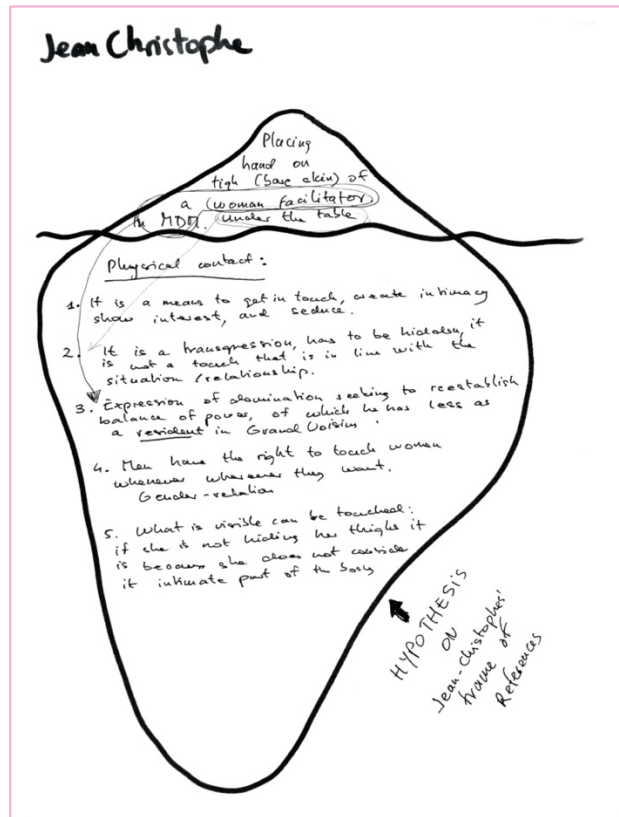





CRITICAL INCIDENTS THROUGH ICEBERGS

Analysing critical incidents through the metaphor of the iceberg allows us to explore our representations, norms and values in which we have been constructed and which surface in the encounter with difference. This exercise teaches us to become aware that different values, norms and representations are connected to the same facts/behaviours.



ACTIVITY STEP BY STEP

	<p>45 minutes analysis in small groups 75 minutes sharing and commenting</p>
	<p>Adaptable for 4 – 20 participants (small groups should not be bigger than 5)</p>
	<p>Flipchart papers for each group Markers Printing tables for each incident to analyse: identities table and context table.</p>



As a preparation you should read all incidents and choose the ones you feel confident in analysing. You may also need to do some preliminary research to have some clues about the frames of references involved in the incident.



1. Introducing the role of the narrator and the support people: the narrator should read the incident to the team members, answer any questions of clarification. At this point the others should not try to solve the incident, nor should they assess how the narrator behaved. In no case should they judge the narrator. They should be in an attitude of active listening, support, then later on when they explore the frames of references they should ask questions / propose values and norms to the narrator.
2. Introducing the templates: the table of “identities” should collect the different layers of identity of both the narrator and the person triggering the shock. To go one step beyond we propose to identify for both the social value corresponding to each identity position in general and also in the particular context. The table of “context” should explore whether and how elements of the physical and social context have influenced the situation. The reporter should read out the descriptions and if they found relevant elements also how they impacted the shock experience.
3. When exploring the icebergs, it is very important that the groups start with the iceberg of the narrator first, and then explore the iceberg of the other person. Concerning this latter it must be clear that what we can emit are only hypothesis as the other person is not present.
4. Letting small groups do their work independently, but checking them from time to time to see where they are, whether or not there are misunderstandings or blockages etc.
5. At the presentation: invite groups one by one to show their analysis. **IMPORTANT.** The narrator cannot be the one that presents the analysis. To present the analysis they should start with the table of identities, briefly showing what are the identity elements that separate and that connect the two parties.
6. When the presenter explains the icebergs, the facilitator and the other participants can propose new elements that the group hasn’t thought about.



To debrief ask participants how they felt in the analysis, what was easy, what was difficult, whether they have learnt something new.



The method of critical incidents can result in enlightening revelations, but only when we manage to go beyond a superficial level. It is your mission to help participants go “deep beyond sea level” and identify the values and norms relevant in the situation.

When exploring the frames of references (values, norms, representations etc.) support team members can use questions such as (example..): what does “femininity” mean to you? Is gender equality important to you?



The method of critical incidents was developed by Margalit Cohen-Emerique. Using the icebergs as an illustration was the idea of Cécile Stola (élan interculturel)



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