DIALOGUE

Facilitating Creative Communication

FACILITATOR HANDBOOK

Imprint:

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Foreword

The DiaFCC project indented to inspire and to promote the capability of dialogical communication and behavior – based on the theory of David Bohm and others – to initiate change processes. The overall main purpose of the project is to spread more of the dialogue methodology and dialogical behavior as skills to facilitate the creation of a new culture of communication, which leads to common creative thinking, new insights and creative solutions.

The partner organizations from eight European countries (Austria, Bulgaria, Czech Republic, Estonia, Germany, Iceland, Romania, Turkey) sent trainees into the 4 Training of Trainers. Thereby learning offers which are new on European level were produced. In non-formal settings trainees of different ages and learning backgrounds, who wanted to improve their knowledge and competencies to bring innovation and creativity in their own work and their organizations were brought together. Reflecting not only the own attitude, but also the mental models in communication and thinking to develop respectful communication was an important approach throughout the whole project.

This handbook, which is an important product out of the project DiaFCC, should give an overview of some theoretical aspects of dialogue and dialogue facilitating, as well as of the importance of learning theories, the dialogical setting, personal mastery and important core features. Additionally it offers practical support as you will find exercises, which were implemented in the Training of Trainers.

Last not least I want to thank all trainees for their motivation and their will to develop and deepen their dialogical insights. And I want to thank the trainer DUO, *Dr. Heidemarie Wünsche Piétzka (DE) and Dr. Michael Benesch (AT)*, for their innovative approaches relating to gender sensitivity and experienced-based curriculum development.

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1. Purpose of the handbook

As the overall main purpose of the project "DIALOGUE – Facilitating Creative Communication – DIA-FCC" is to spread more of the dialogue methodology and dialogical behavior as skills to facilitate the creation of a new culture of communication which leads to common creative thinking, new insights and creative solutions (as stated in the application), this handbook should provide the trainees with some theoretical aspects of the dialogue related to the ideas of David Bohm and Martin Buber and other experts as well as exercises done during the facilitation program.

The special folder with an upgradable loose leaf system which was given to every trainee should be developed individually and work as a learning device. It is the main collection of material enriched with personal comments, ideas and insights by the trainees. Therefore this handbook should be seen as something additional to be integrated into the whole learning process to become a certified dialogue facilitator.

1.1 Description and results of the DIA-FCC project

DIA-FCC started 2009 and run till September 2012. There were four ToTs (two in Germany, two in Austria), with online-meetings between the ToTs. The trainees had to implement two workshops between the ToT 3 and ToT 4. These workshops had to be designed, planned and organized by the trainees, and a comprehensive report about the workshops had to be written. During three Steering Committee meetings (Leipzig [DE], Tallinn [EE] and Sofia [BG]) the project process was guided and evaluated. From the beginning the representatives of partners took the chance to design the cooperation in all its facets as an interdisciplinary group trying to become a real team in action learning. At the third Steering Committee meeting in Sofia in May 2012, a European Conference with about 30 Bulgarian participants mainly from local NGOs and journalists was held.

An important product of the project was the formation of the European Network of Dialogue Facilitators, which was presented at the last ToT in Meißen, May 2012. Promoting the sustainability of project results of DIA-FCC it is intended to build a European pool of dialogue process facilitators.
The purpose of the network is the support of dialogue facilitators for dissemination of method-ology and attitude of dialogue - developed and invented by David Bohm and others - on a high quality level in different fields of practice in European and other countries. This association will be open for membership of certified dialogue facilitators who are interested in transnational cooperation and joining common activities to improve their facilitating skills and further develop their personal mastery in their fields of practice.

For these purposes the members will cooperate in different working groups to strengthen the common goals. They are committed to Ethical Guidelines which reflect the dialogical attitudes.

2. Tasks of the certified dialogue facilitators

Sometimes dialogue facilitation is mistaken for other fields like moderation or training. In both of the latter fields the role of the "group-leader" is totally different. He/she has the status of a kind of expert, that means: a moderator's task is to lead the group to a certain output (looking for time-schedules, supporting all members to give contributions, do specific exercises, etc.), a trainer is an expert who delivers knowledge, skills (e. g. counseling skills, knowledge about a specific topic, etc.). This is – in general – not true for a certified dialogue-facilitator. As a trainee who underwent the DIA-FCC project should have got dialogical skills, he/she should be able to distinguish clearly between e. g. moderation and dialogue facilitation, and should be able to plan and implement dialogue workshops in a private and professional environment as well as to facilitate dialogue-rounds.

Facilitating dialogue-rounds: A certified dialogue-facilitator is able to use his/her dialogical skills to support participants in dialogical skills, like suspending assumptions or listen deeply, but in a non-directive way. He/she is not acting as an expert, having developed a feeling for participant's needs and emotions, and supporting them in a proper way, depending on the circumstances. Her/his knowledge about group processes and psychological influences enables him/her NOT to behave like a moderator and trainer, but nevertheless he/she is being accepted by the group as a leader from time to time in the following sense: whenever needed and appropriate, the CDF (Certified Dialogue Facilitator) will take over and give relevant, important inputs, so that the group can proceed in a dialogical and constructive way. In this sense, every participant can take the role of such a "leader" in the dialogical process from time to time.

Creating and implementing workshops: A certified dialogue-facilitator is able to create a workshop regarding dialogue, both in a private and a professional context (i.e. in organiza-tions). In the workshop the CDF will be able to communicate the core of dialogue (distinguishing it from e. g. moderation), to present and lead typical dialogical exercises and behave as a role-model, so that the participants get an image of the dialogical approach and attitude.

CDFs of the DIA-FCC project are not automatically qualified to offer Trainings for Trainers for dialogue facilitation themselves.

3. Theoretical approaches

Over the last 20 to 30 years a growing number of books and articles about dialogue has been published, originally mainly in the United States inspired by the US American physicist *David Bohm*. There are – not surprisingly – different approaches to dialogue and there have been newer developments, as can be seen for instance in the work of *Claus Otto Scharmer* (Theory U), *William Isaacs* and others. As the term dialogue as we use it here should be distinguished from the everyday usage (inner dialogue, lets do a dialogue, etc.), it is necessary to refer to some theoretical frame.

Dialogue should be seen as an interdisciplinary approach. There is no hidden "truth" (in the sense: The dialogical approach knows best, is best,…) as this would be contradictory to its philosophical base, which is strongly influenced by constructivism (see, e. g., *Maturana, Varela, von Förster, Watzlawick* and *others*). Much more dialogue as an attitude is open to different approaches and ideas, theoretical constructs and streams, but shows a close relation to the work of the following authors: *David Bohm, William Isaacs, Martin Buber, Peter Senge, J. Krishnamurti, Johannes and Martina Hartkemeyer, Freeman Dhority, Claus Otto Scharmer and others.*

We think it is necessary to provide such a theoretical frame, not to squeeze the work of a certified dialogue facilitator into a static pattern, but to support the people who facilitate dialogue rounds and all the work that is connected to this facilitation, with a framework of literature that may help in preparing, reflecting and facilitating within a specific dialogical approach. There should not be a sense of exclusivity when integrating our dialogical work into these belief systems – it should be considered as one out of many possibilities of how one could deal with dialogue.

3.1. Learning theories

People have different approaches to learning, i. e. there are different learning types. For example, some people are more globally oriented, others focus more on details; or some people can learn best when they are confronted with auditory information, others focus more on written material. A dialogue facilitator should be aware of different learning types and be able to deal with presenting information in different ways.

In the model of *David Kolb* for example, the following four concepts are important for transforming experience: concrete experience, abstract conceptualization, reflective observation and active experimentation, and all four of these approaches must be incorporated. An individual's learning style is a combination of his/her preferred approaches. According to Kolb there are four learning styles:

Converger, Diverger, Assimilator, Accommodator.

Convergers are good at making practical applications of ideas.
Divergers are good at coming up with ideas and seeing things from different perspectives.
Assimilators are good in creating theoretical models.
Accommodators are good in doing things instead of studying them.

Learning theories provide conceptual frameworks that describe how information is perceived, processed, and implemented during learning. It is essential to bear in mind that learning covers a lot of different influences, from cognitive and emotional to biographical and social factors.

In the context of dialogue, especially the constructivist approach is elementary, i. e. from this perspective a learner is active in constructing own models that affect personal concepts of how to interact with the environment.

3.2. Team and organizational learning

Dialogue is an approach for groups of people. Of course one can do a dialogue with him/herself, but this is not the approach we followed in the DIA-FCC project. *Peter Senge*, an American specialist in the field of organizational learning, sees dialogue as a "means" that supports a team to develop its understanding in "principles" necessary to gain good team learning outputs.

Learning, in general, includes new insights as well as new patterns of behavior, meaning "thinking" and "doing". Therefore, as **Peter Senge** writes, one has to distinguish theory from practice, principles from techniques. In his model of team learning we find three stages: techniques, principles and essences:

TECHNIQUES means: What you are doing
PRINCIPLES means: Leading thoughts / insights
ESSENCES means: A stage of a collective state of being

Techniques can be exercised. Principles have to be understood by the group, and then – maybe – a team can experience this special stage of a collective state of being that is so difficult to describe. Therefore an example may help. "Team spirit" cannot be forced – if a team does not work well, nobody can give an order like: "well, team, exercise a lot, focus on a mutual task, and develop a sense of team-spirit". On the stage of techniques the team-members might learn how to communicate or how to develop a plan. On the stage of principles, they might get the insight that e. g. compromises are necessary. And then – maybe - some when a kind of team spirit will develop where the team as a whole works much better than the individuals by themselves.

A CDF should be able to support a team in gaining the necessary competencies on the level of the techniques as well as on the level of principles. These include the selection / development of appropriate exercises, acting as a role model and facilitating the group in general.

3.3. Work with groups

As dialogue facilitation is a group process, there are special competencies needed if one wants to facilitate dialogue on a high quality level. First of all – beside the skills described elsewhere in this handbook – a CDF needs a lot of experience with group work in general, knowing and having reflected yet e. g. the stages of group processes. Usually a group undergoes certain steps, from relative kindness at the beginning through "storming" and some other levels. As it needs a more or less longer and sometimes stressful way to reach a specific dialogical quality in the hearts of the participants, the CDF has to show a mixture of leading qualities combined with true, inner dialogical skills. Very often, especially in an organizational context, some resistance may occur which is absolutely normal. Also very often the group is expecting more a moderator than a facilitator, and all this explains the need for some special facilitating skills. Much more than in classical training, a CDF must be able to help the group to develop self-responsibility instead of guiding/leading.

These skills related to group work contain for example: Real empathy, the reflected use of the language (especially with the focus on the participants needs, gender sensitive language), knowledge and a lot of reflection regarding own mental models, etc. If these important skills are missing the dialogue facilitating could become deformed easily into classical moderation.

3.4. Basics for dialogue facilitating

3.4.1 Settings

Dialogue rounds happen – *nomen est omen* – in a circle of people. The circle itself is a necessary but not a sufficient setting. Just because people are forming a circle does not mean necessarily that they are doing a dialogue in the sense of how we use this term. The circle symbolizes equality. It is necessary to have the possibility to watch all the other participants (mimic, body language). Dialogue cannot work if any hierarchy is existing in the group.

There are some symbolic means to support the creation of dialogue, e. g. a talking symbol, the "middle" symbolized maybe by a carpet or flowers in the center of the circle, a candle and/or much more. These symbols can help to develop a supportive atmosphere, but more important are some "soft skills" or dialogical competencies and attitudes.

3.4.2 Choosing subject of a dialogue session

Often it is being distinguished between thematic and generative dialogue sessions. A generative dialogue has no topic – it is much more about "doing a dialogue" and to explore or to feel the heterogeneity of the group of which creative developments can grow or simply to practice dialogical competencies. A thematic dialogue has a topic, but – and that's something that happens very often – it may be that the talking goes somewhere else. Dialogue cannot be pressed into a frame. One of the main characteristics of dialogue is the unexpected and unplanned. Dialogue is not suitable to reach a common decision. It is to be distinguished from other forms of communication, like discussion or debate.

It is important that a dialogical group cannot be forced to talk about a certain topic. Even this decision has to be come out of the participants as dialogue always contains a high potential of a certain kind of "chaos". The WHAT within a dialogue is not so important – it is much more about the HOW: Paying attention to how we think rather than to what we think.

3.4.3. Content of core features

Create a "safe space" – a space where it is safe to reveal our deep truths.

Adopt the stance of a learner – We are learning individuals and therefore we should never lose our curiosity and motivation to gain new insights and make new experiences.

Radical respect – respect is more active than tolerance and refers to the motivation to watch the world from the perspective of other persons.

Openness – I am willing to bring openness for new ideas and other perspectives, and open to questioning my personal beliefs as well as societie's belief systems.

Speak from the heart – I speak truly about what is really important to me and not to theorize or to make a "good" impression.

Listen deeply – I listen to the other person with empathic openness. Listening deeply is an active process.

Slow down – to become aware of what is happening in my inner world, to see what are my reactions and what may be the reason for my - maybe very emotional - reactions.

Suspend assumptions and certainties – it should be possible to observe own beliefs and prejudices. We observe them from an outer perspective to gain a helpful personal distance.

Embrace the paradox of differences – I become aware that we do not live in a world of "black and white". From this perspective very seldom there is a clear truth or non-truth – it depends on the perspective of the viewer.

Observe the observer – I am observing my own feelings and thoughts, as "a thought observed changes".

3.4.4. Reflection

A very important part of dialogue is the reflection. Reflection does not mean to deal again with the contents of a dialogue round. It means the reflection of the process itself. Therefore mostly it is very useful to facilitate a reflection round about topics like: What was different here compared to everyday communication?, or: How did the periods of silence affect me?

3.4.5. Feedback

When giving feedback, it is very important to follow some rules. First of all, feedback should be seen as a gift: The person who gets feedback should agree to get feedback and decide individually whether he/she wants to accept it as a chance to make learning experiences. And the feedback giver should be aware to tell concrete observations and distinguish them from personal judgments very clearly. In a second step the feedback-giver should make clear that this feedback shows her/his own perception and therefore it is subjective. This enhances the chance that the feedback can be taken without resistance and self-defending by the feedback receiver, and it – additionally – shows the relativity of judgments as an additional learning possibility.

4. Practical aspects of building personal mastery

Personal mastery means the ability of developing personal strengths and competencies, and to develop a clear image about own visions and how to reach personal goals. A person with a well developed personal mastery undergoes a continuous process of weighing up the status quo and the future aims. This process is connected with a certain "creative tension". Dialogue provides the chance for a never ending personal learning process, where we consistently question ourselves, how and why we react this way, and where we could go to obtain "better" results. This weighing process focuses on the tension of "what is my vision" and the perception of "reality". Learning in the context of personal mastery means not gaining new "information", it means the extension of the ability to reach wanted goals.

Attending to all the dialogical core features and practicing them supports people to improve their personal mastery skills. Learning on a higher level happens if we are personally involved, if we experience differences and if we reflect them.

4.1. Necessary skills of dialogue facilitators

The skills needed by a CDF cover a wide range. They are clearly to be distinguished from skills needed by e. g. a moderator or coach despite some moderator and/or coach skills are useful as well. But as dialogue facilitating is neither moderating nor coaching or supervising, a CDF is much more in the learning position (not in the role of an expert) and should facilitate the process rather than guiding it. For most groups of people not experienced in dialogue it is very hard to take responsibility for the outcome and not to expect classical guiding even in difficult situations. The CDF must not step into this trap and starting to guide. This does not mean – of course – that a dialogue facilitator cannot initiate some processes of reflecting, etc., but should – much more than a moderator – reflect on the quality of the HOW of the process rather than the concrete content and outputs.

Therefore all the core features of dialogue, the development of personal mastery as a dialogue facilitator and the consistent reflection of the ongoing process are needed.

Dialogue should be driven by a spirit of openness where any thought and every emotion can be spoken out. There should not be any borders to stop "hidden" truths and let them unspoken. One of the tasks of a CDF is to support the group to reveal even "dangerous truths". Sometimes such difficult contents come to the surface not in the dialogue round itself, but during the afterwards reflections, which can function as a kind of self-evaluation. Why we did not speak out this or that clearly? What was perceived as an obstacle? etc. A CDF should very clearly and directly distinguish between the dialogue round itself and the reflection of the process (apart from any content), as this is a very important methodology of proceeding with personal mastery competencies. People often cannot distinguish between the content and e. g. emotions that are not linked directly to this content, but result out of a sub- or unconscious *indirect* connection. An example may

clarify this: A participant shows resistance, or even aggressiveness to the contribution of another person, but in fact this resistance is a result of something totally different, maybe a result of an emotional trauma projected to this person. When reflecting about the process of dialogue there is a chance to reveal such connections.

4.2. DUO methodology

The DUO-methodology uses individual differences of two facilitators as a sublime or even direct demonstration of the constructive potential of diversity. In the DIA-FCC project the DUO work showed mainly the following differences: gender, age and biographical background socialization. According to the theoretical background and the practical potential of dialogical settings diversity is an important factor as it enriches our thinking processes and shows clearly the false belief of the black-and-white-thinking which is significant at least in the western societies, as they are influenced deeply by the Aristotelian logic.

4.3. Gender and diversity

Originally the term gender means the difference of the biological and social aspects of "man and woman/male and female" and refers to the fact that the sexes are more than just biology. A lot of social constructs are attached to the roles of men and women in public and private life what influence our thinking and our behavior in a significant way. In dialogue we should be aware not just of these gender aspects, but also of diversity in a broader general frame (cultural background, society, etc.) and its potential in creative thinking processes. As most of these constructs and their influences are subconscious, a CDF should be aware of them and support a group in bringing them to a more conscious level. When they revealed diversity has a huge potential to enrich our thinking and gain an enriched base for further processes in thinking and finding "better" solutions. These solutions do not use just "black or white" but all the grey tones in between.

4.4. Continuing education and learning

We see life as a continuing learning process, and from this point of view dialogue facilitating is a never ending learning process (see e. g. the core feature "adopt the stance of a learner"). Every dialogue session - whether "smooth" or with difficulties - is a challenge that contains learning experiences.
Additionally it is very helpful to stay in a continuous exchange with other people interested in dialogue. As one of the important outputs of the DIA-FCC project, a network of dialogue facilitators was founded (European Network for Dialogue Facilitation), which will work as a platform for exchange, further development of personal mastery and establishing quality criteria of professional dialogue facilitating.

5. Curriculum of ToTs

The rationale of the project „Dialogue – Facilitating Creative Communication" was to provide Trainings of Trainers (ToT) as potential dialogue process facilitators to enable them for:

a) working with different target groups in a very value oriented and individual centered way
b) learning to contrast their discussions and dispute communication with a methodology which enriches and enables change processes inside and consequently in the social surrounding
c) facilitating respectful communication following core features which have to be trained
d) reflecting that the key for changing processes is not only the own attitude but also other's behavior in communication and thinking which can result in change
e) exercising the facilitation of dialogue circles of different kind and for different target groups

The curriculum consisted of four training sessions three days each, accompanied by online-meetings every month via an internet based learning platform. Between ToT 3 und ToT 4 all participants had to plan and to organize a workshop. The training has been been finished with a report.

Each of the four Training of Trainer (ToT) units had a predefined motto which has the function of a "guideline".

The Curriculum covered five fields:

1. Dialogue as a holistic approach
2. Philosophical and natural-science based fundamentals
3. Self-awareness
4. Personal Mastery
5. Concepts of dialogical-based seminars/workshops

Methodology

The participants will gained and did: Lectures, individual/small group/large group skill exercises, reading and reflecting passages out of books, watching and reflecting video-material, preparing, facilitating dialogue rounds and preparing and doing a workshop with a specific target group on the trainees own responsibility. An important part was also to keep a learning diary on a regular and consequent basis.
The curriculum follows a constitutive plan where later experiences base on former learning steps. An important part of the program was that all participants build up their individual learning folder/handbook. They got a structured folder that had to be filled individually with learning material according to the different learning styles.

ToT 1
Motto: "A human being is a continuously learning individual who can really grow only by interacting with other human beings"

MAIN AIMS

1. Getting to know dialogue according to the ideas of *David Bohm* and *Martin Buber*
2. Getting to know and getting first experiences of establishing a "container"
3. Getting an overview of the whole project
4. Reflecting individual learning-styles

SPECIFIC and CERTIFIED COMPETENCIES

1. Being able to explain the Dialogue approach and distinguish it from similar methods
2. Experience first dialogical experiences and being able to express / communicate them
3. Being able to give an overview of certain dialogical core-competencies
4. Being able to reflect and communicate the individual learning style
5. Being able to reflect and communicate the importance of "room" and "room-settings" for the dialogical process
6. Being able to offer the process of individual thinking instead of presenting just products of thinking

SPECIFIC CONTENTS

Following the overall motto, the first day of the ToT 1 is reserved for getting acquainted with the group, and to establish the first steps of building up a so called "container" (i. e. a trustful atmosphere).
2. Theoretical background of learning styles and reflecting the individual approaches to the own learning style (e.g. earning styles by *David Kolb*, single and double loop learning, etc.)
3. Theoretical introduction of the dialogue method according mainly to *David Bohm* and *Martin Buber*, accompanied by similar approaches (e.g. *Claus O. Scharmer*)
4. Starting with special dialogue exercises and reflecting them in the group
5. Overview of the organization of the whole project and explaining the learning folder
6. Introduction of the DUO methodology
7. Dialogue settings and rules
8. The importance of "room" and "room-settings"
9. Reflections about the dialogical processes

ToT 2

Motto: "For our common learning, don't sell products, but offer insights of your products of thinking"

MAIN AIMS

1. The concept of dialogical core competencies/features part 1
2. The concept of personal mastery
3. Knowledge about Common and mutual learning
4. Broadening the ability of observing the own thoughts and feelings
5. The concept of mental models
6. The importance of a "container"
7. The gender aspects

SPECIFIC and CERTIFIED COMPETENCIES

1. Being able to explain the concept of Personal mastery
2. Deeper experience of the core competencies "observe the observer" and "listen deeply" and being able to express personal experiences with these competences
3. Being able to reflect and express gender-issues according to the concept of dialogue
4. Being able to explain different kinds of dialogue
5. Being able to give an overview of different fields for implementing the dialogical approach
6. Being able to explain the concept of mental models and expressing personal reflections about it
7. Being able to reflect and explain the importance of the "container"

SPECIFIC CONTENTS

1. Re-connecting to the first ToT
2. Implementing a generative dialogue round as an introduction to the second ToT
3. Introduction and reflections to the concept of personal mastery
4. The concept of core competencies with focus on "listen deeply" and "observe the observer"
4. Gender aspects and dialogue
5. Different kinds of dialogue and different kinds of fields to implement the dialogical approach
6. Preparation of workshops part 1
7. Introduction of the concept of mental models
8. Reflections about the dialogical processes
9. The "container"

ToT 3
Motto: "I am learning, you are learning, he/she is learning – WE are learning"

MAIN AIMS

1. The concept of dialogical core competencies part 2
2. Different roles: Dialogue facilitator / supervisor / moderator / coach
3. Tools for supervision: self and group
4. Preparation of workshops
5. Team learning

SPECIFIC and CERTIFIED COMPETENCIES

1. Deeper experience of dialogical core competencies and being able to explain them
2. Ability to reflect and express the concept of "stance of a learner", especially in the context of team learning
3. Ability to distinguish between different roles and explaining the special features of a dialogue facilitator
4. Ability to reflect and explain different approaches to introduce dialogue, especially dialogue and music
5. Having a first concept of the dialogue workshop

SPECIFIC CONTENTS

1. Re-connecting to the second ToT
2. The stance of a learner
3. The role of a dialogue facilitator
4. How to deal with anxiousness, uncertainties, worries (self and group)
5. Music and dialogue
6. Team and organizational learning
7. Preparation of workshop

ToT 4
Motto: "Right or Wrong? – From ´I know´ to ´I am learning´"

MAIN AIMS

1. Deepened reflection of dialogue processes
2. Deepened reflection of the role of the dialogue facilitator
3. Common thinking about theoretical and practical aspects of dialogue facilitating
4. Establishing the attitude of the never ending learning process as a facilitator

SPECIFIC and CERTIFIED COMPETENCIES

1. Competence to design, implement and reflect dialogue workshops
2. Facilitating high quality group reflection processes
3. Strengthen personal, critical reflection about the chances and pitfalls of the dialogue facilitator role

SPECIFIC CONTENTS

1. Re-connecting to the third ToT
2. Experiencing dialogue sessions under changed circumstances (e. g. blind folded)
3. High quality reflection processes as an individual and a group
4. Resume of the learning experiences in the project
5. Future prospects out of the project and how to develop dialogue further

Online Meetings

Online Meetings (OM) via a special online platform were held on a regular basis, i. e. monthly. All participants joined as many Online Meetings as possible, but in general the participation was voluntary. During the first year of the project it was planned to split the Online Meetings: for a certain fraction of the duration contents were given, and the rest of the meeting were reserved for questions and needs of the participants. The idea behind is that virtual meetings will probably cause some fears and anxiousness which has to be dealt with. From the second year the whole meetings were used for actual questions and needs expressed by the participants, the structure followed more a "coaching similar" process rather than a "lecture". The time frame was 2 hours each. Every participant had the possibility to get clearness about whatever she/he needs in the actual phase of the project.

6. Working sheets and instructions for exercises

Exercise No 1

Self-introduction of participants

1. Draw your personal symbol on a flyer

2. Present this symbol with
    -   your name
    -   your country
    -   your profession
    -   your age
    to the group

3. Choose anyone for the next part of the exercise in telling the group
    "I am interested to get in exchange with … "

4. Start your **small-group exchange** about:

    • Who I am personally? (3 characteristics)

    • When did you experience a real dialogue situation
      which was inspiring for you?

    Describe the special features of this dialogical situation.

5. Compare your features of the dialogical situation
    Are there commons and/or differences?

6. Report your experiences to the plenary group
    in presenting the other person

    • name
    • personal characteristics
    • description of the situation he/she described
    • common results regarding the characteristics
      of the dialogue situations you have talked about

Trainees define their own learning style

1. Use the scheme of **KOLB** (work sheet) to reflect individually about the different Styles of learning

2. Reflect on your own style of learning and define your learning style for yourself

3. **In a group of 3** – Explain how did you find your definition

4. Which insights were new for you?

5. Start your **small-group exchange**

Group work to deal with theoretical aspects:

Bohm – proprioception (On dialogue, 2004, pp. 83-95)
Bohm – thought (Thought as a system, 2007, pp. 2-12)
Kolb – learning styles (www. Businessballs.com/kolblearningstyles.htm)

1. Read the paper individually and extract the main insights you gained

2. Reflect about:

    -   What is my personal learning experience out of the material?

3. Start an exchange in the group about your insights

4. Find a group agreement about:

- What is the content of the paper?

- What do we want to share with the others?

- What is my personal learning experience out of the material?

Exercise No 4

Expectations

Please read and reflect, than write down (… for yourself)

1. What do I have present most from our 1st ToT?

2. What happened between our 1st and 2nd ToT regarding my approach to

   A) Dialogue

   B) The group

3. What kind of personal contribution and quality do I want to bring to this group and this ToT?

4. What do we need in these days?

Exercise No 5

Personal Mastery 1 – Couple exchange

1. Think about: What was very important in your life?

   - What you have done
   - What you have been
   - How did you support / help others
   - What did others appreciate very much on you

2. Write down in past tense (clear and readable for others) key words, short sentences of content and/or situations (10 min)

3. Read it to your partner

4. Your partner reads it to you what you have written in present tense

5. Change the roles and practice 1 - 4

6. Exchange about your experience between you both

7. Participate in the group exchange

Exercise No 6

Active Listening ("Ski lift" exercise)

Build up a "group" of TWO people of different nationalities. Either find a place to walk inside the house or leave the house and walk around.

1. Part I (10 min)
    Person 1 tells about something that is important for him / her.
    Person 2 listens WITHOUT interrupting or commenting.
    Then Person 2 tells the "story" with his / her own words, while Person 1 is listening without interrupting or commenting

2. Part II (10 min)
    Change the roles from listener to speaker.
3. Part III
    Person 1 and person 2 exchange about how they have experienced the following five different roles:

    a) Telling "my story"
    b) Listening to the other persons "story"
    c) Expressing the other persons "story" with my own words
    d) Listening to how the other person has expressed "my story"
    e) What is the influence of my THOUGHTS (remember the difference of: think – thought) when listening to somebody

4. Participate in the group exchange

_____

Gender and Diversity

1. Write your sudden associations on the left side of the term.
2. Draw on the right side an adequate picture / symbol

<div align="center">

gen**d**er

rel**i**gion

indi**v**iduality

ag**e**

colou**r**

sexuality

illness

e**t**hnicit**y**

</div>

Gender Connotations

Write the terms in the left column and decide based on your culture where to put the cross.

attributes/connotations	male	female

Gender Stereotypes

Add Gender stereotypes you are aware of …

STEREOTYPE . .	Gender stereotypes
… a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion prejudiced attitude or uncritical judgment	
Examples …	

Observer of Dialogue sessions

Your position as an observer of a dialogue refers to

a) The facilitators
b) The group and its participants
c) The subject
d) The process

1. Choose some questions which you want to observe during the dialogue and take notes:

   ➢ How was the subject introduced?

   ➢ How did the group deal with the subject?

   ➢ Did participants deliver statements or did they develop their ideas?

   ➢ How did facilitators and group try to built a container?

   ➢ How was the speed of the process?

   ➢ Did you see a relation between the contributions?

   ➢ Did participants refer to each other?

2. Report about your findings to the Dialogue Group

Education and Culture DG
Lifelong Learning Programme

Train your skills – Observation –

Build a group of 3 persons

1. Person 1 and person 2 sit on chairs vis-á-vis, person 3 in a distance of nearly 1 m next to them in an observer and time-keeper position

2. Person 1 observes person 2 and describes his/her observations (1 min)

3. Than person 1 observes person 2 again and assesses/evaluates/judges her/his observations (1 min)

4. All 3 involved persons exchange their experience they gained in this exercise. (1 min)

Exercise No. 12

Constructive 4 EYES FEEDBACK

FIRST LEVEL   Describe at least THREE concrete observations. Possibly start *with "I have observed that…"* or *"I could see that…".*

SECOND LEVEL   Give an suggestion for improvement and make clear, that this would help **YOU** (to understand better, to be able to stay more concentrated, to …)

THIRD LEVEL   Communicate a positive, general MESSAGE (First-Person Message like: *I assess you as a very motivated man/woman who has done a lot of pre-arrangement …*)

<div align="right">

Exercise No 13
</div>

_____

"Left column" exercise (A)

Remember a difficult situation with a person which was unsatisfying for you. Remember the communication which took place. Write down in the right column this verbal communication in separated short sentences. Add in the left column what you did not say (your opinions, evaluations, validations).

Form a "group" of TWO people of different nationalities.

Part 1:

1. Give a short introduction to the situation and tell your "case".

2. Read the right column to your partner.

3. After this read your right and your left Column to your partner.

4. The partner takes the role as "coach" and asks the following questions:
   - What did you like to gain by this talk?
   - Did you achieve success? If not – why?
   - What were the consequences of not telling what is written in your Left Column?
   - Why did you not enunciate your opinions and evaluations?
   - How did your Left Column influence the result of your talk?

Part 2:

1. Choose one or two essential evaluations from your Left Column.

2. The partner (coach) asks you:

   - Do you accept these evaluations as "Yours".
   - What kind of data have you had for your evaluation?
   - Read your evaluations and search for your hidden assumptions and prejudices or an interpretive "story" which you tell yourself unconscious regarding this person / situation
   - How do your assumptions / "stories" influence your behavior?
   - What kind of hidden necessity is enclosed in your evaluation?

Exercise No 14

_____

"Left column" exercise (B)

I thought and felt – but did not vocalize …	I said …

What does it mean "Take the stance of a learner"?

1. Think about the two different perspectives
   a) as a ***participant in a group*** which should use a learning offer
   b) as the ***responsible professional*** who offers learning arrangements for a group

2. Spell out the commons and the differences from your personal perspective

	Differences of *a and b*
Commons of *a and b*	

What makes the difference between "moderating" and "facilitating" group work?

1. Collect in group work the characteristics of the different methodological approaches (write it on the flipchart)

2. Compare the advantages and disadvantages in your small group and explain if there are differences in understanding and meaning

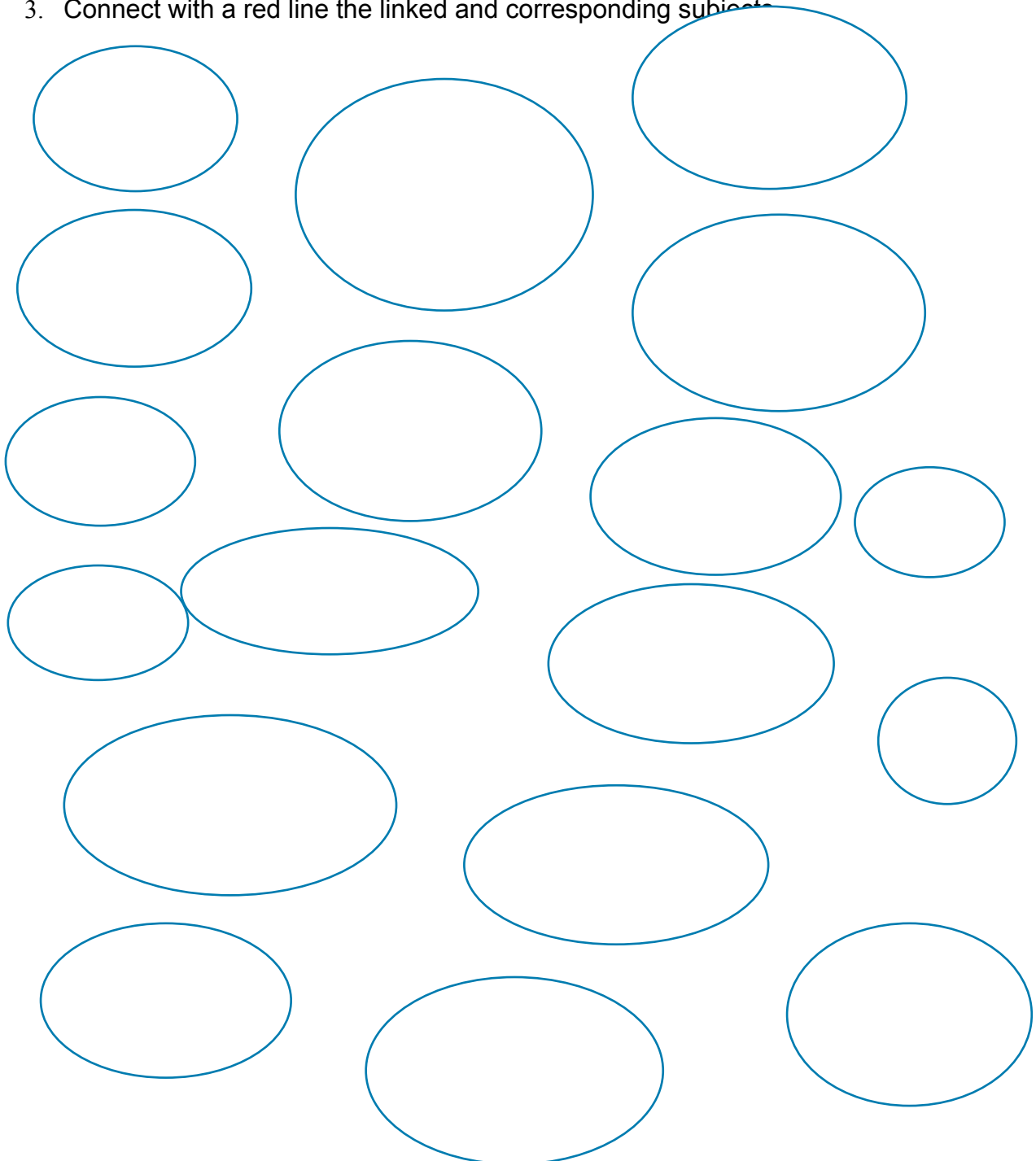3. Place your work sheets of individual results in the end of the flipchart

	Moderating group work	Facilitating group work
Advantages		
disadvantages		

What constitutes learning subjects for dialogue facilitating?

1. Collect in group work possible learning subjects. Insert your subjects in the circles

2. Explain to your colleagues what do these subjects mean for you and your work

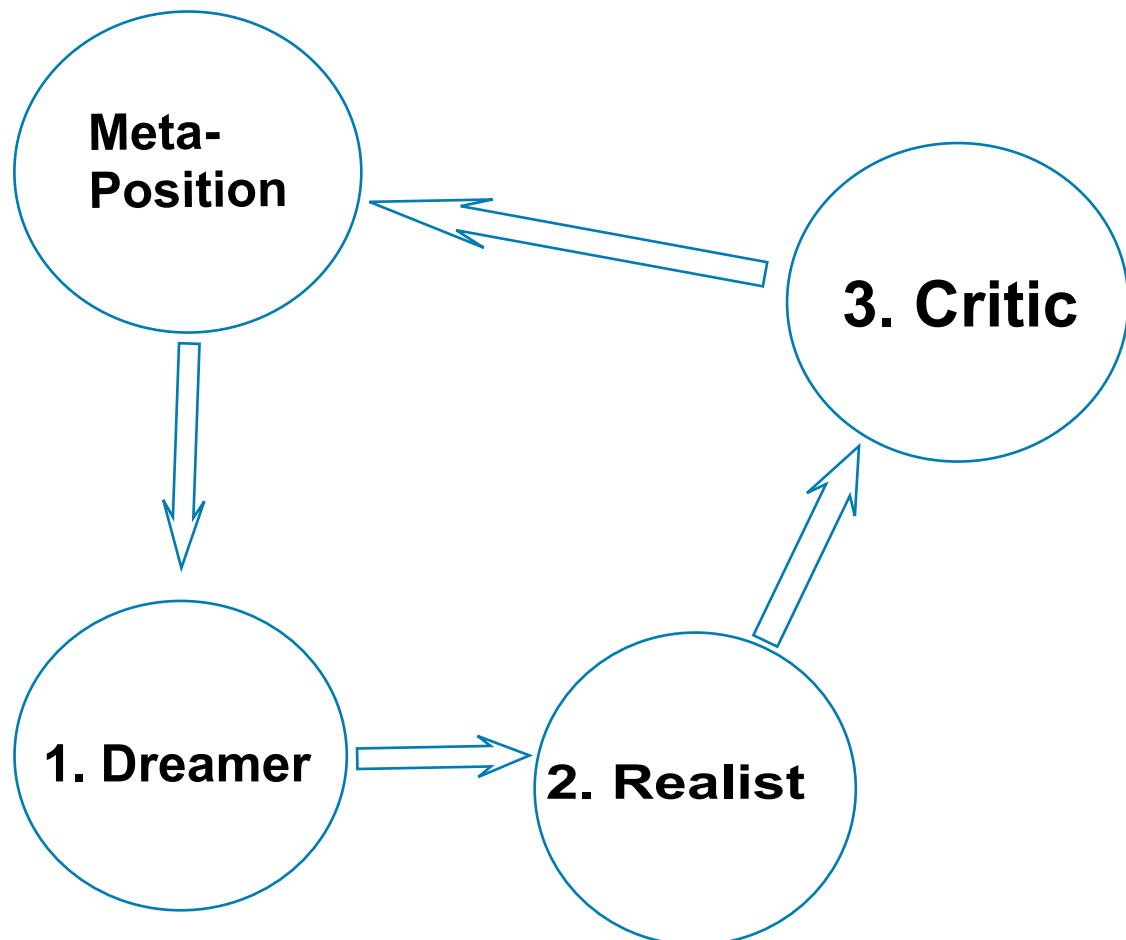3. Connect with a red line the linked and corresponding subjects

Disney Strategy

1. **Establishing the „rooms"**
   Apply the four positions as you like. The **CRITIC** should not be positioned too close to the others, and the **META-POSITION** should allow an overview.

2. **Anchoring**
   Think back to a phase in your life when you were able to be dream something creative, to have fantasies about an idea WITHOUT any limitations. Step into the **DREAMER** and experience it again. Then: → step out.

Identify with a period when you were able to think in a very realistic way and to work out a concrete plan. When you were able to transform an idea into a concrete plan? Step into the **REALIST** and experience it again. Then: → step out.

Identify with a period when you were able to criticize a plan in a constructive way. That means: not criticizing just to "criticize", but for positively and creatively identifying risks and chances. Step into the **CRITIC** and experience it again. Then: → step out.

1. **Choose the AIM**
    After all your experiences with Dialogue, after all your thoughts and the abilities you gained: Imagine that you want to establish Dialogue in a certain field. Choose the field. That's your **AIM**.

2. **Do the positions, part one**
    Step into the **DREAMER**. Visualize your aim as if you were an actor in a movie. Allow yourself to think about it without any limitations. Use sub-modalities.

    Step into the **REALIST**. Associate with this dream, and follow also the roles of other possible actors. See the process like sequences of the movie. See it like a screen-play. See it as sequences, as parts of sequences. Use sub-modalities.

    Step into the **CRITIC**. Which sequences of the plan are satisfying so far? Find out, what is needed still, what is missing? Important: Criticize the **PLAN**, not the dreamer or the realist. Use sub-modalities.

3. **Do the positions, part two**
    Step back to the position of the **DREAMER** with all the solutions, alternatives and additions of the **CRITIC**. If the questions of the CRITIC are too hard, to sharp or if it is too difficult to answer the questions without asking the CRITIC again: Step into the **CRITIC** position again. Also go to the **META-POSITION** and have a look to the whole….

    Repeat these steps as you need it.

My limitations as professional working Dialogue Facilitator (DF)

My professional proflie	My current target groups	Potential target groups	Attention !!	Remarks