

Entrepreneurial geographers with scientific curiosity, process expertise and systemic consulting skills; more than 20 years of professional experience in conflict areas, international scientific cooperation and communication processes, controlling, strategy development and organisational process support; long-standing teachers, trainer and certified (teaching) coaches; authors of articles and books.

We make space for sustainable learning -  
for improved communication, collaboration and change



Dr. Christine Kohistani & Dr. Sardar M. Kohistani

# SUSTAINABLE

## Learning & Development

Workshops. Coaching.  
Consulting.



SAMIN.WORLD oHG

Gerresheimer Landstr. 129 | 40627 Düsseldorf  
[www.samin.world](http://www.samin.world) | [dialog@samin.world](mailto:dialog@samin.world)



## WHAT WE DO

## MENTAL MAPS

### Awareness for culturally reflective collaboration

Multicultural teams can gain critical knowledge and innovation advantages if they can establish a culture of open and trusting communication.

Different communication, learning and working cultures have an impact on working and supervisory relationships, but also on knowledge transfer, discussion and collaboration.

Sometimes processes in intercultural work settings develop their own complex dynamics that are difficult to predict.

Understanding different ways of communicating, learning and working helps to develop new cultural standards for working together and to approach collaboration with an open mind.

These workshops help to reflect on one's own cultural understanding and to become more confident in developing constructive work relationships in culturally diverse environments.

#### THEMES

- ▶ **Meeting Cultures. Culturally sensitive collaboration**  
Diversity of cultural identities and value systems, conditions for culturally reflective cooperation, culturally reflective teaching, leading and supervision, shaping communication and cooperation in teams and groups
- ▶ **DoNotHarm. Valuing heterogeneity**  
Exploring unconscious biases, dealing with differences, stereotypes and discrimination, reflecting error culture, establishing trust and mutual understanding

#### LEARNINGS

- ▶ Reflection on unconscious assumptions and own attitudes towards other cultures (*Mindset*)
- ▶ Greater understanding of culturally diverse influences on communication and collaboration (*Knowledge*)
- ▶ Reflecting on and expanding the own awareness of culture (*Reflection*)
- ▶ Strengthening skills for culturally reflective interactions (*Competencies*)

## PEACE TALKS

### Strengthening culturally sensitive conflict skills

Collaboration in teams, groups, teaching, and supervision is not always smooth. Collaboration becomes particularly challenging when conflict makes communication difficult.

Conflicts come from many different sources and manifest themselves in many different ways. But they have one thing in common: they create stress and strain for everyone involved.

Regardless of background or culture, feelings are expressed in physical ways. Memories, cultural and physical perceptions shape individual actions and communication, especially in conflict situations.

These workshops provide knowledge about conflict development and conflict resonance. They support the development of alternative action strategies that promote constructive cooperation.

#### THEMES

- ▶ **Reconcile. Respectful conflict resolution**  
Orientation and navigation in conflict cultures, understanding conflict dynamics in culturally diverse work contexts, establishing conflict-sensitive communication, moderating conflicts
- ▶ **Resonate. Recognising conflict resonance**  
Reflecting on conflict behaviour and communication, conflict patterns in diverse relationships, interaction between traditional ways of acting and feelings, strengthening confidence and self-awareness

#### LEARNINGS

- ▶ Understanding the connections between conflict development, behaviour, communication and embodied feelings (*Knowledge*)
- ▶ Reflection on inner attitudes that facilitate overcoming difficult challenges (*Mindset*)
- ▶ Best practices and limits for conflict management (*Methods*)
- ▶ Impulses to experience oneself as a facilitator in conflict (*Competencies*)

## WORKSHOPS

## FELLOWS COMPASS

### Orientation in the scientific landscape

International scholars face the challenge of supervising students, actively participating in research and teaching, and at the same time familiarising themselves with the working culture of German higher education.

One of the findings is gaining ground: The new higher education system and its expectations differ from previous experiences.

Refugee academics face particular challenges. Individual traumas and concerns about their families back home overshadow their work on their own academic development.

For advisors, supervisors and mentors, these experiences can become a burden and create uncertainty in their own work environment.

These workshops provide support for international scientists to gain more security in academic organisations.

For supervisors and advisors who work with people from crisis areas, these workshops offer space for reflection and exchange of experiences.

### THEMES

- ▶ **Science Compass. Navigating the system**  
Navigating the German higher education landscape, managing and steering research projects, processes and expectations of doctorates and disputations, culturally sensitive supervision in research and teaching
- ▶ **Reflexion Compass. From the conflict area to here**  
Recognising crisis symptoms in support, management and advisory settings, communication and cooperation in times of crisis, role reflection in stressful situations, options for action and limits to support.

### LEARNINGS

- ▶ Greater security through an understanding of the interrelationships in the German higher education landscape (*Knowledge*)
- ▶ Greater clarity of expectations in intercultural supervision scenarios and increased awareness of working with people from conflict areas (*Reflection*)
- ▶ Exploring opportunities and limitations in teaching, leadership and advisory roles (*Mindset*)

## CHANGE MAKER

### Sustainability skills for a changing world

The increasing complexity of dynamic environments and variable working relationships is placing new demands on collaboration.

Facilitating the resulting discourse in a goal-oriented manner, including the perspectives of those involved, motivating personal responsibility and setting organisational goals require transformative and dialogical skills.

Valuing communication, diverse perspectives, a work culture of openness are just some of the conditions that make collaboration successful.

This is no easy task, as the complexity of the requirements increases with the diversity of the participants.

The challenge is to guide the participants through innovative thinking spaces without allowing working relationships or sensitivities to limit the dialogue.

These workshops raise awareness of the importance of sustainability skills and the range of co-creative support processes.

### THEMES

- ▶ **DialogAbilities. Facilitating collaboration**  
Setting the framework for groups, themes, change objectives, group dynamics, roles, relationships, monitoring communication, co-creative aspects of interaction
- ▶ **SustainAbilities. Leading transformation**  
Inner Development Goals (IDG) as a framework for sustainable skills development, dialogical leadership and guidance in the interplay between transformative sustainability skills and an explorative mindset

### LEARNINGS

- ▶ Principles of sustainable, transformative dialogical approaches to the design of leadership and group processes (*Knowledge*)
- ▶ Reflection on roles, relationships and communication (*Reflection*)
- ▶ Promoting empathic attitudes and exploring individual boundaries in interaction (*Mindset*)
- ▶ Expanding transformative and dialogue methodological skills (*Competencies*)

## WORKSHOPS

## LESSONS LEARNED

### Academic cooperation under conflict conditions

Scientific cooperation with partners in conflict areas offers opportunities for the establishment and further development of academic infra-structures and scientific quality.

Investments in higher education development make a sustainable contribution to economic and social growth. Many young academics trained in cooperation projects later assume key positions and become multipliers in international cooperation.

Cooperation provides opportunities for mutual learning, exchange of experience and the development of new scientific fields of work, as well as teaching and skills development projects to equip universities and their staff for the future.

However, working with partners in conflict countries also comes at a price. Unexpected political developments and emerging crisis situations threaten to jeopardize international cooperation and pose particular challenges for those involved.

This workshop addresses the challenges, strategies and related questions of working with partners in conflict areas.

### THEMES

- › Framework conditions for cooperation in fragile countries; developing agreements, critical roles and responsibilities
- › Building mutual trust under critical environmental conditions; dealing with misunderstandings, conflicts and crisis situations
- › Sustainability in curriculum and skills development; academic development in the geopolitical field of tension between diverse actors
- › Challenges for the development of future-oriented universities and international academic cooperation

## SYSTEMIC MAP

### Systemic organisational development

### THEMES

- › **DevelopmentMap**  
Developing a systemic map for organisational development, defining landmarks for the organisation, communication and cooperation, navigating the organisational culture with the compass of understanding, identifying patterns and blind spots, generating active participation, planning, implementing, sorting, reflecting and adapting sustainable development step by step.
- › **ResourceMap**  
Towards sustainability by discovering and integrating existing resources, closing skills gaps, engaging people in the organisation in lifelong learning, promoting sustainability skills, developing a framework for designing skills for complex change processes.

In a changing world, stable working relationships are needed to find common answers to the challenges of the times.

Facilitating resulting discourses in a goal-oriented manner, including the perspectives of those involved, motivating personal responsibility and setting organisational goals requires transformative and dialogical skills.

This is no easy task, as the complexity of the requirements increases with the diversity of participants and relationships.

Transformation journeys are often associated with profound changes in the organizational landscape. Navigating development paths requires a pioneering spirit, resilience, equipment and, above all, a team that helps shape the direction and milestones.

Systemic process support for organisational development, communication and collaboration help to ensure that everyone can follow the development paths at their own pace, without losing sight of the environmental contexts.

# COACHING

## Sustainable learning spaces

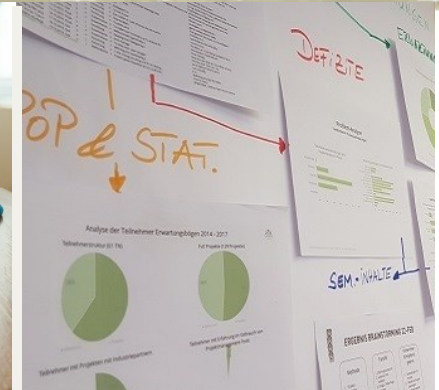
Coaching opens up diverse perspectives, creates access to knowledge and competence potential, supports change processes and promotes greater security in leadership and collaboration.

Our coaching supports the development of reflection and action skills to meet the challenges of culturally diverse work systems such as teams, groups, leadership and collaboration.

We use systemic, culturally reflective methods to open spaces for reflection and support learning and development processes.

### THEMES

- **Peer.**  
Peer coaching initiates sustainable learning within the organization and promotes togetherness. "Peer-to-peer" refers to the mutual support and sharing of knowledge at the level of like-minded people.
- **Conflict.**  
Conflict coaching is professional assistance in dealing with and overcoming conflicts.
- **Team.**  
Team coaching creates a framework in which teams can reflect on their development processes in order to develop new or modified forms of cooperation.
- **Leadership.**  
Leadership coaching is a professional sparring session to ensure clarity of leadership roles and to include organizational contexts.
- **Teaching coaching.**  
Teaching coaching accompanies further training to become a (teaching/master/senior) coach according to the standards of the German Association for Coaching (DGfC).



As certified (senior) coaches we follow the guidelines of the German Coaching Association (DGfC) as well as the Round Table Coaching Association (RTC).

# COACHING