



MARTINE LIBERTINO'S MEDIATOR TRAINING

Initial and continuing training for business owners and executives, humanitarian workers, therapists, heads of household, teachers, members of the legal establishment, and government officials.

For public and private institutions, companies, humanitarian and development organizations, and aid associations.

Preparation for the creation of crisis management units and working groups in Switzerland and abroad.

“My conception of mediation is much broader than the official definition, ‘Intervention of a third party to settle a dispute between two parties’. It involves first and foremost the recognition of oneself, of the other, and the needs of each. Stemming from the innate human drive to assist others, mediation helps to sustain or foster the ideal that ensures the development of our society. It resolves conflicts, rebalances relationships and gives people back their dignity and the well-being needed for the proper functioning of our institutions. Mediator training, mediation and (re)structuring of staff teams or business are designed to guide professionals who are involved in aid work. Such people are often motivated by ideals and thus are more exposed to the risk of self-sacrifice, to a sense of helplessness and disillusionment, resulting in personal pain and suffering, loss of motivation, and burnout at work. Such people are nonetheless essential to the equilibrium of our society. They therefore need support and effective methods for preserving their vocation and career without neglecting their own needs. These different approaches can also help to prevent and manage tension and conflicts in the workplace and institutions. Their aim is not to eliminate the symptoms of conflict in the short term; rather, they seek to study and eliminate their root causes : fear, anger, and suffering, which are directly tied to the personality, to childhood and to often-misunderstood experiences in adulthood. They offer specific, concrete solutions to increase the well-being of managers, their employees and their work environment and above all, to build peace in each country through the education of children and adults no matter their culture.”

Martine Libertino

FOR FURTHER INFORMATION

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INTRODUCTION



SOCIETY TODAY

Discord, communication problems, and misuse of power and freedom reign in all parts of our society, with the following consequences: Aversion for work and loss of ideals, unfair management and poor organization, harassment and overwork, rejection and fear of others, family breakdown and affective violence, depression, conflict and injustice, denial of our needs.

Our schools, businesses, humanitarian organizations (however noble they may be), political, legal and social institutions, the medical establishment and the research establishment experience the same symptoms and suffer from the same causes. Emotional problems – the fears and anger from which we suffer since childhood – give rise to a desire for domination, a refusal to call oneself into question for the greater good, fear of taking firm, equitable positions to free ourselves and our society from injustice, inability to express oneself sincerely, to show solidarity without sacrificing oneself, to shake off the indifference engendered by denial of our responsibilities.

THE ROLE OF THE MEDIATOR

- To forestall any risk of conflict through listening carefully to the parties and establishing a propitious environment for the personal growth of each person.
- In case of conflict, to help the parties understand their mutual difficulties and to resolve them in lasting fashion.

In the context of a company, a family, an institution, a governmental dispute, etc., the qualities of a mediator serve to prevent a conflict or power struggle from starting, to anticipate the discontents of one's staff, family or friends, to notice when a person finds it difficult or impossible to cope with a given post or responsibility, or any other situations that endanger an enterprise and the material or moral situation of a community.

WHAT DOES THIS ROLE REQUIRE?

- Motivation to build a health, peaceful and lasting society.
- A desire to acquire the wisdom needed to look beyond appearances, to anticipate events and to gauge a situation without being judgmental.
- Emotional neutrality (feel empathy without becoming emotionally involved or feeling pain).
- An ability to position oneself with courage and determination in line with one's ideal, values and ethic.
- An ability to view events in perspective, while evaluating the risk of conflict or other event.
- Humor and cheerfulness while presiding over the debate required by this task.
- Acceptance of the belief that egoism, cowardice, and refusal or fear to stand up and be counted will have a backlash on our society.
- Awareness and affirmation of one's strengths and gifts.
- Exploration of one's emotional difficulties, which ever since childhood have engendered behavioral habits, pain, frustration and anger.
- Vigilance with regard to one's emotional responses to the problems of the parties involved, so that these problems do not affect one's judgment.
- A fraternal interest in other people and a thorough knowledge of personality types and their associated emotional problems.
- An ability to guide others, to help them through their difficulties and to offer them solutions and ways of implementing them.
- The obligation to speak clearly, with no taboos or judgmental comments, in order, first, to encourage other people to speak freely, and second, to prevent them from hearing only what they wish to hear, as their desires lead them to refuse to recognize the facts.
- Acceptance of the fact that, despite our love and desire to help, the person retains an independent judgment and freedom of choice.

WHAT DOES THE MEDIATOR TRAINING PROGRAM HAVE TO OFFER ?

- Study of the various personality types, with their different gifts, needs, specific childhood experiences, the cause of their emotional programming (fear, anger or violence) and its impact on their adult lives (family and social life, career, ideal, etc.).
- Understanding of one's own personality and those of one's social set, family and co-workers, as well as the attitudes resulting from these personality types.



- Awareness of the importance of one's free will and power, as well as the keys to putting principles into practice in order to improve all aspects of one's life.
- Attention to the benefits of one's consciousness, and firm, loving education of the subconscious.
- Knowledge of the precise role of speech, thought and imagination.
- The ability to protect or defend oneself against selfishness, aggressiveness, and injustice (harassment, power struggles, etc., leading to overwork and depression).
- The ability to help others understand themselves, to support and advise them, to encourage them to show fair judgment and to defend them.
- Based on specific cases described by each participant: trainees learn to analyze them, to resolve problems, and to put solutions into practice in a business, a family, etc.
- The training sensitizes the participant to the duties associated with his/her task: solidarity, courage, responsibility, determination.
- Continuing training that extends and deepens trainees' knowledge and coaching for each specific situation (business owners and managers: better management of the firm and of teamwork; teachers: with their pupils and parents; therapists: regarding the dialogue with and advice to their patients; humanitarian workers: management of their emotional involvement and of institutional conflicts; judges and lawyers: for better understanding of the emotional issues of their clients and a different approach to their mandate, etc.).
- Occasional assistance on request using complementary instruments (mediation within a working group, seminar, review assessment, advice and coaching).

WHOM IS IT FOR ?

- Business owners and managers.
- Humanitarian and development cooperation organizations.
- Aid associations and social oriented institutions (foundations).
- Therapists, psychotherapists, the medical establishment in general and the scientific research establishment.
- Teachers, specialists in childhood, educational mediators and heads of household.
- Social workers and public and private institutions.
- Members of the legal profession, such as lawyers and judges, and public services such as the police.
- Any person responsible for public affairs and government.
- Any person wishing to take the training course to be an instructor in the Philosophical Awakening School for Children and Teenagers.
- Any person wishing to be prepared for the creation of crisis management units in Switzerland or abroad.

SPECIFIC OBJECTIVES

BUSINESS OWNERS AND MANAGERS

- To learn to respect the competence of each person and thereby strike a balance between profit and pleasure in working.
- To help staff members become aware of their strengths and their emotional difficulties.
- To develop a better approach to their needs, to the coherency in enterprises and the work of each employee.
- To remain neutral in order to have the perspective needed to deal with the disputes, power struggles and jealousy that are inherent in human relations.
- To retain a clear, specific view of the level of practical and moral competency of the employees that they hire and of how they wish to change their business.

HUMANITARIAN AND DEVELOPMENT COOPERATION ORGANIZATIONS. HUMANITARIAN WORKERS. AID ASSOCIATIONS AND SOCIAL ORIENTED INSTITUTIONS (FOUNDATIONS)

- To achieve the perspective and neutrality needed by any person involved in humanitarian work.
- To become aware of one's own emotional problems in order to keep this neutrality, which is essential in any humanitarian activity.
- To learn not to confuse a calling to humanitarian work with a sense of injustice or self-sacrifice and to strike a balance between pity and compassion.
- To train mediators capable of serving in emergencies or within crisis management units abroad to help adults and children who have suffered from war or natural disaster.



- To support such people in their ordeal and help them to express their suffering in a way that leads them neither to violence nor to self-destruction.
- To analyze the concept of development assistance, the ideal and moral values that it implies, and the role a mediator can play.

THERAPISTS, PSYCHOTHERAPISTS, THE MEDICAL ESTABLISHMENT IN GENERAL AND THE SCIENTIFIC RESEARCH ESTABLISHMENT

- To teach therapists not to suffer from the problems of their patients and to distance themselves from references to their own childhood.
- To better understand the motivations and emotional difficulties stemming from each personality type.
- To practice decoding the resistance put up by a patient's subconscious, preventing all possibility of recovery.
- To get a dialogue going with the patient in order to help him/her to question inappropriate attitudes that cause suffering, anger and somatization.
- To become aware of the research scientist's responsibility toward those who suffer. Responsibility should not be confused with guilt over lack of success, nor ambition with the true aim of research.
- To resist pride and explore the ethical implications of research.

TEACHERS, CHILDHOOD SPECIALISTS AND SCHOOL MEDIATORS. SOCIAL WORKERS AND PUBLIC AND PRIVATE INSTITUTIONS

- To support them in their work and their communication with children, parents, co-workers and superiors.
- To restore the adult's role as guide and teacher, which every child expects of him/her. Through reflection and with the help of keys, the adult will help the child to know him/herself, to understand the reason for his/her attitudes, and to discover the ability to improve.
- To learn to understand the disruptive members of a class, to act in a fair, neutral manner, and to avoid facile diagnoses with no solid basis.
- To analyze the reasons for violence and permissiveness in our society and in education policy.
- To give participants the possibility of taking the training course for instructors in the Philosophical Awakening School for Children and Teenagers.

HEADS OF HOUSEHOLD

- To redefine the notions of freedom and of responsibility for their children.
- To learn the appropriate attitudes and analyze the varied consequences of punishment, retaliation, reward, authority, permissiveness and firmness.
- To learn to express and share their feelings and emotional difficulties and to express their needs.
- To strike a balance between their individual human lives and their role as father or mother.
- To have the courage to adhere to their ideals, if necessary by taking a position counter to that of institutions, and to learn to live with this choice.

MEMBERS OF THE LEGAL PROFESSION SUCH AS LAWYERS AND JUDGES. PUBLIC SERVICES SUCH AS THE POLICE

- To show absolute neutrality in order to judge the parties without letting oneself be influenced.
- To learn to avoid confusing one's personal experiences with those of the people passing in judgment.
- To show firmness while cultivating compassion and understanding, with no taboos or conventions.
- To cultivate emotional detachment to avoid errors that may have unfortunate consequences such as injustice.
- To learn to recognize their limitations and understand the difference between responsibility and guilt.
- To detect the possible rationalizations of their subconscious in order to help them meet the integrity requirements of their jobs day after day.

OFFICIALS RESPONSIBLE FOR PUBLIC AFFAIRS AND GOVERNMENT

- To understand what the responsibility of power represents and how power should be used.
- To satisfy the demand expressed by society, respecting the right to material and technological development without sacrificing the rights of human beings and the human mind.
- To study the real needs of our society and the responsibilities that they entail.
- To learn the principles required of a sustainable government that is respectful of the person.



DURATION

The mediator training program consists of an initial training session of 9 days (3 three-day seminars), to be taken either in the first half of the year (starting in late January) or in the second half (starting in late September).

CONTINUING TRAINING SESSIONS

After initial training, participants can take continuing training sessions amounting to 4 days a year (4 one-day seminars).

SPECIALIZATION

Training for instructors of the “Philosophical Awakening School for Children and Teenagers” supplements the continuing training program.

DATES OF INITIAL TRAINING SESSIONS IN 2010

DATES IN FIRST HALF OF YEAR

- From Thursday January 28 to Saturday January 30
- From Thursday March 25 to Saturday March 27
- From Thursday June 3 to Saturday June 5

DATES IN SECOND HALF OF YEAR

- From Thursday September 23 to Saturday September 25
- From Thursday November 4 to Saturday November 6
- From Thursday December 2 to Saturday December 4

TIMES OF INITIAL TRAINING SESSIONS

- From 9:00 am to 12:00 noon and from 1:30 pm to 5:30 pm

DATES OF CONTINUING TRAINING SESSIONS IN 2010 (complete list at www.martinelibertino.ch)

- From January 15 to May 28 and from September 10 to December 10

TIMES OF CONTINUING TRAINING SESSIONS

- From 9:45 am to 12 noon and from 1:30 pm to 6:00 pm

OTHER TRAINING PROGRAMS AND MEDIATION

- Mediator training for the peace in Switzerland and abroad in countries in conflicts or going out of conflicts..
- Mediation for couples, families and in the workplace.
- Assistance in constituting or restructuring staff teams, support and advice for mediation in institutional and government contexts.
- Seminars for men and women on their place in the family, in the couple, and in management of their careers.
- Projects-pilots for the education in the peace of adults and children.

SEMINARS



SEMINARS

1st stage of the training course

FIRST SEMINAR

1st day

- Introduction • General education
- The importance and consequences of human childhood.
- The programming arising from the personality of the child and from family and emotional relationships with parents or the adoptive family.
- The importance of the subconscious in school and in relations with teachers, classmates, the family circle and, later on, affective, work-related and social relationships.
- The consciousness and the subconscious: study of speech, thought and imagination. Power and free will.

STUDY OF PERSONALITY TYPES

THE INDIVIDUALIST

- How to help adults and children to assert themselves without impatience, to face other people without fear or violence, to motivate themselves and those around them without imposing their views, to accept their individuality. How to help them to overcome their fear of conflict and authority.

2nd day

THE SENSITIVE TYPE

- How to help people of this type to understand their feeling of exclusion and their fear of not being loved, which leads them to rebellion and passiveness. How to teach them how to resist the influence of classmates, co-workers, family and friends, etc., but to respect their needs without self-sacrifice. Mental anorexia and bulimia. Depressive and bipolar tendencies to be detected. Personality types at risk.

THE COMMUNICATOR

- How to help this type make itself heard and understood. Shyness and stuttering. Talkativeness or withdrawal: two dissimilar problems stemming from the same fears. Provocation and self-image. Misunderstandings. Autism. Creativity and its needs.

3rd day

THE PERSEVERING TYPE

- How to enable such people to develop endurance and thoroughness without harshness or rigidity. How to encourage them to take their actions all the way. The importance of regularity, thoroughness and care in one's work (school, career, domestic life). Laziness and uncertainty about one's skills.

THE INDEPENDENT TYPE

- How to teach such people to respect their freedom and need for change without disturbing the order of the class, the firm, or the family. How to help them strike a balance between indifference to the needs of others, flight, and their fear of independence and of change. How to make them aware of their responsibilities and the consequences of their actions.



SECOND SEMINAR

1st day

THE RESPONSIBLE TYPE

- How to help such people stick to their ideal and satisfy their desire to help others, while at the same time meeting their personal needs. Teach them to shoulder the responsibilities and duties required by community life without sacrificing themselves. Make them attentive to the risk of intolerance vis-à-vis their social, family and work relations, and to being too hard on themselves, which leads to overwork and depression.

THE PHILOSOPHER

- How to help this personality type rid itself of fear, doubt, guilt and lack of self-confidence. How to make such people aware of their strengths and of the latent anguish that affects their inner lives, their careers and their plans for the future. Phobias. Obsessive and respiratory disorders.

2nd day

THE CONQUEROR

- How to help them recognize their power, confront that of other people and strike a balance between their ideals and their ambition. Give them a clearer view of money, the material world and the deviances of power. Help them to free themselves from possessiveness, tyranny and jealousy. Violence and its consequences.

THE IDEALIST

- How to help them emerge from their imaginations. How to teach them to see reality without suffering and to participate in family and social life. Compensation and the emotional problems linked to alcohol and drugs.

3rd day

ANGER AND VIOLENCE

- How to understand the causes without letting oneself be influenced by the symptoms. How to face anger and violence without fear and without resorting to retaliation. Letting go and the ability to make people respect you. Severity or permissiveness – opposite extremes of firmness. Humor or derision.

PHILOSOPHICAL PRINCIPLES

ANALYSIS OF PHILOSOPHICAL PRINCIPLES AS A BASIS FOR WORKING AS A MEDIATOR

- See the world as it is without suffering (while at the same time taking action).
- Love oneself and accept oneself as one is (without complacency).
- Display responsibility, love and generosity (without self-sacrifice).
- Discover one's ideal, stick to one's choices.
- Discover the importance of one's consciousness (and feelings).
- Discover the importance and relativity of one's subconscious (and emotions).
- Become aware of one's power and free will.
- Display dignity.
- Discover the virtues of humility and the suffering engendered by pride.
- Don't let oneself be corrupted (concepts of courage and cowardice).



- Learn to accept what is (letting go).
- The true meaning of speech (learned to avoid the pitfalls of communication).
- The meaning of thought (intelligence and know-how against intellect).
- Display initiative (direct and motivate others without imposing one's views).
- Be diplomatic (speak firmly without demanding).
- Display creativity (avoid conventional behavior).
- Display thoroughness, presence, punctuality and rigor (without being rigid).
- Display independence (without egoism).
- Show that one can adapt (without forcing oneself).
- Display trust (without being naive).
- Display power (without trampling others).
- Display imagination (with realism).
- The importance of humor (without derision).
- The importance of beauty, esthetics and order.
- Don't confuse excitement with happiness, nor serenity with indifference.
- The responsibility of our society to future generations.
- Strike a balance between mind and matter.

END OF THE FIRST STAGE OF THE TRAINING COURSE



SEMINARS

2nd stage of the training course

THIRD SEMINAR

1st day

- Learn to understand the emotional reactions of each child or adult, to interpret the underlying meaning of their words or their silence, and most important, to find the words that provide keys that can ease their pain.
- The risks of interactions between the emotional problems of the child, of the person needing help and of the mediator. The importance of the mediator's childhood emotional programming. Intercepting one's own emotional reactions to the suffering of others, understanding them and cultivating detachment.
- How to protect oneself from the suffering or violence of children, adolescents and adults.
- Learn to show the neutrality and perspective needed for any act of love aimed at those who suffer.
- Find the reason for one's need to help others.
- Strike a balance between one's personal needs and vocation of helping others.

2nd and 3rd days

- Physical pain and death.
- Fear and existential anguish.
- Despair.
- Feeling of isolation and loss of a loved one.
- Refusal to receive from others and rejection of others.
- War and its devastating effects on the human unconscious.
- Hatred and the desire for vengeance, engendering violence and aggressiveness.
- Pride and hardness serving to conceal pain.
- Rebellion and letting go.
- Fanaticism and its consequences for the young.
- The ability to intervene in emergencies or as part of a crisis management unit.

END OF THE SECOND STAGE OF THE TRAINING COURSE

DIPLOMAS

- Receiving a diploma commits the mediator or instructor to use the knowledge acquired through the training course only for noble and generous ends.

TERMS AND CONDITIONS



GENERAL TERMS AND CONDITIONS

DURATION

- **Initial training course** : 3 three-day seminars (Thursday, Friday, Saturday) from 9 am to 12 noon and from 1:30 to 5:30 pm.
- **Continuing training** : 4 seminars per year (Wednesday or Thursday) from 9:45 am to 12 noon and from 1:30 to 6 pm.
- **Specialization** : Continuing training courses for instructors in the Philosophical Awakening School as needed.
- The participant undertakes to respect the course schedule and be punctual.

REGISTRATION

- Registration for the initial training course is validated by the participant's signature of a contract that covers the entire course and is binding for its duration.
- Registration for continuing training is validated by the participant's signature of a contract that is binding on the participant for a full year (4 continuing training seminars).
- Each new training course is adapted to the needs of the registered participants.

PRICES

- Price of the initial training course (including meals) :
- For individuals, businesses, and social and humanitarian organizations up to 9 people : CHF 2'090.–
- For businesses and social and humanitarian organizations from 10 to 49 people : CHF 2'500.–
- For businesses and social and humanitarian organizations, 50 or more people : CHF 2'800.–

PAYMENT OPTIONS FOR INDIVIDUALS

- Standard option : payment in 3 installments at seminar location the first day of each seminar.
- Time payment option : 6 monthly installments beginning with the month in which the training course begins. The last installment is paid at the last seminar.
- No interest is charged on the standard and time payment options. If the participant does not adhere to the terms of the arrangement, he or she must revert to the standard option.
- Price of the continuing training course : CHF 220.– per seminar.
- Withdrawal : possible up to ten days following the date of signature of the contract.
Up to the 31st day before the beginning of the course, 50% of the total amount shall be refunded.
As from 30 days before the beginning of the course, no refund is possible.
- Couples and students : 5%.

PARTICIPANTS SHOULD BRING

- Notebook and pens, recorder if desired. To ensure confidentiality, the participant may record the course content on the express condition that the recording is for his or her sole use.



GUARANTEE OF CONFIDENTIALITY

- All information concerning the participants and their relations with family members, friends and work associates shall be strictly confidential.

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For public and private institutions, businesses, humanitarian and development organizations, mutual assistance associations.
Preparation for the creation of crisis management units and working groups in Switzerland and abroad.”
Martine Libertino © 2004

DIPLOMAS AND CERTIFICATIONS

- Diploma on completion of mediator training.
- Certificate every year and on completion of at least one year of continuing training.
- Diploma on completion of the training course for instructors in the Philosophical Awakening School.

The awarding of a diploma obligates the participant to use the knowledge acquired during the course only in a noble, generous cause, for the well-being and mental balance of the children or other persons for whom he or she is responsible.

TESTIMONIALS AND REFERENCES



TESTIMONIALS

F.L., SOCIOLOGIST, EDUCATIONAL COOPERATION COUNSELLOR, SWISS DEPARTMENT OF FOREIGN AFFAIRS, BERN

"Martine Libertino's mediator training course taught me the most important lessons I have learned in my life. I do not deny the value of my university education (in social sciences) nor that of other technical and intellectual knowledge, such as that related to my job, in the field of cooperation with developing countries, but Martine Libertino gave me a deep knowledge of some vital issues and helped me to understand my own personality as well as my behavioral patterns and their causes. She made me aware of my power and my values. Every day, in both my private life and my job, this helps me to understand people and situations, to defend my ethical views, my needs and those of others. I had long known that building a better world begins with improving oneself and that one cannot love others without loving oneself first. The training helps me understand how to put that ideal into practice. Without this, neutrality will be impossible and hence any pretension to being a mediator will be in vain. In addition, this incredibly deep-ranging work of self-examination is accomplished pleasantly and cheerfully."

F.B., HEAD OF THE "DIS NO" ("SAY NO") CENTER, ASSOCIATION FOR THE PREVENTION OF THE MALTREATMENT AND SEXUAL ABUSE OF CHILDREN, LAUSANNE

"A person I was supporting in the writing of a book about her life experience wrote to me one day to say that she had woken up early: 'Ce matin je me suis levée de bonheur'?. This slip of the pen soon becomes a reality if one applies the concepts taught by Martine Libertino with diligence and perseverance."

"... I have been working for over fifteen years in an association for the prevention of maltreatment of children. As such, I have to respond to many requests for support in very different situations. I felt very much at ease and competent in my work when I decided to take Martine Libertino's mediator training course. I very soon saw how easy it is to talk about others ... to avoid talking about oneself. That was my starting point. That training course gave me simple, invaluable, common-sense tools for moving forward in life in harmony with myself. I learned much more from it in two years than in fifty years of thinking on my own. I had plenty of hints and intuitions on what I wanted to do, but I didn't have the essentials. Those I learned from Martine Libertino, who has a remarkable ability to adapt and to listen to each individual, so that he or she can move forward in serenity, love and respect for him/herself and others. I can only thank her for her gifts, which are strewn along the path of my life and whose richness I feel day after day."

R.C., INTERNATIONAL COMMITTEE OF THE RED CROSS, GENEVA

"This mediator training course is a fine project. I agree completely with the key idea that underpins the course: becoming aware of our behavioral patterns and undertaking to rise above them so as to move toward greater harmony and peace. Political action is necessary but not sufficient to hold back violence and conflict. I deeply believe that in making a commitment to become a good person oneself, one makes the world better. All of us, if we make a similar effort, have the possibility of creating a viable world. The initial and continuing training offers a framework and specific tools for doing this. It takes a great deal of courage and discipline to use these tools to change one's mindset or behavioral patterns and thus eliminate what causes suffering to both oneself and others. The unique, uncompromising mixture of compassion and firmness shown by Martine Libertino enabled me to move forward, as did my own willpower and motivation. For in the end, it is up to each of us to do the work that properly falls to us."

S.L., OSTEOPATH, LAUSANNE

"As a therapist, my main reason for taking the mediator training course was to learn how to distance myself and protect myself from the suffering of my patients. I made a great deal of progress in this respect, and in many other ways: it is much easier for me to understand the emotional problems concealed behind physical symptoms and, even more important, to talk about this with my patients. I acquired more assurance to confront them with certain underlying causes of their diseases (especially in the case of chronic disease), to take a position and tell them what they need to hear, while accepting the risk that it might displease them. In general, the course gave me many practical tools for communicating more clearly and precisely, being less hard on myself, being more aware of my needs, etc. Concrete progress in these areas is vital for my practice as a therapist and for other aspects of my life (social, affective, etc.)."



K.M., NATUROPATH, NYON

"The first time I heard Martine Libertino speak, I felt that she was illuminating what I felt deep inside myself but had not been able to put into words. She described my internal workings as if she were seeing a part of me that I couldn't see clearly by myself, because of my emotional blockages..."

"The precision of her teaching and the tools she provides help me to find solutions for my patients by making them realize the link between the way they approach their lives and their physical and existential problems, which are the manifestation of emotional blockages that have crystallized over time. Speaking about emotional programming and matters of the heart during a consultation helps patients to free themselves of tension, ease a burden or take off their social mask, all of which is conducive to a rich, intense dialogue."

A. G. R., SENIOR TEACHER OF IMMIGRANT PREPARATORY CLASSES OF THE CITY OF LAUSANNE

"In itself, the education of the being (the subconscious) is fundamental. Such education occurs daily in the relationship between teacher and pupils, especially when the latter, despite their youth, have already lived through major upheavals in their lives, such as a total change in the geographical, cultural, family and school environment. The initial mediator training helped me lay the foundations for understanding what goes on in each being since birth and the programming that interferes with his or her personal development. The course gave me invaluable keys for informed action, and I realized that using them offered the advantage of refocusing and strengthening all of my commitments to myself, my colleagues, pupils and their parents, but also to those dear to me, my peers and friends, leading to a sense of increased well-being. I felt better about myself and better with others. This is one of the major challenges facing public education today. The continuing training course helps me to practice and increase my experience by setting specific situations for me to resolve and providing me with strong, sympathetic support throughout the year."

M.F., DIRECTOR, BANK JULIUS BAER, GENEVA

"Over a 22-year career in private banking, I have participated in many personal development programs organized by prestigious international institutions in New York, London, Geneva, Lausanne and Zurich. Although the content of these programs differed and the leaders were well-known, experienced professionals, I always had the impression that they were not addressing the fundamental issues and that the course was restricted to a fixed, carefully delimited program that did not dig beneath the surface.

"Without the slightest hesitation, I can confirm that the program of Martine Libertino's mediator training course is the only one I know that raises problems of our society, provides participants with the keys to a better understanding of oneself and others so that we become better employers, employees, parents, etc.

"Through this training course, I was finally able to see and understand why and how I function the way I do in my job and private life. The course brought me to a level of personal development that I had never dreamed existed. I strongly recommend it to anyone looking for real personal growth and enrichment of their lives in general. I am also grateful to Martine Libertino for the time and energy she devotes to each participant".

A.H., ASSISTANT DIRECTOR FOR HUMAN RESOURCES, BANK JULIUS BAER, GENEVA

"...I've been working in the Human Resources Department for 10 years. I am now Assistant Director for Human Resources and manage a total of 110 employees in Geneva, Lausanne and Lugano. The work I did with Martine Libertino really helps me in my job, at every moment of the day. I've changed very much. I have a rule of conduct for myself: always to listen to my conscience. I handle my emotions better and apply the philosophical rules I learned. I have earned the trust of my colleagues, and I can be a positive influence on our management, both in Geneva and in Zurich. My suggestions are often very well received. In all the varied, complex tasks management by Human Resources and in these difficult days of restructuring and layoffs, I realize that for each problem, I really do manage to find the solution that is best for all concerned..."

P.F., CO-DIRECTOR, GENEVA

"... Since the firm is mainly built on interpersonal relationships, it becomes an ideal field of application for all these methods, so that everyone – employers and employees alike – comes out ahead. The trust firm I work for has become the arena where I apply the principles I learned with Martine Libertino. The firm is a multinational group with 800 employees in 20 countries. I am co-director and responsible for managing various legal entities domiciled in a number of countries."

"When I look at how far I have come in two years, I am surprised at the change. I feel so much better. I learned so many things about myself and others that I'm constantly urging people I know to take the course as well..."

**C.H., ASSISTANT DIRECTOR, ROTHSCHILD PRIVATE BANK, GENEVA**

"... I wasn't destined to make a career in banking, and yet I've spent nearly 30 years in the business, which unfortunately has become difficult in human terms. I attended Martine Libertino's seminars at a time when my life nearly took a completely different course, owing to an emotional overload that I was unable to manage. She helped me to really explore things, to regain confidence, to take up challenges courageously, to realize that, to change the world, you have to be capable of changing yourself, not to judge others but try to understand why things happen, that we are responsible for our thoughts, our actions, our words, and that all these things add up to the state of the world in which we live. Some of us are called on to hold positions of responsibility. It is our duty to do this with justice, honesty, impartiality and tolerance. I thank her for her guidance..."

S.M., FRENCH TEACHER, GENEVA

"...I'd like to say that, just as at the first session, I really felt that Ms. Libertino showed herself to be competent and knew how to put what she knows within reach of her audience. I am increasingly convinced that I will use her methods in dealing with students who might cause problems..."

"We think that Ms. Libertino's seminars offer very useful means of understanding, managing and resolving students' problems, which can be very difficult indeed, both in class and outside school, and at any age. Moreover, this type of approach is very rewarding for the teacher..."

"I place the emphasis on Ms. Libertino's precise, thorough manner of running her course, her competence in the areas she discusses and the practical aspects of the training. I only regret that I did not have the keys she provides sooner. Nothing of the sort has, to my knowledge, ever been proposed to teachers."

E.D., TELEPHONE SUPPORT MANAGER, GENEVA

"... I also look differently on people in difficulty or who are going through painful periods in their lives. In my job, which involves telephone support, it became easier for me to grasp and accept the extreme situations that some were in. I was able to improve the quality of the assistance and support that we can provide to people in distress, while coping with their limitations in a spirit of humility. Martine Libertino's teaching addresses the notions of perseverance, thoroughness, communication, responsibility and freedom, to mention only a few. We develop a different way of looking at our lives, and very rewarding it is."

D.M., OCCUPATIONAL THERAPIST, LAUSANNE

"...I've been working with Martine Libertino for about ten years. As an occupational therapist, my work brings me into contact with disabled persons and multidisciplinary teams. The work I did on my personality made me aware of my repetitive behavioral patterns and the interference caused by my emotions."

"Martine Libertino's techniques are little by little teaching me how to rid myself of these problems and to develop qualities such as respect, availability, patience, empathy, thoroughness, confidence, respect for others' opinions, better communication and awareness of each person's role (knowing how to take initiatives and also to delegate), neutrality and good judgment in decision-making, management of conflicts with disabled persons and colleagues."

J.S., PSYCHOMOTOR THERAPIST, MORGES

"... In my work as a psychomotor therapist, what I've learned over the years has changed the way I look at things and enhanced my interactions both with my little patients and with their parents or teachers."

C.F., MOTHER AND THERAPIST, GENEVA

"... Little by little, I emerged from fear, guilt and doubt. This process was a revolution in my life. I also learned to respect the choices of others, even negative choices, without feeling pain over it. If I had not taken the course, my son's death would have left me outraged, whereas today I am at peace. Without these years of working with Martine Libertino, I don't know what would happen to me if I faced such an ordeal today. Now I can carry on without help. I see that, every day, what I learned with her is helpful to me and continues to bear fruit."

MÉDIATION AND RESTRUCTURING



MEDIATION IN THE WORKPLACE AND (RE)STRUCTURING OF STAFF TEAMS OR BUSINESSES

Introduction

THE IMPORTANCE OF HAPPINESS AT WORK AS A FACTOR ENABLING SOCIAL CHANGE AND PRODUCTIVITY

Humanity has made great progress on a large number of scientific and technological fronts, but the way human beings themselves function, their fundamental needs and the conditions required for their true happiness remain largely unknown. This ignorance affects all of our social and political institutions, businesses and the working world in general, all of which suffer from their inability to understand human nature and to place human beings at the center of their development. As a result, the emotions linked to interpersonal relations are taken into consideration only when things get out of hand – conflict, harassment, mobbing, etc. – and urgent action is required. The processes of business development, change and restructuring are in most cases limited to structural issues (new organization charts, departmental mergers, etc.), generally analyzed from a short-term perspective, and mask the human, emotional and relational dimensions. Yet the latter are far more important to the smooth working of a firm and constitute not only the cause of problems but also the solutions.

Happiness at work as a factor favoring productivity – and thus as an investment – is occasionally given lip service in speeches, but is not given more than superficial consideration, let alone addressed in a substantive way with appropriate approaches and instruments. Yet the happiness of each and every employee is far more than a guiding principle confined to idealistic firms pursuing a clear ethical objective; it is what ensures their motivation, their creativity, their ability to concentrate, to manage stress and to find solutions to problems, their loyalty to the firm, and lastly their health – and hence their attendance at work.

By happiness we mean the opportunity for all employees – and at all levels – to recognize their ideal in all aspects of their work (physical, emotional, etc.) and to act accordingly, to develop their personal and work-related strengths, to understand and overcome the emotional programming that influences all aspects of life in a company (the exercise of power, strategic vision, ability to manage human resources, finance, communication, etc.) without letting themselves be intimidated by those of their colleagues, to respect themselves and enjoy the respect of others, to be able to distinguish between commitment, responsibility and self-sacrifice, to delegate responsibility fairly and firmly, with esteem for each employee as a stakeholder in a collective undertaking.

Building a community that meets people's real needs is far from being antithetical to efficiency; rather, it is the sole guarantee against frustration, anger and envy, misunderstanding and fear, against conflict and loss of motivation, which lead to the loss of good employees, which in turn undermines the prosperity of an organization, whatever the aims of that organization, even if it is strictly motivated by profit.

APPROACH

Martine Libertino's approach to (re)structuring staff teams or firms is adapted specifically to each case. It is based on the knowledge and skills accumulated over more than thirty years of consulting and coaching, of teaching and practice in the fields of psychology, philosophy and conflict management.

The approach generally comprises the following stages :

- Interested party(ies) are interviewed to identify needs, problems and the ideal situation.
- An intervention (workshop or retreat) is proposed as well as a fee quotation.
- Work with the team as a whole to take stock of the past and discuss the problems identified.
- Awareness and explanation of the true causes and consequences (symptoms) of the problems.
- Solutions are proposed: techniques, discussion, consensus building and decision.



- An implementation timetable and a process to monitor progress (at all levels), are drawn up and subsequent stages are specified.
- A second workshop for stock-taking and monitoring of progress is held.
- Subsequent stages depend on the needs, interests, expectations and satisfaction of the interested party(ies).

MARTINE LIBERTINO'S WORKING PRINCIPLES AND METHODS

Business mediation and (re)structuring seek to:

- Facilitate clear formulation of problems and of the diagnosis concerning the people and all aspects of work with the team and/or company (sharing of duties and responsibilities, relational aspects, work environment, etc.). The approach ensures that each person expresses his/her position (both what they think and what they are experiencing) and fully understands those of the others.
- Help to foster a favorable climate for constructive, frank, transparent, civil and respectful discussions.
- Explain the primary causes of the problems observed : emotional programming (e.g. fear of conflict) that influences the opinions and behavior of each person in the company.
- Analyze individual responsibilities in all situations, without letting the analysis be influenced by appearances, social conventions or preconceived ideas.
- Help the organization and its employees to define their ideal. This will reveal common ground as well as the key parameters for evolving toward a happier individual and collective situation.
- Propose subjects for reflection according to the specific situations and configurations of each case (for example, on the balance between freedom and constraint, responsibility and self-sacrifice, exercise of power and ability to delegate).
- Propose solutions to bring about change at all levels (in the strategy of the company and/or the team, reporting relationships, concrete task management, workplace layout, communication methods, etc.) as well as an individual objective for each person, along with specific techniques and keys for achieving it.
- Facilitate discussion of the proposed solutions, the adoption of a consensus and clear identification of each person's commitment to succeed in changing his/her behavior and to support the efforts of others.
- Facilitate adoption of an implementation timetable for specific activities and a monitoring process for the other changes to be brought about (development of individuals' strong points, leading to a change of attitude and mindset, solidarity, productivity, etc.).

BIOGRAPHICAL NOTE



BIOGRAPHICAL NOTE ON MARTINE LIBERTINO (complete at <http://www.martinelibertino.ch>)

Has taught her philosophy since 1980.

Writer, mediator, lecturer.

Founder and President of the Duchamps-Libertino Association for the Encouragement of Wisdom and Peace in the World.

Founder of the Philosophical Awakening School for children and adolescents from 6 to 21 years of age.

FROM 1968

- Born in France of Italian parentage, settled in Geneva in 1968.
- Individual and group consultations since 1980.
- Creation of the publishing house **Éditions Duchamps** and publication of **her works** as from 1990.
- First action **to promote peace** in 1992.
- Founded **the Duchamps-Libertino Association for the Encouragement of Wisdom and Peace in the World** in 1998.
- Taught **evening classes** in **Geneva** (Uni Dufour building), **Bienne** (Hotel Elite), **Neuchâtel** (Université des Jeunes-Rives), **Lausanne** (Ecole Polytechnique Fédérale) from 1998 to 2006.
- **Seminars** : 4 seminars per year on general topics at Charmey, and subsequently at Geneva and Neuchâtel from 1996 to 2006.
- **Lectures** beginning in 1990 – **Mediation** for couples, families and the workplace.

FROM 2001

- Published by **Éditions Luciérnaga** in Barcelona, Spain.

FROM 2004 TO 2009

- Project to create **pilot classes** for primary and secondary pupils having scholastic difficulties, in **a conventional or arts-oriented learning environment**.
- Created her **initial and continuing mediator training**.
- Founded her **Philosophical Awakening School for Children and Adolescents from 6 to 21 years** of age as part of the Duchamps-Libertino Association.
- Created **daylong workshops** for young people and adults and **theme workshops**.
- Created monthly **group consultation days**.
- Developed and extended her **mediation** work for couples and families.
- Developed and extended her workplace **mediation** and (re)structuring of firms' staff teams.
Assistance and follow-up for the **formation or (re)structuring** of staff teams and during **dialogue** between partners of the institution or the government as part of mediation or **conflict resolution**.
- Publication of **several books, lecture forums**.

