

Acceleration Programme:

Coaching Circle 1  
20/5/2021

Summary Report



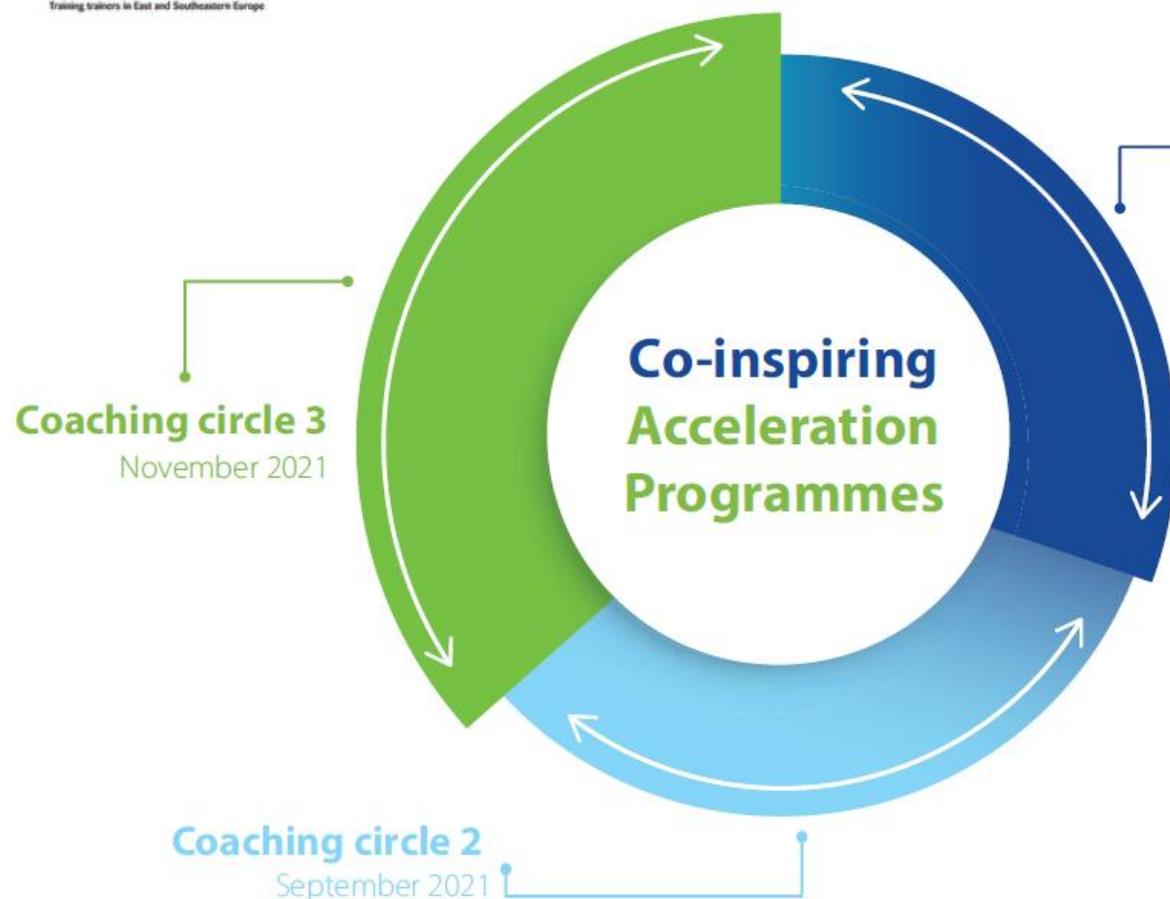
# TrainESEE

Training trainers in East and Southeastern Europe



## You are gently invited to the Coaching Circle, 20 May 9-10:30h

Register at: <https://forms.gle/oGyiQxWtEu2a1yL37>



### Coaching circle 1

20/05/2021

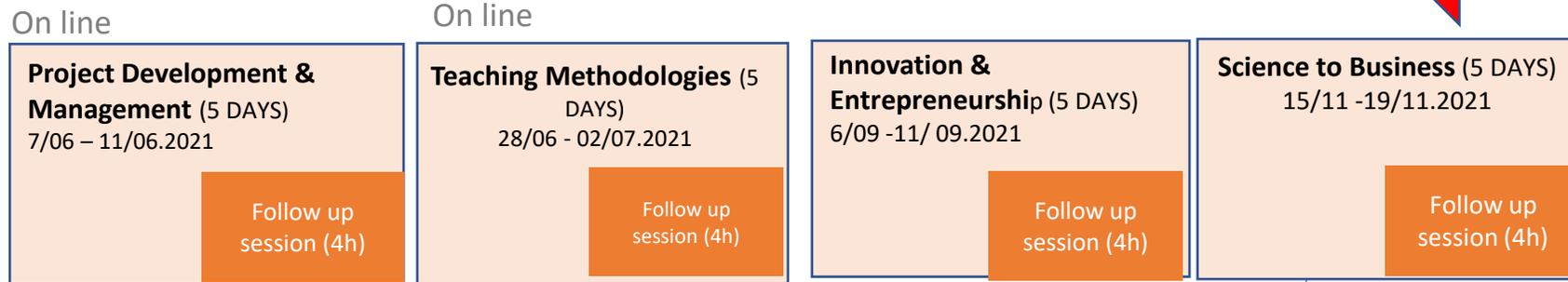
During this session you:

- will be engaged in a dialogue on the reflection paper "Perspectives on Sustainability for Acceleration Programmes in HEIs"
- are building your supportive network with other peer university teachers & researchers,
- will pave the way to participate in the coming "learning modules", as leverage points to contribute in the transformation of your University,
- will co-create the coaching circle dynamics, including deep listening and awareness practices.

# The process: activities for ESEE University Teachers



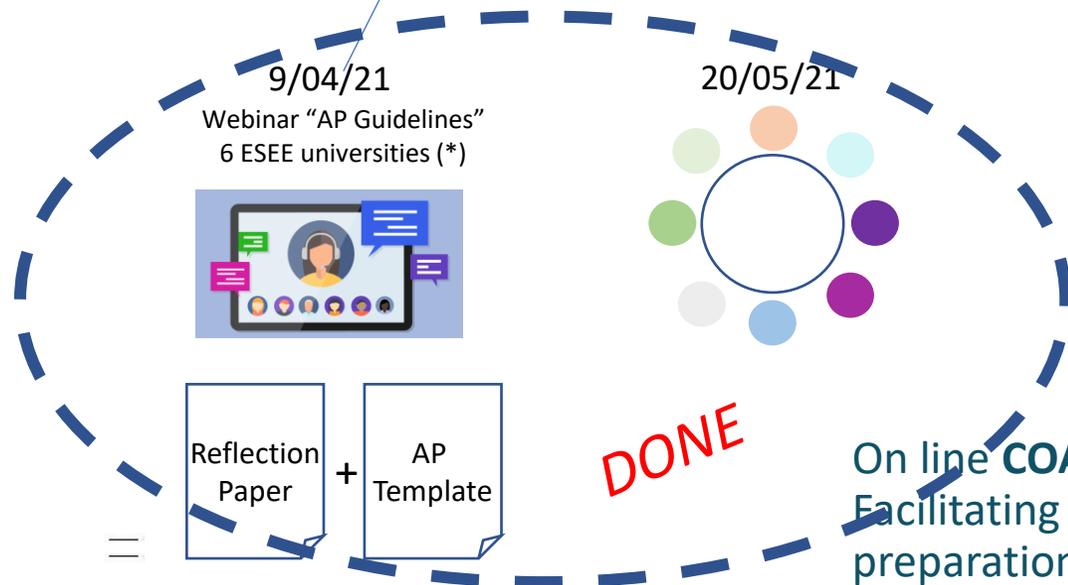
## TRAINING MODULES



2021

January February March April May June July August September October November December

2022

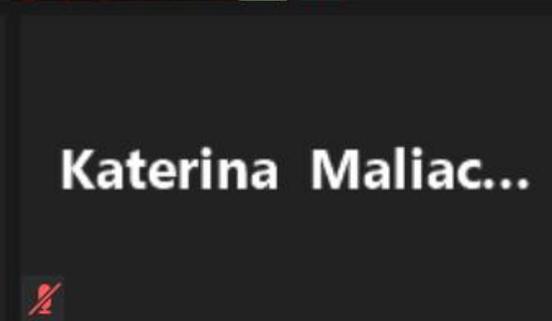
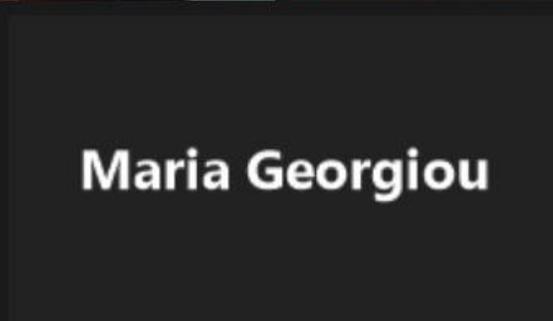
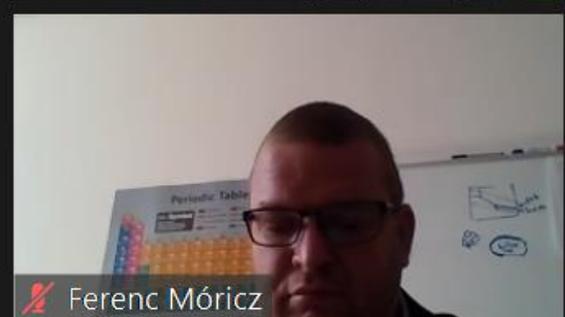
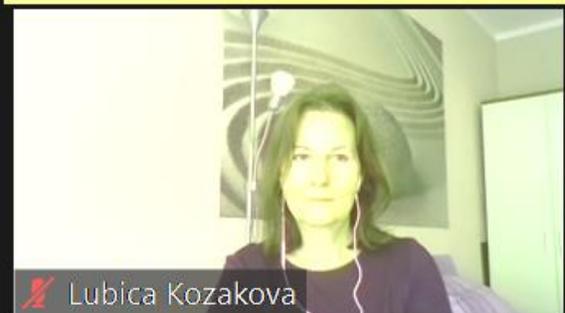
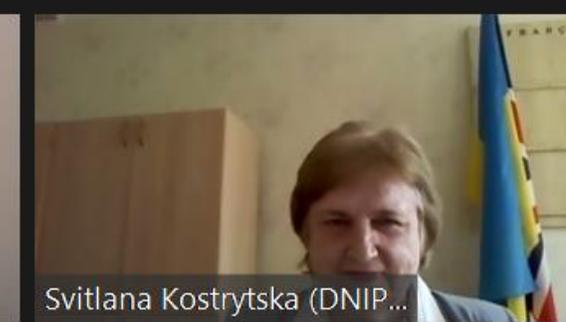


16/09/21

19/11/21

**On line COACHING CIRCLES:**  
Facilitating mutual support for transformation, reflection and AP preparation

# Welcome



19 people registered, and finished the registration list, coming from 4 (NTUA, DNIPRO, TUKE, UI) of the six ESEE Universities

## PURPOSE

# Setting the ground to launch the process of preparing Acceleration Programmes

- Creating awareness and sense making about Acceleration Programmes, through the content of the reflection paper
- Think about what do we want to learn in the 4 modules to apply it in our university

# Coaching Circle 20<sup>th</sup> May 2021: Co-Inspiring Acceleration Programmes

## AGENDA

09:00-09:15

Welcome & Purpose

09:15-9:45

Identifying our relevant questions

- Insights found while reading the reflection paper
- Choose your relevant question out of the list of 10, and share why

9:45-10:15

Looking for leverage points for the Acceleration Programmes

- The transformations (in myself, around me) I want to learn and promote, regarding the 4 modules

10:15-10:30

Next steps and farewell

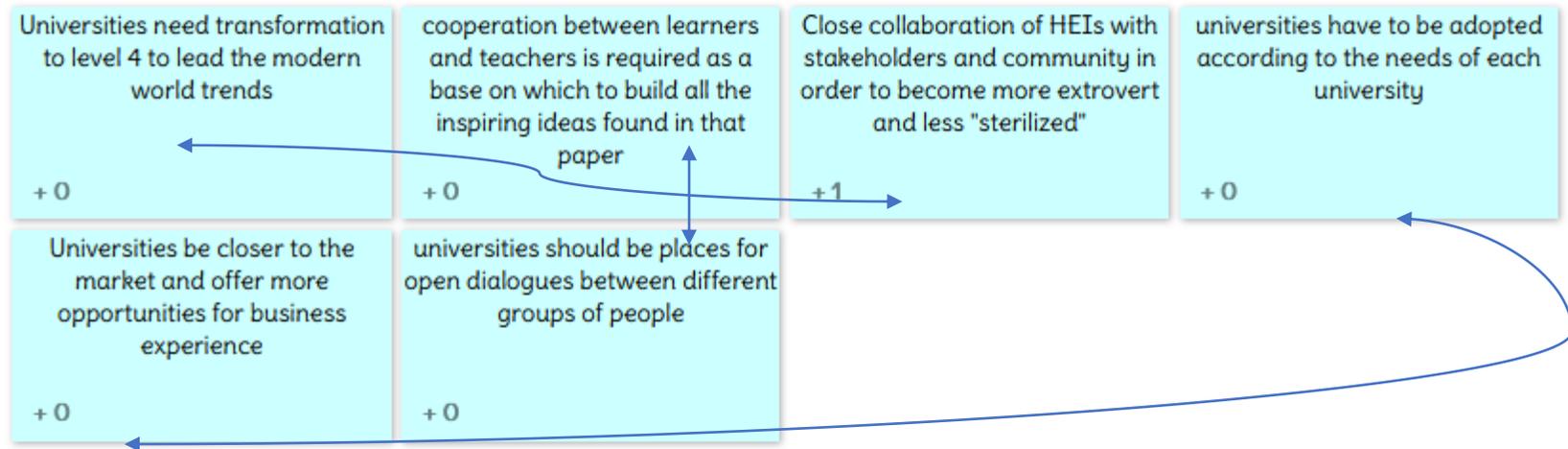
The dialogue was organized in two parallel coaching circles

## Insights found while reading “*Perspectives on Sustainability for Acceleration Programmes in HEIs*”

- Close collaboration of HEIs with stakeholders and community, facilitating evolution from Phase 2 (Modern Univ.) to Phases 3 (Postmodern) and even 4 (Integrative)
- At the present moment, ESEE Universities have to go closer to the market (offering more opportunities for business experience), considering their own needs at the same time
- Open dialogue as a basis for true cooperation among different groups of people, specially learners and teachers

## INSIGHTS

### Key ideas found while reading the reflection paper +

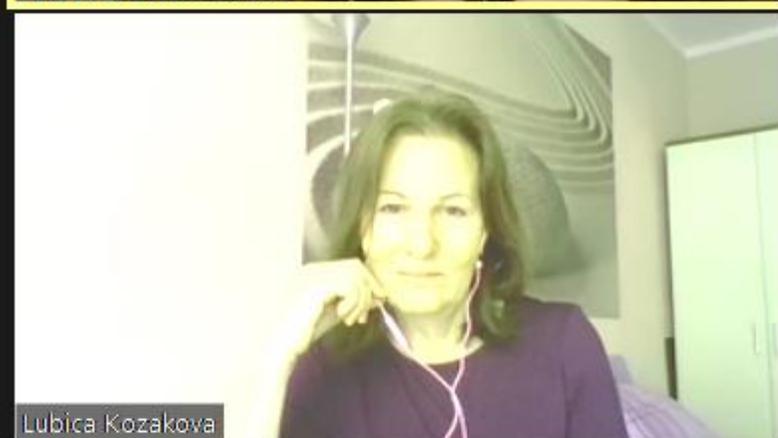


**TrainESEE is about change and evolution**

# 2 parallel coaching circles

in break out rooms

A reflective dialogue was hold, considering the different phases or worldviews within HEIs, and evolutionary patterns they show globally. And a generative dialogue started trying to find smart next steps to progress throughout.



## Relevant questions chosen and discussed in the groups

1. When considering the different worldviews and evolutionary patterns, what are your **reflections** about it in your university? Where do you see next steps to progress throughout?

4. As change agent and facilitator, when you choose to focus on what is possible. What do you see as **seeds** of possibility?

5. Do you see yourself as **an outsider** or against the system that you want to change? Or as an **interconnected** part of that evolving system? What does it mean in practical terms?

~~8. How do you see your own role in fostering the next evolutionary step toward health and well-being that is wanting and able to emerge, trusting in a larger wisdom to unfold?~~

~~9. Are you **vigilant with your mental hygiene** to let go of disempowering thoughts, cynicism, despair and condemnation?~~

~~10. As a participative change agent, do you hold your professional and **personal opinions** lightly, as propositions to be tested, rather than positions to be defended or imposed?~~

11. How do you develop your **inner intuitive knowing**, not just your rational analytical knowing?

12. Do you foster collaborative inquiry and choose to create spaces for such inquiry, through **cycles of dialogue, action, reflection** and collaborative learning? When and where?

~~13. Do you seek to discern where your professional knowledge, your expertise, can **contribute to the collective** process rather than overwhelm or undermine it?~~

~~14. Do you foster collaborative inquiry and choose to create spaces for such inquiry, through **cycles of dialogue, action, reflection** and collaborative learning? When and where?~~

*(Questions extracted from reflection paper "Perspectives on Sustainability for AP in HEIs", page 15-16)*

# THE TRANSFORMATIONS (in myself, around me) I WANT TO LEARN & PROMOTE

Project Development & Management

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Teaching Methodologies

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Innov. & Entrepreneurial Skills

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Science to Business

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# Reported summary

Nine teachers participated (out of 19 registered) in the first Coaching Circle the 20/5/21, coming from 4 (out of the 6) ESEE Universities.

In it, a reflective dialogue was maintained considering the different phases or world views within HEIs, and the evolutionary patterns they show worldwide. In addition, a joint exploration of the key elements that we want to learn in the TrainESEE modules was carried out, to illuminate the development of the Acceleration Programs.

The need for closer collaboration of HEIs with stakeholders and the community to facilitate evolution was emphasized. It was also considered that ESEE Universities have to approach the market (offering business experience opportunities), but they must do so in accordance with the characteristics of each university and its environment. The need to better articulate an open dialogue as a basis for true cooperation between different groups of people, especially between students and teachers, was also expressed. Other more specific aspects appeared in relation to teaching methods or the impact of science on business and entrepreneurship. On them, work will continue on the TrainESEE modules.

# Next Steps

- You, as participant in a training module, are responsible for the corresponding contributions to the Acceleration Programme of your university
  - How to transfer / translate your learnings into your university?
  - What are the activities and resources needed?

Each University will appoint a person to gather the different contributions from each training module.

Please, joint the [Linked-in TrainESEE cross-module working group!](#)