



Female Empowerment in Science and Technology Academia

FESTA DELIVERABLE 6.1.1

Improving Meeting Culture



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FESTA DELIVERABLE WP6.1

Improving Meeting Culture

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Female Empowerment in
Science and Technology Academia



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INTRODUCTION

According to FESTA's description of work (DoW, p.40), the objective of WP6.1 - improving meeting cultures - is to minimize the negative effects of gendered interactional patterns by structuring formal and informal meetings in ways that are based on collaboration and negotiation rather than traditional academic positioning. This way, all interactants – and especially women, considering their relative disadvantageous present representation – will obtain a more equally distributed share of consideration and appreciation for their contribution.

WP6.1 focuses on meeting facilitation and how improved interactions at meetings influence the working environment of Academia in general. In our approach, we understand discrimination and biased behaviour in relation to gender to be an instance of a general discriminatory dynamic, which is ubiquitous in the academic setting and which is enhanced and made more complex by interactions governed by competition, exclusion and rivalry. In contrast, discriminatory dynamics can be neutralized by cooperative, inclusive and integrational interactions based on dialogue and an open exploration. Thus, in the context of meetings and daily interactions, we see gender discrimination in Academia as part of a wider dynamic which can be circumvented and challenged by providing hands-on, well-grounded and practical alternatives to how to conduct meetings and manage 'online' dynamics of the interactions between the attendees.

The complex problems of gender discrimination and power games in the decision making that takes place at meetings are here targeted through a number of tools: On how to facilitate open and constructive communication and how to be aware of the subtle ways of giving and taking away voice, power and visibility (Uppsala's material, see especially the master suppression techniques). In the material from Southern Denmark, attention is given to how to manage subgrouping, including dominant and subordinate groups, by giving space, structure and opportunity for different perspectives and voices to come to the fore on terms that allow for confirmation without manipulation or coercion, and which in unrestrained ways allow for finding common ground in addressing and acting on complex issues and making decisions based on the widest possible set of interests and considerations (the principles of differentiation and integration, exploring the whole elephant, getting the whole system in the room, and finding common ground, work book, Southern Denmark's material).

With these techniques and approaches, our own experience shows us that it is possible to foster meeting cultures, which provide structure and space for integrative, inclusive and respectful collaboration – and thereby powerful ways of interacting are made possible which may serve as alternatives to otherwise typical and dominating discriminatory, competitive and excluding working environments in Academia with its major implications for gender.

More than anything, this work package is about introducing and raising awareness of the art of inclusive, non-discriminating and cooperative meeting practices on a day-to-day level. Such an approach includes gender-sensitivity – as well as sensitivity to other significant differences. In the WP we offer training to scientists and other senior staff who are responsible for meetings in order to sensitize them towards the different elements, dynamics and communication of meetings and how to facilitate constructive meetings that matter and that may build inclusive and attractive working environments to a diverse population of employees.

WP6.1 consists of two main activities: a) conducting a meeting facilitation training course for advanced meeting leaders at select units with ensuing observation and feedback and b) conducting three e-surveys to monitor the status and possible development of the meeting cultures based on the training activity at each institution. Three participating partners have undertaken WP6.1: Uppsala University, Sweden (UU); University of Southern Denmark (SDU) and South Western University, Bulgaria (SWU). The WP runs from March 2014 to March 2016, with the facilitation training taking place in the summer of 2014 followed by a period of observation of meetings and feedback in the fall of 2014. The E-surveys will take place in May-June 2014, January 2015 and January 2016.

The deliverable presented here is compiled July 2014 and is a collection of the materials generated for the WP: An E-survey questionnaire template and course material for the facilitation training course for each of the two courses already carried out by the time of writing this report, i.e. at UU and SDU.

The first section contains a short description from each of the three universities on how the E-surveys are presented, conducted and processed as well as a description from each of the three partners on the design and execution of the facilitation training course, including a description of the training attendees.

After this follows three appendices:

Appendix A includes the common basic template for our e-survey questionnaire, which will be used with minor variations by all three universities three times.

Appendix B includes the course material used and presented at the facilitation training course at UU, April-May 2014.

Appendix C includes the course material used and presented at the facilitation training course at SDU, June 2014.

UU – E-SURVEY QUESTIONNAIRE

UU's E-survey is in English and is slightly different from our common model (see App. A) in the following way:

- UU specifically asks if women and men are equally active at the meetings (in the section concerning more qualitative aspects of meetings)
- UU has three tick boxes on gender: female, male and other
- UU has a background question about department (because we work on departmental level and want to measure change at certain departments)

UU sent out the E-survey in the beginning of June 2014. At two departments, the introduction text and the e-survey were sent out via the department heads and at the third through an administrative assistant. The survey took place in the period from June 4th to June 19th 2014.

All responses will be handled by the FESTA team (Minna Salminen-Karlsson and Nina Almgren, HR Division, Equal Opportunities Office) and processed with confidentiality, i.e., in a form where it is not possible to identify individuals.

The tick box responses will be presented on aggregate level for the heads of department. Reports from the survey will solely be generated and presented for each category if there is a minimum of five responses. We will not present uncensored free text responses to the heads of department, only a sum up.

The FESTA team discusses the tick box and free text answers in private and agrees on how to proceed and present the results to the heads of department.

UU plans to generate reports on tick box responses for each department on: 1) All results, 2) Gender cross-tabulated with all results, 3) Age cross-tabulated with all results, and 4) Position cross-tabulated with all results. UU has decided on these kinds of reports for each department as the seminar target groups differ between the three departments.

UU – FACILITATION TRAINING

UU has carried out six half day seminars with three groups (two half day seminars per group). The first round of facilitation training was 23-24 March 2014 and the second round 16, 19 and 21 May 2014. This gave the groups the opportunity to try out the method in practice between the two training sessions. The workshops were targeted at meeting leaders in the department (research leaders, chairpersons of groups and boards etc.). However, it proved difficult to get program heads to enroll in the seminars. The workshops were held in Swedish and 4-8 people attended each round of facilitation training.

The workshop target group at the Department of Cell and Molecular Biology was the new department board. The department board consists of a head of department, which is chairman, 4-6 representatives of teachers and researchers, one representative from other technical-administrative staff and three representatives of the students. At the Biology Education Centre, which is responsible for the administration for all biology education at undergraduate level, it was mainly administrative staff. A mix of people went through facilitation training in the Department of Organism Biology (professor, researcher, senior lecturers).

The heads of all three departments attended the workshops. Employees at the department were recruited to the seminars by the department heads, either by selecting a specific group or by sending out information to all employees and encouraging them to sign up for the workshops. However, it proved difficult to get program heads to enroll in or attend the workshops.

We have received positive feedback on the seminars from the heads of department.

INVITATION LETTER

Work shop one is an interactive lecture and workshop that revolves around meeting dialogue and communication in groups. At the first seminar participants learn to use a balanced communication pattern that favours learning, development and participation. The lecture is combined with practical exercises in communication.

Between the two sessions the participants are encouraged to use the techniques from the first training day during their meetings and gatherings.

The aim of the training is to create better relationships in the group, to get the group to perform better and to create space for diversity and to make more voices heard (as stated in the objectives of the FESTA-project).

Invitation occasion two:

Workshop two revolves around meetings in general and more specifically on different meeting behaviours and techniques. Attendees will also learn what the leader can do to promote a balanced communication pattern and how the participants in a meeting can contribute to the meeting.

The seminar also teaches the participants to be able to recognize and counteract so-called master suppression techniques.

We will also discuss the issues from the last workshop: what is a good meeting? What do our meetings look like? Which communication patterns do our meetings have?

Note that it is not necessary to have attended the first workshop in order to participate in this second step. The workshop begins with a brief recapitulation of the material from the first seminar.

Attending departments at Uppsala University :

Department of Cell and Molecular Biology (ICM)

Department of Organism Biology

Biology Education Centre

Number of attendees Seminar 1:

Department of Cell and Molecular Biology (ICM) – eight participants, five male and three female.

Department of Organism Biology – eight participants, seven female and one male.

Biology Education Centre – eight participants, seven female and one male.

Number of attendees Seminar 2:

Department of Cell and Molecular Biology (ICM) – five participants, three male and two female.

Department of Organism Biology – four participants, all female.

Biology Education Centre – six participants, five female and one male.

A total of 25 different persons attended the seminars.

SDU – E-SURVEY QUESTIONNAIRE

SDU sent out the first E-survey on May 28th with a deadline of June 10th 2014. A reminder mail for the ones, who had not answered, was sent out on June 6th 2014.

All responses will be handled by the SDU FESTA team (Project Leader Eva Sophia Myers and Task Leader Liv Baisner). Reports from the survey will solely be generated and presented for each category if there is a minimum of five responses and will be processed with confidentiality, i.e., in a form where it is not possible to identify individuals.

SDU will generate reports on tick box responses.

The free text responses will be processed in uncensored form out of respect for the given formulation. For this reason the free text responses cannot be guaranteed confidentiality.

SDU will generate reports on tick box responses on:

- Entire population – all results
- Gender cross-tabulated with the entire population
- Age cross-tabulated with the entire population
- Position cross-tabulated with the entire population

SDU – FACILITATION TRAINING

SDU conducted a two day seminar at the end of June 2014 with an external consultant, Sandra Janoff from Future Search Associates. Heads of department selected 50 participants out of which 22 attended. The seminar participants were selected on the criterion that they are responsible for meetings – both scientific and administrative. Senior scientists, administrators and leaders were equally represented. There were 8 women and 14 men.

A separate introduction letter to the seminars was developed and is shown below.

Following the course, a period of systematic observation and feedback to the facilitators will be carried out. The format for this follow-up is described at the end of Appendix C.

INVITATION LETTER TO SEMINAR TRAINING:

The Faculty of Science will host a seminar on advanced meeting facilitation for experienced meeting leaders, Thursday June 26th and Friday June 27th, 2014

Seminar leader is [Dr. Sandra Janoff](#), co-founder of The Future Search Methodology and Future Search Network and renowned workshop facilitator.

This two-day seminar is a unique opportunity to learn a philosophy, theory and methods for energizing meetings of any length, in any culture, no matter how diverse the participants. The seminar offers methods for integrating systems change and personal growth. Enlarge your capacity to help meetings stay task-focused, make key decisions, and solve knotty problems. Stimulating instruction, dialogue, and practice exercises equip you with new principles and techniques. Discover your capacity for helping groups achieve greater output while doing less yourself!

The seminar is built on ten principles derived from 20 years of leading meetings in many of the world's cultures. The principles will show you how to shift your focus away from peoples' behavior and create conditions under which people do their best without being told. This is done by helping people

- See themselves as part of a bigger picture
- Commit to the meeting's goal
- Say what they know (even in risky situations)
- Listen to ideas they don't share
- Make choices in their own and a group's interest
- Act responsibly when action is appropriate

In this workshop you will learn to:

- Use a theory integrating group success with your own development
- Manage polarized issues in yourself and in groups
- Structure meetings for individual responsibility
- Manage your own anxiety about getting things done
- Keep groups from fragmenting over stereotypes and differences
- Shift from *either/or* to *both/and* thinking

You will practice these perspectives in a series of learning exercises, providing a solid tool kit for managing the dynamic side of meetings.

The seminar will be conducted in English and the agenda includes:

- Differentiation and Integration: A Core Concept of System Development
- Managing Boundaries and Roles
- Functional Sub-Groups: Understanding the Informal System
- Managing Polarities in Self and System
- Skill Practice
- How to follow up after the seminar and integrate lessons learned in every day practice

The seminar is offered as part of the [FESTA](#)-project in an effort to enhance the meeting culture at The Faculty of Science with approaches to ensure that the voices of all participants are heard no matter their background, gender, nationality, discipline; that there is room for diversity and differences; that collaboration and active participation is encouraged; and that the value and contribution of all participants are appreciated and visible to the community.

You will receive an outlook invitation with further details on time and place within a couple of days.

SWU – E-SURVEY QUESTIONNAIRE

SWU translated the Introduction text and the E-survey into Bulgarian and invited more than 100 people from the Faculty of Natural Sciences and Mathematics, the Technical College and the central university administration (who deal with these two divisions within a variety of activities) to fill it out. SWU contacted each individual several times personally, via email or phone since the academic year finished at the end of May and most of them had already gone away. By the deadline we got 65 responses (filled up e-questionnaires). Reports have been generated. Introduction text, e-survey and the reports are translated back into English.

SWU will generate different reports depending on the purpose:

- All results report
- Specific reports about issues which need further consideration (facilitation training; instructional materials provision; etc.)

All responses will be handled by the SWU FESTA team (Project Leader Georgi Apostolov and Task Leader Irina Topuzova). Reports from the survey will be generated and presented to people responsible for handling meetings from the respective departments and units.

The SWU will generate reports on tick boxes. As for the free text responses they will be handled in a way avoiding information conflicting with confidentiality.

The SWU sent out the first e-survey on the 6th of June with a deadline of June 22nd. From June 23rd till 27th June the results have been processed. We also have been identifying important issues which will be used in establishing appropriate training program/content.

SWU – FACILITATION TRAINING

A note concerning the material: Due to various challenges in the establishing of the FESTA project in Bulgaria along with extra labour involved in the translation and organization of the WP6.1, facilitation seminars will be conducted in the early fall of 2014 and the relevant material has not yet been developed at the time of compiling the present deliverable, July 2014.

We have identified scientists and other senior staff (deans, vice-deans, heads of departments, units, committees, work-groups, etc.) who are responsible for meetings and plan to train them to become more sensitive towards the different elements of a meeting and how they steer a meeting positively. Invitees are mainly from the Faculty of Natural Sciences and Mathematics (with its 6 departments); the Technical College (with its two departments) and the central university administration.

The facilitation training program will be a series of three seminars (3-4 hours each) which will take place end of August – mid of September when the new academic year starts. After the training in gender sensitive meeting facilitation there will be a period of observation and feedback to the meeting leaders. This will be done by another e-survey. Meanwhile appropriate instructional materials will be selected, translated into Bulgarian and distributed to the target groups. Subsequently (after a reasonable amount of time), a third e-survey will be carried out in order to measure longer effects of the training.

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See also bibliographies and lists of suggested reading in appendices B and C.



APPENDICES A, B, & C

FESTA DELIVERABLE 6.1.1



Appendix A

Template for E-survey questionnaire

UU, SDU, SWU

The E-surveys will be conducted three times at each of the three participating universities. The first time in spring/early summer of 2014 and before the facilitation training takes place. This first survey will serve as a baseline status.

The two subsequent E-surveys will be run in January 2015 and January 2016, respectively. The intention is to generate a picture of the shorter and longer term effects of the facilitation training.

The questionnaire has been developed with the following intentions: that the same basic questionnaire is to be used at all three universities and in all three respective surveys, to ensure the best possible way to compare across time and contexts.

In the previous section, a short description of the three situations and their particularities and need for customization has been provided. The following presents the short introductory description of the survey (specifically the one used at SDU) and the questionnaire itself.

E-SURVEY - QUESTIONNAIRE - template sample

Dear employee at The Faculty of Science,

You are invited to respond to a survey about the meeting culture(s) at The Faculty of Science.

In order to learn as much as possible about the current meeting culture(s), we ask you to spend around 15 minutes responding to the questions. Your participation is important for getting as full a picture as possible. The survey will take place until June 10th 2014 and is part of an EU-funded project, FESTA, to enhance meetings at The Faculty of Science.

There are two types of responses: tick box and free text. The tick box responses will be processed with confidentiality, i.e., in a form where it is not possible to identify individuals or departments.

The free text responses, however, will be processed in uncensored form out of respect for the formulations given. For this reason, the free text responses cannot be guaranteed confidentiality. With this in mind, please make sure that your responses are made out of consideration for others.

Thank you for your time and help



Aspects of the meeting culture at The Faculty of Science - Purpose & preparation (please indicate how often the following applies)

	always	often	seldom	never	don't know
The purposes of the meetings are clear to the participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agendas are sent out prior to the meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting documents and materials are provided in adequate time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participants are expected to show up prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspects of the meeting culture at The Faculty of Science - Structure (please indicate how often the following applies)

	always	often	seldom	never	don't know
Meetings start on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings finish on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings are well structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a good transition from one point on the agenda to the next	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspects of the meeting culture at The Faculty of Science - Facilitation (please indicate how often the following applies)

	always	often	seldom	never	don't know
Informative introductions are given at the meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The agenda is followed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to the individual points on the agenda is appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of the individual points on the agenda is fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resolution of the individual points on the agenda is clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusions of the meetings are to the point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspects of the meeting culture at The Faculty of Science - Productivity & outcome (please indicate how often the following applies)

	always	often	seldom	never	don't know
Meetings are productive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear outcomes from the meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time is well spent with regard to the purpose of the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The facilitation of the meetings supports the active participation of the people present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Aspects of the meeting culture at The Faculty of Science - Communication & follow-up (please indicate how often the following applies)

	always	often	seldom	never	don't know
Meetings are followed up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After meetings, information is passed on to the right people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next section concerns more qualitative aspects of meetings

Give an example of a type of meeting you regularly attend (describe the meeting in short)

Name & general purpose of the meeting

Please describe the atmosphere of the type of meeting you have given as example by ticking the degree to which you agree with the following statements (1:disagree fully - 5:agree fully)

	1	2	3	4	5	don't know
The atmosphere is formal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The word is passed around by the chairperson of the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everybody breaks in when they have something to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy to voice one's opinion - even if it is in conflict with other opinions represented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is necessary to be cautious about what to say during the meeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the activity of the participants at the type of meeting you have given as example by ticking the degree to which you agree with the following statements (1:disagree fully - 5:agree fully)

	1	2	3	4	5	don't know
When a participant puts in a suggestion or comment, it is acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The majority of the people present participates actively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The interaction at the meetings always follows a particular pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe further, if you see particular patterns

Please describe the energy at the type of meeting you have given as example by ticking the degree to which you agree with the following statements (1:disagree fully - 5:agree fully)

The energy is experienced as being...

	1	2	3	4	5	don't know
...high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...motivating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe the experience of time at the type of meeting you have given as example by ticking the degree to which you agree with the following statements (1:disagree fully - 5:agree fully)

Time is experienced as being...

	1	2	3	4	5	don't know
...rushed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...comfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...slow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...insufficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...ample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is there anything you would like to highlight as being particularly useful in the meetings you attend?

Your position

- Junior scientific staff
- Senior scientific staff
- Technical/Administrative staff

Your age

- up to 30 years
- 31 - 50 years
- 50 years +

Your gender

- Female
- Male

Do you have anything else you would like to elaborate or comment with respect to meetings at The Faculty of Science?

Thank you for your time and help

If you have any questions or comments related to the survey, please contact task leader Liv Baisner at Baisner@sdu.dk or 6550 2075.



Appendix B

TRAINING COURSE MATERIAL

UU



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

FESTA Workshop – April 2014

Fredrik Molin

Institute for personnel- and corporate
development



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

Schedule

Introduction
Meeting dialogue
Exercise I Exercise
II Discussion
Exercise III
Reflection



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

Introduction

Background to the FESTA-project

Interactive lecture

Workshop – what is that?

Presentations



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

Exercise

When, in which situation, do I perform at my best in meetings?

Individually

In pairs

Group discussion



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

Meeting Dialogue

Balanced Communication

Communication in four dimensions

Positive communication climate



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

INQUIRY

Open ended questions – tell me more, how do
you mean, what do you think...

Curiousness

Inquiry about facts and feelings



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

Examples of INQUIRY

How do you think...?

Is that what you meant?

What do you think?

Do you have an opinion?

OK?



INSTITUTET FÖR PERSONAL-
& FÖRETAGSUTVECKLING

ADVOCACY

Argue for a viewpoint

Contribute with knowledge and facts

Contribute with ideas

Highlight (own) experiences



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& FÖRETAGSUTVECKLING

Examples of ADVOCACY

It's important to...

I think...

In my experience...

There are no guidelines for this.



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OTHER

Talk about the needs of others

Relate the issue to the needs of others

Highlight how the work and decisions of the
group may affect other people outside the
group



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SELF

Highlight the strengths of the group and the organization

Talks about the need for support for the group and the participants



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POSITIVE

Gives support

Gives positive feedback

Gives encouragement

Shows enthusiasm



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Examples of POSITIVE

You did that very well!

I like it

That's a good way to proceed

It feels like I am dancing on a summer
meadow!

You are right



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POSITIVE and NEGATIVE

A positive communication climate that is
dominated by POSITIVE comments.

In such a climate the group is able to come up
with new ideas and to be creative.



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Balanced Communication

INQUIRY – curious, asks questions

ADVOCACY – contributes, argues

OTHER – includes the need of others and looks at opportunities in the environment of the group.

SELF – includes the wishes and needs of the group

POSITIVE – supports, encourages

NEGATIVE – criticizes



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Exercise I

Try to use one of the dimensions in the model

Work in groups of three



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Exercise I

Step I

Person A **observes**

Person B **comes with ideas** – things to do!

Person C **is negative** says – no, I don't want to!



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Exercise I

Step II

Person A **observes**

Person B **comes with ideas** – things to do!

Person C **is positive** says – Yes! Of course!
Absolutely! How fun! Let's do it!



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Some results

Groups are better at **ADVOCACY** than **INQUIRY**

Questions are liberating!

The leader is important – but everyone in the group
can support the communication climate more than
we think!

Lack of **POSITIVE** encouragement

How the group functions outside the meeting room
affects the communication climate of the
meetings.



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Exercise II

Step I

Person A **tells** something he/she has done
recently. For example this weekend!

Person B **listens** but does not say anything

Person C **observes**



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Exercise II

Step II

Person A **tells** the same thing

Person B **asks** open ended questions during the story. He/she **explores** the story.

Person C **observes**

Open ended questions start with: **what, how, who, when** etc.



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Discussion

Which dimensions do I use in our meetings?

Why?

What do our meetings look like? Do we have a balanced communication pattern?



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Exercise III

Use the model in order to discuss an issue and observe the communication pattern.

A three step exercise

Discuss the question: **How can we enhance the climate of cooperation at our department?**



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Step I

Choose a person that is going to be an observer!

The group discusses the question – the aim is to come up with (at least) three concrete suggestions!

The observer listens and marks the pattern on a piece of paper – what does the balance between OTHER and SELF look like?



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Step II

Choose a new observer!

Try to **agree on the best suggestion!**

The observer listens and marks the pattern on a piece of paper – what does the balance between **ADVOCACY** and **INQUIRY** look like?



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Step III

Now we don't need an observer anymore!

Everyone participates!

Discuss **how you are going to implement the chosen suggestion!**

Now you will experience **POSITIVE** and **NEGATIVE**.



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Closing

Before the next seminar

Observe your meetings and your meeting dialogue!

What is a good meeting? When is a meeting good?

What do our meetings look like?

How is the communication climate?



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Some reading material...

Södergren, B. *et al.* 2012. *Balanserad kommunikation – en nyckel till produktivitet och hälsa?* Institutet för personal och företagsutveckling. Rapport.

Molin, F. 2012. *The art of communication – investigating the dynamics of work group meetings in a natural environment.* Uppsala universitet, avhandling.

Baxter, J. 2011. Survival or success? A critical exploration of the use of "doubled-voiced discourse" by women business leaders in the UK. *Discourse & Communication*, vol. 5, no. 3, p 231.

Ravn, I. 2013. A folk theory of meetings – and beyond. *European business review*, vol. 25, no. 2, p. 163.

Jay, A. 1976. How to run a meeting. *Harvard business review*, April 1976, p. 43.



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FESTA Workshop – May 2014

Fredrik Molin

Institute for personnel- and corporate
development



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Schedule

Balanced Communication

Discussion

What can the leader and the participants do?

How to sabotage a meeting

Master suppression techniques (Mikael)

On meetings



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Balanced Communication

INQUIRY – curious, asks questions

ADVOCACY – contributes, argues

OTHER – includes the need of others and looks at opportunities in the environment of the group.

SELF – includes the wishes and needs of the group

POSITIVE – supports, encourages

NEGATIVE – criticizes



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Discussion

What is a good meeting? When is a meeting good?

What do our meetings look like?

How is the communication climate?



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What can the leader do?

Remind the group of the dimensions and of the importance of an open communication climate

Make sure that everyone contributes to the meeting and gets an opportunity to speak

Listen and give space to the participants

Activate the silent

Support interaction between the participants



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What can the participants do?

Ask each other questions!

Explore the perspectives of the other participants

Make sure that everyone gets to have their say in the meeting

Show interest and support for new ideas



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How to sabotage a meeting

Not showing up

Showing up too late

Talking about other things than the items on
the agenda

Ignoring handouts and documents

Ignoring the other participants



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On meetings

Jay (1976): the function of a meeting and the
role of the chairman.

Granström (2006): the good meeting and
accepted rules of order.

Molin (2012): different types of meetings.



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The function of a meeting

The meeting defines the group

The meeting contributes to the common knowledge of the group

The meeting clarifies the goal and purpose of the group

The meeting gives commitment to decisions

The meeting is an opportunity for the leader to perform leadership



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Dealing with the subject

Listen and make sure that the discussion is in line with the theme of the meeting

Clarify the goal of the discussion

Avoid misunderstandings

Summarize

End the discussion

Summarize and conclude what the meeting has agreed upon



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Dealing with the people

Activate the silent

Encourage ideas

Be aware of the reflex to crush new ideas

Let the senior participants have their say last

End the meeting with a feeling of success



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The good meeting

Every participant is heard regardless of
position

It is allowed to speak without risk of sanction

Every opinion is met with respect

The participants are humble in their opinions



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Accepted rules of order

Agenda
Chairman
List of speakers
One at a time
Votes
Presence in the room



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Accepted rules of order

Even small informal groups often have an agenda and a leader of the meeting.

Everyone gets to have their say in order to be able to influence the decisions.



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Different types of meetings

Work oriented meetings

Relation oriented meetings

Development and learning oriented meetings



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Some reading material...

- Molin, F. 2014. Balanserad kommunikation – ett sätt att öka grupperns effektivitet? *Pharma Industry*, No. 2, 2014.
- Molin, F. 2012. *The art of communication – investigating the dynamics of work group meetings in a natural environment*. Uppsala universitet, avhandling.
- Baxter, J. 2011. Survival or success? A critical exploration of the use of "doubled-voiced discourse" by women business leaders in the UK. *Discourse & Communication*, vol. 5, No. 3, p 231.
- Ravn, I. 2013. A folk theory of meetings – and beyond. *European business review*, vol. 25, no. 2, p. 163.
- Jay, A. 1976. How to run a meeting. *Harvard business review*, April 1976, p. 43.



Master suppression techniques

1. Treating a person as if she/he is invisible
2. Ridiculing
3. Objectifying*
4. Withholding information
5. Damn you if you do, damn you if you don't
6. Inflicting guilt and shame



Making others invisible

- Others don't listen to what you have to say. Instead, they talk among themselves, interrupt you, start leafing through their papers, or simply leave. It might also be the case that someone doesn't introduce you or not mention your name when expected.
- An "invisible person" loses the power of initiative and his/her drive. The person may also suffer loss of professional identity and feel inferior, unimportant and insignificant.

Making others invisible

Counter strategies:

- Stop talking if people don't listen.
- "Play silly".
- Use humour.

Confirmation techniques:

- Create a climate of mutual respect.
This will inspire respect and indirectly result in your own validation.

Ridiculing people

- Expressed in derogatory jokes or jargon, or in the use of 'labels' that ridicule or belittle a person or a group.
- Often the person exposed to this treatment has either to laugh along with the others to show that she or he is 'one of the gang', or repay the 'joker' in kind. Those who are either unable or have no desire to join in such generalizing mockery, or lack the energy to do so, easily become outcasts and are labeled 'over-sensitive' or 'lacking a sense of humour'.

Ridiculing people

Counter strategies:

- Speak up if jokes are in poor taste.
- Display your expertise and avoid the trap of belittlement (or infantilization).
- "Play silly".

Confirmation techniques:

- Acknowledge and support the people you interact with, treating them like adults, allowing them to feel important.
- In meetings, it's good to have a group that reinforces each other's views.

Objectifying

The aim is to attract attention to other than the person's opinions/actions. Choosing to see a person as an object and not a human being with her or his own will and own value.

This can involve:

to interrupt someone with compliments

to comment on someone's attributes "improperly" or at the "wrong time"

Objectifying

Counter strategies:

- Speak out and question. Ask the person to explain how the statement was relevant to the situation.

Confirmation techniques:

- Recognize others for what they are good at and not for their attributes. Speak out if you feel that someone near you is subjected to objectification. Do not laugh at a "bad joke".

Withhold information

- Information is withheld from an individual or group of individuals at the workplace. This might include decisions taken before an actual meeting, by a few selected people. Perhaps during a lunch or 'at the golf course'.
- There is a considerable risk that a person from whom information is withheld will take the wrong decisions, which in time may damage her or his career prospects. If the aim is to demonstrate to those higher up that the person is incompetent, this is a sophisticated technique.

Withhold information

Counter strategies:

- Call attention to the fact that you have not received all the information.
- Demand that deadlines are postponed.
- “Oh, so you’ve already discussed this? That’s great! Now tell me your conclusions, so we can make our decision.”

Confirmation techniques:

- Share information with those who need it. The guiding principle is transparency.

Damn you if you do, damn you if you don’t

- This technique is slightly less obvious than the others. It is more a case of a culturally driven phenomenon affecting those who aren't part of the norm.
- A typical example is the difficulty of reconciling different roles. If you're thorough, people say you're fussy, if you're outspoken, they say you're too dominating, and if you're a good listener, you're dismissed as being weak. Women are often accused by those around them – more or less explicitly – of being inadequate mothers if they pursue careers. At the same time, they are thought to lack the necessary commitment at work if they prioritize their home and family.

Damn you if you do, damn you if you don't

Counter strategies:

- Figuring out your own priorities and understanding your own situation will make it easier to deal with the double bind.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

Confirmation techniques:

- Assume that people always try to do the best they can with regard to their circumstances.

Blaming and shaming

- Involves making you feel ashamed and guilty for an action, a certain development, or a situation, even though you are not the cause of a certain sequence of events. Related to “Damn you if you do, damn you if you don’t”, and is also somewhat less tangible and harder to define than the three first categories.
- However, blaming someone and putting them to shame can be described as the total sum of the preceding techniques: People who do not receive the information they need become invisibilized, and those who are ridiculed and punished no matter what they do finally have no other choice but to internalize this message and feel guilty and ashamed

Blaming and shaming

Counter strategies:

- Make yourself aware that these feelings of guilt and shame are being applied by someone else.
- State your current priorities and discuss the impact of these with your supervisor/family/friend.

Confirmation techniques:

- The opposite route of making people feel ashamed and guilty is to validate them

Group discussions

Instructions for the exercise

- Read all the examples.
- Consider possible strategies to counter the techniques of disempowerment that are shown in your examples.
- How can one act in these situations?
- Who should act?
- If one acts, what could be possible reactions/repercussions?
- What are possible consequences of these techniques of disempowerment?

When responding to the questions, feel free to present several alternatives.



Thank You!

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Examples of Situations Where Techniques of Disempowerment are Used

Example 1

- When Lisa asks to speak, some of the other participants in the meeting begin leafing through their papers and checking their calendars. Afterwards, Lisa thinks that perhaps she is not assertive enough and perhaps she speaks too quietly.

Example 2

- In what Anna would term a very productive discussion with her supervisor, she brings up what she considers to be substantial but constructive criticism. The conversation is brought to a close by her supervisor saying: “You presented your thoughts in an appropriate and charming manner.” Anna wonders whether she tilted her head during the conversation.

Example 3

- Kajsa’s contributions to the seminars are never commented on, nor does the instructor follow up on what she says. However, when other students make similar comments they receive clear feedback; alternatively, what they say is brought into the discussion.

Example 4

- Kent employs a feminist perspective in his research and is engaged in issues of gender equality. He has trouble networking, since other men distance themselves from him because of his topic, and women do not take him seriously because he is a man.

Example 5

- The female employees chose different techniques for their participation in meetings at their institution. Some were quieter and made just a few contributions, while others spoke more frequently and took more firm positions. When the limited response to the women’s ideas/opinions was brought up, the answer given was that the women either did not say what they thought or were too aggressive. The women were sent on a course in presentation technique; the way the meetings were held/structured was not questioned in any other way.

Example 6

- Lasse is Human Resources administrator at a university department. He follows the rules and regulations of the university when hiring a new employee for a position. People working within this particular subject area want it done differently and, bypassing Lasse entirely, turn to the central Human Resources Department in order to achieve an exception to the rules.

Example 7

- When Gerda is responsible for organizing faculty seminars, few of the established researchers participate.

Example 8

- A group of men at a workplace often have lunch together. The lunches are never explicitly termed 'working lunches.' Women are never invited to come along.

Example 9

- Magnus feels that others only notice his work if he makes mistakes. As long as he does everything perfectly, no one notices/acknowledges that the work is being done.

Instructions for the exercise

Read all the examples.

Consider possible strategies to counter the techniques of disempowerment that are shown in your examples.

How can one act in these situations?

Who should act?

If one acts, what could be possible reactions/repercussions?

What are possible consequences of these techniques of disempowerment?

When responding to the questions, feel free to present several alternatives.

Work for about 30 minutes in groups.

The presentation by each group to the larger group and the discussion of their results should run approximately 10 minutes per group.

Translated from Swedish by Vendela Engblom



Appendix C

TRAINING COURSE MATERIAL

SDU



Leading Meetings that Matter

The “*Lead More, Control Less!*” Workshop



Presented by

Sandra Janoff, PhD 
Principal, Future Search Associates

In Collaboration With



Female Empowerment in
Science and Technology Academia

at

THE FACULTY OF SCIENCE



UNIVERSITY OF SOUTHERN DENMARK

* * *

26-27 June 2014
Odense, Denmark

Welcome to...

Leading Meetings that Matter: *The “Lead More, Control Less” Workshop*

In this workshop we present...

- A theory and practice you can use in any meeting.
- A philosophy of action for enhancing your leader skills.

Marv Weisbord and I evolved this workshop while leading planning meetings around the world. We became aware that *all* collaborative work requires meetings. Yet many people consider them a waste of time. We believe that every meeting you lead is a chance to create the kind of world you want to live in. It ought to be engaging, time-efficient, and productive. Years ago we discovered that we got better results managing structure rather than worrying about participants’ attitudes, motivation, and behavior. In this workshop I will introduce you to several ways for doing that. In particular I will focus on when to act responsibly and when to “just stand there” and allow people to be responsible for themselves.

Thank you for joining me. I look forward to a stimulating time together!

--Sandra Janoff, PhD

Sandra Janoff and Marvin Weisbord co-direct the Future Search Network, an international non-profit (NGO) offering collaborative planning services in any culture, any language, for whatever people can afford. They are co-authors of *Don't Just Do Something, Stand There! Ten Principles for Leading Meetings That Matter* (2007), *Future Search: Getting the Whole System in the Room for Vision, Commitment and Action*, 3rd Edition (2010) and the upcoming book *Lead More, Control Less* (to be published 2015). They have trained more than 4000 people to apply their principles. Sandra Janoff, Ph.D., a psychologist and international consultant, works with corporations, government agencies, and communities on globalization, sustainability, and humane practices. In 2012 Organization Development Network gave Future Search Network its Outstanding Global Work Award.

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For Future Search Network information: www.futuresearch.net

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Leading Meetings That Matter

* * *

Schedule

Day One

9:00 am - 12:30 pm

Introduction to D/I Theory in Action

12:30 pm Lunch

1:30 pm - 5:00 pm

Principles for Leading Meetings

Day Two

9:00 am - 12:30 pm

Principles for Managing Yourself

1:30 pm - 4:30 pm

Integrating Theory and Practice

There will be morning and afternoon breaks each day.

Feel free to take personal breaks at any time.

Overview

Differentiation/Integration (D/I) Theory A General Theory of Systems Development

Four Variations on D/I Theory

- * Organization and Environment (Paul Lawrence & Jay Lorsch)
- * Functional Subgrouping (Yvonne Agazarian)
- * Self-Differentiation (John and Joyce Weir)
- * The “Four -Rooms of Change” (Claes Janssen)

Key Definitions

"Differentiation" - To distinguish, classify, define, separate, all of which imply grouping like with like. Also to isolate, exclude, ostracize and segregate, which imply rejecting that which is unlike.

"Integration" - To make one, harmonize, blend, all of which imply unity. Also to centralize and orchestrate, implying control.

Systems transform when they differentiate without excluding and integrate without forcing unity. In meetings, this means validating differences without having to do something about them (e.g. reduce OR exaggerate).



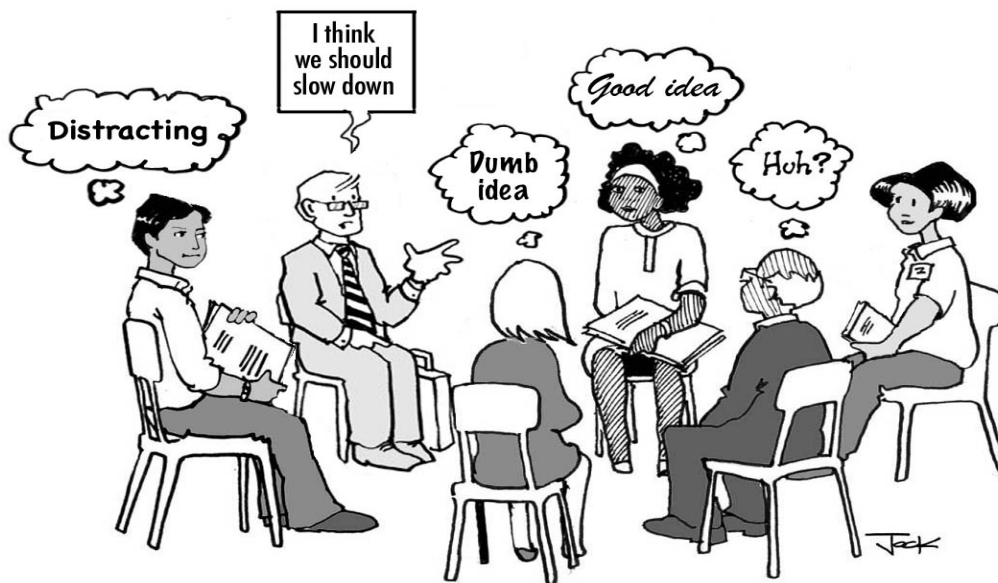
Jock Macneish from the book *Don't Just Do Something, Stand There!*

Leadership Challenge: Help people to differentiate without excluding and integrate without forcing unity.

Advance Peek: Eleven Key D/I Meeting Skills

Managing Meeting

1. Finding an ally for a person at risk.
2. Helping people identify subgroups and dialogue among themselves.
3. Going around the table (circle) having people differentiate themselves.
4. Consulting the group when stuck on what to do (somebody always knows).
5. Asking people to talk in small groups and report what was said to everyone.
6. Stopping the meeting (“Nuclear option”) – “We don’t have to keep doing this. I don’t want to waste my time or yours!”



Managing Yourself

1. Containing your anxiety with awareness.
2. Waiting 10 seconds longer than usual.
3. Experiencing judgments, prejudices and irritations as “parts-of-you.
4. Accepting both positive and negative authority projections with minimal response.
5. Saying “no” to unfavorable situations, even when you want to say “yes.”

D/I In Organizations

(Lawrence and Lorsch, 1967)

Structuring Organizations, Organizing Meetings

Key Point: There is no one best way to organize. Structures can be formal or informal depending on their purpose. Effective leaders structure organizations based on what each unit's environment requires. This leads to appropriate *differences* between functions, enabling each to optimize its performance. People should not have to compromise departmental goals to preserve harmony. However, the greater the functional differences between units, the greater the need for *integrating methods* to achieve success.

Paul Lawrence and Jay Lorsch studied 10 firms in three industries with different rates of change: plastic materials, cardboard containers, and consumer foods firms. Plastics was high tech and dynamic, the others changing more slowly. In each industry, they compared effective and less-effective companies.

The more effective firms in each industry--fast or slow--could differentiate properly AND integrate functions, i.e. R&D, Manufacturing, and Sales/Marketing departments. Each department had its own "task environment," based on its unique *goals, rate of technological change, need for interpersonal interaction, and frequency of feedback on results*.

Key Point: Organizations develop by differentiating and integrating functions to fit the tasks they must perform

Key Findings

- Different environments require different responses and structures.
- The greater the differences among departments, the higher the potential for conflict.
- The best firms (a) differentiate appropriately, and (b) integrate by managing conflict effectively.
- When differentiation is small, people integrate through a shared boss.
- When needed differentiation is great, integrating roles and activities are needed.
- Integrators do best with a midpoint orientation between departments being integrated. They can tolerate a wide spectrum of differences without tipping toward either side of a conflict.

Common Organization Errors

- Reducing differentiation to avoid conflict, e.g. pretending that differences that make a difference don't matter.
- Over-differentiating, e.g. setting boundaries not needed for the task (the "silo" effect).
- Avoiding or smoothing differences that would be handled better by confronting or problem-solving them.

Behavioral Tips for Integrators

- Don't take sides.
- Contain your own preferences, wishes, judgments, needs (avoid "leaking" as much as you are able).
- In highly-charged situations, ask for a comment from each person who wishes to speak (differentiate) before deciding what to do.
- Move towards integration and action only when all views are validated.

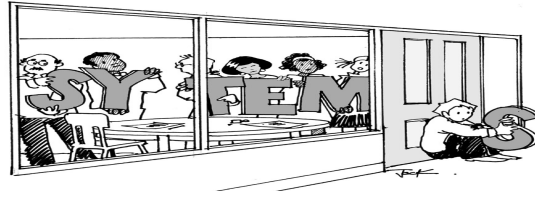
Structural Tips for Successful Meetings

- Get the right people in the room. Help groups differentiate functionally, e.g. based on the task. If your goal is fast action, have people with authority, information, resources, skills, and responsibility together.
- Be aware that meetings can help or hinder differentiation and integration. How you use subgroups matters. Know your intent when you ask for pairs, trios, groups of six, or whatever.
- Use groups based on similarities (expertise, job, department, region, etc.) when it's important to clarify or investigate different perspectives.
- Use mixed groups to integrate where common ground is desired.
- In mixed groups people may find similarities amidst differences.
- In affinity groups people often find differences amidst similarities.
- One skill in getting things done is the ability to differentiate and integrate as needed--to keep doing it, and help others do likewise.

The following pages summarize major points from the book *Don't Just Do Something, Stand There!* Principles 1 through 6 apply to leading meetings. Principles 7 to 10 focus on managing yourself.

Principle 1 for Leading Meetings

Get the Whole System in the Room



Six Ways to Work with Whole Systems

- Define the “Whole System” in relation to each meeting’s purpose. “Meetings that matter” are those to solve problems, make decisions, plan and/or act.
- Match the People to the Task. Think of the right mix as those who “ARE IN” the room, having among them the--
 - Authority to act, e.g. decision-making responsibility in an organization or community;
 - Resources, such as contacts, time, or money;
 - Expertise in the issues to be considered;
 - Information about the topic that no others have;
 - Need to be involved because they will be affected by the outcome.
- Match the Length to the Agenda
 - How much time do you think you need? Be honest. Be realistic.
- Give People Time To Express Themselves
 - How will you take advantage of the diverse perspectives in the room?
- Think Differentiation & Integration as You Plan
 - Think about when to ask people to work alone, in small groups, or in the whole group. Remember that you can’t integrate if you don’t get different perspectives. So get it all out early if you want to make progress.
- Try the “3 x 3 Rule” if You Can’t Get the “Whole System”
 - Pick a problem or decision that involves more than one department or function. Get three functions and three levels into the meeting. Set a goal that is realistic for the time available.

Principle 2 for Leading Meetings

Control What You Can, Let Go What You Can't

Exercise Maximum Control BEFORE a Meeting

1. Know Your Role - Here are options. Note that as workshop leaders, we put ourselves in the “Process, Content, and Meeting Management” quadrant.

Having a Stake in CONTENT?

		NO	YES
MANAGING The Meeting?	NO	Process Only (PO)	Process & Content (PC)
	YES	Process & Meeting (PM)	Process, Content, & Meeting (PMC)

Model courtesy of Larry Porter, Ed.D. trainer, consultant, former editor, *FutureSearching*.

- Process Only (PO) – You have no management or content tasks. Your role is to observe and comment on how the group is doing. Are they staying on track? Listening? Going in circles? Writing down action items? You are outside the boundary, addressing the group as “you.”
- Process & Meeting (PM) - You manage without content responsibility. Participants supply information, analysis, conclusions, decisions and action steps. Your responsibility is for structure. The content comes entirely from participants. You use “we” in discussing boundary issues such as breaks, and “you” re content decisions. (Typical Future Search manager role.)
- Process & Content (PC) – You are an expert helping a group plan a building, raise money, fix an environmental problem, mount a public health campaign, etc. You interact, elicit information, surface different views, and deliver your best advice. A person in authority runs the meeting. You are part of the group and use the terms “we” and “us.”

- Process, Content, & Meeting (PMC) – In this role usually, but not always, you are a member of the group and might have formal authority too. You assume a great deal of responsibility for process, content and, therefore, outcomes. Trainers and teachers typically assume this role.
2. Clarify the Purpose—for Yourself
 3. Assure That Participants Are Equal to the Task
 4. Use Subgroups to Differentiate and Integrate Views
 5. Plan to Have Each Group Report to the Whole
 6. Allow Ample Time for the Task
 7. Choose Healthy Working Conditions – For example--
 - Go for windows. Dungeon rooms affect your mental and physical health.
 - Acoustics matter. Seek carpeted rooms with ceilings that absorb sound.
 - Consider healthy break food—e.g. fresh fruit and nuts--along with usual sweets.
 - Have key spaces accessible to all.
 - Cut down your “carbon footprint” with reusable nametags; recycled paper notepads and flipcharts; ceramic coffee mugs (see next page).

Exercise Minimal Control During a Meeting

1. Head Off Fight or Flight
 - Keep your eye on the goal. Meetings become lightning rods for every agenda anybody has. Be aware that fight or flight diverts from the task.
 - If people wander off, have them talk to a neighbor or make a note on what they want at that moment. Collect responses.
2. Head off Interactions that Might Alienate or Isolate Someone
 - Be alert to statements that raise tension in the group.
 - Interrupt potential problems with subgroups. (Principle #6)
3. Arrange Seating To Fit The Purpose
 - Use circles for interaction.
 - Get rid of tables if you want to make it easy to move around.
4. Establish Time Management Norms
 - Start with whoever is there—with a real task.
 - Set realistic ending times and finish early if you can.

Thinking Green: An Imperative We Can Control

(Sample briefing sheet for meeting managers. Feel free to modify and use)

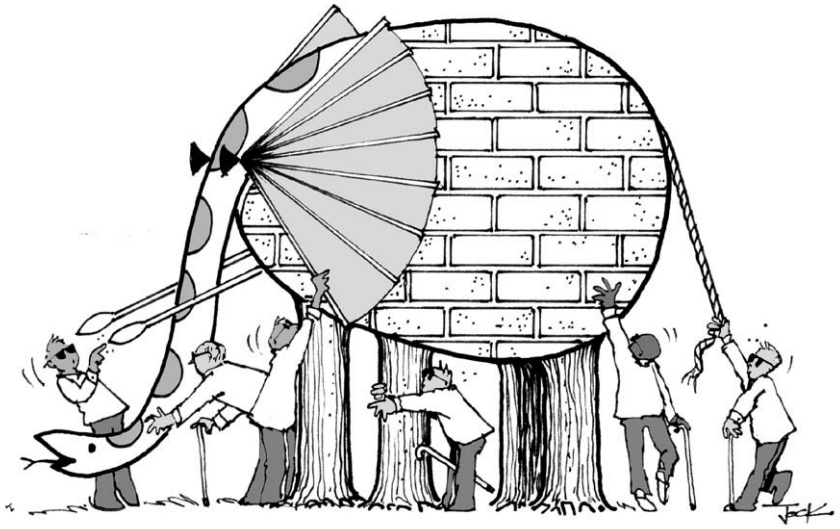
Future Search & Other Meetings

One aspect of meetings that we can control is how we use the earth's resources. For the sake of future generations we invite you to think creatively. Ralph Copleman, of Future Search Network, started this sustainability list. These are not "must do's," rather a set of rapidly evolving norms. Add yours.

1. Set a tone of environmental concern in each meeting and urge participants to cooperate in this spirit.
2. Use recycled paper products when possible. Recycled paper flip charts are available. Opt for post-consumer papers.
3. Label a bin "Paper for Recycling" in a corner of the meeting room.
4. Make sure all disposable papers, flip chart pages, etc. find their way into the recycled paper bin.
5. Encourage car-pooling or mass-transit for participants. Some planning committees choose to coordinate arrangements.
6. Pay attention to room temperature—not too hot or cold--to conserve energy.
7. Provide name tags that can be reused. This saves the trouble of having to supply extra materials at the start of each day.
8. Provide or ask people to bring a ceramic or permanent beverage mug or cup. Avoid throw-away paper, plastic, and Styrofoam. Go for re-usable silverware and china dishes, etc. Seek out plastic utensils, paper plates, etc. that can be composted.
9. If you supply writing tablets, use the smaller (less expensive) 5x7 size instead of the letter-size ones that use double the paper content. White is best.
10. The way we eat contributes to the earth's sustainability. Opt when you can for locally-produced organic food to keep costs down and provide good nourishment. Include fresh fruit and nuts for snack time.
11. Make sure meeting chairs are comfortable. People will experience less fatigue and have less need for sugar-based foods to sustain their energy.

Principle 3 for Leading Meetings

Explore the “Whole Elephant”



Jock Macneish from the book *Don't Just Do Something, Stand There!*

- Organizations, communities, networks, etc. are systems dependent on an “environment” that supplies essentials--money, customers, clients, ideas, technology, and information.
- You improve a system by changing its relationship to its outside world.
- Make “systems thinking” experiential. Bring the environment into the room.
- The “whole elephant” includes peoples’ values, aspirations, experiences, projects, plans, data, and feelings--anything bearing on the task.

Four Ways To Explore the Whole in Meetings

- Go-Arounds
- Time Lines
- Mind Maps
- Flow Charts

The Mind Map is a particular useful way to get everybody talking about the same world--one that includes all perceptions.

Principle 4 for Leading Meetings

Let People Be Responsible

A Philosophy for Leading, Managing and Facilitating*

Assumptions

- Everybody does their best with what they have--each person, each group, and leaders too.
- People do only what they are ready, willing and able to do.
- To succeed, you do not need to surface "deeper" issues than what people volunteer.
- People change their behavior when they can hear others' perceptions and can state their own without having to defend them.
- We only move by moving. When people can move around in meetings, they change the shape, flow, energy, and possibilities in the room.

*Source: John and Joyce Weir, pioneers of "self-differentiation," i.e. developing the many parts of oneself.

Implications for Practice

- Design meetings where people find it useful to move.
- Try out tolerating statements you don't believe, ideas you oppose, and personal styles that make you cringe. When you act as if all statements contain value, groups find it easier to do the same.
- Assume some faulty assumptions, stereotyping, mistrust, and anxiety in yourself and others, and you will not be disappointed.
- Resist the tendency to manage anxiety by summarizing, explaining, or changing the subject.
- When you solve a group's problem, you deprive others of a chance to solve it. If you "just wait," people often shift toward dialogue and collaboration.

What We Do When Managing Meetings

- Keep purpose and time front and center. Time is your scarcest resource.
- Encourage self-management and responsibility.
- Stay with uncertainty about the outcome until people decide what they will do.
- Give each person who wants to speak a chance in the time available.
- See that those with controversial views know that they are not alone.
- Consider each statement legitimate, whether it seems relevant or not.
- Let "positive" and "negative" judgments emerge from dialogue.
- When in doubt, ask the group.



Jock Macneish from the book *Don't Just Do Something, Stand There!*

What We DON'T Do (So that people can do for themselves)

- Teach personal or group skills (unless those are explicit goals).
- Tell people what we consider appropriate to bring up.
- Reconcile disagreements.
- Reinterpret peoples' comments.
- Challenge peoples' motives or assumptions.
- Ask people what it is they are not saying.
- Summarize, categorize or analyze what is going on.
- Ask for positive OR negative examples to balance those actually given.

Principle 5 for Leading Meetings

Find Common Ground

Common ground means those matters that people have integrated to the point where all agree without reservation. You can spend 80% of your time trying to resolve 20% of the conflicts that are not resolvable. Or you can spend all your time finding where there is 100% agreement and noting those few items where there is not.

Conditions for finding common ground

- Have a task everyone considers important.
- Treat problems and conflicts as information, not action items.
- Allow time for people to understand each other's words and assumptions.

We like 100% agreement for many reasons.

- People are more inclined to accept responsibility and support one another.
- Action will be swifter than on conflicted issues.
- Ambiguity and uncertainty are greatly reduced by full agreement.
- Energy can go to implementation instead of placating those who did not agree.
- It is easier to make a "not agreed" list than to pressure for reluctant compromise.

How to Find Common Ground

- Have people list what they believe everyone would support.
- Confirm each item in turn.
- If people can't agree, put the item on a "not agreed" list, and move on.

Principle 6 for Leading Meetings

Master the Art of Subgrouping How to Deal with Differences

Principles

- All systems develop by differentiating and integrating (D/I theory).
- Systems survive and transform themselves by accepting, owning and integrating differences.
- A system stunts its growth by rejecting that which is different.
- Task groups develop more capability for unified action by integrating functional differences (ones that serve the task) rather than reacting to stereotypes (labels that lead to faulty conclusions).
- D/I dynamics occur at all levels--within ourselves, groups, organizations, communities, and society.

The Leader Dilemma

Most of us are *emotional* about differences. We may see differences as a threat. We may use differences to stereotype others without thinking. If you recognize this, you can surface functional subgroups to interrupt stereotypes.

A Theory of Functional Subgrouping (Yvonne Agazarian, 1996)

- A "functional subgroup" describes people who share *task-related* experiences, viewpoints or feelings.
- Subgroups may be formal and explicit or informal and hidden.
- Subgroups form as people join on similarities they recognize.
- Informal subgroups exist for every statement made.
- Groups unify and develop as subgroups communicate across boundaries.
- Groups become stuck when people subgroup based on stereotypes.
- People who make emotionally-charged statements are more likely to distract people from the task.
- So long as everyone has a functional subgroup, a task group is more likely to stick to business.

Implications for Practice

- A leader's central job is to help people stay task-focused, avoid fight or flight, and do what they came to do in the time available.
- The simplest way to keep a meeting "on task" is to enable people to differentiate based on real qualities, not stereotypes.
- You can help people differentiate in two ways:
 - Structure* – Getting the right mix of people into the meeting; plus using formal subgroups when necessary to further the task.

AND

Process – Surfacing latent subgroups that form around key issues.

The Importance of Allies ("Functional Subgroups")

- People stay engaged when they feel safe enough to say what they really believe. In his group experiments, Solomon Asch found that just one ally enabled people to stay true to their own reality. Without an ally, people may agree with propositions they know to be false or values they don't hold. (See P. 18).

Helpful Comments (Enabling the Discovery of Allies)

- "Who else sees the same issue?" or "Who else is in the same place?" Use this technique sparingly. We rarely ask a "who else" question more than once or twice. As a last resort, if no one responds, we try to find an honest way to join a dissenter. We have done this fewer than half a dozen times in 20 years.
- When a strong feeling hangs heavy in the air, we may ask a "who else" question. If we're not sure, we ask, "Is there more anyone wants to say?" Or, "Are you ready to move on?"
- We would rather people converse than respond only to us. If they don't, we invite them to "Just talk with one another."
- In very large groups we stay aware of raised hands, especially when people are unable to insert themselves.

Listening for the Integrating Statement

- An "integrating statement" is a "both/and" observation that validates what may have sounded like an "either/or" conversation.
- An integrating statement implies that a spectrum of views lives in the group. This frees everybody for the next task.
- People whose views seem irreconcilable may find common ground with their feelings--*apart from the content that separates them.*

Working with Subgroups: Theory Into Practice

Three ways you can be effective:

- Wait for a spectrum of views to be expressed.
- Assure a functional subgroup for any sticky statement by finding others who have the same view.
- Listen for an integrating statement from a person who realizes that both A and B have points worth hearing. This signals that a group can move on.

Deciding When to Intervene...A Few Pointers

- When the group has lost sight of the task.
- When people make unfounded assumptions.
e.g. “I think everybody here feels that...”
- When an ally is needed.
- When people keep recycling the same comments.



Jock Macneish from the book *Don't Just Do Something, Stand There!*

The Asch Experiments

[Adapted from “Solomon Asch: A Lesson in Resisting Group Pressure,”
by Marvin Weisbord, *SearchNEWS*, No. 10, Fall 1997.]

Solomon Asch was born in Poland and came to the U.S. in 1920. He died in 1996, but not before Sandra Janoff and I had a chance to visit with him. He was "arguably the most influential social psychologist ever," said Dr. John Sabini, the University of Pennsylvania's psychology department head. I became a fan of Asch because of Fred Emery, the Australian social scientist, who believed that the "Asch conditions for dialogue" were the key to effective planning meetings (Weisbord, et al 1992). His insights are amply supported by Future Search reports and review meetings all over the world.

In a famous experiment, Asch presented 8 or 9 student volunteers with a line drawn on a card. He asked them to match it against three lines of varying lengths, one of which was identical to the original. All group members except the “subject” were instructed to give correct answers in the first two trials. After that they would repeatedly identify a wrong choice, even as the subject picked a correct line. The subject now disagreed in round after round, becoming more agitated and half-hearted. Three-fourths of all subjects gave in to the majority within 12 tries, even though they knew their answers to be wrong.

Under what conditions would they stay independent? To find out, Asch varied his experiments. He set up groups so that *one other person* prior to the subject dissented from the majority. With an “ally” present, the subject held on to reality time after time. Then Asch had the ally leave the room on a pretext. Most subjects reverted to answers they knew to be wrong! "I wanted to set up conditions under which every person could be independent of group pressure," Asch told Sandra and me. He was surprised that people caved in when the correct answer was obvious. However, he also made a remarkable discovery. People stay engaged when they believe it is okay to express different views.

The Case of Johnny R.*

What happens when people find themselves without an ally is illustrated by a historic behavioral science experiment. In a hypothetical situation, a group is told that Johnny R. has behaved badly in junior high. Their task is to decide whether to recommend love or punishment to his high school teachers. They quickly agree that love is the way to go. At that point, a late arrival starts advocating mild punishment. The group uses multiple arguments to convince the deviant to shift toward love, making no attempt to consider any other position. Having no impact on the dissenter, they then ignore the punishment advocate entirely. The lone voice is isolated, rejected, and treated as if it no longer existed. The group had demonstrated that no one could safely take a contrary position.

*From *Productivity: The Human Side*, by Robert R. Blake and Jane Srygley Mouton, Chapter 5, "The Pressure to Conform," p.46, Anacom, New York, 1981, based on S. Schacter, "Deviation, Rejection and Communication," *Journal of Abnormal and Social Psychology*, 1951, 46: 190-207.

Principle 7 for Managing Yourself

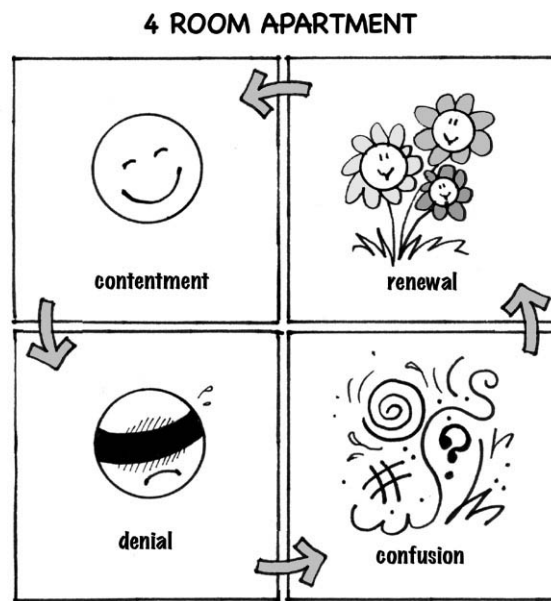
Make Friends With Anxiety

Anxiety – Getting Ready to Learn

- Task-related anxiety can be your best friend.
- You can grow your capability for leadership by increasing your tolerance for disorder, ambiguity and tension.
- You don't always need to know why you are anxious, only that you are. When a meeting falls into confusion, if you wait just a while longer, you can help people move toward greater clarity.

Ten Ways to Manage Anxiety

1. Use the Four-Room Apartment in Meetings



- We present this model at the start of most long meetings. This is not a prediction or a necessity. It represents normal POSSIBILITIES. We tell groups we do not know how to avoid Denial and Confusion. We will hang in no matter what happens with faith that the group will find its way.

2. Just Stand There And... Breathe.

3. Check Your Negative Predictions. You make yourself anxious in the present when you imagine a negative future that hasn't happened.
4. Track Your Inner Dialogue.
5. Experiment With Silence. Count to ten. Someone always knows what to say.
6. Get People Moving. It's a great anxiety-reducer.
7. State the Obvious. Say what you see, not what you interpret.
8. Consult the Group. Somebody always knows what to do.



9. Grow Yourself Listening to What You'd Rather Not Hear. In each meeting we stretch our capacity for tolerating statements we don't believe, ideas we oppose, and interaction styles that make us cringe.
10. Know Why You Are There. Live your values in every meeting. What larger purposes are served by your presence? If there are none, why are you there?

Principle 8 for Managing Yourself

Get Used to Projections

We attend “the same different meeting” together!
(Thanks to the late Jim Maselko for this insight.)

We “project” when we see, hear, or sense in others what our psyches wish for us to see, hear or sense. We do this apart from any motive or intrinsic qualities in others. Projecting on others, we find in them reminders of parts of ourselves that we deny, detest, or admire. Both good feelings and bad provide us with clues to our projections.

Projections Are Based on “Percepts”

[A summary of a John Weir Lecture, from the Videotape/DVD
“Self-Differentiation, a Day with John and Joyce Weir,” ©1991]

- Perceiving is one way of looking at the world.
- We have 13 senses--the well-known five, plus movement, pressure (deep and light), tickle, cold, hot, pain, balance, perhaps geomagnetic orientation.
- When external energy sources act on our sensory end organs, they send messages to the brain. The brain forms an image, called, in this system, a “percept.”
- All experience produces percepts to which we respond as if they are the external world. The interactions take place *within* us, not outside. John calls this “The outside world-part-of-me.”
- Percepts are stored as images in memory. We access them selectively. Our (unconscious) goal in forming percepts is to maximize pleasure and avoid pain.
- We “filter” our percepts based on genetic makeup, family experience, social class, culture, ethnicity, native language, education, religion, physical experience, feelings, moods, gender, state of health, age, history, ambitions, expectations, dreams, fantasies, values, etc.
- We make up our percepts, mediated by these “filters,” entirely to maximize pleasure and avoid pain. Each of us organizes the “same” experiences differently, and may react in many ways to any given one. We could scare, embarrass, intrigue, excite, and admire ourselves, or have no feelings at all.
- Percepts are the door to unknown parts of ourselves--unconscious, frightened, desirable, etc. Discomfort is a clue that we are experiencing a percept that is not acceptable to us at the conscious level. To discover the source is to uncover a new part of ourselves.
- We may respond to images on our percept screen with a behavior, a reaction, a thought, ideal, recollection, movement, association, dreams, fantasy, physical change, hormonal change, emotional change, etc.
- To modify our percept screen, we can modify our sensory experience, change our filters, alter what we focus attention upon. Any change--in health, relationships, activity, learning--influences changes in our percepts.
- The more images we develop on our percept screen, the greater the potential for personal growth and self-management.



Percept Demonstration

Do you see an old woman in a shawl with a prominent nose facing to your left? Or a young young woman in a feathered hat facing left away from you? With mental gyration, you can switch between images. You can't see them at the same time. Each is a "percept"--a way we choose to order the world.

How Percepts Shape World Views

Our percepts, based on personal and cultural filters, determine our worldview. Millions of people share worldviews contradicting millions of others. For example--

God

- There are many gods and goddesses, each addressing various human needs and concerns (Shintoism, Buddhism, Hinduism).
- There is one all-powerful, all-knowing God (Islam, Christianity, Judaism).
- The Sun is the main God and others are subordinate (Masai of East Africa, Pacific Islanders, many others).
- Gods and goddesses exist in every tree, rock, river, and forest, each mediating an aspect of life. Each person chooses his or her own god (Ancient Greeks).

Life after Death

- People are assigned eternally to heaven or hell according to God's judgment of their life on earth (Islam, Christianity).
- People are reborn in other bodies, each successive life's quality based on one's behavior in the previous life (Hinduism, Buddhism).

Doctrine

- Sacred writings traceable directly to God contain all revealed truth (Christianity, Islam, Judaism).
- Central teachings derive from the writings of a revered but not godlike figure (Buddhism, Confucianism).
- Truth is embodied in ancient stories and myths (Hinduism, Shintoism, traditional religions).

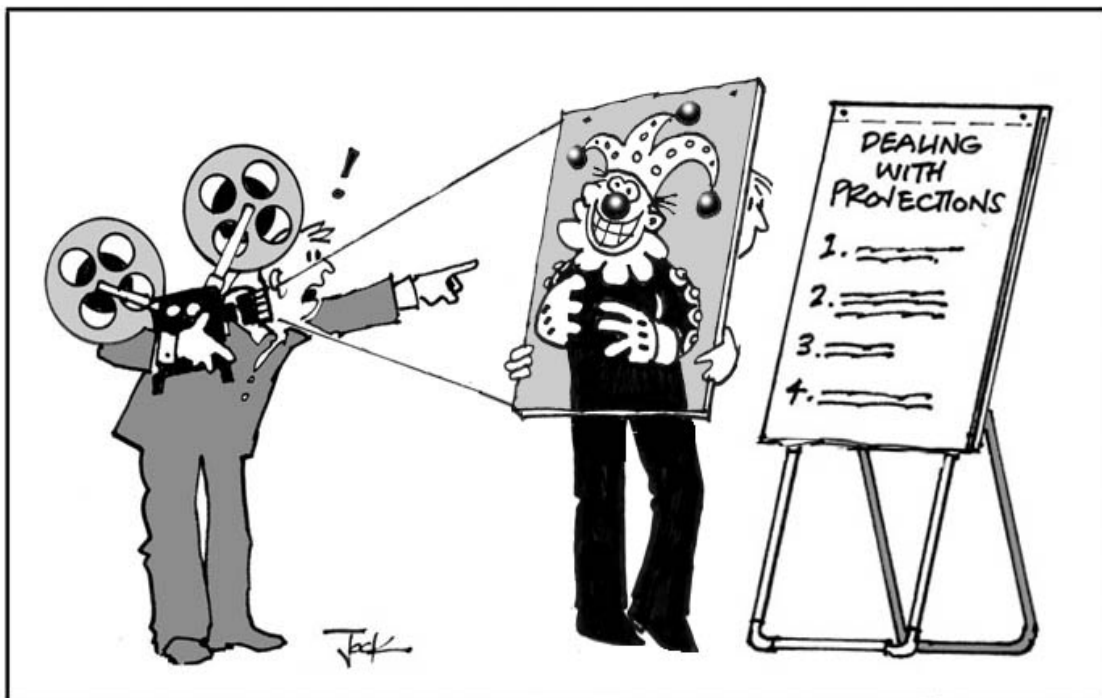
Priesthood

- Certain people are ordained to interpret God's word (Christianity, Judaism).
- People develop a personal relationship with the one God (Islam) or their chosen gods (Hinduism, Shintoism, Taoism).

Source: *Religion*, by Myrtle Langley, an Eyewitness Book, Dorling Kindersley, Ltd, 1996, published under license by Alfred A. Knopf, Inc.

Using Percept Language

- Use as a tool for personal development (*not* a way of talking to groups).
- Make ourselves aware that we produce our own judgments, fears and fantasies.
- Hear others' statements of "fact," "truth" and "reality" as percept-parts-of-them.
- Help us learn to not take the "them-in-us" personally.
- Help us reduce blaming ourselves and others when "it happens," or in percept language when "we happen."
- Provide us a way of owning key internal states--the anxious part-of-me, perfectionist part-of-me, approval-seeking part-of-me, elated part-of-me, successful part-of-me, failure part-of-me, controlling part-of-me, laissez-faire part-of-me.
- Facilitate us in reorganizing our self-concept to include that we always are doing the best we can we what we have. We use the parts-of-us we have, and discover those we wish for.



Jock Macneish from the book *Don't Just Do Something, Stand There!*

Principle 9 for Managing Yourself

Be a Dependable Authority

Introduction: Containing Authority Projections

- An “authority projection” means assuming in a leader, expert, or other special figure some part of ourselves that we are not aware of in us.
- As a result we interpret as “personal” others’ acts that have nothing to do with us. Others’ do the same with our actions.
- New task forces, committees and teams relate to a leader through projections on their own past experiences with authority. Group members may project on you experiences with parents, teachers, bosses, and other authorities unrelated to the task of the group.
- How you use your authority affects a system.
- We all project on authority and draw authority projections. These reactions may have little to do with the person, much more with the role.
- The issues that new groups test are who has power and control.
- People make (silent) positive and negative predictions about what will happen.
- Meeting members may reduce their own anxiety with a fantasy (percept) that the leader has all the answers.

Group members usually relate to a leader in predictable ways. They often begin by complying.
Leader: “Hold all questions until after the break.”

Group complies.

Not long into group life, a defiant subgroup may emerge.

Leader: “We’ll take a 10 minute break now.”

Defiant group: “10 minutes isn’t enough!”

Compliant Groups may:

- Idealize the leader – Act as if the leader is larger than life and can do anything. “The way you handled that decision was breath-taking. I wish I could do that.”
- Charm the leader – Act as if the leader’s approval can be got through charm and praise. “You have the best PowerPoints I’ve ever seen, and I’ve seen a lot of them!”

Defiant Groups may:

- Devalue the leader - Act as if the leader is incompetent or indifferent. “You don’t care about anything we say!”
- Attack the leader - Act as if the leader is dangerous. “I don’t know why you’re here. You are no help at all!”

Authority Dynamics

- A meeting may have several authority figures--formal leaders, process managers, content experts, consultants, facilitators, etc.
- How you use your authority affects a system.
- We all project on authority and draw authority projections. These reactions may have little to do with the person, much more with the role.

Projections on Authority

- An “authority projection” means assuming in a leader, expert, or other special figure some part of ourselves that we are not aware of in us.
- As a result we interpret as “personal” others’ acts that have nothing to do with us. And others’ do the same with our actions.
- When you lead, group members may project on you experiences with parents, teachers, bosses, and other authorities unrelated to the task of the group.

Managing Authority Projections

- Stay alert to the many ways you stimulate or respond to authority projections. (e.g. giving orders, judging comments, cutting people off, rushing to finish, changing a schedule without consulting the group, etc.)
- Practice being a "dependable authority," e.g. provide information people don't have, start and end on time, reiterate overall goals, manage large group dialogues so that all views are heard, back out when a meeting is working.
- Become aware that every judgment you make of people in a group is a part of you. Projections are not comments on anyone’s goodness and badness.

Pitfalls

- Standing up front pretending you have no authority.
- Doing for people what they can do for themselves.
- Treating every suggestion as a problem you should solve.
- Taking group frustration personally and withdrawing or clamping down.
- Acting on your (natural) tendencies to control uncertainty, minimize conflict, squash differences, and keep everybody happy.
- Acting out your needs to be loved, appreciated, and all-wise.

Minimizing Authority Projections

- Keep attention off of you and on the central purpose by having people interact more with each other than with you.
- Neither punish nor reinforce (likely) dependency and/counter-dependency in early stages of a meeting.
- Resist gratuitous feedback to the group - e.g. "This group strikes me as being the (most engaged, most detached, etc. etc.) I've ever worked with."



Principle 10 for Managing Yourself

Learn to Say No If You Want Yes to Mean Something

“You got to know when to hold ‘em, know when to fold ‘em,
Know when to walk away and know when to run.”

--Kenny Rogers, “The Gambler”

(© 1978 by United Artists Music and Records Group)

There is a saying that the definition of insanity is doing what you’ve always done while expecting different results. In the spirit of common sense, we advise that when you are faced with a request to get transformational results under dubious conditions (e.g. wrong people in the room, too little time, unrealistic objectives, etc.), try doing something different.

Eight Reasons to Say No

1. *Logistical.* The deadline is too tight and the resources can’t be found in time.
2. *Existential.* The request exceeds the design limits of human capability.
3. *Pragmatic.* You are asked to do what everybody knows is impossible.
4. *Self-Protective.* You accept responsibility without having authority.
5. *Value-Laden.* The objective contradicts a deeply held value of yours.
6. *Realistic.* You are convinced that the person asking your help has imposed conditions almost sure to set up a failure.
7. *Expediency Over All.* You are asked to produce results “faster, shorter and cheaper” than whatever time frames and costs you have quoted.
8. *Just Plain Wrong!* This scenario may sound extreme to you, but we read examples in the newspaper every day.

Say “No” With Alternatives

- Tune in to the other person’s objective.
- Offer options you can deliver.
- Point out that neither of you wants to fail.

Exercise 1

“Best Practices”

For Effective Meetings

There is a connection between your experience with task-focused meetings and your assumptions about what works. In this activity we invite you to talk with others on what has worked for them.

(Suggestion: share leadership*).

Step 1: Describe an experience you had while leading a meeting where you recall being effective in helping a group accomplish its task.

Notes:

Step 2: Based on your examples, prepare a list of “best practices.”

Present a three-minute (maximum) report.

Notes:

Self-Managing Leader Roles

- **Discussion Leader**- Assures that those who want can speak in time available.
- **Time Keeper** - Keeps group aware of time left. Monitors report-outs and signals time remaining to person talking.
- **Recorder** - Writes group’s output on flip charts, using speaker’s words.
- **Reporter** - Delivers report to large group in time allotted.

Exercise 2

Introduction to the Four Rooms of Change*

Answer each question below “yes” or “no.”

1. Do you sometimes, without any special reason, experience a strong feeling of unreality?

_____ Yes _____ No

2. Thoughtful people protest against society, instead of adjusting to it? Do you agree?

_____ Yes _____ No

3. Do you sometimes feel that you wear a mask, play a role, and that you are not the person you act like?

_____ Yes _____ No

4. Do you believe that the life of a normal person in our society actually is absurd?

_____ Yes _____ No

5. Do you consider yourself an outsider?

_____ Yes _____ No

6. Do you often remember your dreams?

_____ Yes _____ No

7. If you were asked what your life is about, what your strongest motivation has been (whether or not you have made it clear to yourself), could you answer something like, “A search for truth,” or “A search for freedom and a heightened sense of existence”?

_____ Yes _____ No

*These questions are copyrighted by Claes Janssen, 2000. Used by permission of Ander & Lindstrom Group, which holds worldwide distribution rights. To learn more about The Four Rooms of Change and/or to become a certified facilitator and user of the tools, contact Drusilla Copeland at Drusilla.copeland@andolin.com and/or Bengt Lindstrom at bengt.lindstrom@andolin.com or visit <http://www.andolin.com>.

Exercise 3

Introduction to Percept Language For Owing Projections

“When I move myself into a percept orientation, I liberate myself... from the requirements of ‘others-in-me.’ If I take full responsibility for my perceptions, I become self-determinative.”

-- John Weir, inventor of “percept language.”

Uses of Percept Language for Self-Differentiation & Integration

- Experience the world (part-of-you) accurately as *your* world and not assume your percept constitutes the way “it” is for others. Everything happens in you.
- Take responsibility for every bit of your experience.
- Free yourself from “taking it personally” when opposed or criticized.
- Improve your ability to experience and contain your projections on others.
- Extend the range of people you can work with comfortably by owning more parts of yourself.

Percept Grammar Tips

1. Make ALL verbs active. You are the actor, not the passive recipient of what happens to you. So--Change “it,” “this” and “that” to “I” or “me.”

Object Language

It’s a challenge!

I’m sad.

It’s scary.

I’m bored.

That’s amusing.

This is helpful.

Percept Language

I challenge me!

I sadden me.

I scare me.

I bore me.

I amuse myself.

I’m helpful.

2. Locate all objects and people inside of you. To each noun, pronoun and adjective add “in-me” or “part-of-me.”

Object Language

Them

Mary

The sunset

The hot air balloon

Percept Language

Them-in-me

Mary-in-me

The sunset-part-of-me.

The hot-air-balloon-part-of-me.

Practice Tip:

3. Put both rules together. (Speaking the language aloud helps you experience how you can use percept to change your feelings. Try these examples out loud.)

Object Language

He is a great speaker.

She bores me.

I like George.

That's a great sunset.

She's a friendly person.

They are confused.

This group is aggressive.

Percept Language

I have him-in-me be a great-speaker-part-of-me

I bore myself with the her-in-me.

I like the George-in-me.

I have the sunset-part-of-me be a great-part-of-me.

I have the her-in-me be a friendly part of me.

I confuse myself with the them-in-me.

I have the group-in-me be an aggressive part-of-me.

Exercise 3

Percept Language Practice

Purpose: Translate object language into percept language as a method for owning your own experience.

1. Below, write a sentence or two in everyday language about what you are thinking and/or feeling RIGHT NOW.

2. With the help of a partner, translate your sentence(s) into percept language.

Exercise 4

Containing Anxiety in Silence

Purpose: Exploring how you handle discomfort in an ambiguous situation.

Procedure:

1. Stand up and close your eyes. Visualize yourself leading a meeting. Notice the setting, the people, and imagine a key agenda item. You wish more people would contribute. In fact, nearly everybody has been quiet. You ask, “Who has something more to add?”

- No one responds. We all stay silent.
- When you feel the impulse to say something, raise your hand and open your eyes. We’ll tell you when all the hands are up. This is not a contest. It is an exercise in self-discovery. There is no way to do this wrong. Pay attention to your impulse. See whether you can put your hand up the moment you feel the need to act.

2. What did you experience?

Exercise 5

Introduction to Subgrouping

Key point - Groups may respond to individual comments by passively accepting, rejecting or actively joining the speaker. People who express views that stir discomfort or anxiety can divert energy from the task at hand. We call such behavior “climbing out on a limb.” How others respond will determine the extent to which the person (and the group) is at risk of falling.

Sample Responses...

A. Rejecting Behavior - Person’s view not taken seriously.

1. Scapegoating - Person is ignored, met with silence, argued with (“You’re wrong...” or “Yes, but...”)
2. Creating an “identified patient” whose “problem” is cured with a little help, e.g. a barrage of questions (“Why are you saying that?” “How come you feel that way?”) or advice that will change their mind: “You’ve got to understand that...” or “If you would just _____, than I think _____.”

Effect: Isolating, alienating, driving person further out on the limb.

B. Passively Accepting Behavior – Acknowledging at arms’ length

1. Heads nod silently.
2. People make supportive noises: “I hear you.” “I never thought of that.” “I know what you mean.”

Effect: Helps member stay engaged though perhaps puzzled as to their real impact.

C. Joining Behavior - Supporting with passion or involvement.

1. Reaching out on the limb - “I’m frustrated too. I don’t agree with what’s being said either.”
2. Enthusing - “I’m excited by the possibilities too. Wouldn’t it be great if...”
3. Empathizing - “I feel that way too. Here’s what happened to me.”

Effect: Bringing the member back in from the limb to a more secure place in the group.

Exercise 5

Experiencing Sub-Group Reactions

Purpose: Feel effects of various sub-group responses to differences.

Structure: Trios

Time Frame: 20 minutes for three rounds, followed by reports and conversation.

Procedure:

1. Each member in turn expresses a **feeling or point of view that they consider risky**. Other members **reject** the person/ and/or remark.
 - The speaker **SILENTLY** accepts the feedback, noting internal feelings.
 - After all have heard the feedback, trio members discuss their reactions.
2. Repeat the exercise. This time others act out **passive acceptance** of the person/remark.
 - The speaker **SILENTLY** accepts feedback, noting internal feelings.
 - After all have heard feedback, they discuss their reactions.
3. In the final round, each member again expresses a feeling or point of view. Now, the other members **actively join** the speaker.
 - The speaker **SILENTLY** accepts feedback, noting own feelings.

After all have heard the feedback, they discuss their reactions.

Exercise 6

Exploring the “Whole Elephant”

Purpose: An experiment in getting everyone talking about the same world and finding common ground on leading meetings today.

Procedure:

1. We will make a “Mind Map” of the TRENDS IN SOCIETY that are influencing the meetings you run and/or attend. The map will help all of us understand the issues in a way that no one person does now.

2. Using D/I methods, small groups will discover issues of concern to everyone. These will help shape our future conversations.

Rules for Mind Mapping

- All observations are valid.
- The person who names the issue says where it goes.
- Say “new” or “connected to _____” before stating your issue.

Group task:

1. Diagram relationships between meeting issues of concern to your group.
2. Do an analysis, report, statement, or creative presentation that
 - a. Provides insights into the kinds of meetings you have today.
 - b. Draws on each person’s experience (differentiation)
 - c. Has 100% support of your conclusions (integration).

*Use D/I theory, go around, sub-grouping, etc. as appropriate.

Leader/Facilitator:

- Help group choose other self-managing roles*
- Keep task front and center
- Practice “just standing there.” Intervene only if group splits over a comment or difference, using D/I and subgrouping.

Observer (quiet outside, active inside):

- Watch how group manages itself.
- Note what happens any time leader intervenes.
-

*Self-Managing Leadership Roles (optional)

Exercise 7

Containing Authority Projections

Purpose: Practice containing leader projections without acting on them.

Structure: Trios

Procedure (20 minutes total):

Round 1 (10 minutes for all three including discussions)

--Each trio member does a leadership action and the others **idealize or charm** the leader. The leader does not respond while noting her/his feelings.

--After all have been idealized or charmed, discuss your experiences.

Round 2 (10 minutes for all three including discussions)

--Each trio member does a leadership action and the others **devalue or attack** the leader. The leader does not respond while noting his/her feelings.

--After all have been devalued or attacked, discuss your experiences.

Exercise 8

Integration Meeting

Purpose: Apply D/I theory to a task-focused meeting.

Output: A report of your collective learnings and applications.

Structure: Groups of 6-8 plus a leader/facilitator and a process observer.

Group Task:

- 1. Discuss what you have learned about the issues you have raised.**
- 2. Consider a meeting you will have after you leave here. What will you do (if anything) as a result of this workshop?**

Leader/Facilitator:

- Help group choose other self-managing roles*
- Keep task front and center
- Practice “just standing there.” Intervene only if group splits over a comment or difference, using D/I and subgrouping.

Observer (quiet outside, active inside):

- Watch how group manages itself.
- Note what happens any time leader intervenes.

*Self-Managing Leadership Roles (optional)

Recorder - Time Keeper – Reporter

Sequence:

1. Group Task _____ Minutes
2. Leaders Report and discuss their experiences
3. Observers report and discuss
4. Participants report and discuss
5. Each group presents its Learnings and Applications

Where Do You Go From Here?

Develop your own leadership capabilities. The magic is not in the markers. For "it" to work, *we* have to work--on ourselves. The two of us work from an amalgam of theory, intuition and a philosophical belief in the power of structures, processes and experience of the whole to help people change their capability for action. Our way of leading is a unique synthesis of our lives, learning styles, commitments, training, and limitations, which determine both our meeting designs and what comes out of our mouths at any moment. We believe that how you structure a meeting exerts more tug on participants to act responsibly than cognitive mastery of "the issues."

We know that we're not everybody's answer. If you resonate to our principles, you probably can adapt them so as to make yourself more effective. Remember, we are telling you what works for us. We recommend that you experiment to find out what works for you. Pay attention to what you think, feel, and say as you lead a meeting. Stay aware of what is happening in the room. We hope our workshop has left you with an experiment or two for your next meeting.

A final bit of advice: For large groups, work with a partner when you can. Large groups take a lot of psychic and physical energy. There's too much going on for one person to handle. Partners can do things together neither could do alone.

Good luck!

--Sandra Janoff, PhD

Glossary & Sources

Two definitions of change (or development)

- Mechanistic definition -- Change results from specific stimuli such as rewards or punishments. Also known as behavioral change.
- Organismic definition -- Change results from altering the structure (or form) of a system toward key end states or goals. Also known as structural change. [Overton, Willis. "Historical and Contemporary Perspectives of Development." Unpublished, Phila. 1982]

The fundamental goals of a system are twofold:

1. The primary goal is to survive and develop.
2. The secondary goal is master the environment--i.e. do work. When living systems feel threatened, they shift their energy immediately from doing work to managing the threat. [Agazarian, Yvonne. "Goals, Boundaries, Subgroups, Defenses, The Force Field and other Systems-Centered Things," Systems-centered workshop V. Philadelphia, November, 1992]

Every system has boundaries, either spatial or dynamic

Boundaries we pay attention to are: (1) time, e.g. past, present, future, (2) geographic space within and outside the group, and (3) roles. Crossing a boundary takes energy because you are turning your attention away from one thing and toward another. [von Bertalanffy, Ludwig. *General Systems Theory*, George Braziller, New York, 1968]

Differentiation as understood by three systems theorists:

Yvonne Agazarian says, "Systems survive, develop and transform through an ongoing process of differentiating and integrating differences." [*Systems-Centered Therapy for Groups*, Guilford Press, New York]

James Grier Miller writes, "Growing systems develop in the direction of a) more differentiation of subsystems, b) more decentralization of decision making, c) more interdependence of subsystems, d) more elaborate adjustment processes, e) sharper subsystem boundaries, f) increased differential sensitivity to inputs, and g) more elaborate and patterned outputs." [*Living Systems*, McGraw-Hill, New York, 1978, p. 108]

In *General Systems Theory*, Ludwig von Bertalanffy states, "The principle of differentiation is ubiquitous in biology, the evolution and development of the nervous system, behavior, psychology and culture. We owe to Heinz Werner (1957) the insight that mental functions generally progress from an amorphous unity to an ever clearer distinction of these functions."

[footnote #3, p. 211. Werner, Heinz." The Concept of Development from a Comparative and Organismic Point of View," *The Concept of Development*, Dale Harris, editor, Minneapolis, University of Minnesota Press, 1957]

Integration (managing the polarities):

Friedrich Hegel, (1770-1831), stated that all ideas generate their contradictions. In the conflict between an idea (the thesis) and its contradiction (the antithesis) a new idea (the synthesis) emerges. The synthesis then becomes a new idea and the process continues. [Overton, op. cit.] In our work, subgroups come together around similarities and separate around differences. Whole systems transform by containing and integrating differences. [Agazarian, op. cit.]

Selected Resources

Self-Differentiation, A Day with John and Joyce Weir, edited by Alexandra Merrill - Video package Includes Lectures, Demonstrations, Transcript. See www.merrillweir.com.

Agazarian, Yvonne. *Systems-Centered Therapy for Groups*, Guilford Press, New York, 1997.

Agazarian, Yvonne & Sandra Janoff. "Systems Theory in Small Groups," in H. Kaplan and B. Sadock (eds.), *Comprehensive Textbook of Group Psychotherapy*, Williams & Wilkins, 1993.

Janssen, Claes – "Four Rooms" materials distributed exclusively by Anders & Lindstrom Partners, AB, Drottninggatan 55, SE 111 21, Stockholm, Sweden, (46) 8 677 0030, email: bengt@andolin.com for training and certification or see www.andolin.com

Lawrence, Paul R. and Jay W. Lorsch, *Organization and Environment: Managing Differentiation and Integration*, Harvard Business School Press, Boston, 1986.

Lawrence, Paul R. and Jay W. Lorsch, "New Management Job: The Integrator." *Harvard Business Review*, Nov-Dec, 1967, pp. 142-151.

Weir, John. "The Personal Growth Laboratory," Chapter 13 in *The Laboratory Method of Changing and Learning: Theory and Application*, Edited by Kenneth D. Benne, Leland P. Bradford, Jack R. Gibb, Ronald O. Lippitt, Science And Behavior Books, Palo Alto, 1975.

Weisbord, Marvin. *Productive Workplaces*, 3rd ed. San Francisco: Jossey-Bass, 2012.

Weisbord, Marvin & Sandra Janoff. *Don't Just Do Something, Stand There! Ten Principles for Leading Meetings that Matter*. Berrett-Koehler, San Francisco, 2007.

Weisbord, Marvin and Sandra Janoff. *Future Search: An Action Guide to Finding Common Ground in Organizations and Communities*, 3rd Edition, Berrett-Koehler, San Francisco, 2010.

Weisbord, Marvin, "A New Look At Theories X and Y," Chapter 7, and "Managing and Consulting in the 21st Century," Chapter 16, in *Productive Workplaces Revisited: Dignity, Meaning and Community in the 21st Century*. Jossey-Bass/Wiley, San Francisco, 2004.

CHARTS USED IN WORKSHOP

PURPOSE

- Provide a theory and method you can practice each time you work
- Offer useful tools
- Integrate self-development with group development

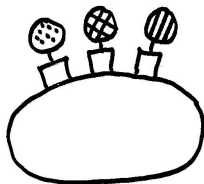


AGENDA

- session 1.
Introduction to the only theory you will need here
- session 2.
Principles for leading meetings
- session 3.
Principles for managing yourself
- session 4.
Integrating theory and practice

DIFFERENTIATION-INTEGRATION THEORY (D/I)

Systems develop as they recognize and integrate differences.



DEFINITIONS

DIFFERENTIATE:

to distinguish, classify, define, separate, group like with like.

to isolate, exclude, ostracize, separate, reject what is different.

INTEGRATE:

to make one, harmonize, blend, which implies unity.

to centralize, orchestrate, which implies control

Systems transform when they differentiate without excluding, integrate without forcing unity.

**10 PRINCIPLES
for
LEADING MEETINGS THAT MATTER**

- LEADING MEETINGS -
 - Get the whole system in the room
 - Control what you can -
let go what you can't
 - Explore the "whole elephant"
 - Let people be responsible
 - Find common ground
 - Master the art of subgrouping
- MANAGING YOUR SELF -
 - Make friends with anxiety
 - Get used to projections
 - Be a dependable authority
 - Learn to say no

FACILITATOR ROLE

To enable wholeness in a fragmented world



by:

- maintaining boundaries
- keeping task front
and center
- clarifying problems
- letting people do for
themselves
- keeping information
flowing

ROADMAP for FACILITATING

FOCUS: structure change
(not behavior change)

ROLE: Philosophical -
not technical fix

THEORY of SYSTEM TRANSFORMATION:
Differentiation/Integration

4 VERSIONS of D/I

1. Organization
2. Group
3. Subgroup
4. Self

TIPS

- STAND THERE -

information questions answers proposals feelings building on ideas



- BE ALERT -

interrupting
should/ought yes/but
leading questions



- STEP IN -

out on a limb alone
complaining / blaming



SELF-MANAGEMENT

DISCUSSION LEADER
assures that whoever
wants to speak is heard



RECORDER
writes in speaker's words



REPORTER
delivers group report



TIME KEEPER
pays attention to
time allotted



STEREOTYPING

women are...
men are...

public sector is...
private sector is...

blacks are...
white are...

sick are...
healthy are

rich are...
poor are

unions are...
management is...

young are...
old are...

east is...
west is...

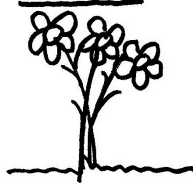
4 ROOMS of CHANGE

Claus Samsson

contentment



renewal



denial



confusion



CONDITIONS for SUCCESS

- All ideas valid
- Listening
- All information public
- Strict time frames
- Room for all views
- Keep task front and center
- Have fun!



What is Future Search?

By Marvin Weisbord and Sandra Janoff, Ph.D.,
Co-Directors, Future Search Network

Future Search is a remarkably-effective planning method used worldwide by hundreds of communities and organizations for three decades. The method enables large diverse groups in a single meeting to (1) agree on a shared vision, (2) commit to an implementation plan, and (3) take responsibility for action. Future Search has bridged cultural boundaries in North and South America, Asia, Africa, Australia, Europe, and India. Why? People work entirely from their own experience. There is no management jargon, models, theories, speeches, or pressure to act.

A Future Search often involves 60 to 100 people. They work in small functional groups (“stakeholders”) and in mixed groups that are a cross-section of the whole. Each person has a chance to speak and listen. The optimal length is four or five sessions of half a day each, spread across three days to allow for “soak time.”

How Future Search Works

Future Search follows proven principles based on six decades of action research into conditions for continuing action. The *first* principle is “getting the whole system in the room”—meaning people with authority, resources, expertise, information and need. The *second* requires putting the focal issue in global perspective, helping all see themselves as part of a bigger picture. The *third* requires seeking common ground and desirable futures, while treating problems and conflicts as information rather than action items. The *fourth* asks people to manage their own small groups and take responsibility for action.

The Meeting Agenda

There are five sessions: Past, Present, Future, Common Ground, and Action. People begin with a history of the situation that brought them together. They build a map of world trends affecting their issue. Each stakeholder group tells what it is doing now about key trends and what its members want to do in the future. Small groups then devise preferred future scenarios. People identify common ground from themes that appear in every scenario. The final session is given over to implementation strategy, action plans, and accountability. Research shows action often continues for years.

Changing Assumptions

Many people come to Future Search with justifiable skepticism based on a lifetime of unproductive meetings. Within 24 hours most discover unusual opportunities in this novel structure. With access to people and resources never available all at once, participants nearly always create effective action plans none of them had thought were possible.

Future Search Network

4700 Wissahickon Avenue, Suite 126, Philadelphia PA 19144
215-951-0328, 800-951-6333, fsn@futuresearch.net, www.futuresearch.net

FUTURE SEARCH NETWORK

learning . service . collegueship

Your membership supports our global effort to engage communities in healthy dialogue and life-affirming planning. In turn, you are part of a worldwide network that is effecting change that no one person could do alone. For those who can afford it, the annual dues remain \$125. All others may set their own fee at whatever level they can afford.

There are two requirements in addition to paying annual dues. One is a Learning Agreement - to gain firsthand experience with the future search principles and methodology. The second is a Service Agreement - to do an annual future search-related project for your local community or the Future Search Network community.

If you are not a professional facilitator, you may want to sponsor a conference in your community. We will help you find competent folks who will work with you in return for a chance to practice their skills and to serve the community.

Learning Agreement- Learn the principles of future search and the minimum conditions for success in ONE of three ways:

Attend "Managing a Future Search - A Learning Workshop."
Participate in a local pro-bono internship.
Partner with a Future Search Network member as a sponsor or co-facilitator.

Service Agreement - Serve your community (local or FSN) with a self-managed project such as those below or one you create:

- * Co-facilitate a pro-bono or low-fee future search and share what you learn in a brief report.
- * Document or assist with logistics at a future search.
- * Organize a Future Search Orientation meeting for potential clients.
- * Serve as a mentor.
- * Research future search outcomes for the Ripple Project.
- * Contribute to the newsletter or website.
- * Add to the conference database.
- * Join or start a local Network group.
- * Increase the FSN's visibility through writing articles or presenting at conferences.

Collegueship - Benefits of Membership

A professional and personal Network of diverse leaders and organizations in your community and around the world.

Access to every member through the FSN listserv

Notice of FSN events such as service opportunities and local FSN meetings.

Advice on exploring future search with groups you want to help.

Access to Mentoring partnership to gain experience with future search.

Discounts on FSN books and videos.

Tax Deductible Status

We urge organizations using future search methods to contribute to the Future Search Network with an annual gift, or to support our local, pro bono efforts with conference grants, facilitator training, meeting space and logistics help. Future Search Network is a program of Resources for Human Development, Inc. (RHD). RHD, based in Philadelphia, PA, USA is the umbrella agency for more than 150 human service programs in the U.S., serving 12,000 people in need every year. Future Search Network is a 501 (C) 3 corporation. all contributions are tax exempt as allowable by law.



LEARNING AND SERVICE AGREEMENT

I want to participate in the Future Search Network. I agree to learn future search principles, apply them with integrity, seek to carry out one non-profit project each year and share my learnings with Future Search Network members through the listserve, data base, newsletter or website.

I understand my fees and contributions fund:

1. Service to members through reports, brochures, videos, listserve and website, archives, research.
2. *FutureSearching*, the network newsletter.
3. Member's data base and future search conference data base.
4. Access to internships.
5. Support for local Future Search Network startups.

I also understand Future Search Network's copyright policy - that so long as I maintain my membership, I have permission to copy and use (but not resell) all Future Search Network documents, handouts, worksheets, and workshop materials.

_____ I would like to pay the full fee in installments. Please contact me.

_____ I would like you to automatically renew my membership next year.

_____ My first year fee of _____ is enclosed (Make checks payable to Future Search Network)


Credit Card/Expiration date: _____ exp. _____	
Signed: _____	Print Name: _____
Company: _____	
Address: _____	
City, State, ZIP: _____	Country: _____
Day Phone: _____	Evening Phone: _____
Fax: _____	Email: _____

Mail or fax the completed form to: **Future Search Network**
4700 Wissahickon Avenue, Suite 126
Philadelphia PA 19144-4248
USA
Fax: 215-849-7360

**SUPPLEMENTARY MATERIAL CONCERNING GENDER AT SDU USED AT THE SEMINAR BASED ON
WP3.2 FINDINGS**

Gender at NAT - A short statistical overview

Data collected as part of the FESTA-project 2012-2017
Liv Baisner and Eva Sophia Myers, Faculty Administration



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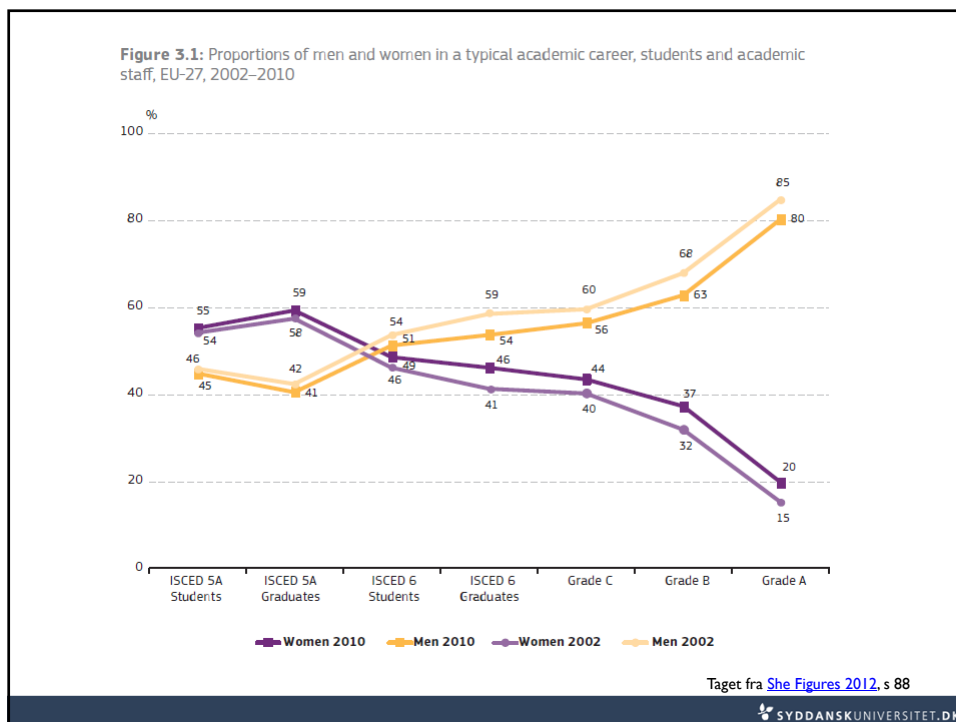
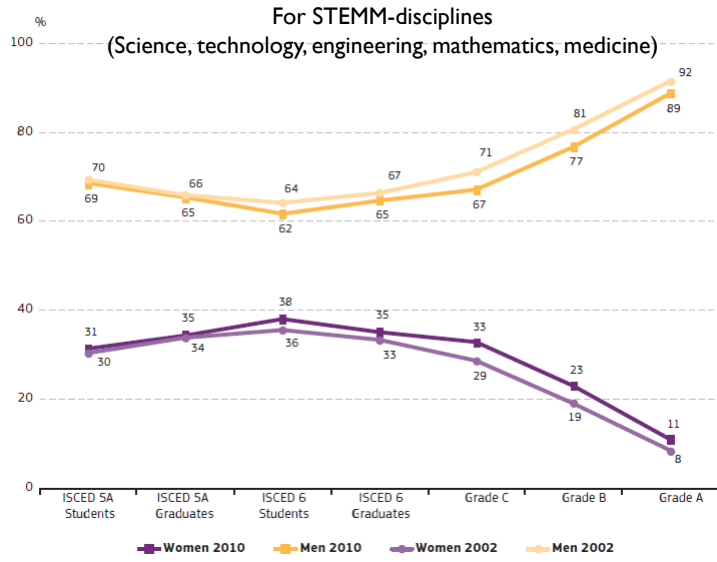
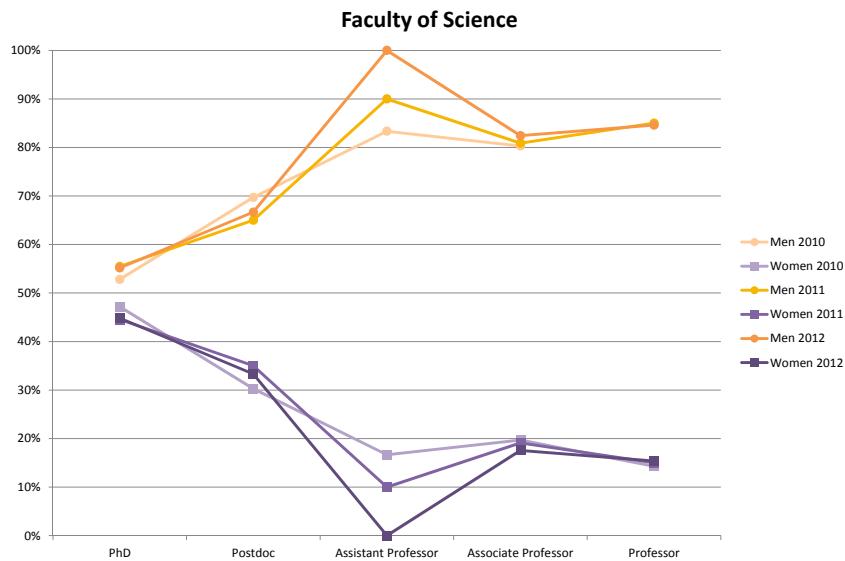


Figure 3.2: Proportions of men and women in a typical academic career in science and engineering, students and academic staff, EU-27, 2002–2010



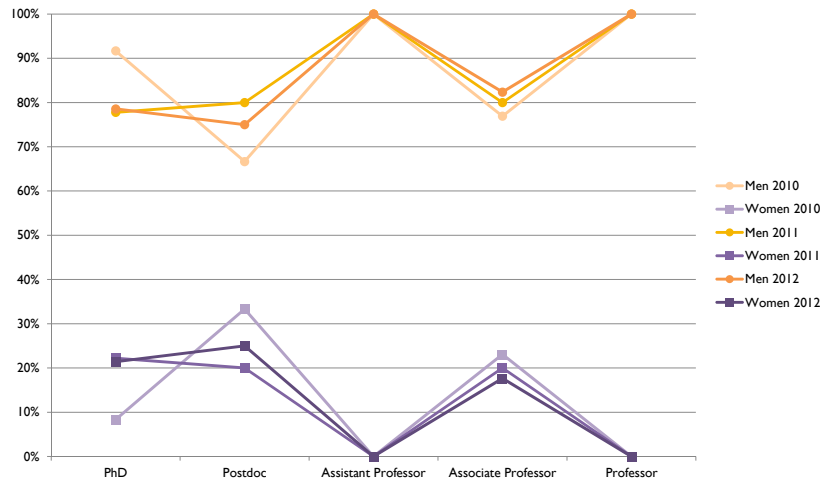
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NAT-SDU 2010, 2011, 2012



IMADA 2010, 2011, 2012

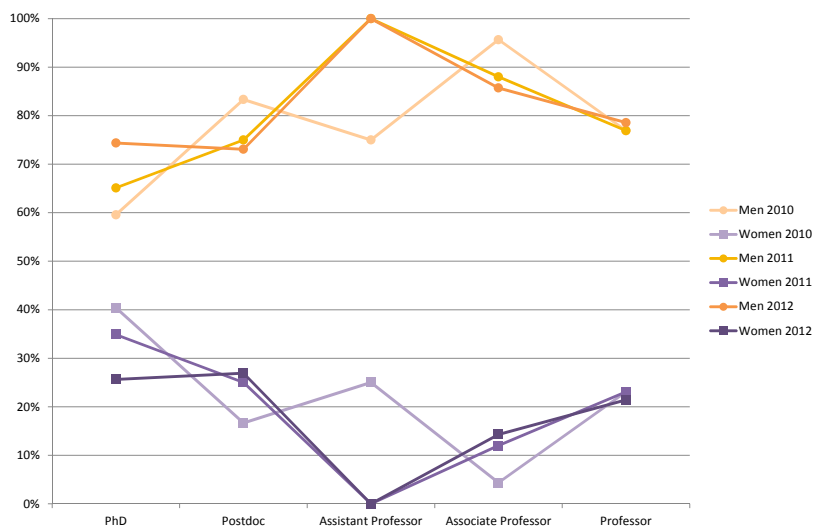
Department of Mathematics and Computer Science



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FKF 2010, 2011, 2012

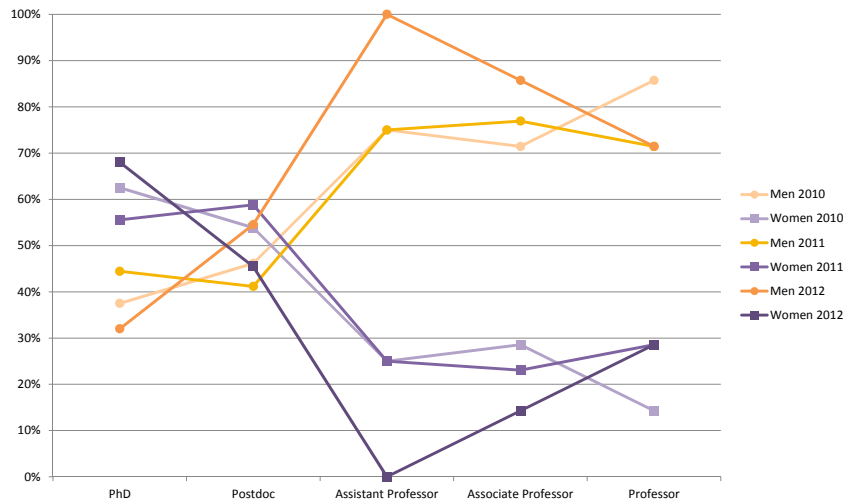
Department of Physics, Chemistry and Pharmacy



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BI 2010, 2011, 2012

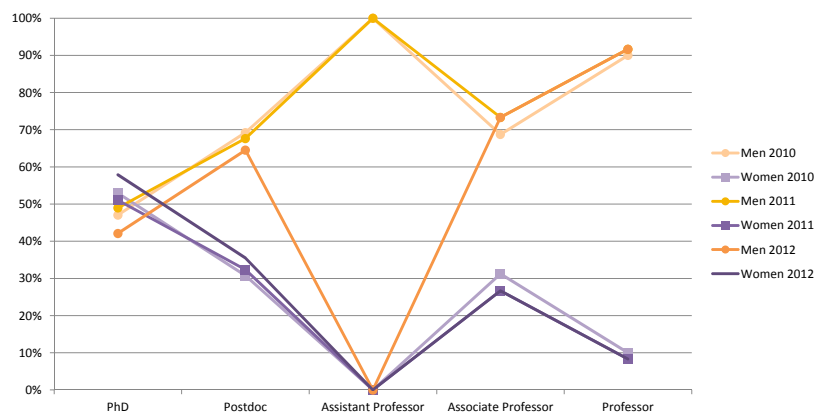
Department of Biology



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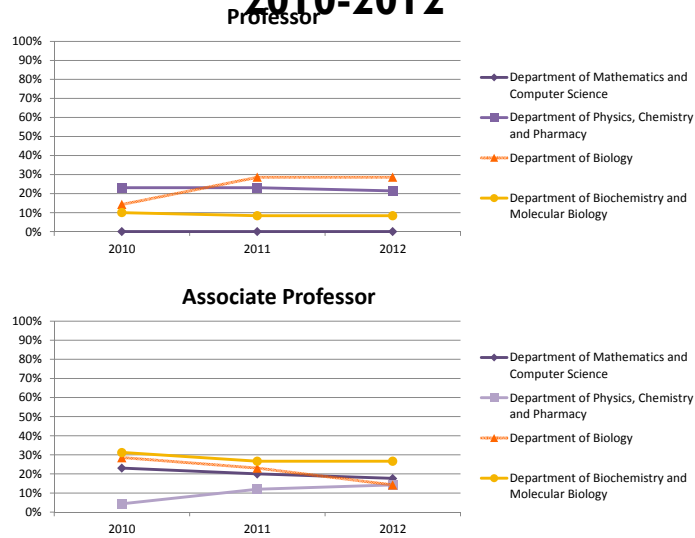
BMB 2010, 2011, 2012

Department of Biochemistry and Molecular Biology



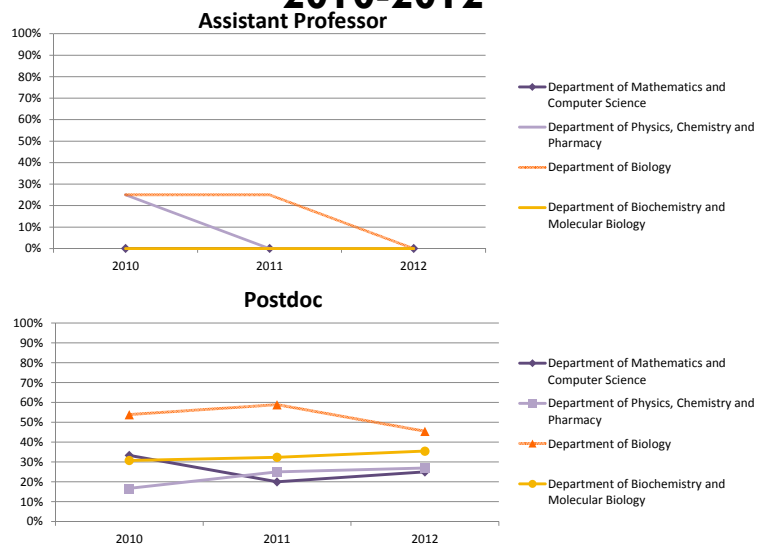
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Development over time, per type of position 2010-2012



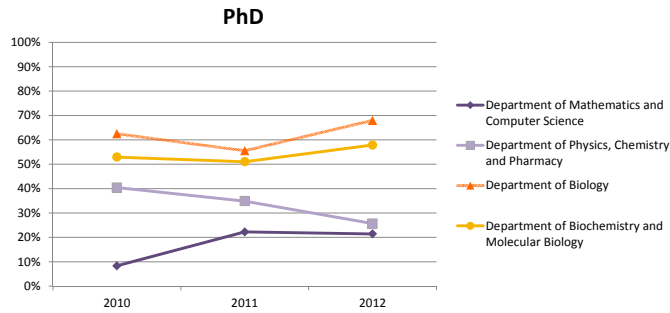
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Development over time, per type of position 2010-2012



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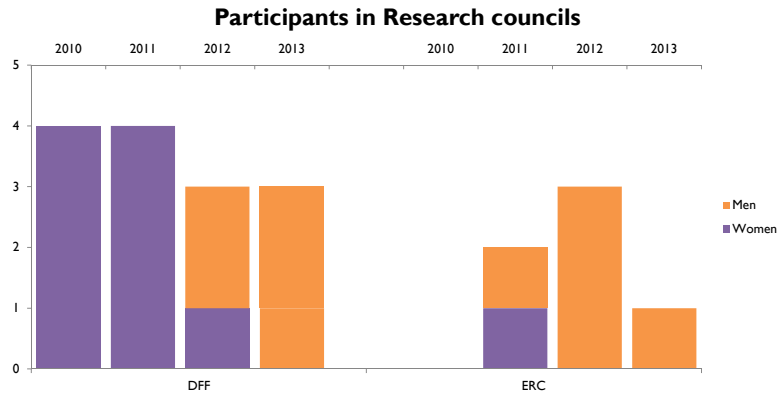
Development over time, per type of position 2010-2012



Applications for the positions of Assistant Professor, Associate Professor and Professor at The Faculty of Science, in the years 2010, 2011, and 2012

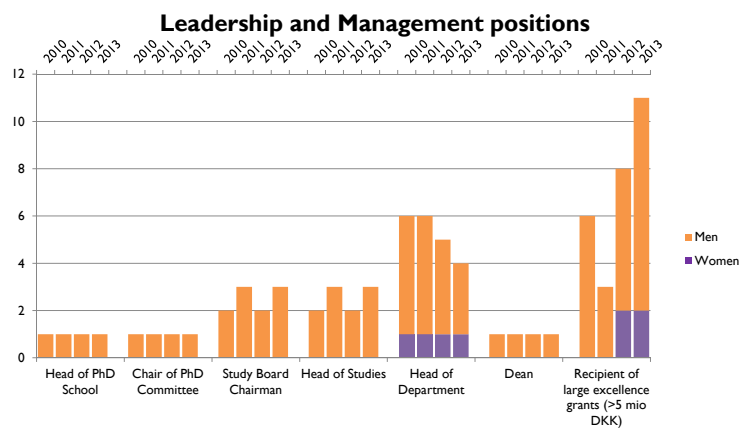
	# positions open for application	# times with only one applicant		# times with only one QUALIFIED applicant		# times with only male applicants		# times with only female applicants		# times a man was employed		# times a woman was employed	
		n	%	n	%	n	%	n	%	n	%	n	%
2010	9	1	11%	2	22%	1	11%	0	0%	6	67%	3	33%
2011	12	5	42%	6	50%	10	83%	0	0%	11	92%	1	8%
2012	25	8	32%	13	52%	11	44%	2	8%	21	84%	4	16%
total 2010-2012	46	14	30%	21	46%	22	48%	2	4%	38	83%	8	17%

Participation in the D NRF and evaluators in the ERC, 2010, 2011, 2012, 2013 - Faculty of Science



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Leadership and Management 2010, 2011, 2012, 2013 -- entire Faculty



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Extra material – slides about FESTA

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FESTA

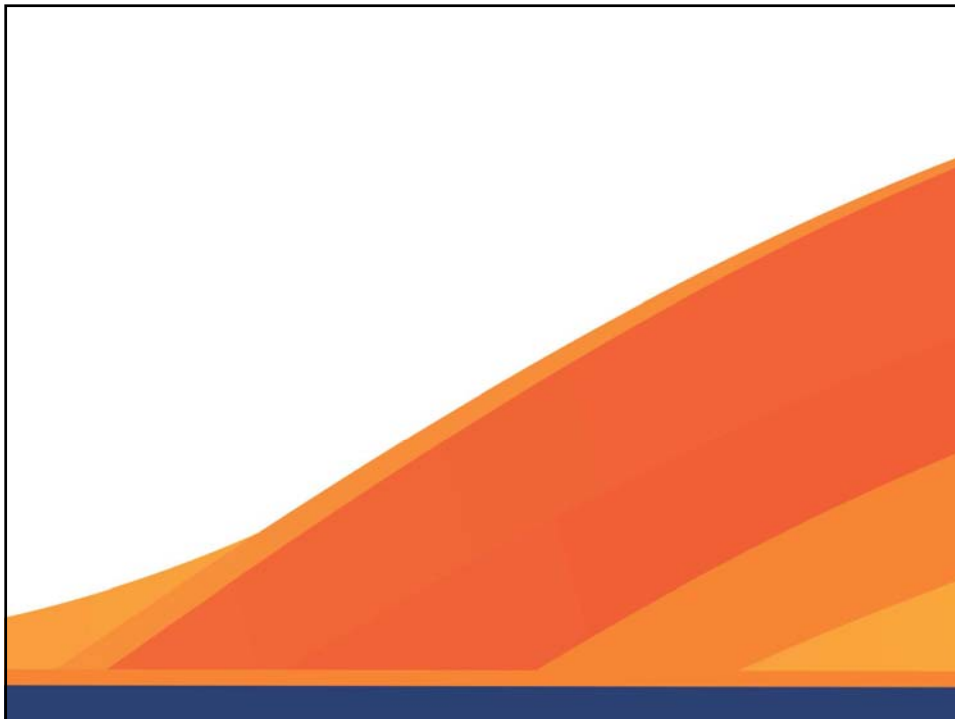
Female Empowerment in Science and Technology Academia

- EU FP7-Science-in-Society project – Five year implementation project
- 7 partners
- Grant: 19,1 mio DKK total – SDU-share: 2,6 mio DKK
- Overall objective: higher numbers of women stay on in Science and Technology Academia and thus diversity, creativity and a broad-spectred output from research can be ensured
- Perspectives:
 - A work place that is attractive to women is also attractive to others
 - The problems, women in Academia experience, point to structural issues, which - if they are addressed and solved - will be to the benefit of everyone

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FESTA activities at Science 2014-2015

- May-June 2014:
 - Presentation of data and dialogues in units about possible initiatives to raise awareness concerning gender equality at the faculty and in Science in general
- June 2014:
 - Seminar on advanced meeting facilitation to improve the general meetings culture at the faculty and to ensure working environments with room for diversity and creativity
- Fall/winter 2014-2015:
 - Study circles on Gender awareness in PhD supervision for PhD--supervisors to ensure equal opportunity for young women and men at the beginning of their academic career



SDU - FOLLOW UP PAPER FOR THE FEEDBACK AND OBSERVATION PHASE:

SYSTEMATIC FEEDBACK AS SUPPORT FOR ONGOING LEARNING ABOUT LEADING MEETINGS THAT MATTER

For meeting leaders/facilitators:

1. Step: Identify meetings you want to use as a laboratory.
2. Step: Assign two observers among the participants of the meeting
 - Observer A's task:
 - Pay attention to the **content**: is the purpose clear and, in the end, is the purpose being met?
 - What happens when the leader intervenes?
 - Does it help or hinder the group's learning and the problem solving?
 - Observer B's task:
 - Pay attention to the **atmosphere**: tone, and energy level.
 - Does it help or hinder the group's learning and the problem solving?
 - Are there any significant shifts?
3. Step: Feedback; decide if the feedback is at the end of the meeting (with 15 minutes reserved) or after the meeting (between you and the observers - allot 15-30 minutes)
The observers will give you feedback on (see template):
 - Observer A, content (5 minutes):
 - 2 things you did to help the group move towards its task
 - 2 things you did that were either unnecessary or got in the way of the group's working
 - Observer B, atmosphere (5 minutes):
 - 2 examples of where energy level went up – what happened?
 - 2 examples of where energy level went down – what happened?
4. Step: decide what (in the offered observations) you want to spend 5 more minutes exploring further with the observers and/or with the entire group
5. Step:
 - Identify with yourself key issues you want to develop further and bring to the colleague supervision group
 - Experiment with form for feedback and bring ideas to the colleague group
6. Step: attend colleague supervision meeting and explore your selected issues in this group

The overall objective is to establish a learning community at the Faculty of Science known for our energizing meetings

FEEDBACK TEMPLATE – OBSERVING FOR CONTENT

(OBSERVER A)

The task of observation:

- Pay attention to the **content**: is the purpose clear and, in the end, is the purpose being met?
- What happens when the leader intervenes?
 - Does it help or hinder the group's learning and the problem solving?

Notes:

The feedback – **content**:

- Pick and report back to leader/facilitator – spend a maximum of 5 minutes:
 - 2 things the leader did to help the group move towards it's task

1. _____

2. _____

- 2 things that were either unnecessary or got in the way of the group's working

1. _____

2. _____

FEEDBACK TEMPLATE – OBSERVING FOR ATMOSPHERE

(OBSERVER B)

The task of observation:

- Pay attention to the **atmosphere**: tone, and energy level
- Does it help or hinder the group's learning and the problem solving?
- Are there any significant shifts?

Notes:

The feedback – **atmosphere**

- Pick and report back to leader/facilitator – spend a maximum of 5 minutes:
 - 2 examples of where energy went up – what happened?

1. _____

2. _____

- 2 examples of when energy level went down – what happened?

1. _____

2. _____

