

Toolkit

for Life Coaches

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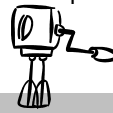




TOOLKIT for Life Coaches


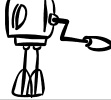




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*“Your legacy should be that you made it better
than it was than when you got it”*

– Lee Lacocca

For the past 30 years we have been working with individuals, groups and organisations to help people discover what they need in order to develop their personal growth. Very often we found that people experienced growth when least expected – even a simple ball game could lead to great experiences or a hiking trail could change people’s lives because of the things they discovered about themselves, by themselves.

We started to see that in this post-modern world, someone standing in a boardroom in front of a group of people for hours on end trying to facilitate change was a thing of the past. The post-modern boardroom has become a place where people are exposed to various experiences that are accompanied by lots of laughter, fun, music, playing and interaction. This is all whilst people change, plan or build new dreams. The skilled facilitator uses activities, games and experiences as tools to address much deeper problems that need to be solved or questions that need to be answered. We discovered that when you wholeheartedly believe in the potential of people and use the tools in this toolkit, it is possible to help them develop way beyond what they believed was possible.

We started to use Dr Roger Greenaway’s theory concerning reviewing. This approach fitted our findings about the post-modern boardroom like a glove. We began to realise that almost any activity or experience could be used to stimulate learning.

During our formal training as mentors a few years ago, we came to the realisation that the tools we used to help people grow individually and in groups are also perfect tools for any life coach’s toolbox. Some of these tools are games and low impact activities, while others are real-life exercises which are drawn on a piece of paper.

Introduction



When we realised the value of simple activities for enhancing group discussions and team development, we decided to write this book as a follow-up on our book: “Reviewing Really Rocks”. We wrote this book for all facilitators, mentors, life skill coaches, pastors and people who work in the field of the development of people.

In a all too fast changing world it is necessary to take stock from time to time to see whether the group you are working with is still on track. Families, congregations, organisations and businesses all experience on-going change in their systems. Changes in personnel, structuring, economic pressure and competition force the Human Resource Manager (or whatever job description is applicable) to be and remain creative in supporting and sustaining development when new teams are set up or when established teams need to be re-energized or even when individuals feel they are burning out. On the other hand we discovered that organisations and systems that include coaching and mentoring as an integral part of their operations, often report dramatic improvements in employee motivation, morale, retention and productivity.

Previously it has been acceptable that change has been initiated from the above, within a hierarchical system. This is no longer the case where it is recognised that if the group doesn’t take ownership for the change, most changes introduced tend to be counter-productive. As a result, an increasing number of organisations are making use of mentors and life skill coaches to work with individuals or groups to help them make successful transitions when change and growth become necessary. With this book we offer a tool for life coaches and mentors to make their jobs easier. The tools used in this book have come from a lot of different sources and no sources in particular. Some of these tools have been used by facilitators and life coaches for many years and they have survived the test of time. We do not claim that these are new tools that were invented by us. What we have done is streamline how these are presented and explore possibilities they present for reviewing within group mentoring and coaching conversations.

We find it very exciting to see how these tools take on a unique life of their own in every situation. It is also exciting to see how differing variations of these tools are adapted by creative mentors and coaches. Therefore we do not claim copyright on any of these tools. We love to see how these tools are used, adapted, developed and changed. We also hereby acknowledge the input from our mentors at the

Adventure and Recreation Association (ARA) as well as from other people such as Roger Greenaway, Lood Spies, Frederick Marais, Arnold Smit, Julian Müller, Johan van den Heever, Claudine Opperman and everyone else who has influenced our thoughts.

What is mentoring or life skill coaching?

We have already used the words mentor and life coach a number of times in this book. To set the stage for the rest of this book, we need to clarify the meaning of the words 'mentoring' and 'life coaching'.

The word "mentor" has its roots in Greek mythology. Mentor was Odysseus, king of Ithaca's, old and trusted friend. We read about him in the writings of Homer in the *Odyssey*. When Odysseus went to fight in the Trojan War, he left the care of his household to Mentor. Mentor then acted as an overseer and teacher to Telemachus, the son of the King. When the war ended Odysseus was condemned to wander vainly in search of his home. During this time Telemachus set off to find his father. He was accompanied by the goddess Athena, who took the form of Mentor. Later, father and son were reunited. Together they successfully cast down the usurpers of Odysseus's throne to restore the kingdom and birthright of Telemachus. Thus the role of Mentor was not just to raise and care for Telemachus but to prepare him for the responsibilities and tasks ahead. Today the term 'Mentor' has become synonymous with the concept of friend, teacher, trusted adviser and wise counsellor.

A few characteristics of a mentor can be derived from this story. A mentor is someone with wisdom and who can be trusted. He usually has experience in life and has the time to journey with his mentee. He acts as a guide on this journey and he helps his mentee to develop to his full potential. As Athena adopted the form of Mentor, a modern day mentor should have masculine and feminine attributes to empower, support or sponsor, and sometimes even counsel his mentee.

David Clutterbuck, a renowned expert on mentoring says: "A **mentor** is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust."

Mike Murdoch defines it a bit differently. He says your mentor is not necessarily your best friend.

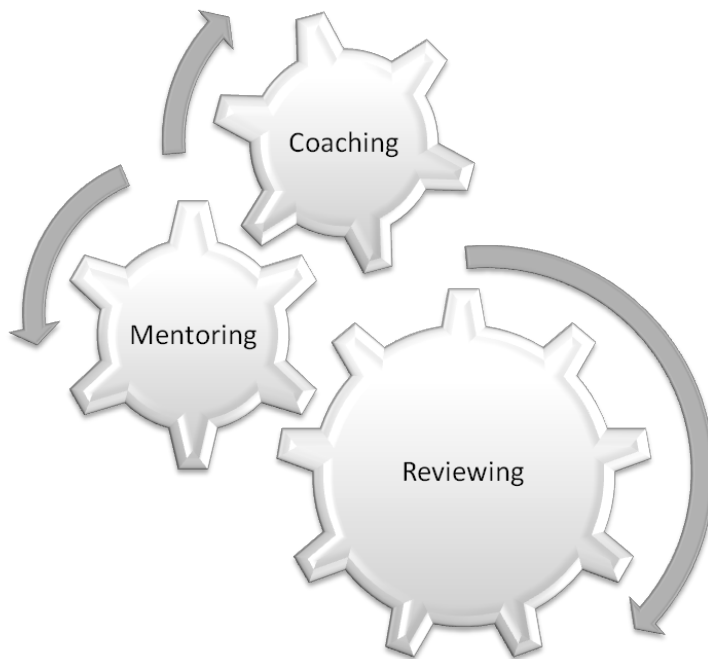
- Your best friend loves you the way you are;
- Your mentor loves you too much to leave you the way you are.
- Your best friend is comfortable with your past;
- Your mentor is comfortable with your future.
- Your best friend ignores your weaknesses;
- Your mentor removes your weaknesses.
- Your best friend is your cheerleader;
- Your mentor is your coach.
- Your best friend sees what you do right;
- Your mentor sees what you do wrong.

The International Coach Federation (ICF) defines mentoring as “partnering with clients in a thought-provoking and creative process that inspires them to maximise their personal and professional potential.” In this creative process mentors and coaches use a wide range of individual and group interventions with the intention to achieve positive change.

Mentoring usually happens in a one on one relationship between the mentor and mentee. However, we believe that mentoring and coaching can take place in groups, especially when the skilled mentor makes use of creative "tools" and "reviewing" techniques.

We believe the main task of a mentor is to help individuals and groups to develop, function, evaluate, empower, envision and in the end celebrate their successes. Successful mentoring or coaching is a series of conversations that lead to superior performance; commitment to sustained improvement; and positive relationships.

However, this is not a linear process and no single aspect can be separated from the other. It can be set out as follows:



In the second part of this book, we will describe the tools which we are using in the processes described in the picture grouping above (development, effectivity, evaluation, empowerment, celebration and visioning).

Coaching or mentoring?

A quick note about the two terms “mentoring” and “coaching”: Some people use the two words interchangeably. Although there are no clear boundaries between the two words, it would be safe to say that mentoring focuses more on relationships while coaching is more task-oriented. Mentoring is about the transfer of interpersonal skills, support and care, building of relationships and availability of resources. Coaching has more to do with observation, identification, monitoring,

Best practices in Group Coaching

The first mentoring experience is usually the most important one. It must be presented in such a way that the group will enjoy it and will want to return for another experience.

demonstration and finding of solutions.

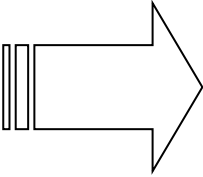
In a system (organisation or congregation), when working with the most senior management (level 1) there will be a more urgent need for mentoring and not such a great need for coaching. The reverse is true for the lower levels in management (level 3). The need for coaching at level 3 is much higher, while the need for mentoring is not so high. It can diagrammatically be represented as follows:



In this book we do not differentiate between mentoring and coaching. We simply describe tools that can be used in both processes according to each unique situation.

We believe there is more potential in group coaching and mentoring than meets the eye.

Group mentoring / coaching



Whether formally or informally, it's important to recognize that practically everything we accomplish happens through teamwork. We are not on our own. Everyone works within a loop of social accountability – a family, a congregation, a business.” These are the words of Max DePree, author of several books about business and the founder of a highly successful furniture company. Nowhere are these words truer than in today's business and professional world.

Years ago Carl Gustav Jung understood something of this when he said: “The ‘Group Shadow’ is exposed to collective infections to a much greater extent than is the conscious personality. When a man is alone, for instance, he feels relatively all right... (But when in a group) he gives way to impulses that do not really belong to him at all.” We are convinced that mentoring or coaching groups opens up possibilities to new and unique impulses that would not have been possible during one-on-one conversations.

A distinction should be made between group coaching and other forms of group work such as facilitation, moderation and training. Coaching in groups requires a different set of tools and competencies that are not necessarily the same as “one-on-one” coaching. When the setting changes from "one-on-one" to "one-to-many", the work becomes quite complex. It calls for a deeper understanding of the psychodynamics of groups and requires a new set of skills.

Although one-on-one mentoring and coaching may have its benefits such as confidentiality, honesty and individual attention, the benefits of group mentoring and coaching should not be underestimated. Besides that it is more cost-effective for the client, there can also be an enhanced understanding of how a group member's own behaviour impacts the group task and their colleagues in the organization.

In their “Group Executive Coaching” workshop, ORGDYNE Training & Consulting,

Best practices in Group Coaching

☺ Reviewing is not about the coach, but rather about the group. Speaking is not solely left to the coach, nor is listening, only the group's responsibility. Rather, the coach shares a thought which the group will discuss and then the coach listens to the discussion.

LLC (USA) (www.orgdyne.com) describes, amongst others, the following potential benefits of “Group Coaching”:

- Allows members to “collectively” work through the various phases of group development, such as forming, storming, norming, performing, and adjourning.
- Trust building with peers and direct reports.
- Shared accountability.
- Opportunity to co-create a “shared vision” and talk about “shared fantasies”.
- Ideal setting for working through conflict.
- From a systems standpoint, the “self governing” process helps build a sense of ownership.

Reviewing techniques

In this book we use reviewing as a powerful tool that group life coaches and mentors can use to reach and support people in a fresh, new way, all the while helping them to grow, plan or dream. Reviewing techniques are not the alpha and omega of mentoring and coaching discussions. However, they are a very important tool to open up mentoring and coaching discussions. Reviewing also helps with the developing, functioning, evaluating, empowering, visioning and celebrating processes in these discussions. Graphically it can be represented as follows:



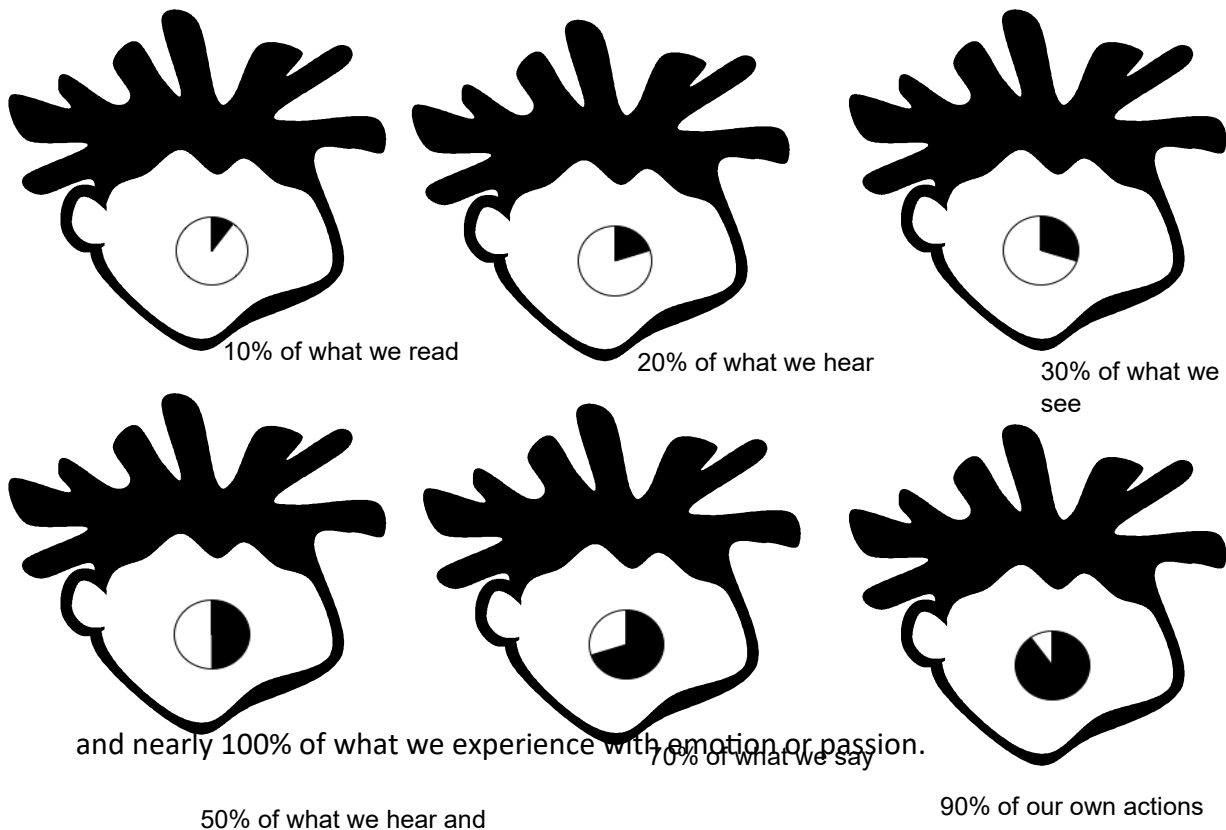
Why do we use tools and games in group coaching?

As long ago as 1946, Edgar Dale pioneered the study of effective teaching methods. He developed a model that is widely known as Dale's Cone of Experience. This model has been adapted over the years and in its revised form, is still used today when people talk about the transfer of knowledge, skills and values. In the model Dale describes several ways in which learning and transfer takes place.

The top point of his triangle represents the old way of transferring knowledge: the teacher delivers his knowledge orally to the group. It is mainly one-way communication and is not so effective.

The base of the triangle represents real life experiences of the members of the group. The group is an active part of the learning process.

Today we know that it is important to use all our senses in the learning processes. In reviewing we do this, because we know people remember only



Best practices in Group Coaching

☺ Most of the ideas in this book are adaptable. You can expand on the tools, combine two or three of them or you can use an idea to invent a new activity. Remember though that the outcomes that are reached in the reviewing session after the activity/experience are the important aspects, not the tool itself.

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Therefore, after a group or individual has been exposed to a tool, they are guided by means of a variety of reviewing techniques to discover new insight and motivation to change for themselves. It is never only about the tool, but always about the new insights, motivation and change that come through reviewing the tool. The danger of a programme full of fun tools is that it can just be fun without any learning or growing experiences. If fun tools are only added to liven-up a boring programme without good content, it becomes like applying make-up to a corpse. The mentor must always be well prepared on the one hand, but should also be able to think on his/her feet and be able to adapt, should things not turn out as anticipated.

Dale indicated that the most effective learning occurs when a person himself goes through an experience. He further believed that any of the approaches in his triangle could be used, depending on the needs of the learner.

What is meant by the term "reviewing"?

Reviewing includes a number of tools that are used to encourage individuals or groups to discuss, reflect on and analyse the experiences they had. These can include among others:

- To look for a picture or an object to focus their thoughts;
- To draw a picture that depicts the emotion experienced as part of the learning experience that they have had;

- The individual/group can be guided to relive the experience that they are reflecting on in a different way;
- They can be guided to experience the vision that they have for themselves by imagining how their future will now be.

Active reviewing methods therefore, supply useful instruments to facilitate the understanding of what was learnt using the tool.

Active reviewing methods can help

- to improve the quality of the communication between the mentor and the participant;
- to accelerate processes that are held up by discussions;
- participants to retain learning longer;
- the mentor to communicate the learning areas more clearly.

Reviewing in practice

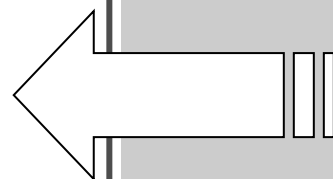
The model we are using throughout the book to formulate our reviewing questions, is based on the model developed by Dr Roger Greenaway. You can visit his website at www.reviewing.co.uk. This very practical model uses the 4 suits in a deck of cards, namely diamonds ♦, hearts ♥, spades ♠ and clubs ♣. The Joker J is also used from time to time.

After an individual/group has been exposed to the “tool” (called the past story), the mentor uses the model below to formulate questions. These questions will guide the group/individual to interpret the experience in such a way that they can grow from the experience.

In this way a group/individual is enabled to create new stories for themselves (called future stories) that are acceptable and useful in living a purposeful life.

Remember, effective questions

- are open-ended (ask more “why”, “how” and “if” than “what” and “who” questions),
- are easy to answer,
- are not judgmental,



- do not shame anyone,
- use language that all members of the group will relate to,
- are not ambiguous and
- look at things from an interesting perspective to provide deeper thought.



The diamond represents the event (past story) from the participant's perspective – the facts and impressions. It is common knowledge that a diamond is hard and almost indestructible. We use the hard diamond as a metaphor to search for the hard facts without any emotion.

- What was the first thing that we noticed about the activity/ experience?
- What happened?
- What did we immediately assume would happen (perhaps incorrectly)?

The diamond has many facets:

- It is good to hear the perspectives of other group members.
- How does the activity look from another perspective?

The diamond is also very valuable:

How can we apply what we learnt from the facts?



The heart represents the event/experience/story – how it felt and what emotions were experienced.

- Which emotions did you experience during the event?
- How was the experience for you?
- Did it remind you of other experiences?
- In which way was it the same/different from the experiences that it reminded you of?
- How intense, new, special, surprising, interesting, frustrating, upsetting, inspiring or reassuring was the experience for you?



With the spades we dig a little deeper. Now the story is *investigated*. Typical questions that are asked here are questions seeking explanations, opinions and conclusions.

reasons,

- Why did this happen?
- Why did you not rather...?
- What was it that made you feel like you felt?
- What made you think about it?
- What could you learn from this?
- What did you find out?



The club represents the future story and future growth – in as many directions as possible. It can include plans of



action, resolutions, opportunities,
options and decisions. The club enables us to envisage and dream about the future.

- How can we use what we learnt to change the future?
- What do we want our future story to look like?
- How can we write a new future story with the new information that we have gathered?



J

The Joker is a random card that can be used anytime during the reviewing process. It might be necessary to temporary/permanently end the process due to a number of reasons:

- something unexpected has happened and the discussion cannot continue;
 - an important issue is raised that needs immediate attention;
 - group members are not ready to delve deeper;
 - group members are not in the mood to continue with the process;
 - the facilitator/therapist realises that the group needs a new experience/story to get the processes going again; the process has come to a standstill and is not making any progress.

Ways to play the Joker:

- initiating a new story/experience;
- making a joke;
- taking a few moments of silence;



- beginning a discussion about the current discussion; taking a break.

Which card is played first?

♦ as opening card:

Usually a reviewing session is started with the ♦ questions (facts).

♥ as opening card:

Sometimes the facilitator prefers to start with the emotions. The discussion then starts where the group members are emotionally at that moment. ♥ and ♦ are then used simultaneously. The ♠ and ♣ then follow after that.

♠ as opening card:

There are occasionally situations where it does not make sense to start with the facts of the story/experience:

- when the activity/story was very short, has only just been completed and is still fresh in everyone's memory;
- When the subject that has to be reviewed is impersonal or technical and is about things "out there" rather than about the human aspects of what happened;
- When the reviewing process has already started informally by participants sharing facts and experiences during the activity;
- When the participants are skilled and at ease with the ♠-questions; it may make sense to open and close the discussion with the ♠;
- When the facilitator already started asking short reviewing questions encouraging group members to observe what was happening or to discuss their emotions during the activity;

When observers observe the activity, participants can control the feedback by asking the observers ♠-questions.

In this case only ♠ and ♣ are played. Alternatively, the sequence can look like this: ♠, ♦, ♥, ♣.

♣ as opening card:

Normally the ♣-card is not played first. However, when the group has problems with motivation, vision, commitment or direction it can be useful to start with this card by sharing the expected outcome with the group. The disadvantage is then that the group is then morally compelled to reach the outcome. It is then possible that, in this process, they do not take ownership of the outcome.

In this case this will be the sequence: first ♣ followed by ♦, ♥, ♠, ♣.

When the air must be cleared:

Sometimes at the beginning of a reviewing session emotions can run so high that these immediately need attention.

- Sensitive facilitating of the emotions is by far the best way to go, so start with ♥, followed by ♦, ♥ (again), ♠ and ♣.

If the facilitator is uncomfortable with the emotions raised it may be necessary to play the **Joker** and take time-out.

Remember that the **Joker** can be played at any time during the process.

Key to understanding this book:

We believe the outcomes of every mentoring or coaching conversation are at least one of the following:

- development,
- effectivity,
- evaluation,

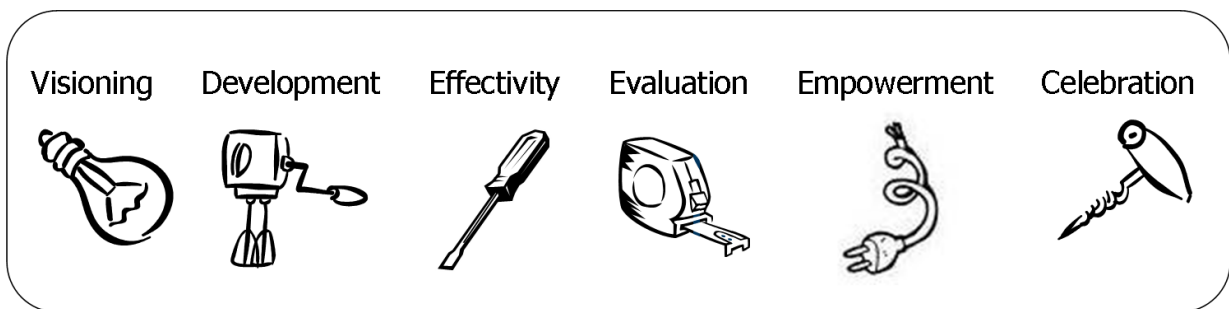
- empowerment,
- visioning and
- celebration.

We linked every tool in this book to at least one of these outcomes. We believe the axis around which everything turns in mentoring or coaching conversations is the process of reviewing questions:

In the book we use the following icons to show whether a tool can be used for development, effectivity, evaluation, empowerment, visioning or celebration:

We linked every tool in this book to at least one of these outcomes. We believe the axis around which everything turns in mentoring or coaching conversations is the process of reviewing questions:

In the book we use the following icons to show whether a tool can be used for visioning, development, effectivity, evaluation, empowerment or celebration:



This book presents each tool in a structured format. Each tool has these standard elements:

- Name of “tool”;
- Outcome (visioning, empowerment, development, effectivity, evaluation, or celebration);
- To be used by as individual or as a group tool;
- Materials – aids needed to present the tool to the group;
- Description of tool and
- Suggested Reviewing questions.





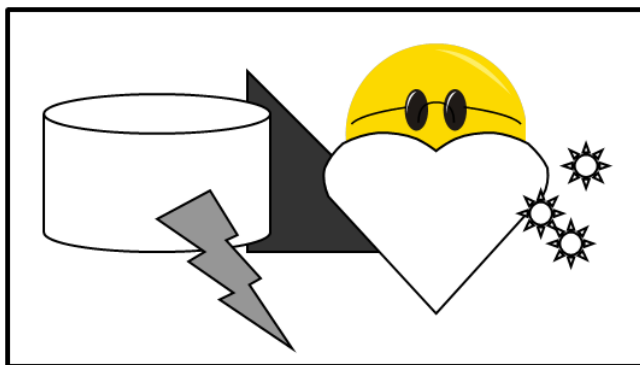
Toolkit





- **Name of tool:** Back to back
- **Outcome:** Effectivity
- **Individual or group tool:** Group
- **Materials:** Clean sheets of paper, pens/pencils.
- **Procedure:**

Enlarge the following sketch and make sufficient copies to provide a copy between two participants.



The group members need to sit back to back. Give a sheet of paper with the diagram to one person in each pair. Give a clean sheet of paper to the other person. Ask the one with the diagram to describe it to the other person. The second person must try to draw the diagram without seeing it. As an alternative, any other picture can be used.

A second diagram/picture can be used and roles can be reversed so that the describer now tries to draw the picture.

Reviewing questions

◆ Diamond questions (facts)

- Briefly relate the experience to an imaginary friend who was not present during the event.
- What did you find interesting or funny?
- Which part of the event was the most difficult for you?

Best practices in Group Coaching

© Choose the spot where you are going to do the reviewing carefully. A quiet place somewhere in nature is better than a place where other activities, such as children running around, can break the concentration of the group.

♥ Heart questions (emotions)

- Name two emotions that you experienced.
- What were the best and the worst parts of the activity for you personally?
- How do you feel when you realise that someone understands you?
- How does it feel when someone does not understand you?
- Did you sense that you have experienced these types of feelings before in another place?

♠ Spade questions (dig deeper)

- How did your emotions influence your words and actions?
- What did you learn about yourself?
- What did you learn about your partner?
- How would you do the activity differently next time?
- In which way was this activity similar to life?
- Why is it frustrating when others do not understand you?
- Why is it difficult for family members to listen to each other?
- What helps family members to listen to each other?
- How well did you complete the activity?
- What could you do next time to improve your results?
- What did you appreciate about your partner?
- In which way was this activity similar to the communication in your company?

♣ Club questions (future)

- How can this experience help you in future?
- What new possibilities did you discover?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?
- What is your pessimistic and optimistic view of the value of the experience?
- I will be disappointed/happy if the following happens...

- **Name of tool:** Blindfolded decisions
- **Outcome:** Visioning, Development and Empowerment
- **Individual or group tool:** Group
- **Materials:** Blindfolds. Items of different shapes and sizes.
- **Procedure:**

Let the group members sit in a circle. Let everyone blindfold themselves. The facilitator should send around items of different shapes and sizes. Each person should be given the chance to guess what the item feels like. Start with easy shapes and then move to more difficult ones. When everyone has had a chance, the group as a whole decides what the item was. They must keep their blindfolds on during the discussion and decision-making. After the group has decided on all the items, let them take off their blindfolds to see what the items actually were.

Reviewing questions:

- ♦ Diamond questions (facts)
 - If you were a fly on the wall what would you have seen?
 - Was there a time that you desperately wanted to get rid of the blindfold? What prevented you from doing that and why?
 - Did anything unexpected happen?
 - What did you find interesting or funny?
 - What did you hope/think/fear would happen that did not happen?
 - What did you enjoy most?
- ♥ Heart questions (emotions)
 - What emotions did you experience?
 - How did it feel to be “blindfolded”?
 - What were the best and the worst parts of the game for you personally?
 - Who in the group experienced the same feelings as you did?
 - Was it helpful or more difficult to decide what the item was after you heard what the other group members said? Why?
 - In what way did the blindfolding influence the discussions?

Best practices in Group Coaching

© When reviewing it is advisable to sit in a circle, preferably around a table, or on the ground with group members' knees touching each other. Do not allow anyone to sit behind anybody else. That person will feel alienated and will probably not take part in the discussion.

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♠ Spade questions (dig deeper)

- What did you learn about yourself and about your group members?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group?
- Why was it so difficult to be “blindfolded” during this game?

In which way was this activity similar to life?

♣ Club questions (future)

How can this experience help you in future?

What are you going to stop/change/continue with in future?

What new possibilities and choices can you recognise now?

What was the biggest lesson you learnt from this experience?

Best practices in Group Coaching

© Remember that there are people who are very uncomfortable during reviewing sessions and may find it an intimidating experience. Those who struggled with the activity may feel exposed. It is wise to inform the group from the start that nobody will be forced to take part in the group discussion. The following guidelines may be of assistance to participants:

- You can ask someone to speak on your behalf.
- You are free to leave the room/group at any given time.
- Anyone may veto a subject at any time.

You do not have to take part.

- **Name of Tool:** The Blind Men and the Elephant
- **Outcome:** Visioning, Celebration.
- **Individual or group tool :** Group or individual
- **Materials:** Printouts of the poem; blank A4 papers; crayons.
- **Procedure:** Read the following poem by John Godfrey Saxe (1816-1887) to the group. If you wish, you can hand a printout of the poem to each member.

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The *First* approach'd the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The *Second*, feeling of the tusk,
Cried, -"Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The *Third* approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:

The Blind Men and the Elephant



"I see," quoth he, "the Elephant
Is very like a snake!"

The *Fourth* reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he,
"'Tis clear enough the Elephant
Is very like a tree!"

The *Fifth*, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The *Sixth* no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail
That fell within his scope,
"I see," said he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

MORAL.
So oft in theologic wars,

The disputants, I ween,
Rail on in utter ignorance
Of what each other mean,
And prate about an Elephant
Not one of them has seen!

Reviewing questions

- ◆ Diamond questions (facts)
 - Make a drawing of the elephant the six men in the poem saw.
 - Show your drawings to one another and give a description of your drawing to the group.
- ♥ Heart questions (emotions)
 - Name one emotion that you experienced while reading the poem. Was it good or bad?
 - Ask the group members what they think each person's feelings are about your/your department's role within the organisation.
- ♠ Spade questions (dig deeper)
 - Why do people think they have all the answers?
 - Is there only one reality? Is it good or bad?
 - Tell a story about a leader with a vision.
 - Tell the group about the strongest stand you ever took in your career. What were you sticking up for?
 - What did you learn about yourself and your group?
- ♣ Club questions (future)
 - What is the next step from here?
 - What/Who is going to prevent you from taking the next step?
 - What new possibilities and choices can you recognise now?
 - What are you going to stop/change/continue with now?
 - What do you want to further investigate about yourself? Why? How? When?



Boom-boom-boomerang

28

- **Name of tool:** Boom-boom-boomerang
- **Outcome:** Empowerment
- **Individual or group tool:** Group
- **Materials:** A boomerang for each member of the group.
- **Procedure:**

Hand out the boomerangs and give the group a few minutes to play with their boomerangs. If there is no space to play, ask somebody in the group to describe to the group how a boomerang works. After you have completed the reviewing, ask the group members to write one idea on their boomerang to remind them of what happened during the reviewing. Motivate them to display the boomerang in a spot in their office where they can see it every day.

Reviewing questions

♦ Diamond questions (facts)

- What happened to the boomerangs?
- What happened to the group members whilst playing with the boomerangs?
- What did you find interesting or funny?
- Were there any surprises?
- Why does a boomerang keep coming back?

♥ Heart questions (emotions)

- Name one emotion that you experienced.
- What concerns did you have?
- What did the boomerang do to your self-confidence? How did it make you feel?
- Did you at any stage have a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were mostly the same as this one?

♠ Spade questions (dig deeper)

- How is playing with a boomerang similar to riding a bicycle?
- Give the group examples from your own work situation of how past experiences have come back into play while you dealt with current situations. Is it a good or bad thing?
- How is playing with the boomerang like starting and re-starting at the

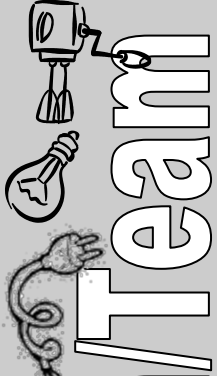
☺ Agree to respect each other and decide that only one person in the group will speak at a time. Laughing at each other is not permitted.

bottom of a learning curve?

- What did you learn about recurring experiences?
- What did you learn about being stuck?
- What did you learn about yourself and your group?
- What did you learn about your company?
- What did you appreciate about the other people in the group?

♣ Club questions (future)

- How can you prevent becoming stuck in your thoughts?
- How can you use your own experience base to grow in your work and in your personal life?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?



Build a Person/Team

30

- **Name of tool:** Build a Person/Team
- **Outcome:** Visioning, Development, Empowerment
- **Individual or group tool:** Group / Individual
- **Materials:** Natural things like mud, branches, grass and leaves, etc.
- **Procedure:**

Ask the group members to find things in nature to build a model of a person portraying their particular characteristics. Examples of what can be used are:

- Clay feet – to depict that the person is human.
- Rock for a head – to depict the stubbornness of the person.

Each person then builds his/her own person and no one should look at what the other is building. Once everybody is finished the group members move from one “artwork” to the next to view each others’ work. The “artist” then describes his or her model to the rest of the group.

Alternatively:

The group can be asked to build a person depicting:

- their group/company;
- their faith;
- their parents (especially on a family camp) or
- how they would like to be (future story).

Each person then describes his or her “artwork” to the group. Group members may also ask the artist questions about his or her model.

After everyone has explained their model to the group, the group then reviews the experience as a whole.

Reviewing questions:

- ♦ Diamond questions (facts)
 - What did you find interesting?
- ♥ Heart questions (emotions)
 - Name three emotions that you experienced.

☺ God gave you two ears and one mouth. Facilitators should thus use them in that relation: listen twice before you and speak once.

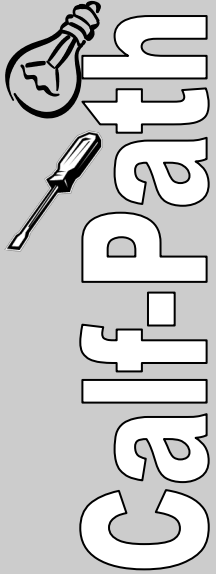
- Who in the group do you think experienced the same emotions as you?
- What were the best and worst parts of this activity for you?
- What type of music would have been suitable for this activity?

♠Spade questions (dig deeper)

- How did your emotions influence your actions and your words?
- What did you learn about yourself and about the group?
- What would you have liked to do differently?
- What were the most valuable/least valuable parts of the activity for you?
- What did you appreciate about the other people in the group?
- What helped you to learn from this experience?

♣Club questions (future)

- How can this experience help you in future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?
- Dream a little: What would you like your model to look like in two years' time?
- I would be disappointed/ happy if the following happens...



Calf-Path

- **Name of tool:** Calf-Path
- **Outcome:** Visioning, Effectivity
- **Individual or group tool:** Group/Individual
- **Materials:** Printout of “The Calf-Path” for each member
- **Procedure:**

Prior to the session ask a group member to prepare to read the poem “The Calf-Path” by Sam Walter Foss (1858-1911) to the group. It would be good if this person could read with expression. Ask the group to sit comfortably with their eyes closed while listening to the poem. Ask them to try to visualise the picture whilst listening. After the poem has been read, hand out copies of the poem to each group member. Read the poem for a second time while the group follows it on their handouts.

The Calf Path

One day, through the primeval wood, a calf walked home, as good calves should;
But made a trail all bent askew, a crooked trail as all calves do.
Since then two hundred years have fled, and, I infer, the calf is dead.
But still he left behind his trail, and thereby hangs my moral tale.

The trail was taken up next day by a lone dog that passed that way;
And then a wise bell-wether sheep pursued the trail o'er vale and steep,
And drew the flock behind him, too, as good bell-wethers always do.
And from that day, o'er hill and glade, through those old woods a path was made.

And many men wound in and out, and dodged, and turned, and bent about;
And uttered words of righteous wrath because 'twas such a crooked path.
But still they followed — do not laugh — the first migrations of that calf.
And through this winding wood-way stalked, because he wobbled when he walked.

This forest path became a lane, that bent, and turned, and turned again;
This crooked lane became a road, where many a poor horse with his load,

Toiled on beneath the burning sun, and travelled some three miles in one.
And thus a century and a half they trod the footsteps of that calf.

The years passed on in swiftness fleet, and the road became a village street;
And this, before men were aware, a crowded city thoroughfare;
And soon the central street was this of a renowned metropolis;
And men two centuries and a half trod in the footsteps of that calf.

Each day a hundred thousand rout followed the zigzag calf about;
And o'er his crooked journey went the traffic of a continent.
A hundred thousand men were led by one calf near three centuries dead.
They followed still his crooked way, and lost one hundred years a day.

For thus such reverence is lent to well-established precedent.
A moral lesson this might teach, were I ordained and called to preach;
For men are prone to go it blind along the calf-paths of the mind,
And work away from sun to sun to do what other men have done.

They follow in the beaten track, and out and in, and forth and back,
And still their devious course pursue, to keep the path that others do.
How the wise old wood-gods laugh, who saw the first primeval calf;
Ah, many things this tale might teach — but I am not ordained to preach.

Reviewing questions

◆ Diamond questions (facts)

- Who was able to visualise the calf walking through the woods?
- Who lost the thread of the story after a while?
- Describe what happened in your mind while you were listening to the poem.
- What did you find interesting?

♥ Heart questions (emotions)

- What emotions did you experience whilst listening to the poem?
- Did this poem remind you of other experiences you had in your life?

Best practices in Group Coaching

🕒 Please note that no group member may ever be humiliated by other group members. The instant that someone feels humiliated you have lost him for the rest of the session/s.

- Was this poem different to or the same as other experiences you have had?
- What do you feel when you realise that the poet, Sam Walter Foss, lived between 1858 and 1911?

♠ Spade questions (dig deeper)

- Why do people do things the same way that they have always done them, without even questioning what they are doing and why they are doing it?
- What prevents people from questioning old values and views?
- Do you know any outdated values and views that are still in use?
- There are many stereotypes: a blonde person is stupid or a husband must earn more money than his wife. Can you think of more stereotypes? How can you change? How can you get stereotypes and outdated values and views out of the way?
- When people enter a new environment where the skills they have acquired are no longer effective they often respond in anger towards whatever, or whoever symbolises the source of their discomfort. Can you give an example from your own background where this was the case?
- Some people feel out of control and threatened when they find that skills that previously enabled them to live successful lives are no longer effective. How does knowing this fact help when you are going through a transition phase in your company or in your own life?
- If you are thinking about the known and the familiar, what did you learn about yourself and your group?
- When will you know that a transition into a new phase is complete?

♣ Club questions (future)

- How can you prevent always reverting to the known and the familiar?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?
- How can members of the group help each other during transition phases?

- **Name of tool:** Carry the Burden
- **Outcome:** Development, Empowerment and Celebration
- **Individual or group tool:** Individual/ group
- **Materials:** Stones
- **Procedure:**

This exercise works best at a camp, seminar or team building session which takes place over a longer period of time (a day or two).

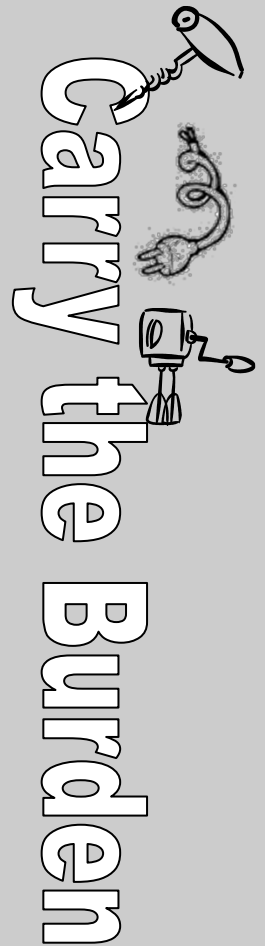
Give each group member the opportunity to pick up a stone which represents something that worries or frustrates him/her. Give them enough time before they choose the stone to reflect on exactly what this issue is and why it worries/frustrates them so much. They do not need to discuss this with the group. This could represent a private burden which they have carried with them for a long time.

If this is used as a team building exercise, the team can decide on what this “burden” is. Let them carry the “worry-stone” with them all the time. They are not allowed to leave it for a single moment until the end of their time together. A special ceremony where they throw the “worry-stone” away can be created at the end. They should know though that if they choose to throw it away they are never allowed to pick it up again. This exercise can be very liberating!

Reviewing questions

◆ Diamond questions (facts)

- What did you find funny/weird?
- Why was it easy /difficult for you to carry the “worry-stone” with you all the time?
- Was there a time that you desperately wanted to get rid of the “worry-stone”? What prevented you from doing so and why?
- What did you enjoy most?
- Did anything unexpected happen?



♥ Heart questions (emotions)

- Name three emotions that you experienced.
- What were the most contrasting experiences for you during the activity?
- Who in the group do you think experienced the same feelings as you did?
- When were you most aware of your emotions – when you tried to control them or when you expressed them?
- Did you at any stage get a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Which previous experiences were similar to this one?

♠ Spade questions (dig deeper)

- How did your emotions influence your actions and your words?
- What did you learn about yourself or your teammates?
- Why was it easy/difficult for you to throw the worry-stone away?
- In what way did the team help you with this?
- Is there something that you regret or that you would have liked to do differently?
- What were the most or least valuable parts of the activity?
- What did you appreciate about the other people in the group?

♣ Club questions (future)

- How can this experience help you in future?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?
- I will be disappointed/ happy if the following happens...

- **Name of tool:** Dream Big
- **Outcome:** Visioning, Development and Empowerment
- **Individual or group tool:** Group
- **Materials:** None
- **Procedure:**

Let the group members lie down in a circle on the grass, preferably under a big tree. They should lie with their heads around the centre of the circle and their feet facing the outside of the circle. Give each person the chance to describe what they see. Now let them give free reign to their imagination. Anything goes! The facilitator can lie down with them and help them to be creative by describing interesting things such as a bird or squirrel sitting on one of the branches. The tree can also be described as a metaphor for a house or team or village or challenge...

The facilitator can lead the visioning by asking the following questions:

- What does it look like?
- What is the strength or weakness of the “tree”?
- What are the challenges for the “tree”?
- What possibilities are there for the “tree”?
- What will the “tree” look like in five years’ time?
- Who or what will be part of the tree’s future?
- Who or what will be part of the tree’s past?
- What will the water and soil be for the “tree”?

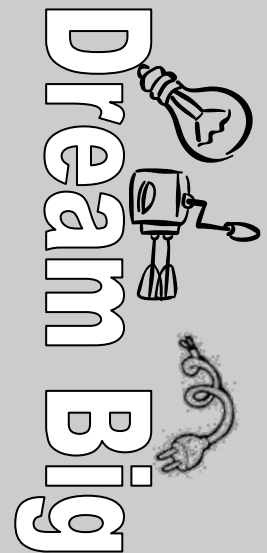
Reviewing questions:

♦ Diamond questions (facts)

- If you were a bird sitting in the tree what would you have seen?
- If you were a monkey, where would you sit? Why?
- Did anything unexpected happen?
- What did you find interesting or funny?
- What did you enjoy most?

♥ Heart questions (emotions)

- What emotions did you experience while listening to the other group members?
- How did it feel to give freedom to your imagination?



- What were the best and worst parts of the game for you personally?
- Who in the group do you think had the best time imagining things?
- In what way did the group help you to think “out of the box” or “dream big”?

♠ Spade questions (dig deeper)

- What did you learn about yourself and about your group members?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group?
- Why is it sometimes difficult to “dream big”?
- In which way was this activity similar or different to life?

♣ Club questions (future)

- How can this experience help you in future?
- What is the next step from here?
- What/Who is going to prevent you or the group from taking the next step?
- What new possibilities and choices can you recognise now?
- What was the most important lesson that you learnt from this experience?

Each one a coach



- **Name of tool:** Each one a coach
- **Outcome :** Effectivity
- **Individual or group tool :** Group
- **Materials:** Flipchart. Thick marker pen. Post-it stickers.
- **Procedure:**

Draw two vertical lines on the flipchart so that it forms three vertical columns

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Ask each person to write two or three skills he/she is good at doing and would be willing to teach another team member to do, on the post-it notes. Remind them to write only one skill per post-it sticker. Collect the notes.

Read the skill on the first note aloud and ask the group to guess whose skill it is. Then ask the person who wrote it to identify him/herself. Write his/her name in the first column. Paste the notes in the second column next to the person's name – one underneath the other. Repeat the process until all the notes in the first column are posted against the flipchart.

After the skills have been pasted, ask group members which skills they would like to learn. Write their names in the third column, opposite the skills.

Reviewing questions

- ♦ Diamond questions (facts)
 - What did you find interesting or funny?
 - Were there any surprises?
- ♥ Heart questions (emotions)
 - Name one emotion that you experienced.
 - What concerns did you have?

- If you had to coach another person, what would you be afraid of?
- Did you at any stage get a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were most like this one?
- If you were a fly on the wall during this activity, what emotions would you have seen in the group members' hearts?

♠ Spade questions (dig deeper)

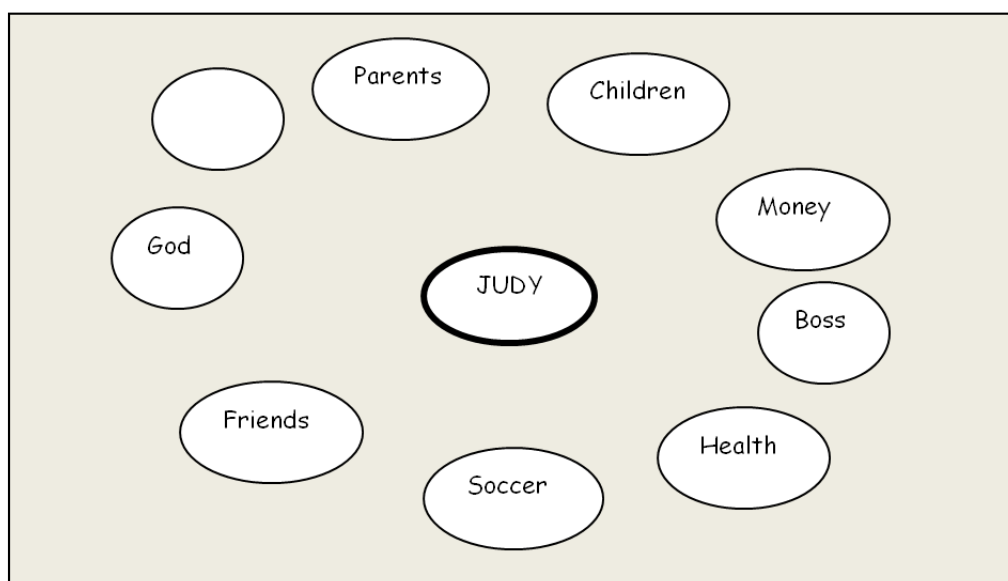
- What did you learn about yourself and your group?
- What did you learn about your company?
- What skills are missing on the flipchart?
- What skills would you like to add to what a group member wrote about him/herself?
- What did you appreciate about the other people in the group?
- What did you learn about coaching/mentoring in this exercise?

♣ Club questions (Future)

- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- Which new possibilities and choices can you recognise now?

- **Name of tool:** Enerchart
- **Outcome:** Development, Empowerment.
- **Individual or group tool:** Group/Individual
- **Materials:** A4 sheets of paper
- **Procedure:**

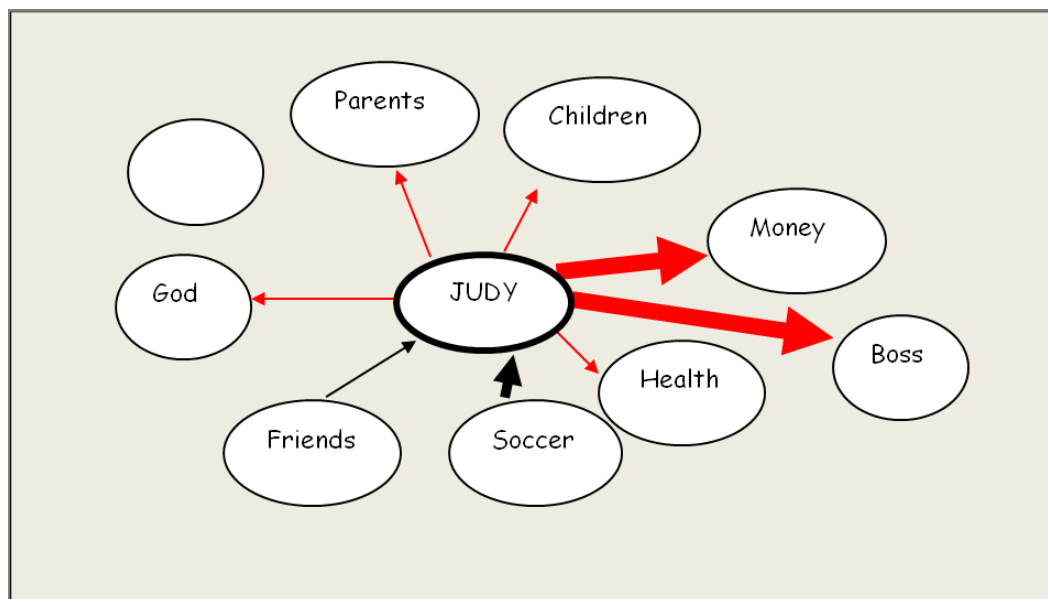
Hand out a clean A4 sheet of paper to every group member. Ask them to write their name in the middle of the paper and to draw a circle around the name. Then ask who the people or things are that have a positive or negative influence on their lives. These could be parents, children, a boss at work, worries about finances, health, sport, friends etc. Ask them to draw more circles on the paper and to write the names and things that have an influence on their lives in the circles.



Now ask them to evaluate every person or case in the circles to see if they/it energises or drains them of their energy. Use arrows to draw the energy on the paper. If a person/case drains their energy, draw an arrow from the middle circle with their name in it pointing at the person or case that drains their energy. Draw a thick arrow if the person is draining a lot of energy and draw a thin arrow if the person is draining a small amount of energy.

If they are energised by the people/things around them; the arrow turns around and points from the person/case to the middle circle.

Now their papers may look as follows:



Tip: draw the energiser arrows and the energy draining arrows in two different colours.

Reviewing questions

♦ Diamond questions (facts)

- What do you see when you look at your chart?
- Were there any surprises?
- Look at your arrows. Are the energizing arrows more or less than the arrows that drain your energy? Is this good or bad?

♥ Heart questions (emotions)


- What do you feel when you look at your enerchart?
- What makes you feel tired?
- What excites you?

♠ Spade questions (dig deeper)

- Look at your circles. Which of the circles will you be able to change from energy stealers to energizers?
- If you had a magic wand and you could choose only one circle to change – which one would it be?
- What do you need to achieve the change at that specific circle?
- How did you survive until today? What coping skills did you use to survive until today?

♣ Club questions (future)

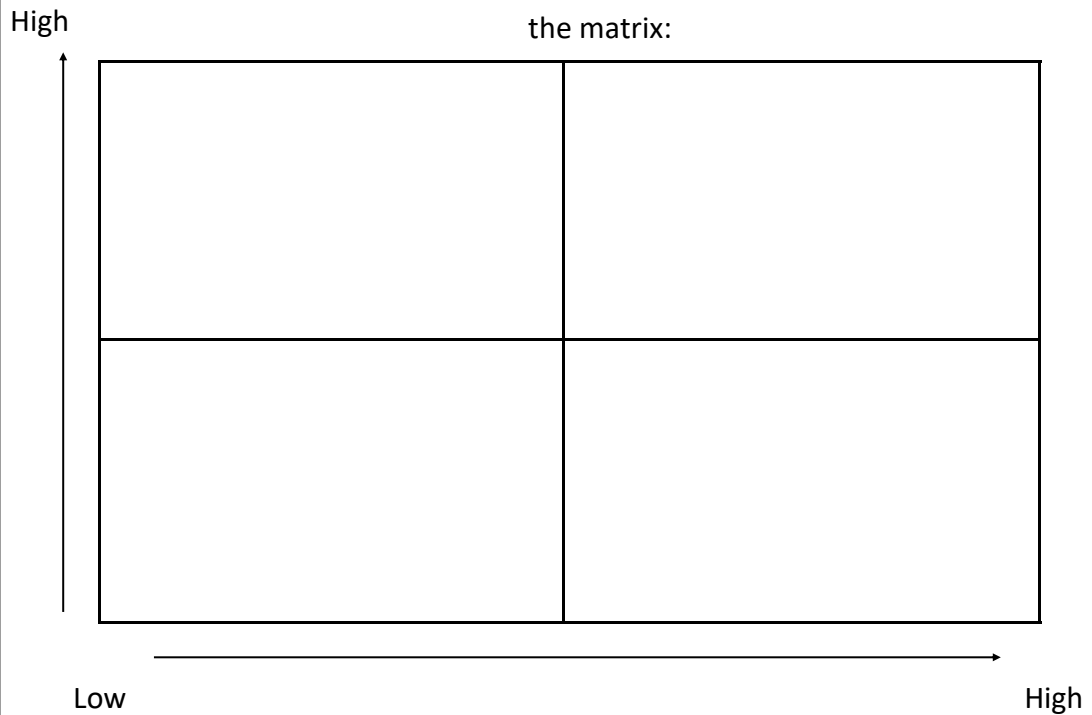
- What keeps you from doing something to the things that drain your energy?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?
- How can you help each other to get more energy?



Evalumatrix

- **Name of tool:** Evalumatrix
- **Outcome:** Evaluation/ Effectivity
- **Individual or group tool:** Group/Individual
- **Materials:** 2 Flipcharts; thick marker pens. Packet of post-it stickers for each member.
- **Procedure:**

Draw the following matrix on a flipchart or make a PowerPoint presentation of the matrix:



Explain the nature of a matrix to the group members:

- The matrix has four cells of equal importance
- Each cell represents a major characteristic. (For easy reference you can number the cells 1,2,3,4.)

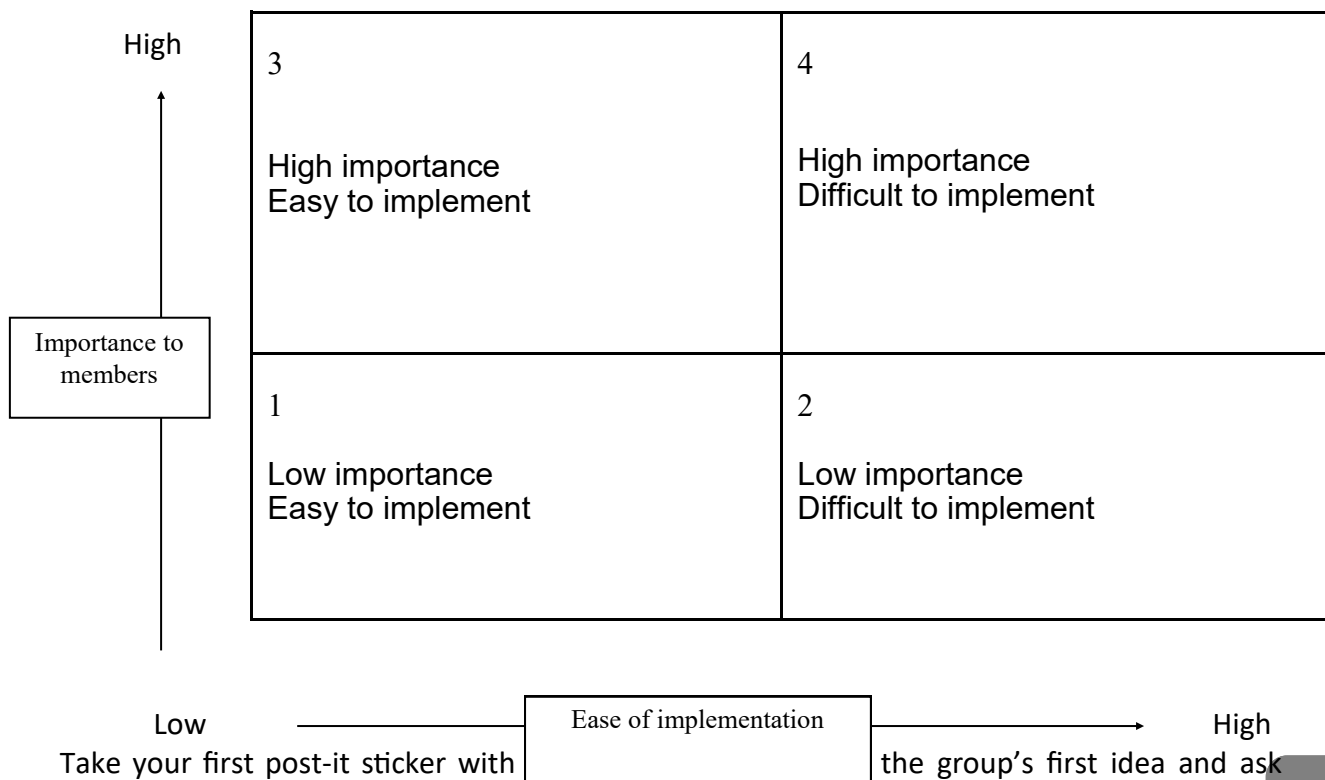
importance

easy to implement

- The two axes are related to each other. Starting at the lower left corner, the two axes go from low to high, weak to strong, minus to plus, unlikely to likely, unimportant to important, etc.
- The matrix enables you to evaluate two criteria simultaneously, rating each aspect relative to the two axes, for example likelihood and impact, importance and urgency, information and team behaviour, cost saving and quality enhancement

Decide what you want to evaluate. Say, for example, you would like to rate each new measure you want to take to improve internal relationships in your system. Let the group brainstorm for new ideas. Write each idea on a post-it sticker.

Draw a matrix on a flipchart. The matrix should look like this:



the group what they think of the idea in terms of the ease of implementation and the importance to the members. Paste it in the block the group decides is the most suitable for the idea. Repeat the process for each idea. Do not discard any idea.

Reviewing

questions:

As an alternative you can take your group outdoors and “draw” the matrix on the ground with ropes. As you read each new idea; ask the group to position themselves in the block each person seems the best. Let them tell each other why they decided to stand in the specific block.

🔍 Diamond questions (facts)

- What did you find interesting?
- Were there any surprises?

♥ Heart questions (emotions)

- Name an emotion that you experienced during the activity.
- What were you afraid would happen?
- Who did you feel sorry for?

♠ Spade questions (dig deeper)

- In what sense is this activity like your life?
- What did you learn about yourself and about your group?
- Why is something of low importance to one person while someone else may regard it of the utmost importance?
- What about the other people in the group did you appreciate?

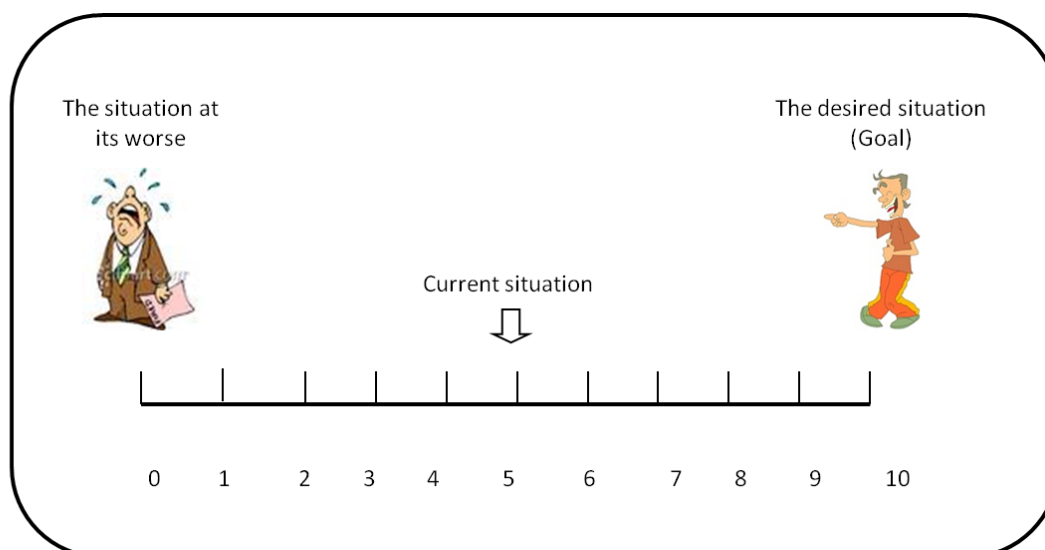
♣ Club questions (future)

- What new possibilities and choices can you recognise now?
- What idea are you going to implement first? Why? How? When?
- What are you going to stop/change/continue with now?
- What do you want to further investigate? Why? How? When?
- **Name of tool:** Eye opener

- **Outcome:** Evaluation/Visioning
- **Individual or group tool:** Group/Individual
- **Materials:** Rope
- **Procedure:**

Take the person/group outdoors; lay down a rope on the ground. The rope represents a scale from zero to ten. Ask one of the members to stand on zero and one on ten. Zero represents the situation at its worst while ten represents the desired situation (goal). Give a clear view of what zero means and what ten means. Ask the group to help you describe zero and ten. Ask the group or person to position the current state on the scale.

Ask the following questions:



- Why is it that you are on 4 and not on 2?
- What did you do to reach 4?
- What worked until now?
- What would it take to move things from 4 to 4.5 before tomorrow?

Reviewing questions:

♦ Diamond questions (facts)

- What was your first observation?
- What did you find interesting or funny?
- Were there any surprises?
- Was it hard to position yourself? Why/Why not?

♥ Heart questions (emotions)

- Name one emotion that you experienced.
- How did it feel to stand on zero/ ten?
- What concerns do you have?
- Did you at any stage have a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were mostly the same as this one?
- If you were a fly on the wall during this activity, what emotions would you have seen in your team member's hearts?

♠ Spade questions (dig deeper)

- What did you learn about yourself and your group?
- What did you learn about your situation?
- How have you been handling the situation so far?
- What about the other people in the group did you appreciate?
- What did you learn about coaching/mentoring in this exercise?

♣ Club questions (future)

- What is the next small step to move you from here?
- What/Who is going to prevent you from taking the next step?
- Which new possibilities and choices can you recognise now?
- How would you know if you have moved from 4 to 4.5?

- **Name of tool:** Find the letter

Find the letter

- **Outcome:** Effectivity
- **Individual or group tool:** Group
- **Materials:** Blindfolds and coloured rubber jigsaw puzzle mats with the letters of the alphabet in a different colour that fit into the openings on the mats (the ones used in nursery schools).
- **Procedure:**

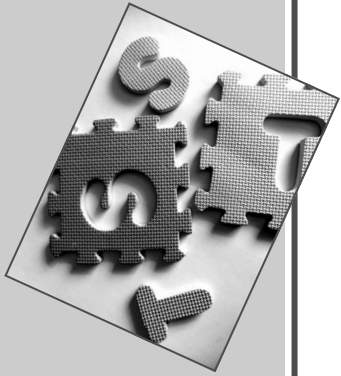


All the members of the group sit blindfolded at the table. Each one gets a mat from which the letter has been removed.

The letters are placed randomly in the middle of the table. Each one must now find the right letter and insert it into the mat in front of him/her. The game stops when the last puzzle is completed. (In the beginning each one will only look for his own letter, but soon the group will start helping each other and it will result in teamwork.)



At the end of the session the group members can try to form a word /words by combining their letters. These word(s) must then be used to make a new song.



Reviewing questions:

♦ Diamond questions (facts)

- Quickly tell each other what just happened around the table.
- Did anything unexpected happen?
- What do you remember best about the experience?
- What was the critical or defining moment in this activity?
- What happened thereafter?
- What happened just before that?
- What had the biggest influence on your attitude and behaviour?

♥ Heart questions (emotions)

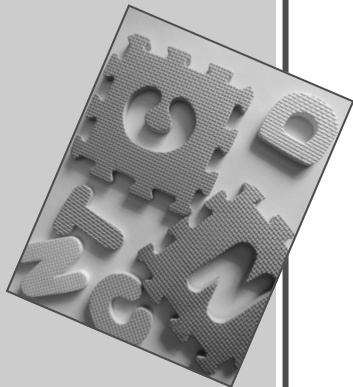
- Name two emotions that you experienced.
- At which stages did you feel least and most involved?
- What song would not have been suitable here?

♠ Spade questions (dig deeper)


- In which way was this activity similar to life?
- In which ways do people attempt to fill the voids in their lives? (Money, drugs, etc.)
- What are you filling your life with?
- What voids do you have in your life that need filling?
- What prevents us from filling the voids in our lives?
- How did your emotions influence your words and actions?
- What did you learn about your group?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group?

♣ Club questions (future)

- How can this experience help you in future?
- What are you going to stop/change/continue with in future?
- How can you help each other to achieve your goals?



Free fall



- **Name of tool:** Free fall
- **Outcome:** Celebration
- **Individual or group tool:** Group
- **Materials:** Blindfold, elevated surface (e.g. a table)
- **Procedure:**

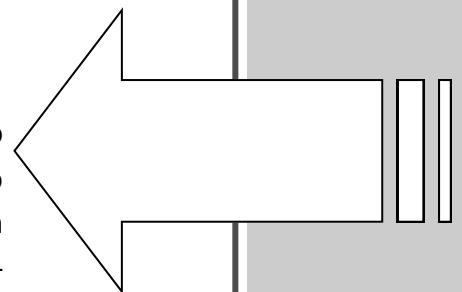
Divide the group in to teams of more or less 10 members each. One of the team members must stand on the elevated surface with his/her back to the team. It is wise to start with one of the smaller team members. The rest of the team must stand in two parallel rows behind the person on the elevated surface, ready to catch him/her. The team members must stand with their hands next to their hips, open palms facing up. The arms of the two rows must not touch. To avoid this let them stand slightly one in front of the other. When the catchers are ready, the faller can be blindfolded to increase the difficulty of the activity. The faller must then slowly fall backwards. The lower body of the faller must be supported when he/she starts to fall so that he/she does not bend his/her knees and sit down but rather falls backwards with a straight body. Each member of the group must get a chance to be the “faller”.

Alternative:

Blindfold the faller before the catchers stand behind him/her so that he/she must trust that they will be behind him/her, ready to catch him/her. This activity must not be done before the team members are well acquainted with each other and trust each other.

Reviewing questions:

It is important that this reviewing is done directly after the activity. It is therefore not necessary to start with ♦ questions. You can start directly with the ♥ questions.





♥ Heart questions (emotions)

- How did it feel to stand on the higher surface?
- How did it feel to be caught by the group?
- How did it feel to catch someone?
- How did it feel to be responsible for someone else's safety?
- Who found this activity difficult?
- Do you think it will be easier next time you do this activity?

- How did your emotions change after you were caught?
- Which previous experiences in your life were most similar to this one?

♠ Spade questions (dig deeper)


- What did you learn about yourself?
- What did you learn about other members of the group?
- Is there anything that you regret?
- What is the most valuable lesson that you have learnt from this experience?
- What did you appreciate about the other group members?

♣ Club questions (future)

- How can this experience help you in future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?
- I will be happy if the following happens...

The “catchers” must stand in two parallel rows behind the person on the elevated surface, ready to catch him/her. The team members must stand with their hands next to their hips, open palms facing up. The arms of the two rows must not touch.





Future walk

- **Name of tool:** Future walk
- **Outcome:** Visioning, Empowerment
- **Individual or group tool:** Both
- **Materials:** Ropes, sharp knife/scissors for each group member, picture cards.
- **Procedure:**

Use this activity to help an individual or a group to visualise dreams, plans and goals for the future.

Place the picture cards randomly on the floor or the table. Ask questions such as:

- Pick a card that reminds you of your dream for your life/family/company.
- Pick a card that says something about your goals for the future.
- Pick a card that says something about the person you would like to become.

Give every group member a chance to tell the rest of the group why they picked the card. Sometimes they might feel too exposed, especially when you are working with dreams and goals in their personal lives. It may be much safer to divide into pairs and let the partners tell their dreams/goals to each other. Let each group member now lay his/her rope on the ground.

The closest end represents the place where they are now and the furthest end represents the goal/dream they want to achieve in the future. Put each one's dream card at the far end of his/her rope. Then ask them to walk along their line slowly, into the future towards their goal. They should keep their eyes on the picture at the end, pausing for thought at a few places along the way. Ask them to think about what would happen at each point and to anticipate how they would feel at that point. On the journey they must ask themselves the following questions:

- Who do I need on this journey to realise my dream/achieve my goal?
- What do I need on this journey to realise my dream/to achieve my goal?
- What needs to be done on this journey to realise my dream/to achieve my goal?

To take this activity to a higher level, you can tie string around the middle of the person before he/she goes on the journey along the rope on the ground. When they are approximately three quarters through the journey, the partner pulls on the string without breaking it to prevent his/her partner from reaching the goal/dream. The person tied to the string is allowed to cut/break the string to complete the exercise.

Reviewing questions:

♦ Diamond questions (facts)

- What did you find interesting?
- What factors have helped you to complete your journey?
- Did something happen to you along the journey?
- Were there any surprises?

♥ Heart questions (emotions)

- Name two emotions that you experienced.
- Did you at any stage get a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were mostly the same as this one?
- Tell the group about a time you helped someone through a transition in their lives. How did it feel?
- Tell the group about a time someone helped you through a transition in your life. How did it feel?

♠ Spade questions (dig deeper)

- What did you learn about yourself?
- What did you learn about your company's goals/vision/dreams?
- What experiences/values/knowledge/skills/confidence/achievements etc. do you already have that will help you to achieve your goal?
- What prevents you from reaching your goals?

♣ Club questions (future)

- How far are you from achieving your goal?
- Who do you need on this journey to realise your dream/achieve your goal?
- What do you need on this journey to realise your dream/to achieve your goal?
- What needs to be done on this journey to realise your dream/to achieve your goal?
- Will any of the things that helped you along your journey on the rope also be useful later on in your life journey?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step? What are you going to do about it?

- **Name of Tool: Handicapped Hero**
- **Outcome:** Development, Empowerment, Effectivity
- **Individual or group tool:** Individual/ group
- **Materials:** Blindfolds, rope, “magic wand”
- **Procedure:**

This tool can be used during any exercise, discussion or activity to “handicap” or “empower” someone. The facilitator can at any stage during an exercise, discussion or activity “handicap” a group member if he/she feels that a specific member takes over by talking too much or doing all the planning and hard work while the other members are not really involved enough. This can be done by blindfolding or covering the mouth or tying up the hands of the specific member. The person can also be “bitten by a spider or mosquito” which leaves them paralysed. He or she is then not allowed to speak, see or use their hands until the end of the exercise, discussion or activity.

As an alternative, someone in the group can also be “empowered” by “super powers” to help them, or give them some advantage over the others. This can be done by the facilitator waving a “magic wand” over the person. The facilitator can use his/her own imagination to make it more interesting. Just remember to be fair and be sure the handicapped person understands why he or she has been “handicapped”.

Reviewing:

- ◆ Diamond questions (facts)
 - If you were a fly on the wall what would you have seen?
 - Did anything unexpected happen?
 - What did you find interesting or funny?
 - What had the biggest influence on your attitude and behaviour?
- What did you hope/think/fear would happen that did not happen?

♥ Heart questions (emotions)

- Name two emotions that you experienced.
- How did it feel to be “handicapped”?
- How did it feel to have “super powers”?
- What were the best and worst parts of the game for you personally?
At which stages did you feel most/least involved?


♠ Spade questions (dig deeper)

- What did you learn about yourself and about your group members?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group?
- Why is it so difficult to be “handicapped”?
- In which way was it more difficult to have someone that was “handicapped”?
- In which way was this activity similar to life?

♣ Club questions (future)

- How can this experience help you in future?
- What are you going to stop/change/continue with in future?
- What new possibilities and choices can you recognise now?
- What was the biggest lesson you learnt from this experience?





Human knot

- **Outcome:** Celebration
- **Individual or group tool:** Group
- **Materials:** None
- **Procedure:**

Let the group stand in a circle. Groups of 8-10 people work best because circles of more than 12 people can break easily and a circle of less than 8 is too small. To start, the first person must take the hand of someone opposite them in the circle, as if to greet the person. That person must then, with his free hand, take the hand of someone opposite him/her. This process continues until the last person takes the free hand of the one who started. Then, without letting go of the hands, the group must try to untangle themselves in order to get back to one big circle.

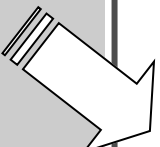
Hint: Before starting with the untangling process, the person who first started can send along a squeeze with his/her hand. If everyone in the circle received a squeeze, the group will be able to untangle in one circle. Otherwise, two circles were probably formed and the group must repeat the exercise.

Alternative 1:

Take pantyhose stockings and give one leg each to two people. Instead of taking each other's hands, the group must hold onto the ends of the pantyhose and continue as above. A pantyhose web will be formed between the group members. Ensure that the first person takes the "leg" of the last person.

Alternative 2:

If this activity is done as an untangling exercise at the end of a camp / course, the group members can be requested to say something positive about the person whose hand they have taken.



As alternative to the pantyhose, wool or thin rope may also be used.



Re-

viewing questions:

(When this activity is done as an untangling activity at the end of a workshop, there will be no reviewing. In that case the activity serves as reviewing.)

◆ **Diamond questions (facts)**

- Tell a friend what just happened.
- Did anything unexpected happen?
- What did you find interesting/funny?
- What did you expect would happen that did not happen?
- Who took the lead?
- Who did not know what was going on?

♥ Heart questions (emotions)

- What about this activity did you enjoy?
- What about this activity did you not enjoy?
- Who in the group do you think feels the same as you about the activity?
- How did the person who was the last to receive a hand/leg feel? Is that an experience/ feeling that you have had before somewhere?
- If you were a fruit or vegetable during the activity, what would you have been?

♠ Spade questions (dig deeper)

- When the activity started why did you think the activity would/ would not work?
- How did your emotions influence your words and actions?
- What did you learn about yourself and your group?
- What were the most valuable/least valuable parts of the activity?
- What did you appreciate about the other people in the group?
- In which way was this activity similar to your company?

♣ Club questions (future)

- How can this experience help you to think differently about your company in future?
- How can this experience help you to think differently about the people around you in future?
- What new possibilities and choices did you discover?
- What are you going to change in future?

While the pantyhose still looks like a web amongst the group members, one person can dive/fall onto the web. It will be strong enough to catch and carry a person.

- **Name of tool:** Hot chair
- **Outcome:** Effectivity, Empowerment
- **Individual or group tool:** Group
- **Materials:** Chair, flip chart, pen
- **Procedure:**

Put a chair in front of a white board or flip chart. The person in the “hot chair” must write a question about him/herself on the board/chart – e.g. “Evaluate my leadership” or “What are my shortcomings?” The person in the chair may not answer back or justify him/herself, but may at any stage get up and leave if the “chair” is getting too hot for him/her. The chair may be used for both positive and negative feedback, but this activity may not be abused by turning it into a witch-hunting exercise. At the end of the session the facilitator must ask the group how they can help the person in the chair to change. The session must be concluded with a touching exercise.

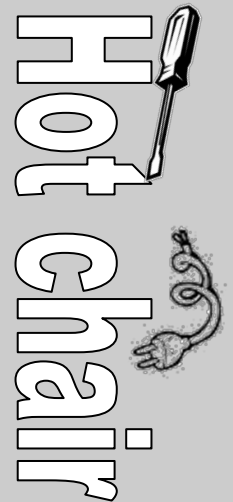
Reviewing questions

♦ Diamond questions (facts)

- Did anything unexpected happen?
- Were there any surprises?
- What was the defining moment of the activity?
- What happened thereafter?
- What happened just before that?
- What had the biggest influence on your attitude and behaviour?
- What did you fear would happen that did not happen?
- What was your contribution to the activity?

♥ Heart questions (emotions)

- Name a few of the emotions that you experienced.
- What were the best and worst parts of the activity for you?
- What were the most contrasting experiences for you during this activity?
- Who in the group do you think experienced the same emotions as you?



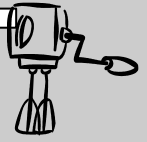
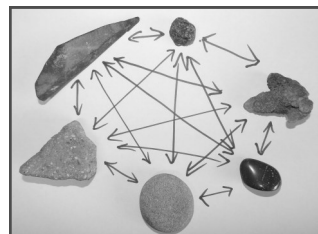
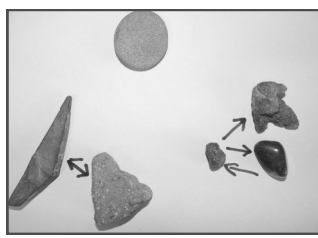
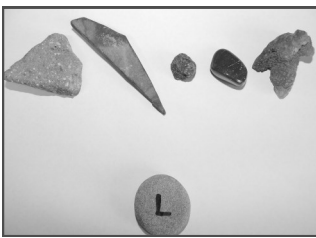
- When were you most aware of your emotions – when you tried to control them or when you expressed them?
- Did you at any stage get a feeling of déjà vu?
- ♠ Spade questions (dig deeper)
 - What role did you play in the activity? Why?
 - How did your emotions influence your words and your actions?
 - What did you learn about yourself and your group?
 - Is there something that you regret?
 - How well did the group achieve its goals?
 - What was the most valuable / least valuable part of the activity?
 - What did you appreciate about the other group members?
 - What helped you to learn from the experience?
 - What prevented you from learning from the experience?
- ♣ Club questions (future)
 - How can this experience help you in future?
 - What are you going to change now?
 - What aspects did you get affirmation about that you will pursue with renewed energy now?
 - What do you want to investigate further? Why? How? When?
 - What can prevent you from going ahead with your decisions in future?

Best practices in Group Coaching

How to deal with a person who talks too much or dominates the conversation: Hand out a small piece of paper (A6) to each group member. Ask them to write the number 60 in bold on the paper. Give the group members permission to put their hands in the air showing the 60 if they feel the person speaking is talking for longer than 60 seconds. He/she must stop talking immediately then.

- **Name of tool:** Leadership style with rocks
- **Outcome:** Development, Empowerment, Evaluation, Effectivity
- **Individual or group tool:** Group/Individual
- **Materials:** Stones
- **Procedure:**

Prior to the activity the facilitator should gathers a bag of stones which differ in texture, color, shape and size. Put the stones on a table. Tell the group that the stones represent different members of a group. Let the group members then choose a stone with unique characteristics to describe each of the members in a group, for example, a large stone for the leader; a hard stone for the stubborn person; and a small stone for the innocent group member. Ask someone in the group to unpack the functioning of a possible group. There are a lot of different options such as: the leader in front and the rest of the group in rows as in a classroom situation, or the leader and the stubborn group member close together (on one side) and the rest of the group on the other side. Alternatively the leader and the group could be placed together and the innocent group member (small pebble) aside. After each possibility, ask what is wrong with that type of leadership style/group style? Have a few different options until the best one is found. The best group is one where all "members" (including the leader) sit in a circle facing each other and nobody is excluded.



Reviewing questions:

♦ Diamond questions (facts)

- What did you see?
 - What did you find interesting or funny?
 - What was it like to compare the different group members to the unique characteristics of the stones? Why?
- What did you hope/think/fear would happen that did not happen?

♥ Heart questions (emotions)

- Name two emotions that you experienced.
 - What were the best and worst parts of the game, for you?
 - At which stages did you feel most or least involved?
 - Who in the group do you think experienced the same emotions as you?
 - When were you most aware of your emotions – when you tried to control them or when you expressed them?
- What music would have been suitable for this experience?

♠ Spade questions (dig deeper)

- What did you learn about your own leadership style?
 - What did you learn about group functioning?
 - What would you have liked to do differently?
 - What did you appreciate about the other people in the group?
 - What other group functioning possibilities do you consider?
- In which way was this activity similar to life?

♣ Club questions (future)

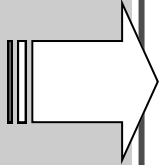
- How can this experience help you in future?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?
- I will be disappointed/happy if the following happens...

- **Name of tool:** Leaning circle
- **Outcome:** Development
- **Individual or group tool:** Group
- **Materials:** None /rope
- **Procedure:**

Let the group stand in a circle, holding hands. Give each group member a number – use only 1 and 2. Ask all the number 1s to lean forward as far as possible, while all the number 2s simultaneously lean back as far as possible. After a while, change positions.

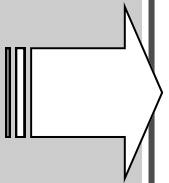


Leaning circle



Alternative 1:

Tie the ends of a rope together to form a circle. Everyone stand outside the circle, holding the rope. All the number 1s should lean forward against the rope while all the number 2s lean backwards.



Alternative 2:

Tie the ends of a rope together to form a circle. The whole group leans backwards and moves in the same direction round the circle whilst holding the rope. The group must gradually move faster all the time.

Reviewing questions:

When this exercise is used as a game of trust, the following questions can be used:

♦ Diamond questions (facts)

- Did anything unexpected happen?
- What did you find interesting/funny?
- What was the defining or critical moment of the activity?
- What happened after this point?
- What happened just before that?
- What had the biggest influence on your attitude and behaviour?
- What did you hope/think/fear would happen that did not happen?

♥ Heart questions (emotions)

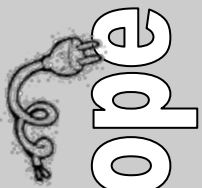
- Name 2 emotions that you experienced.
- Who in the group do you think experienced the same emotions as you?
- Why was it easy/ difficult for you to trust the group?
- Did you at any time get a feeling that you have experienced this before (déjà vu)? Which previous experience was similar to this one?

♠ Spade questions (dig deeper)

- What did you learn about yourself and your group members?
- Is there something that you would have liked to do differently/more/less of?
- How or how well did you achieve your own goals?/ How or how well did the group achieve their goals?
- What were the most or least valuable parts of the activity?
- What did you appreciate about the other group members?
- In which way was this activity similar to faith and friendships?
- What helped you to learn from the experience?
- What prevented you from learning from the experience?

♣ Club questions (future)

- How can this experience help you in future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?
- I will be disappointed/ happy if the following happens...



Let go of the rope

- **Name of Tool:** Let go of the rope
- **Outcome:** Visioning, Empowerment
- **Individual or group tool:** Group/ Individual
- **Materials:** “The Bridge” by Edwin Friedman in Friedman’s Fables – Guilford, 1990.
- **Procedure:** Read Edwin Friedman’s story “The Bridge” to the group:

There was a man who had given much thought to what he wanted from life. He had experienced many moods and trials. He had experimented with different ways of living, and he had had his share of both success and failure. At last, he began to see clearly where he wanted to go. Diligently, he searched for the right opportunity. Sometimes he came close, only to be pushed away. Often he applied all his strength and imagination, only to find the path hopelessly blocked.

And then at last it came. But the opportunity would not wait. It would be made available only for a short time. If it were seen that he was not committed, the opportunity would not come again. Eager to arrive, he started on his journey. With each step, he wanted to move faster; with each thought about his goal, his heart beat quicker; with each vision of what lay ahead, he found renewed vigour. Strength that had left him since his early youth returned, and desires, all kinds of desires, reawakened from their long-dormant positions.

Hurrying along, he came upon a bridge that crossed through the middle of a town. It had been built high above a river in order to protect it from the floods of spring. He started across. Then he noticed someone coming from the opposite direction. As they moved closer, it seemed as though the other were coming to greet him. He could see clearly, however, that he did not know this other, who was dressed similarly except for something tied around his waist.

When they were within hailing distance, he could see that what the other had about his waist was a rope. It was wrapped around him many times and probably, if extended, would reach a length of 30 feet.

The other began to uncurl the rope, and, just as they were coming close, the stranger said: “Pardon me, would you be so kind as to hold the end a moment?”

Surprised by this politely phrased but curious request, he agreed without a thought, reached out, and took it.

“Thank you,” said the other, who then added, “two hands now, and remember, hold tight.” Whereupon, the other jumped off the bridge.

Quickly, the free-falling body hurtled the distance of the rope’s length, and from the bridge the man abruptly felt the pull. Instinctively, he held tight and was almost dragged over the side. He managed to brace himself against the edge, however, and after having caught his breath, looked down at the other dangling, close to oblivion.

“What are you trying to do?” he yelled.

“Just hold tight,” said the other.

“This is ridiculous,” the man thought and began trying to haul the other in. He could not get the leverage, however. It was as though the weight of the other person and the length of the rope had been carefully calculated in advance so that together they created a counterweight just beyond his strength to bring the other back to safety.

“Why did you do this?” the man called out.

“Remember,” said the other, “if you let go, I will be lost.”

“But I cannot pull you up,” the man cried.

“I am your responsibility,” said the other.

“Well, I did not ask for it,” the man said.

“If you let go, I am lost,” repeated the other.

He began to look around for help. But there was no one. How long would he have to wait? Why did this happen to befall him now, just as he was on the verge of true success? He examined the side, searching for a place to tie the rope. Some protrusion, perhaps, or maybe a hole in the boards. But the railing was unusually uniform in shape; there were no spaces between the boards. There was no way to get rid of this newfound burden, even temporarily.

“What do you want?” he asked the other hanging below.

“Just your help,” the other answered.

“How can I help? I cannot pull you in, and there is no place to tie the rope so that I can go and find someone to help me help you.”

“I know that. Just hang on; that will be enough. Tie the rope around your waist; it will be easier.”

Fearing that his arms could not hold out much longer, he tied the rope around his waist.

“Why did you do this?” he asked again. “Don’t you see what you have done? What possible purpose could you have had in mind?”

“Just remember,” said the other, “my life is in your hands.”

What should he do? “If I let go, all my life I will know that I let this other die. If I stay, I risk losing my momentum toward my own long-sought-after salvation. Either way this will haunt me forever.” With ironic humour he thought to die himself, instantly, to jump off the bridge while still holding on. “That would teach this fool.” But he wanted to live and to live life fully.

“What a choice I have to make; how shall I ever decide?”

As time went by, still no one came. The critical moment of decision was drawing near. To show his commitment to his own goals, he would have to continue on his journey now. It was already almost too late to arrive in time. But what a terrible choice to have to make.

A new thought occurred to him. While he could not pull this other up solely by his own efforts, if the other would shorten the rope from his end by curling it around his waist again and again, together they could do it. Actually, the other could do it by himself, so long as he, standing on the bridge, kept it still and steady.

“Now listen,” he shouted down. “I think I know how to save you.” And he explained his plan.

But the other wasn’t interested.

“You mean you won’t help? But I told you I cannot pull you up myself, and I don’t think I can hang on much longer either.”

“You must try,” the other shouted back in tears. “If you fail, I die.”

The point of decision arrived. What should he do? “My life or this other’s?” And then a new idea.

A revelation. So new, in fact, it seemed heretical, so alien was it to his traditional way of thinking.

“I want you to listen carefully,” he said, “because I mean what I am about to say. I will not accept the position of choice for your life, only for my own; the position of choice for your own life I hereby give back to you.”

“What do you mean?” the other asked, afraid.

“I mean, simply, it’s up to you. You decide which way this ends. I will become the counterweight.

You do the pulling and bring yourself up. I will even tug a little from here.” He began unwinding the rope from around his waist and braced himself anew against the side.

“You cannot mean what you say,” the other shrieked. “You would not be so selfish. I am your responsibility. What could be so important that you would let someone die? Do not do this to me.”

He waited a moment. There was no change in the tension of the rope.

“I accept your choice,” he said, at last, and freed his hands.

The End

Reviewing questions:

♦ Diamond questions (facts)

- There were some hard choices to be made in this story. What were the choices?
- What happened to the man hanging from the rope?
- What happened to the man who took the rope from the stranger?
- What did you find interesting or funny?
- Were there any surprises?

♥ Heart questions (emotions)

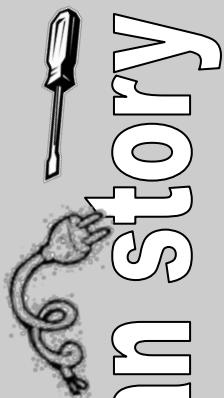
- Name one emotion that you experienced whilst listening to the story.
- What emotions do you think the two men experienced?
- Did you at any stage have a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were mostly the same as this one?

♠ Spade questions (dig deeper)

- *"We have accountability for others but not responsibility."* Is this statement true or false?
- How can people that influence you/prevent you from achieving your dreams?
- Give the group personal examples of how past experiences came back into play as you listened to the story.
- What did you learn about being 'stuck'?
- What did you learn about yourself and your group?
- What about the other people in the group did you appreciate?

♣ Club questions (future)

- How can you prevent becoming 'stuck' in your life?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?



The Lima bean story

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- **Name of tool:** The Lima bean story
- **Outcome:** Effectivity, Empowerment.
- **Individual or group tool:** Group
- **Materials:** None
- **Procedure:** Read the following story to the group:

Once upon a time there was a very old, wise man who lived with his great-grandson, a boy of ten years old, and his family in a new country. The old man was an elder of his tribe in the far-away country he was born in. He was saddened that the child's world in the new country had lost the spirit of community that he always knew amongst the people of his own birth village. That is why, as often as he could, the old man tried to teach and remind the little boy of the ancient ways and traditions of their ancestors.

One day the two of them were sitting together in the backyard on the grass under a tree. The great-grandfather had brought along a paper bag filled with dried lima beans. "My son, let me show you the people of my village," he said to the child. He slowly began to lay out the dried beans one by one in a circle on the grass. As he created the circle he gave a description, with each carefully placed bean, of the person it represented: "Here is the man who bakes our bread; and this one is our neighbour who brought food to your mother when she was too ill to work. Here is the funny lady down the street who always makes us laugh; and this one is the old man who lives down by the river, the one who in his sadness drinks too many strong spirits"

And so the story continued as the beans completed the circle. There were many different people who made up the village, the community. When the circle was completed, the old man turned to the child and said, "Now it's your turn -you may choose any of the people you wish from my village to make your own village. Who will you choose, I wonder?"

The little boy carefully picked out his dried beans. It was his new community. When he had finished there were three beans left in the great-grandfather's orig-

inal circle. "Oh," said the grandfather, "let's see who you did not choose to be in your village. Tell me who these three are."

"This one's the old drunk man who lives down by the river. He's dirty and he smells bad!" said the boy. "That's true," said the great-grandfather. "He doesn't have a house to live in with a nice bathroom like yours. Of course, if he lived in a house instead of on the river bank, he never would have been there to save the life of the little boy who wandered away from home and fell in the water; the child surely would have drowned. Do you remember that? So little Reginald would not be in your village either. Better take his bean out too." The grandson moved uncomfortably on the grass.

"Now who's this?" asked the grandfather, pointing to the second rejected bean. "That's the crazy lady whose little girl got killed in the car accident. She sings to herself and talks funny and I'm afraid of her."

"She is very strange," agreed the grandfather. "Let's leave her out. Remember though that now you will surely miss the beautiful music she makes with her guitar, because she won't be there to play for us any longer." The little boy looked disappointed, but said nothing.

Then the old man pointed at the last bean and asked: "And this one?"

"This one is the man who had a gun and went to jail. He's bad," said the little boy.

"Oh yes, said the great-grandfather, "I know him. He's the one who always sends money to his mother and brothers. Did you know he made his little brother go back to school instead of selling drugs in the streets? I think you'd better take this whole family out of your village now, because without this man they would have had to move away. Some of them might even be in jail themselves without him. Let's take all five of their beans out. None of them will be in your village now without this man." The little boy's face fell, but he took out five beans.

The little boy became very quiet and thoughtful. After a few moments he said to his great-grandfather, "It will be very hard to live with some of these people in my village, Great-grandfather, but I guess we need them all. They all belong, don't they? Just like us."

(This story was adapted from a Native American story by Paula Underwood)

Reviewing questions:

♦ Diamond questions (facts)

- What did you find interesting in this story?
- Were there any surprises?

♥ Heart questions (emotions)

- Name one emotion that you experienced.
- Did you at any stage get a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling? Which previous experiences were mostly the same as this one?

♠ Spade questions (dig deeper)

- What did you learn about yourself and your group?
- What did you learn about your company?
- What do you think would happen if one of the members left the team? Ask this question about every member in the group.
- Tell the group which person you believe goes most unrecognised for the contribution they make to the success of the organisation.
- Tell the group about the kind of co-workers with whom you most enjoy working. What kinds of abilities and work traits do they have?

♣ Club questions (future)

- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- Which new possibilities and choices can you recognise now?



- **Name of Tool:** Magic Wand
- **Outcome:** Visioning, Empowerment, Celebration
- **Individual or group tool:** Group/Individual
- **Materials:** Small stick to use as magic wand
- **Procedure:**

Ask the person or group to describe the current situation (being stuck). They can draw a picture; make a collage or even a clay model of how things are at the moment. Ask one of the members to wave the magic wand over the model to imagine that the problem no longer exists. The person/group should look at the future without the problem. Ask them to describe this new reality. Ask a person to make a toast on the new situation. The group should clap hands and celebrate the toast.

Reviewing questions

♦ Diamond questions (facts)

- What was your first observation?
- What would be different if the problem no longer existed?
- What did you find interesting or funny?
- Were there any surprises?

♥ Heart questions (emotions)

- Name one emotion that you experienced while modeling the situation.
- How did it feel to wave the magic wand?
- How did it feel to make a toast?
- How would you feel if the problem no longer existed?
- Imagine that you were a fly on the wall during this activity. What emotions did you see in your team members' hearts?


♠ Spade questions (dig deeper)

- Was it easy to imagine a world without the problem? Why/why not?
- What would indicate that the problem no longer existed?
- What did you learn about yourself and your group?
- What did you learn about your situation?
- What aspects of the other people in the group did you appreciate?

♣ Club questions (future)

- What is the next small step to make all this a reality?

Magic Wand



- What/Who is going to prevent you from taking the next step?
- What/Who is going to help you to take the next step?
- Which new possibilities and choices can you recognise now?



- **Name of Tool: Missing person**
- Outcome: Evaluation, Development, Effectivity
- Individual or group tool: Group
- Materials: One flipchart sheet for each group, coloured markers (three for each group)
- Procedure:

Divide your group in to teams of eight people or less. Let them sit around a table and provide each group with a flipchart sheet and coloured markers (not less than two colours per group).

The facilitator should ask the group to create/draw a new person to join their group. This activity can have the following outcomes:

Outcome 1: If you want to evaluate the group according to their strengths, priorities and needs, give the following instruction:

Think creatively about how you want the person to be. This new person will most probably have characteristics that the group is lacking at that moment e.g. leadership, punctuality or empathy. The new person might also have some of the existing characteristics that are already part of this group e.g. enthusiasm, honesty and playfulness

Outcome 2: If you are training group of facilitators/group leaders to facilitate a group, give the following instruction:

Think creatively how to create a stereotype of the people you are going to facilitate e.g. if you are going to work with twelve-year-old children, decide what a twelve-year-old child would look like.

Outcome 3: If you are preparing to appoint somebody new into your team/company, give the following instruction:

Think creatively how you would want the new person to be. What would his/her strengths be and what weaknesses would you allow?

Best practices in Group Coaching
Use a tennis ball to facilitate a discussion. The group throws the ball to each other. Only the person with the ball is allowed to talk.

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Ask the group to draw the missing person. To help the group to understand the instruction say that if the new person must have the ability to listen, they must give their drawing big ears. Give the new person a name and write the name on the sheet.

If you are working with more than one group, paste the creations/drawings against the wall and ask each group to introduce their new group member to the rest of the groups.

♦ Diamond questions (facts)

- What happened during the exercise?
- Were there any surprises?

♥ Heart questions (emotions)

- There is always resistance when a system is changing. What emotions do you feel at the moment?
- What new emotions can you expect in future once the change has taken place? Are those emotions good or bad for you/for the system?

♠ Spade questions (Dig deeper)

- What did you learn about yourself and your group?
- What did you learn about your company?
- What do you think will happen if one of the members leaves the team?
- What do you think will happen when a new member joins the team?

♣ Club questions (Future)

- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- Which new possibilities and choices can you recognise now?

- **Name of Tool: Monument for myself**
- **Outcome:** Visioning
- **Individual or group tool:** Individual and group
- **Materials:** A blank A4 page and thick marker pen for each group member.
- **Procedure:**

Instruct the group members to each envision what they'd like to become in five years' time. Then get them to draw a realistic or abstract monument for themselves for people to remember them by. It can be a statue, a monument, a plaque or a marker of bronze, gold, wood or some other solid substance. Before they draw, they must think about the following questions:

- How big should it be? Why?
- What material should be used? Why?
- Where should it be placed? Why?
- Who should construct it? Why?
- Who will be affected by it? Why?

After they have finished, each member should describe his/her monument to the team.

Reviewing questions

♦ Diamond questions (facts)

- Who did not want to draw the monument? Why?
- Who had difficulty deciding what to draw? Why?
- What did you find interesting or funny?
- Were there any surprises?

♥ Heart questions (emotions)

- Name one emotion that you experienced. Was it good or bad?
- Did you at any stage have a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Was that a good or bad feeling?
- Which previous experiences were mostly the same as this one?

♠ Spade questions (Dig deeper)

- What did you learn about yourself and your group?
- What features do you want to add to some of the members in your group's monuments?

Monument for myself



- What about the other people in the group did you appreciate?
- ♣ Club questions (Future)
 - What is the next step from here?
 - What/Who is going to prevent you from taking the next step?
 - Which new possibilities and choices can you recognise now?
 - What are you going to stop/change/continue with now?
 - What do you want to investigate further about yourself? Why? How? When?

- **Name of Tool: Obstacles**
- **Outcome:** Development, Effectivity
- **Individual or group tool:** Group
- **Materials:** Masking tape, mouse traps, eggs, tomatoes, blindfold
- **Procedure:**

Use the masking tape to mark out two parallel lines, 40cm apart on a floor. The lines must be 5 – 6m long. Put the obstacles (eggs, mouse traps, etc.) between the two lines. Blindfold a person from the group and let him/her stand at one end of the “course” with a friend standing at the other end. The person without the blindfold must guide his “blind” friend through the obstacles with only his/her voice. The rest of the group can yell out remarks to make it difficult for the blindfolded person to hear his/her “guide”.

Reviewing questions:

🔍 Diamond questions (facts)

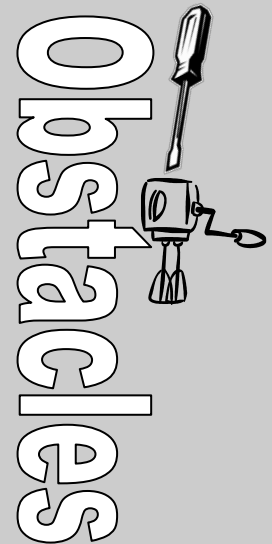
- Give three people the chance to sum up the experience: one who had been blindfolded, a guide and an observer.
- Were there any surprises?
- What do you remember best about the activity?
- What did you find interesting?
- At which stage did the blind person start to trust his/her guide?
- What happened thereafter?
- What did you expect would happen that did not happen?

🔍 Heart questions (emotions)

- What emotions did the blind person experience?
- What emotions did the guide experience?
- What emotions did the observer experience?
- How did you feel when you could not hear your guide clearly?
- Which previous experiences in life were similar to this one?

🔍 Spade questions (dig deeper)

- Why is it difficult for people to give clear messages to each other?
- How did your emotions influence your words and actions?



- What did you learn about people?
 - What would you do differently next time?
 - How did you manage to walk the course successfully?
 - What were the most valuable/least valuable parts of the activity?
 - What did you appreciate about the other group members?
 - In which way did this activity resemble God in our lives?
 - Why is it difficult for people to hear God's voice?
 - What prevented you from learning from this experience?
- ♣ Club questions (future)
- How can this experience help you in future?
 - What new possibilities and choices did you discover?
 - How are you going to listen to people in future?
 - What can you do to discern God's voice more clearly in your life?
 - What do you want to investigate further? Why? How? When?
 - Predict the circumstances which you might fail at in the future. What precautions can you take to prevent failure?
 - How can you help each other?

Best practices in Group Coaching

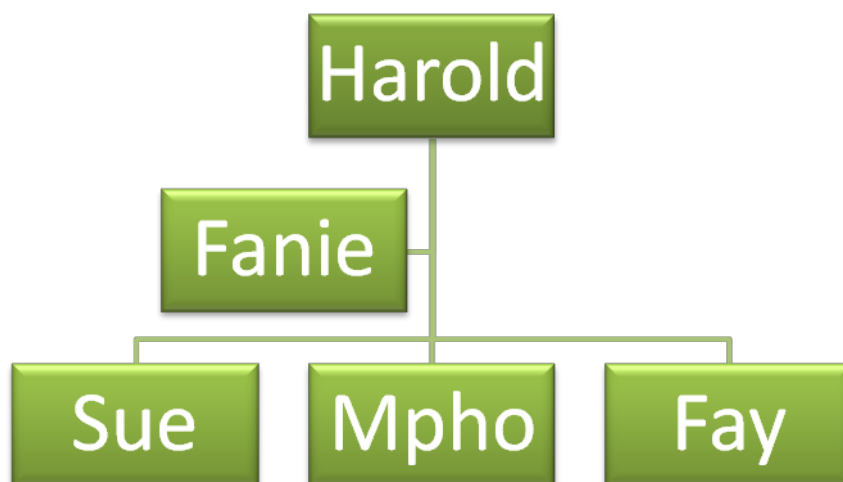
Try the following fun activity: Let the group lie on their backs with their heads resting on each other's stomachs. They must keep quiet. After a while the group will start laughing because of the funny body sounds they hear... Enjoy!







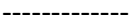
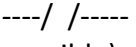
- **Name of Tool:** Relatiogram
- **Outcome:** Effectivity
- **Individual or group tool:** Group
- **Materials:** Flipchart; thick marker pen.
- **Procedure:**

Use this tool to determine the different types of relationships between group members in the organisation. When looking in as an outsider, it is sometimes easier to understand the different relationships in a group/organisation. An outsider will see which relationships need some work to function better; which relationships drain the group's energy and which relationships are counter-productive to the whole system.

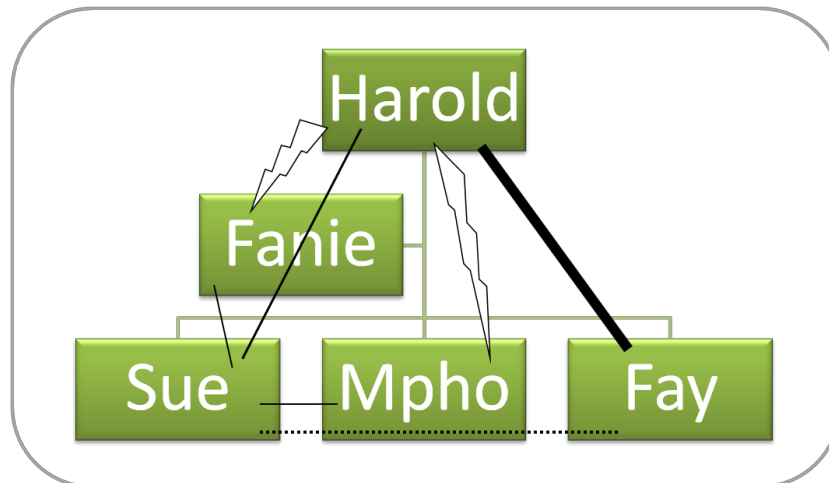
Set up an organogram for the group or organisation. If the organisation is too big, you can draft an organogram for a segment of the organisation; for example the top management team or the administrative department.



Use the following symbols to show the patterns of interaction between two people:

-  Very close relationship
-  Close relationship with space for other people in the relationship
-  Close relationship with conflict
-  Conflict
-  Very loose connection (virtually no relationship)
-  Divorce or violation/breaking up of relationship (give a date if possible)

When the relationship lines are drawn, the organogram changes into a “relatiogram”. It may look like this:



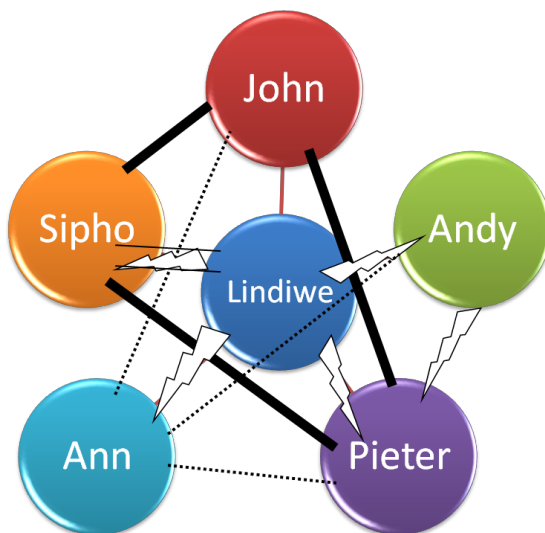
According to the above relatiogram there is conflict between Harold and Fanie and also between Harold and Mpho. There is a very strong relationship between

Harold and Fay and a good relationship between Harold and Sue. Except for the weak relationship with Fay, Sue has good relationships with the rest of the group. The relationships between Mpho and Fay and between Mpho and Fanie as well as the relationship between Fanie and Fay are not yet shown in the relatiogram.

If you don't want to draw a conventional organogram, you can draw the following relatiogram:



The relationships between the group members could look something like this:



A possible interpretation of the relatiogram above could be the following: Ann doesn't have close relationships with any member in the group and she could feel like an outsider. Lindiwe fights with everybody; and Pieter, Siphon and John might be in a close but unhealthy relationship. Could that be the reason why Lindiwe feels out of control and why she fights with everybody?

Reviewing questions:**♦ Diamond questions (facts)**

- Did anything unexpected happen?
- What did you find interesting or funny?
- What did you think would happen that did not happen?
- What is your contribution to the relations in the group?

♥ Heart questions (emotions)

- What emotions did/do you experience when you look at the relatiogram?
- Who in the group do you think experienced the same emotions as you?
- What music would have suited this activity?

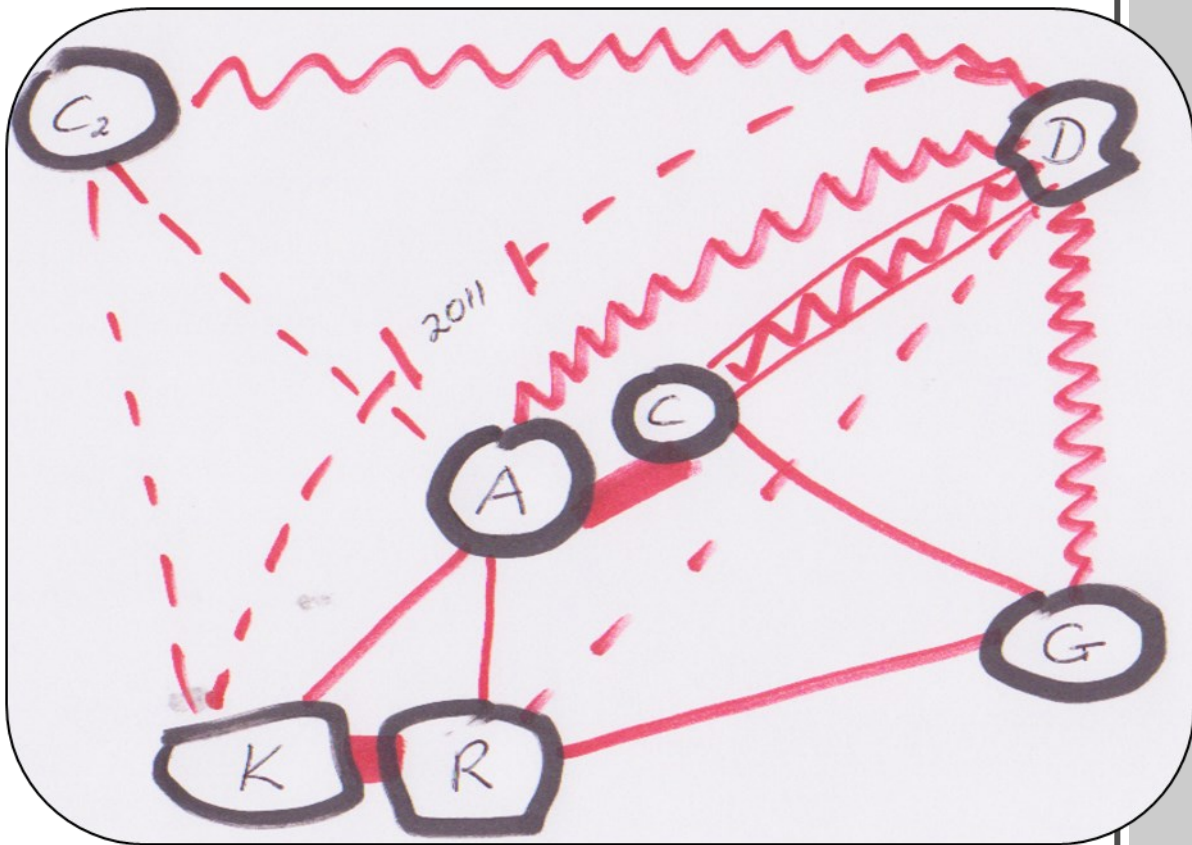
♠ Spade questions (dig deeper)

- What role do you play in the group? Why?
- How did your emotions influence your words and your actions?
- What did you learn about yourself?
- Is there something that you regret and that you would have liked to do differently?

♣ Club questions (future)

- How are you going to handle conflict in future?
- What plans can you make to communicate better with each other in future?
- What are you going to stop/change/continue with in future?

This activity could easily be combined with “Stone head” on [page....](#) After everybody placed their stones in “stone head” on the table, the positions of the stones could be copied onto a blank sheet of paper. Then the group facilitator could draw the relations between the “stones” as in the relatiogram activity.





- **Name of tool:** Road construction
- **Outcome:** Effectivity
- **Individual or group tool:** Group
- **Materials:** None – just the bodies of the group members
- **Procedure:**

Participants should form groups of two. First ask the group members to do some stretching exercises. Then tell them that they are going to build a road on each other's backs. One of them is going to be the "road" while the other one is the "road builder". The one who is the road must bend forward while the road builder positions him/herself behind the "road".



The road builder starts by taking out the "large boulders". This is done by digging/massaging with his/her hands on the back of the team mate. Then the builder kneads the back of his/her teammate with the fists - this is the "groundwork" for the new road. Then "gravel" is strewn over the road surface.

This is done by tapping with stiff fingers on the teammate's back. After this come the "rollers" to flatten the road. The builder rolls his/her fists forwards and backwards on the other person's back. Then the road is swept clean. Sweeping movements must then be made with an open hand on the other person's back. Lastly road markings are "painted" down the middle of the road by moving one finger down the other person's spine. After this the two teammates swap and the whole process is repeated.

Reviewing questions

♦ Diamond questions (facts)

- What did you enjoy most?
- What did you find funny/weird?
- Why was it easy/difficult for you to build the road?
- Did anything unexpected happen?

♥ Heart questions (emotions)

- Name three emotions that you experienced.
- What were the most contrasting things experienced during the activity?
- How do you think a lonely person would feel if he or she was to participate in this activity?
- Who in the group do you think experienced the same feelings as you did?
- When were you most aware of your emotions: when you tried to control them or when you expressed them?
- Did you at any stage get a feeling of déjà vu (the feeling that you have experienced this somewhere before)? Which previous experiences were similar to this one?
- Which type of music do you think would have been suitable for this experience?

♠ Spade questions (dig deeper)

- How did your emotions influence your actions and your words?

- What did you learn about yourself and your teammate?
- Why was it easy/difficult for you to allow someone to build a road on your back?
- Why is it easy/difficult for you to allow someone into your personal space?
- Is there something that you regret and that you would have liked to do differently/more/less?
- What were the most valuable/least valuable parts of the activity?
- What did you appreciate about the other people in the group?
- Why would you not have been able to do this activity on your own?
- In which way was this activity similar to life/different from life?

♣ Club questions (Future)

- How can this experience help you in future?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?



Space invaders



- I will be disappointed/happy if the following happens...



- **Name of tool:** Space invaders
- **Outcome:** Empowerment, Development.
- **Individual or group tool:** Group
- **Materials:** Flip chart, marker.
- **Procedure:**

Divide the group in to teams of not more than eight people per team.

The facilitator calls out a 'joining instruction' by which each team should join the correct number of body parts in their team to each other, for example:

- Three knees, one shoulder, eleven fingers and three ears, or;
- Four noses, one ear, twenty five fingers, four shoulders and an elbow.

To heighten the tension, inanimate objects can be included in the instructions, for example:

- Two hands, three thighs, twenty fingers, a forehead, two chairs and a credit card.
- Twelve toes, sixteen fingers, one tummy and two mobile phones.

It will help the team if the instructions are written on a flip chart to visible to all the teams. The teams must then work out how to achieve the 'joining instructions'. When they are done the first team finished should shout, 'Done'! The facilitator will check to see if they have done it correctly. Scores can be kept and the winning team may win a prize (for example a toffee for each team member).

State in your instructions that joined solutions should involve all team members. For the sake of this game hands and fingers or feet and toes are separate entities – e.g. one person may not give his/her hand and fingers.

Alternative game:

Divide the group into pairs and ask the two people in the pair to face one another. They must touch each other with the body parts as instructed by the facilitator. For example, when the facilitator gives the instruction “ear, finger”, the one partner must touch the other partner’s ear with his/her finger.

The following instructions are examples that may be given:

- Ear – ear
- Mouth – hand
- Nose – toe
- Hand – hand
- Finger – hair
- Foot sole – foot sole


The facilitator must always be aware of the culture/customs of the group and must never give an instruction that will offend or shame any of the group members.

Reviewing questions

◆ Diamond questions (facts)

- Personal space is very important to some people. What happened to your personal space in this activity?
- What did you find interesting?





Stone head



- **Name of Tool:** Stone head

- **Outcome:** Development, Effectivity, Empowerment
- **Individual or group tool**
- **Materials:** A bag with at least 30 different stones.
- **Procedure:**

Ask the group members to go outside and pick up a rock/stone that symbolise something about themselves. To save time, the group coach can, prior to the meeting, collect a bag of at least 30 stones that differ in shape, colour, texture, etc. Throw the bag of stones out to display them properly and let the group members pick their own stones. Ask them to stand around an empty table. Let the leader of the group (manager/supervisor) put down his/her stone in the middle of the table. Ask the rest of the group to put their stones on the table one by one to show their relationship with the leader and with each other. Every time a member puts down his/her stone the group coach should ask: Are you happy with the position of the stone? Doesn't your stone lie nearer to the middle/ farther away from the middle? After all the stones have been put on the table, the group can move the stones around until everybody is happy with the positions of the stones in relationship with the other stones.

The group coach can ask the following questions:

- Why did you specifically choose your stone?
- In what direction does every stone "look"?
- What stones are looking at each other?
- Is there a stone here that might feel suffocated by the others?
- What stone feels that he/she is getting shunted around?

- If you were in an ideal world, how would you like to organise the stones?

When the group is finished talking about the group dynamics, the group coach should ask them to pick up more stones (one for every member who is not part of the session or people that have an influence on anything that is going on in the company, for example the woman in the filing department who knows everything, an angry cleaner, a supervisor who wants to take over everything, a wise reliable friend, etc. Let the group members pick a stone for every person who is not available to attend the group. Now complete the story/picture by putting them in relationship with the stones that are already on the table.

The group coach can now ask some of the following questions:

- Are you comfortable with the way the stones are arranged on the table?
- If you were alone, how would you have done it better?
- What can you do to keep things as they always are or what can you do to facilitate change?

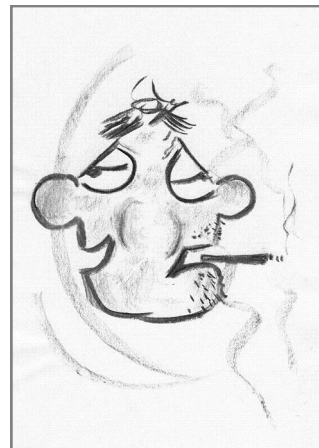
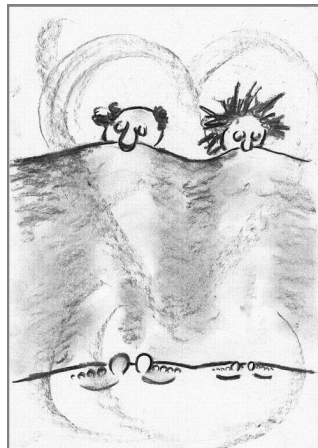
Reviewing questions

♦ Diamond questions (facts)

- Describe what happened during the exercise.
- What did you find interesting?
- Were there any surprises?

♥ Heart questions (emotions)

- What emotions did you have while the group was putting down their stones?
- Who in the group do you think felt the same emotions?
- Who is suffering the most in your organisation/ company/group?



- How do you feel about your organisation/company/group at this time?

♠ Spade questions (dig deeper)

- What are you already doing correctly in your relationships with each other in the organisation/company/group?
- What changes must be made in order to make it comfortable for everybody?
- With whom should this information be shared?
- When will you know that a transition into a new phase has been completed?

♣ Club questions (future)

- How can you prevent always going back to the known and the familiar?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?

- How can the members of the group help each other during transition phases?
- **Name of Tool: Story cards**
- **Outcome:** Visioning, Celebration
- **Individual or group tool:** Group
- **Materials:** Deck of story cards in Bronze Baobab's toolbox

- **Procedure:**

Arrange the cards randomly on a table or on the floor. Ask the group to walk around the table and choose one or two cards according to the following:

(Only give **ONE** of the following instructions):

- Choose a card illustrating something about yourself
- Choose a card illustrating how you feel about life
- Choose a card illustrating something about your faith
- Choose a card illustrating something about your future

Choose a card illustrating how you are feeling at the moment

The group must sit in a circle and introduce themselves by showing the card and discussing the relevance of the card according to the instruction given. If this activity is used as an introduction at the beginning of a camp/seminar, it is not advised to ask deeply religious questions as relationships of trust must first be built. In this case, the instruction: "Choose a card that will introduce yourself to the group" can be given.

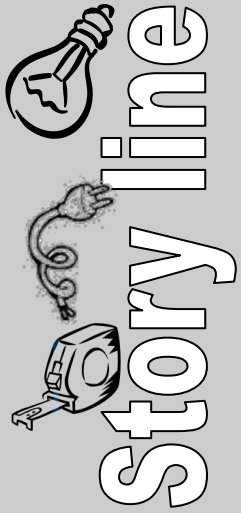
Reviewing questions

♦ Diamond questions (facts)

- Were there any surprises regarding what we have heard from each other?

- What did you find interesting or funny?
 - What did you fear would happen that did not happen?
- ♥ Heart questions (emotions)
- Name two emotions that you experienced when you shared your picture with the group.
 - Name two emotions that you experienced while you listened to the other members of the group.





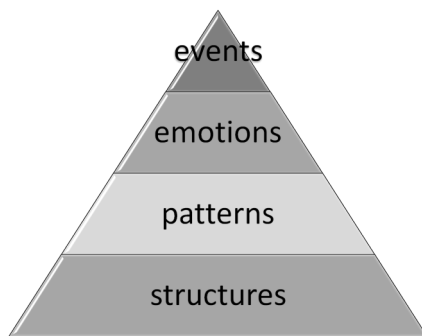
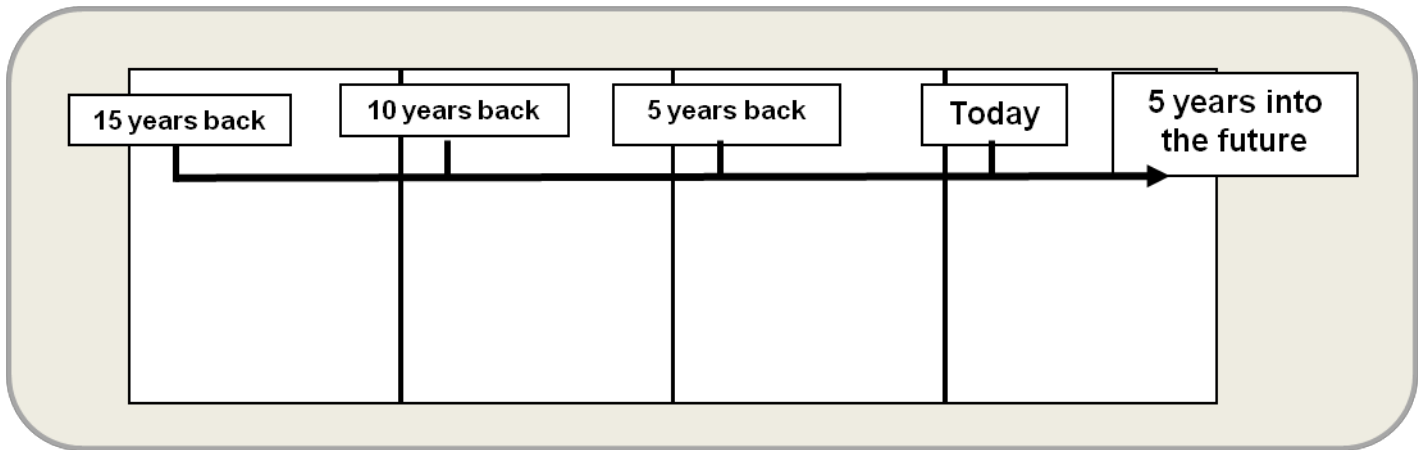
- What were the most contrasting experiences during this activity?
- Did you at any stage get the feeling that you have experienced this before (déjà vu)? What previous experience was most similar to this one?

♠ Spade questions (dig deeper)

- How did your emotions influence your actions and words?
- What did you learn about yourself/the group/the subject?
- What was the most valuable part of this activity for you?
- What did you appreciate about the other people in the group?
- What helped you to learn from this experience?
- What prevented you from learning from this experience?

♣ Club questions (future)

- How can this experience help you in the future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?



- **Name of Tool:** Story line
- Outcome: Visioning, Empowerment, Evaluation.
- Individual or group tool
- Materials: Flipchart sheets, packet of “Post-it” notes for each group member, thick marker pen for each group member
- Procedure:

Hand out the markers and the post-it notes. Ask everybody to write everything they remember about the history of the company/group/church on the post-it notes. The following rules are applicable when writing the facts:

- One fact per note e.g. *John appointed as boss 2009, big marketing rally 2012, fun end of the year function 2011, retrenchments 2012.*
- If you can remember the year the incident happened you can write it on the same post-it.
- Write as many facts as you can remember.
- Do not think the incident you remember is unimportant? Write everything you remember.
- Make sure your writing is large so that everybody can read it.
- Spelling doesn't count.

Note to the facilitator: Do not collect the post-it notes immediately after they stop writing. Wait for a while for the second wave of thoughts.

Whilst the group members are writing their thoughts, the facilitator can prepare the flipchart sheets for the story wall: Paste at least four sheets next to each other on a wall and draw a timeline across the sheets about a quarter from the top of the sheets. Find out the age of the organisation and divide the timeline according to the age. It is best to use intervals of 5 or 10 years. If the organisation is 15 years old, the timeline can be divided into 4 intervals of 5 years each – 3 intervals in the past and 1 interval for the future:

Write the year above every interval. Remember to leave enough space on the line to tell the future story. Usually one flipchart sheet is enough for the future story. When everybody is done, the facilitator should help the group to interpret the story. The facilitator should look for the following in the interpretation of the story:

Events: Tell the story – try to get as many people as possible to tell the story – it helps to fill in the gaps. Ask: “What happened?”

Emotions: Search for emotions that were loosened at different parts of the story.

Patterns: Search for patterns and trends. Ask: “What happened over a period of time? Are there hidden, untold stories?”

Structure: Search for fixed structures that may cause the system/story to get stuck.

Do the interpretation of the story as follows:

♦ + ♥ Diamond and Heart questions (facts and feelings).

When everybody has finished writing their post-it notes, begin with “today” and tell the story backwards. Do it as follows: ask everybody to give their notes for the previous five years until today to the facilitator. The facilitator shuffles the notes and starts sticking the notes to the storyline, asking: “Who can remember this...?” or “Was this good or bad?” Mark good memories with a red mark and bad memories with a black cross. Repeat the process for the period 5-10 years back and again for the period 10-15 years back. Then ask the following **reviewing questions:**

- Were there any surprises?
- At which part of the story were you most aware of your emotions?
- What did you find interesting or funny?
- What were the defining moments of the story?
- What happened thereafter?
- What happened just before that?

♠ Spade questions (dig deeper)

Search for patterns and trends that repeat themselves. Ask: “What happened over a period of time?” (The organisation or congregation may discover that every time they went through difficult times they started with a new exciting project that energised them).

Ask the following questions:

- What repeating patterns do you see in the story?
- What did you learn about your group?
- What influence did the larger world conditions have on the organisation or congregation?
- How did your organisation achieve its goals?
- What did you appreciate about your organization / congregation when you looked at the history?
- What helped you to learn from the story?
- What prevented you from learning from the story?
- Why did the story develop as it progressed? What ‘stuck’ structures had an influence on the story?
- Where did the organisation/congregation experience that they were stuck?



♣ Club questions (future)

Go back on the storyline to “today”. Bearing in mind all the discoveries that they made about the history, start to tell the future story.

Ask:

- What are you supposed to do now?
- Where are you heading?
- How are you going to change in the next five years?
- How can you use everything we discovered in the storyline to help you build a new future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?



- **Name of Tool: System shaker**
- Outcome: Development, Effectivity
- Individual or group tool: Group
- Materials: A set of Jenga/Tumble Tower blocks. (You can buy these at any toy store)
- Procedure:

To set your tower put three blocks next to each other. Lay them side by side leaving a small space between the blocks. The next row is also made of three blocks laid down 'crisscross' in the first row. This continues with the blocks being used three at a time until all the blocks are in the tower.

When all the blocks have been used, the game can start. The object of the game is to remove one block at a time from the bottom or middle part of the tower and put it on top in the same crisscross way the tower was originally built. Players may only use one hand to remove the block and build on top and may not touch more than three blocks to feel if they are loose. The third block touched must be removed and put on top. The activity stops when the last group's tower collapses or, if there are more than one group, when the last tower tumbles.

The degree of difficulty may be heightened when the facilitator blindfolds one or two members of the group. Usually the natural leaders are blindfolded. The blindfolded members must keep on playing the game and must help build the tower. The rest of the team must help him/her to build the tower.

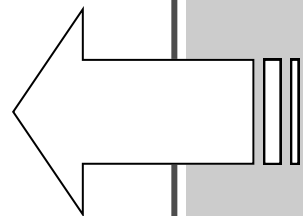
Appoint an observer (or a team of observers) to actively observe the game. They can answer the following questions:

- Who was the natural leader?
- What interaction between members of the group took place?
- How did the team members support each other?
- How did the team support the blindfolded members?
- Did the team work according to a plan of action?
- What did the group do with the person responsible for collapsing the tower?

Let the group sit in a circle after the game. The following questions can be used as a guideline to reflect on the game:

- ◆ Diamond questions (facts)

- What did you find interesting?
- What did you hope/think/fear would happen that did not happen?
- When did the game accelerate? When you sat down, or when you started to move around the tower?
- What did you see when you started moving around the tower?
- Who took the lead?
- Did you work according to a plan?
- Why did the plan work/not work?
- How did the tower change during the game?





Think out of the box →

- **Name of Tool:** Think out of the box
- Outcome: Visioning, Empowerment
- Individual or group tool: Group
- Materials: Three matches/toothpicks per group. One copy of the following block per group:

c f i r e v e a l t e t t i e v r s e

Cross out five letters to leave a familiar word.

Use this activity to help an individual or a group to 'think out of the box' and realise that there is more than one solution to a problem.

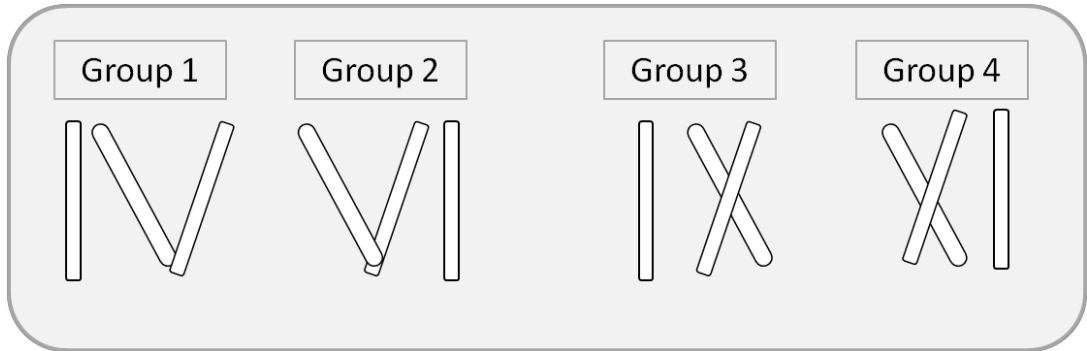
- Procedure:

Hand each group three toothpicks or matches and give the following commands:

- Group 1: Without breaking the toothpick, make it four.
- Group 2: Without breaking the toothpicks, make it six.
- Group 3: Without breaking the toothpicks, make it nine.
- Group 4: Without breaking the toothpicks, make it eleven.

You have got five minutes to complete the activity. Do **not** show your solution to the rest of the groups.

Solution:



When a group reaches a solution, hand the copied block with letters to the group and give the following instruction:

Cross out five letters in the block below to leave a familiar word.

c f i r e v e a l t e t t i e v r s e

Solution:

If you cross out the two words: "five letters", you leave the word "creative."

~~c~~ ~~f~~ ~~i~~ ~~r~~ ~~e~~ ~~v~~ ~~e~~ ~~a~~ ~~l~~ ~~t~~ ~~e~~ ~~t~~ ~~t~~ ~~i~~ ~~e~~ ~~v~~ ~~r~~ ~~s~~ ~~e~~

◆ Diamond questions (facts)

- Briefly relate the experience to an imaginary friend who was not present during the event.

- What did you find interesting or funny?
- Which part of the activity was the most difficult for you?

♥ Heart questions (emotions)

- Name two emotions that you experienced.
- What were, for you personally, the best and the worst parts of the activity?
- How do you feel when you realise that someone understands you?
- Did you get the feeling that you have experienced this before, somewhere else?

♠ Spade questions (dig deeper)

- Why is it so difficult to keep thinking out of the box?
- What prevents people from thinking out of the box?
- How did your emotions influence your thoughts?
- How would you do a similar activity differently next time?
- In which way was this activity similar to life?
- In which way was this activity similar to the strategic planning sessions in your company?

♣ Club questions (future)

- How can this experience help planning or problem-solving in future?
- What new possibilities did you discover?
- What are you going to stop/change/continue with in future?
- What do you want to investigate further? Why? How? When?
- I will be disappointed/happy if the following happens...



Thumb stretch

- **Name of Tool: Thumb stretch**
- Outcome : Visioning
- Individual or group tool: Group/Individual
- Materials: Your own hand
- Procedure:

Let the group members stand up and raise their right hands parallel to the ground in front of them. They should make fists with their thumbs protruding upwards. As they stand with both feet firmly on the ground they should start to move their right arms as far as possible behind their bodies and try to make a 360° 'path' around their bodies with their outstretched arms and thumb, without moving their feet. Let them make an imaginary mark in the air with their thumbs to remember how far they moved their arms.

Then ask them to let their arms down; close their eyes and repeat the whole exercise in their minds. When they come to the point where they stopped, ask them to visualise themselves moving their thumbs a bit further around their bodies.

Let them physically repeat the exercise again while they keep their **eyes closed**. Encourage them to stretch their arms a little further than in the first exercise. When everyone is finished; ask them to open their eyes and see how far they have moved their arms. (The second time they usually stretch much further than the first time.)



Reviewing questions

🔲 Diamond questions (facts)

- Describe what happened during the exercise.
- Who stretched their arms beyond the target they reached the first time?

♥ Heart questions (emotions)

- Were there any surprises?
- What other emotions did you experience?

♠ Spade questions (dig deeper)

- How is it possible that you could move much further the second time than the first time?
- What happened between the first and the second time?
- Who can tell a story of a sports hero who used the technique of visualisation to improve his/her game?
- What dream do you have for yourself / your business / organisation which you will want to expand further?
- People are more capable than they think they are. Is it always good to push people to continue performing?
- Smart people say that if someone does not have a view on the future; he/she may encounter/ endure more depression. How can you prevent a difficult situation from paralysing you?

♣ Club questions (future)

- How can you prevent a system from reverting back to the known and the familiar instead of exploring new possibilities?
- How could you use your visualisation power to make a success of your plans/organisation/life?
- Who/What prevents you from achieving your dreams?
- What new possibilities and choices can you recognise now?
- What is the next step from here?
- How can the members of the group help each other in their visioning process?





- **Name of tool:** 'Value'able balloons
- **Outcome:** Effectivity
- **Individual or group tool:** Group
- **Materials:** Balloons, permanent markers, pins
- **Procedure:**

Each group receives two balloons and four pins. The groups are then asked to imagine the following situation: It is the end-of-the-year function at your company. Each group must choose a name and one or two values that they promoted over the past year. They must then write the values on one of their two balloons. (The facilitator must ignore the other balloons and pins. The groups will use them creatively later on.) Each group will then have a chance to convey their values to the other groups by singing a song or acting out a scene. After the teams are finished, the facilitator tells the groups that they have two minutes to figure out how they are going to protect their balloons. The last remaining balloon is the 'winner'.

(During the conflict that usually erupts after this the admirable values written on the balloons are forgotten and negative values surface.)

Reviewing questions

◆ Diamond questions (facts)

- What happened after you planned for two minutes how to protect your values?
- What did you find interesting?
- What did you hope/think/ fear would happen that did not happen?

♥ Heart questions (emotions)

- Name two emotions that you experienced during the activity.

- Who in the group do you think experienced the same emotions as you?
- During which stages did you feel most and least involved?
- What do you think an outsider would have thought if he/she saw the way in which you had protected your values?

♠ Spade questions (dig deeper)

- Did any other values surface while you protected your initial values?
- How did the conflict influence your neatly formulated values?
- What did you learn about yourself and your group?
- Is there anything that you regret or that you would have liked to do differently/more/less of?
- How well did your group complete the activity?
- In which way was this activity similar to life?
- Why do people abandon their values?

♣ Club questions (future)

- How can this experience help you in future?
- What new possibilities and choices did you discover?
- What are you going to stop/change/continue with in future?

Best practices in Group Coaching

How to get a group to talk to each other: Spin a bottle on the ground in the middle of the group. The bottle will point out who must talk next. After a person has talked, he/she gets to spin the bottle to point identify the new speaker.

- **Name of Tool:** Where do you stand?
- **Outcome:** Development, Empowerment, Evaluation and Effectivity
- **Individual or group tool:** Group/Individual
- **Materials:** Stones
- **Procedure:**

Give each group member the opportunity to pick up a stone which represents something about him/her. To save time the facilitator can already have a bag of stones which differ in texture, color, shape and size. Put the stones on a table. Let the group members then choose a stone with unique characteristics to describe him or herself. The facilitator can then put any question, topic or issue on the table. The question, topic or issue can also be represented by a stone. The facilitator should ask each group member to place his/her stone nearer to or farther away from the topic/question/issue to show how they feel about the topic/question/issue.. The facilitator should keep asking whether group members are sure about where their stone should lie. When everyone is finished the facilitator should ask if the group is comfortable with the placement of the stones.

The facilitator can then ask the following questions:

- How or why did you specifically choose your stone?
- In what direction does every stone face? Why?
- Which stones face each other? Why?
- Which stone feels as if he is suffocating?
- Which stone feels that he has been moved?
What would the perfect picture look like?

Reviewing questions:

- ◆ Diamond questions (facts)
 - Describe what happened during this exercise.
 - What did you find interesting?
 - Were there any surprises?
 - Was your stone placed at the correct spot the first time? Why/why not?

♥ Heart questions (emotions)

- Name the emotions that you experienced during this exercise.
- What were, for you personally, the best and the worst parts of this exercise?
- What emotions did you experience when you saw the other people's stones? Who in the group do you think experienced the same emotions as you?

♠ Spade questions (dig deeper)

- What did you learn about yourself?
- What did you learn about the group's feelings towards the question, topic or issue?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group? In which way was this activity similar to life?

♣ Club questions (future)



- What is the next step from here?
- What/Who is going to prevent you or the group from taking the next step?
- What new possibilities and choices can you recognise now?
- How can the members of the group help each other to create a "safe space" for different opinions?




Best practices in Group Coaching

Individuals take it in turns to arrange the rest of the group around them like human sculptures - with postures, positions, and expressions that they feel represent that person's attitude during the activity being reviewed. The human sculptures can be the sculpture of an individual or whole group in relation to each other.

- **Name of Tool:** Word games
- **Outcome:** Visioning, Empowerment
- **Individual or group tool**
- **Materials:** Photocopy of the word games below.
- **Procedure:**

Word games

<p>1</p> <p>Gra foot ve</p>	<p>2</p> <p>J <small>AN</small> O B</p>	<p>3</p> 
<p>4</p> <p>wear long</p>	<p>5</p> <p>you j me u s t</p>	<p>6</p> <p>WISH</p> 
<p>8</p> 	<p>9</p> <p>t rn</p>	<p>7</p> <p>ab sides pi s s</p> <p>10</p> <p>♥ sight sight sight</p>

Make a photocopy of the word games on the previous page for each group if you have more than one group. Alternatively you could make a copy for each group member so that they can compete against each other individually. Tell them to solve the word games in the quickest time. Help the groups by giving the answer of problem number 1 :

Gr foot ave

Answer: one foot in the grave.

Reviewing questions

◆ Diamond questions (facts)

- Describe what happened during the exercise.
- What did you find interesting?
- Were there any surprises?

♥ Heart questions (emotions)

- Who was confused when trying to solve the word games?
- Did you experience an “AHA”-moment when you solved a word game? Why was that good or bad?
- Why do we sometimes feel uncomfortable while discovering the unknown and different?

♠ Spade questions (dig deeper)

- How is playing the word game similar to real life?
- Why is it difficult for people to ‘think out of the box’?

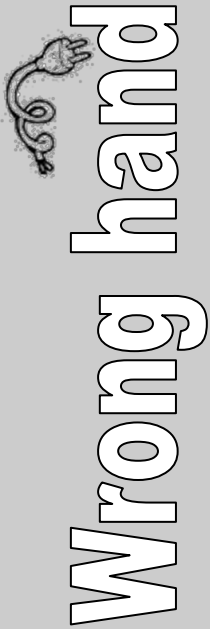
- Sometimes we discover new realities when we look at a problem from a different angle or viewpoint. Relate a story where this happened to you.
- Some people's lives feel out of control and threatened when skills that made their previous lives work successfully no longer function. How can you help each other to approach things from a different angle when you are going through a transition phase in your company or in your own life?
- If you are thinking about the known and the familiar, what did you learn about yourself and your group?

♣ Club questions (future)

- How can you prevent always reverting to the known and the familiar?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?
- How can the members of the group help each other to approach things from a different angle?

Answers to word games

1. One foot in the grave	6. Wish upon a star
2. An inside job	7. Side by side
3. In your face	8. Rise and shine
4. Long underwear	9. No U-turn
5. Just between you and me	10. Love at first sight



Wrong hand

- **Name of Tool:** Wrong hand
- **Outcome:** Empowerment
- **Individual or group tool:** Group
- **Materials:** Pen and paper for each group member
- **Procedure:**

Ask the group members to write two sentences which you dictate to them. You can use any two sentences, for example: *“The following conversation occurred between a canary in a cage and a lark on the window sill. The lark looked at the canary and asked, “What is your purpose?” Do not repeat anything. When they are finished, ask them to put their pens in their other hand. Dictate two new sentences, for example: “You’ll never find what you need if you don’t look in the right place. If you’re looking for truth and purpose, go outside the rafters.” Do not repeat anything.*

Reviewing questions

♦ Diamond questions (facts)

- Describe what happened during the exercise.
- What did you find interesting?
- Were there any surprises?

♥ Heart questions (emotions)

- Who was confused when attempting to write with the “wrong” hand?
- What other emotions did you experience?
- If you were told that in future you must ALWAYS use your “wrong” hand to write, how would you feel?

♠ Spade questions (dig deeper)

- When people are left in unknown situations where skills they have learned no longer work, they will usually respond in anger towards whatever, or whoever symbolises the source of their discomfort. Can you give an example from your own context to see whether this statement is true?
- Some people's lives feel out of control and threatened when skills that made their previous lives work successfully no longer function. How does knowing this fact help when you are going through a transition phase in your company or in your own life?
- Is the loss of skills that worked successfully in previous situations always a bad thing? Why?
- If you are thinking about the known and the familiar, what did you learn about yourself and your group?
- When will you know that a transition into a new phase is completed?

♣ Club questions (future)

- How can you prevent always reverting to the known and the familiar?
- What is the next step from here?
- What/Who is going to prevent you from taking the next step?
- What new possibilities and choices can you recognise now?
- How can the members of the group help each other during transition phases?

X-Factor

- **Name of Tool:** X-Factor
- **Outcome:** Celebration, Development and Empowerment.
- **Individual or group tool:** Group
- **Materials:** An item (eg. a painting) which is dear to the group member.
- **Procedure:**

This activity works best at the beginning of a camp, seminar or team building session to help the group members to get to know each other better. The facilitator should ask the group members to bring along something that is very dear to them. This should be something that defines them in a way. If they can't bring it along they should draw a picture of the item on a piece of paper. The facilitator now sends around an empty box or hat and collects the items from each member. This should be done in private so that the other members don't see what is being put into the box. When everything is collected the facilitator starts by taking the items out one by one. Every time an item is taken out, the group needs to guess who the item belongs to and why it is so dear to him or her. The correct member then reveals him or herself to the group and says why he or she chose that specific item and why it is so dear to him or her.

Reviewing questions:

♦ Diamond questions (facts)

- If you were a fly on the wall what would you have seen?
- Did anything unexpected happen?
- What did you find interesting or funny?
- What did you enjoy most?
- What did you hope/think/fear would happen that did not happen?

♥ Heart questions (emotions)

- What emotions did you experience while searching for something that defines you?
- What emotions did you experience while listening to the other group members?
- What were the best and the worst parts of the game for you personally?
- Can you think of a movie or TV program that would have been suitable to describe this experience?

♠ Spade questions (dig deeper)

- Was it difficult to choose something that defines you? Why/why not?
- What did you learn about yourself and about your group members?
- What would you have liked to do differently?
- What did you appreciate about the other people in the group?
- Why is it sometimes so difficult to say who you really are?
- In which way was this activity similar or different to life?

♣ Club questions (future)

- What was the biggest lesson you learn out of this experience?
- How can this experience help you in future?

Best practices in Group Coaching

Use a blindfold to take any activity to a more intense level. Blindfolds can also be used to handicap a group member by "paralysing" one of his/her arms or legs. It can also be used to give a group member more power or to force him/her to keep quiet.



Ervaringsleer Kook is 'n praktiese handleiding vir predikante, opvoeders, jeugwerkers en ander fasiliteerders wat op 'n vars, nuwe manier by groepe mense wil uitkom.

In die boek word 34 aktiwiteite beskryf wat in groepwerk gebruik kan word. Die groot winspunt van die boek is die vrae wat die fasiliteerder na elke aktiwiteit kan vra om geloofs en lewensvrae by die groep vas te lê.

Eerste uitgawe: 2005

Outeur: Roelf Opperman en Fritz Snyman



Reviewing Really Rocks is a translation of *Ervaringsleer Kook*. It provides 34 experiences through which people can learn truths of faith and life skills. It is never only about the activity, but always about the experience and how to apply the insight that was gained to your walk of faith and everyday life. It's a practical handbook for all pastors, youth workers, teachers and other facilitators working with groups.

First published: 2011

Author: Roelf Opperman and Fritz Snyman

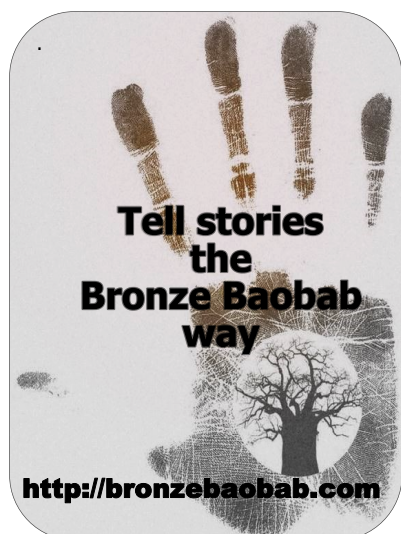


Mentorskap - 'n Inleiding tot die verstaan van mentorskap met die oog op leraars in die bediening

In hierdie boek word die basiese teoretiese agtergrond oor mentorskap aangebied op so 'n wyse dat die konsepte maklik verstaanbaar is. Daar word duidelik uitgelig hoe mentorskap van afrigting of “coaching” verskil en wat die twee met mekaar in gemeen het. Die waarde van die boek lê egte opgesluit in die praktiese hulpmiddels, waarvoor Bronze Baobab nou reeds bekend is. Die boek is in twee afdelings ingedeel. Deel II bied aan die mentor en mentee 'n uitvoerbare program, wat hulle twee opstel, om die verhouding dinamies te rig om by spesifieke uitkomst te kom.

Eerste uitgawe: 2012

Outeur: Johan van den Heever



Tell stories the Bronze Baobab way is a deck of story cards a facilitator/ life coach can use to review activities or tell real life stories in a non-threatening way.

Visit our online shop at <http://bronzebaobab.com/online-shop.php> or mail us at info@bronzebaobab.com

Bronze Baobab Coaching Group

“Partnering with life coaches, mentors, pastors and facilitators in a thought-provoking and creative process that inspires them to maximize their professional, personal and group potential.”

- Our **Mission** is to **train** group coaches and mentors enabling them to help individuals, families, communities, companies and systems to heal themselves.
- Our **Passion** is empowering coaches, mentors and facilitators to discover the magic when they operate out of the box.
- Our **Coaching Toolbox** is unique and our training material is high of quality and visually attractive. We transfer our knowledge in workshops, personal mentoring sessions and in team development programs.



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