euforia

FACILITATION HANDBOOK

Introduction

euforia is a social innovation enterprise by young people for young people. We believe that the potential of young people is limitless, and that it has to be unleashed so that we can solve the pressing challenges of our time. Climate change, youth unemployment and social imbalances are just some of the big topics that we are concerned about, because they directly affect us, and will do so even more in the future. This why at euforia, we strive to empower young people to tackle these challenges bottom-up. At our imp!act events, we don't tell participants which topic to focus on, or what is possible and what isn't, but we create a space in which participants can explore their passions and interests freely. This is how they develop a real commitment for making a sustainable change in their local communities. In one word, this approach is called **facilitation**.

The facilitative approach is central to all euforia activities; it is a part of the organisation's DNA. Whether we work with young volunteers, universities or business leaders, we never pretend to be experts that have all the answers. Instead, we see our main competences in offering transformative learning experiences, engaging the unengaged and connecting people who usually wouldn't meet. We focus on the needs of our participants, and we help them find their own solutions through innovative exercises and peer-to-peer learning. In other words: we don't teach, we facilitate.

(r)evolution lab (RevLab, former eTP) and **imp!act** are our flagships in working with young people. Both of them were co-created by Magdalena Musiala, one of Europe's leading facilitators in the field of NGOs. We feel privileged to have been able to learn from the best, and hundreds of RevLab/eTP trainees as well as imp!act participants have already been inspired by the impact that comes from euforia's facilitation-based approach. Not to forget that our interactive, non-formal methods such as the Marshmallow Challenge, the Pitch Festival and all our energizers are also a great deal of fun!

Good facilitation makes things look effortless. Still, the basis of flawless delivery is meticulous planning, and a sound understanding of the underlying theories and models. This is why we have summarized our knowledge on facilitation in this guide. We are very proud to present to you the first edition of the official euforia Facilitation Handbook! A huge THANK YOU goes to Simon Mathis, one of our euforia Trainers, who is not only a very talented facilitator, but also the initiator of this handbook and wrote many of its chapters. Another euphoric contributor was fellow Trainer Oswald König. We hope their examples and that of all the other dedicated volunteers will inspire you to become an integral part of the euforia family as well.

A euphoric welcome, and enjoy the ride!

Arne Reis
Former Co-Director Facilitation, Coaching and Training at euforia

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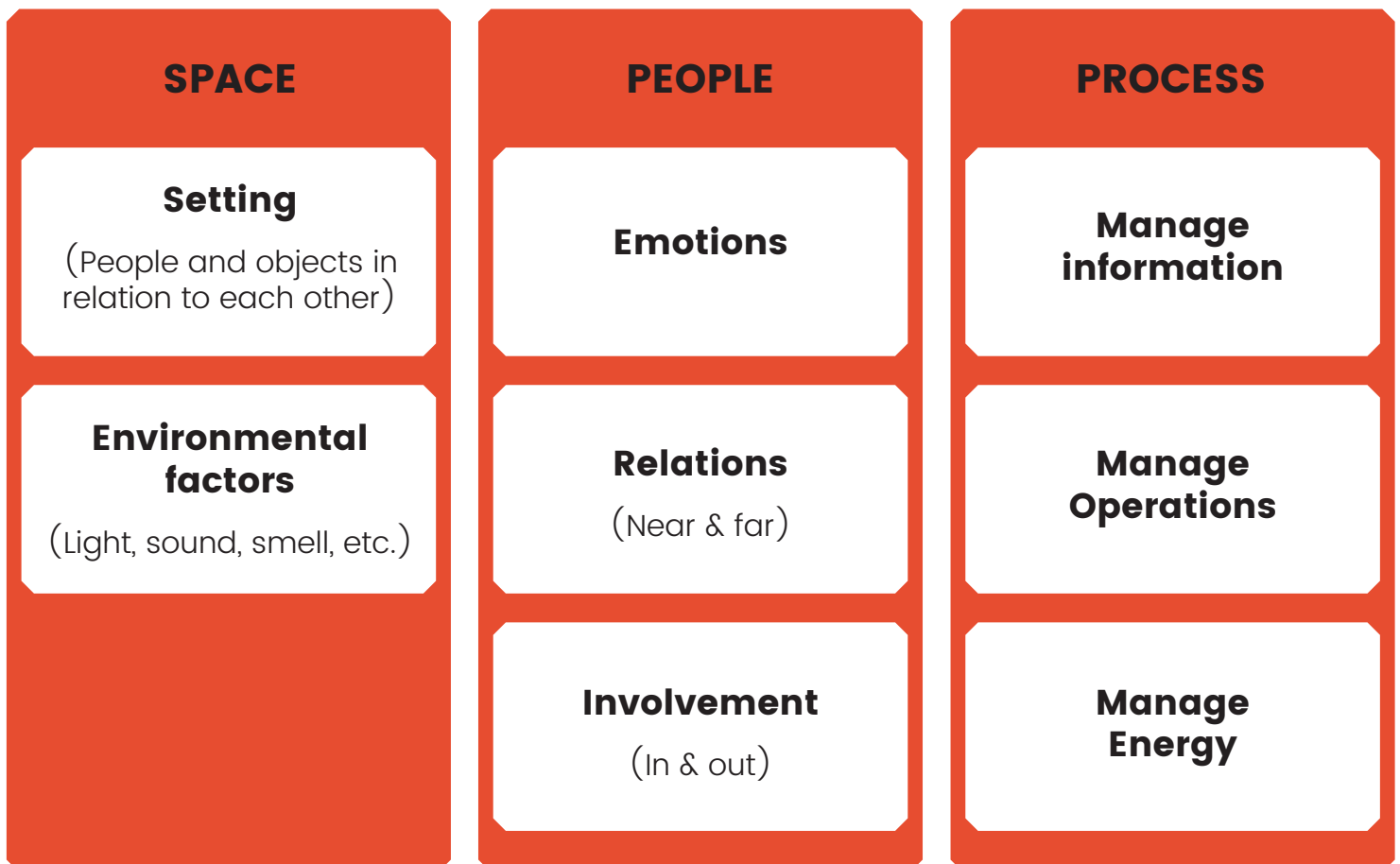## FACILITATION: BASICS

1.1) What is the role of a Facilitator?

"Facilitation is the art of unlocking the power of a group through dialogue and the pursuit of clarity, engaging active participation and embracing the richness of diverse perspectives. Through facilitation the multi-faceted potential of a team is released."

- Definition by the International Association of Facilitators

The terms "facilitate" and "facilitation" were derived from the Latin word facilis ("easy"), which in turn comes from the verb facere ("to do"). In essence, a facilitator makes a process, an event, or an activity easier for the participants. She is the "master of ceremony", who conducts the groups' discussions and decision-making. The facilitator does not, however, try to influence or to judge these decisions actively. She remains neutral at all times. Rather than consisting solely in knowledge and skills, facilitation is essentially an attitude (see also the chapter "Tips on Facilitation").

Facilitation happens on three different levels: people, space, and process.

Facilitation Anchor Grid

SPACE	PEOPLE	PROCESS
Setting (People and objects in relation to each other)	**Emotions**	**Manage information**
Environmental factors (Light, sound, smell, etc.)	**Relations** (Near & far)	**Manage Operations**
	Involvement (In & out)	**Manage Energy**

Space Facilitation

Setting: Creating the right kind of setting can make or break a session. The things to consider in this area include, among others, the setup of the room (Where is the stage? Which spaces do you create in the room?), and the seating order (circle, semicircle(s), theater style etc.). Remember that everything you do has an impact on the dynamics of the group, e.g. having people sit behind tables can be a physical barrier to openness and spontaneous discussions.

Environmental factors: Factors such as light, sound, and temperature can greatly influence a session. As facilitator, you need to take into account that a noisy area (e.g. loud music or a construction site next to your meeting room) is disruptive and distracting for your participants. The same goes for light and air. A place with no or little daylight and stuffy air easily gets people tired, so that their concentration and the "smoothness" of the meeting will inevitably decrease. A good facilitator takes this into account and integrates regular breaks, opens the windows, and offers participants the chance to go out of the room/building for a while.

People Facilitation

Emotions: As a facilitator, you work with people. People's behavior is always determined by their emotions, even if they display a very rational approach on the outside. To begin with, it is very important that you are aware of and can manage your own emotions before and during a session. Often, taking a few deep breaths outside or listening to your favorite music just before the session can help you achieve a balanced state of mind in order to facilitate effectively. Next to that, be aware of the emotions among your participants. Are they skeptical? Excited? Tired? Don't be afraid to intervene, e.g. by asking if they need a break or an energizer when you feel that the energy in the group is low. At the same time, don't get scared if people look serious during your presentation. This is very normal, and often it's actually a sign that they are really focused on your explanations.

Relations: Relations are one of the challenging factors a facilitator has to deal with. There are relations (professional and/or private) between the different people in the workshop, but also the relations of the participants towards the topic and the facilitator play an important role. As a guiding question when planning the workshop, you can ask yourself "How near/ far are they to/from each other, the topic, and me?" An important facilitation guideline is called "Community-building first, decision-making second". This suggests that you spend enough time on introducing participants to each other, to the topic, and to you before you really start working on concrete topics.

Involvement: The facilitator needs to pay attention to the involvement of all the participants in a meeting. Body language often shows often if someone is involved (in) or not involved (out). You have many different options to engage your participants: you can ask them for their opinion, do an energizer with them, ask them to talk to their neighbors, or work in small groups on a task they have to present afterwards. Make sure you vary the ways you involve participants so that the session doesn't get too predictable.

Process Facilitation

Managing information: As facilitator, you constantly provide the group with information. It is important that this information is always clear and concise, so that every participant can easily understand it. For example, at the beginning of a training you should make sure all participants know the schedule, the goals and other practical details of the event. Regarding the training content you share with the group, it is crucial that it is relevant for the participants, it is delivered in a structured way (i.e. each block builds on the previous one), and visualized (the group will retain much more if you have a flipchart or presentation that shows what you are talking about).

Managing operations: This means that you free up participants' attention and energy to work on the tasks at hand by ensuring that all the necessary workshop materials are available, that snacks and drinks are provided or easy to come by, and that the programme runs smoothly according to schedule (time management).

Managing Energy: Last but not least, facilitation is about creating the best possible programme flow to maximize the learning experience and the results participants can attain at your event. In order to succeed at this, you should create a detailed NAOMMIE plan (see chapter 3.4) for the event as a whole, as well as for each individual session. Planning your event in this way will allow you to carefully select and vary the methods you use, based on the needs of all relevant target groups (most notably, the participants and the facilitators). Through a well-planned programme design, you can largely avoid great drops in participants' energy. It is important, however, that you stay sensitive to their needs during the actual event, and react accordingly when the energy level does go down (see points Environmental Factors and Involvement).

Written by Arne Reis, former Co-Director Facilitation, Coaching and Training at euforia

1.2) Tips on Facilitation

Do's of a facilitator

Facilitator behavior which is appropriate:

- Make sure your role is clear to everyone
- Suggest the "rules of the game" to your participants and get their buy in to support and adhere to these rules
- Articulate the purpose and the relevance of each activity & give clear instructions
- Be confident about your role and stay in charge of the process
- Be responsible for the process of the discussion, not the content
- Stay objective
- Summarize, paraphrase and rephrase the status of the discussion to create a common understanding
- More asking than telling
- Keep track of the time
- Involve all people equally
- Pay attention to individual and group behaviors
- Be positive and smile

Dont's of a facilitator

Facilitator behavior which is inappropriate:

- Dominating the group
- Pushing personal agendas and opinions as the "right" answer
- Downplaying people's ideas
- Allowing inappropriate behavior
- (Continuous) Reading from a manuscript
- Static behavior (be involved!)
- Asking suggestive or cynical questions

Written by Arne Reis, former Co-Director Facilitation, Coaching and Training at euforia

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Core methodologies and models

2.1) The PEMS Model

PEMS is one of the building blocks of the imp!act programme (and all other euforia programmes). It's a model that can help us as leaders and facilitators focus on the needs of our participants, to reach and engage everyone as much as we can. It is also a model that we use to explain some of the logic and working methods to the participants.

Simply put, PEMS stands for:

P - Practical (doing, taking action, testing, prototyping)
E - Emotional (relating, making friends, getting to know the people you work with)
M - Mental (thinking, discussing, using facts, creating models and systems)
S - Spiritual (being inspired and inspiring others, seeing the bigger picture, asking "why")

These dimensions represent four different ways of relating to the world. Four different sets of needs that we all have, but each one of us has a personal preference (or two). The PEMS model has been developed by Master Trainer Daniel Sà Nogueira, based on Carl Gustav Jung's work on psychological types.

Below is an excerpt of what he writes in his best-selling "Trate a Vida por Tu". This text is for your own background knowledge, nothing you need to share with the participants when you facilitate imp!act. Instead, early on in the event you will relate PEMS directly to imp!act, to introduce the working methods to your participants. For example:

"imp!act is built on four different ways of working, knowing that you all have different preferences.

Practical - we will be doing a lot, don't expect lots of theory and lectures. In fact, before you leave you will have built and tested a prototype of your project in reality!

Emotional - we will be collaborating a lot. In fact, all the learning and work that happens in this space will depend on how comfortable you all feel, how much fun you have and your willingness to help each other out, so we will encourage you to get to know each other, make new friends.

Mental – we will be sharing knowledge, discussing a lot, trying to come up with many different solutions. Your success will depend on how well you use the knowledge and experiences of this group, expertise of the guests we bring in and the action research you do.

Spiritual – imp!act is built on the aim to make a real difference in the world by empowering young people to act and take the lead. We'll be asking you "why" you do what you do. In fact, you will develop your projects by first asking questions that make them relevant both for you and the world out there!"

"In this model, we distinguish four dominant preferences (P-E-M-S) that correspond to the four elements of life:

Practical (the body: DOING, Activity, Action, related to the element of EARTH): Corresponds to someone that is earthly, active, dynamic, practical, that does a lot. In excess, these are people who never stop to consider their actions.

Emotional (the heart: FEELING, Feelings, Love, related to the element of WATER): Corresponds to someone who needs people, relations, who gives a lot to others and seeks affection. In excess, these are people who might be overly sensitive.

Mental (the mind: THINKING, Analysis, Intellect, Logic, related to the element of AIR): Corresponds to someone who values analysis, rationalisation and uses logic, and who always focuses on making the right decision. In excess, these are people who might become impersonal and cold.

Spiritual (the soul: BEING, Values, Existence, related to the element of FIRE): Corresponds to someone who thinks that everything has meaning and a higher purpose. These are people who care very much about values. In excess, they can fluctuate too much and concretise too little.

The four logics of the mind that we have identified are also based on the four elements:

Practical - EARTH (firm, solid, stable, secure, strong, dense)
Emotional - WATER (flexible, always coming back to herself)
Mental - AIR (transparent, lightweight, fast, facilitates communication)
Spiritual - FIRE (burning, fleeting, transforming, powerful)

Thus, in a very simplified manner, we can divide people into four categories:

Practical people (P) – Like to act and do!
These are the people who like action, movement. They are the ones who make the world move. As friends or clients they may want to go straight to the point, try things and learn about practical matters. The greatest fear of these practical persons is losing control! They like to feel that they are in control of the situation, of the pace of the conversation and of the surroundings.
HELP THEM ALWAYS FEEL IN CONTROL.

Emotional people (E) – Like to feel and relate!
These are people who love people and sharing feelings. Everything is an emotion for them. And they feel things about everything and everyone. Let them talk about their family, friends, dogs, neighbours, etc... They will talk mostly about people and what they are feeling. Their greatest fear is losing empathy. They like to feel reliable and they want to relate.

HELP THEM FEEL EMPATHY TOWARDS YOU.

Mental people (M) – Like to think and analyse!
These are people who like to analyse and who try to put everything into a box, into a certain perspective. They are precise and meticulous. They like detail, to study and analyse all possibilities. They don't fear debating (quite the contrary) and discussing, they love the exchanging ideas and arguments, but they need to end up being right or get a very good explanation to why the other is right. A mental person is always striving to make the best decision. Their greatest fear is to be wrong; they like to feel that they are correct and that they are making decisions based on logic and rational thinking.

HELP THEM FEEL THAT THEY ARE RIGHT.

Spiritual people (S) – Like to be and shine!
They are looking for the greater purpose in things. They believe that everything has a reason, that there are no coincidences and it's this quest that moves them. They give great meaning to every situation. The greater the significance of a task or project, the greater their motivation. Their biggest fear is to have no meaning! To not be significant or "shine" in any way. They need to feel conscious and whole.

HELP THEM FEEL SIGNIFICANT.

Although we all have and use a portion of these four categories in the different contexts or times of our life, one of them is predominant in us. Identifying it is important for managing and interacting with life and with others, since it is the best and the fastest way of accessing the Map of the world of someone and speaking a language that that person recognises and accepts as her own."

Source: "Trate A Vida Por Tu" by Daniel Sá Nogueira, pp.77-80
Excerpt translated by Magdalena Musiala

2.2) FIRO - Group Dynamics

FIRO theory is another one of the building blocks of the imp!act programme (and all other euforia programmes). In fact, it was key in creating an event that takes into account the group process in a way that supports the project development work and most importantly has a long-term impact on the participants. By using FIRO theory on group dynamics, we aim to create an event that is both really safe and really challenging and that helps participants get ready fast to dive in and get COMPLETELY engaged in the work and the learning. Also, because so much of imp!act is based on the interaction of participants, the closer the group becomes the more collaboration and mutual support takes place, the more participants will inspire each other to dare more and the greater their experience will be. FIRO helps us as leaders and facilitators keep an eye on group dynamics, firstly to gain some perspective on what is going on (and not get super scared when participants get into conflict, for example! – with you or with each other…), secondly to gain some insight into the challenges that our participants face and to support the group's evolution. Below is a brief explanation of the theory. We hope it will help you feel more prepared for what's co-ming and better able to help the participants have a good experience and stay engaged. The theory itself is not included in the imp!act event, i.e. we don't mention it directly when explaining the programme to the participants; instead we simply let them experience it!

FIRO stands for Fundamental Interpersonal Relations Orientation, developed by American Psychologist Will Schutz in the 1950s (followed by 40 years of research) and is one of the most used team development models of all times. Many of you have also probably he-ard of similar models such as Tuckman's (forming, norming, storming, performing) and Wheelan's, that give similar insight into growing teams and leadership. What makes FIRO so useful is that it's simple, with only 3 dimensions and a few working principles. Simply put, any group goes through 3 stages when developing into a well-functioning team: Inclusion, Control, and Openness. (The model is sometimes called ICO.) Here are some paragraphs written by Will Schutz about each of them, followed by what
happens during imp!act:

Stage 1: Inclusion

Aim: Help people feel welcome, important, "I want to be part of this!"

"The inclusion phase begins with the formation of the group. When I'm confronted with other people, I look for where I fit in this group. Am I in or out? Am I going to be paid at-tention to or be left out and ignored? If the answers make me anxious, I may start talking excessively, withdrawing, becoming exhibitionistic, or telling personal stories. At the same time, I am deciding how committed I will become to this group. (…) In the inclusion phase, I watch the leaders' commitment to the group, their attendance, their interest, their par-ticipation, their punctuality. If they falter, I may feel, "If you don't care, why should I?" If the leaders are not committed, the group is of less interest to me."

At imp!act, we have exactly 20 hours to "include" our participants during the event. From the first afternoon (Wednesday) until lunch on Thursday. After that, the focus and energy goes into the next phase, if the group is ready! And it's our role to help it get ready. Inclusion literally starts as soon as the participants step into the event venue. It's in how we greet them, how things have been set up to make everyone feel welcome: the room is ready, the music playing, and most importantly the team is ready to welcome everyone as they come in, present themselves, start memorising names (it helps to practice beforehand!) But the fact is that "inclusion" dominates the whole recruitment process as well: we need to make people feel that they want to join the event in the first place! That it's for them, that they can identify with the team running the event, that they want to be part of something done by euforia etc. Think about how you want to keep in touch with the participants that sign up long before the event - that's all inclusion.

By the time they get to imp!act, most participants will have already decided that "they want to be there", but not how and how much. Therefore, the first 20 hours are all about this. We help our participants feel included by setting the tone, by encouraging them to get to know each other throughout all the activities, by splitting them up into smaller groups (often), by mixing the groups, by having them start sharing about themselves. And let's not forget the power of names: if people know your name, you'll know (subconsciously) that you belong. Do what you have to, do name games, use name tags (and again, practice beforehand, so that the leader team knows all the names before the participants get to the event!).

The "Welcoming Ceremony" (or whatever you choose to call it!), the World Café and Thursday morning are about setting the tone and a clear frame for the event, then getting a sense of who else is in the group, sparking some interest to learn more and start doing something. Finally we want to give the participants the feeling "I'm not alone. I'm not the only weirdo thinking about where the world is going and wanting to do something about it."

Stage 2: Control

Aim: Help people feel competent, capable, "I can do this!"

"Once we have resolved inclusion issues (at least temporarily), we turn to control issues, which is characteristic of groups in mid-development. Behaviour at this stage includes competition for leadership, determination of procedures and methods of decision-making, and distribution of power. My concerns centre on whether I have as much or as little power, responsibility, and influence as I am comfortable with."

The BARNGA exercise is about preparing the participants for what comes next. We're still in the first 20 hours (Thursday morning), still in inclusion and participants are getting pretty comfortable in the group (hopefully!). BARNGA shows the reality of what will happen in the coming 48 hours (or more) and helps the group get ready for it. By lunch we will have shifted the participants' focus to start building project ideas, then the bar will be raised at least ten times and many participants will experience the most intense (and rewarding,

and fun, but again: intense) team work they have ever been part of. The project work will present them with completely unexpected situations, challenges and questions that need to be solved creatively and as a team. At the same time, while solving these issues participants will realise that they don't agree, don't have the same goals and the same way of working. (Rings a bell, doesn't it?!) In their frustration, they may turn against the leaders of the event or get into conflict with each other. It helps to see this as a sign that the group is actually moving forward and getting into real stuff. And then try to find out what they need help with…

All through Thursday afternoon, while working to develop project ideas, then pitching them (or not) and forming teams, participants are deciding on what roles to take in the upcoming project work. First, they get to reflect on their own experience and identify things they love, are good at, value, and care about (Life Purpose Model). Then eventually, they decide on whether to take the lead of a project or join a group that is initiated by someone else, and start finding their place in the group that they will spend the coming two days with.

Both Friday and Saturday are mostly in the control phase. People are developing their project at the speed of light, going out to test prototypes, getting challenged and mentored by "experts" and finally presenting the project together, to a jury. Whatever people's preference is with regards to how much they like to influence and take leadership, the imp!act event will push those limits and provide lots of opportunities to "step out of their comfort zones" (if they want to!). Our role facilitators is to help them succeed, by challenging them to succeed and making them feel that they can do it.

Everyone will at some point fear that they're actually not capable of pulling off a social project, they'll feel unexperienced or even helpless, and fear embarrassing themselves. All these fears live on the border between the comfort zone and the stretch zone, so it's no wonder we all hesitate to "jump"!

Stage 3: Openness

Aim: Help people feel appreciated, liked, "I can be myself!"

"By the third stage of group evolution, crucial for any team that is going to work over the long term, I now have an idea of our boundaries and of our commitment and methods for distributing power. Now I turn to other questions: How close shall I get? Shall I be completely open and express all my feelings honestly? Or shall I keep my relationships superficial and task-oriented? Shall I find some middle ground?"

In the original 4.5 day long version of imp!act, the last day (Sunday) was about going into the openness stage. Even though no group can fully reach this far in 3 or 4 days, practice makes all the difference and methods that encourage openness can be included early on.

The openness-related stuff we've previously done on Sunday is:
• Feedback in the project teams
• Decision-making in the project teams on whether to continue the project or not
• Final debriefing round/sharing in the big group

However, the challenges with having an extra day got bigger than the benefits. So we decided to shorten imp!act to 3.5 days, and to integrate the methods above in other parts of the program. A final debriefing round takes place after the jury to get "closure" before going off to celebrate! The question "will you continue this project" will be included in the jury session, and our task is to help the participants dare to be honest. The feedback in the project teams is optional. One possibility is to do it in the middle of the process, Friday night. Another is to do it after the event, to include it in a post imp!act meet-up a few weeks after. You could do some version of feedback each time you meet — it will snap people right back into imp!act mood.

Finally, openness sets the tone for the event as a whole. It plays out in the way we try to be "transparent" about the way the event will work and what will happen (without "giving away" details that will spoil the exercises, but also without pretending that everything is a "big secret").

It plays out in the way we talk about our own experience as leaders /entrepreneurs / facilitators, valuing our strengths and sharing the knowledge we have but also being able to say "I don't know" instead of "pretending" that we have all the answers. This is leading by example, this will make the participants feel that we're all in the process of learning, that they can express doubts and that they're allowed be who they are.

A few additional FIRO principles

"The last person to move decides the location of the group"
This means that if "one" person stays in the Inclusion phase, indecisive about whether or not to be part, it will impact the group as a whole and slow down the process of moving forward. Same for someone who is "stuck" in Control, they may keep their whole project team there with them as well. Therefore, it's important to see the individual and give individual support. All it usually takes is an informal one-on-one conversation in a break; making people feel seen and hearing them works like magic! It's usually later into the group process that the project teams may need support or "mediation", that is after imp!act. euforia has a good habit of keeping in touch and checking in with the teams post-event: we encourage you to do so!

"Group development is not a linear process"
No group goes step by step from Inclusion to Control to Openness. The process moves all groups back and forth, and never stops. Any change (new people coming in, others leaving, new rules, new tasks) throws groups (even momentarily) back into Inclusion. Therefore, take care to "include" your participants every morning, and when you meet up after the event. Take into account that "control" issues may come up at any point (some participants may even want to "influence" and question
things as soon as they walk into the room on the first day). And again support "openness" continuously, in subtle ways.

"Group development demands situation-based leadership"
While the participants will look to you as leaders for guidance (instructions) in the beginning (inclusion stage), they will not want as much of it as they get into the "control" stage. When the project teams really get into working mode, they will want to determine how to use their own time and that's why we give so much of it to them! Friday afternoon (4-5 hours of project testing "in the real world") and most of Saturday (they decide which experts to meet and decide on how to get ready for the jury).

Notice this need and know when it's time to "let go". What characterises the openness stage is that the group works as a real "team". That is, the leader is no longer needed for telling the group what to do, what comes next. In fact, all team members take responsibility and alternate in the "leadership" role. The best way of supporting groups to evolve into teams is to encourage the members to take on shared responsibility for the project, for how to continue working together. Also inviting participants to organise and lead postevent meetups is a way of spreading leadership (and growing a movement!).

Excerpts from "The Human Element - Productivity, Self-Esteem and the Bottom Line" by Will Schutz, pp. 124-126

Written by Magdalena Musiala, licensed FIRO and The Human Element Practitioner

2.3) COMFORT, STRETCH AND PANIC ZONE

What is the Comfort Zone?

Judith M. Bardwick, author of Danger in the Comfort Zone, defines 'comfort zone' as "a behavioural state where a person operates in an anxiety-neutral position."

Brené Brown, a research professor at the University of Houston's Graduate College of Social Work, describes the comfort zone as: "Where our uncertainty, scarcity and vulnerability are minimized — where we believe we'll have access to enough love, food, talent, time, admiration. Where we feel we have some control."

There are several key points in these two definitions. One is the 'anxiety-neutral position'. Another one is the '[…] where we believe […]'. The comfort zone is this autopilot most of us are trapped in during our everyday lives. There's nothing wrong with it – except that most of us think of it as something static rather than something dynamic: As something that "just is like it is" because "this is who I am" rather than "it is like this now, but doesn't need to be so in the future" because "I can change who I am".

Inside the comfort zone we feel we have some control. We know what to expect, what is expected from us, what we have to do and how we should react. Inside the comfort zone surprises are something very unusual. We feel safe.

This feeling of safety feels comfortable to us because it prevents us from experience feelings we don't want to feel. It is a behavioural state of minimized risk.

What is the comfort zone good for – and what not?

The comfort zone heavily relies on social conditioning, which we all go through our whole lives. When we were little, people told us what to do and what not to do, what's right and what's wrong, which behaviour is acceptable and which is not. The "grown-ups" don't even have bad intentions when do they this – often they just pass on the things they were taught from their parents.

We have all been in situations in which we acted against the "normal" or desired behaviour, and people judged us negatively for it, so we experienced a social rejection. This process is very important so that society can function. It is the fear of social rejection that keeps us in our comfort zone and it is the same fear that makes us a well-adapted part of society – which is – to some extent – a good thing!

Nonetheless, there are situations in which this fear prevents us from doing what we actually want to do. It hinders us from growing. That's when we are trapped in our comfort zone, and when we stagnate in our development.
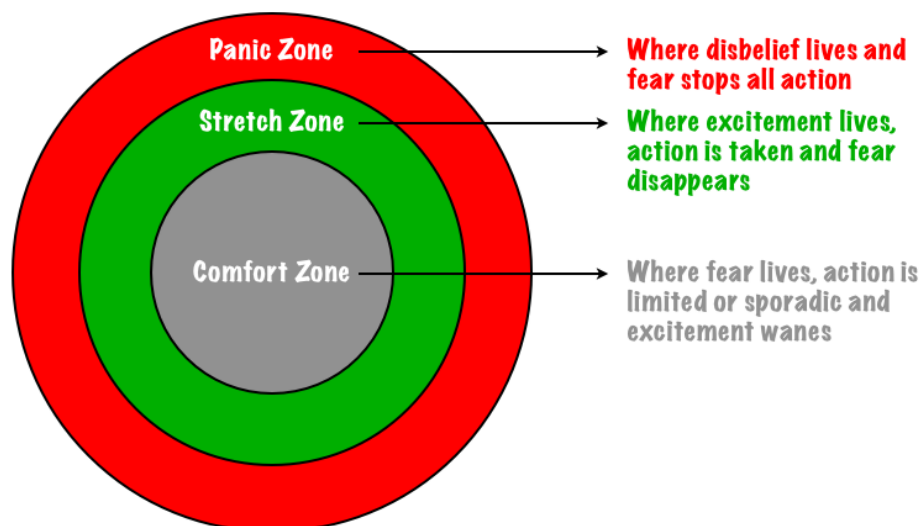
Why expand the comfort zone – and how?

Back in 1908, psychologists Robert M. Yerkes and John D. Dodson explained that a state of relative comfort created a steady level of performance. In order to maximize performance, however, we need a state of relative anxiety. We call this space where our stress levels are slightly higher than normal the stretch zone. Some people also call it the learning zone, because it is the area in which we best acquire new competencies.

These are some of the benefits of going into your stretch zone regularly:
- You'll have an easier time dealing with new and unexpected changes.
- You'll find it easier to push your boundaries in the future.
- You'll find it easier to brainstorm and harness your creativity.
- You'll find it easier to manage fears.

If you put too much pressure on yourself in trying to expand your comfort zone, you run the risk of ending up in your panic zone. This is where you're ruled by anxiety and you become so stressed that your performance drops off sharply, and you can't learn anymore. An example: If you're extremely terrified of speaking in public, it might not be the best idea to hold a two hour keynote speech in front of 2.000 guests at a huge congress. Chances are you will find yourself in your panic zone, and you will run off stage or even refuse to enter it. Instead, try to give a short presentation in front of a handful (friendly) team members first, stretching your comfort zone little by little.

Panic Zone — Where disbelief lives and fear stops all action

Stretch Zone — Where excitement lives, action is taken and fear disappears

Comfort Zone — Where fear lives, action is limited or sporadic and excitement wanes

Source: https://chrisjanzen.files.wordpress.com/2008/09/action-zones1.png

At euforia, we are convinced that stretching our comfort zones is very important for our personal development. We encourage you to do it often and in little steps, rather than by pushing yourself to do something huge that completely terrifies you. Also, remember that it's important to come back to your comfort zone regularly to give yourself the space to process what you accomplished and learnt in the stretch zone. After a while, you will see how your comfort zone is expanding, and how embracing new experiences helps you master things you never thought you were capable of.

Being active in euforia is a never-ending growth experience. We might say that euforia is like a playground – you can discover and unleash talents that you didn't even know you had. And if things don't go the way you planned, you can always say "Ooops!", learn from the experience and move on. It is important to remember, though, that this approach is very different from a lot of other contexts, e.g. formal education, where you can flunk out of school if you fail too many exams. Many participants that attend a euforia event for the first time will be driven into their stretch zones (some maybe even into their panic zones), because they have never been in such a non-formal/creative/crazy environment. That is useful to remember when you facilitate at imp!act or the eTP and the "euforia way" has become part of your comfort zone already. The best thing you can do is to encourage every participant to find his or her own pace in stretching their comfort zones. That's how euforia events really become a growth experience for everyone.

Written by Oswald König, former eTP Junior Trainer

2.4) NAOMMIE - Process Design

NAOMMIE is a planning and designing tool that helps to guide the architecture of a whole training course or process, but also of small sessions and submodules within a certain process.

Its main aim is to provide an organisational framework and to slow facilitators down in their thinking. Drafting a NAOMMIE is an essential part of the learning design process, and every step of it is crucial for a really successful training delivery.

When asked to design a session, facilitators are tempted to jump right to what methods they want to use and how to implement them. This is often the usual way of thinking in to-day's corporate environment, where time is money and results have to be produced now. However, sessions designed this way are often incoherent, unsatisfying and confusing for participants and facilitators. They tend not to fit into the bigger picture of a training course and do not consider what participants came for, or how they feel. By applying NAOMMIE, you will be able to prevent this pitfall and create a session that is perfectly tailored to the needs of the different stakeholders (participants, facilitators, sending organizations etc.).

NAOMMIE stands for:
Needs – Aim – Objectives – Methodology – Methods – Implementation – Evaluation.

Needs

The most important, and often the most neglected step of all. In this phase, it is all about the purpose – to use the Art of Hosting Jargon. We try to find out what the needs of all people involved and of the community are. By that, we especially mean the more abstract means, or needs that would be considered higher in the Maslow Pyramid.
We are not (yet) interested in hearing needs such as chairs, tables, flipcharts, but rather in abstract, mental, emotional, physical or spiritual needs, e.g. the needs to feel included, competent or appreciated (to speak with FIRO). You can brainstorm these needs with your team and write them down. Much better still, you can actually ask the stakeholders, e.g. your participants, what they would need from the training in order to be able to say that it was a success for them. These needs will be the cornerstone for all following steps of your NAOMMIE.

Some relevant questions when analysing needs are:
* Who is the target group? Who are the stakeholders? Who is the client?
* What are their needs? (i.e. What would make this training/session a success for them?)
* What needs do participants have?
* What are the needs of the trainers and facilitators?
* What is the need of the organization?

Aim

The aim is the big vision that gives you direction, motivation and inspiration for your training event or session. It should be crazy, exciting and maybe even a little bit embarrassing.

You want to be able to say "It's super awesome if we could get there!". Write it down in one (and just one!) sentence. For example, the aim of the first ever euforia Training Programme was to create "6 life-changing imp!act events in October and November of 2014, organized entirely by teams of volunteer leaders, that create a springboard for the new euforia changemaker movement". Goosebumps, right?

Make sure your aim really inspires you to facilitate, then you can proceed with your NAOMMIE.

Some relevant questions for determining your aim:
• What would be the best possible outcome of this training event/session?
• If all went great, where would we be?
• What is the need of the organization?

Objectives

The objectives take the big aim down to earth and break it into manageable and measurable bits and pieces. Your objectives should be SMART:
• Specific
• Measurable
• Achievable
• Relevant
• Time-bound

As a guiding question to fix your objectives, ask yourself "What exactly do we want to achieve by when?" Connect your objectives with concrete success indicators so that you can actually know when you've reached them, and tick them off (a very satisfying moment). For instance, one example for a session in which you introduce the NAOMMIE tool could be "By the end of this session, all participants will know what the different steps of NAOMMIE are, and will have practiced formulating the needs of participants for the opening session of imp!act." We recommend: don't fix more than 3-4 objectives for one session; otherwise your session may become very rushed and incoherent.

Methodology

The methodology is the "personality" of your training course or session. It's the feeling you want to transfer through the sum of the activities in this session. Use adjectives that you would also use to describe a person, e.g. serious, energizing, fast-paced, experiential, comfortable, inspiring etc.

Again, focus on max. 5-6 of them, rather than trying to include hundreds of different feelings into one session. This might be an overload!

Some relevant questions:
- How do I want the event to feel?
- What should be the personality of this session?
- What feelings do I want to evoke in participants?
- What feelings do I have when I think of the session?

Methods

This is where people usually start if they don't do a proper NAOMMIE. But now that you have gone through the process of defining needs, aim, objectives and methodology of the session, you can choose your methods wisely, with the points above in mind. Remember: "It's all about the needs!" Think of methods that would answer to the different needs you identified in the first step of your NAOMMIE.

When you do this for the first time, it is helpful to write down all of the activities you have in your toolbox, and then to see which methods really make sense for this session. Some relevant questions:
- What is my toolbox?
- What kind of games/methods can I explain/do? What do I feel comfortable with?
- What meets the needs we have identified?
- What helps us reach the objectives we formulated?

Implementation

This is where the fine-tuning starts. Create a detailed implementation plan and write down which activities you plan to do when (and for how long), what the goal of every activity is, what steps are included, and what materials you need for each activity. It helps to do this in an excel file for example. If you deliberately went through all the previous NAOMMIE steps, the implementation plan will follow easily. Rule of thumb: the less experienced you are as a facilitator, the more detailed your implementation plan should be.

Evaluation

Don't forget to think about how you want to evaluate a session. How can you know whether the objectives you planned were reached? Consider different options, such as doing a short check-out round at the end of a session, collecting written feedback on post-its, or integrating specific questions on each session in your feedback form that participants fill in at the end of the event.

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

25) A - S - K MODEL

The ASK Model is a Learning Model, that breaks true learning down into three major components. It represents a synthesis of literature from three theoretical perspectives – behavioural, cognitive and socio-cognitive.

Its main statement is the following: **Deep understanding and mastery of a certain subject are built on three components: Attitude, Skill and Knowledge**

SKILLS
- Intellectual
- Social
- Communicative
- Physical

ATTITUDES
- Curiosity
- Desire to succeed
- Open-mindedness
- Resilience
- Self-Regulation

KNOWLEDGE
- Facts
- Figures
- Concepts
- Ideas

Source: http://image.slidesharecdn.com/hb21may-2ask-110522060004-phpapp01/95/develop-ask-3-728.jpg?cb=1306062123
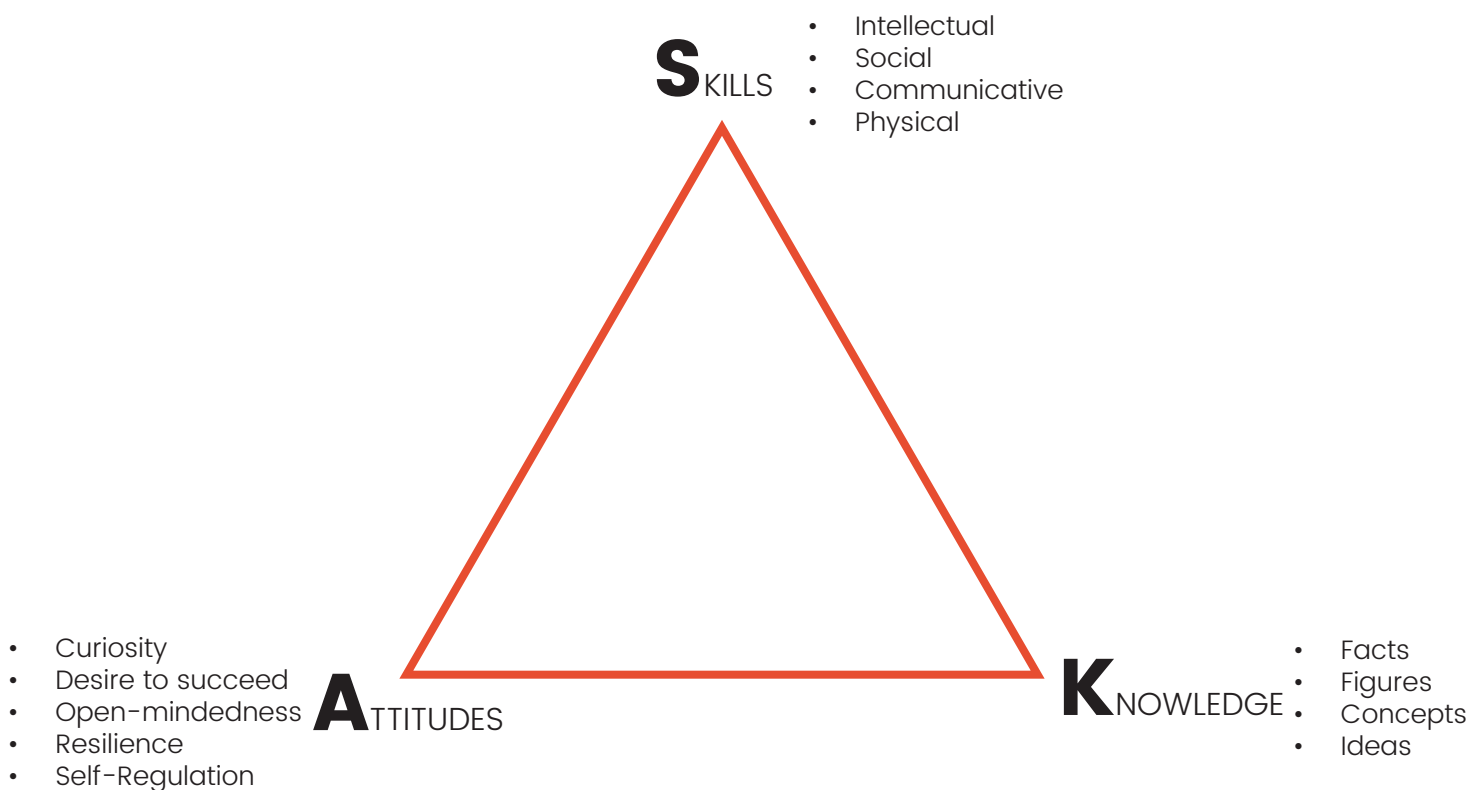
Attitude

Your attitude comprises how you approach your subject or a task. It is about how you work. In the case of a facilitator, this quality is generally characterized by friendliness, assertiveness and a desire to help others learn. Great facilitators are open-minded and curious, focused to the task at hand and attentive to their groups. They use participants' names, offer encouragement, invite questions and show empathy. All of these qualities can be trained and developed. However, attitudes are more deep-rooted than skills and knowledge, and thus require repeated (practical) effort to be learnt, or changed.

Skill

Skills are about putting your knowledge into practice. To facilitate effectively, you require good communications skills, such as attentive listening or public speaking. Master facilitators listen well, observe their participants, and prompt them to active participation. They clarify misconceptions, provide feedback and make eye contact when speaking. You can turn knowledge into skills by continuous practice, which is why at the euforia Training Programme, we prompt you to try out facilitation from the beginning.

Knowledge

To have knowledge of a subject means to know how things work, to know the theory behind the matter. This contains things such as knowing facilitation models, techniques or methodologies. You build up knowledge by attending training courses, or by studying literature about a certain topic.

As an example for these different competencies, just think of what it takes to be a true master cook: knowing plenty of recipes, flavours and spices (knowledge) does not make you an award-wining chef, if you have no clue how to cook the steak in your pan properly (skill). But if your knowledge and skills are combined with a genuine love for cooking, and you go the extra mile by making even the smallest meal a marvellous dish (attitude), you will truly be considered a master of your subject!

Relevance

As a facilitator, we want to help groups work and often, this implies that there be learning taking place in the group. Finding the optimal balance of challenge and support requires some competencies; namely, knowledge, a positive attitude, and good communication skills. To promote optimal learning, the competencies stated above are essential. Hence, in order to grow as a facilitator, we have to train ourselves in all of those realms. But this is not just the case with facilitating; mastery of every subject is built upon the interplay of attitude, knowledge and skill. Just think of the above example of the cook, or of a concert pianist. What makes them masters of their subjects?

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

2.6) Living Systems

"People are intelligent, creative, adaptive, self-organizing, and meaning-seeking. Organisations are living systems. They too are intelligent, creative, adaptive, self-organising, and meaning-seeking".

For three hundred years, since Descartes and Newton, our thinking has predominantly been influenced by rationalism. We have been able to figure things out and "be in control". We tend to view our organisations as we view machines—as consisting of clearly defined parts with clearly defined roles and a predictable output.

In a complex world, this mechanistic view may not always be adequate to meet the complex problems and challenges we face. What if organisations were to be viewed as living systems instead?

Living systems exist everywhere in nature—bacteria forming colonies or ants coming together to form a system that is capable of creating an anthill. Some termite nests even have air conditioning, so the temperature stays the same inside the hill regardless of external conditions. There are two exciting phenomena in nature and living systems:
1. Nature has the capability to self-organise – all parts of the system participate in doing what is needed to sustain the system.
2. Self-organisation can lead to emergence = the emergence of totally new properties and qualities: 1+1 = 11 or something totally new and surprising.

What if organisations really are living systems and there could be a simpler way of organising that opens up the possibility for emergence—provided the right conditions are in place?

What would our organisations and communities look like then?

"Instead of looking for basic building blocks, life scientists took a new tack: they began to look at wholes instead of parts, at processes instead of substances. They discovered that these wholes, be they cells, bodies, ecosystems, or even the planet itself, are not just a heap of disjunct parts, but are dynamically organized and intricately balanced 'systems', interdependent in every movement, every function, every exchange of energy and information."

– Joanna Macy, Coming Back to Life

These are some of the qualities of living systems:

- A living system accepts only its own solutions—we only support those things we are part of creating
- A living system pays attention only to that which is meaningful to it here and now
- In nature, a living system participates in the development of its neighbour— an isolated system is doomed
- Nature, and all of nature, including ourselves, is in constant change (without 'change management')
- Nature seeks diversity. New relations open up to new possibilities. It is not a question of survival of the fittest—but everything that is fit—as many species as possible. Diversity increases our chance of survival
- Experimentation opens up to what is possible here and now. Nature is not intent on finding perfect solutions, but workable solutions. "Life is intent on finding what works, not what is right"
- All the answers do not exist 'out there'—we must sometimes experiment to find out what works
- A living system cannot be steered or controlled—it can only be teased, nudged, titillated to see things differently
- A system changes when its perception of itself changes
- Who we are together is always different and more than who we are alone. Our range of creative expression increases as we join with others. New relationships create new capacities.
- We human beings are capable of self-organising, given the right conditions
- Self-organisation shifts to a higher order

Now: Think of how all this is related to facilitation, and to working with groups! Aren't the parallels fascinating?

Adapted from "Coming Back to Life" by Joanna Macy, "Harnessing Complexity" by Robert Axelrod and Michael D. Cohen, and "Leadership and the New Science" by Margaret Wheatley.

Excerpts from Training manual: "Art of Participatory Leadership - Geneva, December 2012"

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

2.7) Listening – An excerpt from Theory U

"Successful leadership depends on the quality of attention and intention that the leader brings to any situation. Two leaders in the same circumstances doing the same thing can bring about completely different outcomes, depending on the inner place from which each operates."
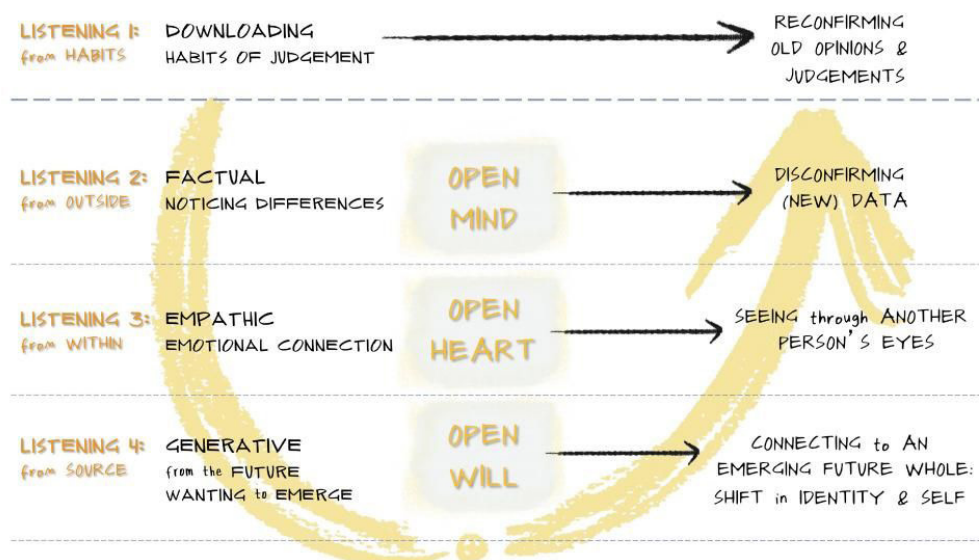– Otto C. Scharmer

When thinking about outstanding facilitators or leaders, we often have glamorous speakers with a fascinating capacity to inspire others in mind. While this truly is an admirable and powerful skill, we often forget about another immensely important skill: Listening.

Masterful listening is very different from merely hearing or recognising something. It's about paying close intention to the space within and between human beings. It connects ideas, builds bridges among people and weaves the fabric of human relations. In his studies of innovative processes and the conditions in which they take place, Otto Scharmer, Researcher at MIT and author of the bestseller "Theory U", identified Listening as the most important skill of a leader and as a necessary condition for innovation. He observed four levels of listening: Downloading, Factual Listening, Empathic Listening and Generative Listening.

In our everyday world we tend to listen mainly in levels one and two, which are Downloading and Factual Listening, respectively. But in order to facilitate meaningful innovation and change, it is necessary to go beyond those two levels and to extend our listening to deeper realms.

LEVELS of LISTENING

LISTENING 1: from HABITS	DOWNLOADING HABITS OF JUDGEMENT	→	RECONFIRMING OLD OPINIONS & JUDGEMENTS
LISTENING 2: from OUTSIDE	FACTUAL NOTICING DIFFERENCES	OPEN MIND →	DISCONFIRMING (NEW) DATA
LISTENING 3: from WITHIN	EMPATHIC EMOTIONAL CONNECTION	OPEN HEART →	SEEING through ANOTHER PERSON'S EYES
LISTENING 4: from SOURCE	GENERATIVE from the FUTURE WANTING to EMERGE	OPEN WILL →	CONNECTING to AN EMERGING FUTURE WHOLE: SHIFT in IDENTITY & SELF

Presencing Institute - Otto Scharmer - www.presencing.com/permissions

Slowing Down to Understand

At its core, leadership is about shaping and shifting how individuals and groups attend to and subsequently respond to a situation. The trouble is that most leaders are unable to recognize, let alone change, the structural habits of attention used in their organizations.

Learning to recognize the habits of attention in any particular business culture requires, among other things, a particular kind of listening. Over more than a decade of observing people's interactions in organizations, I have noted four different types of listening.

Listening 1: Downloading
"Yeah, I know that already." I call this type of listening "downloading"– listening by re-confirming habitual judgments. When you are in a situation where everything that happens confirms what you already know, you are listening by downloading.

Listening 2: Factual
"Ooh, look at that!" This type of listening is factual or object-focused: listening by paying attention to facts and to novel or disconfirming data. You switch off your inner voice of judgment and listen to the voices right in front of you. You focus on what differs from what you already know. Factual listening is the basic mode of good science. You let the data talk to you. You ask questions, and you pay careful attention to the responses you get.

Listening 3: Empathic
"Oh, yes, I know exactly how you feel." This deeper level of listening is empathic listening. When we are engaged in real dialogue and paying careful attention, we can become aware of a profound shift in the place from which our listening originates. We move from staring at the objective world of things, figures, and facts (the "itworld") to listening to the story of a living and evolving self (the "you-world"). Sometimes, when we say: "I know how you feel," our emphasis is on a kind of mental or abstract knowing. But to really feel how another feels, we have to have an open heart. Only an open heart gives us the empathic capacity to connect directly with another person from within.

When that happens, we feel a profound switch as we enter a new territory in the relationship; we forget about our own agenda and begin to see how the world appears through someone else's eyes.

Listening 4: Generative

"I can't express what I experience in words. My whole being has slowed down. I feel more quiet and present and more my real self. I am connected to something larger than myself." This type of listening moves beyond the current field and connects us to an even deeper realm of emergence. I call this level of listening "generative listening," or listening from the emerging field of future possibility. This level of listening requires us to access not only our open heart, but also our open will – our capacity to connect to the highest future possibility that can emerge. We no longer look for something outside. We no longer empathize with someone in front of us. We are in an altered state. "Communion" or "grace" is maybe the word that comes closest to the texture of this experience.

When you operate from Listening 1 (downloading), the conversation reconfirms what you already knew. You reconfirm your habits of thought: "There he goes again!". When you operate from Listening 2 (factual listening), you disconfirm what you already know and notice what is new out there: "Boy, this looks so different today!" When you choose to operate from Listening 3 (empathic listening), your perspective is redirected to seeing the situation through the eyes of another: "Boy, yes, now I really understand how you feel about it. I can sense it now too." And finally, when you choose to operate from Listening 4 (generative listening), you realize that by the end of the conversation you are no longer the same person you were when it began. You have gone through a subtle but profound change that has connected you to a deeper source of knowing, including the knowledge of your best future possibility and self.

Excerpt from "Theory U – Executive Summary" by Otto C. Scharmer.
www.prescening.com

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

3

TOOLBOX

3.1) The World Café

"The World Café is a method for creating a living network of collaborative dialogue around questions that matter in real life situations. It is a provocative metaphor... as we create our lives, our organisations, and our communities, we are, in effect, moving among 'table conversations' at the World Café."

– From The World Café Resource Guide

Background

The World Café got its name because it imitates a café setting where small groups (4 or 5 people) are all conversing together around tables. A cluster of small groups – anywhere from 10 to 1000 people, in total – are in conversation about an issue that matters to them or some work they are trying to do together. It is an ideal way to find out what a community is thinking and feeling about a topic.

Today, the World Café is one of the most popular methods for large scale group dialogue. It is widely used: from a private context to schools, universities and businesses or even at governmental institutions such as the European Commission, the World Café (or its adaptions such as the Pro Action Café, Peer Coaching Café, etc.) has numerous applications.

The Café is built on the assumption that people already have within them the wisdom and creativity to confront even the most difficult challenges. Given the appropriate context and focus, it is possible to access and use this deeper knowledge about what's important.

The Essence

Creating spaces for meaningful dialogue to take place is the central part of facilitation / hosting. When we step into dialogue with each other, we do not only transmit Information, but, more importantly, we also foster relationships, build mutual trust, learn and have fun. Conversations can broaden our horizon, especially if the people that are taking part in the conversation have very different backgrounds from our own. Diversity is a treasure!

All of these positive attributes of conversations are in the foreground when we organise a World Café. The idea is to create a special atmosphere, where good conversations can take place naturally – just like in a café. It enables many people to simultaneously take part in small conversations at different tables, and then weaves together the small patches to a larger conversation by enabling people to change tables in between rounds. This way, everybody can share their experience and knowledge, and collective intelligence and wisdom become accessible to every participant. This method is also a way of connecting many people in a very short amount of time, which is why we use it during the first evening of imp!act.

As put by Phil Cass, CEO of the Columbus Medical Association, the World Café is "a way of cracking into and benefitting from the collective intelligence of large groups, so that wise action can take place."

Source: https://www.flickr.com/photos/rebeccalazenbyparagrafix/5545743096/

The Flow

After the participants have arrived and sat down at tables, the Café begins with the facilitators welcoming the participants and giving them a short introduction to the World Café. Here, the facilitator explains how the World Café works and shares the Etiquette (or the rules) of the Café. If there is time, it has proven valuable, also, to go through the four Levels of Listening (Theory U, Otto Scharmer) and to invite participants to try to listen more deeply in the coming session. This primes them to be more attentive and to especially focus on their listening. Then the Café starts with the first question.

Ideally, there will be three rounds of 20 – 30 minutes each.

At the beginning of every round, the question for this round is presented. The tables are equipped with "writable tablecloths", and all participants are expressly encouraged to scribble and note important conversation points on this flipchart or large piece of paper. After the first conversation, someone stays at the table as "host", while the others move to a new table, taking their previous conversations with them. In this way, the threads of the various conversations are woven together and all participants get a sense of what is being discovered and developed.

The role of the "table host" is to welcome the new guests at the table and to briefly sum-marize the previous conversation for them. Attention: The table host is not a moderator. The role is merely there to ensure that the previous conversations are woven more deeply into the developing ones at a certain table. It is a conscious decision that there is no desig-nated moderator or facilitator at the table. (A tip: Let groups choose their table host just at the end of the first round or find a different way to choose a table host, e.g. the person who finds a sweet attached to the bottom of his chair, to prevent the "moderatorsyndrome").

After three rounds of conversations, it is essential to harvest some of the most important insights. Often, this is done by having participants write their most prevalent thought down onto cards in the last round and by "speed clustering" them afterwards. Other harvesting ideas include "popcorn harvesting" or traditional clustering. Depending on the purpose of the Café, you can choose whether you want to do a more or less intensive harvest.

Typical World Café Flow

00:00	10 min. Introduction
00:10	30 min. Round 1 (afterwards change of tables)
00:40	30 min. Round 2 (afterwards change of tables)
01:10	30 min. Round 3 (prepare harvest)
01:40	20 min. Harvest and Reporting back, Summary
02:00	Total amount of time needed

The Tent poles

The World Café is a rather easy-to-use method. But, even though doing a World Café sounds simple, really holding a good one is an art. Here are the most important guidelines and tent poles of a masterful Café:

Hospitable Space

In a traditional Café, the atmosphere is key. The same holds true for the World Café. It is essential to have the room and tables designed nicely and fit to the occasion. Sometimes, it is even possible to organise a small catering for the Café or have small snacks available at the tables. Another gimmick is to play smooth jazz music in the background and have some flowers in the room or even on the tables, if it is apt. Depending on the context, try to design the most wonderful Café experience you can think of.

Purpose

The purpose guides the whole Café. It determines the atmosphere you want to create, the flow you choose and the questions you prepare. Having the purpose in mind at all times is crucial, as it is the reason why we do the Café in the first place. All things flow from the purpose.

Questions

Powerful questions are of great importance for the Café, as they guide all conversations that will take place. So think well about the questions you choose and choose them with the purpose of the Café in mind. Also, the sequencing of the questions is important. If possible, try to pull in heart (more personal questions) and mind (more strategic questions).

Harvest

Another part of hosting that is commonly neglected: the Harvest. Usually, when hosting a World Café, you do it because you want to harvest something. Your harvest can be tangible (concrete ideas, plans, principles, etc.) or intangible (relationships, bonding, awareness, etc.), but either way make sure that what has happened in the Café becomes visible to all participants. Think about whether you want to harvest only in the end, or also in-between rounds?

Spirit of Invitation

When we welcome guests in a Café, we invite them. It is a gentle way of offering them to participate and enjoy the present moment. A trick by Ursula Hillbrand, owner of the Bregenzer Salon and Host at the European Commission, is to introduce the World Café with the four levels of listening (Theory U, Otto Scharmer). This helps create an atmosphere of attentive and purposeful listening.

The Roles

Overall Hosts / Facilitators:

- introduce Café, hold space
- see what is going on, listen, help if there are questions
- walk through Café (not noticeably), "metaphor of weaving"
- "waiter spirit", let people know when there's 5min. left in a round
- if available: catering

Table Hosts:

- summarise previous conversation for new guests at a table
- normal participants, no moderators, should not moderate their table

Guests / Travellers / Participants

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

3.2) The Circle

"Circles create soothing space, where even reticent people can realize that their voice is welcome."

– Margaret J. Wheatley

The Circle, or council, is an ancient form of meeting that has gathered human beings into respectful conversations for thousands of years. In some areas of the world this tradition remains intact, but in some societies it has been all but forgotten. PeerSpirit circling is a modern methodology that calls on this tradition and helps people gather in conversations that fulfil their potential for dialogue, replenishment and wisdom-based change.

What is Circle good for?

One of the beautiful things about circle is its adaptability to a variety of groups, issues, and timeframes. Circle can be the process used for the duration of a gathering, particularly if the group is relatively small and time for deep reflection is a primary aim. Circle can also be used as a means for "checking in" and "checking out" or a way of making decisions together, particularly decisions based on consensus. Be creative with circle and be ready for the deep wisdom it can uncover!

Principles of Circle
- Rotate leadership
- Take responsibility
- Have a higher purpose that you gather around

Practices of Circle
- Speak with intention - noting what has relevance to the conversation in the moment
- Listen with attention - respectful of the learning process of all members of the group
- Tend to the well-being of the group - remaining aware of the impact of our contributions

Four agreements of Circle
- Listen without judgment (slow down and listen)
- Whatever is said in the circle stays in the circle
- Offer what you can and ask for what you need
- Silence is also part of the conversation

General flow of the Circle
- Intention
- Welcome/start-point
- Centre and check-In/greeting
- Agreements
- Three principles and three practices

- Guardian of the process
- Check-out and farewell
- Tend to the well-being of the group: remaining aware of the impact of our contributions

Intention shapes the circle and determines who will come, how long the circle will meet, and what kinds of outcomes are to be expected. Additionally, the centre of a circle usually holds a focus that can be supported by placing the question in the centre, or objects that represent the intention of the circle (e.g. a candle, flower, speaking object or similar).

The check-in usually starts with a volunteer and proceeds around the circle. If an individual is not ready to speak, the turn is passed and another opportunity is offered after others have spoken.

To aid self-governance and bring the circle back to intention, having a circle member volunteer to take the role of guardian is helpful. This group member watches and safeguards the group's energy and observes the group's process.

Closing the circle by checking out provides a formal end to the meeting, a chance for members to reflect on what has transpired.

Material needed
- Chairs arranged in a circle – people should be able to view each other without impediments (i.e. tables or desks)
- Object for the centre – this is to bring focus. It can be flowers, a poster stating the intention or purpose of the gathering, or any other object that has meaning
- Talking object (e.g. a wooden stick that gets passed around to the person who would like to speak)
- Chime, bell, or other instrument to call everyone to attention
- Materials for harvesting the conversation

For more information: http://www.peerspirit.com/downloadable-gifts.html

The above was adapted from a handout, which was generously provided by Peer Spirit to the Art of Hosting Community and taken from a handbook of AoH for the European Commission.

Written by Simon Mathis, Art of Hosting Practitioner and former eTP Junior Trainer

3.3) Energizers

euforia events are famous for their energizers. We do them with volunteers, imp!act participants, and even with the top managers attending our Leading with Impact programme. For some people, energizers are quite far out of their comfort zones, but both our experience and scientific research show that regular physical activity (and FUN!) keep participants considerably more engaged (and awake!) during long training days.

The list of possible energizers is endless; therefore we can only present a small selection of our favourite energizers here. Rest assured that it doesn't really matter what kind of energizer you do with your participants – as long as it gets them out of their seats and moving for a few minutes.

The "Finger Dance"

- Duration: 2-4 minutes
- Materials needed: one energizing song and a good sound system to turn it up
- Participants: 8-50

Implementation: Everyone stands in a circle. As the music starts, one of the facilitators starts dancing with his fingers, and everybody follows her movements. She then passes the leading role to another person in the circle by pointing to that person. He/she now does another movement that everybody copies. Continue until all (or most) of the people in the circle have done a dancing movement.

The "Lonely Boy"

- Duration: 3-4 minutes
- Materials needed: projector, sound system, The Black Keys – Lonely Boy video
- Participants: 2-100

Implementation: Put on the music video and ask everyone to follow the sophisticated dance moves of the protagonist.

The "Whiskey Mix"

- Duration: 2-4 minutes
- Materials needed: nothing
- Participants: 8-30

Implementation: Everyone stands in a circle. The first person starts the game by saying "Whiskey Mix", a command that gets passed on towards the right (counter-clockwise). The next person says "Whiskey Mix", then the one on her right, and so on. You can change directions by saying "Swiss Watch". Once this command is used, the game continues the other way (clockwise), and the words that get passed on to the left are "Wax Mask". The clue of the game is that once someone starts laughing (and they will), this person has to run around the circle. This energizer is a lot of fun, and very dynamic.

The "Pa-parapa"

- Duration: 1-2 minutes
- Materials needed: nothing
- Participants: 10-100

Implementation: Everyone stands in a circle. The person giving the chant starts hopping up and down, lifts one fist up in the air and starts singing "Pa-parapa-parapa-pa-pa-pa". Do this until everyone joins in. Then, everybody jumps into the middle of the circle and gently bumps into each other while hopping altogether in a big bunch of people, singing "Chumpa chumpa chumpa chumpa chumpa". Next, everybody steps away from the middle again, reforming the circle, and the same procedure continues with the chant "Pe-perepe-pere-pe-pe-pe-pe". Then, following the vowels of the alphabet, the same is done with "Pi-piripi", "Po-poropo" and finally "Pu-purupu". People usually love this energizer.

The "Monk-Boxer-Ballerina"

- Duration: 4-7 minutes
- Materials: nothing
- Participants: 8-40

Special feature: This energizer is special in the sense that it has instructive value, and you can actually use it to exemplify collaboration and empathy.

Implementation: Participants go together in couples, and stand back to back to each other. You then explain them that this exercise is about mind-reading. Without communicating verbally or non-verbally, the task is to guess which of the following postures my partner will assume: the boxer (two fists in front of your face), the monk (bending slightly with palms touching each other), or the ballerina (standing graciously on one leg with arms stretched above your head). As people stand back to back, everyone silently decides for one posture, then the facilitator asks them to read the minds of their partners. The facilitator counts 1-2-3, then people turn around quickly, assuming their postures and facing each other. Some couples will have chosen the same posture, others won't. You can do several rounds to see if participants get better at "mind-reading". People usually get really psyched up when they succeed. Eventually, you can even form groups of four with two couples each. Close the exercise with an invitation to really "tune in" to the thoughts and ideas of fellow participants during the following session(s).

Written by Arne Reis, former Co-Director Facilitation, Coaching and Training at euforia

3.4) Barnga - A simulation

What is it?

BARNGA is an experiential activity in the form of a card game, created by Sivasailam "Thiagi" Thiagarajan, an Indian expert in multinational collaboration and active learning in organizations. It was designed to explore factors related to communication problems in intercultural situations. The term intercultural is used broadly; for example the game could be used to explore communication problems among people in different departments, or project teams. Specifically, BARNGA entraps participants into assuming that everyone plays (or works) by the same rules of acceptable behavior. BARNGA points out that obvious cultural differences create fewer problems than subtle differences.

How does it work?

Barnga is played with 8 to 40 participants. The actual play of the game takes 20 to 30 minutes. You should set aside an equal amount of time for debriefing. You need the following materials:
- 1 deck of playing cards for each group of four players: only cards ace, 2, 3, 4, 5, 6 and 7 from each suit.
- 1 handout (with rules) for each group of four players.
- 1 handout with the tournament guide sheet for each group. (Or write it up on a flip chart!)

Flow of the game

1. **Divide participants into groups** of four (or five). Minimum three groups, four is better.

2. **Introduce the exercise**: Explain that now the participants are going to play a simulation game or "an exercise". Do not reveal that the activity explores cross-cultural communication. Instead position the activity as a preliminary simulation of how participants learn in a cooperative setting and a competitive setting.

3. **Distribute handouts** that explain how to play a card game called FIVE TRICKS. Participants will think they are learning the same game, but each table has a slightly different set of rules. This is the hidden element in BARNGA.

4. **Learn the game**. Ask participants to help the other members of their group learn the game. Encourage the groups to play a few practice rounds. When you sense that participants have sufficient practice, take away their handouts.

5. **Conduct round 1**. Ask the groups to continue playing FIVE TRICKS, but now without talking to each other; If they need to communicate with each other, they should do so non-verbally (through gestures). They may also draw pictures but may not write any words. One player at each table should keep score by recording the number of tricks won by the partnerships at the end of each game. After each game, the players should immediately

start a new one. They should continue playing one game after another for the next 5 minutes.

6. **Monitor the play**. Enforce the "no verbal communication" rule by firmly asking any outlaws to stop talking.

7. **After a few minutes**, announce the **end of Round One** and direct them to **move to other tables**. The winner at each table moves up to the next table clockwise, the one who had the least points at each table moves counter-clockwise to get to the next table. You can keep score of who won on a flipchart for everyone to see, and to add an element of competition. Your job is to keep things moving. You are not a player but rather a sort of umpire or referee. Tell them to move tables, and to begin at once playing FIVE TRICKS again. Strictly enforce the ban on using words!

Now is when things start happening! Above all, enjoy this time, its great fun! Watch what people are doing, tuck away little episodes of misunderstanding and frustration to bring up in the debriefing. Don't worry, no matter what happens. The game belongs to the players; it is theirs to play as they wish. Whatever happens can be discussed during the debriefing. Stay neutral, stand tall, smile if you want to, enforce no verbal communication.

Depending on how much time you have, hold three or four rounds. Every few minutes, announce the end of a Round and urge people to move tables. Do not help them. Just make sure they begin playing again as soon as new people arrive at the tables. Continue to enforce the ban on using words. If necessary, remind them they can draw pictures, or just urge them to be creative about finding ways to communicate. Little else matters – for examples, it does not matter how many end up in a group at one time as long as they can play FIVE TRICKS there might be two or ten, carry on!

8. **Debrief the exercise**. Start by asking every person to share just one word on how they are feeling at the moment. Usually, you will hear everything from "angry" and "confused" to "amused" and "happy". Next, ask participants to take roughly 10 minutes to discuss the following questions with the people they played the last round with:

a) This activity simulates real life situations. What real life situations does it remind you of? What are the causes of the difficulties?

b) What does the activity suggest about how to act in similar situations? What did you do during the activity that worked for you?

c) Choose three pieces of advice that you think could help us all work together during the coming days. Write them down (in BIG letters) on a piece of paper and prepare to present it to the whole group.

9. **Close the exercise** by having every group share their best piece of advice with the others.

Why do we do BARNGA at imp!act?

BARNGA happens on the second day of imp!act, and is the transition from Inclusion to Control (in FIRO terms). This is the first session that truly embodies the methodology of experiential learning used in all euforia events. Everyone is starting to feel part of the bigger group, and it's important to prepare participants for the challenges ahead. We chose to use BARNGA because it allows experiencing common difficulties in collaboration and communication – difficulties that participants will experience again when they start working in their project teams later on the same day, because different people have different ideas or approaches regarding the same topics. In this sense, BARNGA is a useful reminder that participants shouldn't expect a happy-go-lucky collaboration, and at the same time, it primes them for clear and open communication during the following days of imp!act.

Written by Arne Reis, former Co-Director Facilitation, Coaching and Training at euforia, with excerpts from "Barnga 25th Anniversary Edition: A Simulation Game on Cultural Clashes" by Sivasailam Thiagi Thiagarajan

3.5) The Debriefing

This picture is taken from Gever Tulley, a renowned author, TED speaker and founder of Brightworks. He is reinventing school and education by using the method of creating meaningful experiences after which the learning follows naturally. imp!act is conceived as a meaningful experience and this part of the workbook is dedicated to how we can harvest the learnings coming from those experience-based exercises and methods used during imp!act.

The Debriefing – What is it?

A debriefing is the processing of a practical learning experience from which the learners are to draw the lessons to be learned (Greenblat & Duke, 1975; Lederman, 1984, 1992b). As many things today, debriefing has its origins in a completely different context than the one we are using it for: the army. After a mission or exercise, the soldiers were brought together to describe and account for the activity and to develop new strategies and tactics. (Pearson & Smith, 1986) More recently, debriefing has been used in psychological treatment of patients that have suffered a traumatizing event such as prisoners of war, hostages, and other crisis victims. In this context, debriefing is not only used to get information about the happenings, but also involves getting the affected parties to describe their feelings. (Walker, 1990) Similarly, in our educational context we also want the participants to tell their story and to describe their feelings. Clearly, however, the experiences are substantially different.

Debriefing is an integral and important part of any experience-based learning exercise. It allows the participants to…

1. get the facts clear, become aware about their own feelings and thoughts during the-exercise;
2. reflect together on the shared experience so participants may get an understanding of different points of view
3. gain a broad understanding by abstracting and conceptualizing the shared experience - concepts, theories, principles and rules can be developed at this stage
4. actively experiment with the learnings by applying them to "the world outside the clas-sroom"

The Debriefing – Why do it

The purpose of the debriefing is to provide participants of an experiential learning exerci-se the means to collectively understand what happened and why it happened (personal and external influences) by offering an incentive for introspective reflection. This enhances the group with a better mutual understanding and acceptance of the possible learnings. Experiential learning experiences can be a powerful form of teaching in which participants acquire new skills by internalizing theory trough guided practice. Or, in simple words: what you experience yourself is a much more effective source of learning than what you hear in a presentation, or read in a book.

The Debriefing - How to do it

Although there are many options as to how to do a good debriefing, there are some com-mon rules to consider:

- A good debriefing is always at least as well prepared as the corresponding learning exercise.
- Always start with the end in mind: what are the main take-aways individuals or the group as a whole should take with them?
- The debriefing takes at least as long if not twice as long as the exercise.
- Respect the flow of the group. Trust the debriefing process.
- There is no right or wrong – always accept and integrate any answer.
- Never impose anything. At most, work with leading questions.
- In general, always work with questions: the better the questions, the better the debrie-fing.

You already got to know the PEMS model. As it is a very useful tool for taking different needs and individual preferences into consideration, we propose you the concept of the 4 F's, developed by Roger Greenaway:

P Facts   Q: What happened?
Often people have different memories of what happened. First make sure that all people agree on what happened. Get the facts clear.

E Feelings   Q: How did you feel?
Experiential learning exercises bring about very different emotions in different people: while some might feel energized and happy, others will feel frustrated or even angry. At this point it is important to get the emotions out of the discussions. Do this by letting people share how they felt.

M Findings   Q: Why did this or that happen?
Why did you feel this or that?
This is the where you take the debriefing to a more rational and analytical level. Some people might struggle here, as they might be confronted with answers they don't like. At this stage, people often start to realize what the learning of the exercise could be – not last because of the opinions of other participants. Here you want people to reflect on the experience, introspect, and abstract to see whether there have been situations in the past (or the future) to which the experience might also be applicable.

S Future   Q: How does it relate to your reality?
What can you take with you?
Sometimes it takes people by surprise that a "small exercise" can offer such insightful learning experiences. Direct the attention of the group towards the future, and help them see how the findings they collected can help them in the future. Just take their answers as they come, and try to filter out some generalized takeaways, e.g. "When working in groups, it is important to…", "Every time we feel that we are getting stuck, we agree to come back to…", and so on). This final stage of the debriefing is all about helping
participants to get the most out of their learnings, and ensuring the transfer into their daily lives. Once you have the feeling that people have gained the most important insights, try to make it concrete and tangible for them:
• What do past experiences look like in light of this learning?
• How can this learning help you to act more … in a future situation?
• How can you increase your commitment to each other/to yourself? Who can you ask to support you? How can you support each other with this?

Some additional reminders

While Facts and Feelings are relatively easy to differentiate, it is more difficult to draw the line between Findings and Future.
Although these four steps are meant to be sequential, your role as a facilitator is to adapt to the group and to whatever comes.
The questions above are for explanatory purpose only. It is by examining the exercise and the desired outcome that you'll find valuable, engaging and insightful questions.
Be creative in the way you lead the debriefing! Don't be afraid to take a leap of faith and try something out. This is how you learn, how you improve and how unforgettable experiences are born!

Debriefing is like wiring peoples brains together in order to benefit from the insights, experiences and the know-how of the whole group. In a way, you help the group create a shared "super brain" for one powerful session.

Written by Oswald König, former eTP Junior Trainer

3.6) The Evaluation

While the debriefing is a crucial part of the participants' learning experience after an exercise or at the end of the training, it does not replace a structured evaluation. The latter is of high importance for you as the facilitator, because it gives you clear and quantified information about the quality of different aspects of your event. Thus, the evaluation is an integral component in a facilitator's effort to continuously improve his/her programmes.

Kirkpatrick's Four-Level Training Evaluation Model

Developed by Donald Kirkpatrick, Professor Emeritus at the University of Wisconsin and past president of the American Society for Training and Development (ASTD), this model gives a good overview of the different levels of an all-encompassing evaluation process. Not of all of these levels are equally relevant for you as facilitator working for euforia.

Kirkpatrick Levels of Training Evaluation

Level 1: Reaction

This level measures how your participants reacted to the training. Obviously, you want them to feel that the training was a valuable experience, and you want them to feel good about the facilitator, the topic, the material, its presentation, and the venue. Getting insights on how these different aspects were received helps you improve the training for future generations of participants.

You typically gather level 1 feedback through a questionnaire that participants fill in at the end of the training, or verbally in a closing round or positioning evaluation (see below). Level 1 feedback is essential and relatively easy to collect, which is why it is a must have at all euforia events.

Level 2: Learning

At level 2, you measure what your trainees have learned. How much have their knowledge and skills increased, and their attitudes changed as a result of the training? In order to be able to measure participants' learning progress, it is crucial that you establish clear learning objectives for your session or training programme. E.g. for imp!act, one of the objectives is that participants feel more empowered to tackle important challenges after the event.

In order to know if participants have really learnt something, it is advisable to carry out two similar surveys – one before, and one after the training. This is what euforia does for virtually all of its programmes. Thus, you don't need to collect this data at the end of the event you facilitate, but make sure you have agreed with euforia when the pre-event and post-event surveys will be sent.

Level 3: Behaviour

At this level, you evaluate how far your trainees have changed their behaviour, based on the training they received. Specifically, this looks at how trainees apply the information.

Level 3 builds on the previous levels. Should you find out that participants haven't changed their behaviour after the training course, this does not mean they haven't learnt anything. Perhaps they have no chance to apply the knowledge or skills in their current circumstances.

Level 3 evaluations are more complicated. They mainly rely on observations or qualitative interviews realized several months after the training. At euforia, we incorporate questions on behavioural change in the post-tests after imp!act, and we carry out interviews with participants from time to time to find out whether our programmes result in sustainable learning.

Level 4: Results

At this level, you analyse the final results of your training. This is the most difficult and time-consuming part of the evaluation. The biggest challenges are identifying which outcomes, benefits, or final results are most closely linked to the training, and coming up with an effective way to measure these outcomes over the long term.

Outcomes that can be considered as indicators for level 4 in the euforia context include:
- Number of events organized
- Percentage of participants taking part in advanced programmes (e.g. joining the (r)evolution lab after attending imp!act)
- Higher quality ratings from participants
- Increased retention of volunteers

- Increased number of applications for euforia events
- Increased sales (of business services)

Level 4 analyses are always carried out by the euforia core team, but your efforts in conducting level 1 evaluations, and supporting level 2 and 3 evaluations, are vital prerequisites in order to draw the final conclusions at level 4.

Evaluation exercises commonly used at euforia

Apart from the pre-event and post-event tests and the feedback questionnaire that participants fill in during the final session of a euforia event, there are two other evaluation exercises that we use very often, and that you can easily adapt for your events.

Five finger feedback

Using the different fingers on their hands, this simple exercise gives participants the change to structure their feedback at the end of a training course. This technique can also be used at the end of each day during a multi-day event, as it gives you a direct impression from the group that you can quickly translate into programme adaptations for the following day. To use this tool, have all participants and facilitators sit in a circle, and explain what the different fingers represent:
- Thumb: Thumbs up – What did I like about the training (today)?
- Index finger: What have I learnt (today)?
- Middle finger: What did I dislike about the training (today)?
- Ring finger: Relationships – How do I feel in/about the group of participants (today)?
- Small finger: Technical details – What would I like to mention about the framework of the training? (e.g. schedule, food, training room, materials)
- Palm: What would I like to do/learn/receive input on the next time/tomorrow?

Important: not every participant has to say something for all the six points. Depending on how much time you have 1-3 points per person are usually enough. Also, don't forget to take notes on what participants share, so that you can refer back to the points when planning the following day or the next training.

Positioning

An alternative to the five finger feedback is the positioning exercise. Here, you ask participants to stand up and position themselves on a virtual line across the room ranging from 1 (horrible) to 10 (fantastic). Then you go through a list of items that you want to have feedback on, such as:
- Programme flow
- Facilitation

- Venue
- Food
- Group spirit
- Participants' confidence after the training, e.g. to organize a successful imp!act

Here, it is important that you decide in advance which points you want to have feedback on. Then, as participants position themselves on the line from 1-10, take note of where the biggest clusters are, and ask 2-3 people per item where they stand exactly on the line (from 1-10), and why they stand there. This way, you get valuable and specific feedback. This exercise also has a useful side effect: participants keep moving, and the evaluation session (during which many people are already quite tired), doesn't get too static.

Written by Arne Reis, Co-Director Facilitation, Coaching and Training at euforia, with inputs from http://www.mindtools.com/pages/article/kirkpatrick.htm

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ADDITIONAL RESOURCES

Online resources

Facilitation
- http://www.mindtools.com/pages/article/RoleofAFacilitator.htm - website with many useful tips and tools
- http://www.ebgconsulting.com/facres.php - facilitation resources

The Human Element / FIRO
- www.thehumanelement.com
- http://thecornerstone4change.strikingly.com/ - training course on FIRO by Magdalena Musiala, one of the creators of the imp!act programme

Art of Hosting / World Café
- www.artofhosting.org
- www.salonhosting.eu
- www.salonhosting.eu/art-of-hosting-academy/willkommen/
- www.theworldcafecommunity.org
- www.peerspirit.com

ASK
- http://www.dtic.mil/dtic/tr/fulltext/u2/a268238.pdf

Theory U
- www.presencing.com
- http://www.ottoscharmer.com/publications/executive-summaries

Comfort Zone
- http://www.comfortzonecrusher.com – Theory, Exercises, Videos and much more…
- http://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_
- improve#t-86172 - inspiring TED Talk about a Mind-set of growth, must watch!
- http://www.nytimes.com/2011/02/12/your-money/12shortcuts.
- html?pagewanted=all&_r=1 – an interesting article in the New York Times worth reading
- http://lifehacker.com/the-science-of-breaking-out-of-your-comfort-zoneand-
- w-656426705 - more about the comfort zone and other "life-hacks"

Debriefing
- http://www.acacamps.org/sites/default/files/images/socalhawaii/ROGER%20
- GREENAWAYS%20REVIEWING%20QUESTIONS.pdf – Summary of the 4F model
- for debriefing

Energizers
- http://de.slideshare.net/vickthorr/100-energizers - 100 energizers
- http://workshops.350.org/facilitation/ - Facilitation tips, games and energizers

Books

Facilitation
- Gray, Dave and Sunni Brown: Gamestorming: A Playbook for Innovators,
- Rulebreakers, and Changemakers, 2010.
- Hunter, Dale: The Art of Facilitation: The Essentials for Leading Great Meetings and Creating Group Synergy, 2012.
- Kaner, Sam: Facilitator's Guide to Participatory Decision-Making, 2014.
- Schwarz, Roger: The Skilled Facilitator: A Comprehensive Resource for Consultants, Facilitators, Managers, Trainers, and Coaches, 2007.

The Human Element / FIRO
- Schnell, Eugene R. and Allen L. Hammer: Introduction to the FIRO-B Instrument in Organizations, 2004.
- Schutz, Will: The Human Element: Productivity, Self-Esteem, and the Bottom Line, 1994.

World Café
- Brown, Juanita: The World Café: Shaping Our Futures Through Conversations That Matter, 2005.

Theory U
- Scharmer, C. Otto: Theory U: Leading from the Future as It Emerges, 2009.
- Senge, Peter M. and C. Otto Scharmer: Presence: Human Purpose and the Field of the Future, 2008.

Comfort Zone
- Jeffers, Susan: Feel the Fear . . . and Do It Anyway, 2006.

Circle
- Baldwin, Christina and Ann Linnea: The Circle Way: A Leader in Every Chair, 2010.

Barnga
- Thiagarajan, Sivasailam: Barnga 25th Anniversary Edition: A Simulation Game on Cultural Clashes, 2006.

Experiential Learning / Debriefing
- Beard, Colin and John P. Wilson: Experiential Learning: A Handbook for Education, Training and Coaching, 2013.
- Cain, Jim: A Teachable Moment: A Facilitator's Guide to Activities for Processing, Debriefing, Reviewing and Reflection, 2005.
- Silberman, Melvin L.: The Handbook of Experiential Learning, 2007.

Energizers
- Lattanzi Roser, Susan: Energizers! 88 Quick Movement Activities That Refresh and Refocus, 2009.
- West, Edie: 201 Icebreakers: Group Mixers, Warm-Ups, Energizers, and Playful Activities, 1996.

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