

MINUTES OF THE FOURTH MEETING OF ESCME

Grundtvig Partnership (Czech Republic, Prague)

Date: 29th October – 1st November 2010

Framing idea for this meeting:

FROM OUR THEORETICAL BACKGROUND TO OUR APPROACHES AND DEVISING METHODS – APPRECIATING DIFFERENCES AND LOOKING FOR COMMON WAYS

PRAGUE MEETING SCHEDULE

29.10.2010 WELCOME

<i>Start:</i>	
<i>17:30 -18:30</i>	<i>Welcome and coordination. Facilitators Alžbeta and Pavla Participants: core team</i>
<i>18:30-19:00</i>	<i>Coordination of the next day session. Participants: Core team and facilitators</i>
<i>19:0-21</i>	<i>Welcome meeting: some question directed to the future (there a new people Who have not gone through Tallinn) Participants: Approx. 21 (core team + students)</i>

30.10.2010 OPEN MEETING (core team, students, external participants)

<i>10.00 – 10.30</i>	<i>Welcome, warming up, the day schedule, rules. Facilitators Alžbeta and Pavla</i>
<i>10.30 – 11.40</i>	<i>TEN MINUTES PRESENTATION OF THEORETICAL BACKGROUND AND DEVISING APPROACH OF EACH NATIONAL CORE TEAM 5x 10min 20 minutes discussion</i>
<i>11.40 – 12.00</i>	<i>Break</i>
PARALLEL WORK IN SUBGROUPS	
<i>12.00 – 13.00</i>	<i>Parallel work in subgroups - starting by more detailed presentation of our approaches and methods (= educating) + discussion</i>
<i>13.00 – 14.30</i>	<i>Lunch</i>
<i>14.30 – 16.30</i>	<i>Parallel work on practicing, modelling - in competence of each facilitator</i>
<i>16.30 – 16.50</i>	<i>Break</i>
GROUP MEETING	

16.50 – 17.20	3 subgroups separately PREPARE presentation of GATHERED KNOWLEDGE + TOOLS for two remaining subgroups (subgroup leaders may act as facilitators)
17.20 – 18.05	3 PRESENTATIONS of each subgroup (15 minutes each, may be presented by any subgroup member/s)
18.05 – 18.30	<i>FEEDBACK ON THE DAY:</i> <ol style="list-style-type: none"> 1. from external participants (What would they buy?) 2. from the core team and students
19.00 – 22.30	<i>DINNER AND FUN IN THE PUB</i>

31.10.2010 PROJECT GROUP MEETING (core team, students)

10.00 – 11.15	<p><i>Presentation of our practice in our closer project group:</i></p> <p><i>3 PARALLEL INTERVIEW DEMONSTRATIONS (45min each – CZE, EE, SL group). Each group chooses its supervisor/coach.</i></p> <p>Instruction: Each supervisor/coach who would like to demonstrate any way she/he works in coaching/supervising any intercultural topic. The supervised/coached person – who is just interested in experiencing a role of a client. The problem and method are not clarified before, it arises from the oncoming process.</p> <p>Alternative instruction: The supervisor/coach who would like to demonstrate her/his specific tool for ICCS – the supervised/coached person- who would like to solve her/his specific problem in ICCS.</p> <p><i>At the end - 30 minutes discussion in the whole group: picking up connecting points and appreciating differences in the work!</i></p>
11.15 – 11.30	<i>Break</i>
11.30 – 12.30	<p><i>REFLECTION of the previous day. Our reaction on feedback received from the group of potential clients in Prague (a random group of external participants). Summarizing conclusions – from the previous day and from today!</i></p> <p><i>EVALUATION QUESTIONNAIRE</i></p>
12.30 – 14.00	<i>Lunch</i>
14.00 – 15.00	<p><i>What have we reached (learned) from the whole process towards achieving our project goal?</i></p> <p><i>What are we approaching?</i></p> <p><i>CLOSING DISCUSSION</i></p>
<i>Start for the core team</i>	
15.00 – 16.00 (17.00???)	<p><i>Leitbild/Charta/Mission Statement</i></p> <p><i>However you call it - of the core team</i> - facilitation: Sissi</p>
<i>PRAGUE EXPLORATION TOUR</i>	
16.00 (17.00???) – ???	<i>VISITING and ENJOYING Prague together</i>

1.11.2010 CLOSING MEETING (core team Facilitator: Sissi)

<i>10.00 – 11.00</i>	<ul style="list-style-type: none">• <i>First version of project plan for ESCME until July 2011 Specifying the goal (based on Tallinn Core Team Meeting and Status)</i>• <i>Tasks to be done</i>• <i>To Dos</i>
<i>11:00-11:45</i>	<i>PREPARATION of the meeting in the Slovak Republic</i>
<i>12.00 – 12:30</i>	<i>List of Topics to check status and decision of the core team done:</i> <ul style="list-style-type: none">• <i>Status of the Web</i>• <i>How to use blog</i>• <i>How to include Bulgarian learners in Slovakia and Vienna</i>• <i>.....</i>• <i>What is open?</i>
<i>12.30 – 13.00</i>	<i>Analysis of the feedbacks from Bratislava, Veliko Tarnovo and Tallinn – Ingeborg Luif</i>
<i>13.00 – 13.30</i>	<i>REFLECTION of the Prague meeting. And Good bye</i>

1st Day – 29th October 2010

Alzbeta and Pavla facilitating.

Common dinner in the historical skittle room.

New colleagues welcomed. Round reflection on what we learned and gathered from Tallinn once more. Next day open meeting planning.

2nd Day – 30th October 2010

**Together with core team and Grundtvik students;
work with Czech supervisors, coaches and students.**

Participants from the Grundtvik group:

(AT) – **ÖAGG Vienna, Austria**

Ingeborg Luif

Maria Goldmann-Kaindl

Nadya Wyss-Daherova

Martin Lion

(BG) – **Klub na istorika, Bulgaria**

Vanya Ivanova

Violeta Petrova

Kina Kotlarska

Valentin Boyadzhiev

(CZ) **Czech Republic – ISZ-MC Prague**

Vratislav Strnad

Petr Kallista

Alžběta Nejedlá

Pavla Švejcarová

(EE) **Dictum Koolitus OÜ, Estonia**
Signe Vesso
Kaupo Saue
Karin London

(SK) **INC Training&Consulting,s.r.o., Slovak Republic**
Elisabeth Alder-Würrer
Jana Španikova
Libor Klenovsky
Jan Uriga

Czech supervisors, coaches and students as participants:

Aldorf Marek
Brož David
Burda Ondřej
Gabrielová Martina
Chalupová Jana
Klimešová Anna
Kožuská Tereza
Kubíček Leoš
Mikulíková Lucie
Pospíšil Zdeněk
Svobodová Dagmar
Trézová Lucia
Tůša Josef
Vančurová Hana
Weissmannová Lada

Facilitators Alzbeta and Pavla.

The common goal is to introduce the Estonian, Slovak and Czech team work with the methodological background and devising practice. To work in three parallel Workshops.

TEN MINUTES PRESENTATIONS OF THE BACKGROUD BY INGEBORG (AT), PETR (CZ), SIGNE (EE) AND SISSI (SK):

INGEBORG: Focused in Groupdynamic, gestalt therapy, (artistic inclination in her life story); an integrative concept, constellations (“who are the others?”)

PETR: When is emerging the theme of Interculturality (not just as problem)? Interculturality as a construct and its usefulness (it may also produce an additional new problem). Information as a difference.

SIGNE: Background in gestalt, NLP, Psychodrama, Art therapy – integrating the methods! Working with future, not the past creating.

SISSI: Background in mathematics (which is no logic way for people´life), system sciences, knowledge management. Advantage of differences. Pluralistic methods. To look at the future. We have to change our cultures! (Nothing is fixed!)

VIOLETA&VANYA: PRESENTATIONS OF THE RESULTS REACHED IN BULGARIA
(The Bulgarian Partners are implementing Supervision for teachers) See annexed slides.

SUMMARY: our shared background

Gestalt, integrative approach, constellations, solution focused approach, ericsonian approach, being historians..., constructivism and social constructionism. Supervision as a way of therapy or as a group work with relations, people (inside).

Discussion: “What is fixed and what is changeable?”

PARALLEL WORK IN THREE SUBGROUPS:

Libor Klenovsky (SK) workshop „Two cultures“

Target of the activity is to deepen the sensitivity on cultural differences. It allows the participants to experience through a simulated situation the process of identification with a cultural community, to discover another different culture and to identify the factors, which prevent or help the intercultural communication. During this process the participants experience phenomenon as categorisation people into “we” and “they” and ethnocentric attitudes to differentness.

The game participants are instructed to represent a specific culture. Later on they reflect the experience. The next step will be the transfer of this reflected experience into the work of coaches.

Method:

Activity, planned for 3 hour sessions with a group of coaches, consists of 3 parts:

- I/ Simulation of a situation, in which two cultures get in contact
- II/ Reflexion on the experienced activity
- III/ Transfer to coaching situation.

I. Simulation of a situation, in which two cultures get in contact

The simulation is a version of the game BaFa' BaFa', which is used worldwide for training through simulation. This training is meant to prepare the participants to live and work in different culture environment or to work with people from different culture. Adjusted variant of this game has the following steps:

1/ The group divides into two subgroups about the same size and about the same number of men and women in it. The subgroups will work in separated rooms and each will have instructions from its own instructor. Flipchart is available in the room.

2/ The facilitator instructs the group. They are told to play a specific subculture. The subcultures are mutually different (e.g. one culture is democratic, oriented on rationality and business, the second one follows the leadership principle, oriented on expressing emotions and mutual relations). Each subculture has certain values, principles of behaviour, method of communication (during the simulation of the culture the participants do not use Slovak language, or any other foreign language – only means of the simulated subculture), members wear visible signs of membership of their culture (make-up, coloured krep paper, scarves etc.). The group members do not have any information about the second group beforehand. Duration - 20 minutes.

3/ First visit. Each group chooses an observer, who has the task to visit the second group and find out some information about it. At the visit the observer behaves as a member of his simulated subculture, the visited group plays its subculture.

Duration of the visits – 3 minutes.

4/ After returning of the observers the culture simulation will be interrupted and the group analyses the information of the observers. They try to understand the action of the second group. Based on this the group instructs another observer who goes on another visit to the second group and he has to observe, how to establish contact to fill in knowledge about the culture of the group.

Duration of the group's analytic work – 15 minutes.

5/ Next visit (another observer as before) lasts 2 minutes. Then follows

6/ another analytical work of the group (10 min.).

7/ The last visit is done by a pair of observers (once more another than before). Duration – 3 minutes.

8/ After this last visit the group analyses the information of the observers.

Duration 10 minutes.

Total duration of the action part – 60 minutes.

II. Group session – reflective part

After that the group

1/ works out the final characteristic of the second group culture, and

2/ solves the question, which was presented by the lector: We found out that there is another, different culture in our reach. What will we do with it?

Duration – 20 minutes.

Then follows **common session of both subgroups.**

1/ The group members speak about their feelings from the simulation and verbalize their observations. Subsequently

2/ Every subgroup publishes its ideas about the culture of the second group.

3/ Every group introduces to the other group their own simulated culture, reasons of their behaviour, etc.

4/ The facilitators publish their observations and notes how the groups thought, what statements had they about each other.

Total duration of whole debate – 40 minutes.

Total duration of reflective part – 60 minutes.

III. Session of the whole group – transfer to coaching – supervision.

The group members now can speak about their practise of as coaches in a multicultural team. Working on the experiences they have gained through the simulation they can work out he answers to the questions:

- What problems can the coach/group member have at intercultural communication?

- What problems can arise at acquiring the elements of foreign cultures?
- How can the conclusion of the game be used to increasing the cultural sensitivity of the coach?
- How to work with own preconceptions in the context of coaching?

Karin London (EE) workshop “How to create the “third culture”...”

The “third culture”

We offer a conceptualization of third culture in intercultural interactions and describe its different forms as well as its antecedents and consequences. Third culture is a multicultural team's shared schema that contains not only team and task knowledge, but also a shared set of beliefs, values, and norms grounded in the national cultures of the team members. We develop a typology to distinguish third culture schema form on two dimensions: third culture strength and third culture content. We then propose both team process and team composition variables that influence the emergence of these different forms. Furthermore, we use social identity formation and sensemaking mechanisms to propose the effects of these third culture forms on team performance.

Power Distance Index (PDI)

Characteristics Tips High PD

- Centralized companies.
 - Strong hierarchies.
 - Large gaps in compensation, authority, and respect.
 - Acknowledge a leader's power.
 - Be aware that you may need to go to the top for answers
- **Low PD**
 - Flatter organizations.
 - Supervisors and employees are considered almost as equals.
 - Use teamwork
 - Involve as many people as possible in decision making.

Individualism – collectivism

Characteristics Tips High IDV

- High valuation on people's time and their need for freedom.
 - An enjoyment of challenges, and an expectation of rewards for hard work.
 - Respect for privacy.
 - Acknowledge accomplishments.
 - Don't ask for too much personal information.
 - Encourage debate and expression of own ideas.
- Low IDV
 - Emphasis on building skills and becoming masters of something.

- Work for intrinsic rewards.
- Harmony more important than honesty.
- Show respect for age and wisdom.
- Suppress feelings and emotions to work in harmony.
- Respect traditions and introduce change slowly.

Masculinity versus its femininity

Characteristics Tips High MAS

- Men are masculine and women are feminine.
- There is a well defined distinction between men's work and women's work.
- Be aware that people may expect male and female roles to be distinct.
- Advise men to avoid discussing emotions or making emotionally-based decisions or arguments.
- Low MAS
- A woman can do anything a man can do.
- Powerful and successful women are admired and respected.
- Avoid an "old boys' club" mentality.
- Ensure job design and practices are not discriminatory to either gender.
- Treat men and women equally.

Uncertainty Avoidance Index

Characteristics Tips High UAI

- Very formal business conduct with lots of rules and policies.
- Need and expect structure.
- Sense of nervousness spurns high levels of emotion and expression.
- Differences are avoided.
- Be clear and concise about your expectations and parameters.
- Plan and prepare, communicate often and early, provide detailed plans and focus on the tactical aspects of a job or project.
- Express your emotions through hands gestures and raised voices.

Low UAI

- Informal business attitude.
- More concern with long term strategy than what is happening on a daily basis.
- Accepting of change and risk.
- Do not impose rules or structure unnecessarily.
- Minimize your emotional response by being calm and contemplating situations before speaking.
- Express curiosity when you discover differences.

Long-Term Orientation

Characteristics Tips High LTO

- Family is the basis of society.
- Parents and men have more authority than young people and women.
- Strong work ethic.

- High value placed on education and training.
- Show respect for traditions.
- Do not display extravagance or act frivolously.
- Reward perseverance, loyalty, and commitment.
- Avoid doing anything that would cause another to "lose face".
- Low LTO
- Promotion of equality.
- High creativity, individualism.
- Treat others as you would like to be treated.
- Self-actualization is sought.
- Expect to live by the same standards and rules you create.
- Be respectful of others.
- Do not hesitate to introduce necessary changes.

Levels of change (model by Robert Dilts)

A pyramid...

Levels of change (R.Dilts)

- **VISION** refers also to the larger system of which we are part (who else?).
- **IDENTITY/MISSION**(who?) contains statements that describe how you think of yourself as a person; for company it should explain reasons for their existence
- **BELIEF** and **VALUES** level (why?) contains statements about yourself, other people (customers) and situations (emotionally held views, not facts)
- **CAPABILITIES** (how?) known as competencies or skills

Links between levels of change

Belief → Potential → Activity → Result → Belief

Levels of change: influence

Change on higher level always generates change on lower level.

- Anything what you think about yourself on higher levels, determines your thoughts and behavior on lower levels.
- At the same time your behavior might/might not influence your beliefs on higher levels.
- In order to achieve any change, it is important that you focus your attention on one level above the level that you want to influence.

Goal setting

- Set a goal for your organization/team
- Draw a time line in front of you.
- Determine *past* and *future* on your time line.
- Find *present* on your timeline. Position your team to *present* and start stepping along the time line towards *future* (the place where you have achieved the goal).
- When you have reached to the place where you have achieved your goal say loudly "WE ARE ..." (express your **identity**)

Goal setting (2)

- Now make one step backward towards *present* (keep your back forward)! What are your beliefs in that stage (a step before achievement of goals). What is the **belief(s)** that supports achievement of goals? What are the **values** that support you making the last step? Discuss and write on the paper (10 min)
- Make 2 steps backward towards *present*! What **skills** helped you to achieve your goal. Discuss and write on the paper (10 min)

Goal setting (3)

- Make 3 steps backward towards present! What **activities** take you to your goal? Discuss and write on the paper (10 min)
- Make 4 steps backward towards present! What do you need to change in the **environment** in order to gain your goal? What rearrangements have to be made?
- This is your identity. How does it feel?

Vratislav Strnad and Petr Kallista (CZ) workshop

”Prejudices in Intercultural Context II”

(The first part was presented in Tallinn by Vratja Strnad)

1. Presentation of common metastructure of the Objectivist and Constructivist Dialogue (Vratja).

The metastructure of the objectivist dialogue (in all contexts!) comes from the basic assumption of one truth or reality principle. The expert has and is obliged to have closer relationship to the Reality than the client. She/he is collecting the facts of the problem, is diagnosing, then intervening and afterwards controlling the effect of her/his interventions.

The metastructure of the constructivist dialogue (in all contexts!) comes from the basic assumption that there are so many *realities* as many contexts (positions of viewing, thinking, emotioning...) are there we are living in. The professional is obliged to become a partner with her/his client/s, following her/his way of talking, including her/his constructs of change, solution or further development. “Hearing” of what clients want is more important than problem expertise and specific choice of intervention. The most important sign is – bringing forth the new (and shared) reality of the “better future”. And “shared” developing and controlling the practical tools for realizing them.

Self Experience Exercise in working on her/his own prejudices, helping to reflect her/his reality constructs.

2.

Exercise I.

Constructivist interview within oneself I (*The contents are not to be presented.*)

1. How did your parents cope with the unknown (sg they weren't ready for) in their lives?
 - Describe some of the key situations. What differences there were between the parents in coping strategies they used? Alternatively, what fantasies you had about strategies of a parent who left the family?
2. What of the above have you incorporated for yourself?
 - (eg. I will be like... vs. I must never be like...)

How did you cope with this family situation when growing up and what did you do for individualizing and living your own life? How did you manage?

1. Do you think that you follow your parents' steps while coping with unknown in your (professional) life? Which one of them and with what concrete steps? Or, have you worked out your own strategy that is worth being named? What is it?
2. Issue a scale: 1 – I go rather towards certainty. 10 – I go towards risks and unknown opportunities.
 - Where on this scale do you position yourself? What does it mean to you? What direction on this scale do you want to take in coping with unknown situations in your life? How would you describe the smallest step towards the chosen direction? What will you do differently then? Who will see it first? What enables him/her see it?

Exercise II.

Constructivist interview within oneself II

- In your personal or professional life, when have you encountered most strongly with something that you would call a difficulty in the realm of interculturality?
 - What was going on inside of you?
 - What did you do?
 - What did it end up like?
 - What have you learnt from this experience?

Exercise III.

Illustration of the principle

"Contrapunct of Change"

.Live interview with one of the participants, coached by Vráťa and Petr.

Instruction for observers: What in you the interview resonates with? Note it.)

1. In this strategy of coping with the situation, which one of your parents do you rather think of? Why? Which behavior of her/him made you remember just her/him? What did you do like her/him? Or is it rather something you learnt yourself? What is it? Whatever it is what allows it to you?
2. Describe your future in which those situations will not be happening anymore. What will you do that you don't do today? In which situation it will be most visible? Who from your surrounding will see it first? Why just she/he will see it – what enables her/him to see it?
3. Describe a situation in past that will prove the best that you will reach the situation above (point 2). Why just this situation? What traces of your future competency do

you see in this situation? Who knew that you will develop this way even then? What did she/he see in you that she/he could have said it?

4. What will open for you in the future (when soonest – when latest) once you reach the point 2? What new sources will you use? What will your nearest goal and perspective look like? What will you hold onto to achieve it? What will you do differently? What will it all be good for and how will you recognize it?

FEEDBACK OF THE DAY

Ingeborg TO KARIN (on EE WORKSHOP): To prepare a Congress for MC Europe: From visions to environment. Vision of EU: “Separated with harmony” = idea of third culture – did we create something new?

Libor/Nadya (on SK WORKSHOP): working in two subgroups, role playing. Rational level – acting out emotions level...focused more in differences: we don't see similarities. Observe first, than act !

Vanya on CZ WORKSHOP: flow in the process. Exploring the EGG/MIND. Top x bottom; flexible x orthodox...tsunami effect on our life's prejudices. Safety x security dimension! Taking risk x building trust! We are not judging – just jumping!

Additional reflections:

TRAUMATIC EXPERIENCE – would be used as resource from the past/future.

INTERCULTURALITY as a problem → AS AN OPPORTUNITY !

3th. Day – 31th October 2010, PROJECT GROUP MEETING (core team, students)

THREE COACHING INTERVIEWS in a group.

1. Kaupo (EE) interviewing Ingeborg (AU): “DOWNHILL PLANNING”

Coaching- cartoncards method for a goal setting and action planning

Good for both- long term goal setting and problem solving.

Position: Preferably standing in front of a table.

Materials: empty cartoncards and markers.

Coach is facilitating the process with providing materials, asking questions and building energy.

Steps:

1. What is your goal what you want to reach?
Describe it vividly.
Verbalize it clearly in one sentence.
Write it down with a marker (choose a color) onto one card.
2. Make a timeline and put that card into the future.
3. Write a date when your goal is achieved.
4. Step into the future, go physically there, change your position.
5. Be there, **stay** in the goal. Feel it. What do you see, hear, smell...
who else shares your success?
how does it influence others?
who is the first (most important) person to see you there?
(Surplus reality helps to create certain altered state of consciousness for a coming brainstorming)
6. Tell me what did you do, how did you achieve your goal? You **remember** everything, small and big steps.
7. Write down every action onto one card. Use different marker with different color. This process is most important and takes time. Co-create- help a person to remember. God is in details.
9. What **else?** What else you remember?
If necessary, you can help the person: how did you do this or that?
Create as many cards as necessary, usually 10- 20.
10. Arrange cards in sequence in timeline. First, second... action.
11. Take a look, see the whole picture. Step back a bit to perceive the big picture. Often missing pieces fall into place- person writes additional cards.
12. Write a date with onto each card.
13. Focus on the first step.
Elaborate it thoroughly.
How did you start?
What kind of support you got?
Who supported you?
14. Ask a person one more time to go to the goal and experience it totally.
15. Make agreements about reporting system and next meeting.

2. Vratja (CZ) interviewing Lada (CZ) + Petr (CZ) in the Reflecting Team: PRESENTATION OF SO CALLED MIRACLE QUESTION.

- a) Interviewing the unique experience “of something quite bad which surprisingly turned to something good” (STRNAD, “for-jumper question”, further according to de Shazer). Please describe it in details.
- b) Supposed your rest of this day will run in your expected way...and you will do what you'll do (what it is??), you are going to bed...and while you are sleeping, something like miracle happens and the miracle manages for you all, whatever you need to have solved, what brought you to me...Morning then, you awake and the miracle works...**WHAT IS THE FIRST SIGN which makes you know – miracle happens? ...It follows the detailed description of the day of miracle happening.** The time structure of the day is a guideline of processing of the interview.
- c) Let's imagine a scale, when the 0 stands for – the most bad stage of your affairs, and 10 stands for the stage of your problem solved = the day after miracle just discussed.
- d) **WHEN WAS YOU MOST CLOSED TO TEN?** What did you do at that time? How did you managed it?...
- e) **WHERE ARE YOU ON THE SCALE JUST NOW?** Why exactly on this number? How did you manage to be at that number? What do you need to going forth?...
- f) Hometask: Please choose one day a week and pretend you are on the scale on X+ stage. Describe me this your experience next time please.

3. Jana (SK) interviewing Kina (BG).

Demonstration of counselling interview. Working with emotions. The theme: “three Romes in the class, one of them quite fit, but without discipline.”

“What your new eyes did view on him?” (Jana)

“What else would you do now?” (Jana)

“What kind of description would you choose when talking with his father?”

Assumption of Jana: Father does what he shouldn't do. Maybe he is the person who needs help.

Ending advise of Jana at the end of interview: **LOOKING FOR THE BEST FOR THE GUY (TARGET PERSON) – THE TASK FOR BOTH TEACHERS AND CLASSMATES.**

Jana makes a sociological investigation on it.

GROUP REFLECTION OF THREE INTERVIEWS.

It is important to have an contract...The differences among us are in style (Ingeborg)...It was a classical rogerian model presented with directivity at the end (about Janas' interview)...Not struggelling differences, but – what creates something new?...

The relationship to the second language ability of all of us: somebody is perfect, the other one not so much. Solution? “Pretending I am understanding...” ☺

OUTPUTS:

- Don't understand, its OK
- Enjoy your stupidity
- There are advantages and disadvantages of foreign language
- Don't believe (in your interpretation) in the body language
- Assumptions – check!
- Don't miss the focus of Multiculturality
- Use what you know about the culture but treat it just as a draft...

REFLECTIONS ON THE PREVIOUS DAY.

(About the process):

Not enough time to think about things, go more inside, not ending with exercise. It was pretty much. (Kaupo about Vratja and Peters workshop). Fasten lunch needed! No time for discussing subgroups. To do workshops before lunch. Within lecture – to pay attention to the group dynamic (warming up needed). Feedback of Subgroups needed – as a questionnaire. (3-4 questions)

Organisation:

- carefully in pictures
- pattern: finish earlier; work longer
- working in small groups is more useful.

(About the content):

- Estonian workshop: well organised process – how international team can find a way to the third culture?
- To be compared, what happened in each subgroup?
- What about steps creating the common vision?
- Visions → identity → mission → believes → capabilities → actions → changes in environment

Reflections on Slovak workshop

- The task didn't demand a language competence!
- Good to have in mind when organizing conference
- Accepting others through our own filters

Sissi about three subgroups:

Unifying groups vs playing – academic group (selfexperience)

TALLINN → PRAGUE (metatheme):

- From stereotype to values
- Quality of MC context of the group
- Atmosphere here!
- Approaching the action style
- Missing output: DO WE HAVE SOMETHING NEW? Something will emerge!

4th Day – 1st November 2010, Core Team Meeting, (facilitated by Sissi)

The meeting of the core team is documented in extra document you also can find on this Webpage.

ENDING REFLEXION of core team ON MEETING IN PRAGUE

- Lot of impressions and theories
- Few time for discussion
- Very good job of Czech facilitators Alzbeta and Pavla
- Rich in concepts
- Great preparation and organization (Vratja)
- Warm atmosphere and welcomed feeling
- Challenging
- To see all our techniques, accelerating thinking about IC
- Feeling involved in all activities
- Good work of all Czech team
- Would we be an international team?
- Interconnectivity...