IAF Europe Newsletter

JANUARY '12

NEW IDEAS FOR A NEW YEAR

#12 JANUARY 2012

Europe is one of seven regions within the International Association of Facilitators. The IAF Europe team members volunteer their time to plan and support activities and services for IAF members living in Europe, supported by Entendu Ltd. Contact us at pamela.lupton-bowers@iaf-europe.eu; robert.verheule@iaf-europe.eu; kristin.reinbach@iaf-europe.eu; rosemary.cairns@iaf-europe.eu. IAF Europe is currently the only region to benefit from having its own Administrative Office. Please make this your first point of contact for matters relating to your membership, the upcoming IAF Europe Conference or other activities in the region. Ben Richardson or Bobbie Redman are available during normal European working hours by calling +44 (0)1923 400 330 or just email office@iaf-europe.eu.

ABOUT THE NEWSLETTER

The IAF Europe Newsletter is published monthly by the IAF Europe Regional Team for members of the International Association of Facilitators living within Europe.

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Contributors: Elisabeth Crudgington, IAF Methods Database, Maureen Jenkins, John Lesko, Pamela Lupton-Bowers, Ronnie McEwan, Michael Wilkinson

Cover picture: Best wishes for the new year, wherever in the world you live and whatever your cultural traditions are. Here, Ethiopians welcome their new year with grand ceremony and hospitality in Addis Ababa. (Photo by Rosemary Cairns)

Please send your contributions to your Newsletter to rosemary.cairns@iaf-europe.eu

#12 JANUARY 2012

How to ignite a fire with the right starting question

By Michael Wilkinson
(Adapted from the Secrets of Facilitation)

Great facilitators may seem to have an innate ability to ask the right questions. They demonstrate effective questioning techniques when preparing, starting, focusing, information gathering, consensus building and in every other stage of facilitation methodology.

The starting question is the term we use for the question the facilitator asks to begin a discussion. Typically, a starting question is used at the beginning of every agenda item in a facilitated process.

For example, for creating a plan to fix the hiring problem, the facilitator might use the following agenda:

▪Getting started (purpose, personal objectives, process, ground rules)
▪How does the process work today?
▪What are the problems and root causes?
▪What are potential improvements?
▪How might we prioritize these improvements?
▪How will the new process work?
▪How will we implement this new process?
▪Review and close

Agenda items B through F represent the core of the work for the facilitated session. For each agenda item, there is a time when the facilitator asks a question and expects the participants to begin responding.

A bonfire of responses

The group's ability to respond is significantly impacted by the quality of the facilitator's question. It is much like starting a fire. Use the wrong material and you will get flickering flames that you must keep blowing on and feeding continually to keep the fire going. Use the right material and you will have a bonfire of responses with people hardly able to wait to make their contributions.

What is the secret of the starting question? How do you get the bonfire of responses? Let's examine two questions about the topic of 'scheduling' to understand the secret.

Question Type A: *"The first things we want to talk about are inputs. What are the inputs to the scheduling process?"*

Question Type B: *"If you were about to develop the school schedule, what information would you need to have close by?"*

What is it about the second question that makes it a better question? When we ask people we train in facilitation skills, they tell us Question B is better because it:

* Uses their language ("school schedule," "information")
* Is more personal, addresses them directly ("you")
* Is action oriented ("about to")
* Is open ended ("what information")

While these are true points, they don't quite focus directly on the secret of the starting question. When we take the students through a quick exercise, they understand the secret in a way they helps them to retain it.

The facilitator asks the students to close their eyes and listen to question type A. Then the facilitator asks them to open their eyes and to raise their hands if they saw something as the question was read out loud. One or two typically say they saw a flow chart or diagram or something of that sort; most indicate they saw nothing.

However, when the facilitator asks them to close their eyes and listen to question type B, two-thirds or more see an image. Most see themselves sitting at a desk with items they use for scheduling arranged on the desk.

Seeing an image

Herein lies the secret of the starting question. "Great starting questions draw a vivid image of the answers." When the facilitator draws a vivid image, the participants can literally "see" the answers, and can begin responding right away.

Contrast this with the Type A starting question, which simply asks what the facilitator wants to know. Asked "What are the inputs to the scheduling process?", participants must begin thinking of answers. They are probably trying to imagine themselves back at their school the last time they did scheduling, trying to draw the image that the facilitator did not draw for them! Unfortunately, this effort usually results in silence for several moments – just when the facilitator is looking for responses. In essence, due to the poor starting question, the facilitator has driven the room silent!

Type A questions are the "default." If you do not think about your question in advance, more times than not you will ask a Type A question. For example, suppose the agenda calls for the group to identify problems with the current hiring process. If you have not prepared an image building Type B question in advance, more than likely you will ask a Type A question ("What are the problems you have encountered with the hiring process?").

How do you make sure that your starting questions are Type B and not Type A? To draw an image, Type B questions must start with an image building phrase. The box below shows several image building phrases. Your starting question should construct an image that will lead your participants to visualize their answers.

Constructing great starting questions
Step 1: Start with an image building phrase:
- "Think about . . . "
- "Imagine . . . "

> *When the facilitator draws a vivid image, the participants can literally "see" the answers, and can begin responding right away.*

- "If . . . "
- "Consider . . ."

The image building phrase puts participants in the scenario and gets them ready to see the answers.

Step 2: Extend the image
By extending the image, you give the participants the time and the image needed to see their answers.

Step 3: Ask the "Type A" Question
Now that they see the answers, you ask the direct question that prompts the participants to respond with their answers.

Sample Starting Questions
Let's run through a few examples of Type A and Type B questions based on the sample scenario for the hiring process. First, let's look at the Type A question (the information the facilitator wants to know) then let's compare that to a Type B question in which the participants can visualize the answers.

Type A: How does the hiring process work today - what are the steps?

Type B: Imagine for a second that one of your employees comes into your office, announces his resignation, and says he will stick

around for up to 30 days until you get his replacement hired and trained. You know you have to get moving right away, so you begin listing the steps you have to go through to bring someone on board. You list all the actions you have to take, the things others have to do and so on. Let's list some of these things, who has one?

Type A: What are the problems with the current process?

Type B: Think about the last time you had to hire someone. Consider the problems that got you frustrated, the things that worked poorly, took too long, or seemed to be a waste of time. The things that made you say, "There's got to be a better way to do this!" What are some of those frustrating problems with the current hiring process?

ABOUT THE AUTHOR

Michael Wilkinson is a Certified Master Facilitator, the Managing Director of Leadership Strategies - The Facilitation Company, and author of The Secrets of Facilitation and The Secrets to Masterful Meetings. Michael presents regularly at IAF Europe conferences. Leadership Strategies teaches 100+ techniques for putting SMART Facilitation into practice through its course, The Effective Facilitator.

A Better Icebreaker

By John Lesko

How many times have you found yourself at the start of a meeting when the leader suggests that "we quickly go around the room and introduce ourselves"?

And then how many times were you able to remember the names, titles, organizations, expectations, and/or intentions of any of your fellow participants?

John Lesko was so inspired by a session delivered by Lonnie Weiss and Nancy Aronson on how to engage everyone in icebreakers and focus on the meeting purpose at the same time, that he drew a three page cartoon "how to" guide to share what he learned.

Try printing this 3-page cartoon and try this technique for an oh-so-much better icebreaker activity the next time you're asked to facilitate or lead a meeting.

A Better Icebreaker:
johnleskodotbiz.wordpress.com

"How To" Break the Ice with Purpose

TRY THIS STEP-BY-STEP GUIDE TO INTRODUCE WORKSHOP PARTICIPANTS TO THE MEETING'S PURPOSE AND EACH OTHER. KUDOS TO LONNIE WEISS AND NANCY ARONSON FOR DEMONSTRATING THIS TECHNIQUE TO THE MID-ATLANTIC FACILITATORS NETWORK ON JUNE 24, 2011.

1

> I'M SURE GLAD WE HAVE THE AGENDA IN A HANDOUT. I FORGOT MY GLASSES.

DISPLAY YOUR AGENDA AND YOUR MEETING'S PURPOSE ON FLIPCHARTS, A PROJECTOR SCREEN, OR IN A HANDOUT SO THAT ALL CAN SEE WHERE YOU ARE AND ANTICIPATE WHERE THE GROUP IS HEADED.

RATHER THAN GO AROUND THE ROOM AND HAVE EVERYONE INTRODUCE THEMSELVES, CREATE PAIRS OR SMALL GROUPS WHERE PARTICIPANTS INTERVIEW EACH OTHER AND RECORD THEIR NOTES ON A MEMBER'S "FLIPCHART RESUME." INTERVIEW QUESTIONS SHOULD FOCUS ON THE PURPOSE OF TODAY'S MEETING.

2

Template

Your Name Goes Here

1) Why did you decide to attend today's meeting?

2) What drew you to this cause, profession, or your present job?

3) What skills, talents, or perspective do you bring to this group or team?

4) What do you expect to gain from participating in today's meeting?

Purpose
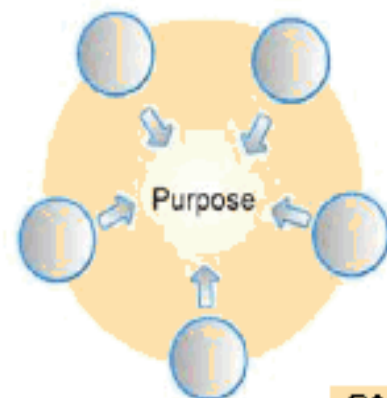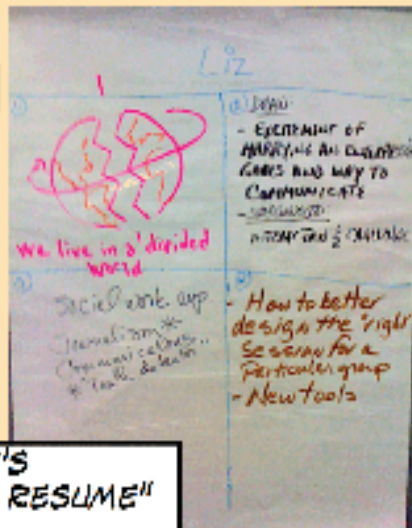
LIZ'S "FLIPCHART RESUME"
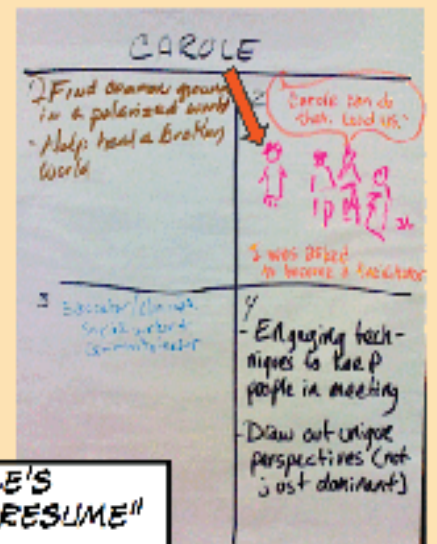
CAROLE'S "FLIPCHART RESUME"

DANA'S "FLIPCHART RESUME"
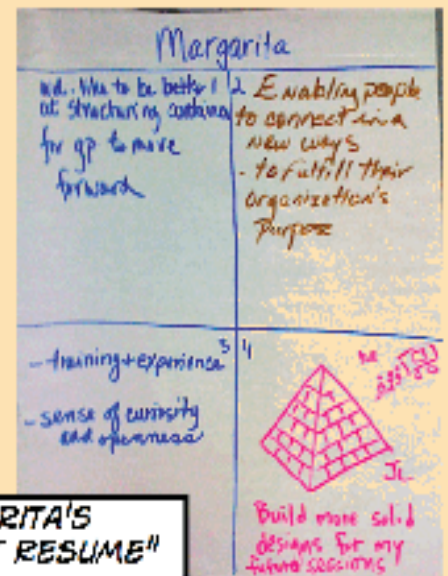
MARGARITA'S "FLIPCHART RESUME"

"I" IS FOR INNOVATION. THERE'S ALWAYS ONE IN A GROUP WHO SEES THINGS DIFFERENTLY. FOR EXAMPLE, AN ALTERNATIVE FORMAT OR THE USE OF GRAPHIC RECORDING CAN BECOME CONTAGIOUS. YES, MARGARITA BRAVELY DREW A FEW SMILEY FACES WITH ENCOURAGEMENT BY YOURS TRULY.
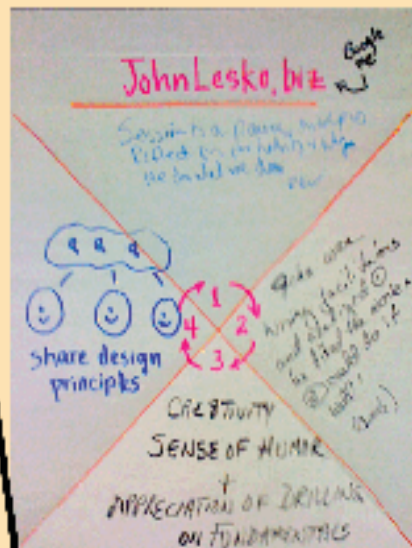
JOHNLESKO.BIZ'S "FLIPCHART RESUME"

THESE IMAGES WERE CAPTURED WITH AN I-PHONE CAMERA AND DISPLAYED HERE USING PLASQ'S COMIC LIFE 2 SOFTWARE.

INTERVIEWS WERE CONDUCTED IN PAIRS FOLLOWED BY A "GALLERY WALK" IN SMALL GROUPS. THESE GROUPS WERE CHARGED WITH INDENTIFYING UNIQUE OR SPECIAL TALENTS AS WELL AS EMERGING THEMES WITHIN THE LARGER GROUP. REMEMBER, THE FOUR INTERVIEW QUESTIONS ALL DEAL WITH THE MEETING'S PURPOSE.

3

SMALL GROUPS WORK BEST AS SELF-MANAGED TEAMS. WHEN YOU SUGGEST THAT THESE TEAMS FORM AROUND THE ROLES OF DISCUSSION LEADER, SCRIBE, TIMER, DATA MANAGER, ETC. PARTICIPANTS WILL NATURALLY GRAVITATE TO A ROLE THAT FITS THEIR TEMPERMENT AND SKILL SET.
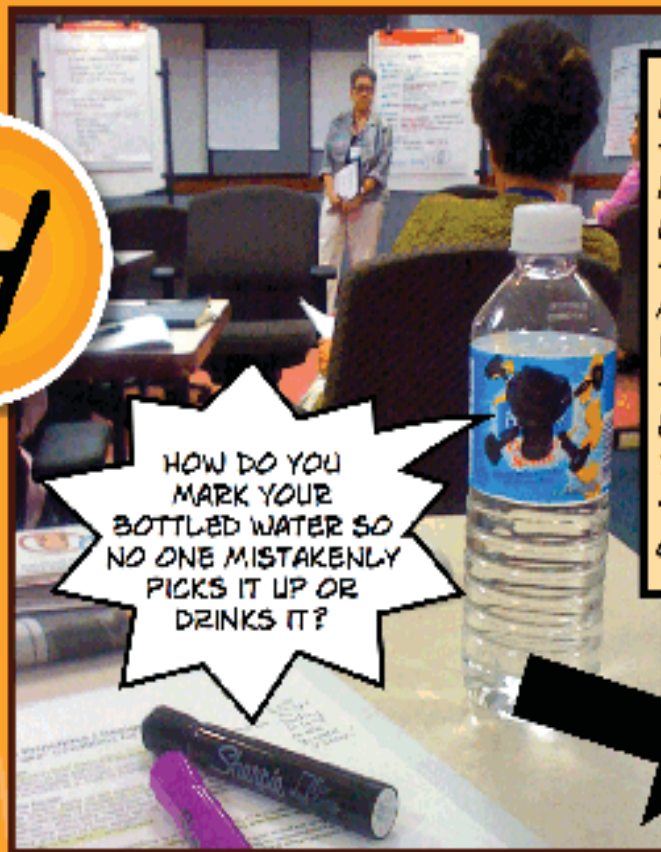
THE IMAGE HERE IS A SMALL GROUP REPORT ON QUESTION #2 ABOVE: "WHAT DREW YOU TO THIS WORK?"
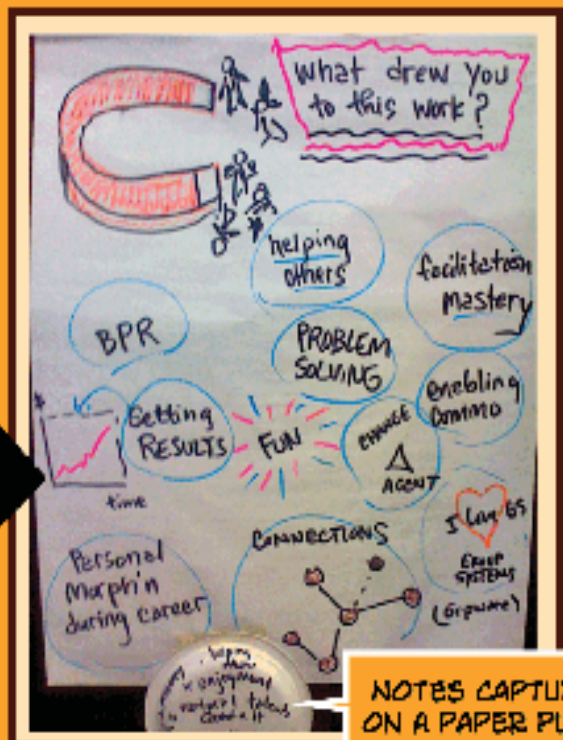
NOTES CAPTURED ON A PAPER PLATE

4

HOW DO YOU MARK YOUR BOTTLED WATER SO NO ONE MISTAKENLY PICKS IT UP OR DRINKS IT?

BENEFITS TO THIS APPROACH ...
+ PARTICIPANTS MEET MORE OF THEIR PEERS ON A PERSONAL MORE INTIMATE LEVEL.
+ BY FOCUSING ON THE PURPOSE OF THE MEETING YOU GET A JUMP START ON THE WORK STILL AHEAD.
+ PARTICIPANTS ARE MORE LIKELY TO BECOME ACTIVELY ENGAGED FOR THEIR TALENTS HAVE BEEN ACKNOWLEDGED.
+ BUY-IN AND COMMITMENT TO THE GROUP ARE ENHANCED.

WHEN FACILITATING ANY GROUP WE MUST REMEMBER THAT EACH PARTICIPANT IS ASKING THEMSELVES, "WHAT'S IN IT FOR ME?"

KNOWING WHAT "MOVES" SOMEONE TO TAKE ACTION BRINGS THE GROUP ONE STEP CLOSER TO SOLVING THE MOST COMPLEX PROBLEMS OR OVERCOMING A DIFFICULT CHALLENGE.
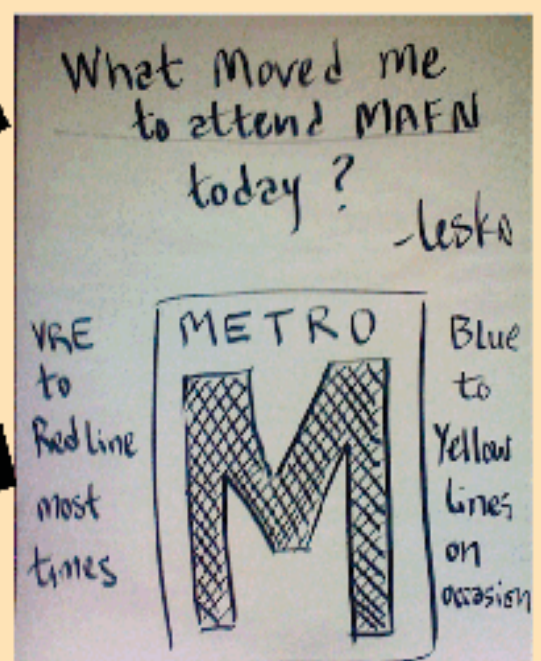
Exploring 'what is' and 'what could be'

...with spectrums, dots and templates

By Elisabeth (Lizzie) Crudgington

Imagine you want to have a conversation about future meetings in a large team or organization with a view to improving them. You likely have opinions about meetings and how they need to improve in the future. All well and good; but in order to get others on board with this change, you need to explore their opinions about meetings and what improvement might look like.

So you decide on a quick and easy way to explore what is and what could be. On A3 sheets around the room, you have converted some statements about meetings into spectrums.

On one, for example, is a spectrum with two axes. One end of the y-axis reads: "We always get the task done" and the other end reads "We never get the task done"; and on the x-axis: "We always feel great about the result" and at the other end "We rarely feel great about the result".

On another sheet, you might have a spectrum related to the quality and quantity of participation. On others, a grid question addresses the amount of time spent in different thinking modes (with the thinking modes – critical, creative, etc. - as the column headers and % brackets in the rows – 0-25%, 25-50%, etc.) and a multiple-choice question is about the efficiency of time spent (with different rows from not efficient to very efficient).

With your spectrums in place, you give participants sticky dots and invite them to tour the room independently, placing their sticky dots in appropriate places on the spectrums of various formats. In the first instance, they should place their sticky dots to describe 'what is'. Next, either using the same spectrum or an identical one stuck on the same board, repeat the exercise but

this time using sticky dots of a different shape or colour to describe 'what could/should be'.

Once everyone has contributed, it's time to look at the results. You could choose to do this in plenary, but I recommend taking it a step further. Divide the group up into a number of smaller groups (corresponding to the number of spectrums) and provide them with a flipchart template to complete.

Give each one spectrum and ask them to complete the template:

(1) briefly describe the results;

(2) analyze / suggest reasons for the results / assumptions behind them; and then

(3) suggest how to get from 'what is' to 'what could/should be'.

Allow them 15 minutes to do this work, and then have each group report back to the rest, providing opportunity for others to then react and provide additional ideas.

This process is a great way of generating and quickly analyzing large amounts of information in a highly interactive, participatory way. The outputs are very visual, making great reference material throughout the event that follows. It is really valuable for clarifying perspectives on what is and what could/should be, the direction that the group want to head in, as well as beginning the conversation about how to make change in the desired direction.
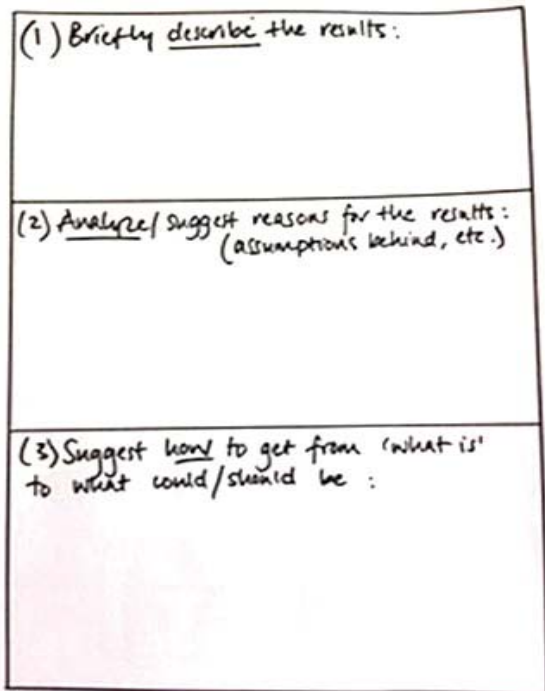
ABOUT THE AUTHOR

Elisabeth (Lizzie) Crudgington currently works as Group Learnscapist for Bright Green Learning, a brand with Atadore SARL (Switzerland), creating unique and generative thinking and learning environments for groups focusing on sustainability – often bringing together the private sector, government and NGOs. Lizzie is licensed by TED as an organizer of TEDx events. She also is a Founder of the future Hub Geneva, which will enable connections between social and ecological entrepreneurs and others who share their values, hosting community-driven events and offering inspiring, serviced co-working spaces for social innovation.

Previously Lizzie enjoyed six years with the International Union for Conservation of Nature (IUCN) as their Learning and Leadership Officer. Certified as a professional facilitator by the International Association of Facilitators (IAF) and certified in teaching adults (Cambridge Certificate), Lizzie's specialty lies in helping individuals and groups think appreciatively and systemically, maximize learning and plan strategically for positive impact. Lizzie co-authors a blog with Gillian Martin Mehers: www.welearnsomething.org

Hot off the press

Issue #11 of the IAF's Group Facilitation: A Research and Applications Journal

By Stephen Thorpe

Editor's note: IAF members may download their copy of the IAF Journal Issue #11 at http://www.iaf-world.org/index/ToolsResources/IAFJournal/IAFJournal.aspx.

This issue is full of interesting new articles including Stephen Karpman's classic Fairy Tales and Script Drama Analysis, first published in 1968. This classic article presents an introduction to role and drama analysis, and provides a useful model of archetypical role switching dynamics that can often play out between people in conflicted situations.

Also included in this issue are articles on the IAF Facilitator Competencies used in community facilitator education; sustaining organizational change after the facilitator leaves; the use of storytelling in the facilitation of online groups; and the planning and implementation of a national sustainable water resources collaboration in the U.S.A. Also included are reviews of two new books and a facilitator education DVD by the Groupwork Institute of Australia.

A look at what's inside…

Editorial
- The Inner Practice by Stephen Thorpe, Editor

Articles
- Community Facilitator Education: How Training Can Lead to Positive Impacts at the Community Level by Louise Franck Cyr & Jane E. Haskell
- Passing the Baton: Sustaining Organizational Change after the Facilitator Leaves by J. Anna Looney, Eric K. Shaw & Benjamin F. Crabtree
- The Use of Storytelling in the Facilitation of Online Groups by Stephen Thorpe
- Collaborating for a Sustainable Water Future: A Case Study by Julie B. Marcy, Ada Benavides & Dale Brown

Classics
- Fairy Tales and Script Drama Analysis by Stephen Karpman

Book/DVD Reviews
- The Handbook for Working with Difficult Groups: How they are difficult, why they are difficult, and what you can do about it, edited by Sandy Schuman–
  Reviewed by Andrew Rixon
- The Spirit Level: Why greater equality makes societies stronger, by Richard Wilkinson and Kate Pickett
  Reviewed by Peter Rennie
- Hot Spots and Tricky Bits (DVD), by the Groupwork Institute of Australia
  Reviewed by Stephen Thorpe

About the Author:
Dr. Stephen Thorpe is Editor-in-Chief of Group Facilitation: A Research and Applications Journal. You can reach him at journal.editor @ iaf-world.org.

Method of the Month
New ways to get to know one another

By Maureen Jenkins
The IAF Methods Database - www.iaf-methods.org

It's the time for new beginnings. Take some time this month to look forward to the whole year you have open ahead of you and consider how you'd like to use it!

This month's method is from the website eHow.com, where I was viewing ways to begin improvisation sessions. It struck me that this one could also work well as a warmup for any workshop group which is comfortable with a bit of informal interaction.

The Greeting Game.

Purpose
To enable participants to loosen up with one another with humorous greetings.

Preparation
Invent a series of ways for your participants to greet one another, such as:
• Greet one another as nerds
• Greet one another as hula dancers
• Greet one another as childhood friends
• Greet one another as ex-lovers
• Greet one another as cavemen
• Greet one another as cats
• Greet one another as rock stars.
• Greet one another as sumo wrestlers
• Greet one another as royalty

• Greet one another as dolphins
• Greet one another as celebrity chefs
• Greet one another as bikers
• Greet one another as the next top model contestants
• Greet one another as (various functions in the organization with which you're working, such as Salespeople, HR, Purchasing, Design and development, etc.)

Steps
▪ 1. Have the group mill about in the room. Explain to the group that they will have 3 minutes to greet the first person they come to after the way of greeting is announced.
▪ 2. You, the facilitator, are the "caller". Call out every 3 minutes a new way in which people should greet one another. After each greeting round, have participants mill about again to find another partner to greet.

This method was adapted from eHow.com, Matthew Milo, and circulated by the IAF Methods Database. Learn about more methods, or contribute one of your own, by visiting the IAF Methods Database at www.iaf-methods.org.

Welcome, new and returning members
(December 2011)

We would like to warmly welcome the following new members who joined IAF in December 2011:
▪ Charlotte Malther, Denmark,
▪ Murat Mühürdaroğlu, Turkey
▪ Susanne Spang, Denmark
▪ Jeannette Hesthaven, Denmark
▪ Sjur Larsen, Norway

We also want to welcome back returning members who renewed their IAF membership in December 2011:
▪ Kenny Andersson, Sweden
▪ Bjorn Blondell, Sweden
▪ Alexis Hunter, UK
▪ Winfried Laane, Netherlands
▪ Steven Lloyd, UK

- Kristina Malther, Denmark
- Paul Manders, Netherlands
- Karin Nichterlein, Italy
- Felicity Pettifer, Belgium

- Mikala Ritzau, UK
- Holger Scholz, Germany
- Gert-Jan van den dries, Netherlands
- Floor Verdenius, Netherlands

2011 - a busy year for the IAF Europe team

By Pamela Lupton Bowers,
European regional representative

Editor's Note: This report is excerpted and adapted from a longer and more detailed report that was sent individually to all IAF members in the European region at the end of December 2011.

2011 was a year of much activity and learning for the IAF Europe Region and the IAF Europe regional team. IAF membership in Europe exceeded 400 by year end, thanks to continued growth in chapters. During 2011, chapters were established in Denmark, Geneva, England & Wales, Scotland, North Italy, South Italy, Paris and Netherlands. Russia, Sweden, Germany, Poland, and Turkey are in the developmental stages.

Feeback and evaluation from the IAF Europe conference held in Istanbul in October 2011 showed that the conference was seen as a great success by most participants, although it was not as financially successful as had been hoped. In all, 25 countries were represented, and we were delighted to see a delegation of 12 from the Russian Federation. IAF Geneva has agreed to host the IAF Europe Conference in 2012, IAF Denmark in 2013 and Russia in 2014.

Since 2010, the European region has been engaged in a two-year pilot programme to drive the creation of chapters across the region. Our team prepared a detailed report on the pilot for the IAF global board, which is expected to review this report early in the new year.

Entendu, which has been managing IAF memberships in Europe as part of the two-year pilot project, is in the final throes of negotiating access to a professional insurance for facilitators. This will continue to expand IAF's benefits to members in Europe.

The IAF global board will be meeting in the Netherlands in January to carry out detailed planning for the coming year.

Our team's goals for 2012 are as follows:

Chapters
- Increase the number of chapters by six and membership numbers to 500
- Strengthen the new IAF Europe Chapters Facebook page as a forum for chapter communication

Communications
- Explore revenue generating opportunities in the Newsletter
- Work with AMED on a follow-up workshop on the Building Bridges edition of e-Organisations and People

Professional Development
- Continue establishing a process for recognition of approved training
- Continue identifying and training assessors in other languages

Conferences
- Ensure that the Conference 2012 is successful and profitable
- Pay off 2011 conference losses through 2012 conference profits
- Include a 'Jump start' as part of all conferences

Europe team
Elections will be held during 2012 for several posts on the IAF Europe Team, including the regional representative and the member responsible for chapters and membership growth.

Facilitation Workshops and Meetings 2012

Find out more details about specific events listed here by visiting the Workshops and Meetings section of the IAF Europe Forum (http://www.iaf-europe.eu) If you would like to let others know about an event you are organizing, please email rosemary.cairns@iaf-europe.eu.

JANUARY 2012

- Unlocking Leadership - Moving from Silo to System, The Art of Hosting Organisational & Systemic Change, January 5-8, Co. Clare, Ireland (Lorraine O'Rahilly, Chris Chapman and Chris Corrigan)
- Facilitation Skills Training Public Programme, January 10-12, London, England (circleindigo)
- Fast Track Skills Workshop, January 12, Harrogate, England (facilitate this!)
- Facilitation Fundamentals, January 12-13, Ripley Castle, Ripley, North Yorkshire, England (facilitate this!)
- "People making change: sharing approaches that work", ICA:UK annual conference and AGM, January 21, Manchester England
- Brain Friendly Learning for Trainers, Jan. 24-26, Hertfordshire, England (Kaizen Training)

FEBRUARY 2012

- Advanced Facilitation Skills Workshop, Feb. 2-3, Ripley Castle, near Harrogate, North Yorkshire (facilitate this!)
- Art of Hosting training, Feb. 2-5, Lund University, Sweden (Women for Sustainable Growth Initiative)
- The Work in Business, An International Business Leadership Workshop with Byron Katie and The Work, Feb. 8-11, Amsterdam, Netherlands
- Dynamic Facilitation and Wisdom Council Seminar, Feb. 15-17, Vienna, Austria (Jim and Jean Rough)
- Facilitator Masterclass, Feb. 21-23, Hertfordshire, England (Kaizen Training)
- "Personal Leadership – a methodology for dancing with differences", Feb. 24-26, Hamburg, Germany (Rita Wuebbeler, Arvid John)

- Communication Mastery, Feb. 28-29, England (Kaizen Training)

MARCH 2012

- Brain Waves: An Introduction to the Brain for Coaches, March 1-2, Berkshire, England (Kaizen Training)
- Dynamic Facilitation and Wisdom Council workshop, March 5-7, London, England (Jim Rough)
- Joint IAF Europe/AMED Workshop 'Building bridges through facilitation', March 23, London, England. Get your copy of the Autumn 2011 issue of e-Organisations & People, 'Building bridges through facilitation', online at http://tinyurl.com/ceou5rg. IAF members pay only £14 (the cost to others is £27.50).
- Facilitation Fundamentals, March 29-30, Ripley Castle, Ripley, North Yorkshire, England (facilitate this!)

APRIL 2012

- Facilitating vision creation and vision empowerment, April 2-8, Berlin, Germany
- Using Strengths-based Approaches to Personal and Organisational Change: the Theory and Practice of Appreciative Inquiry, April 19-20 and May 3 and 18, Bristol, England (Anne Radford)
- 2012 World Appreciative Inquiry Conference, April 25-28, International Convention Center, Ghent, Belgium

MAY 2012

- Dutch language CPF assessment, May 31, Netherlands (application deadline Feb. 29)
- Facilitator Masterclass, Hertfordshire, England, May 29-31 (Kaizen Training)

AUGUST 2012

- Advanced AI workshop, "How do we flourish as AI practitioners – at an individual level and as business people?" Aug. 21-23, Bore Place, Kent, England (Anne Radford)