



SYSTEMIC

COACHING

A NEW INTEGRATION
PATH

TRAINING GUIDE FOR FACILITATORS

Developed by:


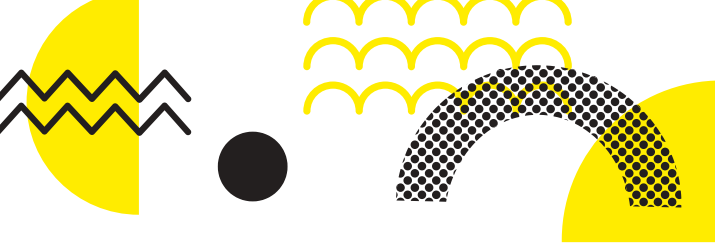


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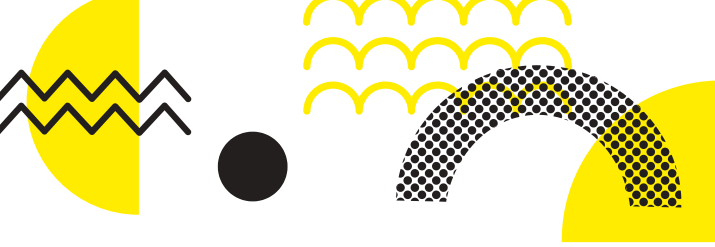
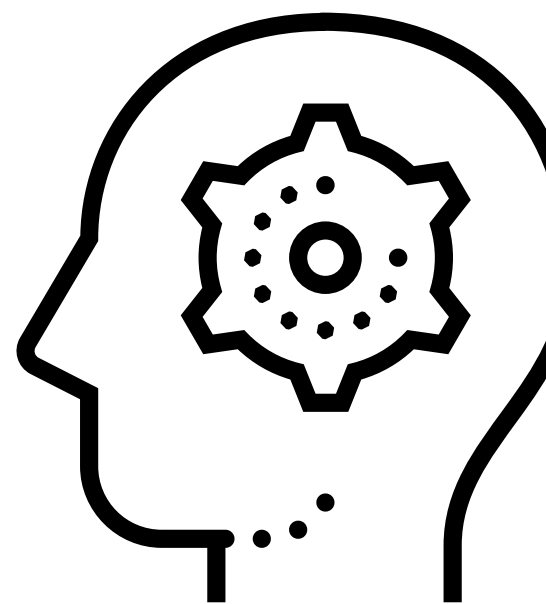


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INTRODUCTION TO SYSTEMIC PRINCIPLES



The principle of TIME: Natural Order

It often happens that systems lose the balance and become toxic when, for example, those who come later or last act as if they are higher up in the natural order of time. But what comes first has a natural precedence over what follows.

Disregarding where someone is in the natural hierarchy of time, means that person becomes "bigger" than the ones that have been with the company longer, which know much more in the history of a company and whose contribution and work made the impact on the development of the organization to the point it can support a new person to join the team.

The principle of EXCHANGE: Balance

A constant and dynamic flow between giving and taking is necessary for the development to occur.

To stay in balance and to keep relationships growing, systems need an exchange of giving and taking. Exchange does not only imply material goods, it means also the exchange of acknowledgement, praise, feedback.

The principle of PLACE: Belonging



Everything and everyone have the right to have a respected place - based on natural order and contribution - in the system. Everyone in a system has an equal right to belong.

If someone or something is excluded, missing, forgotten or disrespected, a system finds a way how to re-member what has been missing, and makes another member to behave or to live their life in a specific way, until the contribution of the missing ones is acknowledged.

Purpose

Nothing in nature exists for itself and neither human systems. Things exist as long as they are needed and as long as their offer meets the demands of the market.

In systems, the priority has everything what ensures the ability of the organization to stay relevant in the market and serve a purpose (surviving and thriving).





FLOW OF THE TRAINING DAYS



Day 1. Motivation

Objectives:

- Ensure a learning space where participants would feel safe and where they can feel naturally;
- Explain the purpose and the learning journey of the following days;
- Ask about expectations and align together on the group rules (time-bound, limits);
- Have a positive attitude towards the learning journey.

Day 2. Planning and managing the time

Objectives for participants:

- Better understanding about the way they manage their time;
- Knowledge how to better connect to their internal resources and make use of them in an effective manner;
- Set a clear intention of how they can better use their time.

Day 3. Communication Skills & Assertiveness

Objectives for participants:



- Get to know their patterns in communication and how to be more efficient in communicating their message;
- Work on their assertiveness, becoming more aware of themselves and their own needs;
- Practice on self-awareness and autonomy.

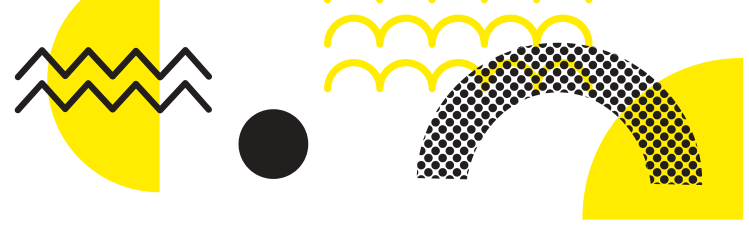
Day 4. Personal Development and dealing with stress

Objectives for participants:

- Become aware of their resourceful and limiting ways of dealing with stress;
- Learn about the resources they have available when it comes to dealing with stress;

Individual Sessions:

- Individual tuition with psychologist - talk about ones opportunities, obstacles, dreams, threats and perspectives for the future.
 - Individual tuition with Career Advisor - supporting documents for a job application, Expertise Questionnaire, Individual Plan of Develop.
- 
- 



DAY 1 - MOTIVATION SESSION OUTLINE



Overview:

Day 1 consists of 9 sections, each highlighted in yellow and CAPITAL LETTERS. For each section, you will be able to read the Expected Outcome, the Materials Needed, and Timeframe for the particular section

1.SETTING THE CONTEXT & CHECK-IN

Expected Outcome

With this first section of the day, it will be accomplished what is called Systemic Contracting This covers, for participants, the following:

- clarity on the Purpose of the Training
- clarity on the Learning Journey
- clarity on the roles
- clarity on the Balance of Exchange

Materials Needed for this section

Pre-session preparation :

Room with chairs in circle (if possible), cheerful music for atmosphere, PPT slides, video projector, flipchart, markers, pens, post-its, etc

Sheets of paper on which there is written the following:

Day 1 - topic

Day 2 - topic

Day 3 - topic

Day 4 - topic

Day 5 - topic

Purpose 1. Evolution as human beings

Purpose 2. Integration of more people on the job market

Timeframe

For this part, dedicate approx. 35 minutes





Detailed Activity

a. Welcome participants

- participants find their place in the room

b. Introduction of the facilitator

- introduce yourself

c. Introduction of the larger context and the purpose of the journey you are starting

On pieces of paper, show the participants what our main goals are:

- I. evolution as human beings
- II. to support a successful integration of people on the job market

Add a sheet of paper for the European Union as an interested party.

Then place it close to your goals to show that the project is funded by the European Union and is part of a wider development agenda across the Union.


It is related to the observance of the "Place and Exchange" principle because, the EU provides the grant project, this implies certain criteria as rules that must be kept in mind by the Leader and participants when implementing this project.


Add a sheet of paper for the Grupa Profesja as an interested party. Then briefly explain the role of this company in relation to the set goals (eg Grupa Profesja manages funds and helps people by offering them training, and thus supports them in finding their place on the labor market).

Next: present the topics for the day in chronological order (day 1: "Subject", day 2: "Subject" etc.)

Also, give a place for the "Learning of the participants" - as presented in the "Purpose of the training" and place it in a central position. These topics and their arrangement are designed to serve the learning needs of the participants and their uniqueness as human beings in this way. This is to create appropriate conditions for successful integration in the labor market (effective and successful!).

Finally, give a place for yourself as a Facilitator and for them as Participants in this constellation (looking at the whole together "shoulder to shoulder" - so that means the papers are at the same level and looking towards the same direction - the 5 Themes and the "Learning of participants").

- This is a good moment for you to mention your affiliation to Grupa Profesja and your role - the fact that you will be there to support their learning, to bring structure and exercises.
- 



The location of the Moderator and the Participants on the same plane balances the dynamics very much, with the emphasis that the Moderator is not larger than the Participants and does not become a metaphorical "Parent". This is a great way to encourage Participants to take responsibility for achieving their goal - it brightens the situation because no one looks down on the Participants and no one judges them, and they need support / help.

Note that Facilitator is first and then on the right side you have the Participants - only to respect the natural order, the facilitator and the organization that the facilitator is affiliated made their participation possible.



Example of what you can say to your participants:

I am here to serve and be useful to your learning development and evolution as human beings so that this might support you in integrating in workplaces.

The responsibility for facilitating lies with me - that means I will bring structure - offer some exercises, resources and theme related content and hold space for dialogue and sharing. I am also responsible for keeping the time.

The responsibility of learning lies with you and I invite you to take with you what is useful for you as a person and as a professional.

With you also lies the responsibility of being on time to start the learning sessions. And together we are here as European Union supports such initiatives and your need of having a place in the job market, a market that needs active people and us that can facilitate this. So please keep in mind that this means that there are certain procedures to follow, documents to sign, steps to do so that you as the participants and us as the organization are aligned with this.

d. Q&A

- To maintain a balance of knowledge and experience exchange - after presenting the broader context, i.e. the goals and guidelines of the training, create space for questions and comments that may arise. This serves the purpose of being a clear representation of how the Moderator and Participants go "shoulder to shoulder".

e. Commitment for the 5 days

Tell the Participants that - in order to support your Learning objective in the next 5 days - you invite them to remember a few basic rules that will ensure psychological safety (e.g. allow yourself to express yourself without interrupting each other, use humor to try not to offend other people's dignity, use discretion and do not discuss what others are sharing outside, of the training).

Allow time for discussion, reflection and check that everyone agrees to respect these principles, ask them to applaud three times (small gesture versus shared commitment).

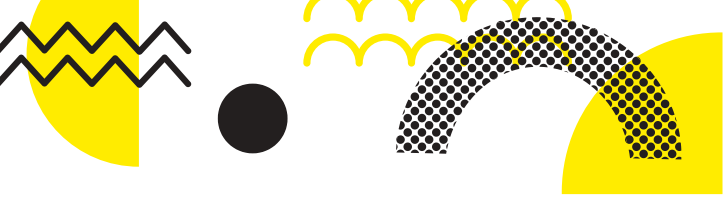


f. Participants Check-in

Invite participants to stand up (if possible) and walk around the scattered pieces of paper and stop next to the one that has a goal written on it that is highly anticipated.

TIP!

You can also invite participants to introduce themselves by saying their name and mention why they have chosen a particular day (what are they hoping to learn)



2. DAY 1 CONTINUED - THE ORDER OF TIME

Expected Outcome

The purpose of this exercise is to invite participants to introduce themselves in a very energetic way. It supports the participants in going beyond the traditional scheme.

Materials Needed for this section

Everyone stands up for this activity, you will have to move the chairs to the side.

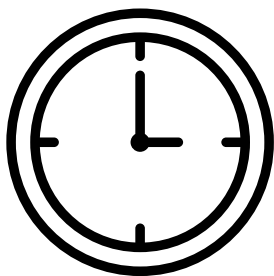
Timeframe

For this part, dedicate between 25-40 minutes , depending on the number of participants.

Detailed Activity

As participants are already up, as facilitator you invite the group to a new activity "The Order of Time".

Brief of the exercise:



In a circle, where 12 o'clock is the place where the older member of the group stands, and 11 is the youngest from the group, place yourselves, without talking to each other the way you feel now where your place is.

Once everyone has found their place in the circle, as facilitator invite them to say their name and their age.

TIP!

In addition, you can invite participants to mention how come they are named the way they are.

If you sense the group is not yet warmed up, you can invite them to say where they were born, as this will sparkle connection

Also you as a facilitator - stand in this circle where you feel that you belong and speak to the participants from there. If someone is in the wrong place - not by age - ask them to take the right place so that the "Order of time" principle is respected.

TIP!

The exercise can be done while sitting as well, if there are people who are not able to stand up.

In the center of the circle, the facilitator puts an A4 sheet of paper with the topic of the day written on it: MOTIVATION .





3. DAY 1 CONTINUED - SYSTEMIC DIALOGUE: SHARING IN TRIADS

Expected Outcome

This exercise has the aim to connect people to their younger self and to the generations before them. It has also the purpose to connect the participants between them, as a group.

Materials Needed for this section

You can use the coloring cards to define your "age group tree". Then each color has to match people with the other two colors. This way, there will be a representative of each age group in each group of three.

Alternative option: You can offer people numbers (for example if you have a group of 15, you divide the total number by 3 - so that means you will have 5 groups of 3 people for the Systemic Dialogue exercise. Starting from 12 o'clock offer people consecutive numbers 12 o'clock is 1, 1 o'clock is 2, and so on. After you gave everyone their number invite groups to find each other based on their number - so people that have number 1 become a group, people that have number 2 become a group and so on). This ensures a random selection and mixes the different ages quite nicely.

Timeframe

Around 30 minutes.

Detailed Activity

Once everyone has found their discussion partners, they are asked to answer a few questions that are displayed on the slide.

All should respect the order of time when the oldest person speaks first and the youngest last. The youngest are usually able to keep an eye on the time. Everyone has the same amount of time (e.g. 7 minutes each).

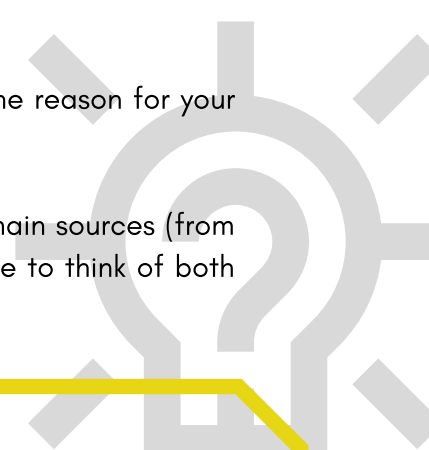
Before providing the questions to participants, it is useful to say a bit about the reason for your invitation.

For example, you can mention that our relation with motivation comes has 2 main sources (from the outside and from the inside). The role of the questions is to offer a chance to think of both and have a broader understanding of this topic in our lives.

Examples of questions:

INTERNAL: Thinking about your childhood and your years growing up, what motivated you back then? What activities were you fond of? What were your hobbies and passions? What brought you joy? What were you very good at? What were people praising you for?

EXTERNAL: As you were growing up, what were your friends motivated by? What people around you were motivated by? Thinking about your parents, what motivated them? What brought them joy? What were the motivating factors for your parents when you were a child? (include this layer of conversation only if you sense it will be a resourcing conversation for the participants).



4. DAY 1 CONTINUED - SCALE QUESTION, GROUP STRUCTURED CONSTELLATION

Expected Outcome

Encourage participants to reflect on what motivates them. The activity will be in an embodied manner.

Materials Needed for this section

Pieces of paper that will be used to write down the 3 most important factors influencing motivation. Optional: a flipchart and post-it cards or a board with magnets with which participants will place objects representing them.

Timeframe

Around 30-40 minutes.

Detailed Activity

Invite the participants to come back in the big circle for a next activity.

Based on the arrangements made in the systemic dialogue, invite the Participants to reflect in the whole group on what specifically motivates them. You can use small post-it notes to write down the shared key words after the participants' statements and place them in the center of the room - so as to create a field of words and allow people to observe patterns that will emerge. Of course, common topics / words will repeat themselves - but there will also be more interesting ones, not mentioned before.

Then invite people to move into a more focused area of discussion and facilitate of a group dialogue around the question: "When it comes to work, what drives my motivation?". Select three of the most important factors that the group has agreed on.

As a next step, create an equilateral **triangle on the floor**, where each corner representing one motivation factor. (You can also ask and take from the group a top 3.)

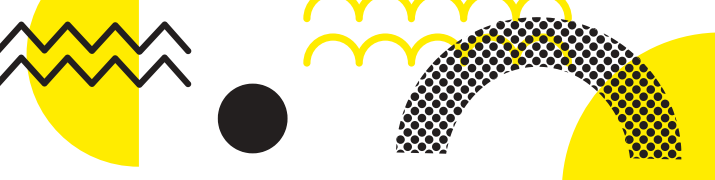
For example, you can list the following:

- Money
- Self-realization (deeper meaning)
- Time for hobbies



Then encourage the Participants to stand where they feel closest to the factor. The question "what is real for them right now?" Will be helpful. Invite them to place themselves where they feel they should be standing. Then ask them to observe exactly where they are in relation to the other corners of the triangle (what they see, what they cannot physically touch from their position).

Invite them to talk about what is true for them now with a person close to them.



As a following step, ask them to make a step further and think about other factors that can motivate them more. Invite them to make a physical step towards the direction that will motivate them a bit more, and reflect on what becomes possible.




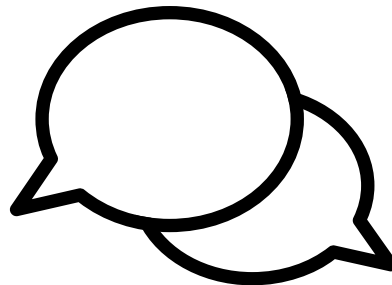
Variations - you can invite them to make:

- One step towards to work-life balance - what is needed to happen in order for that to happen?
- One step towards something that would enable better conditions for them to integrate in a workplace


The participants do not have to explain anything because they understand themselves best. After the training, participants can be invited to share their thoughts on the forum or in pairs.

The reflecting questions can be:

- What have you discovered about yourself and about what motivates you?
- What would enable you in real life to make that small step - what would you need to do or maybe what would you need to stop doing?
- Given your understanding of what motivates you and what adds to your motivation levels, what would you ask your employer in the next job?



You can read more about the outline of the day, accessing the document on this link here: <https://bit.ly/SystemicCoachingNewIntegrationPath>





DAY 2 – PLANNING AND MANAGING TIME



Overview:

Day 2 consists of 8 sections, each highlighted in yellow and CAPITAL LETTERS. For each section, you will be able to read the Expected Outcome, the Materials Needed, and Timeframe for the particular section

1.CHECK-IN

Expected Outcome

Each participant brings himself/herself to the room and is prepared for the second day of the training.

Materials Needed for this section

Chairs in circle

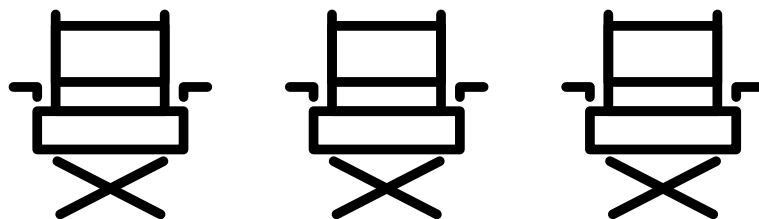
Timeframe

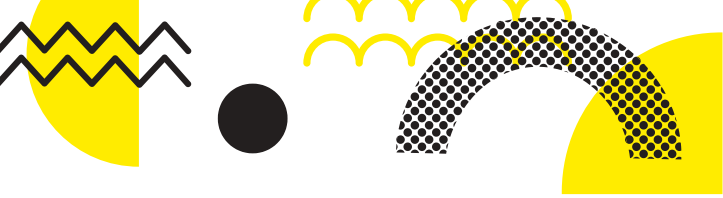
For this part, around 10-20 minutes.

Detailed Activity

Welcome participants to the second day of the training. You can use a check-in question as:

- What is present for you today?





2. STEP-BY-STEP: REFLECTING ON THE TIME WE SPEND

Expected Outcome

Participants will gain more understanding of the way they are managed. They will learn that their time is their own responsibility, an exercise encouraging greater autonomy and self-management. In addition, participants will clearly define how they can make better use of their time.

Materials Needed for this section

Sheets of white paper for everyone, colored pencils and pens or markers

Timeframe

For this part, around 30 minutes.

Detailed Activity

Systemic coaching supports people in taking steps to highlight patterns that may be invisible to us at first glance. Exercise demonstrates and empowers people to realize how they are using their most precious resource: time.

As you discuss this exercise, introduce the group to the topic of how they are using their time and how much of it they consider to be useful for them.

Invite participants to work **individually, by taking first a sheet of paper and 4 different colored pencils/markers.** On the sheet of paper, ask them to think about the previous week and list the activities they have done during each day, thinking of the active hours (10 hours/day, excluding the sleep time).

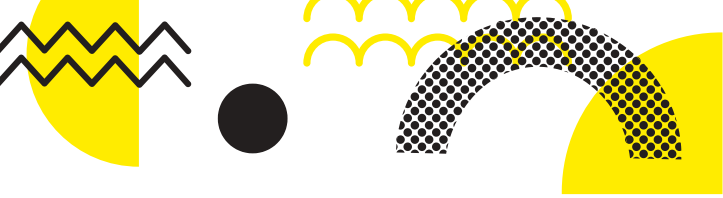
(They may experience difficulties in remembering all the activities they did in the previous week.) Mention that this is all right.

Ask participants to list the things they have achieved that they consider important to themselves.

After they finish listing the activities for each day, invite them to choose a color for each of the four categories:

- **Personal time**
- **Time for family**
- **Time for work and professional development**
- **Time for community (volunteering in social or ecological projects, standing up for human rights, going to vote)**





And with each color, invite them to underline the activity, corresponding to that particular category. Once they have accomplished that, ask them to self-reflect with questions like:



- **What are you noticing?**
- **What do you consider important when taking personal time?**
- **What is important when it comes to your family?**
- **What about the time spent for the community?**
- **What is the impact the list has upon you? How do they feel about it?**

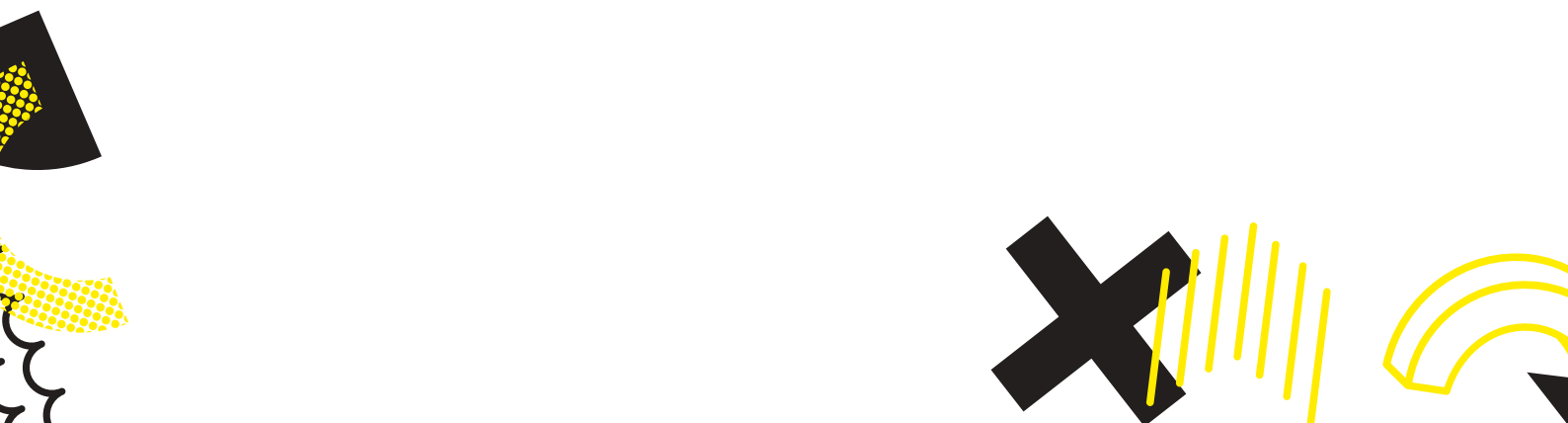
If they want/need, give them some time to write these reflections, each person for himself/herself.

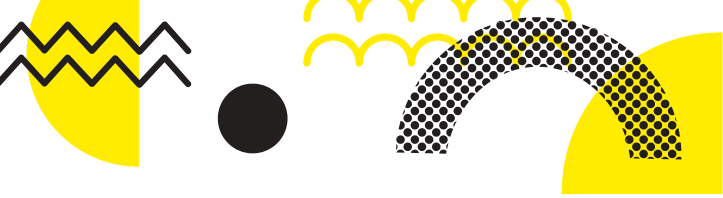
Once they have answered the questions, ask them to think about what they can do to strengthen these areas. Then ask everyone to choose just one thing, one step they want to improve each day.



Thus, they will make an informed choice on how they want to continue managing their time.

You can also suggest them to ask a colleague to be their buddy and to support them with tracking and accomplishing the particular action in order to improve and create a habit out of it. You can then continue with debriefing this exercise with the metaphor of Rocks, Pebbles and Sand described below.





3. ROCK, PEBBLES & SAND

Expected Outcome

Participants will gain more understanding around how they should prioritize.

Materials Needed for this section

- Optional:
 - Jar,
 - Rocks
 - Pebbles
 - Sand
- Projector for the video, instead of using the jar live
- Resources:
 - <https://www.youtube.com/watch?v=fmV0gXpXwDU>
 - <https://youtu.be/SqGRnlXplx0>
 - <https://www.businessinsider.com/time-management-productivity-rocks-pebbles-sand-2019-2>

Timeframe

Around 30 minutes.

Detailed Activity

For debriefing the previous exercise, as facilitator you can lead a discussion on prioritizing important issues.

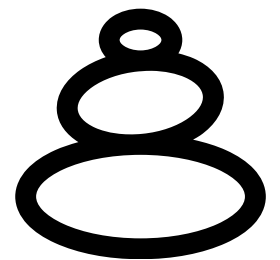
Together with the participants, fill a jar in this order:

- Put the sand first
- Put the pebbles afterwards
- Try to add the big rocks.

Each of the 3 items represent a metaphor for the importance of the tasks we are accomplishing during a day.

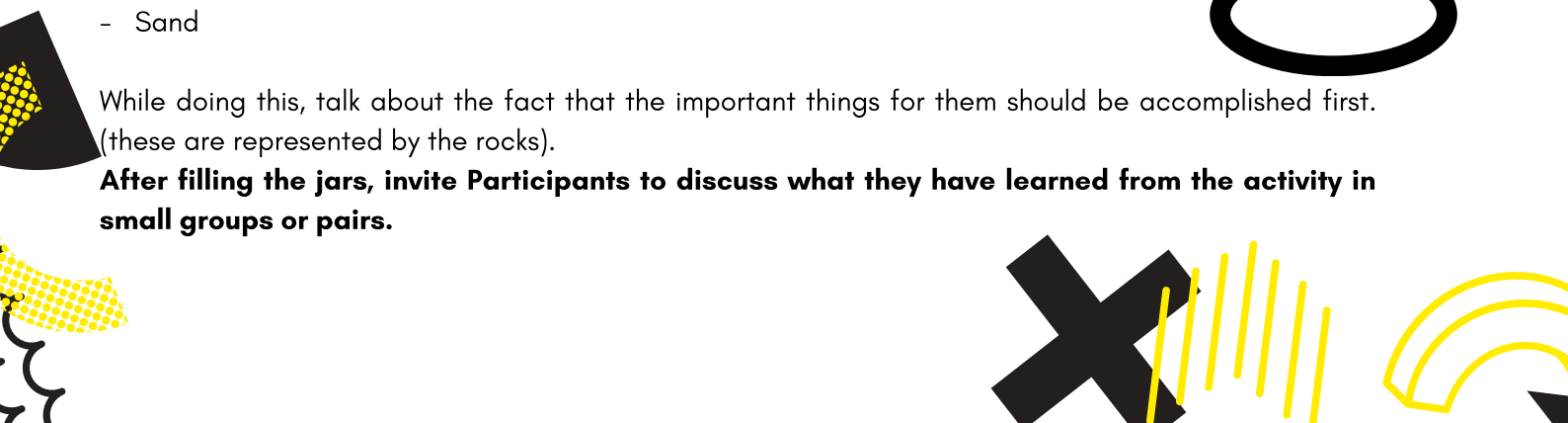
With another jar, start by filling it in the following order:

- Rocks
- Pebbles
- Sand



While doing this, talk about the fact that the important things for them should be accomplished first. (these are represented by the rocks).

After filling the jars, invite Participants to discuss what they have learned from the activity in small groups or pairs.





4. PRIORITIZING THE 3 CENTERS OF INTELLIGENCE: mind, heart, gut

Expected Outcome

At the end of this exercise, participants will feel closer to their goal and will feel supported by the 3 focuses of intelligence: heart, mind, and gut.

The exercise is recommended to end at the end of day 2 as it is a light but deep exercise for participants to connect with themselves and with their inner resources.

Materials Needed for this section

- Participants can take pictures to their own exercise, as a souvenir, keeping with them the feeling of being supported.
- Sheets of A4 paper on which they write the goal.

Timeframe

For this part, dedicate 5–8 minutes/participant. Depending on the number of participants, the session will last around 90 minutes.

Detailed Activity

Start by explaining the context of this exercise and talk about the importance of feeling supported by resources, what we use each day on the path to achieving personal goals, and how important it is to prioritize internal resources. With inner resources, there are 3 centers of intelligence – a mind that supports inner clarity, a heart that supports goodness within ourselves and towards others, and gut that encourages us to take action. Mention the fact that in the next activity for the day, participants will experience role-play that will support them in visualizing their goal and seeing their internal resources.

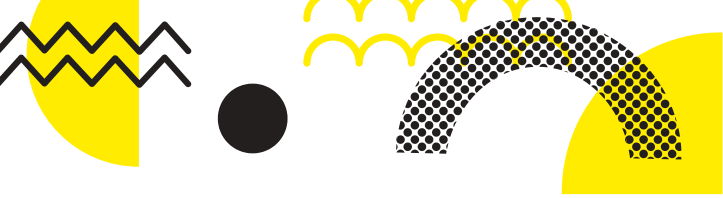
Tell the group that every member will have the chance to go through this experience. Before inviting people to do the exercise, invite everyone to take 5 minutes of introspection – ask them to think what their lives would look like 1 year from now – keeping a down to earth, optimistic approach or maybe think of a specific goal that they would like to achieve in one year from now.

After the 5 minutes of introspection, a first volunteer (also called a client) – in front of the room – will think about a goal he/she would like to achieve in one year time. You can invite the participant to take a white piece of paper to write it down if they want to.

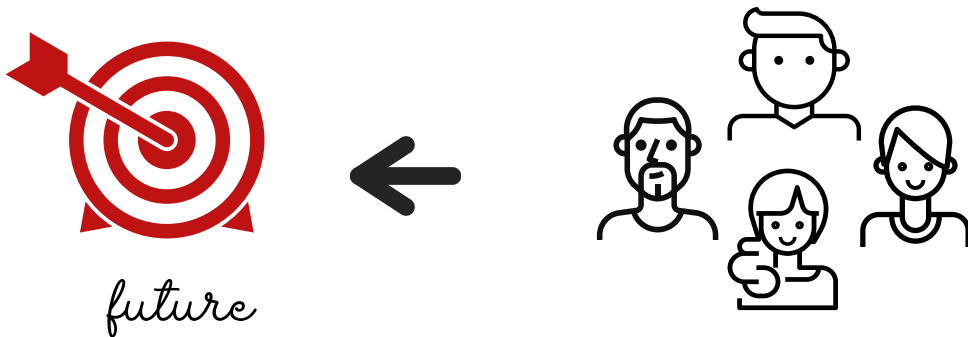
Then, participant places the white sheet of paper, representing the Goal on the floor where he/she thinks it's the right distance. Following this step, invite the participant to choose from the group 3 people, each of them having one of the following roles:

- Person 1 - the center of intelligence called: The Mind;
- Person 2 - the center of intelligence for The Heart;
- Person 3 - the center of intelligence for The Gut.



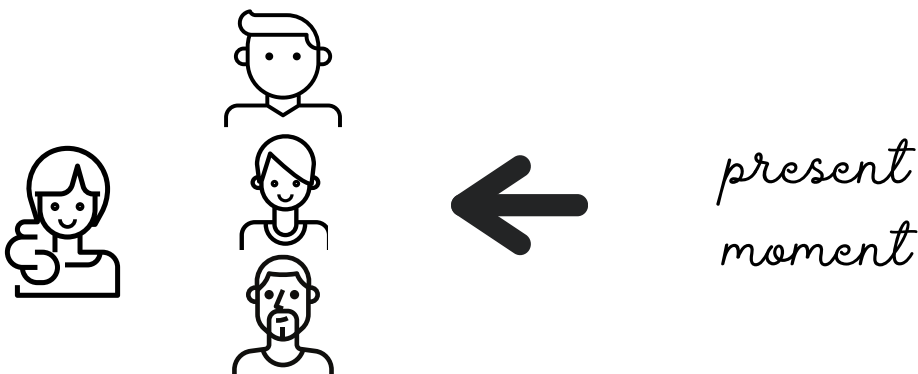


After the volunteer chooses 3 roles, ask him / her to stand where they feel they are right now in relation to their goal. Ask them to stand up to the goal they want to achieve during the year. See the example below:



Invite the people who act as the three intelligence centers to stand behind and support the client. Ask the client what it feels like having these resources behind you?

Then ask the client to walk to the target and stand on the piece of paper that represents him. See the example again.



3 people representing 3 intelligence centers will follow the client towards the goal (following him / her). Ask the client to take a few moments to connect to the target, stand on it, and then ask him / her - **How is it for you to stand on the Goal? How do you feel?**

After responding, ask each center to offer encouragement or constructive feedback to the client as a support. Then ask the client to thank the 3 people representing the 3 centers who support him in achieving his goal, and if he is willing to share his thoughts, encourage him to do so.

Celebrate the end of the first repetition of the exercise with applause from the group. Invite the whole group to rise from their seats and do the "washing machine" exercise - walk around the room and find a new place in the circle. In this way, the energy will change, giving space for the next volunteer to come in.

As facilitator, you will repeat the steps for each client, holding for them the space that they need to feel resourced and supported.

You can read more about the outline of the day, accessing the document on this link here:
<https://bit.ly/SystemicCoachingNewIntegrationPath>





DAY 3 - ASSERTIVENESS AND INTERPERSONAL COMMUNICATION



Overview:
Day 3 consists of 4 sections, each highlighted in yellow and CAPITAL LETTERS. For each section, you will be able to read the Expected Outcome, the Materials Needed, and Timeframe for the particular section

1.CHECK-IN

Expected Outcome

Each participant brings himself/herself to the room and is prepared for the third day of the training.

Materials Needed for this section

Chairs in circle.

Timeframe

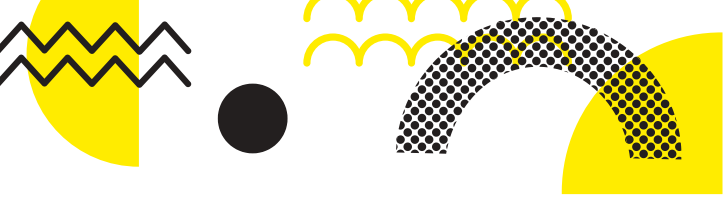
Around 10-20 minutes.

Detailed Activity

Welcome participants to the third day of the training. You can use a check-in question as:

- How are they today?





2.SONORAN DESERT

Expected Outcome for Participants:

Improving communication in a group, learning to work out a compromise, creative thinking, coping with difficult/surprising situations, increasing the level of assertiveness, teambuilding.

Materials Needed for this section

Printed table of choices and a pen for each trainee.

Timeframe

For this part, min. 1,5h (but even up to 3h).

Description of the situation:

August, about 10 a.m. Your plane has just crashed in the Sonoran Desert in the southwestern United States. A light, twin-engine plane with the bodies of the first and second pilots burned down. Only the airframe cabin has been preserved. None of you are hurt.

Before the accident happened, the pilot was unable to notify anyone about the whereabouts of your plane. However, before the crash itself, he informed you that you are about 110 km south-west of the mining settlement, which is the closest human concentration in the area, and the plane deviated about 100 km from the course described in the flight plan taking into account the visibility of objects on the ground.

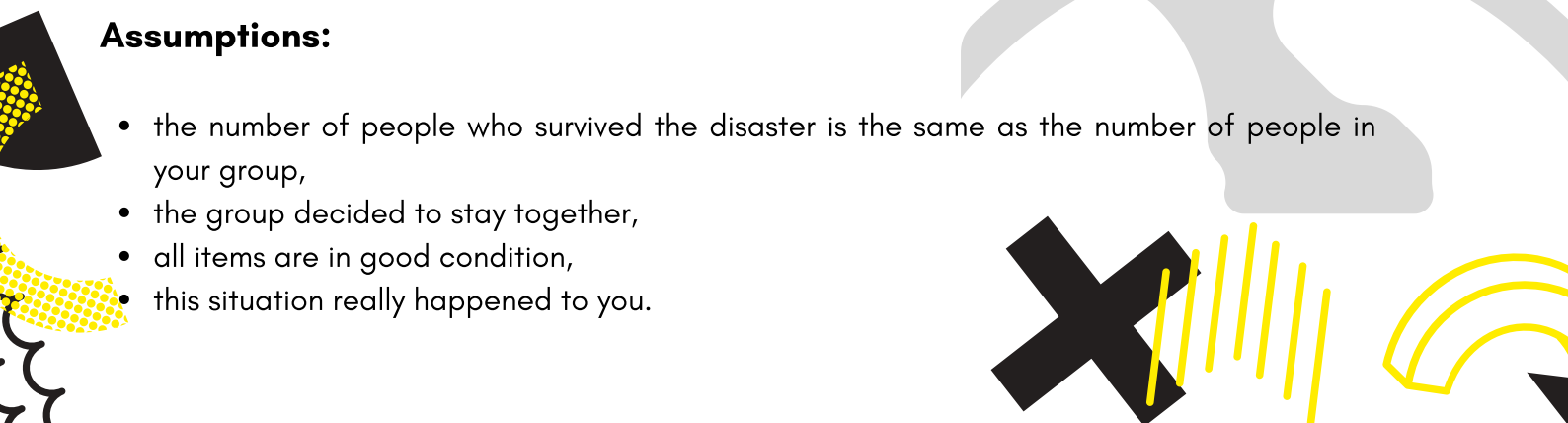
The area is completely flat. Apart from the rare specimens of two species of cacti, it is devoid of vegetation. The latest weather forecast stated that the temperature on that day will be 45 C, which means that the surface of the earth will be 54 C. You are dressed in summer clothes - sweatshirts and shirts with short sleeves, pants, socks, summer shoes. Everyone has a handkerchief. As a group, you have a total of \$ 2.83 change and \$ 85 bills, a pack of cigarettes and a rollerball pen.

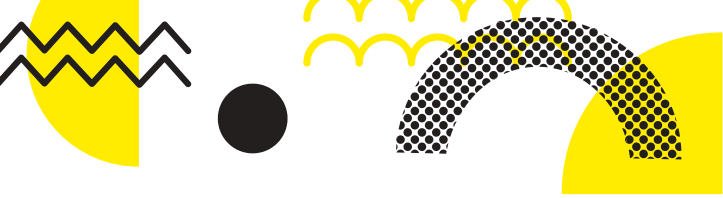
Task:

Before the plane burst into flames, you managed to save 15 items listed on the next page. Your task is to evaluate the usefulness of these items for your survival according to the following rating scale: 1 - most needed, 15 - least needed.

Assumptions:

- the number of people who survived the disaster is the same as the number of people in your group,
- the group decided to stay together,
- all items are in good condition,
- this situation really happened to you.





Stage 1: Each group member evaluates each subject individually. Discussions on the situation should not be initiated or individual subjects should not be discussed until each participant has completed their assessment.

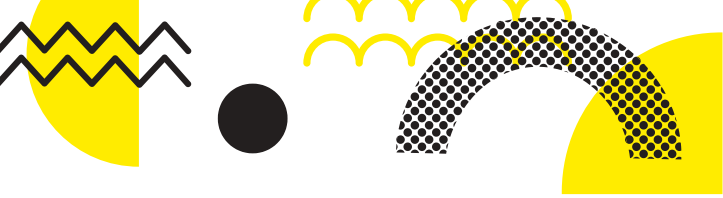
Step 2: When everyone has completed their individual assessment, a group assessment of the subjects should be made. Do not change your own, already written assessment due to the discussion.

Step 3: Know the expert's judgment and summarize the results.

Sonoran Desert - table of choices

Items	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Your score	Group's score	Expert's score	The difference between stage 1 and stage 3	The difference between stage 2 and stage 3
Flashlight for 4 batteries					
Pocket knife					
Aerial map of the area					
Plastic raincoat					
Compass					
Gauze dressing					
Pistol cal. 45 (loaded)					
Parachute (white - red)					
Salt in tablets (1000 pcs)					





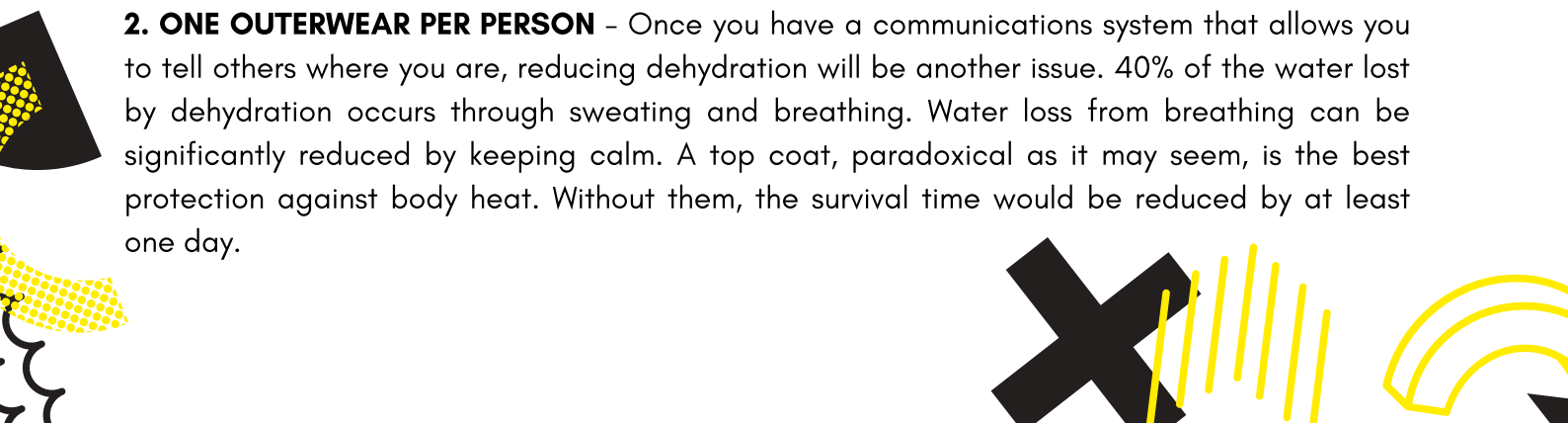
About 1 liter of water per person					
The book „Edible desert animals”					
Sunglasses (1 per person)					
2 l. high percentage vodka					
1 outerwear per person					
Mirror					
Total					

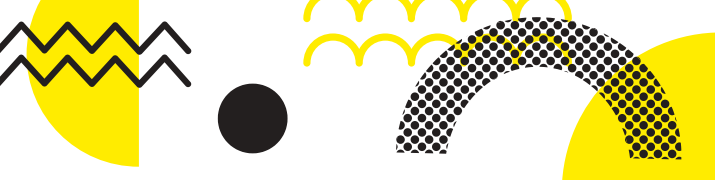
Expert assessment and substantiation

EXPERT: Alonzo V. Pond is an expert in desert survival issues. His merit is the development of a method of evaluating individual subjects. During World War II, he worked for a long time in the Allied Forces in the Sahara on the issues of survival in the desert. During this time, and as head of the Desert department at the Desert Information Center of the Air Force University at Maxwell Air Force Base, he encountered multiple cases of survival that form the basis of the substantiation for the following assessment. Expert assessment and substantiation:

1. MIRROR - the mirror is absolutely the most important of all items. This is the most effective tool you have to send a message about where you are. On a sunny day, the mirror can produce light with a power of 5 to 7 million candela. The reflected sun ray is visible beyond the horizon line. Even if you had no other item with you, you would still have an over 80% chance of being found and rescued within the first 24 hours.

2. ONE OUTERWEAR PER PERSON - Once you have a communications system that allows you to tell others where you are, reducing dehydration will be another issue. 40% of the water lost by dehydration occurs through sweating and breathing. Water loss from breathing can be significantly reduced by keeping calm. A top coat, paradoxical as it may seem, is the best protection against body heat. Without them, the survival time would be reduced by at least one day.





3. LITER OF WATER PER PERSON - With only the first two items, you could probably live for three days. Although a liter of water will not significantly extend the survival time, it will reduce the effects of dehydration. It is best to drink water when you are thirsty to keep you fully aware on the first day. Then you have to make the most important decisions and build a shelter.

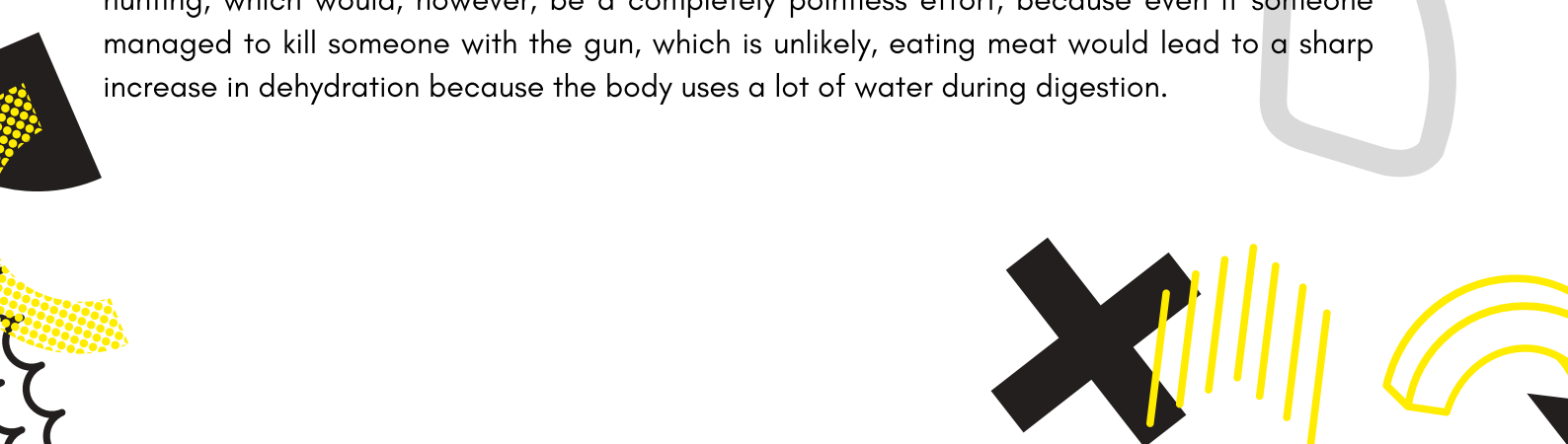
4. FLASHLIGHT (4 BATTERIES) - The only fast and reliable device with which you can send signals at night is a flashlight. A flashlight and a mirror make it possible to send signals 24 hours a day. You can also use it for various purposes throughout the day. The upper part of the flashlight with a reflector and a lens can be used as an auxiliary signaling device or can be used to light a fire. The battery container can be used for digging or as a water container in the distillation process (see plastic raincoat).

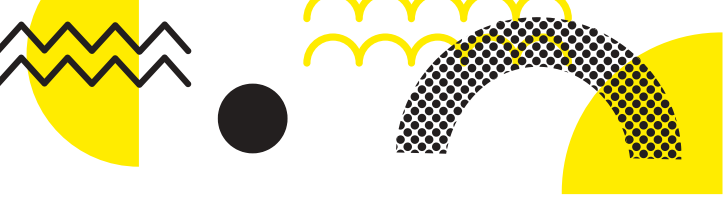
5. PARACHUTE (RED & WHITE) - The parachute can be used both as a cover and as a signaling device. Saguaro cacti can act as a tent pole on which a parachute is stretched, while the parachute lines can be used as tent lines. The parachute will provide so much shade that the temperature in the place it covers will drop by 20%.

6. POCKET KNIFE - Although the pocket knife is not as important as the first five items, it will nevertheless be useful for assembling a shelter and for cutting down hard water-containing cacti. The high rating of the pocket knife is due to the countless possible uses.

7. PLASTIC RAIN COAT - Allows you to build a solar distillation apparatus. If you dig a hole in the ground and place a raincoat spread over it, the temperature difference will result in evaporation of moisture from the soil soaked in urine and cactus pieces. Moisture will condense on the inside of the coat. If we put a small pebble inside the plastic shell, a bowl will be created, from which the condensed water will flow into the battery compartment located in the center of the well. This way you can get about one liter of water a day. However, the effort your body takes to obtain water will make your body's water loss likely to be double the amount.

8. 0.45 CALIBER GUN (CHARGED) - By the end of day two, you may experience severe speech impairment and you will probably not be able to walk. In such a situation, the pistol would be useful as a signaling device, and it would also be easy to light a fire with the ammunition. Three shots in quick succession are the international wake-up call. There are also risks associated with owning a pistol that are equal to the benefits associated with it. As a result of increasing dehydration of the body, there will be impatience, irritation and a tendency to be irrational. Therefore, the most important decisions must be made before the dehydration process begins. In such a situation, possessing such a lethal tool poses real threats to the group. Assuming that it is not used against humans, it could be used for hunting, which would, however, be a completely pointless effort, because even if someone managed to kill someone with the gun, which is unlikely, eating meat would lead to a sharp increase in dehydration because the body uses a lot of water during digestion.





9. ONE PAIR OF SUNGLASSES PER PERSON - Under the intense sun exposure typical of the desert, light conjunctivitis and solar retinitis will be a serious problem, especially at the end of the second day. The shadow cast by an unfastened parachute that covers the body and smearing the face around the eyes with soot from a crashed car should alleviate these ailments. Using a handkerchief or gauze from a dressing as a face veil would eliminate all vision problems. Glasses would be a comfortable solution.

10. GAUZE DRESSING - Due to low air humidity, the desert is considered one of the least infectious places in the world. Dehydration causes the blood to thicken and there is no risk of bleeding unless the artery is damaged. There is a well-documented case of a man who disappeared in the desert, although all his clothing was tattered and his body was covered with wounds, he did not bleed until he was drunk. The dressing can be used as a string or to wrap the legs and head as protection from the sun.

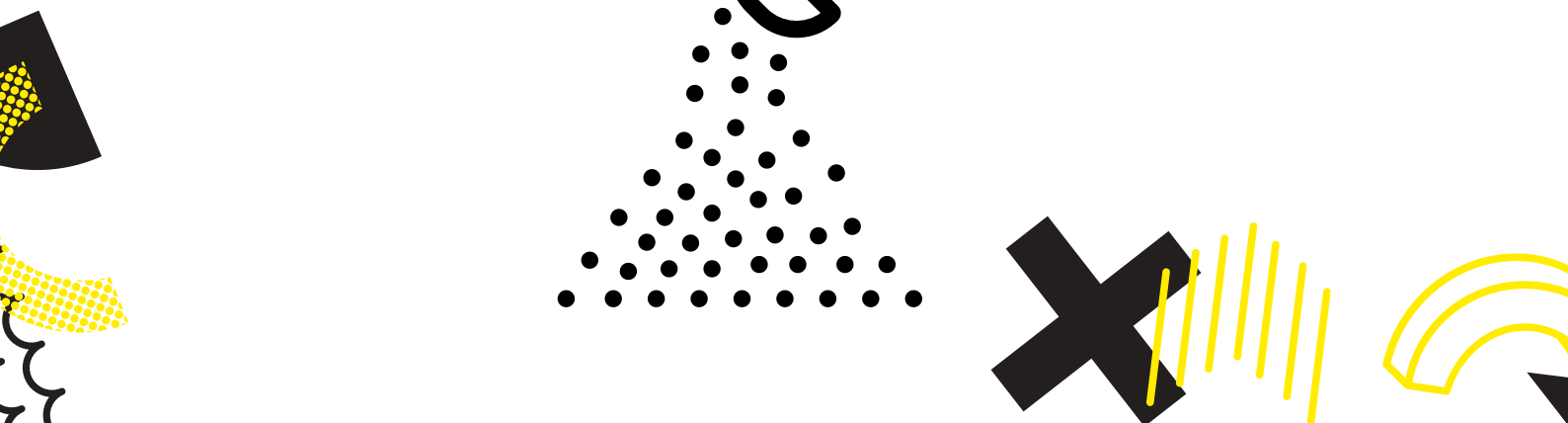
11. COMPASS - Apart from the fact that the compass can be used as a signaling device by reflecting the sun's rays, it is almost useless by itself. Easy access to a compass could even be dangerous, it could make someone think to go away.

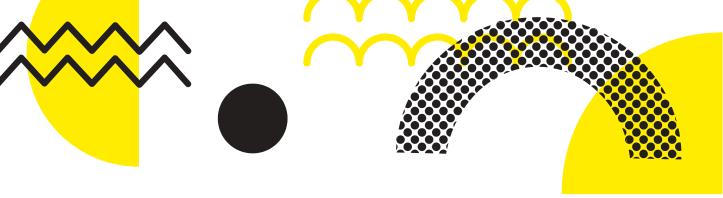
12. AERIAL MAP OF THE AREA - Could be handy for lighting a fire or as toilet paper, one person could also use it as a sunshade, but it is basically useless and even dangerous as it could encourage someone to move away.

13. BOOK "EATABLE ANIMALS OF THE DESERT" - The problem that the group will face will be dehydration, not hunger. The animals of the desert, although many are rarely visible, live because they lie motionless, which the survivors should also do. Protein consumption would increase the need for water. The general rule is: eat if you have a lot of water, otherwise don't eat.

14. TWO LITERS OF HIGH PERCENTAGE VODKA - If someone dies of alcohol abuse, it is usually because of dehydration. The body loses a huge amount of water to excrete alcohol. In this situation, consumption of vodka could be fatal.

15. SALT IN TABLETS (1000 PACK) - As dehydration increases, the level of salt in the blood rises, giving salt without a lot of water would cause the body to get rid of excess salt with the water. The effect would be the same as drinking seawater.





2. STRUCTURAL CONSTELLATION - DEBRIEF FOR SURVIVAL GAME

Expected Outcome for Participants, who will:

- learn about patterns in communication and the one they preferred;
- learn how to be more efficient in communication;
- practice assertiveness, becoming more aware of themselves and their own needs and their own patterns, learning to communicate and what they need to learn;
- practice self-awareness and autonomy, by taking ownership of their life and deciding a pattern they need to let go of.

Materials Needed for this section

Post-its, Paper, Paper scotch tape, Markers, pens

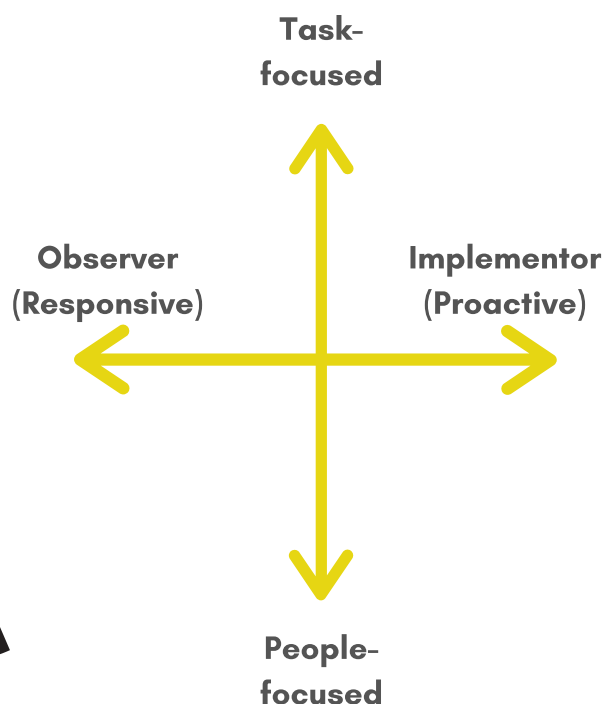
Timeframe

For this part, dedicate around 60-70 minutes.

Detailed Activity

You can introduce this exercise after another game - the Surviving Game - as a way to extract the learning from it.

In addition, participants will learn from this exercise what schemas they happen to use in communication and what steps they can take to improve. The entire exercise is thought to be done in an embodied way.

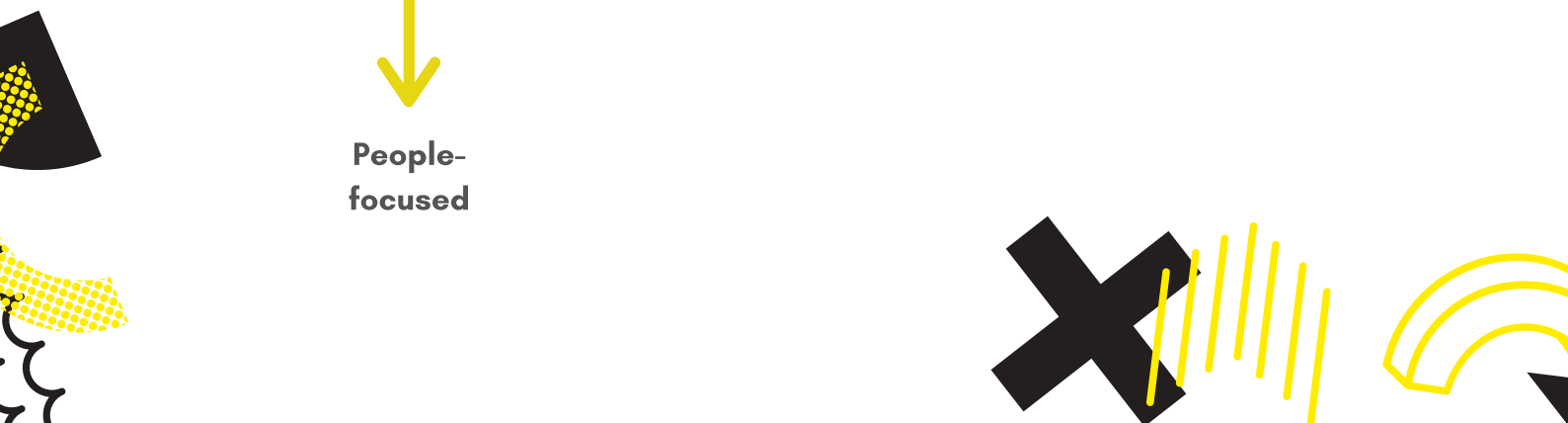


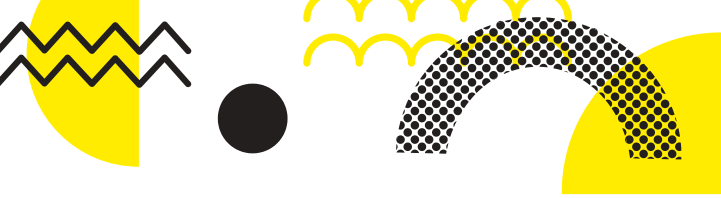
Prepare 4 sheets of paper in advance. These will be the opposite ends of the two axes:

- **The vertical axis:** at one end, write Task-focused and on the other end People-focused.

- **The horizontal axis:** at one end Implementor (Proactive) and for the other end Observer (Responsive)

You can check the image to the left, for details.





Create two axes on the floor with a string or paper sticky tape, adding the above-mentioned sheets to the ends. As a result of the two axes, 4 quadrants will form. Make sure the ends are at the right distance so that the quarters are large enough to accommodate more people standing in them.

After the two axes have been positioned, ask participants to stand up, shake their bodies slightly, then straighten and show their posture as they think about their first serious career encounter.

Example of briefing the exercise (make sure you do this in a slowly rhythm, for everyone to be able to really connect to the experience and into their bodies):

I now invite you to get up, shake your body a little, to move your inner energy, stand up straight and be present in your posture, allow yourself to connect with the first work experience you had (whether it was volunteering, school, project, paid job, etc.). Remember images from this experience - think about your coworkers, think about the boss you had, if you had one, the details of the work you had to do, and when you connect to the experience, notice what happens to you.

How does it feel for you to think of this professional experience?

Slowly start walking through the outlined quarters and find your place in terms of what you were then:

- *Were you willing and focused on the correct execution of the task, understanding all its details?*
- *Or maybe you were more concerned with connecting with your colleagues, listening to their opinions, cooperating with them?*

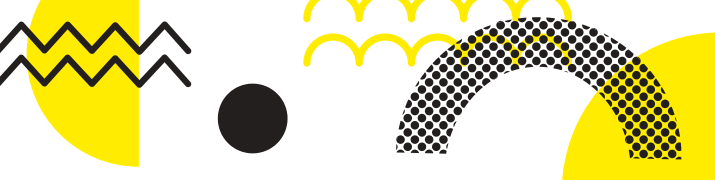

Where was your focus mostly? Was it to do things right? Was it to relate and understand the other? What brought to you joy?

Just observe where you are on the Axis of Task & People.

Then, with that first experience in mind, try to navigate the Observer (Responsive) and Executor (Proactive) axes and feel where you were in this relationship.

- *How much were you involved in your work? Did you take the initiative to be more active? Or maybe you were silently asking questions, wondering what to do next, searching for information before doing something? What was your work rhythm? Were you actively looking? Or maybe you were waiting for people to come to you asking for support?*

And wherever you are right now in the quadrant, see how you feel about it, what thoughts come to your mind.

- 
- 
- **What was true for you in this early professional experience, in terms of communication style.**
 - **And while thinking about what was true, allow yourself to connect to one thing that was very useful for you back then and one thing that was undermining your ability to be understood.**

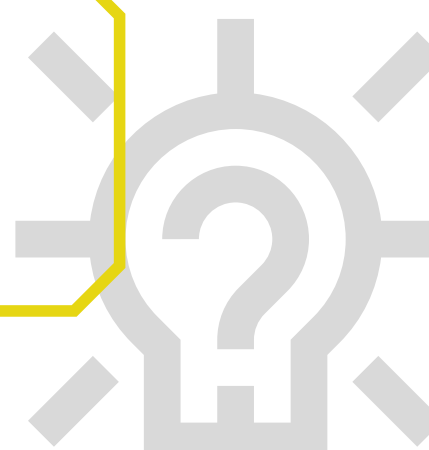
Mark your current position with a sticky note with your name on it and put it where you are standing now. Create groups of 3 and share what you discovered during your first work experience and what your communication preferences were.

What was supporting you? What was useful for you communicating in this way? What was limiting you?

TIP!

A variation of the sharing part can be to invite participants from the place they are standing to share the thoughts they have regarding this very first experience.

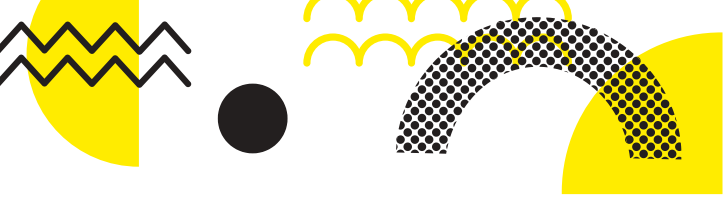
Sample questions to reflect on and share:

- What was useful for you back then in terms of communication style? or
 - What was supporting you?
 - What was undermining your ability to communicate efficiently? or
 - What was limiting you?
- 

After sharing their thoughts on this section, encourage participants to get up again and go to the model on the floor. Ask them to give themselves a few minutes to become aware of their body and where they are in the room.

On the next page you will find an example of how you can cover the next part of the exercise.





Thank you everyone for sharing your experience about your very first professional experience. I would now encourage you to stand up again, move in the room, become aware of your bodies, and of the model on the floor, move around it. I invite you now to connect to your current professional landscape.

See where are you today in relation to Tasks-People, the Observant style-the Implementor style. *Just allow yourselves to notice what are your preferences in the current professional landscapes. Are you taking more time to observe, to learn, rather than go straight into action, focusing on doing more.*

Are you looking towards people more? Or towards tasks? Also observe where you are looking as of today. Just notice what is right for you.

It is absolutely fine either way. Throughout life, we are moving through those quadrants and we are integrating new skills, new ways of communicating. Just notice the distance from the 4 corners and the orientation.

- **What you might not see from that position?** There is always something you can miss, that is in our rear view. And just notice.
- **Also observe, how is this for you now?** How is feeling in your body the current professional landscape? Observe your posture, your breathing.

By continuing to think about how this supports your communication with yourself and with the world, and what can sometimes limit you in the way you communicate or are perceived.

Slowly put another sticky note (of a different color) with your ideas, then go back to the group and share your thoughts.

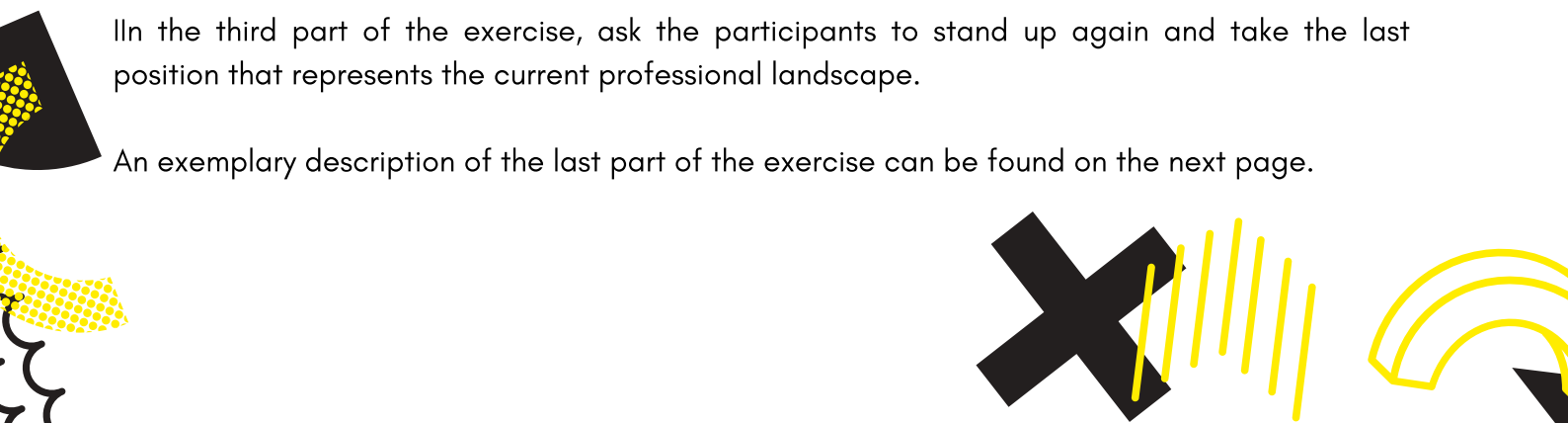
Possible questions to reflect on, after this part of the exercise:

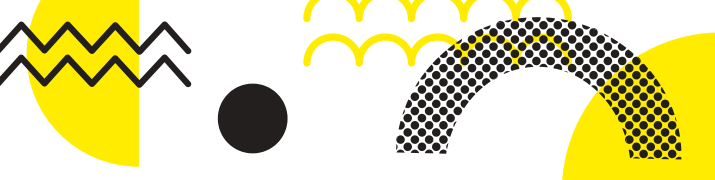
Just acknowledge your journey that has allowed you to move to the second quarter where you are now.

Maybe someone will be willing to share what could support him in the journey or what may have limited this process.

In the third part of the exercise, ask the participants to stand up again and take the last position that represents the current professional landscape.

An exemplary description of the last part of the exercise can be found on the next page.





Now, again, I invite you all to get up and connect with this last position, representing the current professional landscape, exactly as you were before, looking in the same direction. We all travel through life, we integrate, and as soon as we connect with each other and with the position you are in right now – feel what step can be taken towards the better. But really notice which direction is more accurate, truer and where you would like to go more consciously in the next period of your working life.

Possible questions:

- **In which direction would you like to go consciously?**
- **What would you want to move towards?**

You can test different positions, different directions to see which seat is more comfortable. The idea is to see what will be better for you in the next period next year? If you want to develop something, what direction would you go?

After taking this step, simply observe where you are in terms of your orientation, at what distance from the Human-Task Axis or the Observer-Executor to understand where you are on the map. See how you feel here.

- **And when you are here, what becomes possible for you in terms of your professional career?**
- **In terms of communication, even achievement, what becomes possible for you?**

While keeping a sense of connection to what may be possible in the future, I invite you again to post another sticky note to also have a visual representation of your journey.

After this, I am inviting you to share in triads (or in the whole group), answering the questions:

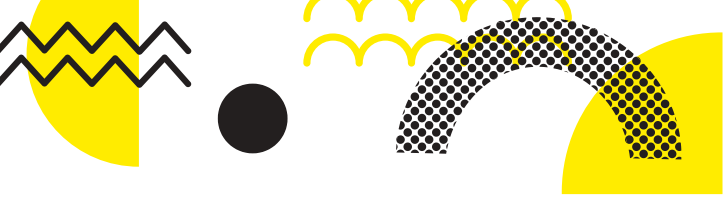
- **How was this process for moving for you?**
- **What becomes possible for you when you take this step towards better?**

After finishing sharing, invite again the participants to stand up.

Looking at the journey as a continuous learning, pay attention to the diagram of your journey – now I invite you to come back standing and sit in position no. 2, preceding a step towards good change. And because you know which direction is better for you, but before you get closer to it, try to feel it.

- **What needs to change inside of you?**
- **And what do you need to let go of so that you make this move towards better?**
- **What mental abits, strategies, etc do you need to let go of?**
- **What habits do you need to grow maybe?**





There are certain patterns that can stop us from taking a step towards good change. Maybe there are things we need to let go of. What are these things for us specifically? Before you take a bigger step towards a better one, prepare yourself and take a firm, smaller step first. **Make it considering what should I let go of? What do I have to accept?**

Take this particular step, see if it comes easily to you, notice if you hesitate or if there is anything holding you back. This is fine. You just have to see it. This is a process. We negotiate with ourselves every day.

And from there, after taking a step towards the better, look back to where you were a few years ago, to that initial work experience, and appreciate the educational journey you've taken all the lessons learned, all the resources, all the people you had along the way.

See if you can say, "Thank you to everyone I met on my way". And silently in your mind, say - "Thank you, I will keep whatever I need. I've learned a lot. "

And if there are other things you would like to share, feel free to say it in your head. Or maybe there were difficulties on this trip, then you can mention this sentence: "It was difficult sometimes. And sometimes it hurt. This is the reality that surrounds us". See if saying it increases your awareness and presence. Just pay attention to it.

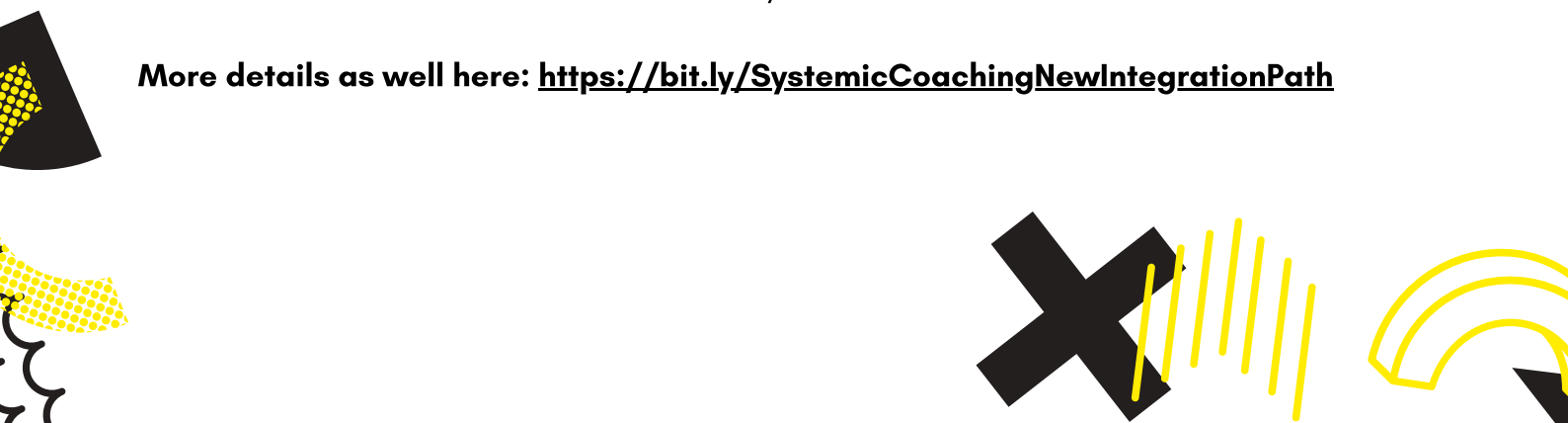
And then, slowly return towards that small towards better that you have taken and notice whether you feel better, more present, more grounded. It is all information.

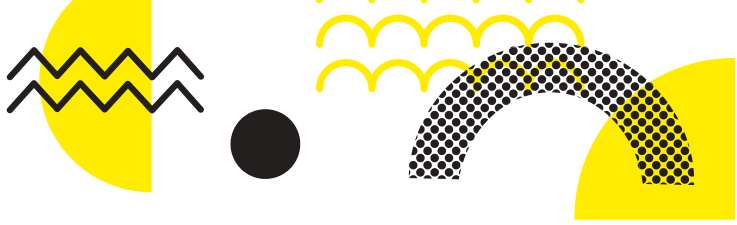
Then, slowly, keeping your mind where you wandered, go back to your groups and simply share with them whatever you want by following the questions:

- **What do you need to embrace?**
- **What do you need to let go of? So that you make this step towards better.**

Once the sharing is finished, you can invite participants for a few interventions with the hole group. After that you can invite people for a break so that they freshen up and be ready for the next activity.

More details as well here: <https://bit.ly/SystemicCoachingNewIntegrationPath>





DAY 4 - STRESS MANAGEMENT

Overview:
Day 4 consists of 2 sections, each highlighted in yellow and CAPITAL LETTERS. For each section, you will be able to read the Expected Outcome, the Materials Needed, and Timeframe for the particular section

1.CHECK-IN

Expected Outcome

Each participant brings himself/herself to the room and is prepared for the fourth day of the training.

Materials Needed for this section

Chairs in circle.

Timeframe

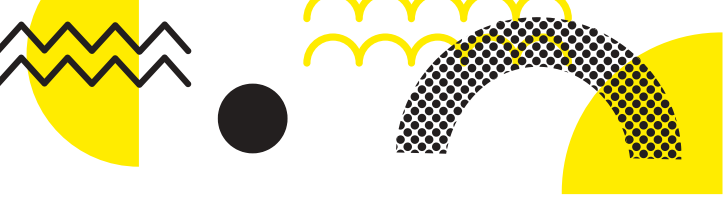
For this part, dedicate around 10-20 minutes.

Detailed Activity

Welcome participants to the fourth day of the training. You can use a check-in question as:

- What is present for you today?





2. THE PEACOCK TAIL

Expected Outcome for Participants:

- become aware of the resourceful and limiting ways of dealing with stress;
- understand the resources they have available;
- become aware of the changes that interfere when resources are included.

Materials Needed for this section

- Handout with Peacock tail for every participant in the group, speakers and laptop to add music during the individual work, guide for facilitating meditation (for facilitator), pens, markers, pencils.

Timeframe

For this part, around 30-40 minutes.

Detailed Activity

Introduce today's topic, which is how to deal with stress. Say what Participants will learn today, ie. the resources that they have, which are often invisible, and are available "at their fingertips", to overcome stressors.

Explain that the first activity you start your day with will be a brief reflection on your own stress management history involving resources, inspiring role models, and maintaining a positive attitude throughout the journey.

As a facilitator, present this topic in such a way as to mention how we all experience it in relation to the different groups to which we belong (whether in family, school or work etc.). During our lives (in childhood, adolescence, and adulthood), we met many people, and each of them has different methods of dealing with stress and cultivating resistance to all stressors.

Ask the most important question for this exercise: What is my story with stress and how did I become resistant to it? What are the sources of inspiration for my story?

Inform Participants that, of course, there are negative / unhealthy ways of coping with stress, and that it must be said. During this workshop day, we will look at them and transform them into more appropriate and appropriate methods.





Example

The first exercise will allow you to reflect on the resources you have and the inspiring patterns that you have learned along the way in managing and building your resilience to stress. For example, humor or spending time actively in nature can be one of the positive ways to deal with stress.

When we reflect on where we came from, the groups we belonged to, what we learned from our families, and even about our internal resources, you can see how complicated life is and how certain patterns have been passed on to us. Ideas about work / being and functioning under pressure and stress.


How important it is to explore, accept and use our resources more often when we need them so badly.

Before going into the reflection exercise, encourage Participants to do a short exercise to understand exactly what they are trying to achieve. Participants receive a leaflet illustrating the Peacock's Tail. Each feather represents one of the systems to which each person belongs, and also individually as an individual. You need to learn about the different inspirational patterns you learn along the way (friends, surroundings, places, situations, specific behaviors, etc.) that were healthy, positive and useful in coping with stress and functioning under pressure.


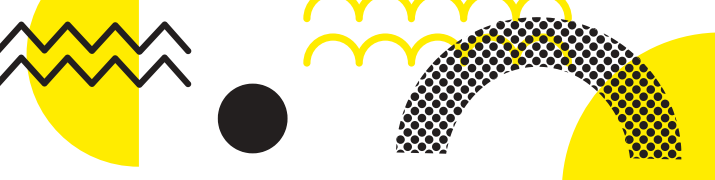
It is perfect to put yourself in a state of meditation, which allows you to enter the mood of reflection. You can use the example below or change it as you feel to be more suited to the training group.

Encourage Participants to sit down comfortably with their backs straightened evenly against the chair. To ease the mood and take a short breath, the moderator starts a relaxation exercise: breathing deeply through the nose and exhaling through the mouth.


Description of the exercise: "Self-reflection"



As you are sitting now, I ask you to imagine that you have behind you (just like in the Pavo's Tail) everything: who you are and where you come from. We all come from different families. This is the first system we belong to and in which we spend the first days of our lives. We learn how to deal with adversities and difficulties, but also what to rejoice at. By observing other family members, we see who plays what role in the world. We include some of this in our own lives as adults, learning strategy / planning mainly when stressors emerge and under time pressure (these are the healthiest ways of coping with stress).



The next system we enter is the Education System. We meet our friends and classmates, and with them a lot of joy and learning. Our teachers show us what resources we have to fight stress (e.g. active listening, real and conscious attitude to a given situation). Of course, thanks to friends, we get ready-made action plans. Some of them calmly say, "Oh, it's just a test" during tests or quizzes. Therefore, each of us has different options for using our resources.




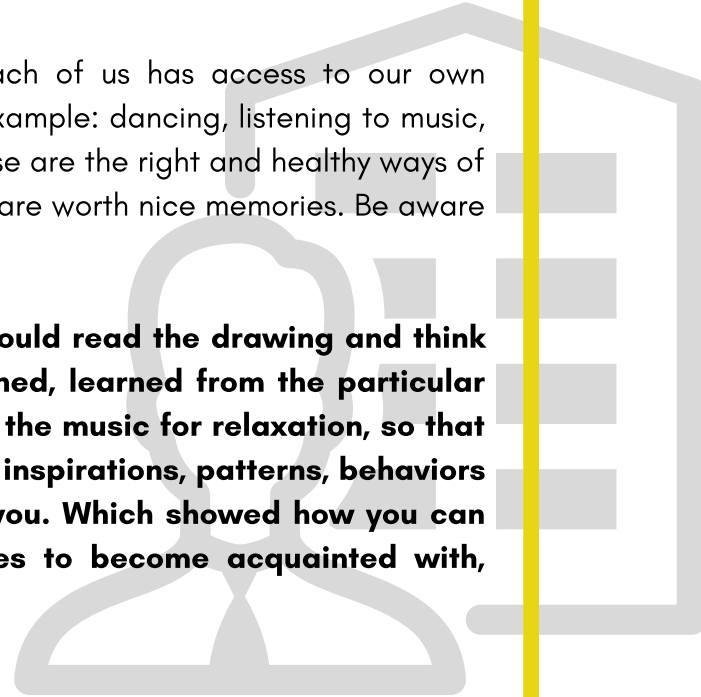
There are also Organizational Systems in terms of business, the components of which we become when we become employees. From here we derive ways to relieve stress, work effectively and efficiently. Co-workers also have ready-made methods for fighting stress, such as assertively saying "no" or giving constructive feedback. As a result, employees cope well with the performance of their tasks, paying attention to stress, which allows them to stay focused and calm not only at work and at home (work-life-balance behavior).

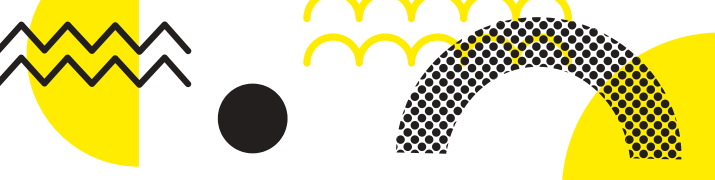
It is useful in this exercise to ask the question: what are some good examples of people, behaviors, situations that inspire to take effective action in the fight against stress in order to become more resistant?

Of course, each of us has our own personal system from which we draw examples for coping with stress.

In addition to family or organizational systems, each of us has access to our own strategies developed over the years. It can be, for example: dancing, listening to music, communing with nature or a relaxing bath. Since these are the right and healthy ways of dealing with stress for you, let them support you and are worth nice memories. Be aware of them too.

During this exercise (about 10-12 minutes) you should read the drawing and think about the resources that you have already learned, learned from the particular system you belonged to. The moderator turns on the music for relaxation, so that there is space for reflection. You should mention inspirations, patterns, behaviors or any situations that have strongly influenced you. Which showed how you can deal with stress effectively. We allow ourselves to become acquainted with, experience these resources.





It is natural to limit the implementation of specific ways to work with stress. Be aware of this, Participants simply have to acknowledge it. Acceptance of limiting factors is a part of you, and you should give yourself permission to learn more useful patterns.

That's why I want to ask the question here: "what are the examples of inspiring people, good behavior and positive situations that you discovered in your life and what attracted you, what became active in you, that you coped with the pressure and became immune to stressors?" Going further: "what are the good practices / habits that have developed in you during your life?"

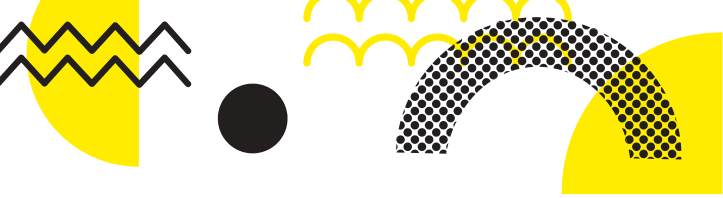
I invite you to do individual work, to take a moment, reflect and write down these examples on a piece of paper. Listen to this beautiful relaxing music. After 10 minutes, we will go over this exercise.

After 10 minutes, each Participant within 1 minute shared their thoughts on the forum and answered the following question:

If you were to tell a stress resistance story - with all your resources in mind - what would be its title?

Finally, the Moderator thanks the participants for participating in the exercise and invites them to the next exercise.





3. CONNECTING TO THE RESOURCES

Expected Outcome

- Understanding the resources they have available;
- Knowledge on what becomes possible for them when they connect with their resources.

Materials Needed for this section

- Make sure during the break, or before the session you spread around the room small objects that may inspire people to take as representatives for resources (they can be balls, small cards, figurines, etc)
- White paper

Timeframe

Dedicate around 30-40 minutes.

Detailed Activity

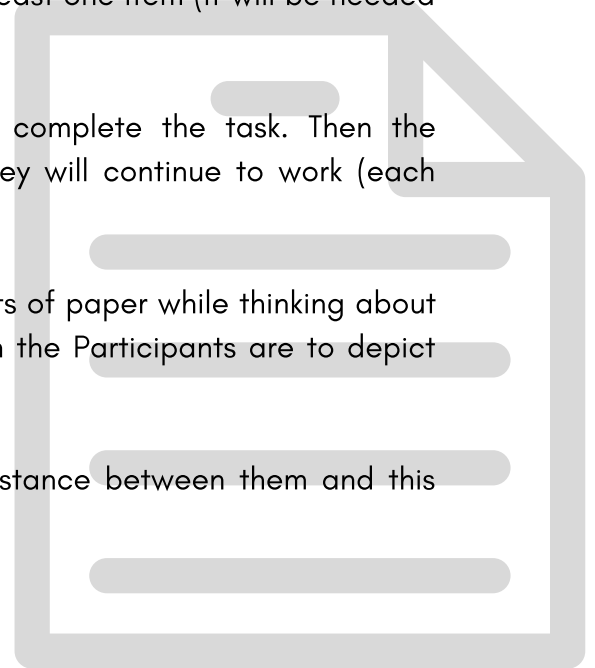
In order to increase the level of involvement and build energy among the Participants - the facilitator invites Participants to stand up and go on a mission / journey through the space of the room to find just one item that will inspire them as a resource to relieve stress.

The moderator may mention that it is important to choose at least one item (it will be needed for the next stage of the exercise).

Participants have at their disposal: approx. 5 minutes to complete the task. Then the Participants are to choose one place in the room where they will continue to work (each should have an area of approx. 2 m2).

Next - Participants, encouraged by the facilitator - take sheets of paper while thinking about one selected stressful situation that happened recently. Then the Participants are to depict this situation on a piece of paper and put it on the floor.

This action should take on the right tone - give the right distance between them and this situation.





You can use the following brief as an example:

I invite you to an exercise, the nature of which is introspective, i.e. if you are not ready or feel comfortable, you do not share its details with the whole group. I encourage you to think about a specific situation, one person, even a memory or plans (maybe from the future) that causes you stress when you think about it. Please imagine that a piece of white paper represents this stress factor, then find a place for it on the floor.

After you have found a place for it, find your own distance regarding the issue.

Once everyone has found their place, ask the following question: If this dynamic would represent a book, what its title would be?

Ask the Participants not to answer aloud. The next step will be to invite Participants to make contact with an object they consider to be their own resource for overcoming stress. They should stand reasonably close and look at him. After a moment of "connecting" to the resource, Participants are to look once again at their stressful point and think about the answers to the following questions:

- **When I connect with my resources, what becomes possible for me?**
- **And what is the next chapter I will have?**

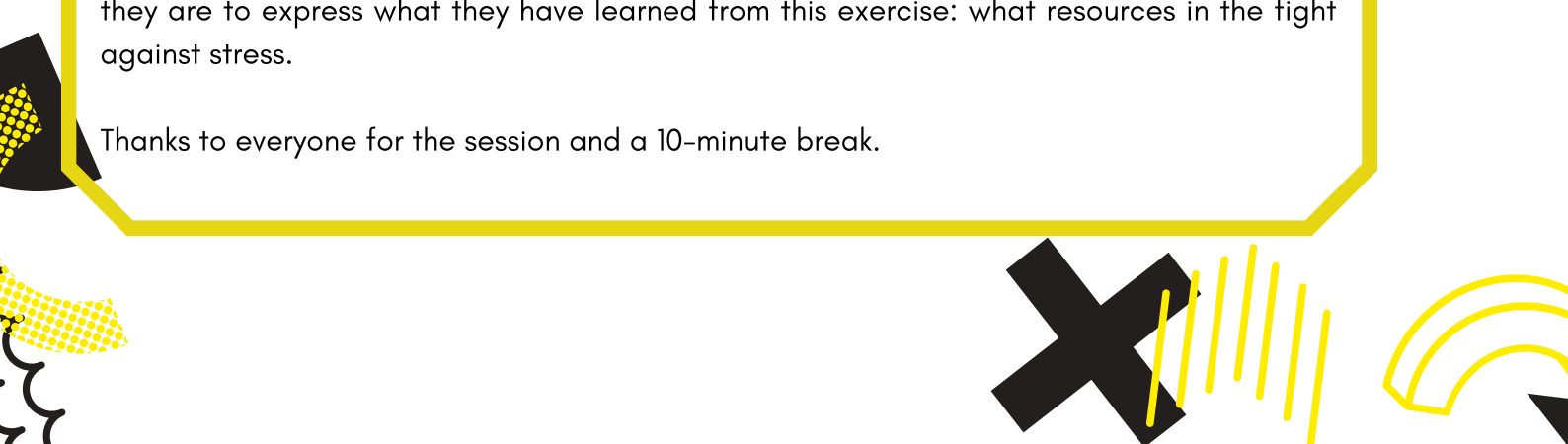
Once they have answered to this questions, invite them to take a few moments to take in the moment and then to thank their resource and the other objects and take them from the floor.

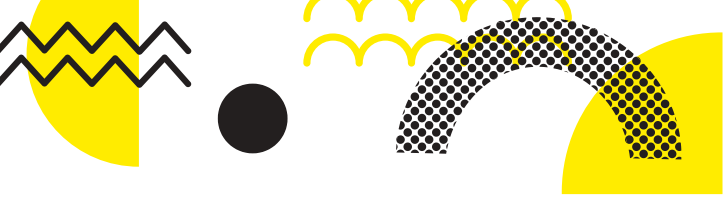
Then the Participants are to form groups of three, in which the main task is to present their subject as a resource for overcoming stress. The participants are to tell about the features of this thing: e.g. a cup can be white, filled with water, with a handle.

These features should then be correlated with the stock of their imaginations. Participants consider what features of this resource will be useful in the context of coping with stress and becoming immune to it.

In the end, these three-person groups come together and, for the whole training group, they are to express what they have learned from this exercise: what resources in the fight against stress.

Thanks to everyone for the session and a 10-minute break.





4. ORANGE - CONFLICT SOLVING EXERCISE

Expected Outcome

- Development of communication, conflict resolution and active listening skills.

Materials Needed for this section

- Quest cards - 12 pieces (2 types, two different perspectives, 6 pieces each)

Timeframe

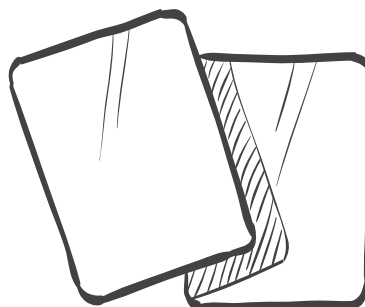
Dedicate around 15 minutes.

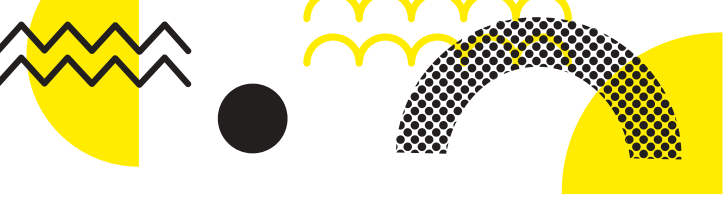
Detailed Activity

Participants draw cards. The cards come in two colors and have their counterparts - cards with the same numbers and different colors match participants in pairs. **Both people in the couple need an orange that is only one.** Each of them wants to convince the other that she/he needs the fruit more. He then distributes one fruit to each pair and invites them to complete the task. The pairs work at the same time until the last one finds a solution (unless they work for more than 7 minutes, then the trainer stops the task).

You come to an overview of how the exercise was going. **In each pair, the participants speak aloud what was achieved, what was difficult, what they did not cope with and what communication difficulties they encountered.** In the task, participants with black cards needed skins, and participants with red cards needed the center of the fruit. The purpose of the task is to discuss the participants' conclusions and emotions.

The facilitator discusses with the participants one of the basic communication barriers, which is the lack of recognition of one's needs and the readiness to listen to the needs of the discussion partner. The exercise can also be an introduction to negotiation training, this is a good time to introduce the differences between compromise, cooperation and yielding.





Card text:

Card no. 1: Imagine that you and the person you are working with are siblings. You are also primary school students (but not in the same class).

It is the end of June, the end of the school year is approaching. In the technical class, the teacher announced homework for the next day, which will determine your end-of-year assessment. It will consist of examining how floatable are the men on the orange boats in the water. For this you need to prepare such a boat at home and bring the finished work to the lesson. You are going to do whatever it takes to get a high grade in the certificate and the task itself does not seem difficult. You remember that at home there are oranges in a fruit basket.

You come home, you enter the kitchen with the intention of doing your homework. It turns out that there is the last fruit in the basket. You already want to reach for it, but the brother / sister is also reaching out for it.

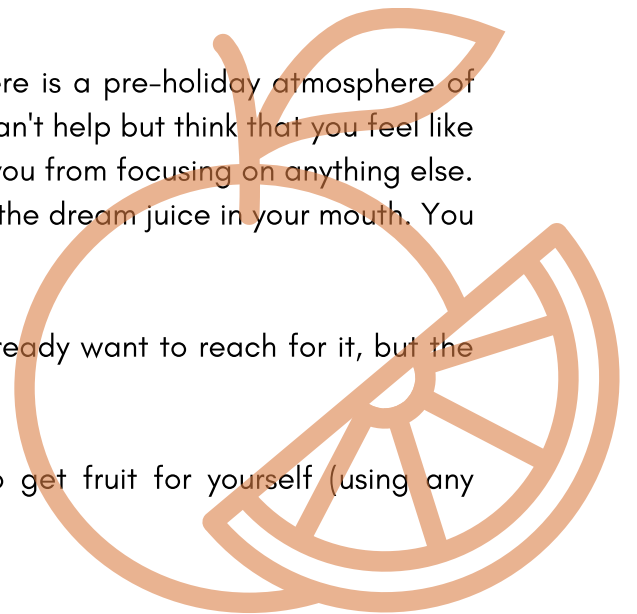
Your task is to talk to your siblings in such a way as to get fruit for yourself (using any communication techniques except fisticuffs).

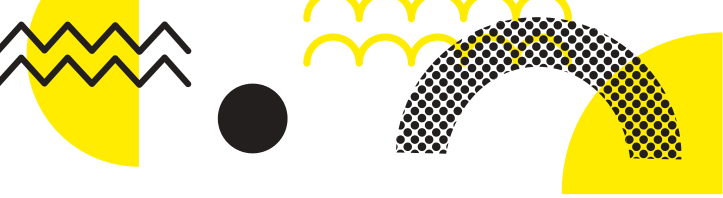
Card no. 2: Imagine that you and the person you are working with are siblings. You are primary school students (but not in the same class).

It's the end of the school year, a very hot day in June. There is a pre-holiday atmosphere of relaxation in the classroom. From the very first lesson, you can't help but think that you feel like drinking freshly squeezed orange juice. This thought keeps you from focusing on anything else. Finally, the last bell sounds. You hurry home, almost tasting the dream juice in your mouth. You walk into the kitchen.

It turns out that there is the last fruit in the basket. You already want to reach for it, but the brother / sister is also reaching out for it.

Your task is to talk to your siblings in such a way as to get fruit for yourself (using any communication techniques except fisticuffs).





THANK
YOU!





RESOURCES & FURTHER READING



Further details regarding sessions outline and handout:

- <https://bit.ly/SystemicCoachingNewIntegrationPath>

Videos:

- Rock, Pebbles and Sand: <https://bit.ly/RockPebblesSandVideo>

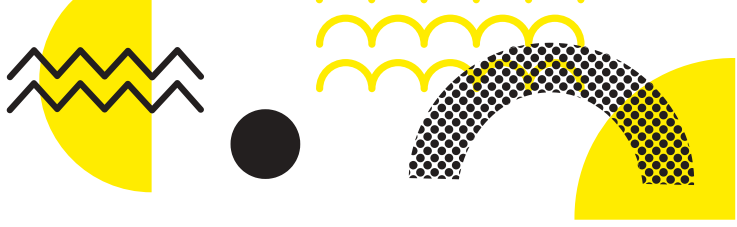
Books:

- Whittington, John - Systemic Coaching and Constellations
- Stam, Jan Jacob - Systemic Coaching
- Whitmore, John - Coaching for Performance
- Lee Duckworth, Angela - Grit: The Power of Passion and Perseverance
- Covey, Stephen - The 7 Habits of Highly Effective People

Articles:

- <https://medium.com/@systemicleadership/the-why-and-the-what-of-constellations-9398f762f4da>







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