

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\*

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\*participation cancelled

Please communicate any changes in the above structure.

## 2. Tasks

### 2.1. Provisional Team Leaders (Baluchova/Filipova/Manenova/Fiser/Nikl/Matulova/Dohnal)

should mainly focus:

- i. Build functioning lines of communication within the team
- ii. Be able to respond correctly to the detail questions arising
- iii. Devise a low cost variant of travelling to the Open Air place, the same for food (with assistance)
- iv. Communicate to me the actual state of preparation. Inform me in good time about arising bigger problems in their team
- v. 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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### 2.2. Provisional Team members (Junior students)

- i. Should keep in touch with the team leader, (only in case of a persisting information deficit etc. contact me directly).

## 3. Evaluation Process

- a. 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):

- i. 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?
- ii. Why is communication the key to good performance/ broad job satisfaction? Why do teams more than hierarchical groups depend on communication flow?
- iii. '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.
- iv. 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?
- v. Some information on how an orchestra is working. What is the kind of leadership? How is communication?
- vi. 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!)]

**b. 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 expeditioners but also people like grand-parents, friends etc.)

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

positive behavior in stressful 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 Elsnarn, and a small slidescreen 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). ]

2. 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)
3. 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 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.

mx

