Hi students!

1. **Teams**

have been formed. With exception of Team 3 a team leader is appointed.

1: Baluchova-Balciunate\*-Demolli

2: Filipova-Cunha -Miarkova

3: Manenova- Marko-Krollova\*

4: Fiser -Plocek-Rubinskaite\*

5: Nikl-Winterova-Hanzelkova

6: Matulova-Kovar-Tuma

7: Dohnal-Koubkova-Monteiro-Bondar\*

\*participation cancelled

Please communicate any changes in the above structure.

1. **Tasks** 
   1. **Provisional Team Leaders (Baluchova/Filipova/Manenova/Fiser/Nikl/Matulova/Dohnal)**

should mainly focus:

1. Build functioning lines of communication within the team
2. Be able to respond correctly to the detail questions arising
3. Devise a low cost variant of travelling to the Open Air place, the same for food (with assistance)
4. Communicate to me the actual state of preparation. Inform me in good time about arising bigger problems in their team
5. Get information about how other teams do (optional)

[Support for the team-leaders: I am available around the clock to give you that information that you reckon to be important for the undertaking – phone/sms 0042-0- 732 936 392.]

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* 1. **Provisional Team members (Junior students)**

1. Should keep in touch with the team leader, (only in case of a persisting information deficit etc. contact me directly).
2. **Evaluation Process**
3. **Individual notes**: **on the key note statement** of today (Those who have left earlier: main arguments in Open Air location/group discussion).

The following questions should help you to write a roughly ½ page statement (due on 21.5. evening):

1. In the case of high performance settings (coping with high unpredictability): What is more often occurring: heterogeneous/’individualistic ‘teams or solidified/uniform groups? Do you know one reason?
2. Why is communication the key to good performance/ broad job satisfaction? Why do teams more than hierarchical groups depend on communication flow?
3. ‘Failure’ is the misnomer for noticing what is necessary (‘adaption’), for permanent organizational learning. Teams in high-performance settings: do they favor or eliminate changes on a daily basis? Try to give one argument.
4. Are there cases where leadership is de-central (passed back and forth)? Are position & responsibility one and the same? What do you think is the case in expeditions?
5. Some information on how an orchestra is working. What is the kind of leadership? How is communication?
6. Why are team-players slightly more communicative & seem to care less about individual differences? What do persons during expeditions often find out about their personality? Why do they in most cases see it as a good thing?

[Emphasis is on the central idea of the key note. Try to phrase it so that the *core*, as you understood it, becomes really apparent (no exhaustive/formal statement needed!]

1. **Team Presentation**:

Read through the assigned chapter in the popular book ‘*Shackleton’s Way*’ by Margot Morrell & Stephanie Capparell (2002). [Available in PANE office. Soon as a pdf-scan.] (You may quote other cases where people have dealt with challenging situations! Not only expeditioneers but also people like grand-parents, friends etc.)

Phrase the main points of what you hear (Shackleton/people you have encounbtered) is:

positive behavior in stressy situations.

Discussion-based, narrative, non-theoretical. Try to make Shackleton’s ‘gadgets’ understandable to everybody, by whatever way you think fit. Data projector will be taken to Elsarn, and a small slides-screen is available there.

**Team Performance:**

1. Organizing/performing in a team: Work on travel, food, language and on practical issues related to the coming as foreigner (this is really the biggest big chunk & quite similar to effects that really happens in scientific campaigns in the Near East).

[You will be asked to describe in some detail what you have encountered/experienced. Pers. notes along the way will help you to express what you experienced (the ‘learning’ in the process). ]

1. Basic experience Leading/Team: Try to stage one ‘team-building exercise’ with the whole group. Try to find acceptance/understanding for what you have to do. Reflection on the experience (You find suggestions on YouTube)
2. Adapting= Resilience/Creating the common work rhythm/Getting acquainted/Display of authentic strengths & capabilities/response to stressors/capability of expressing individual preferences etc.: Work as a team for some part of the day (‘teams shifts’ or collective). Unknown practical tasks. Archaeological experimenting & individual creativity.

**Tentative information:**

* the same equipment as in camping needed
* arrival 2 hrs before sunset (to get everything ready for eating & sleeping)
* torch needed
* protection needed against ticks, burning, sun-burn, small bruises etc.
* simple toilet, small washing facility
* electric socket
* open fire possible
* official transportation car will be available to carry stuff on arrival/departure (for technique/food/luggage) & a small car all during the stay (for shopping/medical aid etc.
* entrance fee is on Monday is 4 Euro. A small sum will be charged for electrical power/water/cleaning the by the inn-keeper. Fire-wood?

Since the course is interactive most emphasis is laid on communication. Because it is aims to ‘simulate’ actual Near East archaeological digging the essential matter is: experience as an inclusive team in a unfamiliar surrounding.

**Rough ‘programme’:**

* Day I (20.5.)

Only reflection on the ‘big chuck’: articulating individual experiences (reflection in structured discussion) - Early arrivers might see some things performed & ‘villagers’ dispersing . Who can tell? (Transition THEY/US is possibly the greatest unpredictability factor of all, since it has to do with people’s ambitions.). - Managing food & sleeping.

* Day II (21.5.)

Practical part: a. work in turns ( when weather is reasonably fine) - b. Teambuilding games - c. Staging of an arch. experiment with the available things (? Depends on the degree of local support). - Articulating individual experiences made in practicing (reflection in structured discussion). - Late afternoon: Theoretical part: ‘Understanding the Shackleton Way’ (div. presentation, not necessarily ppt. Free speech/enacting /creativity preferred . - Time-off.

* Day III (22.5.): ‘Left-overs’ – Evaluation - Organizing departure.

**Links**

Elsarn <http://www.freilichtmuseum-elsarn.at/cms/website.php?id=/de/index.htm>

Shakleton & The ‘Endurance’ <https://www.youtube.com/watch?v=m6sjwZsroo8>

Team Leaders: I will see the site on weekend and give you all the details you want & try to be max. supportive.

Good luck to everybody.

Ready to receive requests as they come.

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