



Coaching/Facilitating for Transformation

The Missional Engagement Initiative
and
The School of Theology MNST 562:
Transforming Congregations & Communities

Where there is no guidance, a nation falls, but in an abundance of counselors there is safety.

- [Proverbs 11:14](#)

September 1, 2016
Hamilton Hall, Room 217
Sewanee, TN

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We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.

This workshop guide has been developed over the course of many trainings by Liz Pallatto, Joy Cushman, Jake Waxman, Devon Anderson, Rachel Anderson, Adam Yalowitz, Kate Hilton, Lenore Palladino, New Organizing Institute staff, MoveOn Organizers, Center for Community Change staff, Jose Luis Morantes, Carlos Saavedra, Sean Thomas-Breitfeld, Shuya Ohno, Petra Falcon, Michele Rudy, Hope Wood, Josh Daneshforooz, Kendyll Hillegas, Duncan Hilton, Ella Auchincloss, Emily Jendzejec, Isaac Martinez, Alexia Salvetierra, Stephanie Spellers, the Direct Action & Research Training Center (DART), the *Be the Change Alabama* Mission Enterprise Zone leadership team, and the 30 seminarians who have helped to shape this work through taking the *Transforming Congregations & Communities* course at The School of Theology (MNST 562), and many others.

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COACHING: AN ESSENTIAL PRACTICE FOR BUILDING UP THE BODY OF CHRIST

Why is coaching an important practice for baptismal living and Christian discipleship?

- The journey of baptismal living and Christian discipleship is rich with challenges and learning opportunities, but sometimes we are fish in our own water and we cannot see the challenges we are swimming in. Coaching helps to alleviate this problem.
- Coaching helps individuals to overcome motivational, strategic, and informational challenges that might otherwise hinder the progress of the individual, the team, or the church, as they seek the reign of God on earth as it is in heaven and participate more fully in God's unfolding plan to mend the entire universe.

How is coaching as an essential practice for building up the body of Christ?

- Coaching is a leadership practice that involves a direct intervention in an individual or group's work process to help them improve their effectiveness for the sake of God's mission and with God's help.
- Coaching is reclaiming an essential practice of Christian discipleship: *Guidance*
- Coaching is putting baptismal faith into action. Through coaching we are:
 - continuing in the apostles' teaching and fellowship
 - acting on our baptismal commitment and responsibility to see that others are helped to grow into the full stature of Christ
 - joining with others committing themselves to the way of Christ renewed in our covenant
 - living into the prayer for the Spirit to give us all an inquiring and discerning heart, and the courage to will and to persevere.
- Coaching is a leadership practice that is useful in a variety of contexts. Some examples of when coaching skills are necessary:
 - Preparing people to get over the performance anxiety that most of us feel when we present in front of a room of people
 - Facilitating the learning of two participants struggling with the steps of a 1:1 during a Building Relationships breakout session at a training
 - Helping a trainer hone the skills of debriefing answers from the audience
 - Helping a brother or sister in Christ overcome motivational challenges with his or her team
 - Assisting a leadership team in creating strategy for the change they want to see, with God's help

- Coaching is useful whenever we are working to enable others to build their own capacity to act, and though the contexts vary, the process is very similar throughout and always with the underlying goal of building up the body of Christ and individual members of it.

“Leadership is accepting responsibility for enabling others to achieve God’s purposes under conditions of uncertainty.”

–adapted from Marshall Ganz via The Rev. Devon Anderson as quoted in “Beyond the Baptismal Covenant: Transformational Lay Leadership for the Episcopal Church in the 21st Century”

**Coaching/Facilitator Team Meeting Agenda
September 1, 2016 + Hamilton Hall, Room 217**

Goals:

1. Enable those to be prepared and confident in serving as facilitators with a table of team leaders from area churches on Sept. 10, 2016
2. Prepare coaches and new coaches for their leadership role over the September – April program period.

- 4:15 PM Welcome/Intro/Prayer (5) - Rob
- 4:20 PM What does it mean to be a coach/facilitator? (10) - Kammy
- 4:30 PM Practice Public Narrative (15) - Hilary
- 5 min set it up
 - What do you look for in a strong narrative?
 - What are coaching techniques for public narrative?
 - 5 min role play - Evan gives PN, Hilary coaches (3 min narrative, 2 coaching)
 - 5 min debrief/key lessons
- 4:45 PM Practice Team Building - Team Purpose (25) - Marilyn
- 5 min set up
 - 10 minutes using training worksheet to build our training team purpose
 - 10 min debrief/key lessons
- 5:10 PM Practice Strategy (25) - Kammy
- 5 min set up
 - 10 min using training worksheet to map our actors & resources and organizing statement
 - 10 min debrief/key lessons
- 5:35 PM Questions - All
- 5:40 PM Prayer - Rob

Roles:

- | |
|---|
| <p>Participant – MNST 562 Transforming Congregations & Communities Students
 <i>Steps up in serving as a New Facilitator in leadership if. . .Eager to learn; responds to coaching; relational; willing to dive in; effective at facilitating as team leader</i></p> |
| <p>New Facilitator - leads team through training breakouts, shadowed by lead trainer
 <i>Steps up in serving as a Facilitator in leadership if. . .Eager to learn; effective at facilitating sessions; dependable; comes prepared; responds to coaching</i></p> |
| <p>Facilitator – leads team through training breakouts
 <i>Steps up in serving as a New Coach in leadership if. . .Expresses interest; repeatedly accepts facilitation invitations; demonstrates commitment to own learning and growth; prepares thoroughly for facilitation; has other training and/or coaching experience; effective at facilitation; understands leadership practices</i></p> |

MEI 2016-2017 Program Calendar

Date/Time	Event	Who attends?
6/18/16 – Sewanee	<i>Taste & See</i> : Building Relationships/1-1s and House meetings	Training team and potential participants
9/1/16 – Sewanee	Training/Coaching Team Meeting	Training team & Coaching team
9/10/16 – Sewanee	<i>Foundations of Shared Leadership</i> : Kick-off Teams' Projects	Training team and participants
Bi-weekly – By phone	Coaching	Coach and Team Coordinator, and coach-in-training if applicable
Saturday, October 1, 2016 - Otey Parish Sunday, Oct. 2, 2016 – Preacher, St. Paul's, Chatt	Coaching Clinic #1 (<i>optional</i>) Alexia Salvatierra Biblical Foundations	All invited!
Saturday, 9 AM - 4 PM – November _____, 2016 <i>- hosted by parish in each of the regions that they schedule collaboratively</i>	Mid-Program Training <ul style="list-style-type: none"> ● Team Diagnostic ● 1:1 & House Meetings ● Timeline and Tactics 	All Coaches and all Team Members, and coach-in-training as applicable
December, 2016	Coaching Clinic #2 GoToMeeting in lieu of bi-weekly individual coaching session <ul style="list-style-type: none"> ● Peer Coaching ● Timeline and Tactics 	Coach and Team Coordinator, and coach-in-training if applicable
Saturday, 9 AM - 4 PM - Jan/February _____, 2017 <i>- hosted by parish in each of the regions that they schedule collaboratively</i>	Mid-Program Training <ul style="list-style-type: none"> ● Motivating Roles & Tasks ● Taking Effective Action 	All Coaches and all Team Members, and coach-in-training as applicable
February, 2017	Coaching Clinic #3 GoToMeeting in lieu of individual coaching session <ul style="list-style-type: none"> ● Peer Coaching ● Taking Effective Action 	Coach and Team Coordinator, and coach-in-training if applicable
March, 2017	Coaching Clinic #4 GoToMeeting in lieu of individual coaching session <ul style="list-style-type: none"> ● Celebration 	Coach and Team Coordinator, and coach-in-training if applicable
<i>April 22, 2017 location and time to be determined collaboratively by all teams in all regions</i>	Celebration of Teams' Projects & Program conclusion/review	All!

May, 2017	Evaluation of MEI program year and report to Roanridge Trust	Leadership team
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**Job Description for Facilitators/Coaches for
2016-2017 Missional Engagement Initiative**

Responsibilities:

1. Attend a coaching preparation session (90 minutes) in advance of the Sept. 10, 2016 training event.
2. Attend the *Foundations of Shared Leadership* training on Sept. 10, 2016 from 9:00 AM – 5:00 PM, arriving 45 minutes early to prepare and meet as a training team at 8:15 AM and staying afterwards for 45 minutes afterward to evaluate, debrief and clean up until 6:00 PM.
3. Coach the team coordinator with the ME church partner by phone or in person for 30-60 minutes every other week.
4. Pray for the person you are coaching before each coaching session, and for yourself as well.
5. Attend three coaching clinics between October 2016 and April 2017 via the internet with your coachee and other coaches and team coordinators. (*Coaching clinics replace the bi-weekly individual coaching session that month*)
6. Attend two day-long Saturday Mid-Program training events in the region of the team and coordinator who is your coachee.
7. Attend the April 22, 2017 Celebration of Teams’ Projects & Program conclusion/review (*location and time to be determined collaboratively by all teams in all regions*)
8. Offer your feedback and evaluation of the overall program in advance of our Leadership Team’s May, 2017 Evaluation of MEI program year and report to Roanridge Trust Leadership.
9. Attend the Oct. 1, 2016 optional coaching clinic with the Rev. Alexia Salvatierra at Otey Memorial Parish from 10:00 AM – 1:00 PM
10. Coach or facilitate other course learning opportunities, as you desire or are available.
11. Present content and/or mode practices, as you desire or are available.
12. If you are eligible for work-study funding, please submit your time for both coaching preparation and practice to Connie Patton in the School of Theology
 - Compensation will be based on the number of hours worked at the standard work-study rate.
 - It is the student's responsibility to manage multiple work assignments so that combined hours for all assignments is kept within the 12 hour maximum per week

2016 MEI Training Team for *Foundations of Shared Leadership*

David Cobb, New Facilitator (931-598-1478)
 Tom Early: Facilitator (319-429-9727)
 Evan Garner: Trainer, Facilitator (256-221-4262)
 Hilary Greer: Trainer, Facilitator (917-566-8463)
 Marilyn Lands: Trainer, Facilitator (256-527-8197)
 Rob McAllister: Chaplain, Logistics, New Facilitator (931-636-8758)
 Nick Phares: Facilitator (269-788-7063)
 Teresa Phares: Facilitator (269-317-8237)
 Mike Wood: Facilitator (269-370-7398)
 Kammy Young: Program Director, Lead Trainer (904-556-1634)

2016 MEI Team Coaches:

Hilary Greer (917-566-8463)
Marilyn Lands (256-527-8197)
Lisa McIndoo (901-335-3800)
Nick Phares (269-788-7063)
Teresa Phares (269-317-8237)
Mike Wood (269-370-7398)
Kammy Young (904-556-1634)

Effective Coaching Is	Effective Coaching Is Not
-Showing up and being present to another person's experience and listening, with both your head and heart	- Being so prepared that you figure out all the answers for the coachee before you even hear or observe their challenges
- Helping the coachee explore and make sense of their challenges and successes and what they learned from it all	- False praising of the coachee or only focusing on their strengths because you do not want not to hurt their feelings
- Helping the coachee to find solutions to challenges	- Solely criticizing the coachee for their weaknesses
- Asking questions that both support and challenge the person you are coaching.	- Telling the coachee what to do

How do I practice coaching in organizing?

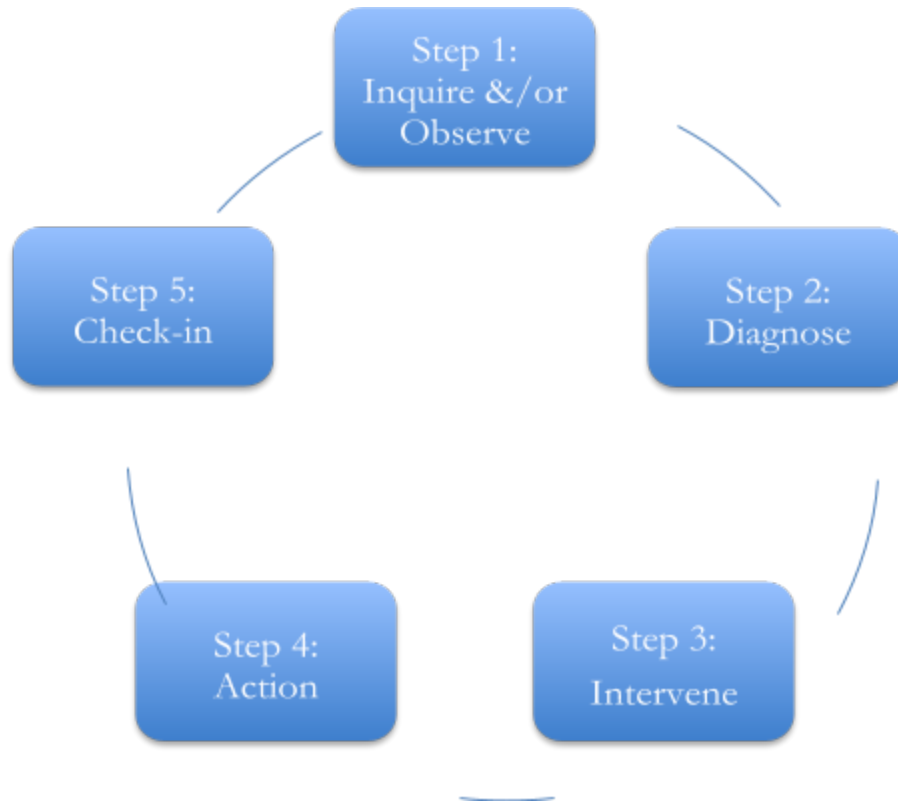
- Good coaching requires learning how to identify a person’s or team’s strengths and weaknesses in order to find ways to help them mobilize their strengths to overcome their weaknesses.
- People often know what they “should” do, but a fresh set of eyes is helpful in diagnosing the specific challenges they’re facing and initiating a brainstorm of solutions to maneuver through them.
- Below are three basic practices of coaching

Basic Practices of Coaching:

- **Motivational (heart) coaching** is aimed at enhancing *effort*.
- **Strategic (head) coaching** is aimed at helping the team or individual plan, evaluate, or think about its *strategic or structural approach*.
- **Skills-based (hands) coaching** is aimed at helping the team or individual *execute with skill* (and learn from execution).

The first part of effective coaching is diagnosing which coaching practice is most needed in any given moment. For example, if a person is struggling with strategy but you try using motivational coaching, it is likely to frustrate them further. As is true for the other practices of leadership, coaching is a practice that only gets honed by DOING, and then reflecting on what works and what doesn't. Following this simple, 5 step coaching process can help you dive in and begin your coaching practice:

5 Step Coaching Process






1.

1. Inquire &/or Observe - What do I see and hear?

When you are observing a person's actions in the field or someone comes to you for help, your first inclination may be to draw conclusions from the initial observations you make. As a coach, you need to take time to dig deeper. Are you seeing all the angles here? What information is missing? Think about the "who, what, why, how, where, when" questions.

- **Motivational (heart):** Is the individual struggling because s/he is not putting forth enough effort? Is she not trying hard enough because she's embarrassed? Is he quitting too soon because of frustration or fear?
- **Strategic (head):** Is the individual struggling because the goals are not achievable? Or because they're not thinking creatively enough about how to use the resources they have to meet goals? Or because the overall strategy doesn't make sense and needs to be clarified or adapted to their situation?
- **Skills-based (hands):** Is the individual struggling because of not being able to muster the behavioral skill to execute effectively? Does he not have the skill in his repertoire? Is she getting interference from other habits and behaviors (like someone well-versed in marketing speak or preaching may think that skill set is a substitute for authentic story-telling skills)? Is there something you could model, or that this person that just needs more help practicing and debriefing?

2. Diagnose & 3. Intervene: Which form of coaching does this require? How will I intervene?

		
<p>If your diagnosis is that the individual needs to put in more intense <i>effort</i>, choose a <i>motivational intervention</i>, – for example:</p>	<p>If your diagnosis is that the individual is not <i>understanding</i> the focal practice adequately, or thinking about it appropriately, choose a <i>strategic intervention</i> – for example:</p>	<p>If your diagnosis is that the individual lacks <i>execution skill</i>, choose an <i>educational intervention</i> – for example:</p>
<ul style="list-style-type: none"> ○ Encouragement and enthusiasm—you can do it! ○ Helping the individual understand and confront fear, embarrassment, or other emotions that get in the way of the willingness to try harder or persist in the face of setback ○ Incentivizing, rewarding and praising courage ○ Modeling courage and emotional maturity in your own behavior, confessing fear and explaining how you move toward it rather than away ○ Kick in the pants (offered with love) ○ What else? 	<ul style="list-style-type: none"> ○ Asking good questions about how the individual is thinking about the key leadership practice <ul style="list-style-type: none"> – “Why did you choose to do this and not that?” – Based on where you are now what resources could you draw on to take this story/team/strategy to the next level? ○ Offering your assertions about what you are observing and how you think the individual might fruitfully think about the practice differently <ul style="list-style-type: none"> – “When you stop at that angry point in the story, I think you may be forgetting that your listeners need a reason to hope in order to be called to action.” ○ Offering the opportunity for silent reflection and self-diagnosis <ul style="list-style-type: none"> ● “Why don’t you take a moment to think through what you believe is working and not working and let’s talk about that?” 	<ul style="list-style-type: none"> ○ Model the behavior and invite the coachee to imitate you or work side by side with you to get the “feel” of the activity ○ Break it down into smaller parts and invite the individual to try one at a time ○ Practice, feedback, repeat ○ Offer three or four different practice exercises and observe which ones “take” for that person ○ Repetition, repetition, repetition ○ What else?

4. Action: How can I allow the coachee to develop their leadership skills? What action will they take that would allow them to move forward?

- Avoid the urge to do it for them.
- Allow the coachee to try the intervention.
- Observe them in action and note observations for your debrief.

5. Check-in and Debrief: What do I ask the coachee to help them reflect on their experience?

- What went well?
- What are you challenged by?
- What are some possible solutions?
- What are your goals/next steps?
- Schedule periodic check-ins to support your coachee in integrating this new or revised solution into their regular practice.
 - Find out from the coachee how the situation has changed.
 - Assess whether the diagnosis and intervention was successful. Celebrate success!

Notes:

Guidelines for facilitators

GENERAL TIPS FOR EFFECTIVE FACILITATION

A GOOD FACILITATOR KNOWS	A GOOD FACILITATOR PRACTICES
The pedagogy of the workshop	Articulates clearly
It's not a linear process and clarity comes at the end	Suspends doubts till the end and dives in it with some faith
What's going on? The pattern: lecture, teamwork, debrief	Describes clearly the team work step by step without being interrupted
The learning objective of every session	Focus the participants to the exercise and its objective at outset
The coach's role is towards his/her participants and fellow facilitators	Asks for help
That modeling is more powerful than preaching	Chooses good models for debriefing
This workshop gives rise to sensitive topics	Listens actively and holds people accountable
This workshop creates anxieties	Reports difficult cases + allows humor
Understands that peer coaching is enabling leadership	Facilitates discussions / does not have the answers
Appreciates that a successful Organizing for Mission training addresses head, heart and hands	Comfortable with the emotions
	Respects time
If the coaching challenge is lack of motivation, conceptual, or difficulty translating to practice (Heart, head, hands)	Focuses on hope to deal with motivation, facilitates concept understanding through coaching and gives/provides <i>specific</i> feedback to address weak practice

COMMON FACILITATOR BELIEF BARRIERS:

- "I am younger than the participants"
- "Some members on my team are superior to me"
- "I have not done this before"
- "I have a history of relationship with some participants"
- "I am not sure I buy it myself"
- "Telling stories is against our culture" or "Chants are against our culture"
- "I know all this already"

COMMON CHALLENGES:

- Number One: Time
- Number Two: Intensity
- Number Three: Emotions
- Number Four: One difficult participant
- Number Five: No ally among the participants
- Number Six: Balancing support & challenge

COACHING PUBLIC NARRATIVE

WHAT MAKES A GOOD PUBLIC NARRATIVE COACH?

Understands Role As: Coaching individual stories, facilitating group interaction, establishing trust and “holding the anxiety”, developing the coaching skills of the group members, re-teaching public narrative concepts briefly as needed.

Engages These Activities: Modelling, listening, asking questions of the storyteller, asking questions of the group, synthesizing in service of teaching objectives, selecting best stories from the break-out to teach from during the debrief.

Achieving These Outcomes: People telling detailed stories with a clear challenge, choice, outcome, people articulating what makes a good story through coaching, people giving and receiving helpful feedback, people “diving deep” or “falling off the bike and choosing to get back on.”

WHAT MAKES AN UNSUCCESSFUL PUBLIC NARRATIVE COACH?

Understands Role As: Being the boss, being participants’ friends, being a “resource *if* you need it”, only being the time keeper

Engages These Activities: Telling, being general in comments, advice-giving, judging content, chit-chatting, allowing people to ignore the time keeper or beeper

Achieves These Outcomes: People don’t know how to revise their stories, groups don’t give feedback, people don’t feel “safe”

GENERAL TIPS ON COACHING PUBLIC NARRATIVE:

- When you hear the story- decide am I coaching the storyteller or facilitating the group? If you decide to coach start by saying “I am going to model coaching-and I am going to especially focus on x”
- This is not a communication skills exercise- it is not about public speaking skills. It’s about **“the glow from within, not the gloss from without.”**
- This is not a trauma/therapy session- the point is not to direct stories to private intimate details but to support public narrative for organizing
- Because the ‘us’ is different with every group a person shares a public narrative with, no one ever tells the same linked story of self-us-now twice. That’s why this is not about polishing a script but rather about developing a leadership skill that will be used in your project to call others into specific, measurable action.

ARC OF A PUBLIC NARRATIVE BREAKOUT

PATTERN

ONE	Group gets settled. Review directions and ask if anything is not clear. Recruit a team timekeeper. Tell your story to the group (don't ask for their feedback) and then invite them to compose their own. Be available to answer individual questions that arise during the writing without disturbing other team members.
TWO	Ask if someone is willing to share their story first and from then on go around in a circle. Each person takes 3 minutes to tell his or her story and the group has 2 minutes to offer feedback. NOTE: You have to enforce time limits to ensure that each person can share their story. Make sure your timekeeper cuts you off. This both encourages focus and makes sure everyone has a chance.
THREE	If asked in advance by the lead trainer, choose someone from your team to be an example. Move back into the large group to debrief the story work.

ELICITING VS. GIVING FEEDBACK

ASKING QUESTIONS TO ELICIT FEEDBACK	GIVING DIRECT FEEDBACK
<ul style="list-style-type: none"> ● What in that story resonated for you? ● What were the particularly vivid images or details that you remember? ● What were you still curious about? Was there a gap? ● Did you hear a challenge? What was the choice? What was the outcome? ● What kind of emotions did you feel when you heard the story – motivate to action or inhibit action? ● What would you have liked more of? ● What were the choice points? 	<ul style="list-style-type: none"> ● Ask the teller to identify the challenge, choice and outcome. ● Identify particularly strong choice points. ● Ask questions about the intended audience and the desired action or response. ● Ask questions to connect the dots. ● Identify themes and ask for confirmation. ● Identify particularly strong images or visuals that worked. ● Indicate where you saw evidence of the kinds of emotions that motivate people to take action or fall into inaction.

OVERCOMING COMMON CHALLENGES TO STORY OF SELF

WHAT IF YOUR STORYTELLER . . .	RECOMMENDATIONS FOR COACHING
States that s/he DOESN'T HAVE a story	Everyone has a story! Work to find one by gently asking questions – what matters to this person, why? When did that happen? Why... get them into their story using questions. The challenge doesn't have to be tragic – just an important choice in their life.
Avoids telling his/her OWN story	Ask for more direct experience of self, rather than a story of another person.
Avoids telling a PERSONAL story	Shift focus back to personal away from “general problems” etc. Ask what is the value that motivates you and what is a time in your life that illustrates you acting on it?
Is lost in the abstract	Invite him/her away from abstract theory and into personal experience. Ask what is the value that motivates you and what is a time in your life that illustrates you acting on it?
Unwinds a long autobiography	Reflect back the importance of choosing one choice point. Provide feedback or ask which story illustrates his/her motivating value most clearly.
Settles into rant mode	The challenges are great and anger and emotions can spill over – ask for teller to limit description of the challenge and work to include hope. Trust one specific moment to paint a vivid picture!

OVERCOMING COMMON CHALLENGES TO STORY OF US

WHAT IF YOUR STORYTELLER . . .	RECOMMENDATIONS
Restates story of self	Ask the other members of the group when they felt like they were part of the story. In the silence that arises, solicit suggestions from the group for details that s/he could use for a story of us
Is not talking about an “us” in the room	Remind the participant that the story of us is about making the people in the room <i>at that moment</i> feel connected to one another as an “us.”
Can't find any specific shared experiences of us or shared values those experiences reveal	Invite other group members to share possible shared experiences. What about receiving the invitation to the training? What about waking up early to get to the training? Are there Scripture passages or founding stories (e.g. the Bible, the stories of the early Reformers) that might resonate?

<p>Encounters misunderstanding from other participants: no us, but everyone says there is (e.g. “I relate to that because I also grew up in a city.”)</p>	<p>Make the teaching point that an “us” isn’t about people relating to the storyteller; it’s about a sense of a whole (referring back to the snowflake image can be helpful). Invite someone in the group to name a shared experience.</p>
<p>Has no challenge, choice, or outcome</p>	<p>Remind the group that the thread of the self/us/now is about shared values revealed through challenge/choice/outcome. Invite participants to name the values they heard in the story of self? How did the story of us connect to those values?</p>

OVERCOMING COMMON CHALLENGES TO STORY OF NOW

WHAT IF . . .	RECOMMENDATIONS
<p>The ask is vague or abstract: “let’s all do what we can to improve the lives of people who don’t have access to quality education”</p>	<p>Ask the storyteller how s/he could make a specific ask of the group, (e.g. signing a petition, donating \$5, etc)</p>
<p>The ask is not a collective action: “let’s commit as individuals to doing what we can to help poor kids”</p>	<p>Remind the storyteller that his/her ask is of the “us”. How could you reframe your ask for the group?</p>
<p>The ask is a laundry list of possible actions: “here are 53 things you could do to your neighborhood school”</p>	<p>Remind the storyteller that an effective ask is simple and clear. A laundry list can be overwhelming. What is the one thing that you want someone in this room now to do?</p>
<p>The ask is not achievable by group: “We need more Government funding for teachers”</p>	<p>An effective story of Now outlines a path to move from the nightmare to the dream. Invite the storyteller to lay out a path for getting more government funding and a concrete next step that people in the room can take.</p>

<p>There is no hope in the story of now: “things are really bad so we need to act”</p>	<p>Ask the group if anyone felt hope in the story of now. Ask the storyteller, “Are there other groups who’ve faced the same challenge and overcome it? Is there a path you can lay out for making things better and invite people to join you?”</p>
<p>There is no vision of what the world would be like if we chose to act</p>	<p>Ask the group if anyone felt hope in the story of now. Ask the storyteller, “What is the vision that gives you hope?”</p>
<p>The story of now is not connected to the story of self and us</p>	<p>Remind the group that the thread of the self/us/now is about shared values revealed through challenge/choice/outcome. Invite participants to name the values they heard in the story of self? How did the story of us connect to those values?</p>

RECORD NOTES FROM LEAD TRAINER HERE ON YOUR FACILITATION: