
15.00-15.15	<b>BREAK</b>		
15.15-16.15	Training others	<ul style="list-style-type: none"> <li>• The last session focuses on how to train workers in communication and negotiations skills in the workplace. (WNG, section 11.2).</li> <li>• Training for workers should be practical, relevant to their situation and interesting. Trainees should leave the training with a couple of key messages about their work rights and good communication techniques.</li> <li>• Ask trainees to pick 3 main communication/negotiation techniques.</li> <li>• Divide into groups. Ask them to develop and present a short training structure for workplace negotiations for a 3 hour training.</li> <li>• Present exercise – Designing Workplace Negotiations Sessions.</li> </ul>	WNG (section 11.2) Designing Workplace Negotiations Training Exercise.
<b>END</b>			



**DAY 1 – DISPUTES, RISKS AND EFFECTIVE WORKPLACE COMMUNICATION AND NEGOTIATION SKILLS**

Time	Session	Session Details
09.00-09.15	<b>COFFEE</b>	
09.15-09.30	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Background to work rights disputes.</li> </ul>
09.30-09.45	<b>Training objectives</b>	<ul style="list-style-type: none"> <li>• Day 1- Better understanding of communication and negotiation techniques.</li> <li>• Day 2- Developing training programmes for workers.</li> </ul>
09.45-10.15	<b>Right to work and rights awareness</b>	<ul style="list-style-type: none"> <li>• The right to work in international law.</li> <li>• International labour standards.</li> <li>• National labour framework.</li> <li>• Knowledge of rights to improve bargaining position.</li> </ul>
10.15-10.30	<b>BREAK</b>	
10.30-11.00	<b>Difficult workplace environments</b>	<ul style="list-style-type: none"> <li>• Common disputes at workplace.</li> <li>• Difficult workplace environments.</li> </ul>
11.00-11.30	<b>Vulnerable workers</b>	<ul style="list-style-type: none"> <li>• Identification of different groups of vulnerable workers.</li> </ul>
11.30-12.30	<b>Risks, self-assessment and mitigation of risks</b>	<ul style="list-style-type: none"> <li>• Assessing risks/reducing risks.</li> <li>• Should I take action or not?</li> <li>• Self-Assessment checklist.</li> <li>• Developing approaches to reduce risk.</li> </ul>
12.30-13.30	<b>LUNCH</b>	
13.30-14.45	<b>Risks, self-assessment and mitigation of risks</b>	<ul style="list-style-type: none"> <li>• Group work on self-assessment checklist.</li> </ul>
14.45-15.00	<b>BREAK</b>	
15.00-16.30	<b>Effective communication and negotiation skills</b>	<ul style="list-style-type: none"> <li>• Communications skills during negotiations.</li> <li>• Clear, respectful, practical communication as part of the negotiation process.</li> <li>• Dealing with negative responses.</li> <li>• Deciding the best approach in the circumstances.</li> </ul>
<b>END OF DAY 1</b>		

**DAY 2 – EMPLOYER PROFILES, ENFORCEMENT AND TRAINING WORKERS IN NEGOTIATION SKILLS**

Time	Session	Session Details	
09.00-09.15	COFFEE		
09.15-10.45	Employer Profiles	<b>Role plays</b> <ul style="list-style-type: none"> <li>• Aggressive employer.</li> <li>• Responsive employer.</li> <li>• Stubborn employer.</li> <li>• Dominant employer.</li> <li>• Reputation-focused employer.</li> </ul>	<b>Tailoring responses to different employers</b> <ul style="list-style-type: none"> <li>• Provocative employer.</li> <li>• Employers who avoid the issue.</li> <li>• Unpredictable employer.</li> <li>• Compromising employer.</li> </ul>
10.45-11.00	BREAK		
11.00-11.30	Enforcement	<ul style="list-style-type: none"> <li>• Strategies and approaches to ensure agreements are implemented in practice.</li> <li>• Role of legal aid providers and litigation.</li> </ul>	
11.30-12.30	Designing negotiations training for workers	<ul style="list-style-type: none"> <li>• Understanding the context.</li> <li>• Interactive information sessions.</li> </ul>	
12.30-13.00	Conducting Training Sessions	<ul style="list-style-type: none"> <li>• Delivery of work rights information sessions by teams.</li> </ul>	
13.00-14.00	LUNCH		
14.00-15.00	Conducting Training Sessions	<ul style="list-style-type: none"> <li>• Delivery of training sessions to workers on communication/ negotiations skills.</li> </ul>	
15.00-16.00	Dispute resolution	<ul style="list-style-type: none"> <li>• Testing different types of disputes and negotiating tactics.</li> <li>• Role plays.</li> </ul>	
16.00-16.30	Wrap Up	<ul style="list-style-type: none"> <li>• Key takeaways and training tips.</li> </ul>	
END OF TRAINING WORKSHOP			



DAY 1 – DISPUTES, RISKS AND EFFECTIVE WORKPLACE COMMUNICATION AND NEGOTIATION SKILLS			
Time	Session	Session Structure for Trainers	Materials/Group work
09.00-09.15	COFFEE		
09.15-09.30	<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Introduce yourself and NRC.</li> <li>• Ask trainees to introduce themselves, where they work, what they would like to get out of the training. Put up post-it stickers on trainee expectations. This can be used at the end of Day 1 or Day 2 to check whether objectives were met.</li> <li>• Explain that the training is interactive, and trainees are invited to participate, ask questions and share experiences.</li> </ul>	
09.30-09.45	<b>Training objectives</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of the training, i.e. to help develop skills for effective negotiations of disputes in the workplace.</li> <li>• Day 1- Better understanding of communication and negotiation techniques in the workplace. Dealing with common disputes, risks for workers and communication techniques</li> <li>• Day 2- Developing training programmes for workers. Dealing with different types of employers and enforcement of solutions to disputes, but also how to train workers and how to develop a good training agenda. Workers should leave with practical and useful tips at the end of the training.</li> </ul>	
09.45-10.15	<b>Right to work and rights awareness</b>	<ul style="list-style-type: none"> <li>• Summarise the right to work in international law as well the fundamental ILO labour standards (WNG sections 2.1-2.2)</li> <li>• Briefly set out some of the main employment rights in the context. This can include; minimum wage, annual leave, sick leave, overtime, social security, grounds for termination or dismissal. For details you can go to the Country Employment Rights Guide on the <a href="#">MENA Decent Work Page</a> (Iraq, Jordan, Lebanon, Syria).</li> <li>• Explain how improved awareness of work rights is the first step towards good negotiations.</li> </ul>	WNG (sections 2.1-2.2 <a href="#">MENA Decent Work Page</a> )

Time	Session	Session Details	Materials/Group work
10.15-10.30	<b>BREAK</b>		
10.30-11.00	<b>Difficult workplace environments</b>	<ul style="list-style-type: none"> <li>Outline some of the most common workplace disputes (WNG, section 4.3) and difficult workplace environments (WNG, section 4.2).</li> <li>Ask trainees to describe any workplace disputes they've experienced or that friends of work colleagues have experienced.</li> <li>Were they able to resolve the disputes?</li> </ul>	WNG (sections 4.2-4.3). Ask about trainee experiences.
11.00-11.30	<b>Vulnerable workers</b>	<ul style="list-style-type: none"> <li>Go through the vulnerable worker groups. (WNG Section 3.3).</li> <li>Ask trainees why these groups are vulnerable? Is there anything they can do to improve their bargaining situation?</li> <li>How about refugees/migrants working without a work permit? How can they protect themselves? (WNG, Section 3.1-3.2).</li> </ul>	WNG (section 3.3). WNG (section 3.1-3.2). Ask how can vulnerable workers protect themselves.
11.30-12.30	<b>Risks, self-assessment and mitigation of risks</b>	<ul style="list-style-type: none"> <li>Outline some of the typical risks in raising a workplace dispute, such as the risk of losing your job. (WNG, section 5).</li> <li>Ask trainees what risks exist when raising a workplace dispute? How do they deal with such risks in practice? Ask if anyone has any good tips to share?</li> <li>If there's time, use the scenarios in 'approaches to reducing or mitigating risk' (WNG, section 5.3) as a tool. What can you do if there's a risk of being labelled a troublemaker, losing your job, being threatened by an employer?</li> </ul>	WNG (section 5). Ask about trainee experiences.
12.30-13.30	<b>LUNCH</b>		
13.30-14.45	<b>Risks, self-assessment and mitigation of risks</b>	<ul style="list-style-type: none"> <li>Introduce the Self-Assessment checklist.</li> <li>Go through the checklist (20 mins).</li> <li>Divide into groups and ask trainees to self-assess risks and good approaches using the self-assessment checklist (handout 2) 20 mins discussions in groups, 20 mins for each group to present. What are the pros and cons for the worker in their situation? Should they take action or not? What are the risks? What's the best course of action?</li> </ul>	WNG (section 7). Self-assessment Handout. Self-assessment Exercise.
14.45-15.00	<b>BREAK</b>		



Time	Session	Session Details	Materials/Group work
15.00-16.30	<b>Effective communication and negotiation skills</b>	<ul style="list-style-type: none"> <li>Go through the main communication and negotiations skills contained in the WNG (section 8.2) (45 mins).</li> <li>Ask if trainees have any other tips or suggestions on good communication skills? (15 mins).</li> <li>Use the Communication and Negotiations Skills Exercise to match different communication techniques for different workplace situations (30 mins).</li> </ul>	WNG (section 8.2). Communication and Negotiations Handout. Communication and Negotiations Exercise.
<b>END OF DAY 1</b>			
<b>DAY 2 – EMPLOYER PROFILES, ENFORCEMENT AND TRAINING WORKERS IN NEGOTIATION SKILLS</b>			
Time	Session	Session Details	Materials/Group work
09.00-09.15	<b>COFFEE</b>		
09.15-10.45	<b>Employer Profiles</b>	<ul style="list-style-type: none"> <li>Discuss different employer profiles (WNG, section 9.2).</li> <li>Show each powerpoint profile of an employer.</li> <li>Ask trainees to imagine what sort of employer they might be.</li> <li>What communication or negotiation technique would they use with them?</li> </ul>	WNG (section 9.2). Show employer profiles.
10.45-11.00	<b>BREAK</b>		
11.00-11.30	<b>Enforcement</b>	<ul style="list-style-type: none"> <li>Discuss strategies and approaches to ensure agreements are implemented in practice (WNG, sections 10-11).</li> <li>Discuss the role of legal aid providers and litigation (WNG, section 11).</li> <li>Ask trainees about their experiences with involving third parties, such as lawyers, to help negotiate disputes. Is it realistic for workers? Has it been effective?</li> </ul>	WNG (sections 10-11) Ask trainees about legal interventions.
11.30-12.30	<b>Designing negotiations training for workers</b>	<ul style="list-style-type: none"> <li>Explain that the rest of the day will focus on how to train workers in communication and negotiations skills in the workplace.</li> <li>Training for workers should be practical, relevant to their situation and interesting. They should leave the training with a couple of key messages about their work rights and good communication techniques.</li> <li>Present on design of negotiations training tips (WNG, section 11.2).</li> <li>Ask trainees to pick 3 main communication/negotiation techniques.</li> <li>Divide into groups. Ask them to develop and present a short training structure for workplace negotiations for a 3-hour training.</li> </ul>	WNG (section 11.2) Design of Workplace Negotiations Training Exercise.



Time	Session	Session Details	Materials/Group work
12.30-13.00	Conducting Training Sessions	<ul style="list-style-type: none"> <li>Groups to present a short interactive information session on work rights awareness for their particular groups (youth, women, daily workers, agricultural workers, refugees).</li> <li>Each group to highlight three takeaway messages.</li> <li>Feedback from audience. Was the information targeted? Relevant? Interesting?</li> </ul>	Design of Workplace Negotiations Training Exercise.
13.00-14.00	<b>LUNCH</b>		
14.00-15.00	Conducting Training Sessions	<ul style="list-style-type: none"> <li>Introduce the session by reinforcing the key elements of a good, practical training, namely               <ol style="list-style-type: none"> <li>(1) relevance to the context,</li> <li>(2) participant/worker interaction and sharing of their own experiences,</li> <li>(3) interactive and interesting to ensure maximum knowledge of retention,</li> <li>(4) practice - conducting dispute resolution in practice.</li> </ol> </li> <li>Each group to then present the structure of their training programme (for youth, women, daily workers, agricultural workers, refugees).</li> <li>Feedback from audience. Was the information targeted? Relevant? Interesting?</li> </ul>	Design of Workplace Negotiations Training Exercise.
15.00-16.00	Dispute resolution	<ul style="list-style-type: none"> <li>The last session include 2 role plays. Pick 2 teams, each with an employer and employee.</li> <li>Give the teams 20 mins each to read the exercise and prepare their role play</li> <li>Each team will conduct the role play in front of the others.</li> <li>What's the feedback? Did the employee deal with the disputes well? What more could they have done?</li> </ul>	Role plays.
16.00-16.30	Wrap Up	<ul style="list-style-type: none"> <li>Summary of main learning.</li> <li>Ask trainees if the training was useful. Did they learn anything new?</li> <li>Ask them to complete the training evaluation form.</li> </ul>	
<b>END OF TRAINING WORKSHOP</b>			







### SELF-ASSESSMENT OF RISKS



#### Approach

- Divide trainees into groups of 4-5, depending on the size of the group.
- Each group will be allocated a scenario below and asked to assess the pros and cons of taking action (20 mins). One group representative will then present their assessment.
- Trainees should use the Self-Assessment Checklist as a guide to issues to cover (Handout 2).

See **Exercises** to print out below.

### EFFECTIVE COMMUNICATION SKILLS



#### Approach

- Present the following scenarios to the group on the powerpoint presentation in plenary.
- Ask trainees which communication or negotiation technique is best suited to each situation and why they chose it.

#### Examples

- The employer is busy and always running around. He never has any time to talk or to discuss work issues.
- The employer is going through a difficult personal situation at home and is very stressed.
- The business is not going well, and the employer is in financial hardship.
- The employer knows that there are many daily workers prepared to work for him without complaint, so he is very tough on workers and expects them to work hard and do overtime for no pay.
- You asked to be paid overtime for working extra hours. The employer says you're a troublemaker and he's not paying overtime. Next time you ask for overtime, he says he'll dismiss you.
- You have worked for the employer for many years at the same pay. The cost of living has gone up a lot and it's difficult for you to survive on the same wage.
- One of your work colleagues doesn't like you and is always humiliating you. He's criticised you to your boss and wants to have you dismissed.
- You break your hand at work and need to take some time off.
- The employer reduces your wages for one week as she says you didn't work hard enough that week.
- The employer tells you he doesn't need you anymore but doesn't tell you why.

## EMPLOYER PROFILES



### Group Exercise

- Show all trainees the slides with the employer profiles.
- After each slide, invite the trainees to guess what type of employer they think the person represents. Nice, tough, stubborn, etc?
- Then ask the participants how they would negotiate with this particular employer profile.

## ROLE PLAYS



### Approach

- At the start of the workshop, ask for volunteers for role plays. These will be held at the end of the workshop. Explain that the volunteers will be acting out a dispute between an employer and employee and trying to find a compromise. During the role play they will practice the communication and negotiation techniques they learnt during the workshop.
- Choose two trainees. One will be the employer and one the employee.
- Give them 10 minutes to read the script and think of their approach.
- Invite the employer to be lively and funny; get into character.

See **Role Play Exercises** to print out below.

## DESIGNING WORKPLACE NEGOTIATIONS SESSIONS



### Approach

- Divide the trainees into 4-5 groups.
- Each group will design a workplace negotiations workshop for a different group of workers. In their workshop they should focus on the issues that are relevant to this **particular group**.
- The groups are:
  - Youth.
  - Women.
  - Daily workers.
  - Agricultural workers.
  - Refugees or migrants who need work permits.

- The exercise is divided into 2 parts. Part 1 is to develop a short information script for this particular group. Part 2 is to develop the structure for a workplace negotiations training for this particular group.
    - **Part 1. Tailored information script.** When developing the information script, the group should focus on work rights issues that are relevant to their particular group. Choose 3 top messages. For example, for agricultural workers they may check if the group is covered under the Labour Law. They could focus on work conditions or medical coverage in the event of workplace accident. For youth, they could focus on vocational training, probation, or grounds for dismissal. For women, they could focus on women's entitlements under the law, such as maternity or childcare leave or dealing with discrimination in the workplace.
    - **Part 2. Develop the structure of a short workplace negotiations training.** Each structure should include a session on work rights, risks, communication and negotiations skills and role plays. Trainees should be asked how they will make the trainings interactive and participatory.
- 
- Give each group 30-40 mins to develop their script and structure. They can consult the [Employment Rights Guides](#) in their country for information about work rights issues for their particular group or search available legal information online.
- 
- One representative from the group should explain their target group and present their information session (5 mins).
- 
- Another representative should present the structure of their workplace negotiations training (10 mins).
- 
- Trainees in plenary should then be asked to provide feedback and comments to the group. Was the information in the information session relevant to this particular group? Was the training structure interesting?



Animal Feed Factory (Photo: Ahmed Kaka/NRC)

**SELF-ASSESSMENT OF RISKS****1****Group 1: Refugees in the Region – Fear of Dismissal**

- Saleem is a Syrian refugee working in a petrol station. The money is not good, but he needs the work to support his family. However, his boss has recently employed a family friend and is paying him much more than Saleem, even though Saleem has worked at the petrol station for 4 years. Saleem's boss is difficult and rude.
- Saleem wants to get paid the same as his co-worker but doesn't want to lose his job as it's hard to find a job in the area, especially for refugees.
- What are the pros and cons of taking action?

**2****Group 2: Female worker in supermarket – Harassment**

- Nadia is working in a supermarket. She likes the work, but her male boss makes her feel uncomfortable. He makes her stay behind with him to count the money and makes sexist comments. Once or twice, he asked her to come out with him for dinner, but she's always said no.
- She wants to continue her job but wants her boss to leave her alone.
- What are the pros and cons of taking action?

**3****Group 3: Young mechanic– On Probation**

- Abdullah is a trainee mechanic in a local car workshop. This is his first job, and he really wants to be a mechanic. His boss employed him 'on probation' for 3 months with no pay so he can learn some skills. The three months-probation period is finished, and his boss now wants to extend the probation period for another six months with no pay. His boss is nice but very careful with money.
- What are the pros and cons of taking action?

**4****Group 4: Farm worker– Delayed payment**

- Mohammed is a casual farm labourer working on a farm. He's been working very long hours during the harvest season but hasn't been paid by his boss for two months. He knows his boss is struggling with money and the season has been dry and poor with low crop prices. But he really needs the money.
- His boss is always complaining and keeps delaying payment. He says, "I'll pay you next week, next week." His boss comes from a powerful tribe and Mohammed doesn't want to cause any problems with him in case he tells other employers in the area that he's a troublemaker.
- What are the pros and cons of taking action?





### Group 5: Domestic worker – Confiscation of documents and phone

- Jameela, a domestic worker, has been in the country for five years but recently started working for Waleed. Waleed, her new employer, has taken her passport and phone, allowing her only one call to her parents per week, citing cost concerns. Despite Waleed's friendliness, Jameela feels constrained by the restriction on phone use and the withholding of her documents. She wishes to continue working for Waleed but wants the return of her belongings.
- "My boss is very friendly but at the same time very strict in relation to the use of phone and he is withholding my papers".

➤ What are the pros and cons of taking action?



### Group 6: Restaurant worker – Verbal abuse

- Farid is a migrant worker in a restaurant. The restaurant owner, Anas, is very friendly and flexible. Two weeks ago, the restaurant owner announced that a new manager, Kamal, is on board. Since Kamal joined, Farid and his colleagues started experiencing issues; "He shouts all the time, and he speaks in Arabic. He knows some of us don't understand Arabic. Arabic speaking colleagues refuse to translate to us".
- Farid is angry about this shift at the workplace. He asked his colleagues if they can raise the issue together with the restaurant owner Anas as he believes he will be understanding. However, they all refused, as they're afraid to lose their jobs.

➤ What are the pros and cons of taking action?



### Group 7: Gardener – Lack of job security

- Tarek, a gardener, faces job insecurity due to his employer's threat to reduce his wage and the absence of a formal contract. He wants to talk to his boss about this issue, but he's afraid he can replace him immediately by another worker. "There's no contract and nothing that proves our work relationship. He can fire me at any time. I need this job, it's not easy to find another one. But reducing my wage will affect me and my family".

➤ What are the pros and cons of taking action?



### Group 8: Construction work – Dangerous working conditions

- Saaid, an experienced construction worker, has been employed by Milad for the past two years. However, his work environment poses significant risks due to the absence of safety equipment and insurance coverage. The current project involves precarious tasks at considerable heights without adequate safety measures. Saaid's concerns are further compounded by Milad's history of refusing to cover medical treatment for workplace injuries, as evidenced by an incident from the previous year. Despite his apprehensions, Saaid is determined to address these safety issues with his strict employer.

➤ What are the pros and cons of taking action?



**Role Play 1**



Rana works on a farm as an agricultural worker. The supervisor of the farm workers is Ahmed, an unpredictable and rude boss. He's always complaining and criticising the workers for not working hard enough and threatening to fire them or give them less work. Rana was late to work today as her son is sick. She needs to take next week off to take her son for medical treatment. However, she's worried that Ahmed will get angry. She was supposed to be paid last week but hasn't received the money. Ahmed often pays up to a week late, but Rana needs the money for her medical expenses. Rana's husband cannot take time off his work, and she has no family to help her care for her son.

**What's Rana's best negotiation strategy to get her leave and salary that's owing to her, whilst keeping her boss happy?**

**Role Play 2**



Mousa is a daily labourer and construction worker who works for different employers on different building sites whenever he can find work. He's a refugee and doesn't have a work permit. Local authorities sometimes stop refugees to check their paperwork. If they don't have a work permit, they can be arrested and face problems. Moussa has three young children. His wife looks after the children and does not work. They all rely on his single income. Moussa has recently found work on a construction project that is continuing for 6 months close to his home. He's been working hard but one day has an argument with a co-worker. After this his boss dismisses him without giving any reasons.

**What's Mousa's best negotiation strategy to try and keep his job?**

**Role Play 3**



Hanan, a refugee and single mother, is employed informally at a small shop. She discovers that her colleague, despite performing identical tasks, is being paid more by the shop owner. Hanan's financial stability relies solely on this income to cover her basic needs and rent expenses. Recently, her landlord raised the rent, which she is no longer able to cover. While considering taking on a second job to make ends meet, Hanan realizes that she cannot leave her three-year-old daughter unattended, as she has no relatives in the country to care for her. Therefore, Hanan aims to negotiate a salary increase at the shop to match her colleague's pay.

**What's Hanan's best negotiation strategy?**

**Role Play 4**



Rami is a migrant worker whose livelihood depends on his job as a waiter in a restaurant. Recently, he found himself in a difficult situation when falsely accused by another waiter of stealing money from the restaurant where he works. Bilal, the owner, swiftly asked Rami to quit the job without giving him the opportunity to explain his side of the story. For Rami, this job serves as the primary income for himself and his family. Securing another job in his locality proves to be a difficult task for migrants. Adding to the challenge, Bilal, the restaurant owner, being deeply committed to his work, is often inaccessible for a meaningful conversation due to his busy schedule. Bilal is known for being dedicated to maintaining a good reputation among clients and fellow business owners in the area.

**What's Rami's best strategy?**





## ANNEX 4 POST TRAINING TEST

Thanks for participating in this short test. It's designed to test training outcome and see which areas can be improved for future trainings:

Training knowledge	Feedback
1. Please list two risks that you might face when raising a workplace dispute with an employer, such as not being paid?	
2. What are two ways that you can reduce those risks?	
3. Please name two things you should think about when deciding how to raise a workplace issue with your employer?	
4. What are three effective communication techniques to try and resolve a dispute at work.	
5. What is one way of dealing with an unpredictable employer?	
6. Was the information provided in the workshop new for you?	
7. Did you find the information in the training relevant to your daily work. If yes, how? If no, why not.	
8. How could the training be improved?	



## ANNEX 5 TRAINEE FOLLOW-UP

About a month after the training, it will be useful to call the trainees and see if they've been able to use the information from the workshop in any way. You can use the following script.

Hello, I'm X from NRC and am ringing up about a workplace negotiation training you attended with NRC on X date. I've got a couple of questions to ask you about the training if you have 10 minutes. There's no need to answer the questions if you don't want to and it won't affect your services from NRC in any way. All the information is confidential and no names or personal information will be recorded.

- 1. Do you remember receiving the training?  
.....
- 2. If yes, what do you remember about it?  
.....
- 3. Was the training relevant to you; highly relevant, partly relevant, not relevant?  
.....
- 4. The training focused on good communication and negotiation skills in the workplace. Can you remember any of those skills?  
.....
- 5. Have you been able to use any of the communication and negotiation skills in the workplace or more generally with other disputes?  
.....
- 6. Do you remember the role play between employer and employee? Was it relevant to you?  
.....
- 7. Is there any way we could make the training more relevant to you? If yes, what topics would be most relevant to you?  
.....
- 8. Would you be interested in attending future training by NRC on other topics?







NORWEGIAN  
REFUGEE COUNCIL

# CERTIFICATE OF ATTENDANCE

THIS IS TO CERTIFY THAT

\_\_\_\_\_

Has successfully completed the course on

**Workplace Negotiations Training**

held in \_\_\_\_\_ on \_\_\_\_\_

\_\_\_\_\_  
Head of Programme  
Norwegian Refugee Council

\_\_\_\_\_  
Workshop Facilitator  
Norwegian Refugee Council

## Handouts

### HANDOUT 1 WORKPLACE DISPUTES AND RISKS

#### COMMON WORKPLACE DISPUTES

- Unpaid, underpaid or delayed wages.
- Unfair dismissals, such as for no valid reason or with inadequate notice.
- Working overtime for no pay.
- Workplace injuries with no health coverage or inadequate medical treatment following injury.
- Excessive working hours.
- Lack of leave entitlements, including holiday leave or sick leave.
- Unsafe or dangerous working conditions.
- Non-registration in social insurance schemes.
- Confiscation of documents, such as passports, by employers.
- Work for rent problems; free accommodation but without a salary.
- Discrimination in the workplace, including different rates of pay for national and foreign workers, or between males and females, gender discrimination such as dismissal for pregnancy or refusal to honour maternity leave.

#### RISKS IN THE WORKPLACE

- Loss of job and income. This can result in the risk of inability to cover basic needs including food, rent, utilities, health care and education.
- Risk of eviction on account of inability to pay rent following loss of job,
- Loss of future working opportunities with other employers in the region if employee is labelled as a 'troublemaker'.
- Threats or violence from employer targeting the worker and/or worker's family members.
- Wrongful criminal accusations, such as theft from the workplace, made against a worker to the police.
- Fear and feeling unsafe.
- Harassment and or discrimination in the workplace.
- Being demoted or being asked to perform dangerous, demeaning, or difficult work.
- Sexual harassment or abuse, especially, but not only, for female workers.
- Racial, religious or other forms of discrimination, particularly for workers from minority backgrounds, including national, ethnic or religious backgrounds.



## HANDOUT 2 SELF-ASSESSMENT CHECKLIST

When dealing with a work-rights situation, you can use the following self-assessment checklist to consider your options, including risks and advantages of taking action.

- 1. How important is this work right issue for me?  
.....
- 2. What's the general attitude of my employer?  
.....
- 3. What's the position of my employer on this issue?  
.....
- 4. What are the possible risks for me if I raise the issue with my employer?  
.....
- 5. Do I know all the relevant facts about the issue?  
.....
- 6. Do I know my work rights and entitlements?  
.....
- 7. Does it affect other workers as well?  
.....
- 8. What are the strengths, if any, in my bargaining position?  
.....
- 9. If working informally, is there anything I can do to legalise my status so that I can better claim my rights without fear of consequences?  
.....
- 10. When is the right time to raise the issue?  
.....
- 11. What are the consequences of raising the issue?  
.....
- 12. Do I need to involve other parties?  
.....
- 13. Reflect on the interest of the employer. What would be his/her interest to consider my demand?  
.....
- 14. Do I feel comfortable and ready to express my views, position, needs?  
.....

## HANDOUT 3 COMUNICATION AND NEGOTIATIONS SKILLS

Good approaches for raising workplace issues with employers include the following:

- 1. Plan how to raise the issue.  
.....
- 2. Keep your requests clear and simple.  
.....
- 3. Be calm, diplomatic and reasonable.  
.....
- 4. Don't challenge the employer.  
.....
- 5. Focus on some key asks.  
.....
- 6. Pick the right time and location.  
.....
- 7. Know your facts.  
.....
- 8. Know your position.  
.....



- 9. Keep any questions specific.
- 10. Open up a space for discussion with the employer.
- 11. Choose the right approach.
- 12. Get your employer on side.
- 13. Highlight positives, including good past relationships.
- 14. Listen carefully.
- 15. Be prepared for different reactions by the employer.
- 16. Use good body language.
- 17. Avoid confrontation.
- 18. Show appreciation at various stages of the exchange, if your employer is open to considering your position, if he/she acknowledges the facts you are stating or is willing to compromise.
- 19. Ask questions to get more information or to get validation: "I'm a bit confused, can you share more so I can understand your point?" Get validation: "Do you see my point?", "did I get your point correctly?"
- 20. Show the employer that you understand their position if their position makes sense for you and doesn't involve a big compromise on the core/very important aspects that you want to resolve.
- 21. Prioritize your asks.
- 22. Restate your position.
- 23. Avoid a deadlock discussion especially if the employer is not flexible.
- 24. Be prepared to make an offer.
- 25. Offer a practical solution.
- 26. Finish the conversation on good terms.

## HANDOUT 4 NEGOTIATING ON BEHALF OF WORKERS

### STEP 1: BUILDING TRUST WITH THE WORKER

- Build trust by listening closely to the worker, discussing similar situations, giving some clear options and asking the worker what their ideal solution would be.

### STEP 2: CONDUCTING A JOINT ASSESSMENT OF THE SITUATION

Joint assessments with the worker should cover the following issues:



- 1. **Understanding the facts of the case.** What's the problem? How has it developed?
- 2. **Understanding the relationship and profile of the employer:** Can the worker describe the relationship with the employer? Understand their expectations.
- 3. **Employer's profile:** What reaction can the worker expect from the employer?
- 4. **Understand existing efforts including failed ones to resolve the issue.**
- 5. **Understanding previous attempts to raise the issue directly with the employer:** Did the worker try to approach the employer before? If not, why? If yes, what were the results?
- 6. **Level of awareness about rights and obligations.** Are the worker's rights breached?
- 7. **Assess risks.** Does the worker expect any risks associated with approaching the employer.
- 8. **Understanding the implications of this issue for the worker.**
- 9. **Urgency of the matter.**
- 10. **Worker's goal.** What does the worker want to achieve?
- 11. **Compromises the worker is willing to make.**
- 12. **Worst and best outcome for the worker.** What's an acceptable outcome?
- 13. **Representation.** How does the worker want to be represented in the process.

### STEP 3: NEGOTIATION PROCESS

Typical steps in the negotiation process are as follows:

- **Agree on a course of action with the worker.** This should cover how and when you will contact the employer and how you will raise the issues.
- **Prepare for the call or contact with the employer.**
- **Make the call or contact.**
- **Set the most constructive tone with the employer.**
- **Discuss the issue with a view to a quick solution.** If that's not possible, propose some follow-up actions or a meeting.
- **Prepare for the meeting. Collect all necessary information or evidence and speak to the employee about the meeting.** It's normally important for the worker to attend but it depends on the situation.
- **During the meeting.** Break the ice, try to agree on some common facts to narrow those in dispute, propose some practical options or solutions. Try to reach a solution.
- **End the meeting or call on a positive note.**
- **Follow up.** If necessary, follow-up with suggestions for another meeting or through resolving the dispute by email/telephone.
- **Agreement.** Once agreement is reached, put it in writing with clear steps for enforcement.

The logo for the Norwegian Refugee Council (NRC), consisting of the letters 'NRC' in white on an orange square background.

**NRC**

NORWEGIAN  
REFUGEE COUNCIL

A woman wearing a black niqab is seated at a desk, focused on her work. She is using a tool to work on a small object on the desk. In the background, there is a red and black electric fan, a green and white spray bottle of cleaning product, and a yellow container. The wall behind her has a decorative floral pattern.

**WORKPLACE NEGOTIATIONS GUIDE**  
**TRAIN THE TRAINERS (TOT) MATERIALS**  
**MIDDLE EAST AND NORTH AFRICA (MENA) REGION**