



NEW POSSIBILITIES IN GREECE

#12 FEBRUARY 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.

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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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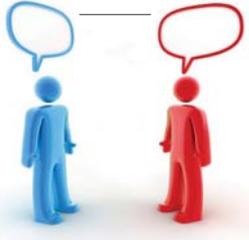
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Cover picture: Greece has been a focal point for world attention this year, and not all of that attention has been positive. For a different view of why Socrates is smiling, read Maria Bakari's story about the Athenian Circle starting on page 15. (Cover photo courtesy of Maria Bakari)

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

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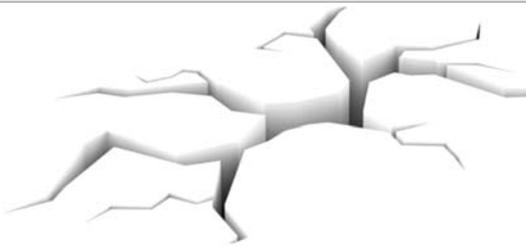
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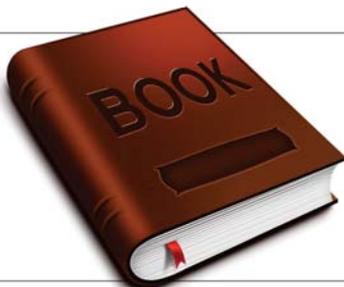
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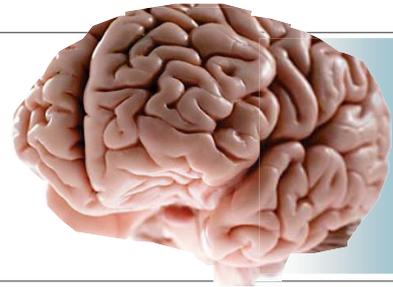
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Facilitation training

Can it work one-to-one?

By Penny Walker, with input from Lan Levy and Michael Randel

I love to train people in facilitation skills. It's so much fun! People get to try new things in a safe environment, games are played, there's growth and challenge. Fabulously supportive atmospheres can build up. What's the minimum group size for this kind of learning?

...How about one?



What A group of one

From time to time I'm approached by people who want to improve their facilitation skills, but who don't have a ready-made group of colleagues to train with. I point them towards open courses such as those run by the ICA, and let them know about practice groups like UK Facilitators Practice Group. And sometimes, I work with them one-to-one.

This one-to-one work can also happen because a client doesn't have the budget to bring in a facilitator for a particular event, and we agree instead to a semi-coaching approach which provides intensive, just-in-time preparation for them to play the facilitator role. This is most common in the community and voluntary sector.

The approach turns out to be a mix of process consultancy for specific meetings, debriefing recent or significant facilitation experiences, and introducing or exploring tools and techniques.

Preparing to facilitate in a hierarchy

A client had a particular event coming up, where she was going to be facilitating a strategy session for a group of senior people from organisations which formed the membership of her own organisation. She had concerns around authority: would they accept her as their facilitator for this session? She was also keen to understand how to agree realistic aims for the session, and to come up with a good design.

We spent a couple of hours together, talking through the aims of the session and what she would do to prepare for it. We played around with some design ideas. I introduced the facilitator's mandate. She came up with ways of ensuring she had a clear mandate from the group which she could then use to justify - to them and to herself - taking control of the group's discussions and managing the process.

Helped by some coaching around her assumptions about her own authority, she came up with some phrases she was comfortable using if she needed to intervene. We role-played these. She felt more confident about the framework and that the time and energy we'd put into the preparation was useful.

Facilitation skills as a competence for engaging stakeholders

As part of a wider team, I've been working with a UK Government department to help build their internal capacity for engaging stakeholders. As a 'mentor', I worked with policy teams to help them plan their engagement and for one team, this included helping a team member get

“ *Breaking it into a series of sequential steps makes it a lot more manageable to approach facilitating an entire meeting* ”

better at meeting design and facilitation.

He already had a good understanding of the variety of processes which could be used and a strong intuitive grasp of facilitation. We agreed to build this further through a (very short) apprenticeship approach. We worked together to refine the aims for a series of workshops. I facilitated the first and he supported me. We debriefed afterwards: what had gone well, what had gone less well, and in particular what had he or I done before and during the workshop and what was the impact.

He facilitated the next workshop, with me in the support role. Again we debriefed. We sat down to plan the next workshop, and I provided handouts on carousel, which seemed like an appropriate technique. I observed the next two workshops, and again we debriefed.

Instead of a training course

My third mini case study is the clearest example. I worked with a client who wanted to develop his facilitation skills and was keen to work with me specifically, rather than an unknown and more generic open course provider. I already knew his context and he knew I'd have a good appreciation of some of his specific challenges: being in the small secretariat of what is essentially an industry leadership group which

is trying to lead a sustainability agenda in their sector.

His job is to catalyse and challenge, as well as to be responsive to members. So when he is planning and facilitating meetings, he will sometimes be in facilitator mode and sometimes he will need to be advocating a particular point of view.

Ideally, I'd have wanted to observe him in action in order to identify priorities and be able to tailor the learning aims. But the budget didn't allow for this.

We came up with a solution which was based on a series of four two-hour sessions, where I would be partly training (i.e. adding in new 'content' about facilitation and helping him to understand it) and partly coaching (i.e. helping him uncover his limiting assumptions and committing to do things differently).

The sessions were timed to be either a bit before or a bit after meetings which he saw as significant facilitation challenges, so that we could tailor the learning to preparing for or debriefing them. The four face-to-face sessions would be supplemented by handouts chosen from things I'd already produced, and by recommended reading.

We agreed to review each session briefly at the end, for the immediate learning and feedback to me, and to model active reflection and get him

to focus on. This meant I could prepare handouts and other resources to bring with me.

And this plan is pretty much what we ended up doing.

He turned out to be very well suited to this way of learning. He was a disciplined reflective practitioner, making notes about what he'd learnt from his experiences and bringing these to sessions. He was thoughtful in deciding what he wanted to focus on which enabled me to prepare appropriately.

For example, in our final session he wanted to look at his overall learning and to identify the learning edges that he would continue to work on after our training ended. We did two very different things in that session: he drew a timeline of his journey so far, identifying significant things which have shaped the facilitator he is now. And we used the IAF's Foundational Facilitator Competencies to identify his current strengths and learning needs.

Can it work?

Yes, it's possible to train someone in facilitation skills one-to-one. This approach absolutely relies on them have opportunities to try things out, and is very appropriate when someone will be facilitating anyway - trained or not. The benefits are finely tailored support which can include advice as well as training, coaching instead of 'talk and chalk', and debriefing 'real' facilitation instead of 'practice' session.

There are downsides, of course. You don't get the big benefit which can come from in-house training, where a cohort of people can support each other in the new way of doing things and continue to reflect together on how it's going. And you don't get the benefit of feedback from multiple perspectives and seeing a diverse way of doing things, which you get in group training.

But if this group approach isn't an option, and the client is going to be facilitating anyway, then I think it is an excellent approach to learning.

What does our community think?

The original blog prompted some discussion on the IAF linked-in group. ([Click here for a visit](#))

“ The one-to-one work provided tailored support to the client in a bite-sized way, over time – harder to achieve with a short course ”

into the habit of doing this for his own facilitation work.

In our initial pre-contract meeting, we agreed some specific learning objectives and the practicalities (where, when). Before each session, we had email exchanges confirming what he wanted

Lan Levy emphasised the usefulness of learning from a lot of different facilitators, and getting some practice:

One thing would need to be considered is that, the client learns only from you and his own experience. If you have a group in which he can exchange with others and see other styles of facilitator, that would be great.

As for in house training, I often design at least two days training, with minimum four participants and maximum twelve for a simple reason: I introduce group facilitation methods so they need group to practice. They can learn from me, from their own experience and the others in the training.

Michael Randel described his own experience of working remotely to help a client take a few more steps towards facilitating.

A client had been in one of my webinars and been introduced to my framework for thinking through options for design and moderation. She wanted to use it to redesign one session of a larger meeting. We spoke on the telephone to think through her session objective, using this to drive her to pay attention to the design options. Once there was a useful process in place, we then explored how she would approach facilitating each step in the process.

As I write this, I think there is actually a 'cunning plan' in this approach... Rather than presenting a novice facilitator with the large and potentially 'impossible task' of facilitating the entire meeting without the benefit of an experienced facilitator in the room to serve as a coach, by breaking it into a series of sequential steps, it becomes a lot more manageable to conceive and approach. For example,

- how to introduce a group task
- how to form small groups
- how to set up and manage group reporting
- how to facilitate a synthesis from the group reports

This can then help in debriefing with the novice after the event, as it helps to structure and focus the reflection process, and helps them pay attention to their technique.

In this example, the one-to-one work provided tailored support to the client, and did so in a bite-sized way, over time – something which is harder to achieve with a short course.

ABOUT THE AUTHOR



Penny Walker helps sustainable development change agents to be more effective. She supports and energises individuals to make a real difference within their organisations, sectors or fields as they make the journey towards sustainability. She designs workshops and meetings that enable people to have the conversations they need, so they can change the way they work. She is an independent consultant, an experienced facilitator, trainer and coach and a recognised expert and author on sustainable development.

Working from her base in North London, Penny helps large and small companies, NGOs and public bodies to create a better future. She also works with a range of partners and collaborators cooperating to help clients make changes at a strategic, cultural and personal level. In her spare time, she is the chair of Growing Communities, a ground-breaking social enterprise that grows and sells organic food in Hackney, North London.

An earlier version of this article was published on Penny Walker's blog: <http://penny-walker.co.uk/blog>

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10 MYTHS ABOUT THE BRAIN

by Dr Trish Riddell

Recently, I asked the Kaizen community whether they could identify which of a group of statements were myths about the brain and which were supported by scientific evidence. I was overwhelmed with the response – thank you to all of you who took the time to reply. I thought it might be useful for the community to see my answers, and to find out what proportion of the group had the same answer as me. Why not jot down your own answers before comparing them with my answers below. I have also indicated for each question the percentage of people that disagreed with my answer:

1. We make no new neurones in our brain after we are born
2. Listening to Mozart does not make you smarter
3. There are left brain and right brain people
4. We only use 10% of our brains
5. Your memory can hold 7 + 2 things at a time
6. It's all downhill after 60!
7. We know what will make us happy
8. Our memories of past events in our lives are inaccurate
9. The reptilian brain controls our emotional responses
10. The adult brain is able to be changed

All myths are marked with check or cross marks, indicating whether the myth is true or false.



True



False

OUT AIN



10 | The adult brain is able to be changed

Our brains are designed as learning machines and two main mechanisms for learning have evolved. The first is called experience-expectant learning. The human infant brain creates 100% more connections (synapses) between neurones than are found in the adult brain. The original wiring of the brain is based on thousands of years of evolution and is the product of the unchanging environment over this time – things that can be expected in that environment are coded into the original connections we make in our brains (e.g. the ability to process language). Over the first years of life, the experiences of each individual child determine which synapses should be kept and which lost due to lack of use. So, connections that represent the sounds that we hear in our own language are kept, and those for other languages that we do not experience are lost. However, as we approach the appropriate

number of adult connections, this mechanism for learning becomes less useful.

Therefore, not all learning can be based on the expectation that our environments will contain certain information. We have to have a means of learning about new technologies, new environments etc. So, in addition to using the loss of synapses as a means of learning, we also create new synapses to code novel experiences. This is called experience-dependant learning, and this is available throughout the life-span. Learning results in strong connections within networks of neurones so that behaviours become habits. But, just as habits are learned through overuse, a new set of behaviours can replace old habits if they are used frequently and therefore develop equally strong networks of neurones. **An old dog can learn new tricks!**

25% thought this was false



9 | The reptilian brain controls our emotional responses

This seems to be a slight misinterpretation of the literature. I would agree that there is a more primitive, reactive, emotional system that responds in a characteristic way to emotional events, and then a more developed, proactive, system that can over-ride this in most circumstances to give us more control over our emotional responses. The problem is that what MacLean defined as the reptilian brain contains no more than the brain stem and cerebellum which is responsible for highly stereotyped emotional responses (e.g. the aggression response that you

see in an angry cat). What I think of as the reactive emotional brain is based more in the amygdala and structures at this level (which MacLean defined as the Limbic brain). The context specific, proactive emotional system is probably found in the orbitofrontal cortex which is one of the latest evolutionary areas to be developed in primates. This is the part of the brain that allows us to change our response to events that perhaps would have triggered strong and unproductive emotional reactions for us in the past.

50% thought this was true



8 | Our memories of past events in our lives are inaccurate

In a series of studies, Elizabeth Loftus has demonstrated that it is possible to plant false memories. In one experiment, participants were given an individual booklet containing three true stories from childhood (verified by relatives) and one false story about being lost in a department store at about the age of 5 (an event which relatives confirmed had not happened). After reading the booklets, participants were asked to write what they remembered about each event, and, if they did not remember anything, to say "I do not remember this". This writing exercise was repeated on three occasions. Six of the 24 participants claimed to remember the false event on

each occasion asked. As a result of a series of research studies, Elizabeth and her colleagues have been able to outline the circumstances under which false memories are produced. These include: social demands to remember (in this case by the experimenters), memory construction by imagining events when participants are having trouble remembering, and encouragement not to think about whether the imaginings are true or not. This reveals something about the nature of our memories – while we might think they are a true reflection of events, they can be modified by suggestion and so, over time, might become a mixture of memory and imagination.

38% thought this was true



7 | We know what will make us happy

You probably have experience of this in your own, or your family's, life. Think of something that you really thought you wanted, and quite quickly received. Then think whether your expected happiness corresponded with your actual happiness. Or think of something that a child said they really wanted for Christmas or a birthday, and remember how long it was played with before it was superseded by a new toy or pastime. Research by Daniel Gilbert and his team suggests that we are very poor at imagining the

consequences of both happy and sad events. We over-estimate both how unhappy we would be if something bad happened (in reality we bounce back very much quicker than we expect) and also how happy we will be if something good happens (the happiness lasts for a much shorter time than we expect). In fact, we can maximise our happiness through anticipation! We are happiest just before we receive something that we have wanted for some time. Think how that might save on the shopping bills!

38% thought this was true



6 | Its all downhill for the brain after 40 (or 50 or 60)

While it is true that working memory for facts decreases with age, and that we do slow down a little, the picture for the ageing brain is not all bleak. Laura Carstensen, a professor at Stanford University has theorised that some differences in memory between younger and older adults arise from a difference in temporal focus. Young adults who feel that their lives will stretch on indefinitely focus on saving as much factual information as possible since this is likely to benefit them in the future. In comparison, older adults have a more restricted sense of their future and so concentrate on emotional well-being. Laura's group have shown that manipulating this sense of time by either tell-

ing older people to imagine that a new drug has been invented that will expand their healthy life by 20 years, or by testing young people immediately after a disaster that increases their sense of mortality, reduces the memory differences between young and old people. In addition, older people attend to and remember more positive than negative events, and have better emotional well being than younger people. Again, this difference can be decreased by manipulating expectations of longevity. Thus, while there are some deficits in the ageing brain, the picture is definitely not all negative – in fact, it becomes increasingly positive with age!

8% thought this was true



5 | Your memory can hold 7 + 2 things at a time

This “fact” is based on one of the most highly cited papers in psychology “The magical number seven, plus or minus two: Some limits on our capacity for processing information” published in Psychological Review in 1955. In this paper, he described studies that estimate the number of categories of a single dimension of sound (e.g. tones) or space (e.g. locations) that can be identified accurately as about 7 (though this ranged from 5 to 10 depending on the nature of the category). He also described experiments that suggested that the number of chunks of information that we could remember immediately after hearing them was about 7 (again with a

range from about 5 to 10). Since 7 appeared in both estimations, he tested to see whether these were limited by the some aspect of human brains (i.e. that the number 7 was a “magical” representation of some human neural capacity). He showed quite clearly that these were not dependent on the same mechanism and so that 7 was not magical. Indeed, subsequent research suggests that memory span varies depending on what is being remembered (7 for digits, 6 for letters and 5 for words) so even the number of things we can remember is not described by the magical number 7.

40% thought this was true



4 | We only use 10% of our brains

This myth is thought to have developed as a misinterpretation of a statement by the famous 19th century psychologist, William James. He was very careful to note that he thought it unlikely that the average person used more than 10% of their intellectual potential. This has transmogrified into the statement that people use only 10% of their brains. Studies of patients who have damage to their brains has failed to identify a single part of the brain which does not have a function. Similarly, fMRI studies have located different functions within each and every part of

our brains. We also now know that, when a part of the body is amputated, the part of the brain that controlled the missing body part is taken over by neighbouring body parts – so even bits of the brain that lose connections are re-used. There is a good reason for this – the brain consumes 20% of the oxygen we use despite being only 2-3% of our body mass. It would be highly unlikely that evolution would have created an organ which is so resource intensive and then allowed 90% of it to go unused!

33% thought this was true



3 | There are left brain and right brain people

Most myths are based on some truth, and this is no exception. Clearly, the two halves of the brain have evolved to perform different functions. On balance, the two sides of our brain are much more similar than they are different. However, in order to increase our brain's potential, we have evolved so that some tasks are performed preferentially with brain tissue located in one half of our cerebral cortex. Thus, for instance, our language production centre, Broca's area, is in the left frontal lobe. However, not all language abilities are confined to the left hemisphere, and our right and left hemispheres communicate with each other, so we have only relatively better language function in the left hemisphere. Similarly, the right hemisphere processes complex spatial patterns relatively better than the

left. So performance in a particular task in most people can be slightly better or faster in one hemisphere than the other – but it is not exclusively processed in only one hemisphere. The corpus callosum allows information to pass quickly between the hemispheres so that information is shared.

What does this say about training that purports to increase right or left hemisphere function? A study by the U.S. National Academy of Sciences concluded that, while training could enhance different styles of learning (logical vs intuitive), this was not as a result of improvement in function of the left or right hemispheres respectively. Improved functioning in both hemispheres contributed to any changes seen.

25% thought this was true



2 | Listening to Mozart does not make you smarter

I have to admit to being a fan of Mozart, and even sometimes listening to this when I am working. However, I do not do this on the chance of being made smarter! The original research into the Mozart effect was conducted by Gordon Shaw and Frances Rauscher at University of California, Irvine. They tested the spatial rea-

soning of a group of college students before and after listening to 10 minutes of Mozart Sonata for two pianos in D Major. They found that the students showed short term improvement in spatial reasoning. Attempts to replicate even this very modest finding have failed (a good summary of studies can be found here).

13% thought this was true



1 | We make no new neurones in our brains after we are born

Our neural networks control our behaviours, our emotions, our memories. As adults, much of our behaviour is fixed (though not unchangeable) and so creating lots of new neurones throughout the brain is unnecessary. Most of the change we require can be accomplished by creating new synapses (connections) between neurones that already exist. However, each new memory that we keep requires electrical activity in a set of neurones. It might be possible, therefore, that we could run out of neurones to store new information and therefore would not remember new experiences as we grew older. This problem is overcome by creation of new neurones in the one part of the brain where we need them most – the

hippocampus. This part of the brain is responsible for keeping an address book of where each of our memories is stored. We know that creation of these new neurones have important functions – you might remember a time when you were very stressed and found it difficult to retain new information. We make fewer neurones in the hippocampus when stressed or depressed. However, the good news is that there is a simple condition in which we make more new neurones – when we exercise. And, this creates more new neurones than we lose when we are stressed. So, if you want to keep a healthy body and hippocampus, go and have some exercise.

8% thought this was true



Conclusion

I was surprised that there were some people that still believed every one of these myths about the brain. And I was encouraged that most people now know that we can make new neurones and most know that it is not all downhill after 60 (though I wondered how much of this was wishful thinking!).

Clearly, however, there is a need for more expert advice in this field. I have put together a short video (watch here) explaining why I think knowing about the brain can add value to everyone's life.



ABOUT THE AUTHORS



Dr. Trish Riddell is a chartered psychologist and chartered scientist with an active research interest in neuroscience. She holds a BSc in Physiological Sciences from the University of Glasgow, and obtained a Masters degree in Quantitative Methods Applied to Physiology from Imperial College before going to University of Oxford to complete a doctorate in Physiological Sciences. On leaving Oxford, she worked at the City University of New York, conducting research and developing courses in neuroscience for undergraduates and graduates of this University and also for the prestigious Columbia University. Since return-

ing to the UK she has continued her research and teaching career pursuing her passion for neuroscience and is an internationally renowned research scientist. She runs courses on the brain for people at all levels of their journey of discovery (<http://www.kaizen-training.com/events>).

The Athenian Circle

By Maria Bakari | Originally published in PeerSpirit Circle Tale, January 2012 and republished here with permission



Life's ride is fast and curvy these days. Time is more and less... condensed embracing seasons and years in the length of one week. This is the feeling in this corner of the world, commonly referred to as "the cradle of Democracy": Greece ~ Ελλάδα. And most definitely,

or at least as definitely as can be, that weird sense of truth in our bones that this time is kairos.

We three, Maria (Bakari), Sarah (Whiteley) and Maria (Scordialos) are offering this story to you while being in two different areas in Greece: Axladitsa, in southern Pelion, and Rhodes, an island in the SE edge of the Aegean.

The turbulence and cracks of the old towards the new paradigm are opening the entrance to the new (yet still pretty much unknown) future of this country, Europe, and the World. Yet, invisibly we are holding this process in the richness of a diverse weave, unpredictable, surprising and oh so fascinating. All possibilities are there: crying and smiling.

The Athenian circle was a gathering that emerged in synchronicity, desire, beauty and love. It was in our conversations for some time as we followed, participated, attended, and wove ourselves through the great uprising of the Greek people in Syntagma (Constitution) Square - with the whole of Greece demanding a fair system, a humane society.

A spiral of developments occurred with varied speed, social resistance, loud voices for justice and sometimes traumatic incidences of violence. There was a confrontation of anger and frustration in the midst of helplessness and fear. We all were there in the scene of a huge, unmanageable public debt and the fierceness of a multileveled crisis.



"Να αξιοποιείς το ελάχιστο για να του αποσπάς τα μέγιστα, είναι το πιο δύσκολο και το πιο Ελληνικό μυστικό."

~Οδυσσέας Ελύτης, Τα Μικρά Έψιλον

"To utilize the least so that you can gain the most, this is the harder and the most Hellenic secret."

~Odysseas Elytis, The Little Epsilons

Greece is in the sharpest edge of her modern History.

Kairos blessed and we all gathered in Athens on the second weekend of October 2011. Our intention was to meet with friends: friends, family and colleagues... meet each other and unlock our hearts: "What do we see happening in our Land? How do we feel? What do we practice? What can we do together? What do we see possible?"

Friends responded to the invitation with anticipation... like they were longing for this gathering. Some of them we had never met before.

They were people from the professional networks, involved in process or systemic change work that others have referred to as "good contacts". This was the perfect chance to connect...



The circle in Athens (right) and Socrates smiling (left). Photos courtesy of Maria Bakari

and they all responded with a big yes - like they have long been waiting for this.

We organized the circle organically... the Greek way... in the warmth and hospitality of the Scordialos Family house in Nea Smyrni... with food and drinks, "meze" dishes (offered by the gorgeous Scordialos sisters) being a part, as they always are, in our social gatherings.

Bringing in taste, deliciousness and the art of cooking and serving, we tapped into the meaning and essence of the ancient "symposium". As we started, we felt the ancestors present. Socrates was smiling from above.

We followed the plain way: simplicity, spontaneity, authenticity, and emergence. The holding was strongly there by all of us in the ground. We used the talking piece - a marvelous citrine stone brought to the meeting by a friend. (Sevi brought it because it helps clarity and flow.) Maria S. welcomed us to the space, the family home and spoke to the centre... the need and purpose. She introduced the talking piece and invited us to speak from the heart.

We were 22 in number. The space felt light & focused. We were all present in our care and love for the Land and our own selves. As the stone started to travel, hearts opened. Language found the words.

We spoke of the edge, the war that we felt we are in, the need for the "the art of war", the depth of our weapons being our heritage, culture and spirit. We spoke of compassion and passion for our own practices. We spoke of the powerlessness and helplessness widely felt in the country.

We remember the preciousness and quality of this kind of space and we are moved and delighted to be here now. We empowered each

other and began to get glimpses of the system change initiatives that are called forth. We felt the resonance that the process enables.

We all witnessed a new possibility.

Circle Tale Postscript

The groundbreaking work done at the meeting above set in place this follow-up conversation from the "cradle of civilization".

On December 17, 2011, thirty Greeks of all ages and backgrounds came together to *imagine the Greece we wish to create and leave to future generations*. It was a powerful day of participatory conversation, collective visioning and practical, hands-on learning. Out of that day came a desire to **widen the field of participation** and scope of skills, create new actions, learn and practice collaborative leadership.

We invite you to learn more about Maria B., Maria S., Sarah and Vanessa and the Katalysis Initiative for Systemic Transformation in Greece. Visit the international Indiegogo site and consider helping to enable these next gatherings to happen:

1. An Art of Participatory Leadership Learning Event:

A 3-day training for up to 45 new innovators, active citizens, artists, business and community leaders and those ready to step up into new forms of leadership and innovation that are aligned with the Greek psyche and culture.

2. A Collective Conversation in the Commons/ Agora event (Αγορά) :

An art-based, conversational marketplace to bring together 200-300 people in a collective conversation for networking and connecting to see a bigger picture and inspiration for creating a collaborative future.



A New Year's Commitment:

Where Do You Choose to Spend Your Time?

By Gillian Martin Mehers

It is that time of year when, if you have time, you review the past year and think about what you learned; what you would like to continue to do; and what you might like to do more of, or do differently.

I took on a part-time project last June which, if it had been half time (although what even is half time for an independent worker?) would have had a manageable effect on my overall time allocation. I could organize myself for that. But by the end of a rather frazzled year I was left feeling like I didn't have a minute for anything non-obligatory. What happened to fun time, or reading time, or even lunch time?

I was given an excellent exercise at the very end of last year by a wise advisor - so simple, yet powerful in its help in thinking about this issue of time, and the choices that we make in spending it. Here it is, try it for yourself:

You have 168 hours each week (7 days x 24 hours each day) (this is, sadly, non-negotiable)

1. Sleep

How many hours do you want to sleep each day? (x 7, calculate and subtract)

(Bear in mind that this is not necessarily what you do, but what you want to commit yourself to doing because you, in this case, value your

health - think sustainability, not getting over the next major project deadline.)

2. Eating

How many hours do you spend eating each day (x 7, calculate and subtract)

3. Family

How many hours do you want to spend together with your family each day? (x 7, calculate and subtract)

(If this some of this is built into eating, then add the additional non-sitting-at-the-table time)

4. Time spent alone or with Partner

How many hours a day on average do you want to spend alone with your partner or spouse? (x 7, calculate and subtract)

5. Personal Care

How many hours a day do you want to spend on personal care (showers, brushing your teeth, you get the idea) (x 7, calculate and subtract)

You see where this is going. Here are a few more categories to consider and calculate, and you can add your own:

"housework" to my list - you might be lucky enough not to have to add that, or have usefully reframed that into "balance", but not me)

Do the math. What you have left is time for WORK.

You might be surprised by what you get. Do you (choose to) do more than that "work" stuff than you have time allocated, and if so, what is "paying for" that time - is it sleep, eating, time with friends/family, etc.? I tried to be realistic about what I could spend and still stick to my personal values, and priorities. This exercise gives you the opportunity to think through those again and be clear about your commitments and choices, in terms of how you spend the hours of your day, week and life.

What I came up with when I did the math was exactly 39 hours available for work. If I divide that between my independent work and my new project, then I do have 20 good hours a week for the latter, which is exactly what I had agreed to do - half time. So now it is up to me to spend that time, and not more, or at least as an exception and not as a rule, in order to keep myself on track in the New Year. This little exercise makes those time decisions much clearer.

What about you? How are you spending your time?

“ *This little exercise makes those time decisions much clearer. What about you? How are you spending your time?* ”

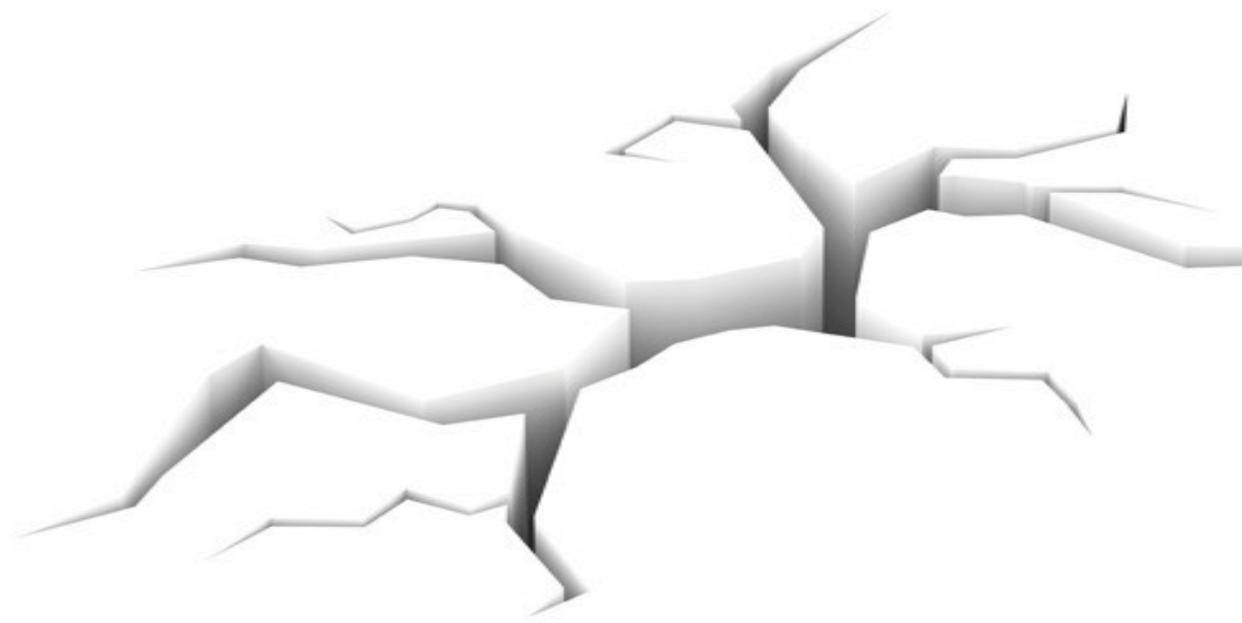
Other Categories

- Personal development and balance? (reading, yoga, exercise, blogging)
- Travel or commuting?
- Time with friends?
- Time in the garden or with important hobbies?
- Time spent doing menial housework and picking up after other people (I added

ABOUT THE AUTHOR



IAF Europe Newsletter columnist Gillian Martin Mehers is director and head of learning at Bright Green Learning @Atadore SARL, in Crans-près- Céligny, Switzerland. She blogs regularly about facilitation and learning at www.welearnsomething.com. You can reach Gillian at gillian@mehers.com.



Methods of the Month:

Earthquake!

Maureen Jenkins, IAF Methods Database

Settling in San Francisco has made me aware of some things I didn't consider so much in the Netherlands. One of those is the theme of this month's method, Earthquake!

I found this in a fine facilitation manual for permaculture training at: http://chenetwork.org/files_pdf/01_Creative_Facilitation.pdf This is an energizer for those days when you need to get a little physical. *See how you like it!*

Purpose

This exercise gives a group a chance to have some rowdy fun as an energizer. It works best with groups of more than 20 participants, in an open space either indoors or outdoors. The facilitator can stop the activity after a few rounds and/or once the participants are feeling refreshed. No preparation is needed.

Steps

1. Divide the workshop participants into three equal groups. It is easiest to assign each

participant a number (1 -- 2 -- 3) and participants form their groups based on the number they have been assigned.

2. All of the participants from Group 1 are asked to find a partner from Group 2. These partners face one another, raise their arms and place their palms together forming a "house".
3. Each of the participants from group 3 then choose a "house" and "hide" underneath it.
4. The facilitator then yells "QUAKE!!" and the participants hiding under the "houses" must find another partner who was also hiding under a "house", and create a house with them.
5. At the same time the participants who were forming "houses" need to scramble and find a "new house" to hide underneath.
6. Note: Those that were forming houses in the first round are not allowed to form a house again. They must try and find a "new house" to hide under. Similarly, participants who were hiding under a "house" cannot hide under a "house" again.
7. Each time this is done 1/3 of the participants are left without a "house" in which to hide and they are eliminated from the game.
8. Continue until there are only three participants left -- two forming a house and one participant hiding underneath.



Photos by Jackie Chang

IAF Board of Directors

A retirement, an appointment and a vacancy for marketing

By Martin Gilbraith

It was with regret that the IAF Board accepted the resignation of **Ephraim Osunde** of Nigeria as Director for the Africa region at its meeting in Amsterdam in January. Ephraim had tendered his resignation before the meeting, with his apologies that he would be unable to attend, in recognition that his personal and business circumstances had changed such that he felt that he was no longer able to do justice to the role. Ephraim was an asset to the Board and will be missed. He had served one year of a two year term.

Solly Manyaka of South Africa was elected in October to the Director of Sponsorships, Endorsements & Partnerships (SEP) position, and had just assumed that post from January 1st. He had been keen to support Ephraim in the Africa region, however, and on learning of the vacancy he requested to be reappointed. The Board accepted Solly's resignation as SEP Director, and

was pleased to appoint him at the meeting to complete the second year of Ephraim's term as Africa Director with immediate effect. We are excited by the skills, ideas and drive that Solly brings to this role.

A contributing factor to the Board's decision was our concern to bring a greater focus on **marketing** to the Association and to the Board this year, and to reorient the SEP role to some extent in order to accomplish that. This is now the role that is vacant, enabling us to reconsider from scratch what we need from the role and so what skills and experience to seek in a candidate for it. We are now embarking on a review of the role description and person specification, with a view to inviting applications for appointment to the vacancy as soon as possible.

This appointment will also be for the remainder of 2012 only, to complete the two year term begun last year by Linda Starodub (before she stood and was elected to serve from this year as Secretary instead). **If you might be interested in playing such a role, or if you have any thoughts on it, please do let me know.**

According to IAF's Bylaws, the Board has the power to appoint to fill a vacancy on the Board for the remainder of the unexpired term or until a successor is duly elected. Both appointed Directors will be encouraged to stand for re-election this year, to a full two year term from next January.

Martin Gilbraith is the IAF Board Chair and a Certified Professional Facilitator. You can reach him at chair@iaf-world.org

The European Chapters page on Facebook

By Kristin Reinbach

Settling Last month, the IAF Europe website was updated, and soon will include a specific page for European Chapters – please see

www.iaf-europe.eu/chaptersineurope.html

As you will see, there is a simple map showing location and a list of Chapters with their generic email addresses. Rosemary Cairns is working with Chris Grambow, our web designer, to add more detail.

If you have a Chapter web address, Chapter contact telephone number or any other brief contact information would you please pass this information to Rosemary Cairns at rosemary.cairns@iaf-europe.eu

Why this additional communication platform?

The goal of this page was to resolve the following challenges:

- as the European board member taking care of members and chapters there are a lot of questions asked - and of course they repeat and are mostly relevant to the others, too - so we needed a place where we can easily post updates (not possible on the homepage)
- lots of chapters just started, additional ones are in the creation process right now - and we'd like to facilitate their communication, make their

efforts and activities visible to everyone, ease the exchange of learnings, have fun :)

Why Facebook?

Before I invested my time in setting this up, I checked user data for the relevant platforms - and it turns out that LinkedIn is mostly favored by some European countries, but by far not all. Facebook however has a very high acceptance also in Germany, Russia, Eastern Europe etc. - and we'd like to facilitate communication all over Europe.

Plus, it's THE platform that allows all the people who are starting up chapters to set up events there, share pics etc. - to make our IAF-lives as lively as possible :) You are very welcome to do this, too. Upload these pics from the last meeting, ask facilitators from other countries to make a mutual "speakers exchange", do whatever enhances your IAF life. :)

Next Steps:

I am planning to have this Facebook page integrated in our European homepage - so homepage visitors see directly what's going on and can join. Any additional ideas welcome :)

About the Author: Kristin Reinbach is the member of the IAF Europe team who looks after chapters. You can reach her at Kristin.reinbach@iaf-europe.eu.



IAF Scotland holds its inaugural meeting

By Ronnie McEwan



We had an excellent inaugural meeting on the 12th December. We had 16 sign up but three had to pull out at the last minute, one due to illness and the other two because of client commitments. Another 10

people expressed interest and have asked to be informed of future meetings. Louise Robb did a session on Kantor and how his work is a useful filter to reflect on our own practise. After a short break for coffee and mince pies given the season, we continued with a focused conversation on the Chapter and what would keep members attending.

From our discussions we agreed the following as a way forward. We are going to try meeting 4 times a year and our meeting dates for the year are below. The location of the first 2 have been decided and we will look at moving the location around. It was agreed that while two members travelled from the north (Aberdeen) and two from the South (borders), realistically it would be most practical to keep meetings in the central belt of Scotland. The format will be an afternoon/early evening meeting followed by a drink/meal for those who can stay on. We are going for the 2nd Monday of the month to avoid the complication of bank holidays.

- Monday 12th March 2:30-6:00pm (Kinharvie Institute)
- Monday 11th June (Lower Largo – full address TBA)
- Monday 10th September
- Monday 10th December

We also agreed that non members/ those who had not renewed their membership, could attend up to three meetings but would have to join IAF or renew their membership to continue attending meetings thereafter.

Some feedback about IAF and people's experience

A hope that IAF could become more vital and relevant, hence their attendance at the Chapter meeting. No one in the room was a full time facilitator but everyone used facilitation as one of a range of services to clients. Some participants offering more facilitation than others. All were passionate believers in its value. It begs the question as to whether we should be known as the International Association of Facilitation and would this be more inclusive and more reflective of the reality on the ground?

Some CPF members felt the Association had not done enough to encourage organisations to look for the CPF credential when engaging a facilitator. Others were interested in becoming a CPF and raised the question as to whether Chapters could facilitate this locally.

Those who had not renewed their membership felt the membership fee did not represent value for money. Their attendance at the local Chapter was to see if this would make a difference. The general comment was that it was expensive for two newsletters and a discounted fee to conferences they were not likely to attend.

The last comment has a critical edge and I think it is important to feedback that the spirit in which this was given was to help take things forward and explain why membership had not been renewed. The attendance at the meeting I think reflects people's commitment.

It is early days but we got off to a good start and the spirit and energy of the meeting was excellent. If you need any further information don't hesitate to get in touch.

Happy new year to each of you and I hope 2012 is kind to you. Best wishes for your work for all of us in IAF.

North Italy chapter focuses on active aging

The North Italy chapter of IAF will be promoted during a session to be held in Milan April 20, 2012, organized in collaboration with ICA:UK. The focus of the session is on how to facilitate active aging and intergenerational solidarity in times of crisis, reflecting that 2012 is the European Year of Active Ageing and solidarity between generations. Here is the description of the session, in Italian, as provided by Gian Carlo Manzoni. For more information, contact Gian Carlo at giaman@econsultant.it



La giornata promuoverà anche il capitolo (“chapter”) italiano del Nord Italia dell’ International Association of Facilitators (IAF)

Obiettivi didattici

Alla fine della giornata, i partecipanti avranno:

- Chiarito ciò che significa “ facilitare ” e come è definito il ruolo di facilitatore rispetto ad altri ruoli di leadership all’interno di gruppo di lavoro
- Sperimentato due metodi di facilitazione del gruppo ICA (the Focused Conversation and Consensus Workshop)
- Approfondito il tema dell’invecchiamento attivo e della Solidarietà tra le generazioni in un tempo di crisi, e riflettuto su quali lezioni possiamo apprendere per le persone “anziane” attorno a noi
- Riflettuto su quali lezioni operative possono essere invece applicate nei nostri luoghi di lavoro
- Compreso le finalità dello IAF, aderendo alle iniziative del nuovo “chapter”
- Sviluppato maggiore confidenza nel loro ruolo di facilitatori, e costruito legami con i partecipanti per promuovere l'apprendimento reciproco e supporto come facilitatori e fruitori di facilitazione.

Click [<here>](#) for more information.



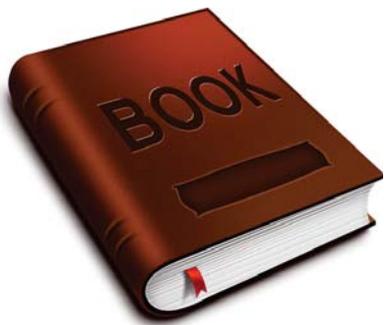
Facilitare l'invecchiamento attivo e la solidarietà tra le generazioni in tempi di crisi

Milano, 20 aprile 2012

La Commissione Europea ha voluto, così, lanciare un messaggio forte alle nuove e alle vecchie generazioni, ma soprattutto invitare tutti a lavorare sin dalla giovinezza per far sì che la vecchiaia diventi un momento di attività, entusiasmo e buona salute e non di decadenza e malattia.

Questo corso di una giornata, prenderà spunto ed esempio da questo importante tema e contesto, per mettere in evidenza il ruolo e la pratica della facilitazione nel nostro ambiente attuale.

Il metodo di facilitazione proposto dall' Istituto di Affari Culturali ICA.UK, sarà presentato nell’ottica di progettare in modo attivo soluzioni ai problemi ormai presenti agli “anziani” a cui le istituzioni del nuovo millennio richiedono di lavorare, di stare al passo con le nuove tecnologie, di mantenersi in buona salute fisica ed intellettuale.



Worthwhile Reading

Book launch: "Facilitating as a Second Calling - Dealing with Change"

Jan Lelie has just launched his book on facilitating systemic change, "Faciliteren als Tweede Beroep - Omgaan met Veranderingen". It was launched on January 18th in Museum Boerhaave in Leiden (www.mindatwork.nl/uitreiking-18-januari/)

As Jan describes it, the book basically is a metapraxis: a kind of method guiding you to fitting interventions in a given or presenting situation. Based on your reality perceptions - your understanding of the systemic reality, those of the problem owner, the stakeholders, the resources you can determine the playing field (there happen to be six) and a few possible paths for resolution. The book is based on the idea that our world is inherently paradoxical and that you're always dealing with at least two at the same time.

Effective public engagement can change individual attitudes on difficult problems

Involve has just launched its latest briefing paper, The use of public engagement in tackling climate change <http://tinyurl.com/6ru4cys>

Based on a literature review conducted last year, the paper explores the potential for impact of public engagement on individuals' attitudes towards climate change and potentially their behaviour to reduce it.

Involve argues that there is clear evidence that engaging people in a meaningful way has the potential to change attitudes and behaviours towards tackling climate change. In this way, public engagement can complement legislative changes that force change, as well as the government's agenda of 'nudge'. Only by involving the public in decision-making and in the design of projects will the government be able to bring about the changes in public

attitudes and behaviour of the scale that is required.

It is a myth that ordinary citizens cannot be engaged in complex issues such as climate change. On the contrary, participants in past climate change dialogues felt able to engage with the material. On top of this, it appears that confidence in talking about the topic increased, not just at the event, but also after the events with other people. Overall participants seem to enjoy being part of these dialogue processes and commonly aspire to be involved in other engagement processes in the future.

We argue that policymakers should engage as part of their approach for changing behaviours and promoting more sustainable living. Studying the results and evaluations of a number of past engagement processes around climate change there is convincing evidence that public engagement can have a profound impact on attitudes and behaviour. We therefore advocate the scaling up of public engagement, and its evaluation, around climate change.

Distributed dialogue provides a way of engaging a significant number of people in a long-term meaningful debate about complex and interlinked issues. Building such an ongoing conversation around climate change between government and citizens can potentially have great benefits. Tailoring the process to the circumstances and the audience will maximise the impact of public engagement on attitudes and behaviour.

Involve is keen on collecting more evidence on public engagement with climate change. If you have any case studies or examples of well run public engagement processes around climate change that have had a significant impact on people's attitudes towards climate change and potentially their behaviour, do get in touch with project manager Ingrid Prikken at Ingrid@involve.org.uk

IAF/AMED workshop March 23 in London:

Building bridges through effective facilitation

IAF and AMED invite you to attend a practical one-day workshop in London March 23rd. “Building bridges through effective facilitation” will explore how innovative facilitative strategies are helping people and companies to plan, work and evaluate their activities more effectively in a rapidly changing world.

The workshop grows out of a special Autumn 2011 issue of AMED’s journal e-Organisations and People, which featured articles by 13 facilitators from around the world who are using facilitation in corporate, non profit, and international development settings, both actual and virtual. It is being held at Roots and Shoots, in London (<http://www.rootsandshoots.org.uk>)

You will gain practical insights into eight of the strategies that were profiled in that e-OP issue. Author-practitioners are turning the approach they wrote about in their article into practical, engaging sessions, each about 25-30 minutes long. To ensure optimum interaction, we’re limiting numbers to 30 participants all told. Places will be allocated on a first come, first served basis.

The fee is £50, which includes a light lunch and refreshments. Please reserve your place by Thursday 1 March. You can do so via Paypal on www.amed.org.uk, or contact Linda Williams at the AMED Office (amedoffice@amed.org.uk or ++44(0)300 365 1247

The draft program

9:30 – 10.00 | OPENING SESSION

- Rosemary Cairns (IAF) and Bob MacKenzie (AMED): Welcome and Introductions; Housekeeping; Context-setting; Where is facilitation taking us?
- Richard Chapman – An overview of the development of personal process facilitation; how it is becoming more informed, user-friendly and practical.

10:00 - 12:15 | DEVELOPING LEARNING CAPACITY IN TEAMS

- Pamela Lupton-Bowers: Transforming trainers into facilitators.
- Ann Alder: Facilitating the development of learning capacity.
- Ann Lukens & Jonathan Dudding: Facilitating for change through participatory corporate planning.

12:15 – 1:15 | LUNCH

- Stalls, displays, networking, and a short video from Simon Koolwijk on the art of online facilitation.

1:15 – 3:30 | KNOWING THAT YOU’RE MAKING A DIFFERENCE

- Bob MacKenzie: Self-facilitation.
- Rosemary Cairns: Facilitating local peace-builders.
- Jeremy Wyatt: Facilitating leading-edge impact evaluation

3:30 - 4:15 | OPEN SPACE SESSION

- Vicky Cosstick: Exploring a running agenda; facilitating transformative conversations, taking us to deeper levels of insights and understanding about facilitation as a process. What more would we like to know or do now?

4.15 - 4.30 | POSSIBLE ACTIONS AND TRANSITIONS TO

- Rosemary Cairns (IAF) and Bob MacKenzie (AMED)

4.30 | MORE CONVERSATIONS

- Continuing in ‘The Ship’ pub and elsewhere

For more details, feel free to contact Rosemary at rosemary.cairns@iaf-europe.eu or Bob at bob_mackenzie@btinternet.com

facilitate this! celebrates 10 years



Amanda Stott

Congratulations to facilitate this! on its tenth birthday. The UK company, started in May 2002 by director Amanda Stott, began by providing professional facilitation and training to the National Health Service. The company

now employs a team of highly skilled and experienced facilitators who work across many industry sectors including manufacturing, construction, financial, education and energy, facilitating meetings from community engagement to government board startups and ranging from six to more than 600 participants.

"This anniversary is a proud milestone in the facilitate this! story," says Amanda. "Our experiences facilitating in the field and our commitment to continuing professional development enrich the training experience for our clients and workshop participants. We don't just train it, we do it and facilitation is our passion! I look forward to the next ten years, helping more clients to enjoy the benefits of a workforce with more depth and breadth of facilitation excellence. We will continue to focus on providing skilled professional facilitators and developing facilitation excellence, and offering a high level of service to all our clients."

facilitate this! runs a series of open workshops throughout the year including Facilitation Fundamentals and Advanced Facilitation Skills, dynamic and highly participative two-day courses that offer many opportunities to practice and that introduce a wide range of tools, tips and techniques to help improve confidence, competence and creativity. The workshops are also offered in-house to help develop an internal team. facilitate this! also puts together bespoke programmes to meet specific needs.

AMED Seminar New Thinking for Troubled Times

The second special AMED Seminar 'New Thinking For Troubled Times' takes place at Roots & Shoots, London, on 9th March, 2 pm to 4.45 pm. Paul Z Jackson presents an experiential workshop that offers practical routes to progress on your current business issues. You'll harness your own best ideas and the wisdom of the group, to emerge with actions you can take straight away. Through Solutions Focus and Applied Improvisation, we'll see how to create value – in the moment, in line with what you want. Book now to be sure of your place. Just £10 (for AMED Members), £20 for Guests / Networkers.

Other AMED events to note:

- **17th February** -Writers' Workshop Language identity – connecting our apersonal and professional writing
- **23rd March** - Building Bridges through facilitation - a joint AMED/IAF Europe Workshop
- **17th May** - AMED AGM (for Full AMED Members)
- **17th May** - 'New Thinking for Troubled Times' Session 3
- **18th May** - 'Experiences of editing' [9]6th Annual Collaborative Writing Workshop by the sea

For any queries, please contact Linda Williams at the AMED Office amedoffice@amed.org.uk or visit the AMED network at www.amed.org.uk

Professional Development IAF Certification Gothenburg, Sweden

A certification event will be held in Gothenburg, Sweden on May 14, 2012. If you are interested in becoming a Certified Professional Facilitator, here is an opportunity to consider.

Here is the Sweden Document Schedule:

- Application Part I deadline: February 21 2012 (Application Part I and application fee due by this date)
- Remaining documentation due before: March 14, 2012 (Application Part II and III)
- Invitations to Stage 2 extended: April 14, 2012, (Remaining assessment fee due for candidates invited to Stage 2)
- Stage 2 Assessment Days: May 14 2012

For a complete application packet, please email: certify@iaf-world.org

Zenergy Workshops in Europe this spring

By Elisabeth Gleed and Dawn Forde

We invite you to join us this year in furthering your facilitation skills, using the world leading Zenergy Facilitation model developed by Dr Dale Hunter. We use a whole person approach that is practical and applicable, a learning environment that is engaging and inspiring for you to stretch and develop your facilitation skills. This approach to facilitation enables transformation to be possible at any stage for all participants.

Workshop Dates:

- **Stage 1:** March 19th – 23rd in **Sheffield (Kenwood Hall)**
- **Stage 2:** May 21 – 25th, Venue TBC (Stage 1 is the prerequisite)
- **Master Class:** June 4 – 7th, **London** (with Dale Hunter and Liam Forde)

Stage 1: Course Outcomes:

- Understand the role of a facilitator and the group development cycles.
- Clarify, identify and create a group purpose.
- Create a safe and empowering group culture.
- Learn the whole personhood approach and be present to self, others and the group.
- Practice a range of interventions, processes and techniques appropriately within the group.
- Be comfortable with a wide range of behaviours and handle conflict effectively.
- Recognise and work with different energy levels in self, others and the group.

This is an experiential workshop where the participants are the facilitators and the course leaders are both coaches and trainers. You will gain lots of insights around how you are being as the facilitator and the skills you apply with the group. It's real, practical and fun! For more details of fees and courses, see www.zenergyglobal.com. If you would like to have a chat before registering, please contact Lis or Dawn (we can Skype if preferred).

Elisabeth Gleed

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Dawn Forde

+41798390592 | dawn.hoenie@thezone.co

North America Conference Update

The IAF North America Conference, presented by ICA Associates, will be held May 9th – 12th in Halifax, Nova Scotia. As of February 1, bookings were coming in at a good pace and several popular workshops were already one-third full.

The conference program includes 43 Conference Workshops, 8 “Dialogues”, and 22 in-depth Pre-Conference Executive Workshops.

We cater for people who facilitate full time and those who use facilitative skills in their everyday jobs. There are new workshops focused on the business of facilitation and facilitation skills for Emergency Management professionals. There are also workshops for the internal facilitator, focusing on the specific skills set needed and challenges faced when facilitating within your own organization.

With 8 “Dialogues” to create solutions for key issues and twice-daily Fast Talks, you will have plenty to see and do! Ground breaking research, tried and true tools and techniques and the best in group processes will be presented and discussed. To amplify the learning, there is a quiet Reflection space and an Open Space ‘space’ for impromptu Birds of a Feather-style meetings and discussions.

Our Sponsors and Exhibitors from the field of facilitation and learning will show you how they can help develop skills and develop your business after you leave the Conference.

The move to Dalhousie University brings down the cost, without compromising quality. IAF Members who book by February 29th pay just CAD\$549, a saving of \$150. Pre-Conference Executive Program Workshops are \$400 and \$600 for 1 and 2 day sessions. We are also offering a special Conference Fee for registered Students of CAD\$250. Non-members can join us for \$999. IAF membership is available to anyone who attends the conference and brings big savings for members. The Conference website has the links you need to join IAF.

Air Canada is the Official Airline for IAFNA 2012. Air Canada is offering 10% and 12 % discounts on air fares to Conference participants on all routes on their network.

There is more to tell you but the best place to go is www.iafna2012.org. The website has all the details about the Program, events and the deals we have arranged for accommodation and travel.

Make sure you join the IAFNA2012 Conference Group on LinkedIn. We will continue to develop ideas as we prepare for the Conference and it will be a great place to find people to meet, stay and travel with at IAFNA 2012. The link to the LinkedIn group is on each website page. See you in Halifax!

Breaking news: New dates for 2012 IAF Europe Conference in Geneva

- Please note the change of dates for the 2012 IAF Europe Conference.
- The conference now will be held October 5-7 at the Best Western Hôtel Chavannes-de-Bogis, which is located just outside Geneva (see www.hotel-chavannes.ch/home.php). Pre-conference events will be held October 3 and 4.
- The conference theme is "Facilitating Across Cultures".
- We will bring you more details in the March 2012 IAF Europe Newsletter.

Welcome, new and returning members

(January 2012)

We would like to warmly welcome the following new members who joined IAF in January 2012:

- Yvonne Lemmens, Netherlands

We also want to welcome back returning members who renewed their IAF membership in January 2012:

- Alberic Augeard, Belgium
- Sirin Bernshausen, Germany
- Paul Cummings, Scotland
- Carolien de Monchy, Netherlands
- Murat Demiroglu, Turkey

- Fred Frowin Fajtak, Austria
- Anna Fundin, Sweden
- Neil Gowans, England-Wales
- Jan Haverkamp, Czech Republic
- Edgar Hildering, Netherlands
- Knud Lindholm Lau, Denmark
- Jacqui Moorhouse, England-Wales
- Malin Morén Durnford, Sweden
- Tatjana Obradović-Tosić, Serbia
- Christian Valentiner, Norway
- Tamara Živadinović, Serbia
- Suzana Živković, Serbia



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.

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)
- Introduction to coaching, Feb. 8, Glasgow, Scotland (Kinharvie Institute)
- The Work in Business, An International Business Leadership Workshop with Byron Katie and The Work, Feb. 8-11, Amsterdam, Netherlands
- Group Facilitation Methods, Feb. 14-15, Manchester, England (ICA:UK)
- Dynamic Facilitation and Wisdom Council Seminar, Feb. 15-17, Vienna, Austria (Jim and Jean Rough)
- Kumi Conflict Transformation, Feb. 20-21, Bristol, England (ICA:UK)
- Facilitation Skills Spring 2012 6 day programme, Feb. 21-22, March 20-21, April 24-25, Glasgow, Scotland (Kinharvie Institute)
- Facilitator Masterclass, Feb. 21-23, Hertfordshire, England (Kaizen Training)
- 'Surfing Democracy', Dynamic Facilitation and Wisdom Council – Practitioners Network

Conference, Open Space, Feb. 23-25, Batschuns, Austria (Jim Rough)

- “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)
- Action Planning workshop, March 6, Glasgow, Scotland (Kinharvie Institute)
- Group Facilitation Methods, March 6-7, London, England (ICA:UK)
- “New thinking for troubled times”, AMED seminar, March 9, London, England (Paul Z. Jackson)
- Constellation Community Training, March 9-12, Maison de Notre Dame du Chant d'Oiseau centre, Brussels. See <http://www.constellationcommunity.org/news/theopeningworkshopconfirmedinmarch2012>
- Moderation training, March 12-16, Brussels (PCM)
- Meeting of IAF Scotland chapter, Glasgow
- Building effective teams, March 14, Glasgow, Scotland (Kinharvie Institute)
- Participatory Strategic Planning, March 15-16, London, England (ICA:UK)
- UK Facilitators Practice Group event, March 19, London; for more, see www.ukfpg.wordpress.com
- Zenergy workshop - Stage 1: March 19-23, Sheffield, England
- 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).
- Group Facilitation Methods, March 27-28, Leeds, England (ICA:UK)
- Facilitation Fundamentals, March 29-30, Ripley Castle, Ripley, North Yorkshire, England (facilitate this!)

- “It’s all about the brain”, March 31, Berkshire, England (Kaizen Training)

APRIL 2012

- Facilitating vision creation and vision empowerment, April 2-8, Berlin, Germany
- Managing resistance in the change management process, April 18, Glasgow, Scotland (Kinharvie Institute)
- 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)
- Facilitating active aging and intergenerational solidarity, April 20, Milan, Italy (IAF North Italy)
- 2012 World Appreciative Inquiry Conference, April 25-28, International Convention Center, Ghent, Belgium

MAY 2012

- Group Facilitation Methods, May 1-2, London, England (ICA:UK)
- Zenergy workshop Stage 2: May 21-25, England (venue to be determined)
- Dutch language CPF assessment, May 31, Netherlands (application deadline Feb. 29)
- Facilitator Masterclass, Hertfordshire, England, May 29-31 (Kaizen Training)

JUNE 2012

- Meeting of IAF Scotland chapter, Glasgow
- Zenergy Master Class, June 4-7, London, England (Dale Hunter and Liam Forde)
- Group Facilitation Methods, June 26-27, Manchester, England (ICA:UK)

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)

SEPTEMBER 2012

- Group Facilitation Methods, Sept. 4-5, Manchester, England (ICA:UK)
- Meeting of IAF Scotland chapter, Glasgow
- Managing conflict, Sept. 13, Glasgow, Scotland (Kinharvie Institute)
- Participatory Strategic Planning, Sept. 19-20, Manchester, England (ICA:UK)