

Minutes of the Sixth Meeting of ESCME Grundtvig Partnership (Vienna)

DATE: 27TH MAY – 29TH MAY 2011

PLACE: SCHLOSS MILLER-AICHHOLZ EUROPAHAUS 1140
WIEN LINZERSTRASSE 429

27th May 2011

- Welcome meeting

28th May 2011 -29th May 2011

Advanced Training Seminar with Austrian Students

Advanced Training Seminar:

Staff and Participants: Supervisors and Coaches (26 plus 14 persons)		
Duration:	2 days	
Day 1:	9.30 Registration	10.00 – 18.30 – 22.30
Day 2:	9.30 Coffee	10.00 - 16.00

Learning Targets for the advanced training:

- Increased cultural awareness
- Know coping/ prejudices – Strategies and attitudes
- Be aware of situation where multicultural awareness is needed
- Knowledge about cultural adaption
- Common Meta Structure
- Feel save connected, share explicit rules in multicultural context
- Experienced own prejudices, values & basic assumptions
- Theoretical input: what is intercultural, literature...?
- Ethical aspects of intercultural coaching
- Development of identity
- Future personal learning goals
- Exchange of experiences

How to reach these targets:

- Defined Learning Goal
- Room for self-reflection
- Theoretical input
- Use experiences of participants
- Give possibility to gather new experiences
- Case studies done by students
- Show cases done by teachers
- Case studies with different approaches evaluated by students
- Questionnaires for participants as basis for training design
- Different group sizes/workshops
- Know how transfer
- Different sensual levels of awareness – role play, drawing, sculpturing
- Overview on different methods (data base)

Workshop:

Saturday 28. 5. 2011

Time	Title /	Content	Responsible
10.00-10.45 10.45-11.15 11.15-12.00	Welcome Warming up Input	Contracting rules, Circle talks, Common Meta structure Theoretical input	Facilitation and welcome: Martin Lion, Ingeborg Luif, Priska Juen Warming up: Janka Spanikova, Nadya Wyss Input: Sissi Alder
<i>12.00-12.15</i>	<i>Coffee Break</i>	<i>Coffee</i>	
12.15-13.45	1. Unit	My Personal Values, Prejudices Against Other Countries Prejudices in intercultural context : Experience own prejudices, values, basic assumptions Feel safe, connected, share explicit rules in multicultural context	Signe Vesso , Maria Goldmann-Kaindl, Ingeborg Luif
<i>13.45-14.45</i>	<i>Lunch Break</i>	<i>Sandwiches, Drink</i>	

14.45-16.45	2. Unit	Stepping into the shoes of others Know copying/prejudices, strategies and attitudes Be aware of situations where intercultural awareness is needed Knowledge about cultural adaption	Kaupo Saue, Sissi Alder, Vratislav Strnad
16.45-17.00	Coffee Break	Coffee	
17.00-17.30 17.30-18.30	Plenum	Collect wishes for 4. unit - Output tasks for tomorrow Staff plans the 4. unit	Martin Lion, Ingeborg Luif, Priska Juen Martin Lion
18.30-22.30		Dinner Come together with very Austrian dances	All together Maria Goldmann-Kaindl

Sunday, 29.5.2011

Time *	Title /	Content	Responsible
10.00-10.15	Welcome and warming up	Warming up	Janka Spanikova, Nadya Wyss
10.15-12.30	3. Unit	The 3rd culture How to create a third culture Two cultures Development of identity	Libor Klenovsky, Karin London, Iris Frühmann-Pribil
12.30-13.15	Lunch Break	Soups, Drink	
13.15-14.45	4. Unit	Ethical aspects of intercultural coaching Group Supervision on a case with cultural aspects	Ingeborg Luif Sissi Alder Vratislav Strnad

		Interculturality coping strategies	
14.45-15.00	Coffee Break	Coffee	
15.00-16.00	Plenum	Closing X-change of experiences Feedback	Martin Lion , Ingeborg Luif, Priska Juen

Participants:

Bulgaria:

Violeta Petrova
Georgieva
Vanya Evtimova Ivanova
Valentin Veselinov
Boyadzhiev
Kina Dimitrova Kotlarska
Valentina Georgieva
Dimitrova-Stoynova
Antoaneta Avramova
Palangurska

Estonia

Kaupo Saue
Signe Vesso
Karin London

Czech Republic

Vratislav Strnad
Petr Kallista
Pavla Svejcarova
Alszbeta Nejedla

Slovakia

Jana Spanikova
Sissi Alder
Libor Klenovsky
Ester Lemponen
Lucia Trezova

Austria

Ingeborg Luif
Iris Frühmann-Pribil
Maria Goldmann-Kaindl

Priska Juen

Martin Lion
Claudia Schröder
Nadya Wyss

Samira Baig
Gerald Biribauer
Friedrich Demel
Lucia Dühler
Irene Ecker
Mario Fiedler
Claudia Laschalt
Andrea Magerl
Christine Mattl
Ebru Sonuc
Flora Varga
Christian Weinberger

1. Warming up

We used interactive games at the start of the two day seminar in Vienna. The interactive games help the process of learning and mainly activate the group dynamics through mutual interactions and getting known each other.

Used activities: **Race**¹

Dividing into subgroups based on their sibling order (predominating were the oldest children or “only children”, they created two subgroups).

1. Theme: My favourite food
2. Theme: My start of the day

Duration: 45 minutes and choosing two themes was conditioned with earlier start of the activity.

¹ Game descriptions are published in the collection

2. Theory

Presentation by Sissi Alder

Culture *according to Ed Schein*

- All groups and social systems have to cope with two kinds of problems and challenges

External problems and challenges

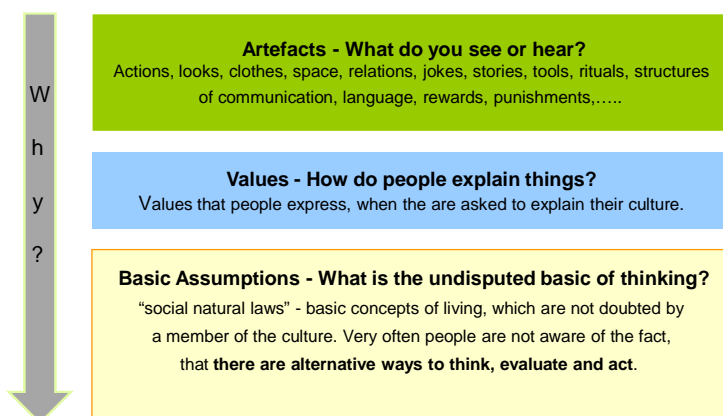
Internal problems and challenges

- Culture includes all the **successful ways to cope** with problems and challenges **from the past** internally and externally – and it changes mostly slowly adapting to new challenges.
- Culture is a **process not a state**

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Culture *according to Ed Schein*

- Culture is **everything manmade** -there are 3 levels



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Basic Assumptions

- “social natural laws” concern different areas
 - **Reality and truth:** How do you proof, that something is true?
Dogma, Specialist, Process(debate), Testing, Science
 - **Time:** monochrome, polychrome
 - **Space**
 - **Human nature**
 - **Relations**

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From Basic Assumptions to Culture Dimensions

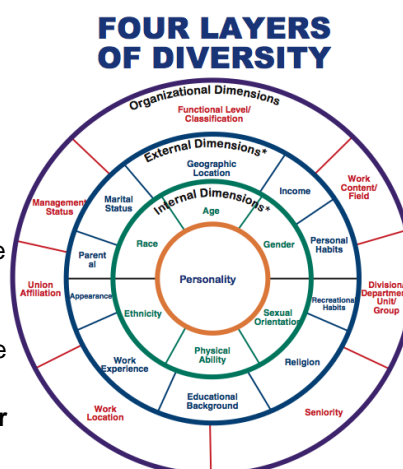
- There are different scientific approaches to characterize cultures based on culture dimensions (areas of basic assumptions).
- For each culture an estimate of the position between the two opposite poles of these dimensions - i.e. between individualistic and collectivistic – can be done by interviews and observation.
- The model of Geert Hofstede is one of the best known. (Source: <http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/>)

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Cultures are not only National Cultures

- The influence of different cultures, which we are part of, makes us diverse.
- The Four layers of Diversity - as defined by *Gardenswartz and Rowe* – are an attempt to classify the influences, which make us the unique persons we are.
- Organizational and External Dimensions can be changed – but the Internal Dimensions stick with us.
- Additionally there are also **double or more identities possible concerning ethnicity, profession, religion, geographical location,**

....



From Diverse Teams at Work, Gardenswartz & Rowe (1996, 2003)

*Internal Dimensions and External Dimensions are adapted from Marilyn Loden and Judy Rosener, *Workforce America* (Business One Irwin, 1991)

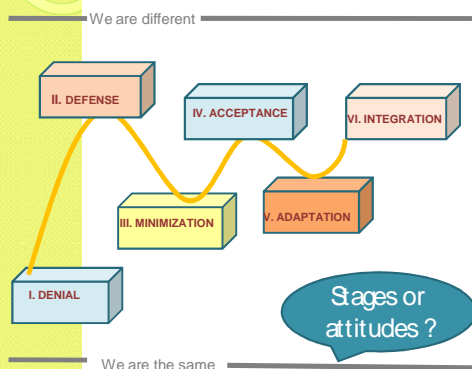
Implications of Cultural Differences on Communication

- One partner tends to encode what he/she means in his/her culture
- The other partner tends to decode and thinks to understand based on values, norms and beliefs of the other culture



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Development Model of Cultural Sensitivity



ABC Model of Culture Contact

- **AFFECT:** Coping with cultural change
- **BEHAVIOR:** Acquiring specific skills
- **COGNITIONS:** Developing, changing and maintaining identity

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Sources:

- D. Landis, J.M. Benett, M. J Benett , (Hrsg.) Handbook of Intercultural Training Third Edition, Thousand Oaks California: SAGE Publications, Inc.
- Hofstede, Geert and Gert Jan (2005) Cultures and Organizations: Software of the Mind, McGraw-Hill
- Schein, Edgar H. (2003), Organisationskultur, EPH
- Lee Gardenswartz & Anita Rowe (1995), Diverse Teams At Work: Capitalizing on the Power of Diversity, Irwin Professional Pub

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UNIT 1

MY PERSONAL VALUES, PREJUDICES AGAINST OTHER COUNTRIES

Start in the plenum

Time: 12.15. – 13.45

Trainers:

Ingeborg Luif (A); Signe Vesso (EST), Maria Goldmann-Kaindl

Welcome to the participants. The trainers introduce themselves and talk about their personal values. Then we invited the participants to think about their personal values and write them on cards (only a few). Afterwards everybody should find a partner, you don't know and talk about these values. One of the tasks was to be aware which values do you attribute to this person and which values you have in common.

The topic of the second part of the unit was Prejudices. Participants from the same country come together and find prejudices against the other countries. They write them on cards and present them in the plenum. The Austria group was divided in two groups. "Real" Austrians and Austrian nationalized immigrants.

After this each country-group reflects the prejudices they got from the other groups.

At the end everybody should reflect the unit with the partner from the beginning.

UNIT2:

STEPPING INTO THE SHOES OF OTHERS

TRAINERS:

Vratja Strnad (CZ); Kaupo Saue (EST); Sissi Alder (SK):

Start in the plenum (all facilitators together)

Introduction:

- 2 facilitators show how it is to step into the shoes of others in a personal example (they are supported by the 3rd facilitator)
- Flipchart with the structure of the WS is presented

MINI Lab

- Forming groups of 5-6 persons (to get maximum cultural diversity in each group, but also take into consideration language skills)

- Groups are sitting in little circles all in the same room working self organized, but with very strict and tight time management from the facilitator – really stopping the discussions
- One facilitator – Sissi - providing the questions (also written on the Flip)
- The other facilitators keeping the time and walking around clarifying if needed – recognizing important topics

Questions for the Minilab:

1. Please introduce again : your name, country, profession - 1 min
2. Please go back to a time, when you were in contact with another culture (country, language, profession) and were completely confused – not understanding. How did you overcome your confusion? - 7 min
3. Which of your beliefs or convictions lead you to this confusion?
They might be formulated as: I never, I always, all man , all Austrian, never, always , nowhere, everywhere - 7 min

Gathering learning points from the Mini Lab (supported by handouts):

Everybody is asked to write down for him/herself what was found and learned:

1. What have you remembered, found out or learned now about seeing and judging other cultures?
2. Which attitudes are helpful to get acquainted to other cultures?
3. What can a person do to get acquainted to another culture?

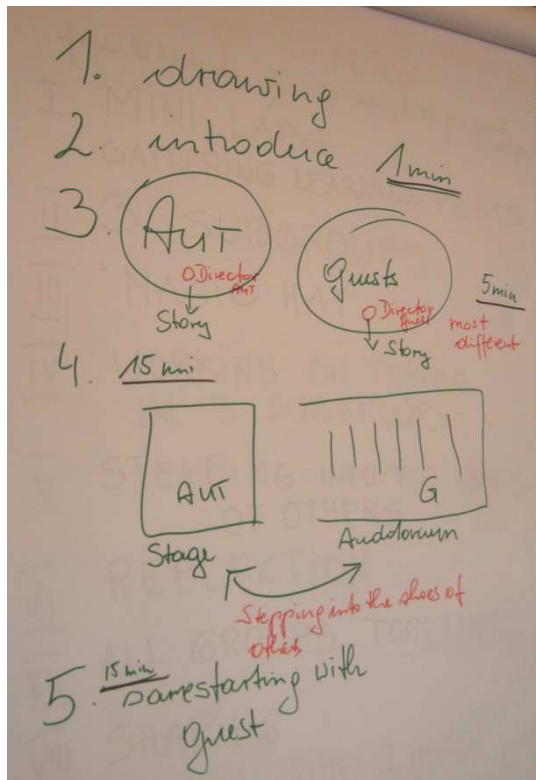
Work in three groups and three rooms

Dividing the group – and distributing topics

- Groups with maximum diversity of cultures
- Topics out of “magic hat” (decided before for each topic)
topics: a meeting is held , one person applies for a job , a colleague does not agree at all with the decision of the boss

Work in the 3 groups:

Topic on the flip chart in each group



Decide for 2 Cases

- “(One of the topics) is a perfectly normal situation and you have lots of experience about how this happens in your country and your professional culture. Please each of you think shortly about what are the highlights, which “always” tends to happen – draw a symbol with all the elements coming into your mind on the stickers”(stickers) (crayons)
- Put drawings on flip chart or wall – sharing per person– most important about your symbol
- Split into Austrians guests => Group A and G
- Both groups and choosing one case from them – 5 min
 - guests decide for one that is very different from all the Austrian ones
 - Austrians decide for the one

Role Play

Roles: director (case owner) actors, audience; Groups: A and G

Preparation:

1. Step: Group A and G preparing parallel their case for putting it on the stage, directors make sure it is done the way like it is in the reality of the director . No discussions any more.

2. Room structure: stage and audience,

CASE of Group A

- Group A is performing their case. Group G is observing
- Group G comes to the stage and plays the roles of group A - the same story – new actors.
- *If the whole story runs between 2 persons – the facilitator splits the group G into couples and gives the possibility to each couple to do the play.*
- *The director is available for feedback and answering questions for the group G actors, about their roles.*

CASE of Group G

- Group G stays on the stage but now it is time to play their own story (their own director takes the lead)
- Group G is performing their case. Group A is observing
- Group A comes to the stage and plays the roles of group G- the same story – new actors.
- *If the whole story runs between 2 persons – the facilitator splits the group G into couples and gives the possibility to each couple to do the play. 5 min*
- *The director is available for feedback and answering questions for the group A actors, about their roles.*

Reflection: everybody answers for him/herself

1. What was your biggest surprise?
2. Which thoughts and feelings came up in you during the role play?
3. What did help you to play the other role?
4. What do you take with you – what will you see differently and how will you act differently in the future?
5. In which situations in your professional/private life this learning might be helpful?

Back to the plenum room – all groups together

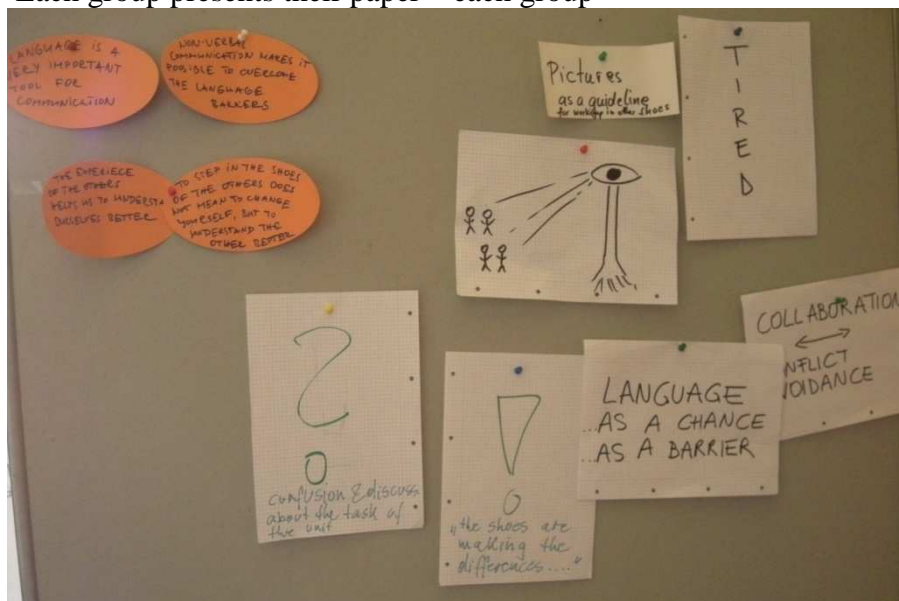
Sharing in little groups all in the same room

- Form little groups (max 7 persons) with representatives from all three groups that have worked before

- Share your experiences
- decide on the most important 2 findings
- write them on paper
- decide who is presenting the papers

Sharing in the plenum:

Each group presents their paper – each group



Thank you – break

Warming up in Sunday

Used activity: *Menagerie**

Duration: 15.minutes what was conditioned by shortening of the planed time for the activity

UNIT 3

THE 3RD CULTURE

TRAINERS:

Libor Klenovsky (SK); Karin London (EST), Iris Frühmann-Pribil (A);

3 facilitators worked with the big group on the theme of “third culture” - difficulties and opportunities - of people of four different religions working in the same company.

There was one guiding facilitator giving inputs, questions to the group, coordinating acting and reflection time and 2 mostly process observing facilitators, intervening and interviewing in the small play groups.

The main facilitator introduced the method of Sociodrama to the participants and explained that the topic of this session would be different religions.

Each participant should take a role either of a Christian, Muslim, Jew and atheist person, and stressed the challenge and chance of stepping into the shoes of a foreign religion.

4 groups of different regions were formed and people discussed out of their roles to the following question: „How does it feel to live in Europe as e.g. a Jew...?“

In the next step persons introduced themselves within their group with some personal details, e.g. name, age, family background, in a next step people presented themselves out of their role in the big group. Reflexion on how it felt for the participants followed.

The facilitator stated that all these people were working in the same company- in a factory producing toilet paper. People should form different working departments where at least one member of each religious group was represented and start acting. One group stepped aside because being too old to work or being a mother with little children to take care of.

Personal interviews of individuals were made stressing the religious background.

Who should be the manager of this company?

The facilitator then gave the order to be aware of the third culture and that the company had to organize a summer party. They had to decide on which meal should be provided.

Interviews on personal wellbeing were made. What worked, which strategy did not work?

The workshop was closed by two main questions:

What were my personal experiences and learning points?

Which of the experiences made during the Psychodrama are helpful for my daily work as supervisor/coach?

UNIT4:

INTERCULTURALITY COPING STRATEGIES

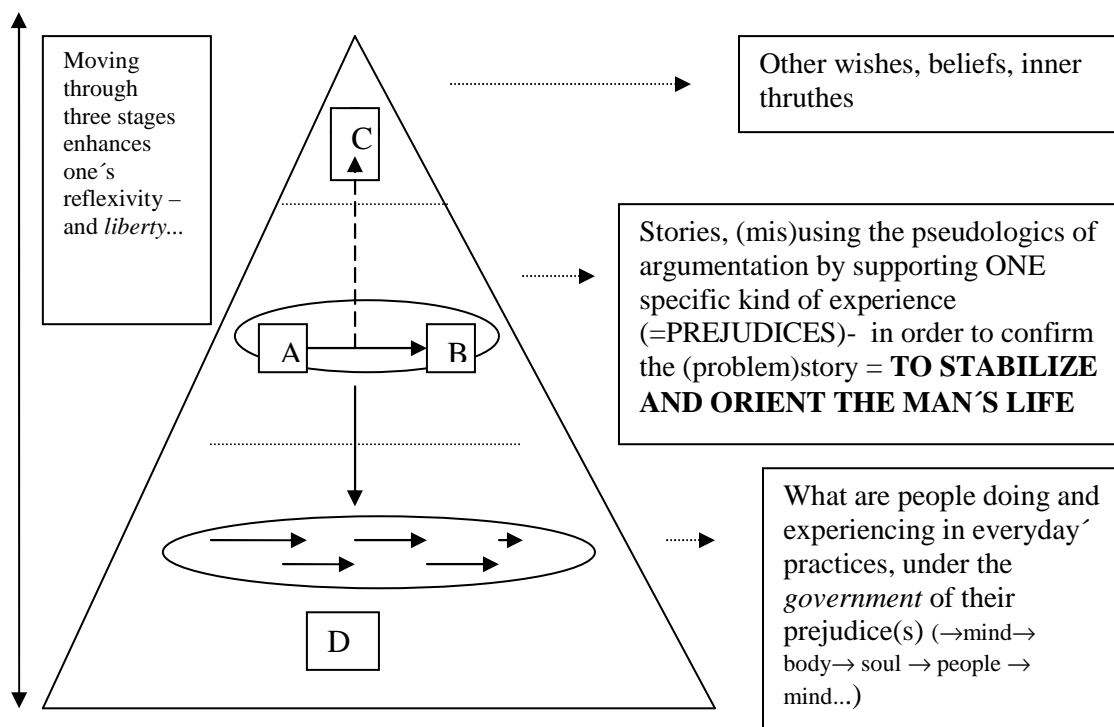
TRAINER: Vratja Strnad (CZ)

120 Min. = 2 hours workshop

Provoked by the actual interest of attendants of UNIT 2 (Sissi, Kaupo, Vratja), was the topic of this workshop focused on Prague (ISZ-MC) Model of IC-CS.

Short warming-up.

Presentation of the model of IC-CS - 15 Minutes presentation (Vratja)



5 Minutes Discussion: “What makes the difference between A→B and C?” It is just the topic of the exercise followed:

EXERCISE IN COUPLES I (2x 15 Min.) :

One is interviewing the other and later vice versa.

Instruction for interviewee: *Remember and express the situation/s in which you are feeling (typically) helpless.*

Instruction for leader of interview: *Which kind of conviction (believe) brings this story to your ears? Put attention to expressions like: like always, never, everybody, nobody, no times, every times, nowhere, and everywhere... Consider: what seems you most impolite ("forbidden") to ask? – And ask such a way. (Use your curiosity as a kind of pardon.) What is an "iron logics" of this story, not to be investigated?*

WHOLE GROUP REFLEXION INBETWEEN I (5 Min.):

What kind of (pseudo) logic did you investigate? (For leaders)

How it was to hear the questions like these? (for interviewee)

EXERCISE IN COUPLES II (2x 15 Min.)

Let us see your everyday life, when this your kind of thinking, feeling, arguing (negative conviction) is prevailing? Go into details in time as a day is running: in concrete actions, thinking, emotioning, relating to the others. What tends to be happening most probably at the day like this? (for leaders)

WHOLE GROUP REFLECTION INBETWEEN II (5 Min.):

How did you experience that day? Was it almost negative experience?

EXERCISE IN COUPLES III (2x 15 Min.)

Using this experience you made in previous conversations, what would be else/different in going through the situations when you are facing INTERCULTURALITY in your work/life?

ENDING WHOLE GROUP REFLEXION (5-10 Min.)

UNIT 4

GROUP SUPERVISION ON A CASE WITH CULTURAL ASPECTS

TRAINER: Sissi Alder (SK)

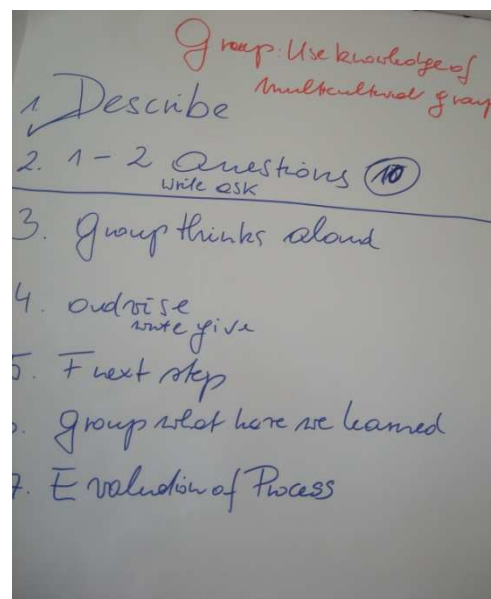
The cultural perspective came into this case in two ways.

- the case brought by one participant involved persons with different cultural background
- The supervision group - with persons from different cultural backgrounds – used these backgrounds to have a look at this case from different cultural perspectives and experiences

The method used is a very structured version of a Balint group – especially using a clear time frame. The decision for this method was taken after the description of the case.

There are many other ways possible to work on a case with cultural aspects.

1. The case owner describes the case
2. Everybody in the group writes down 1-2 questions and asks them
3. The group thinks aloud (The case owner leaves the circle and just listens)
4. Everybody writes an advice and give it to the case owner
5. Case owner tells what is his/her next step (just taking, what is OK for him/her – not arguing about other ideas and fantasies of the group)
6. Each group member gives feedback what he/she has learned
7. Evaluation of the process



UNIT 4

ETHICAL ASPECTS OF MULTICULTURAL SUPERVISION

Trainer: Ingeborg Luif (A)

After a short theoretical introduction on ethics in general we put together and discussed cultural aspects and differences.

One of the participants had a special question connected with her work with Roma parents and their children. First we put together our ideas about this case and afterwards we tried to find out what positive and negative aspects there were.

One theme was to do with pupils being envious of the Roma pupils because they are allowed extra cultural holidays.

After this some of the participants contributed their own experiences as being an outsider: Sharing and Feedback.

Symbols for interculturality



30th May 2011

Roundtable with Customers for Supervision & Coaching (Press invited)

GUESTS:

AR Roman Spatzierer , AKH (biggest Viennese Hospital)

Mag. Davor Sertic, Geschäftsführer Unitcargo (Winner of Diversity award 2010 of Viennas Chamber of Commerce)

Feed Back – Round Table Monday, 30th May 2011

- fine, well prepared, good atmosphere, too less journalists
- continuing the learning process of the other
- no red line to the topic
- sped the topic to the public
- let them know what's going on in our project
- the facilitator will write about us
- how was the 3rd culture presented
- disappointed that no journalists came
- not to be asked about our project
- closed space – visitors and members
- new points of few from economic
- the visitors gave a lot of information's
- take care about the change of the setting and prepare the topic in a better way
- the look from outside – “we” are a group – getting satisfied from answers
- basic discussion about Supervision and Coaching shows differences
- good agreement about “intercultural work”
- thank you for the idea
- summary about points of our partnership – 1st step of a long process to multicultural learning
- meet users or customers of our work, was interesting how they explain SV and C
- tools for a better work
- interesting to see outsiders, see their needs
- nice meeting with customers
- no press connection
- social, neutral event
- missing: clearness for what is the round table a marketing tool; not goal oriented, no professional leading, unsatisfactory
- don't know the objective aim
- little step in a good direction
- how to go on working with unclear aspects?
- Ask before: what could be a good output for them, for us? What is good for the reader?
- Should be: simple, concrete what we will present about us
- Interested for my country
- Personal interests

What have we learned?

Reflection in National Teams 2 Days Workshop Vienna:

AUSTRIA

Too many methods
Too less time for reflection in theoretical and practical ways
Too less time for exchange the personal thoughts
Unit 1: to talk about personal values was overlooked
The topic about prejudices was more present in the mind than the topic: values
We missed the “red threat” of the seminar
A lot of topics were opened
Maybe all trainers thought: the subject will be continued in the next unit
The ESCME group grows together during the four days
We miss the coordinator for the whole workshop
Nobody was interested in the personal thoughts of the participants
Stay in different roles during the seminar was a good experience
Going in the shoes of the other – was not possible – too less time,
Misunderstandings when exercises were explained
We forgot that big groups are slow groups so there was a big delay at the end of the day
Unit 4: a good conclusion, a good personal, practical close

BULGARIA

Content:

The units were well prepared; they were following continuously and upgrading the information in a good and logical way covering the whole content necessary
The teams (international) were showing themselves third culture
The idea of the 3rd culture that was developed and realized is applying the aim of the partnership, pointing the focus of the multicultural aspect
For the one who have experienced with the advanced training for future time, give them more time to reflect the theoretically and realize what was before experienced on other levels.

Process:

Dynamic process in the whole group
Balance between small groups and big group work
Tolerant approach of the facilitators with the language, translation time
There was not enough time for reflecting the whole process at near each of the sessions that make each of the sessions incomplete; the line to the next session was not so well bridged.

CZECH REPUBLIC

Continuation of work done before

Stress on international aspects in workshop preparation (3 persons from different countries)

Need for more detailed reflections on separate sessions (esp. parallel sessions)

Interesting outside-group participants

Active and added value

Further group cohesion development

Bigger tempo on work in group – general architecture, more than working on detailed methods

ESTONIA

Free time activities were excellent

Castle - excellent

No big difference between ordinary country seminar and advanced training

Close relationship with guests -> good working atmosphere

Experiment working in 3 facilitator teams was successful

We coped with high complexity

Units could have been more connected and under one roof

We could have meetings of 9 trainers on Friday in between breaks etc. to feel as ONE TEAM

Even flash meetings of 5 Min. would help

These are improvement ideas for the FUTURE, because we are willing to continue

SLOVAKIA

Missing: reflection in theoretical level

Jumping into a new world – confusing not structured

Reset

To directive vs. chaos

Language barrier

Room for improvements needed

Cognitive structure held by facilitators could be stronger

Things were changing - > frustration time -> less improvisations frame by facilitators

Insensitive leadership in sociodrama directive leadership

Positive: the best:

Real case supervision – structure!

People, surroundings; castle, Heuriger, Dancing ...

Sociodrama: 3rd culture

Timing

Satisfied students

Lots of social contacts

Participants: nice, open, disciplined, warm hearted

Lot of things to learn (up to you to get and digest)

Learn communication also in not pleasing situations.

31st May 2011

Core team meeting

- Core team meeting : documented in other document “Core team meeting” covering 30th and 31st of May 2011