



# Transform your Training.

*4 New Case Studies*



**Product Magazin** 2022/23



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#### Symbols in this Catalog:



#### Video online

There are explanatory videos for most of our tools on our website. Look for this icon.

## Welcome

to our product magazine 2022/23

One of the most compelling endorsements of our products is the recommendation of our satisfied customers. And one of the most telling signs of our products' versatility is the multitude of innovative ways in which those very customers tailor our tools to suit almost every imaginable training situation.

That's why we asked our customers a simple question: tell us how you use our tools. The result is a treasure trove of case studies exploring a wide range of topics and training situations. From the many case studies our customers submitted, we have selected four to share with you in this issue of our catalog.

### Case Studies

What if there is no such thing as certainty?  
*Marc Chmielewski*

On page 6-8, Marc Chmielewski of Movendo Consulting reveals how he uses FutureCity to tackle the demands placed on global leadership in a VUCA world.

Let's get learning rolling!  
*Anna Langheiter*

On page 10-11, the Vienna-based training design expert, Anna Langheiter, explores how she uses PerspActive to establish the rules of communication and collaboration in her training courses.

Group-directed misanthropy  
*Ralph Huppertsberg*

On page 18-19, the police instructor, Ralph Huppertsberg, details how he deploys ScenarioCards 2 and CultuRallye® with police recruits to explore the issue of group-directed misanthropy.

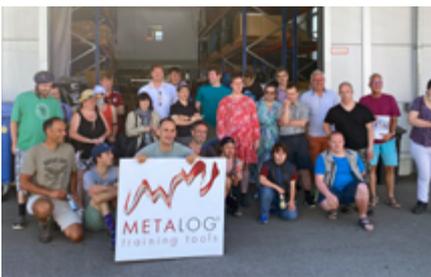
When is Communication Truly Good?  
*Bärbel Kowalski*

And on page 22-25 communication expert, Bärbel Kowalski, describes how she uses RealityCheck 1® and CommuniCards to help bank employees improve their communication with customers.

Each of the authors takes you step-by-step through the stages of the learning project, from preparation through to feedback and debriefing. They also detail the language they use, as well as how they establish transfer of learning to their participants' daily working lives. Happy reading!

### Social entrepreneurship – a cornerstone of our identity

For almost as long as we have been in business, we have worked closely with sheltered workshops in our region to produce parts for our tools. This collaboration gives the sheltered workshop employees the chance to perform meaningful work in a supportive environment. We not only value their work but also the personal contact with the workshop employees. That's why we were delighted when they chose to pay us a visit. Find out more on page 40-41.



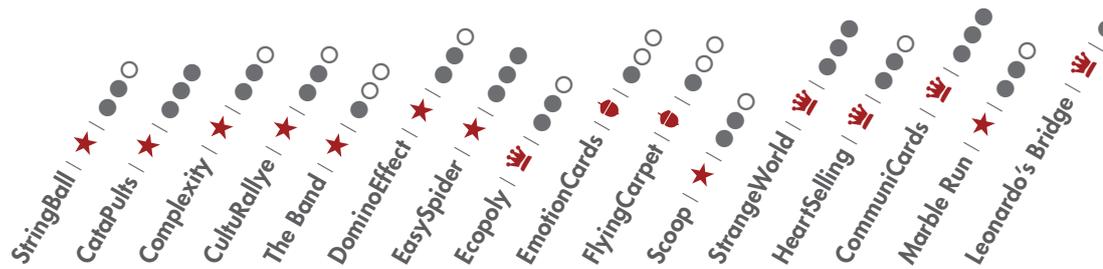
Social Entrepreneurship:  
our production team, pp.40-41

Thank you for your valued  
custom!

*Tobias Voss*



# Tool-O-Mat



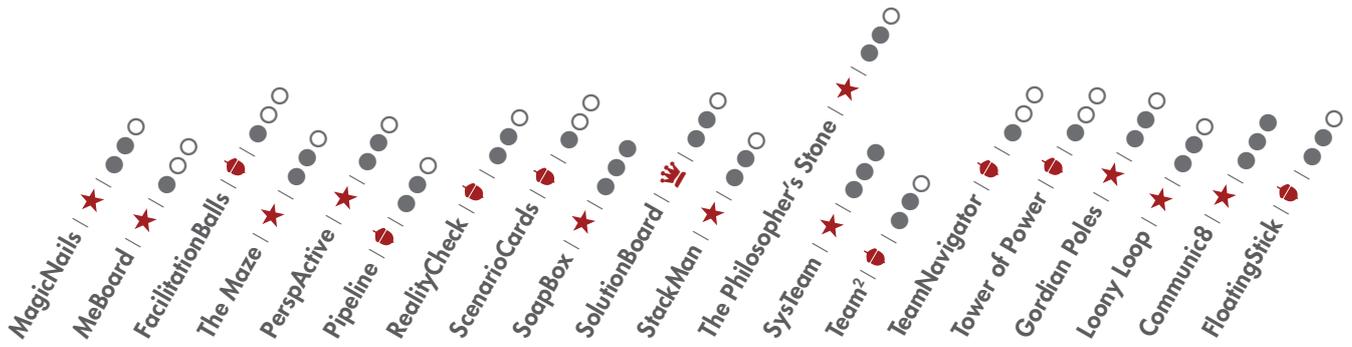
	StringBall	CataPults	Complexity	CultuRallye	The Band	DominoEffect	EasySpider	Ecopoly	EmotionCards	FlyingCarpet	Scoop	StrangWorld	HeartSelling	CommuniCards	Marble Run	Leonardo's Bridge
<b>Agile Transformation</b>	✓			✓	✓				✓			✓		✓	✓	
<b>Team</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Change</b>	✓	✓		✓	✓	✓			✓			✓	✓	✓		
<b>Leadership</b>	✓	✓	✓			✓	✓	✓	✓					✓	✓	✓
<b>Communication</b>	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	✓	✓
<b>Reflection Tool</b>					✓				✓							
<b>Energizer/ Icebreaker</b>	✓				✓				✓	✓	✓					
<b>Project Management</b>	✓	✓				✓	✓		✓					✓	✓	✓
<b>Strategic Planning</b>	✓	✓	✓			✓	✓							✓	✓	✓
<b>Creative Problem Solving</b>		✓	✓			✓		✓			✓			✓	✓	✓
<b>Negotiating</b>								✓					✓		✓	
<b>Customer Focus/Sales</b>	✓												✓	✓		
<b>Coaching Tool</b>									✓							
<b>Organizational Development</b>	✓		✓	✓		✓		✓	✓			✓				✓
<b>Performance + Process Optimization</b>	✓	✓	✓			✓	✓	✓	✓	✓						
<b>Integration/Diversity</b>				✓								✓			✓	✓
<b>Trust</b>	✓				✓		✓	✓				✓				

## Tool-O-Mat

The Tool-O-Mat and the ToolProfile assist you in selecting the right METALOG® training tools to match the group and the topic. Of course, depending on group composition, context or situation, the group process can be experienced

differently than specified in the ToolProfile. In addition, our extensive experience with interaction activities has shown that almost any tool can be staged and used in any context. The only limit is the trainer's creativity and skill at setting up the learning

project. As a result, working with tools should be viewed more like playing a musical instrument. The more experience you have with playing an instrument, the more flexibly you can improvise.



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### ToolProfile

Trainer skill level

Fan  
 Practitioner  
 Professional

Practical experience of Experience-Oriented Learning (EOL) projects:

- Introducing and staging
- Intervention during the Performance stage
- Reflection skill

Group experience level

Low  
 Medium  
 Challenging

The group's level of experience includes

- Use of communicative skills,
- Use of creative problem-solving strategies,
- Coping with time pressure, etc.!

# What if there is no such thing as certainty? – Restructuring in the context of VUCA, digital transformation and globalization

Marc Chmielewski, Movendo Consulting GmbH in collaboration with Bayer AG

#leadershipdevelopment  
#VUCA, #change  
#hybrid  
#restructuring  
#learningjourney

## Overview

Movendo collaborated with Bayer AG's HR Talent & Development Solutions Team to develop an experiential learning concept closely aligned to their learners' working lives. In addition to the corporate strategy and redefined corporate values, the concept focused in particular on the demands placed on leadership that arise as a result of globalization, digital transformation and the challenges of a VUCA world.

### Topic: Leadership development with FutureCity

Movendo adapted FutureCity for use as part of the "Leading Team Culture" learning journey, with the aim of offering their group a shared learning experience on the first morning of their in-person workshop. Prior to this, the group had got to know each other at a virtual kick-off session in which they tackled the concept of a systemic understanding of leadership and established the following principles:

- All employees are responsible for leadership even before they take on an actual leadership role.
- Learning is a lifelong journey.
- Development is a social process.
- Learners determine their own pace of learning.

The group established that leadership is about developing and sustaining a framework that makes it possible for others to perform. Translating this understanding of leadership into behavior is a key aspect for the staging process of FutureCity. The experience of learning also has a profound impact on the learning journey as a whole, because the simulation is structured to bring underlying assumptions and belief systems to the fore, making them observable and thereby enabling the learners to address them.

- Expectations of leadership and experience of the simulation: leadership behavior, feedback, maintaining the overview, individual engagement and disengagement, etc.
- Reflection at the culture and belief system level

### Staging: "Restructuring"

#### a. Preparation

- The 20 participants are split into 3 groups: nine take on the roles of the leaders, eight are the team members. During the 90-minute simulation, the other 3 participants act as obser-

vers whose observations will subsequently be used to answer the question: "How did the two groups contribute to the success and failure of the task?"

- The individual groups each go into separate rooms. In order to compare the expectations each group has and to establish an initial frame for leadership in the simulation, the team members and leaders each reach agreement in their individual groups on how they want to lead and be led.
- After 20 minutes the leaders are presented with the task in written form and hear the following words: "The simulation begins now. The document contains all the information you require. You are responsible for leading your team to success." In addition, the leaders each receive 1 – 2 picture cards for carrying out FutureCity in a group of 13 – 24 participants.

Here, it is important to ensure that at least two full views of all four buildings are distributed. It does not matter if one of the participants receives two cards showing the same building or two cards showing different buildings. The participants are expressly informed that the pictures contain confidential information, that they are not allowed to show their cards to each other, but are allowed to talk about them.

#### b. Performance

The leaders each receive a document that describes the setting in the following words: "The Board has taken the decision to restructure your organization so that your company is able to achieve greater success in the markets in which your company operates. Your organization consists of the Sales department, Research & Development, Production and Administration. In your new structure, the Production unit is extremely robust, R&D guarantees a forward-looking approach and keeps its eye on the market, Sales is highly aligned to your customers' needs and Admin has established a highly lean structure.

As the leadership team, you are responsible for implementing the restructuring measures. You work in your leadership team office and do not have direct visual contact with your team, which will carry out your instructions in a separate room. The aim is to implement the previously defined restructuring measures within



the next 60 minutes, starting now. You can communicate orally with your team members as often as you want. As each one of you is responsible for a specific aspect of the implementation, you will each receive a number of confidential picture cards that you are not allowed to show to anyone else. You are allowed to talk about what is on these cards, but neither your colleagues nor your employees are allowed to see them nor are you allowed to make notes about their contents. Your Board will compare the end results with the specified blueprint.

The following rules apply:

- The organizational element (Sales, R&D, Production, Administration) may under no circumstances be changed. These units must be structured as stipulated in the blueprint.
- To protect intellectual property, you are not allowed to

make any notes, photographs or drawings. You are only allowed to communicate through the spoken word.

- Implementation work is to be conducted in the designated area and all elements pertaining to the restructuring must remain there.
- All team members must actively participate in the task.”

#### *c. Ending the learning project*

After 60 minutes, the trainers bring the simulation to a close and ask all of the participants to meet in the construction area in order to evaluate the restructuring measures. The trainers ask the following question: “Were you to be impacted by the restructuring measures, how satisfied would you be with the results you achieved?”

### **Transfer to the real world (Isomorphism)**

<b>Elements in the learning project</b>	<b>Elements in the real world</b>
<b>Picture Cards</b>	Confidential documents
<b>Wooden blocks</b>	Elements to be aligned (information, process steps, materials, etc.)
<b>The Doers</b>	Team members
<b>The Visionaries</b>	Leaders
<b>The various rooms</b>	Work environments where there is no direct visual contact

## Reflection

The group evaluates the learning project through reflection on two levels:

First level: Both groups (leaders and team members) first compare the expectations they initially had of leadership with their experience of leadership during the simulation, and present the results to each other. The two perspectives are supplemented and consolidated through the insights gained by the observers. At this point, it is highly desirable for the learners to individually and privately reflect on what their personal experience of the learning project means to them.

### Focus of the reflection:

- As a leader, how do you keep the needs of the team in mind when you are heavily involved in operational tasks?
- How do leaders organize their work as leaders, their interactions with the teams and the necessary decision-making processes?
- How do managers and team members ensure mutual feedback?
- How is efficient work in small groups balanced with the need for a shared overview?

*Second level:* Here, the reflection process is used to illustrate the challenges of a VUCA world. At the same time, the learners work on how our underlying assumptions can limit or broaden our behavioral scope and form patterns that ultimately become cultural elements.

- The following hypotheses were gleaned from the learning project:
- Human interaction and communication create complexity. Complexity is a key characteristic of human cooperation, because we are living (autopoietic) systems.
- In a highly complex and dynamic world, it is difficult to almost impossible to make reliable forecasts, and just as difficult to have gleaned all information or fully understood something.
- The underlying assumptions – albeit formed with good intentions – behind statements such as “I just want to be certain,” “I first need all of the information” and “I need to understand the situation first before I inform the team members about it” are not helpful assumptions in an environment that, due to complexity and dynamism, does not allow for the desired degree of certainty.
- What facets of behavior can I show when I act on the assumption that there is no certainty in my assumptions, only uncertain facts, information and states?

## Conclusion

During the pilot workshop, the trainers were surprised by the behavioral patterns that the group of leaders collectively displayed. The leaders were seated at random at a long table in their room. During the course of the simulation, these leaders consistently remained in the same seats and never left the table when they were communicating with the team members. Since making this observation, the table has now become a fixed element of the trainer’s instructions for the setup, because this pattern had a visible impact on the dynamics and culture during the simulation, and resulted in more formal and – quite literally – more distanced behavior. At the same time, breaking away from the rigid seating plan can also be used during the reflection process to achieve better transfer of learning to the participants’ working lives as leaders.

It was necessary to intervene on two occasions. Firstly, when the leaders intensively tried to develop ideas to work out the significance of the symbols on the picture cards (circle, triangle and square), it was necessary to explicitly inform them that they were not relevant to performing the activity.

When, after 20 minutes into the activity, the leaders were still not able to establish a link between the instructions and the picture cards and, above all, were uncertain about whether the aim was to construct the existing organizational state or the target state resulting from the restructuring, the leaders were allowed to hand their picture cards to the person to their right, so that they could recognize that the picture cards showed the same building, but from different perspectives.



★  
Trainer requirements    ●●○  
Group requirements

### Activity

Team work would be so nice – if the others wouldn't make things so much harder for you! The reality is, however, that everyone in the team has his or her own way of seeing things. And if the team members don't manage to share their different points of view with each other, the lack of information inevitably leads to misunderstanding. – and, in turn, to inadequate coordination and to delays. In specific terms this means that you need to communicate your perspective clearly and unambiguously and to really listen to your colleagues in order to fully understand where they're coming from. Because only excellent communication and coordination can lead to excellent results!

### How it's done

Just like in the real world, building the FutureCity requires "Visionaries" and "Doers" to work well together. Each Visionary has a picture card containing the relevant information for their construction project, but they are not allowed to show their cards either to the other Visionaries or the Doers. The Visionaries must solely rely on clever communication to coordinate their plans with each other and with the Doers – because only the Doers are allowed to touch the building blocks they will use to construct the FutureCity. Only when all of the team members really coordinate properly with each other can the building project be constructed step by step according to plan. But, be careful, because the building blocks look different from the different perspectives. Just because the building block looks blue to one Visionary doesn't by any stretch of the imagination mean it looks the same to another. This learning project is ideal for group sizes of 4 to 24 participants and can be adapted to suit the desired level of difficulty.

### Themes and Outcomes

**Teamwork** - utilizing different perspectives and positions to achieve objectives; optimizing work processes; working towards a common goal; dealing with paradigm shifts and change, managing time pressure. **Communicating** - targeted communication; exploring ambiguity of messages; exploring the sender-receiver topic; explaining one's personal "mental map." **Project Management** - Planning and performing projects; role allocation; milestones in projects. **Leadership training** - Strategy; managing complexity; effective and goal-focused facilitation; motivation; maintaining the overview.

### FutureCity

📦 36 multi-dimensional building blocks, photo cards, 1 detailed instruction manual. Pack size: 18,1 x 14,4 x 2,8 in (46 x 36,5 x 7 cm). Weight: 11,44 lbs (5,2 kg) incl. wooden case.

No. 1565

\$ 480.00\* / £ 360.00\* / € 400,00\*

*\*plus shipping and taxes where applicable*



# Let's get learning rolling! – Making contact and negotiating rules for collaborative learning

*Anna Langbeiter, Mind in Motion GmbH*

**#LearningTeam**  
**#CollaborativeLearning**  
**#NegotiatingLearningRules**  
**#GroundRulesOfCollaboration**

## Overview

The Österreichische Sparkassenakademie GmbH offers a train-the-trainer program to in-house specialists to enable them to go on to train their other colleagues in the company. The blended learning concept involves three live online training sessions and five days of in-person training. After the first, very brief live online seminar, which addresses logistical matters, the employees meet for the first two days of in-person training. After a round of introductions and an overview of the agenda, PerspActive comes into play.

## Topic

Development of ground rules for collaboration

## Staging

### *a. Preparation*

I prepare PerspActive before the participants enter the room and make sure that each participant is guaranteed one string. The tool is then stored in the black bag and the red balls are placed close at hand.

### *b. Performance*

“We will be spending the next four months together as a learning team. The five days of in-person training will be very intensive. I have just shown you the agenda and you know that you will be responsible for conducting parts of your own training sessions, that you will be giving and receiving feedback, and that a special atmosphere and proper rules are needed to make sure that it's just right for everyone.

When participants come together to learn with and from each other, it is a good idea to think about how we want to work together as a learning team. To help you figure out which rules you want to work with, I've prepared a challenge for you.

[I take PerspActive out of the bag and stand in the middle of the group, with the participants seated in a circle around me]. Everyone, please stand up. Each of you grabs one pair of colored strings, separates them and passes one of the two strings on so that everyone has at least one string in their hand.

You are a learning team with different skills. Each differently colored string represents a different skill. This is the collaborative learning [I hold up the tool] and you can see that learning doesn't seem to happen in as straight a line as you would like it to. There can be times when everything goes great and you learn a lot – and

then there are other times when you get stuck, and sometimes you feel like you haven't learned anything at all. And then there are other times you might have to start all over again.

[I show them the ball] The ball stands for learning. And the aim is to transport the ball from here [I show the starting hole] to your goal [I point to the catching tray] and in the process get learning rolling.

Your task is to ‘collaboratively get learning to its goal,’ by getting the ball to remain in the catching tray. If the ball falls out, you will have to start the entire learning process all over again.

Any questions? OK, I'm really curious to see just how you manage as a learning team to make learning a success and, should you encounter any difficulties, how you work together to develop excellent ideas and solutions.”

### *c. How it went*

The group quickly gets down to business, and are having a great time. The question of whether the ball is still going in the right direction comes up. They are reassured that everything is fine. The question about direction comes up again. The ball falls out at the starting hole.

I put the ball back in the starting hole and the group immediately starts again. Three of the participants begin to take over the lead. It doesn't work, frustration in the group grows. The classic question of “Can this be solved at all or is there a knot in the tube?” comes up.

And then they succeed – well, almost! The ball falls out of the catching tray. The group is about to give up and declare the activity over. I point out that the activity is not over until the ball is safely in the catching tray and the learning team has got learning to its goal together.

I intervene: I allow the group to put their strings down and think about what they need to solve the task properly. I wait a bit until I can see that they are on the right track. When I get the feeling that they have set enough clear rules, I put the ball back in the starting hole.

With the new rules, clear coordination and an observer who is holding a string in their hand but still has their eye on where the ball is coming from and where it has to go, the group succeeds in solving the task.

## Transfer to the real world (Isomorphism)

Elements in the learning project	Elements in the real world
Participants	Learning Team
Differently colored strings	Different skills that are integrated
Tube sections	Shared path to learning
Ball	What is to be learned
Starting hole	Start of the training
Ball in the catching tray	Learning was successful

### Reflection

The first – and my personal favorite – question is: What helped make learning a success? This enables the participants to immediately get everything out about what just happened.

I then follow this up with: “Supposing you are a learning team that wants to make this training a success, what ground rules for collaborative learning do we want to give ourselves as a group? In particular, when considering what you just experienced, and in light of the fact that you, as future trainers, will be moving into some pretty unfamiliar territory?”

I collated the following rules on the flipchart:

- Active listening
- Getting personally involved
- Contributing different attitudes/perspectives/opinions
- Respecting others
- Using different skills
- Allocating tasks
- Everyone contributing to making learning a success
- Taking your time
- Remaining calm
- Sometimes a second attempt is needed
- Having fun
- Accepting and learning from setbacks
- Showing appreciation for everyone’s contribution

### Conclusion

The results were fantastic and different from the normal agreements on ground rules for collaborative learning. Where usually the groups come up with something like “no cell phones,” this time they formulated purposeful ground rules in a true team effort that we were able to draw on throughout the entire training period.

**Anna Langheiter** is an expert in creative training design for dynamic and sustainable learning processes. She designs bespoke training units for short-term and long-term learning programs, in-person training seminars, blended learning, and digital concepts. She works as a trainer herself and also designs training programs for other trainers. She also uses her designing skills in national and international companies to train employees to roll out in-house training programs. From her base in Vienna, she also provides Training & Development courses to both training designers and prospective trainers. She is the gold winner of the German Professional Association for Training, Consulting and Coaching (BDVT) 2017/18 Award and author of the book “Training Design.”

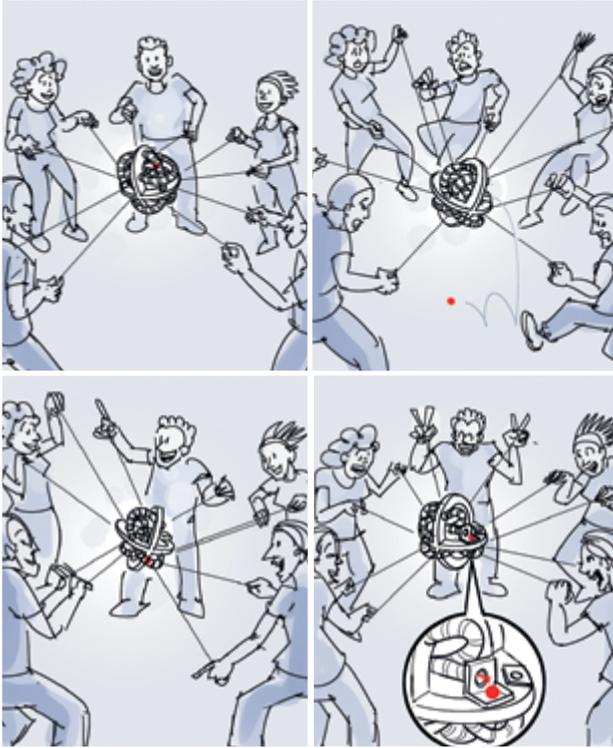
# PerspActive

Seeing from all Sides

👤 (min/opt/max) 5/12/12

🕒 (w/o reflection) 10–25 minutes

📏 area of approx. 320 sq ft (30 m<sup>2</sup>)



## PerspActive

📦 1 PerspActive made of wood with integrated ball transport tube, 12 braided strings, 3 balls, 1 detailed instructions manual. Pack size: 15.3 x 11.8 x 14.5 in (39 x 30 x 37 cm). Weight: 5.5 lbs (2,5 kg). Supplied in a cloth bag.

No. 1570

\$ 378.00\* / £ 283.50\* / € 315,00\*

*\*plus shipping and taxes where applicable*



Trainer requirements



Group requirements

♣ (min/opt/max) 5/10/10  
⌚ (not including review) 15–30 minutes  
↪ tabletop of at least 3 x 4 ft (1 x 1,20 m)

## Team<sup>2</sup> ['ti:mkvadra:t] More than the sum of its parts



### Themes and Outcomes

**Team building** - communicating nonverbally, focusing on goals, sacrificing one's own goals for the good of the group, interacting, identifying shortages, assuming responsibility  
**Self-organization** - concentrating, focusing, stamina  
**Project management** - drawing on resources

### Activity

Perhaps you already know (and love) this group dynamics classic from the 1970s as much as we do. In fact, we like it so much we decided to develop a professional version, throwing in a few improvements along the way. To the original five shapes, we added another five. So now you can not only use Team<sup>2</sup> with twice the number of participants, but also change the difficulty level according to your needs by simply leaving out the more complicated shapes. This task will make any team sweat, because the solution can only be found through effective co-operation and nonverbal communication. The multi-colored puzzle pieces are cut from acrylic glass using laser technology. This process ensures precise size and fit as well as comfortable handling.

### How it's done

The group's task is to put the differently shaped pieces together in such a way that they form a number of squares (one per person) of equal size. Talking is not allowed during the activity, and the participants must follow a certain set of rules for exchanging pieces. Team spirit is the key to mastering this challenge; while individual squares can be put together in many different ways, there is only one single combination that allows for the completion of all ten at the same time. Therefore, some team members will have to break

up their already finished squares to share their pieces with the rest of the group.

The message is clear: if a group is to be successful at any task, all members must sacrifice their personal goals to support those of the group as a whole.

◆ Trainer requirements | ●●○ Group requirements



### Team<sup>2</sup>

📦 30 pieces (Plexiglas) for 10 squares, 1 detailed instructions manual.  
Pack size: 10.2 x 7.1 x 4.7 in (26 x 18 x 12 cm). Weight: 3.3 lbs (1,5 kg) incl. box. Supplied in a case made from beech and birch wood with a sliding cover.

No. 1520

\$ 358.00\*/£ 268.50\*/€ 298,33\*

*\*plus shipping and taxes where applicable*



# The Band

## Stretching Teams



Trainer requirements



Group requirements

### Themes & Outcomes

**Team Building** - coordination, dependencies and interactions in systems, coherence in teams, respect for others, maintaining the balance (RA); giving feedback, reflecting (MC) **Accompanying Change Processes** - making change and development as a natural phenomenon into an experience, taking care of the framework conditions when changing roles, making the intuitive power of self-organization into an experience **Energizer** - in the morning, post lunch



# The Band

Stretching Teams

## Activity

One outstanding feature of successful teams is that the team members can rely on each other. However, for many people it is difficult to let go. The Band allows your participants to physically feel the support of the team. The perfect combination of physical experience and team learning!

## How it's done

The Band can be used to support a number of activities; they can be both physically active and quietly reflective.

**Roundabout (RA)** 6–10 people stand inside the stretched Band, each person being supported by The Band. Suddenly, one person changes position by running and letting themselves fall into the material. Then the next person starts. As soon as the group has developed a feeling of stability and rhythm the trainer can increase the pace and dynamics of the movements.

**Microcosm (MC)** This physical activity requires a space that is safe and secure. Up to 16 people can stand or sit in The Band. Lean back, feel the team support and discuss your issues.

**Change** All participants stand inside the band. The group then develop a logical system whereby they are able to maintain tension whilst exchanging positions within the band. At the same time, the team needs to move the band in unison through a distance of about one 100ft (30m). Only with efficient team choreography will the team succeed.



👤 Standard: 4-16; XXL: up to 24; mini: 2-8

🕒 10-45 minutes

👉 large space free of obstacles

**The Band** 📦 1 lycra cloth – choose from three different lengths: Standard 15 ft (4,5 m), XXL 20 ft (6 m) and mini 10 ft (3 m), 1 detailed instructions manual. 1 the light-weight carry sack, dimensions in inches: 14 x 10 x 5.5 in (36 x 26 x 14 cm) Weight: 5.5 lbs. (approx. 2.5 kg) Available in different lengths: Standard (5 m), XXL (6 m), mini (3 m)



## Standard (blue)

No. 1540 \$ 365.70\*/£ 274.28\*/€ 304,75\*

## XXL (red)

No. 1541 \$ 415.00\*/£ 311.25\*/€ 345,83\*

## mini (green)

No. 1563 \$ 277.00\*/£ 207.75\*/€ 230,83\*

\*plus shipping and taxes where applicable





# StackMan

Coordination for Performance



👤 (min/opt/max) 5/15/15  
 ⌚ (not including review) 30–45 minutes  
 ↗️ 16 x 16 ft (5 x 5 m)

## StackMan

📦 15 wooden variously cut elements, 1 visual construction guide, 1 detailed instructions manual. Pack size: 46.5 x 6.3 x 6.7 in (118 x 16 x 17 cm). Weight: 14.3 lbs (6 kg) incl. bag. Supplied in a transportation bag

No. 1504 \$ 361.20\*/£ 270.90\*/€ 301,00\*

\* plus shipping and taxes where applicable

## Activity

StackMan is an excellent tool for anyone intending to explore coordination of procedures and structural change. It is also useful for illustrating topics such as team co-operation, leadership and change management.

## How it's done

The aim is to construct a StackMan from 15 elements in the shortest time possible. When the team members first start to put it together, they have a visual guide to help them. Once they have assembled it, however, the first version is taken apart and the team has to rebuild the construction as quickly as possible—but this time without the guide. The group can only succeed by optimizing communication and by ensuring that all team members coordinate effectively with each other. In fact, the most well-coordinated teams manage to build the StackMan in less than 20 seconds!

## Themes and Outcomes

**Team cooperation** - reaching and modifying agreements, working towards a common goal, team communication

**Managing change processes** - collecting and integrating ideas for optimization, CIP (continual improvement process), progressive development of new procedures **Leadership** - effective and target-focused facilitation, motivating, maintaining the overview, steering optimization processes



★ Trainer requirements    ●●○ Group requirements



1. Setup as instructed, then disassembling
2. First attempt to assemble without instructions

3. Optimization of procedure, roles, timing, process
4. Performance

👤 (min/opt/max) 9/12/16; XXL: 9/12/35

🕒 (not including review) 20–25 minutes

📏 approx. 200 sq ft (60 m<sup>2</sup>), for 4 tables (or 7 for XXL) with enough distance separating them



Trainer requirements



Group requirements

## Themes and Outcomes

**Intercultural Communication** - dealing with new people, understanding “foreign” cultures, explicit and implicit rules **Team Development** - developing common rules (such as when merging two departments or forming a new team), setting rules **Dealing With New Conditions** - developing new strategies, orientation in a new situation under difficult circumstances

## Activity

Explicit and implicit rules are an expression of every culture. It doesn't matter whether it's the culture of a country or of a company or of a department in a company, rules regulate how we live with each other. Getting to grips with “foreign” rules is the main issue at the heart of this learning project.

## How it's done

It begins very simply. On each table, the participants warm up by practicing how to play with specially developed dice and also get to grips with the rules of the game. After a while, they are no longer allowed to speak, and the game starts. After a brief period, some of the participants change tables. But what they don't know is that each table has different rules on how to play the game! Unable to speak, they have to come to terms with the strange situation, i.e., either learn the new rules or “import” their own. This “culture” shock is a real eye-opener. The participants tangibly experience what it feels like to be in a new environment and what is needed to find your way around.



### CultuRallye Up to 16 participants

📦 8 dice, 320 cash chips, 16 plastic beakers, game instructions for 4 tables, 1 detailed instructions manual. Pack size: 14.2 x 10.2 x 5.5 in (36 x 26 x 14 cm). Weight: 7.7 lbs (3,5 kg) incl. case. Supplied in wooden case.

No. 1804

\$ 323.00\*/£ 242.25\*/€ 269,17\*

### CultuRallye XXL Up to 35 participants

📦 14 dice, 700 cash chips, 35 plastic beakers, game instructions for 7 tables, 1 detailed instructions manual. Pack size: 15.4 x 14.6 x 5.1 in (39 x 37 x 13 cm). Weight: 11 lbs (5 kg) incl. case. Supplied in wooden case.

No. 1850

\$ 535.00\*/£ 401.25\*/€ 445,83\*

\* plus shipping and taxes where applicable



## Group-directed misanthropy – why we the police pay particular attention to this issue

*Ralph Huppertsberg, Training Institutions of the Thuringian Police Force, Instructional Trainer  
for Conflict and Stress Management*

**#Police**  
**#TrainingSocialCompetencies**  
**#InterculturalCompetence**  
**#PoliticalEducation**  
**#DemocracyTraining**  
**#PersonalMindset**  
**#StressAndConflictManagement**  
**#Communication**

### Overview

The public debate about potential racist tendencies in the behavior of our police officers in Thuringia and in Germany as a whole often involves sweeping prejudices, accusations and insinuations. The public were paying close attention to the actions of our colleagues here in Germany long before the Black Lives Matter movement, which originated in the United States. And rightly so, because, after all, we police officers serve as guardians of public safety and order, and our most important duty is to protect the constitution and human rights.

We demand a great deal from ourselves and our personal attitudes. As a behavioral trainer, in particular, but also as a police officer with ten years of professional experience on the beat, I know all too well, however, that behind every uniform there is always a person: a person who is subject to the same socialization processes as everyone else. Since we as police officers are confronted every day of our working lives with the worst depths of human nature and the worst aspects of crime, it is all the more important that we do the right thing ourselves. This requires intensive training and reflection on how we act in order to maintain an inner disposition that reflects the values of democracy.

### Topic: Interculturality – Experience-Oriented Learning

Our young police trainees receive intensive training to develop their social skills. This involves ten days of training spread over the entire period they spend training to be police officers. The primary objective is to develop their ability to act in a manner that meets the obligations of constitutional law. To do so, it is essential to uncover both favorable and unfavorable behavioral patterns and to use experiential learning projects to develop the appropriate mindset in the young trainees. When we work on the topic of intercultural competence, we use METALOG tools in the training sessions to successfully develop the soft skills of tolerance, openness and personal disposition. The training unit “Prejudice from a Psychological Perspective” precedes the training described below. By using ScenarioCards at the beginning of the

next training unit, we are able to initially reflect on the previous unit again as well as link in to the previous context.

### Staging: Using available knowledge (ScenarioCards)

#### a. Preparation

The ScenarioCards are spread out on a table in the middle of the room. The participants sit on chairs arranged in a circle.

#### b. Performance

The trainee police officers are introduced to the topic of “intercultural competence” through the following reflection question: “Why do you think diversity is key to preventively counteracting group-directed misanthropy? Please take a look at the cards spread out on the table and then choose one that you think says something about the question.” The question pursues a systemic and resource-oriented approach, which assumes that the group itself has all the knowledge it needs. After a short preparation phase, each participant is asked to explain his or her thoughts and impressions using the picture they chose. Here the trainer assumes the role of observer.

### Reflection

The young police officers reflect on their personal experiences of interculturality in a very open and diverse way. The wide variety of individual experiences also encourage a broad exchange of thoughts and knowledge. This enables the participants to find their own voice on the topic of interculturality and, through the contributions of all of the participants, to develop a multifaceted perspective.

### Conclusion

The ScenarioCards 2 (Stereotypes & Diversity) tool is an excellent way to kick off a lively discussion at the beginning of a new training day. The creative versatility of the images gives each participant the opportunity to reflect on their personal experiences. It delivers considerable added value to the group.

Throughout the training program, the participants intensively explore cognitive aspects such as country-specific knowledge, knowledge of migration and integration processes, culture-specific knowledge and other issues. However, this knowledge is in itself only one of three pillars that form a holistic approach to the topic of interculturality. That is why we place particular emphasis on developing affective processes in our training programs. Experiential learning projects provide targeted support for developing skills such as showing appreciation, shifting perspectives, sensitivity and empathy.

To this end, I first do the “Blue Eyes/Brown Eyes” exercise developed by Jane Elliott and follow up with the CultuRallye learning project described below.

### Staging: Intercultural competence (CultuRallye)

#### a. Preparation

A number of “playing tables” are spread out around the room depending on the size of the group. From experience, four to five “players” per table are ideal. The rules of the game are then placed face down on the tables. The participants receive a predefined number of game chips.

#### b. Performance

After a warm-up phase of about ten minutes in which the players learn the rules, the first round starts. After about five minutes, the player who has won the fewest chips has to change to another

### Transfer to the real world (Isomorphism)

Elements in the learning project	Elements in the real world
Dice	Meaning of rules in a society; symbol of the unpredictability of life, trial and error; but also meaning shared language.
Tables	Different societies and systems with similar, yet different, rules, standards and values
Chips	Prosperity vs. poverty
Rules of play	Laws/rules of the respective society
Participants	Reflection of society

table. We do it in this way because of its relevance to everyday life: refugees are rarely the winners in their system. They often seek their fortune and happiness in a new society because they see themselves as losers in their old system.

Once they have changed tables, no speaking is allowed at the tables. If a player runs out of chips, he/she will receive a one-off “payment” of a small number of chips, similar to a government allowance.

#### Reflection

CultuRallye has a very playful component that generates an enormous pull effect in a very short time. As a result, the participants very quickly forget the actual context of the training and often show very authentic behavior. At the different tables, all conceivable human behaviors become very quickly apparent: from understanding and support to shameless exploitation and refusal to help.

Frustration and happiness often go hand in hand. Participants experience a perceptible change in perspective and often quickly appreciate how it feels to enter a new system as someone in need

of help and to only experience rejection instead of openness and support.

I bring these insights into sharp focus by asking the participants the following questions:

- How do you feel right now?
- Did you have a choice in how you acted, or did the situation dictate how you behaved?
- What do such situations look like in your private life or also in your job as a police officer?

#### Conclusion

We leverage this personal experience-based learning with great success when we tackle the topic of intercultural competence. The change in perspective that is achieved, the insights gained over multiple sensory channels, and the subsequent transfer to the real world enable the participants to gain an enormous wealth of experience that has a sustained, beneficial influence on their personal behavior.

# Scoop

So how's your team today?



Trainer requirements



Group requirements

👤 (min/opt/max) 6/14/16

🕒 (not including review) 15–20 minutes

📏 30 x 30 ft (10 x 10 m)

## Scoop

📦 1 Scoop with 16 robust strings (8.2 ft x 0.1 in/2,50 m x 3 mm), detachable, 3 balls, 1 detailed instructions manual. Pack size: 12.2 x 8.7 x 5.9 in (31 x 22 x 15 cm). Weight: 2.2 lbs (1 kg). Supplied in a soft case.

No. 1500

\$ 249.00\*/£ 186.75\*/€ 207,50\*

\* plus shipping and taxes where applicable



## Themes and Outcomes

**Team building** - cooperating, communicating, focusing on goals, facilitating, identifying interdependencies in systems

**Self-organization** - concentrating, focusing

**Energizer** - seminar start, post lunch.

## Activity

In daily life, teams are often faced with situations where a solution can only be found if they all literally “pull together.” Use Scoop to vividly illustrate just how important cooperation and facilitation are when it comes to working together as a real team.

## How it's done

The group's task is to lift a ball from the ground using a shovel-like tube, then transport it to a designated spot (such as a bucket), where it is then deposited. All participants take hold of one (or more, depending on group size) of the ropes

attached to the device, forming a circle in the process. They then jointly manoeuvre Scoop towards their goal. There are various tried and trusted versions of this activity that you can use with your group:

**Remote Control:** The group is split into a team of managers and a team of workers. The managers are responsible for coordinating the project, but are not allowed to touch the ropes. To master this challenge, they need to develop an effective and transparent communication style as well as be focused on achieving targets.

**Activation:** The exercise is carried out by the entire group, focusing on team issues.

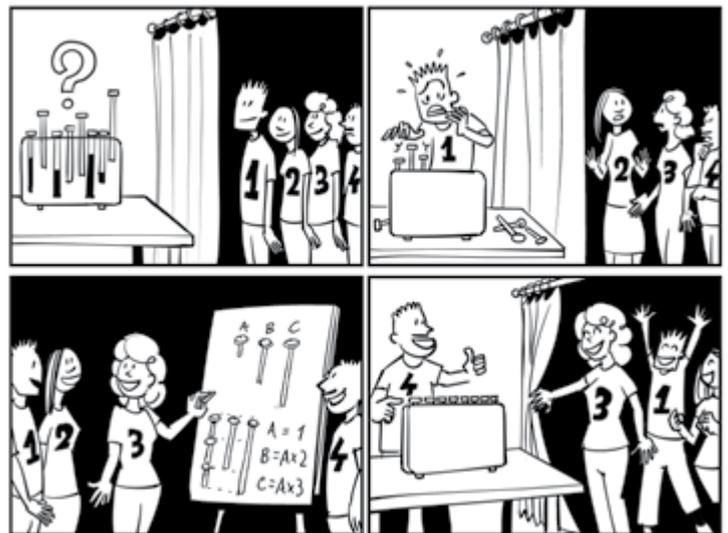
**Self-Organization:** Without explicitly defining a team of managers, the group needs to solve the task by organizing itself efficiently. The challenge here is to identify and assign the various roles needed to get the job done within the team.

# CollaborationPuzzle

Reach the same heights!



👤 (min/opt/max) 3/6/10  
 ⌚ (not including review) 15-50 minutes  
 ↪️ enough space for a team area and a work area. The distance between the areas should be large enough to prevent visual and oral contact;  
**Team area:** around 10 x 10 ft (3 x 3 m);  
**Work area:** with a table for the wooden pedestal, minimum 4 x 3 ft (1,20 m x 1 m)



Trainer requirements



Group requirements



## Themes and Outcomes

**Team work** - Precise sharing of information, in particular, effective communication, optimization of communication and work processes, self-organization in the team, working towards a common goal, trust, dealing with mistakes.

**Agile Project Management** - Managing project planning and execution, interim goals, role allocation. **Leadership** - Dealing with complexity, effective and goal-oriented facilitation, motivating, maintaining the overview.

## Activity

CollaborationPuzzle is a team problem-solving task par excellence that raises key questions relating to our daily working lives, such as "How do we organize ourselves? How do we share information? How can we shape our strategy? How do we deal with mistakes? How do we stay focused on our goal?" The core aim of the learning project is to answer a very pragmatic question: How do we find out the correct height of 8 rods inserted in a wooden pedestal? What at first glance looks simple is, on closer inspection, a much bigger challenge, because the rods are of different lengths and the holes are of different depths. At the same time, only one player may work on the set at any one time without any contact with the rest of the team. So what is the best approach for the team to take to complete the task?

## How it's done

At the beginning, the group is faced with a puzzle. 6 of the 8 rods are not in the wooden pedestal, 2 are slotted in the set but are protruding at different heights. The aim is to get all of the rods into the correct position so that they have the same height. The team has a total budget of 100 work steps that it can use

to find the solution. At the same time, the rules are very strict: Only one player is allowed to enter the working area where the pedestal is located and may only perform two work steps. He or she must then inform the team as precisely as possible of what he or she found out. What will be the best approach to take to reach the goal with the least work steps possible? The team will only succeed if all team members share information as precisely as possible and develop a suitable strategy together.

## CollaborationPuzzle

📦 1 CollaborationPuzzle made of wood, consisting of 1 wooden pedestal and 8 wooden rods, 1 detailed instructions booklet. Pack size: 16.5 x 22.8 x 1.9 in (42 x 58 x 5 cm). Weight: 8.36 lbs (ca. 2,9 kg). Supplied in a special handmade bag.

No. 1860

\$ 299.00\* / £ 224.25\* / € 249,17\*

\* plus shipping and taxes where applicable



# When is Communication Truly Good?—

Why it needs to be an experience, not just a talking point

*Bärbel Kowalski, ING Germany, Experience Training*

#telephonesupport  
#customerservice  
#communication  
#customersatisfaction  
#changeofperspective

## Overview

My task involves onboarding new employees who work in the Building Construction Loan unit at ING Germany. Over the course of several weeks of training I familiarize them with the key systems they will use as well as teach them the expertise and communication skills they will need in their various roles. Each training group is different in terms of age (ranging between 19 and 60 years of age) and professional experience (from entry-level trainees to seasoned employees).

The challenge is to keep learning motivation high throughout the entire nine-week period, not to overload them with information, and to make each of the three areas we cover so interesting and diverse as to optimize the amount of information they understand and retain.

Unfortunately, during the training, the topic of “communication” often takes a back seat. How could I change this? From the outset I opted to use Experience-Oriented Learning for communication-related topics. However, this type of training method is not really expected in the rather dry world of banking, and most definitely not in a training seminar tackling job-specific topics. Because of this I felt it important to gradually introduce the participants to this method in order to maximize their willingness to engage and to achieve the best possible impact.

Because I work with the participants over several weeks in each training program, it is possible to incorporate Experience-Oriented Learning step-by-step. This enables me to deploy a tool—CommuniCards—that despite representing a high benchmark for participation, achieves a wonderful learning outcome in the group.

## The topic: How to optimize customer communication when discussing complex issues

Discussing complex issues such as building construction loans with customers presents a number of challenges.

- How to explain the various aspects as simply and clearly as possible?
- What does simple and clear depend on?
- Are my customers and I talking about the same thing; or do we interpret the same words differently?

These are just some of the questions that the tools RealityCheck and CommuniCards turn into a true hands-on experience.

Just like in a role play, the participants find themselves in the

same situation as their customers: They need clear explanations and support to achieve their goal.

Both tools allow them to experience what happens when communication is highly goal-focused; and what happens when it isn't. It acts as an excellent and empowering mechanism for discovering what makes communication truly good.

## Tool staging #1: RealityCheck

### a. Preparation

Depending on the number of participants and their previous experience with the tool, I select a suitable number and type of pictures from the set of cards. I always choose at least two picture cards which require precise description in order to truly differentiate them from each other. This allows the relationship between the pictures to become clear but also the need for precise description is addressed. In addition, I like to use the picture with the close-up of the chameleon's tail because it generally causes astonishment and the participant with this picture must first understand how it fits into the overall concept. Apart from that, a large room is needed to enable the participants to line up in different orders with enough space to work on solving the activity.

### b. Performance and rules

I introduce the performance stage of RealityCheck as follows: “You will each receive a picture card from me. All of the cards belong together and form a complete set. Your task is to find out how they belong together. They fit together in one sequence, one order. Your task is to find out what the correct order of the picture cards is and to line them up accordingly. When you think you have found the right sequence, let me know.”

However, as your professional lives involve advising your customers, there are a few rules we need to include:

- We primarily speak to our customers on the telephone—this means you can't show them anything. So don't show anyone your picture either.
- Your customers are only able to describe their thoughts in words—this means that you will not look at anyone else's pictures. So please hold your pictures in such a way that only you can see them.
- You are not allowed to use any aids to help you. Do you have any questions?”

Additionally, I encourage any further questions about the task and I progressively turn over the pages of a flipchart on which I have written the task and the rules.

I am very pragmatic about how I introduce the participants to the activity, but am purposely vague about how the cards might relate to each other. The aim is to make sure no options are ruled out and to motivate the group to think in all directions. During the staging phase, I establish a link to their working lives, because the aim is to familiarize the group with experience-oriented learning and for the participants to directly grasp the purpose of the activity, which will increase their willingness to become actively engaged.

*c. Course of the learning project*

At first, the participants often all start talking at the same time or they form small “sub-groups.” They share lots of ideas about the relationships between the cards. I observe closely and write down the standout statements they make. If a group needs help, I sometimes simply point out what one of the participants had previously said and suggest that the group should pursue this avenue. Such information is generally fully adequate and productive. It is also a good idea to refer back to these suggestions during the reflection stage.

**Reflection**

At first, I gather all the participants’ initial impressions and the emotions that they experienced. I like starting the reflection phase with the question, “What did you all experience?” This is such a catch-all question that it enables all of the participants to say anything they want:

“Half of the time I didn’t know what they were talking about.”

“My picture just didn’t fit in.”

“I thought that the pictures told a story—a timeline that we had to figure out.”

“Someone said the solution right at the start, but somehow we just didn’t pick up on it.”

After the first emotional reactions have been gathered, we are ready to get down to business. We focus on what went well, that is, what is to be expanded upon—not what didn’t go well. We work together to find alternatives for what we can do differently in the future. This provides us with a list of improvements for the future at the end of the reflection phase that we can refer back to at any time.

**Transfer to the real world (Isomorphism)**

Elements in the learning project	Elements in the real world
Picture Cards	Information meant for the customer
Not being allowed to show the cards	Telephone calls with customer
The right sequence	The perfect explanation for the customer

**Tool staging #2: CommuniCards**

Before I use this tool, I have already gone into more depth on the topic of communication with the group. RealityCheck enables us to gain hands-on experience with targeted communication and to delve into a range of communication models such as the sender-receiver model, or the dual-control model.

*a. Preparation*

I also steer the difficulty level of CommuniCards. I think ahead about exactly what the best shapes for the group will be. For experienced groups I like shapes that are really similar to each other and where differentiation is only possible through precise description. Depending on the number of people, some of the participants are not just given one, but two pieces.

Where possible, when I do CommuniCards, I get the participants to sit on chairs in a circle without tables. This enables all of the participants to easily pinpoint the direction the voices are coming from. And because there are no tables, none of the

participants tries to simply place their shapes down, which would mean “exiting” the activity.

*b. Performance and rules*

“I told you before that we would be doing more hands-on experience of communication—and that is what we are going to do now. Each one of you will get a plastic shape. The shapes combine to form a complete set. But I have taken out two of the pieces from the set and placed them in my pocket. Your task is to work together to find out which shapes I have removed and what color they are.

As you have already had a bit of practice on communication and puzzles, there are a few rules you need to observe:

- You are not able to see your customers, so you will also not be able to see each other. You will close your eyes.
- Our customers don’t choose us personally, but we are their personal contact partners. For this reason, you will all keep your shapes and will not give them away or swap them.
- You are not allowed to use anything else to help you.



- I would like to give you a tip that will enable you to solve the puzzle: the number of shapes multiplied by the colors in the set equals XX.

Oh, and one other thing: I personally find it difficult to keep my eyes closed for a longer period of time when I am trying to concentrate. At such times, I like to use blindfolds. I have some here, which you can wear if you want. Do you have any more questions about your task?"

Just like with RealityCheck, I progressively turn over the pages of a flipchart on which the rules and the task are written. I always clarify all questions before I hand out the shapes. This way, I don't have to worry about someone inadvertently opening their eyes.

I always wait for someone to ask "if we can't see anything, how do we know what color we have?" If nobody asks this question before they all close their eyes and are given their pieces, I let things take their course—and wait for the participants to notice themselves that they forgot to ask about this detail.

During the activity, I only call out the colors when one of the participants holds their piece up. If a number of participants hold their pieces up at the same time, I call out the colors in a random order. If this situation happens more often, I use a different order each time. This forces the participants to reach agreement on who will do what and when and give each other time to act. This gets really interesting especially when one participant has two shapes, because only I and that specific person know that they have been given two shapes. The rest of the group can only find this out when someone actually announces that they have two shapes. Mutual interruption is inevitable.

For both RealityCheck and CommuniCards there is one rule I always abide by: interfere as little as possible.

Only intervene if the learning outcome is in jeopardy. My preferred method is to ask the group whether they would like me to help them. However, if one group is very emotionally charged, I intervene directly. I try to "coach" them in the right direction and not merely hand them the solution on a plate. Even when they need support, they should tackle the activity on their own.

## Transfer to the real world (Isomorphism)

Elements in the learning project	Elements in the real world
The shapes the participants are holding	The information they explain to their customers
The missing shapes	The perfect solution for their customers
The participants	The customers (with no prior knowledge)
"Blindness"	Simulation of the telephone call

With CommuniCards, I ask one of the participants, for example, to describe their shape again—a well-timed “aha!” will often draw the group’s attention to a previously overlooked detail.

It is quite interesting to note that some groups at first devise a plan for how to work with CommuniCards, then abandon it and instead continually try out different plans. Each of their plans would work if they were to really pursue them—this is a clear indicator that adhering to a plan often helps task completion.

### Reflection

I like to introduce the reflection phase by asking, “What did you experience?” However, I have found that a lot more emotion comes to the surface than with RealityCheck:

“We didn’t stick to our plan at all!”

“It was very helpful when someone took over the role of leader and facilitator.”

“It really helped me a lot when someone said that his shape appears to be a crown—I immediately recognized my shape in this.”

Because they are not able to see anything, there is a much more intense focus on the spoken word. The participants often react more sensitively to what others say than they would have done had they had their eyes open. As a trainer, you need to prepare for the possibility that a conflict will be addressed in the group.

Likewise, during the reflection phase for CommuniCards, we also look at what went well and what went badly—when doing so, I bring in the flipchart on which we wrote down the improvements we developed from the experience with RealityCheck. This enables us to directly check the extent to which the group implemented the insights they gained.

The participants soon notice whether they have truly developed in the interlude between the tools. If we come to the conclusion that development is stagnating, we examine the root causes of this stagnation and work together on a solution to remedy it.

Just like with RealityCheck, we finish off the reflection phase by working on improvements for the future.

### c. Ending the learning project

“Is that your answer?” This is the question I ask to finish off the

two activities. For both activities, the participants are tasked with finding the one true answer. Although I mean this question quite literally, it also opens up a whole range of possibilities for the group to react to. On the one hand, it might encourage those participants to speak out who felt left out of the solution-finding process. A new discussion then ensues, because the answer was decided upon by specific individuals and not by the group as a whole. Others actually suspect the question is a “trick” and start to question everything again. Or the group is absolutely certain and answers the question simply with “yes!”. In any case, it creates another small moment of reflection at the end—and ultimately ensures that I don’t reveal the solution too early.

### Conclusion

I consider RealityCheck and CommuniCards to be a perfect combination. They complement each other in terms of their requirements and provide plenty of room for reflection.

With both tools, you need to be aware that other topics can be triggered in addition to the topic you are focusing on, which then become topics for the training sessions. Both tools offer plenty of potential for areas such as feedback culture, managing teams, culture of mistakes and structured work, so that you should be prepared for the need of the participants to address such additional topics during the reflection phase.

All of the participants are enthusiastically engaged at all times—even those who at first say they don’t “play games” really get into it and later say they don’t view these tools as games at all. Both tools greatly enrich my trainings and are a lot of fun.

# RealityCheck

Zoom between worlds

👤 (min/opt/max) 5/16/16 (max 32 with RealityCheck 1+2)

🕒 (not including review) 10–15 minutes

📏 dependent on size of group, minimum 130 sq ft (40 m<sup>2</sup>)



◆ Trainer requirements

●●○ Group requirements

## Themes and Outcomes

**Communication training** - illustrating the issue of sender and receiver, experiencing message ambiguity, active listening, everyone communicating through his/her individual model of the world  
**Facilitation** - bundling information, communication  
**Customer orientation** - speaking the customer's language, accessing the customer's "map"  
**Team training** - speaking a common "language," cooperation, working towards a higher goal  
**Reactivating** - seminar warm-up, post lunch



## Activity

Fascinated by graphic design, Tobias Voss joined forces with Carlito B. Arellano to create this learning activity in the Graphic Art style. In order to be successful as a group, you need to get across your way of seeing things, to listen and to coordinate. A multilayered, fascinating story emerges, a roller coaster ride through realities. This intelligent learning project is ideally suited to starting a group process or as an energizer for any occasion.

## How it's done

Each of the participants is given one of the round large-format picture cards that, together, form a coherent picture story. They are not allowed to show their card to the others. By describing their scene, the participants discover the correct order of the pictures. At the end, all of the pictures are placed simultaneously on the floor. The group can then enjoy the visual "wow effect".

Complete the circle! RealityCheck can now accommodate up to 32 participants. Just combine RealityCheck 1 and 2. The new RealityCheck 2 offers a fascinating continuation of RealityCheck 1. If you have already worked with RealityCheck 1 with your group, RealityCheck 2 is a new challenge for them, as the level of difficulty is slightly higher.



## RealityCheck

📦 16 large-format picture cards, 1 detailed instructions manual. Pack size: 12.2 x 14 x 1.2 in (31 x 35,5 x 3 cm). Weight incl. box.: 2.2 lbs (1 kg); two-pack: 4.4 lbs (2 kg).

## RealityCheck 1

No. 1508 \$ 118.80\*/£ 89.10\*/€ 99,00\*

## RealityCheck 2

No. 1529 \$ 118.80\*/£ 89.10\*/€ 99,00\*

## Doppelpack 1 + 2

No. 1542 \$ 216.00\*/£ 162.00\*/€ 180,00\*

\*plus shipping and taxes where applicable



### Themes and Outcomes

**Communication training** - illustrating the sender/receiver relationship, experiencing multi-layered communication, impact of explicit and implicit language  
**Facilitation** - bundling information, staying "on track," attracting attention, being assertive, meta communication  
**Sales training** - selling on the telephone, supplying the customer with detailed information, active listening  
**Team communication** - active listening, resolving misunderstanding, dealing with information flow, discipline in communication  
**Leadership** - gathering information, staying focused, attracting attention, winning recognition  
**Project management** - knowledge transfer, developing strategies, dealing with incomplete information

### Activity

30 cards. 6 shapes. 5 colors. 1 logical system. No problem. Shame you're blind-

folded...!

In this highly challenging activity, the key to success lies in explicit communication, active listening and strategic thinking. CommuniCards is a real treasure chest for communication professionals!

### How it's done

All participants sit blindfolded in a small circle. The trainer takes two of the thirty cards and distributes the remaining 28 among the participants. The group's task is to discover the shape and color of the two missing cards by sharing information as a team about their cards. The trainer merely supplies information about the color. CommuniCards can also be played using fewer shapes and colors, depending on the size of the group. Ideally, each participant will get two cards.

### CommuniCards

📦 30 robust plastic cards, 16 blindfolds, 1 detailed instructions manual. Pack size (with blindfolds): 13.8 x 10.2 x 6.7 in (33 x 15 x 25 cm). Weight: 4.4 lbs (1,5 kg) incl. box. Supplied in wooden case.

No. 1505 \$ 414.00\* / £ 310.50\* / € 345,00\*

\* plus shipping and taxes where applicable



# TeamNavigator

Pulling in the same direction

👤 (min/opt/max) 6/10/18  
🕒 (not including review) 15–30 minutes  
📏 3 x 5 ft (1 x 1,50 m) table



◆ Trainer requirements    ●○○ Group requirements



## Themes and Outcomes

**Getting started** - a fun and easy kick-off, learning names, activating the group, creating team spirit  
**Team building** - communicating, focusing on goals, cooperating, identifying interdependencies

**Leadership training** - communicating effectively and explicitly, motivating through information, generating trust

## TeamNavigator

📦 1 TeamNavigator (beech wood) with 18 ropes (4 ft x 0.1 in/1,20 m x 3 mm) detachable, 10 x maze sheets (17 x 22 in/DIN A2), 1 pen, 1 detailed instruction manual. Pack size: 24.8 x 18.1 x 4.7 in (63 x 46 x 12 cm). Weight: 16.5 lbs (7,5 kg). Supplied in a cardboard box.

No. 1539      \$ 864.00\* / £ 648.00\* / € 720.00\*

\* plus shipping and taxes where applicable



## Activity

Starting the seminar day off the right way is essential to any successful team or communication-focused process. Surprise your participants with the TeamNavigator! This training tool allows you to turn the introduction of your seminar agenda into an interactive activity. This way, your seminar becomes an important team experience for the group - right from the start! With the TeamNavigator, you boost cooperation and a positive group feeling from the outset. Or, use it later during the process for teamwork and management training!

## How it's done

All participants form a circle around the TeamNavigator. Each person picks up one or two of the ropes. The goal is to move the pen in the center across a sheet of paper and draw an arbitrary shape, e.g. the company logo. Another possibility is to draw along a maze set by the trainer.

## Name compass

The team members symbolically draw their way through the seminar day, following the lines of a maze. They experience in advance both swift progress and encounter potential bumps in the road.

Instead of giving each other directions in the usual way ("up," "down," "left," "right," etc.), the participants are only allowed to use each other's names ("A little more towards Julia and Tom!"). This is an unusual way of learning names that sets your seminar apart from anything the participants have seen before.

The trainer may also prepare the paper sheet in advance with facilitation cards half hidden in slits. Whenever the pen lands on a card, the trainer reveals one of the day's topics.

## Guide dog

4–6 participants put on blindfolds. The others take the lead and verbally coordinate the drawing activity. The "blind" experience the importance of sharing essential information; the "sighted" discover just how much precise instructions help overall success.

🕒 (min/opt/max) 8/16/24; ⌚ (not including review) 30–45 minutes  
📏 approx. 160–300 sq ft (50-100 m<sup>2</sup>), 4 tables in the corners, enough space for the market place in the center. Alternatively, use different rooms.



### Themes and Outcomes

**Communication training** - interpreting body language, creating trust, how mistrust develops **Sales training** - managing "relationship accounts," relationship-focused interaction, sales culture, strategies and goals, short term vs. long term **Negotiation training** - integrating objections, relationship and context levels, negotiating under pressure **Team training** - dealing with arrangements, delegation, meeting culture, appreciation, pursuing different goals, cooperation, cooperation within teams **Change Management** - values, subcultures, dealing with information

### Activity

How can trust in relationships between individuals or even groups be fostered? How can I manage my 'relationship account' with others? But, also, what happens to the feelings and attitude of the person I am talking to when lack of transparency and conflicts surface? HeartSelling generates direct feedback on how the behavior of the other

person is experienced. That's what makes it so valuable.

### How it's done

The group is divided into four teams. Each team's goal is to exchange or to sell parts through intelligent and fair trading. Each team's task is to create a complete shape from these parts. The teams come together for three trading phases and attempt to sell high and buy low. Between

trading phases, they meet for team briefings to further develop their strategy and to agree concrete steps. As in a real market, more and more new information comes to light that influences events and needs to be responded to. At the end of the trading rounds, the teams give each other feedback. The question here is: "How did you experience the contact with the others?" The main point here is that this mutual feedback can either be debited from, or credited to, the total team result - just like a "relationship account." So, with a trustworthy negotiating style, the team that was initially behind in points could end up coming

first - constantly moving within the area of conflict between appreciation and profit, HeartSelling is an ingenious tool for anyone who wants to offer first class relationship management training. \$ 899.00\* / £ 674.25\* / € 749,17\*

### HeartSelling

📦 32 laser-cut matt acrylic glass pieces, 12 printed wooden boxes, feedback forms, name cards, clips for name cards, 44 cash chips, info cards, 1 detailed instructions manual. Pack size: 15.4 x 14.6 x 5.1 in (39 x 37 x 13 cm). Weight: 9.9 lbs (4,5 kg). Shipped in a wooden case.

**No. 1803**                      \$ 899.00\* / £ 674.25\* / € 749,17\*

\* plus shipping and taxes where applicable



# ScenarioCards 1

## Team & Organisation

👤 per Set (min/opt/max) 1/10/20

**Large groups:** ScenarioCards can be scaled up without any limits, making it suitable for all group sizes. We recommend using one set per 20 participants.

🕒 (not including review) 10-45 minutes, depending on how it is used

### ScenarioCards 1

#### Team & Organisation

📖 50 ScenarioCards printed on high-quality, robust water-resistant material; detailed instructions in German and English. Dimensions: 8.6 x 8.6 x 1.4 in (22 x 22 x 3,5 cm). Weight: approx. 3.27 lbs. (ca. 1 kg). Delivered in a fabric bag, closable with snap fasteners.

No. 1865      \$ 167.00\*/£ 125.25\*/€ 139,17\*

\* plus shipping and taxes where applicable

### Themes and Outcomes

**Team and Organisational Development** - talking about topics relevant to the team, activating the team's resources, discussing current issues and needs, talking about transformation processes, giving feedback, developing visions, and much more. **Leadership Training** - talking about leadership topics, discussing leadership roles, optimizing the handling of conflict situations, and much more. **Conferences, Large Group Events** - facilitating contact between participants, assessing progress, providing feedback and sharing ideas, and much more. **Reflecting on Learning Projects** - reflecting on experience-oriented learning projects following the performance stage (e.g. "Select a card that represents a challenge for you during the learning project ...")

We worked closely with an international team of illustrators to carefully examine typical situations that occur in teams and organizations. These ideas then flowed into the creation of 50 high-quality visual metaphors that shift the focus onto the truly significant themes of our work: transformation, development, conflict and communication, resources, leadership, goals and vision. The cards provide a new dimension as "conversational pace-makers," making it easier to gain access to motives and emotional states and bring people in organizations a step closer to

open dialog. They are the perfect tool for enabling well-versed trainers to quickly pinpoint core issues, making it easier for participants to recognize and talk about them. They are a must-have for anyone who wants to quickly get to the heart of the matter.

ScenarioCards are robust, water resistant and still look good after extensive use.



Look inside instructions  
metalog.de





**Themes and Outcomes**

**Interculturality and Diversity -**

Working with stereotypes, prejudices, discrimination and racism, culture shock, inclusion, critical incidents, culture and various cultural models, values, intercultural communication, empathy, preparation for international assignments, and much more. **Team and Organisational Development -** Cooperation between departments with different cultures, metacommunication, mergers, intercultural management.

Intercultural skills and the ability to deal with differences are without doubt core competencies in our modern world. Intercultural learning is now not only an established element of almost every school curriculum, but also in practically all companies. In collaboration with our graphics team, we developed 50 image metaphors to support intercultural

learning that cover the entire intercultural spectrum, allowing you to address topics such as stereotypes, prejudices, diversity and inclusion. Our “conversational pace-makers” assist you in working with critical incidents, culture shock, with cultural models in particular, and of course with intercultural communication in general. The picture cards enable even more direct access to your participants’ genuine motivations and emotions and hence contribute to a meeting of minds. They are the perfect tool to help well-versed (intercultural) trainers quickly pinpoint core issues, making it easier for participants to recognize and talk about them. They are a must-have for anyone who wants to quickly get to the heart of the matter. ScenarioCards are robust, water resistant and still look good after extensive use.

**ScenarioCards 2 –**  
Stereotypes & Diversity

50 ScenarioCards printed on high-quality, robust water-resistant material; detailed instructions in German and English. Dimensions: 8.6 x 8.6 x 1.4 in (22 x 22 x 3,5 cm). Weight: approx. 3.27 lbs. (ca. 1 kg). Delivered in a fabric bag, closable with snap fasteners.

No. 1866      \$ 167.00\*/£ 125.25\*/€ 139,17\*

**ScenarioCards 1 & 2**

No. 1803      \$ 320.00\*/£ 240.00\*/€ 266,67\*

\* plus shipping and taxes where applicable



# Tower of Power

For teams who set their sights a little higher

👤 (min/opt/max) 6/12/24; XXL: up to 34; Mini: 3/6/8

🕒 (not including review) 10–45 minutes

📏 30 x 30 ft (8 x 8 m); Mini: 14 x 14 ft (4 x 4 m)

## Themes and Outcomes

**Leadership training** - identifying interdependencies in systems, leadership communication, dealing with risk, giving feedback **Team building** - communicating effectively, cooperating, active listening, maintaining the balance, working with values **Project management** - simulating strategic planning, working under time pressure **Communication training** - meta communication, facilitating, dealing with different perspectives

## Activity

We know that great teams make great things happen. But the constant challenge of meeting or even exceeding objectives is very demanding for everyone involved. "How should we treat each other?"; "What's important for each of us in team work?"; "Who's taking the lead?": These are just a some of the many questions that need answering. The answers are the keys to producing effective and synergetic teamwork.

## How it's done

The trainer places 8 wooden blocks upright on the floor. Each team member picks up one of the ropes that are connected to a crane. The task is to use the crane to build a tower by placing the blocks on top of each other. The participants are not allowed to touch the blocks with their hands or any other part of their bodies. The task appears simple, but with each block cut at a different angle and the need for all participants to work together, building the tower starts to get tricky! This task can only be solved by precise planning, good communication and well-organized teamwork.

## Variation

Have your group build a three-story "house." This way, you avoid the tower falling over (as could happen in the classic version) and mistakes during building can be easily integrated.



Trainer requirements



Group requirements

## Tower of Power Up to 24 Participants.

📦 1 crane (beech/stainless steel) with 24 robust strings, 6.5 ft x 0.1 in (2m x 3mm), braided 8 times, 8 blocks cut from solid beech wood, 1 detailed instructions manual. Pack size: 15.4 x 14.6 x 5.5 in (39 x 37 x 14 cm).

Weight: 16.5 lbs (7,5 kg) incl. case.

No. 1534

\$ 450.00\* / £ 337.50\* / € 375,00\*

## Tower of Power XXL Up to 34 Participants.

📦 1 crane (beech/stainless steel) with 34 robust strings, 6.5 ft x 0.1 in (2m x 3mm), braided 8 times, 8 blocks cut from solid beech wood, 1 detailed instructions manual. Pack size: 15.4 x 14.6 x 5.5 in (39 x 37 x 14 cm).

Weight: 16.5 lbs (7,5 kg) incl. case.

No. 1551

\$ 474.00\* / £ 355.50\* / € 395,00\*



# Tower of Power

For teams who set their sights a little higher



Tower of Power Mini

**Tower of Power Spezial** Up to 24 participants. See Tower of Power. 8 blocks cut from solid beech wood with inlaid walnut.

No. 1561 \$ 609.00\* / £ 456.75\* / € 507,50\*

**Tower of Power Spezial XXL** Up to 34 participants. See Tower of Power XXL. 8 blocks cut from solid beech wood with inlaid walnut.

No. 1562 \$ 639.00\* / £ 479.25\* / € 532,50\*

**Tower of Power Mini** Up to 8 Participants.

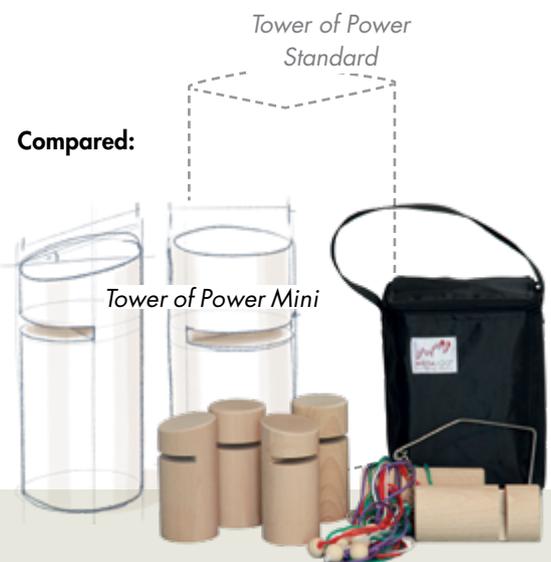
☞ 1 crane (beech/stainless steel) with 8 robust strings, 4.27 ft x 0.1 in (1,30 m x 3mm), braided 8 times, 6 blocks cut from solid beech wood, 1 detailed instructions manual. Pack size: 5.9 x 9.1 x 4.3 in (15 x 23 x 11 cm).

Weight: 3.3 lbs (1,5 kg) incl. case.

No. 1535 \$ 234.00\* / £ 175.50\* / € 195,00\*

*\*plus shipping and taxes where applicable*

Increase the challenge and enhance the flow of your activities through Tower Special, our elegant new addition to the Tower of Power family. With Tower Special, you can > return blocks to the upright position after they fall over > turn blocks over. This makes the construction process even more multifaceted and exciting.





👤 (min/opt/max) 6/16/20 ⏱ 45–75 minutes

👉 2 separate rooms with at least 130 sq ft (40 m<sup>2</sup>) – the groups are not allowed to either see or hear each other. Both rooms should be near to each other

## StrangeWorld

The view through cultural glasses



### Themes and Outcomes

**Intercultural communication** - working with the Value Square, iceberg model, integration of outsiders, preparing for a visit abroad **Dealing with**

**Migration issues** - origination of, and how to deal with, prejudices and stereotypes, understanding between cultures, integration, cultural dialogue

**Organizational Development/Team building** - cooperation between departments, fusion of new corporate cultures, developing sensitivity towards other perspectives

### Activity

This culture simulation examines how (cultural) perspectives originate. In this innovative task, two mini-cultures are created, and then we explore how they formed and what makes them tick. Through this contrast it becomes obvious that cultural imprinting is intrinsically influenced by values and attitude.

### How it's done

In two separate rooms, two halves of the group are each given the task of developing their own cultural identity on the basis of specific requirements. These cultural microcosms

will have their own rituals, values, and ways of behaving. As soon as the mini-cultures have been developed, observers from each of the cultures research the way of life of the other. Then the participants from each respective culture create a "travel guide" on the other culture. The learning project culminates in each group presenting the "travel guide" they developed to the other group. In a "showdown" accompanied by many "oohs" and "aahs," the host of prejudices that had been allowed to arise are revealed and we focus on how they originated. This two-culture simulation will bring impressively home to the group how "cultural glasses" originate. Do you want your participants to learn how to respect and deal with people different from themselves? StrangeWorld is the ideal tool!



### StrangeWorld

📦 100 symbol plates, 1 detailed instructions manual.  
Pack size: 9.1 x 5.5 x 4.3 in (23 x 14 x 11 cm). Weight:  
2.2 lbs (1kg) including fabric bag.

No. 1519 \$ 180.00\*/£ 135.00\*/€ 150.00\*

\* plus shipping and taxes where applicable

# MeBoard

Coaching through imagery

## MeBoard

foldable visualization board, 70 magnetized images, 16 small writable magnet boards, 2 mounting hooks, attachable foot. 1 detailed instructions manual. Pack size: 21.7 x 11.4 x 4.3 in (55 x 28 x 9 cm). Weight: 8.8 lbs (3,5 kg) incl. bag. Supplied in a carry bag.

No. 1815 \$ 709.00\* / £ 531.75\* / € 590,83\*

\* plus shipping and taxes where applicable



Trainer requirements



Group requirements



## Coaching tool

The MeBoard was developed by an international team of coaching experts from the UK, Italy, Germany, and Turkey. It is a highly flexible tool for coaches, counsellors and consultants, and is also ideal for trainers and learning process advisers working in the field of personal development.

- helps to “translate” internal issues into visible and practical steps,
- helps access emotions,
- provides clarity and supports the activation of inner resources,
- supports dissociation processes,
- creates “wow” effects,
- facilitates in-depth work with roles and values, and so on.

## MeBoard

- offers a low-threshold entry to “hard” topics in coaching,
- helps the visualisation process and supports the development of goals and visions,

## Practical

You can work with the MeBoard either on a table or on a flip chart/door.

# Communic8

More than just dialog

⏱ (min/opt/max) 8/16/16

🕒 (not including review) 20–40 minutes

📏 at least 100 sq ft (30 m2) and a table of at least 31.5 x 31.5 in (80 x 80 cm)

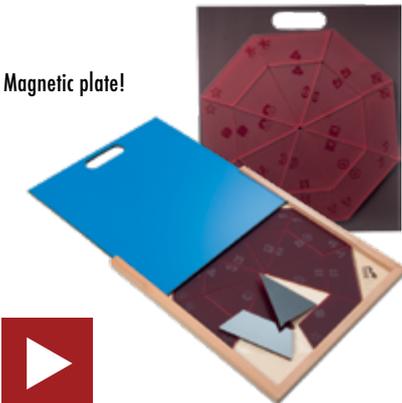
## Communic8

16 magnetized plastic shapes, 1 wooden box with magnetic plate, 1 detailed instructions manual. Pack size: 20.1 x 18.5 x 2 in (51 x 47 x 5 cm). Weight: 11 lbs (5 kg).

No. 1813 \$ 839.00\* / £ 629.25\* / € 699,17\*

\* plus shipping and taxes where applicable

Magnetic plate!



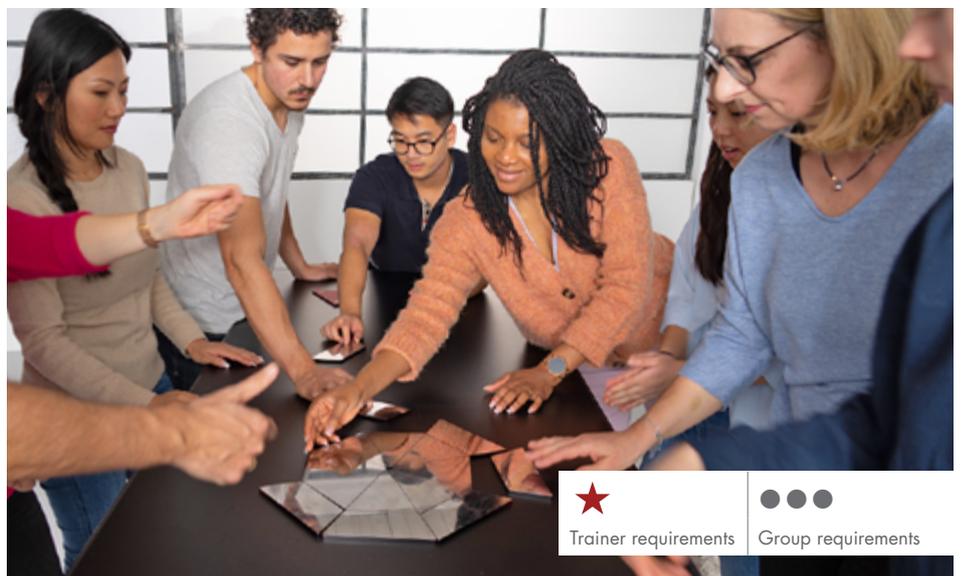
## Themes and Outcomes

- Communication training** - sender/receiver issues, active listening, meta communication, persuasion, and many others
- Teamwork** - developing a common vocabulary, agreeing on interfaces, feedback process, motivation
- Systems thinking** - self-organization

**Solving conflicts** - dealing with misunderstanding

**Facilitation training** - interim summaries, gaining the “big picture,” maintaining discipline in discussions

**Customer orientation** - speaking the customer’s language, needs analysis, seeing the customer’s “map”



Trainer requirements



Group requirements



## Themes and Outcomes

**Team development** - interacting, feedback, creating a learning system, integration of weaker members, accepting mistakes **Communication training** - awareness of body language, sender/receiver issues **Leadership training** - recognizing needs, cooperating, dealing with stress and complex situations **Organizational development** - prompt feedback as criteria for learning and development.

## Activity

All learning is based on feedback"—John Sterman, Professor for System Dynamics at MIT. Being able to experience this phenomenon was what moved us to include this learning project in our range. Your team tangibly experiences the process of becoming a "learning system": the team achieves excellence through developing skills together and through constant feedback about the status quo.

## How it's done

With a budget of ten \$1,000 tokens, the group has the task of finding the hidden path across the field. After a short planning period, the group attempts the activity in silence. But there are traps and stumbling

blocks along the way. If someone steps on the wrong square, the trainer gives a signal. Such unavoidable errors are not sanctioned. But, if the group repeats the same mistake again, the trainer gives the signal again and the group has to pay \$1,000. Through mutual support and collaborative learning, the group manages to develop a strategy and use up as little money as possible so that, at the end, all participants can cross the field. The teams need to compensate for the weaknesses of individual members and silently develop a joint approach.

*The Flip:* The Maze is also perfect for the learning project "The Flip." The whole group stands on the cloth. The task is to turn the cloth over without stepping off it. With strategy and planning, even this challenge can be mastered!

*Learning names:* a different way to learn names. 2 groups are formed who "hide" themselves either side of The Maze, which is being held by 2 other people. Each group silently nominates a person to stand directly in front of the cloth. On a coordinated signal, the cloth is then dropped. The first to name the person from the opposite group wins the round. The "loser" must go over to the winning group. The aim is to get all people from each group over to the other group, i.e. to switch sides.



⏱ (min/opt/max) 6/12/18  
 ⌚ (not including review) 20–40 minutes  
 ↕ 16 x 20 ft (5 x 6 m)

## The Maze

📦 1 x washable cloth, whistles, wooden currency, 1 script board, 1 detailed instructions manual. Pack size: 15.4 x 14.6 x 5.1 in (39 x 37 x 13 cm). Weight: 7.7 lbs (3,5 kg) incl. transport bag.

**No. 1805**      \$ 474.00\*/£ 355.50\*/€ 395.00\*  
 \* plus shipping and taxes where applicable



# SmartMarble

Keep your communication skills rolling!



Trainer requirements



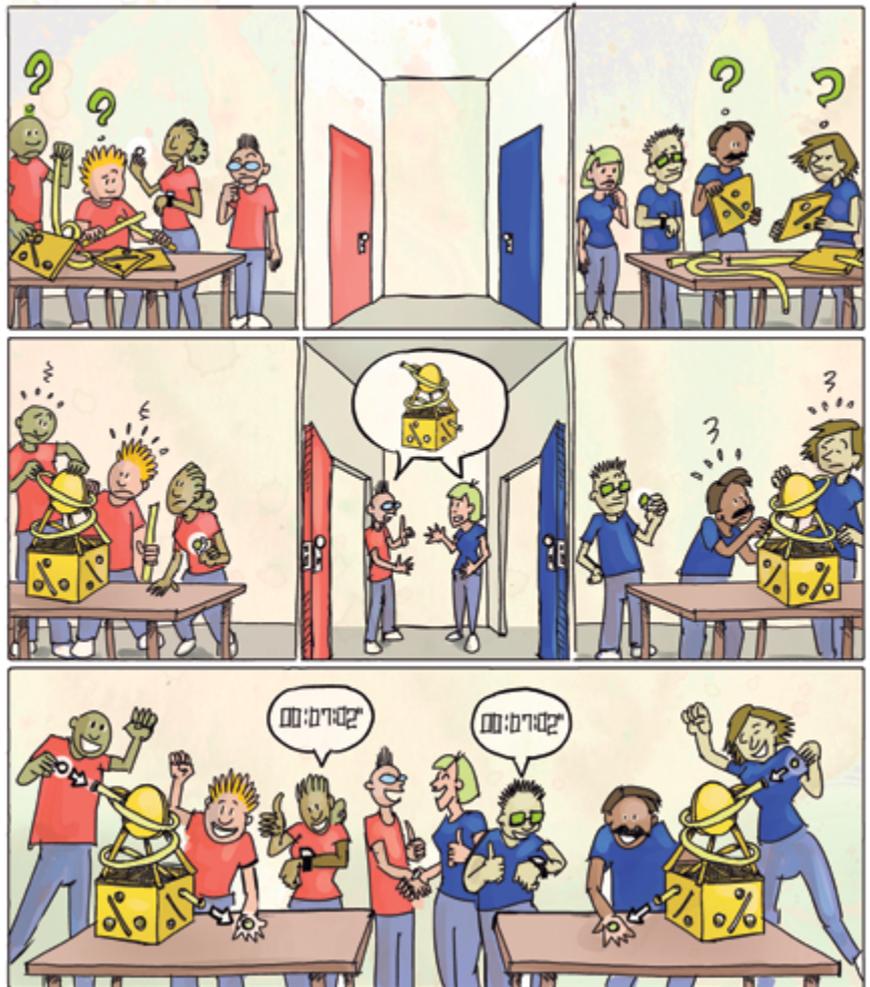
Group requirements

## Activity

Sharing information and cooperating at crossover points and in the event of bottlenecks pose a considerable challenge for any team. By putting together the SmartMarble, your participants gain first-hand experience of the crucial role effective communication plays when they need to achieve shared goals independently of one another.

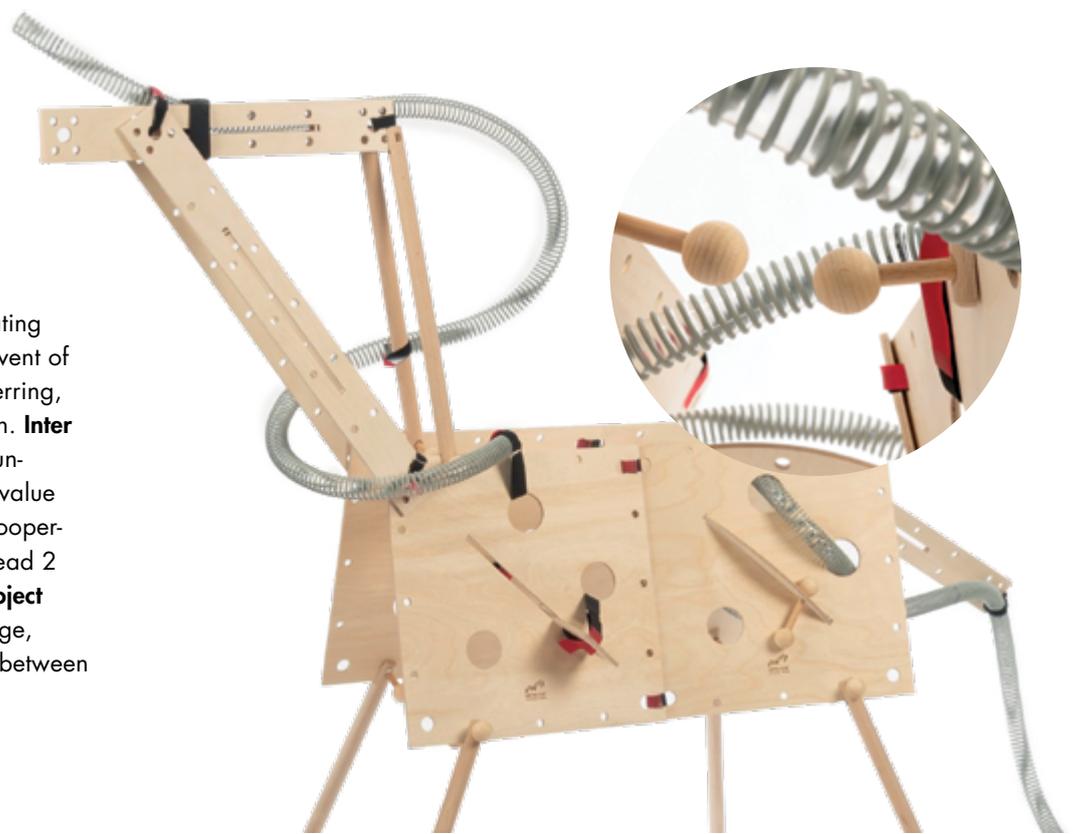
## How it's done

The participants are given the task of building a SmartMarble in 2 separate teams using the materials provided. At the end, both the construction method and the time it takes for the marbles to pass through each of the runs should be the same. The teams communicate with each other by means of messengers but it is only allowed for information to be passed on orally. If provided, they can also communicate via walkie talkie or networked email. For a group of about 30 it makes sense to work with 2 SmartMarbles.



## Themes and Outcomes

**Team development** - communicating at crossover points and in the event of bottlenecks, coordinating, conferring, media-supported communication. **Intercultural communication** - communication between 2 cultures and value systems. **Leadership training** - cooperation between managers who lead 2 independently acting teams. **Project management** - sharing knowledge, being creative, communicating between project phases.



# SmartMarble

Keep your communication skills rolling!



👤 (min/opt/max) 6/14/20

🕒 (not including review) 60–90 minutes

📏 2 visually separated areas of 6 x 6 m<sup>2</sup>

## SmartMarble

📦 2 construction sets for one SmartMarble, 1 detailed instructions manual. Pack size: 20 x 26.4 x 6 in (51 x 67 x 15 cm). Weight: 7.7 lbs (15 kg). Supplied in special hand-made bag.

No. 1571

\$1,642.00\* / £1,231.50\* / €1,368,33\*

\*plus shipping and taxes where applicable



## Social Entrepreneurship

*»Social entrepreneurship is an entrepreneurial activity that seeks to engage in innovative, pragmatic, and sustainable efforts to solve social problems or, more generally, to affect a significant, positive change in society.«*

Wikipedia

METALOG also wants to affect a positive change in society. Since moving our production from a private basement to larger-scale production sites we have collaborated closely with the sheltered workshops run by Caritas in our region. One of the key tasks of the workshops is to help the employees in their personal development. The right workplace needs to be found for each of the employees where they can use their skills to the best effect, enabling them to play their part in the production process, a process of which they can be proud. The products they create with their own hands are sold around the world, where they are used to great effect by our customers. Every time our products are used, they support, empower, and shape continuing education, collaboration, and development in a wide variety of contexts.

We are pleased to see the return of in-person contact in Germany and the greater opportunities for face-to-face social interaction this allows. We are also reviving personal contact with our partner companies, and with the Caritas workshops in particular, some of which have been through very difficult times. We recently had the pleasure of welcoming a company outing to the METALOG headquarters organized by the sheltered workshop in Fürstenfeldbruck.

The workshop employees generally only get to see individual components of the METALOG products that we manufacture, such as suitcases, wooden balls, or the strings used for the Tower of Power crane. They often have no idea what the completed METALOG® training tools will ultimately look like. That's why the chance to see the tools, the warehouse, and how we operate was an opportunity that none of the sheltered workshop employees wanted to miss. A great idea from the group leaders!

Our visitors had a great time being shown around the warehouse and offices by our METALOG staff before sitting down to a delicious picnic in our outdoor area. The highlight of the day was when they tried out the SysTeam® and StringBall tools together with our staff – being able to get a feeling for the finished tools and how they are used in practice was a real “aha” moment for them.

The workshop employees were excited to see how the beautifully designed and highly durable individual parts they produce are assembled into finished tools at METALOG, where, stacked on high storage shelves, they await shipment to customers around the world. Learning how a sales order makes its way through the





office to the assembly department and how the ordered products are then packaged and shipped also gave them a more tangible idea of the importance of the work they carry out. And last but not least, this fantastic day gave everyone the chance to get to know each other a little better – a much-needed personal touch after the social distancing regime of the previous two years.

The close ties that we have established with the sheltered workshops in the region over the years form an essential part of

the METALOG identity. The workshops not only produce our wooden products, but also do the metalwork and cord work for us. More importantly, the work the Caritas employees carry out gives them the opportunity to be actively involved in the production process, and have fun while they do so. As we grow, so too do the workshops – and demand has never been higher. The same is true of the interest in working for us at the Caritas sheltered workshops – for us, a true win-win effect!



# Leonardo's Bridge

Overcoming any Obstacle



Trainer requirements



Group requirements



 (min/opt/max) 6/10/14  
 (not including review) 45–60 minutes  
 20 x 30 ft (5 x 8 m)

## Leonardo's Bridge

 28 sticks (wood, sanded, coated red), 28 small sticks for the planning, 13 x 10 ft (4 x 3 m) rope, 1 detailed instructions manual. Pack size: 39 x 6.3 x 5.5 in (99 x 16 x 14 cm). Weight: 17.6 lbs (8 kg) incl. bag. Supplied in a transportation bag.

No. 1526      \$ 469.00\* / £ 351.75\* / € 390,83\*

\* plus shipping and taxes where applicable



## Themes and Outcomes

**Team building** - communication interchange, dealing with shortages, coordination, team interaction, facilitating **Project management** - dealing with sparse resources, sharing know-how, finding creative solutions **Inter cultural communication** - adjustment, accepting views and ideas of others

## Activity

The idea for this construction comes from the universal genius Leonardo Da Vinci. Around 1480, he designed a transportable bridge that could be erected without tools. Important goals in team development create stability within the group and improve the group's ability to bridge gaps and overcome obstacles. Let your group face this challenge! Leonardo's Bridge will result in visible success that will promote team spirit.

## How it's done

The task is to construct a self-supporting bridge of just over 13 feet in length, using only the 28 sticks provided. No other tools may be used. After first brainstorming in smaller sub-groups, all participants start

constructing the bridge. The key factors for success are coordination within the group, creativity, and sharing of knowledge. The result will be a self-supporting construction, which can serve as a metaphor for internal and external team stability.

Another issue that can be addressed is how teams grow closer, for instance, in an inter cultural environment. The participants start constructing the bridge, beginning at two ends. The bridge brings them closer together. In the end, the two parts of the bridge become one. The key factors for success are coordination, cooperation and adjustment (as regards the method of construction) between the two subgroups.



## Themes and Outcomes

**Working in teams** - developing creative solutions together, inter-departmental cooperation, effective communication **Project management** - planning and performing projects, milestones, dealing with time pressure, knowledge transfer, assigning roles, dealing with complexity **Structuring Change processes** - collating and integrating optimization ideas, CIP (Continuous Improvement Process), Six Sigma, incremental development of new procedures **Quality management** - planning, defining and assessing quality criteria

## Activity

3 teams each construct a CataPult. This multifaceted tool can be used in a broad range of areas and is particularly suitable for optimizing performance in organizations, improving cooperation, or also within the broader context of CIP/Lean/Six Sigma. When it comes to training and coaching organizations and teams, CataPults is the new Tool that hits the target every time.

## How it's done

**Cooperation:** the three teams position themselves in the room in a triangular form so that each team can fire their balls at each other. Each team constructs a receptacle (such as from flip chart paper) to catch balls fired their way. They get a specific number of points for each ball that reaches the target. However, the catching team also gets points. This version is best suited for teams and organizations where balance and cooperation within systems play an important role.

**CIP/Lean/Six Sigma:** the countless variables on the CataPult influence the quality of each projected ball as well as the distance it travels. These variables need to

be analyzed in order to make sure each individual shot is correct and replicable. An irreplaceable tool for optimizing CIP such as in the context of Six Sigma trainings.

**Scrambled eggs:** when you want to offer your teams something a little out of the ordinary, get them to construct a catching receptacle for eggs out of flip chart paper. The aim: each egg is to be caught unbroken. But first they must optimize the CataPult's settings with the aid of test shots. Then it's time to fire the first egg ... This is the version with outdoor event character..



Trainer requirements



Group requirements

👤 (min/opt/max) 6/12/18; with extension: max 24

🕒 (not including review)g) 20–60 minutes

📏 1 large room of at least 260 ft (80 m<sup>2</sup>)

## CataPults Basic Set

📦 3 construction sets for a total of 3 CataPults for work in 3 sub-groups, 3 x 12 light-weight balls in bags, 1 detailed instructions manual. Pack size: 23.2 x 11.02 x 15.75 in (59 x 28 x 40 cm). Weight: 34.17 lbs (15,5 kg). Supplied in 3 fabric bags.

No. 1554 \$1,500.00\*/£1,125.00\*/€1.250,00\*

## CataPults Extension Set

📦 1 construction set for 1 additional CataPult, 12 light-weight balls in bags, Pack size: 24.8 x 4.13 x 17.72 in (63 x 10.5 x 45 cm). Weight: 12.1 lbs (5,5 kg). Supplied in a fabric bag.

No. 1555 \$529.00\*/£396.75\*/€440,83\*

\* plus shipping and taxes where applicable



# StringBall

Handle with care



Trainer requirements



Group requirements

👤 (min/opt/max) 4/9/12

🕒 (not including review) 15–45 minutes

↗️ the more the better

## Themes and Outcomes

**Team building** - interacting, trusting, cooperating, dealing with stress, giving feedback

**Communication training** - active listening, awareness of body language, sender/receiver issues

**Project management** - dealing with information shortages, visualizing project phases, determining the roles of project managers

**Leadership training** - identifying individual needs, adapting leadership style, motivating, communicating effectively and explicitly

**Facilitating energizer** - in the morning, post lunch

## Balltransport

📦 1 ring (stainless steel), 8 robust strings 6.5 ft x 0.1 in (2 m x 3 mm), 2 pedestals (beech, easy disassembly), 1 ball, 1 wooden egg, 8 blindfolds, 1 detailed instructions manual. Pack size: 12.2 x 8.7 x 5.9 in (31 x 22 x 15 cm). Weight: 4.4 lbs (2 kg). Supplied in a soft case.

No. 1511

\$ 185.00\* / £ 138.75\* / € 154,17\*

\* plus shipping and taxes where applicable



## Activity

This activity focuses on the importance of respecting the individual needs of all members in a team. When working with StringBall, each member can only contribute effectively to accomplishing the task if all others support her/him by means of effective communication.

## How it's done

The majority of participants put on blindfolds (the difficulty level increases with the number of participants wearing blindfolds). The "blind" are given the task of carrying a ball balanced on a metal ring from one pedestal to another. However, they are not allowed to directly touch the ring! Instead, they transport it using a number of ropes attached to the ring. The ropes must be held at the ends and not shortened. The "sighted" direct the entire process by co-

ordinating the movement of the "blind."

All communication is through speaking, no touching is allowed. Dropping the ball during transport is sanctioned in a way the trainer and group see fit. By setting up the two pedestals independently, you can adjust the difficulty level according to the group's capability (for example, try placing them on uneven terrain, or put one on a desk). Individual strings can be detached to cater for different group sizes.

One more idea: When you are doing this activity outdoors, why not add to the excitement by using a raw egg instead of a ball?



Trainer requirements



Group requirements

# EmotionCards

Show how you feel



## Activity

Our EmotionCards are small, solid, multi purpose photographic works of art. Anyone looking at them makes their own instant associations. Personal experience and feelings can easily be put into words because they can be visualized. The cards can be used both for one-on-one work as well as in larger groups.

## How it's done

Debriefing of learning projects: The EmotionCards are spread out on a table. Directly after finishing a learning project, you ask the participants to each take an EmotionCard that answers, for example, the following questions: "Which picture reflects a state you were in during the learning project?" or "What was helpful during the learning project? Which picture best reflects this?" In the next step, each participant presents his or her EmotionCard to the group. In this way, you involve all participants in the debriefing process. Even reserved and shy participants are easily integrated into the discussion. The EmotionCards make different perspectives and experiences accessible to all.

## Some more suggestions for how to use the EmotionCards

*Familiarization:* at the start of the seminar, you help participants get to know each other in a creative way.

Ask the participants to pick out one of the EmotionCards: "Choose a picture that says something personal about you!" The participants then introduce themselves using the photos.

*Eliciting expectations:* with the EmotionCards you can draw out your participants' expectations of your seminar. The participants select one of the EmotionCards that they feel answers the question: "Which picture represents where you want to be at the end of the seminar?" Go around the group and have the participants present their cards.

*Feedback:* you can use the EmotionCards for feedback at the end of your seminar. Suggested questions: "What was one of the most important outcomes for you, and which picture represents this outcome?" or "What have you decided will be your next step? What are you going to put into practice in your daily life? Choose the picture that most represents this." With the help of the chosen EmotionCard, each participant gives his or her feedback. Other suggestions for using the EmotionCards can be found in the instructions.

## EmotionCards

50 photo cards size: 8.3 x 5.7 in (21 x 14,5 cm), 1 detailed instructions manual. Supplied in a fabric bag.

## EmotionCards 1

No. 1806 \$75,00\*/£56,25\*/€62,50\*

## EmotionCards 2

No. 1808 \$75,00\*/£56,25\*/€62,50\*

## Double-pack 1 + 2

No. 1809 \$139,00\*/£104,25\*/€115,83\*

\*plus shipping and taxes where applicable



# Pipeline

Rolling Communication



Workshop in Kenya

- ◆ Trainer requirements
- Group requirements

👤 (min/opt/max) 6/16/30  
 ⌚ (not including review) 10–25 minutes  
 ↪ min 32 x 26 ft (10 x 8 m) at full length

### Pipeline

📦 6 halved pipes made of robust, semi-transparent matt plastic, 2 wooden balls, 1 detailed instructions manual. Pack size: 28 x 4.3 x 4.1 in (71 x 11 x 10,5 cm). Weight: 4.4 lbs (2 kg) incl. bag. Supplied in a transport bag.

No. 1530      \$ 260.00\* / £ 195.00\* / € 216,67\*

\* plus shipping and taxes where applicable



### Themes and Outcomes

- Team building** - intercommunication, taking on responsibility, cooperation, dealing with stressful situations, giving feedback, focusing on targets
- leadership training** - communicating effectively, giving information, facilitating
- Organizational development** - optimizing processes, continual improvement process
- energizer** - in the morning, post lunch

### Activity

It often takes a lot of people to get a task done. Every experienced team worker knows that it is essential to hand a task over in the proper manner. Pipeline is an exciting learning project full of action for your participants. It is also an excellent metaphor for the communication flow and transfer processes within organizations.

### How it's done

The ball symbolizes a project that the group members have to work together on. The group's task is to transport the ball over a certain distance from one point to another without actually touching it. The only way to move the ball is to use the Pipeline - a system of halved plastic pipes - according to previously agreed rules. How will they manage to get the project done? For this fast and exciting activity, coordination and cooperation within the group are the keys to success.

👤 (min/opt/max) basic set: 6/15/30; can be extended: max. 60  
 ⌚ 60–120 minutes ↪️ 1 large room with at least 260 sq ft (80 m<sup>2</sup>)  
 divided into several working areas, or a number of small rooms

## Themes and Outcomes

**Working in a Team** - developing creative solutions together, cooperation between departments, effective communication  
**Communication** - using precise language, active listening, meeting culture  
**Dealing with change** - flexible reaction to new conditions, job rotation, understanding change as an opportunity for optimization  
**Leadership** - motivating, maintaining the overview, abiding by agreements  
**Inter cultural Communication** - communication between several cultures and value systems, communication between company sites in different countries  
**Project management** - planning and execution of a project, milestones, dealing with time pressure, sharing information, division of roles, dealing with complexity  
**Creativity training** - utilizing creativity strategies such as the Disney Model  
**Quality management** - planning, setting and evaluating quality criteria  
**Marketing** - customizing a marketing concept, effect of brand and claim, word-image-product dialogue



### SoapBox BasicSet

📦 3 construction sets each for 1 vehicle for working in three teams, 1 detailed instructions manual. Pack size: 23 x 11 x 16 in (59 x 28 x 40 cm). Weight: approximately 78.3 lbs (35.5 kg). Delivered in three fabric bags.

No. 1536      \$3,175.20\* / £2,381.40\* / €2,646,00\*

### SoapBox ExtensionSet

📦 1 construction set for 1 additional vehicle. Pack size: 25 x 4 x 18 in (63 x 11 x 45 cm). Weight: approximately 26.5 lbs (12 kg). Delivered in a fabric bag.

No. 1537      \$1,125.60\* / £844.20\* / €938,00\*

\*plus shipping and taxes where applicable



### Activity

A number of teams, working in separate areas, are each given the task of constructing a vehicle and developing a marketing concept for it. At the end, their “soapboxes” are presented in a test drive and are put through a vehicle inspection to test them for safety. A versatile tool that puts the fun back into learning.

### How it's done

Each team is given the task of constructing a vehicle complete with brakes and steering system. Each soapbox vehicle should be capable of transporting one person and will be powered by up to two HP

(Human Power). The vehicle will also need a logo and a slogan to go with it. One major sticking point in the task: the vehicles should be as similar in construction as possible, but differently equipped. During the development phase, the leaders of the construction teams meet in a separate area to talk everything through in detail. In the “Change” variant, the teams work for a specific length of time on their vehicle and are then redeployed to continue working on another team’s vehicle. The learning project culminates in the vehicle inspection followed by a soapbox vehicle parade.

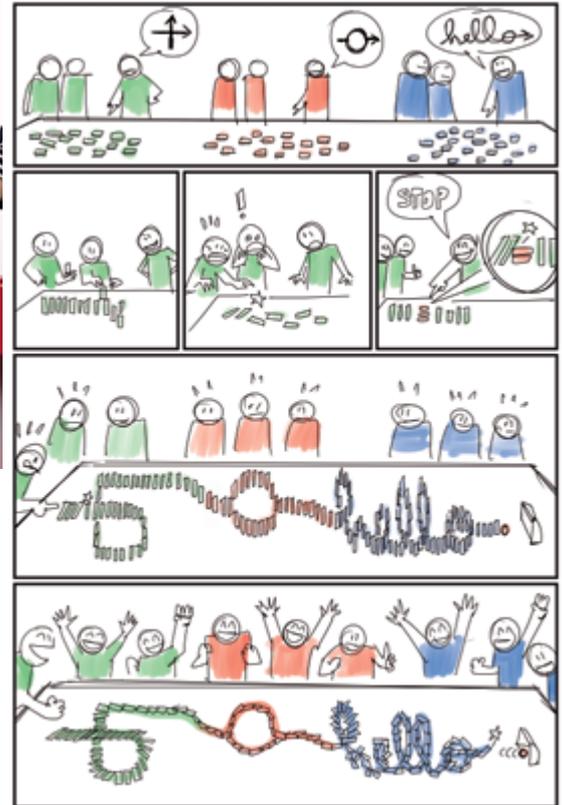
# DominoEffect

The domino event

† (min/opt/max) 5/15/35 using 1 Set

⌚ (not including review) 45–60 minutes

↳ Seminar room or outdoor setting with at least 80 sq ft (25 m<sup>2</sup>), optimum is 160–320 sq ft (50–100m<sup>2</sup>)



## Themes and Outcomes

**Working in Teams** - jointly developing creative solutions, communication interchange, using team rituals  
**Project management** - making synergy effects tangible, coordination of sub-teams, lines of communication in projects  
**Organizational development** - working with CIP (Continual Improvement Process), working with limited resources  
**Leadership training** - coordination of sub-teams, management of a larger system

## Activity

You can almost feel the tension and the enthusiasm as the participants delicately lay the dominos! With only a limited amount of time available they have to create a domino cascade. Just as in any project, different teams work on sections of the cascade pattern. In the process, countless challenges are to be met and specific requirements fulfilled. Will the group manage to place the dominos in such a way that at least 75% of them fall over when the cascade is started?



**DominoEffect** Contents of basic set for up to 35:  
☑ 750 dominos in 5 colors (white, black, blue, green, red) and in 5 separate soft bags, 1 detailed instructions manual. Pack size: 21.7 x 11.2 x 12.6 in (55 x 28,5 x 32 cm). Weight: 22.1 lbs (10 kg). Shipped in a transport bag.

No. 1810      \$ 636.00\* / £ 477.00\* / € 530,00\*

\* plus shipping and taxes where applicable



Trainer requirements



Group requirements

## How it's done

After permission to start is given, the group begin to work feverishly. Coordinated by "facilitators," they concentrate on developing solutions for the various construction challenges. Again and again you hear: "Oh no, not again" when someone accidentally knocks over a domino and, in a split second, demolishes a part of the painstakingly constructed domino line. Only the built-in "Emergency Stop" – two of the dominos removed from the chain – interrupts the premature chain reaction. Finally everything is ready, the interfaces and crossovers between the various sections are checked. Everything is ready for the release of the chain reaction. At least three quarters of the dominos must fall. To achieve this, the teams have to develop a feeling for the correct distance between the dominos and, in various test phases, to get to grips with the operational reliability of the twists and turns, crossover points, height differences, and other challenges. The "facilitators" ensure a smooth flow of communication between the sub-teams and encourage the teams to support and motivate each other.



## Themes and Outcomes

**Self-organization** - coping with time pressure, developing solution strategies **Team development** - how does a team organize itself without direct contact with management? How does it deal with time, quality control and feedback? **Leadership training** - recognizing dependencies in systems, the interplay of managing groups and operative groups, giving feedback, identifying various management styles

## Activity

Dealing effectively with time and performance pressure is a challenge that managers and their teams frequently face in their daily lives. How can teams organize themselves and how can management provide the best support possible?

## How it's done

The delivery team is given a few cryptic clues about the task they are to solve: they are to "click" on 30 "websites" on the "Internet" within a very short space of time. The management team cannot provide direct support because the entire action takes place at another location. Only by skillfully motivating the delivery team will they succeed in developing the appropriate course of action. And the more they try to solve the problem, the greater the performance pressure becomes. Will the delivery team manage to solve this task, a task of immense importance to the company? They only have one more attempt ...



Trainer requirements



Group requirements



👤 (min/opt/max) 10/15/20  
 ⌚ (not including review) 45–90 minutes  
 ↪️ area of 30 x 50 ft (10 x 15 m)

## Complexity

📦 30 plastic cards made of acrylic glass, 3.2 x 3.2 in (8 x 8 cm), 0.3 in (8 mm) thick with numbers printed in red, 1 stopwatch, 50 ft (15 m) rope (0.3 in thick). 1 transportation container, facilitator manuals. Pack size: 14.2 x 10.2 x 5.5 in (36 x 26 x 14 cm). Weight: 9.9 lbs (4,5 kg). Shipped in a wooden case.

No. 1538

\$ 483.00\* / £ 362.25\* / € 402,50\*

\* plus shipping and taxes where applicable



# EasySpider

Through thick and thin



★	● ● ●
Trainer requirements	Group requirements

⏱ (min/opt/max) 8/17/34  
 ⌚ (not including review) 20–60 minutes  
 ↪ depending on group size, minimum however of 160 sq ft (5 x 8 m)

## 1 EasySpider

📦 1 spider web with 17 individually adjustable cells (elastic thread, braided 16 times), 4 tension belts (13 ft/4 m), 2 detailed instructions manuals for setup and activity. Pack size: 14.2 x 10.2 x 5.5 in (34 x 25 x 11 cm). Weight: 6.6 lbs (2,6 kg) incl. case. Shipped in wooden case.

No. 1517      \$ 368.00\* / £ 276.00\* / € 306,67\*

## 2 EasySpider frame

This free-standing frame allows the tool to be built indoors and outdoors without the help of trees or pillars. All you need is a dry, flat surface and plenty of space. Constructed from ash wood and hand-welded steel.

📦 12 parts, 4 snap hooks, 1 detailed instructions manual. Pack size: 46.5 x 6.3 x 6.7 in. (120 x 16 x 16 cm). Weight: 14.3 lbs (6 kg). Supplied in a transport bag.

No. 1522      \$ 474.00\* / £ 355.50\* / € 395,00\*

\* plus shipping and taxes where applicable

### Themes and Outcomes

**Team building** - interacting, coordinating, trusting, togetherness, developing group spirit  
**Leadership training** - identifying interdependencies in systems, communicating, dealing with risk  
**Project management** - dealing with shortages, time management, quality management

### Activity

EasySpider is a technically advanced and improved version of the outdoor classic, "spider web." Our new, innovative wire threading prevents the web from tangling during transport. That's why, with just a little practice, you'll be able to set it up in less than five minutes. The size of the individual holes is adjustable. The web is so flexible it adjusts to heights

from 5.9 to 8.2 ft, and to widths from 8.2 to 15.7 ft. Our SpiderFrame is the ideal complement to the EasySpider. It allows you to easily set up EasySpider in any space without needing to search for trees or pillars!

### How it's done

Before your group arrives, set up EasySpider by mounting it between two trees, poles, fences, walls ... almost any anchor point will do! The group's task is for all team members to get through the EasySpider from one side to the other. Each hole can be used only once. Touching the net in any way (body, clothing, hair, etc.) is prohibited and sanctioned in a way you and the group decide in advance. How will they manage to organize their resources in order to solve this problem?





# FloatingStick

When one hand doesn't know what the other is doing



## Themes and Outcomes

- Team building** - communicating, focusing on goals, interacting, facilitating
- Leadership training** - taking on leadership roles, expressing oneself effectively
- Self-organization** - concentrating, focusing, drawing on resources
- Energizer** - in the morning, post lunch

### Activity

Taking inspiration from the "magic bamboo", we have created a new variation on the stick theme for trainers with refined requirements. Whereas previously only a fixed-size group could be accommodated, this stick can be used in many different lengths and for up to 22 people. The stick, which in the old version was difficult to transport due to its length, has now been transformed into a 2.13 ft (0,65 m) long airline-friendly piece of luggage. An absolute must for every trainer's repertoire!

### How it's done

The participants form two lines, facing each other. The trainer places the FloatingStick on their extended index fingers, gently but not overtly pushing it downwards. The group's task is to lower the stick to the ground. The only rule they must observe is to maintain contact between their fingers and the stick.

But, at the count of three, as the trainer releases her/his hold, the stick begins moving up instead of down, as if full of helium! The reason: In trying to maintain contact with this extremely lightweight stick (it weighs only 9.8oz (200g) at 12.7ft (4m) length), each delegate pushes upwards just ever so slightly. All others follow this motion, effectively raising the stick instead of lowering it. Detailed planning, concentration, self-organization, and leadership are the keys to mastering this task.

- ◆ Trainer requirements
- Group requirements

- ⏱ (min/opt/max) 6/12/22
- 🕒 (not including review) 5-15 minutes
- ↕ 26 x 16 ft (8 x 5 m) if full length is used

### FloatingStick

📦 1 FloatingStick (6 aluminum tubes with screw thread, 2.13 ft (0,65 m) length, 1 detailed instructions manual. Pack size: 28 x 2.2 x 2.2 in (71 x 5,5 x 5,5 cm). Weight: 1.1 lbs (0,5 kg) incl. bag. Supplied in a practical transport bag.

No. 1506      \$ 188.00\* / £ 141.00\* / € 156,67\*

\* plus shipping and taxes where applicable





◆ Trainer requirements    ●○○○ Group requirements

### For use as a Coaching tool – new Dimensions of asking

Every trainer, coach, and manager knows that there is an art to asking the right questions! They focus attention and “magnify” the topic of the question. The FacilitationBalls act as “language you can touch”.

### For use as a Feedback Instrument

The periods immediately following the end of a learning project are important occasions for the participants and the trainer to reflected upon feelings and draw conclusions. The review gathers momentum ... but only when it is steered in the right direction. The FacilitationBalls provide invaluable support to help you structure this review. You simply throw a few balls around the group and whoever gets one of the FacilitationBalls says something about their experiences, based on the type of ball they receive. Then this person throws the ball to

someone else and another person with a different ball is next to speak. In this way, the review really picks up pace. The FacilitationBalls are also very effective when used at the end of a workshop for an authentic and lively closing round. The balls are thrown around the group according to a specific system and each participant has the opportunity to say something of importance to him/her. You can of course give your FacilitationBalls the meanings that you consider appropriate. Here are a few examples:

### FacilitationBalls 1

- Key:* “A key insight for me was ...”
- Heart:* “I experienced/felt ...”
- Open hand:* “I was supported by .../What helped me was ...”
- Fist, thumb up:* “I particularly liked ...”
- Foot:* “My next concrete steps will be ...”
- Camera:* “The new perspectives for me are ...”
- Brain:* “I have learned/understood that ...”

### FacilitationBalls 2

- Light bulb:* “The following idea was important to me ...”
- Puzzle piece:* “Another piece of the puzzle has fitted into place ...”
- Crown:* “A ‘crowning’ moment for me was ...”
- Tool:* “A tool I will take with me is ...”
- Hot air balloon:* “From a great height, I can see ...”
- World:* “In the ‘real’ world, this means to me that ...”
- Magic lamp:* “I would really like the group/the trainer to ...”

### FacilitationBalls 1

📦 7 soft foam shapes, 1 fabric bag, 1 detailed instructions manual. Pack size: 9.1 x 5.9 x 4.3 in (21 x 19 x 10 cm). Weight: 1.1 lbs (0,2 kg).

No. 1807    \$ 68.60\*/£51.45\*/€ 57,17\*

### FacilitationBalls 2

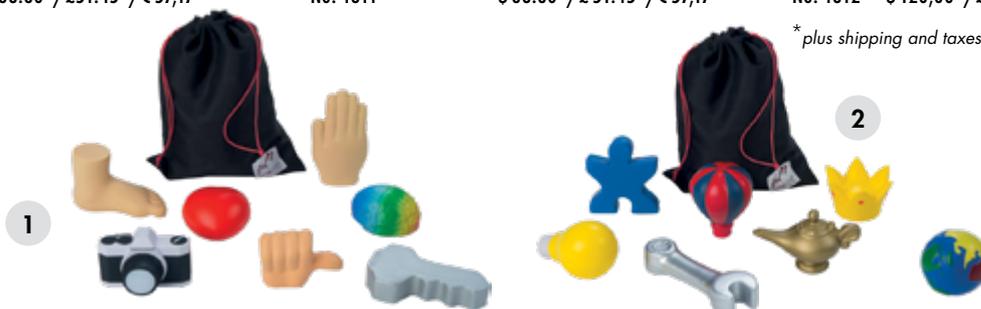
📦 7 soft foam shapes, 1 fabric bag, 1 detailed instructions manual. Pack size: 9.1 x 5.9 x 4.3 in (21 x 19 x 10 cm). Weight: 1.1 lb (0,2 kg).

No. 1811    \$ 68.60\*/£ 51.45\*/€ 57,17\*

### Double pack 1 + 2

No. 1812    \$ 120,00\*/£ 90,00\*/€ 100,00\*

\* plus shipping and taxes where applicable





**Themes and Outcomes**

**Movement** - warming up, coordinated and dynamic togetherness **Working in Teams** - developing creative solutions together, cooperation between departments, communicating effectively, working towards a common goal **Leadership** - effective and target-focused facilitation, motivation, maintaining the big picture, steering optimization processes **Energizer** - start of the day, post lunch

**Activity**

Together, the group stretches and holds the FlyingCarpet taut. They then maneuver one or two balls across the highly mobile stretched surface, using their steering skills to either pot or block a ball, or carry out other tasks. This activates their laughter muscles while – almost in passing – revealing how they cooperate and what dependencies there are within the team.

**How it's done**

*On the edge.* A ball is to be moved once around the outer edge of the FlyingCarpet. *There and back again.* A ball is to circle around all of the holes and then be brought

back to the starting point. *Contest.* Both teams stand around and hold the FlyingCarpet in an alternating order (one participant from Team A, then one from Team B, then one from Team A, etc.). Team A has one minute to try to get the ball in one of the holes while Team B attempts to prevent them from doing so. They then swap over and Team B attempts to get the ball in one of the holes while Team A blocks. *Bottom up.* One participant is underneath the Carpet and tries to work out where the ball is. By quickly grabbing through one of the large holes, he or she attempts to get his or her hands on the ball and pull it back through the hole. The team holding the Carpet attempts to stop him or her from doing so. *Marked.* Some of the holes are masked from below with round, labeled facilitation cards. The ball is then to be transported from one of the newly created positions to the other.

◆ Trainer requirements | ●○○ Group requirements

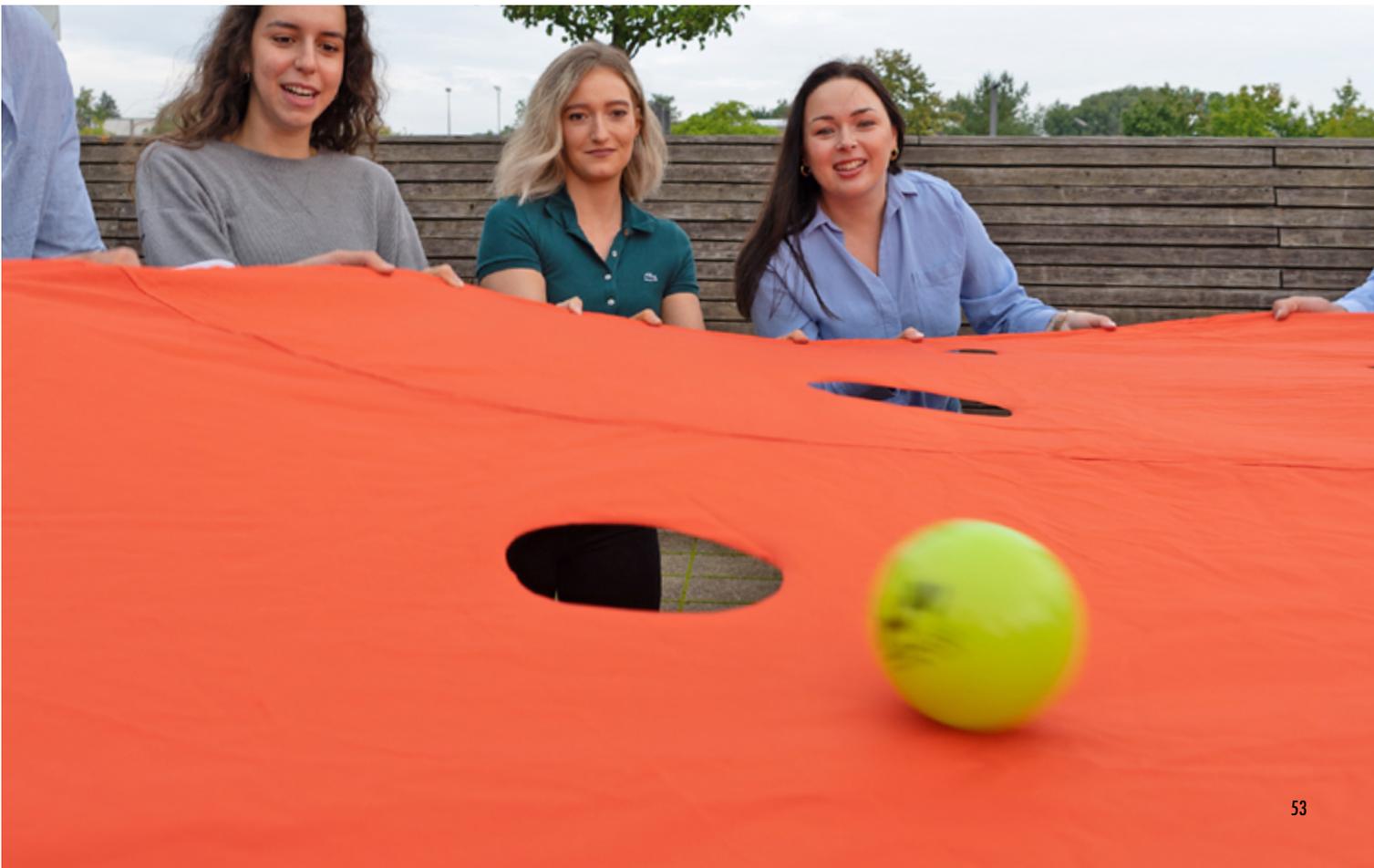
👤 (min/opt/max) 5/10/20  
⌚ (not including review) 5–20 minutes  
↪ 100 sq ft (30 m<sup>2</sup>)

**FlyingCarpet**

📦 : 1 circular cloth (∅ 2.5m) with a wide grip, 2 balls, 1 detailed instructions manual. Pack size: 24.8 x 18.1 x 4.7 in (63 x 46 x 12 cm). Weight: 9.9 lbs (4,5 kg) incl. bag. Supplied in a fabric bag.

No. 1855     \$ 402.00\*/£ 301.50\*/€ 335,00\*

\* plus shipping and taxes where applicable



## The Book – The METALOG® Method



### Transform Your Training. The METALOG® Method

By Tobias Voss  
132 pages, with illustrations  
8,3 x 8,3 in (21 x 21 cm)

No. 1544 \$ 28,00\*/£ 21,00\*/€ 23,33\*

\* plus shipping and taxes where applicable

Tobias Voss shows you how to turn games into high-impact interventions and how to enrich Experience-Oriented Learning methods with systemic thinking and the latest research into how the brain learns. This insightful book is a treasure trove for all lovers of real learning and a must-have for METALOG® training tools enthusiasts.

An independent trainer and coach since 1994, Tobias Voss developed the METALOG® training tools out of one simple desire: to have a dynamic, long-term impact on his clients' learning success.

## The Philosopher's Stone – Stretching for the brain

**Activity** *The Philosopher's Stone* is a small but smart learning project that is a fantastic aid for trainers who want to enable their participants to achieve a state of high creativity – and with an added tactile aspect!

**How it's done** Groups of 1–5 participants are given one shape plate with three different holes: a circle, a square, and a triangle. The key question is: "What exactly would a shape that fits precisely through all three holes look like?" This requires real creative thinking and saying goodbye to entrenched thought processes! At the end, the mystery is revealed with the aid of the actual

**Philosopher's Stone** (a wooden shape).

### Themes and Outcomes

**Creativity** - during brainstorming, to help develop new perspectives, "thinking outside the box" **Coaching** - reframing entrenched beliefs, supporting the statement "if you can dream it, you can do it" **Energizer** - in the morning, post lunch

### The Philosopher's Stone

☞ acrylic glass shape plate, wooden Philosopher's Stone, 1 detailed instructions manual. Pack size: 10.2 x 5.9 x 4.3 in (26 x 15 x 11 cm). Weight: 0.4 lbs (200g).

No. 1531

\$ 54.00\*/£ 40.50\*/€ 45,00\*

\* plus shipping and taxes where applicable

👤 1–5 per shape plate

⌚ (not including review) 10–20 minutes

👉 1 table for the participants to sit/stand around



Trainer requirements



Group requirements

## MagicNails – Impossible? Think again!



Trainer requirements



Group requirements

👤 1 up to 10 persons

⌚ (not including review)

5–20 minutes

👉 approx. 3 x 3 ft  
(1 x 1 m)

### Themes and Outcomes

**Creativity** - developing new perspectives, courage to create, experimenting **Project management** - recognizing synergies in resources **Energizer** - seminar warm-up, post lunch

### MagicNails

☞ 18 nails (7.1 in (18 cm), nickel-plated, heavy finish), 1 case (wooden), 1 detailed instructions manual and solutions. Pack size: 9.1 x 5.9 x 4.3 in (23 x 15 x 11 cm). Weight: 3.3 lbs (1,5 kg) incl. box. Shipped in a wooden case, which doubles up as the base for the activity.

No. 1512

\$ 119.00\*/£ 89.25\*/€ 99,17\*

\* plus shipping and taxes where applicable

**Activity** "There's no way you can solve this!" is probably what your participants will say when they are confronted with MagicNails. No wonder! Picture the following challenge: the task is to balance 17 nails on one nail. The 17 nails are not allowed to touch the base or the table. What a perfect metaphor for working with teams confronted with seemingly hopeless situations in their working life.



## LoonyLoop

📖 1 LoonyLoop, steel, 3.3 in (8,5 cm), 1 detailed instructions manual. Weight (10 pcs.): 0.4 lbs (20 g)

No. 1513 \$4.80\*/£3.60\*/€4,00\*  
10 /unit \$4.50\*/£3.38\*/€3,75\*

\* plus shipping and taxes where applicable

### Themes and Outcomes

**Creativity** - developing new points of view, being creative, courage to experiment

**Coaching** - impact of repeating the same solution, reframing a problem

**Energizer** - seminar start, post lunch

**Activity** Sometimes solutions can be hard to find when we try to solve a problem the same way over and over again. With a LoonyLoop you can give your participants the chance to do some creative mind stretching as they puzzle their way to new thinking strategies.

**How it's done** Attach the LoonyLoop to a buttonhole of one of your participants. His/her task is now to remove it. And maybe it works completely differently to how everyone thinks ...

Make sure your clients remember you! LoonyLoop is the ideal promotional gift for any trainer or coach. Have your name or slogan printed on your LoonyLoops. Please ask us for terms and conditions.



Trainer requirements



Group requirements

# GordianPoles – Untangling creativity

## GordianPoles

📖 1 pair of GordianPoles (beech) with strings, 1 solution. Pack size: : 17.7 x 2.4 x 2.4 in (45 x 6 x 6 cm). Weight: 0.2 kg incl. container. Supplied in plastic tube..

No. 1510 \$54.00\*/£40.50\*/€45,00\*

\* plus shipping and taxes where applicable

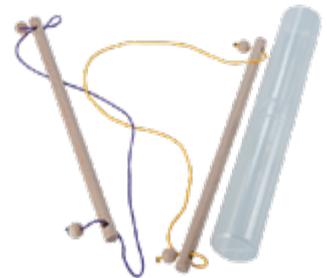
### Themes and Outcomes

**Creativity** - developing new perspectives, being creative, Courage to do new, experiment.

**Energizer:** seminar start, post lunch

**Activity** Get your seminar group pondering: how can these two seemingly inseparable poles be detached from each other? This versatile, multi-purpose activity is a classic example of thinking outside the box and fostering new, creative solutions - with a built-in eureka effect...

**How it's done** The delegates' task is to separate the two poles from each other without untying or cutting the strings that unite them. In groups, you may also want to assign different roles such as actor/observer or strategist/executor.



Trainer requirements



Group requirements

# Rope



Easy handling synthetic rope for numerous outdoor activities.

No. 1514 (49.2 ft/15m) \$54.00\*/£40.50\*/€45,00\*

No. 1515 (82 ft/25m) \$90.00\*/£67.50\*/€75,00\*

No. 1516 (164 ft/50m) \$180.60\*/£135.45\*/€150,50\*

\* plus shipping and taxes where applicable

# Blindfolds – who turned off the lights?

**Blindfolds** Size: 31.5 x 5.9 in (80 x 15cm). Color: red. Weight (10 units): 0.5 lbs (50 g). Washable at 90° F (30° C).

No. 1518 \$7.20\*/£5.40\*/€6,00\*  
(10+ /unit) \$6.60\*/£4.95\*/€5,50\*

\* plus shipping and taxes where applicable



Thanks to the soft fleece cloth, our blindfolds are not just 100% opaque but also particularly soft on the skin. Use them with StringBall, CommuniCards, TeamNavigator, SysTEAM, and Tower of Power.

Invoice details

Organization .....

Contact person .....

Address .....

City/County/Postcode .....

Phone .....

Email .....

Delivery address if different

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Article	Order No.	USD	GBP	EUR
<b>Order free catalog</b>		0.00		
Blindfolds/10+	1518	7.20/6.60	5.40/4.95	6,00/5,50
Book: The METALOG® Method	1544	28.00	21.00	23.33
CataPults Basic Set	1554	1500.00	1125.00	1250,00
Catapults Extension Set	1555	529.00	396.75	440,83
CollaborationPuzzle	1860	299.00	224.25	249,17
Communic8	1813	839.00	629.25	699,17
CommuniCards	1505	414.00	310.50	345,00
Complexity	1538	483.00	362.25	402,50
CultuRallye	1804	323.00	242.25	269,17
CultuRallye XXL	1850	535.00	401.25	445,83
DominoEffect	1810	636.00	477.00	530,00
EasySpider	1517	368.00	276.50	306,67
EasySpider frame	1522	474.00	355.50	395,00
EmotionCards 1	1806	75.00	56.25	62,50
EmotionCards 2	1808	75.00	56.25	62,50
EmotionCards Double pack	1809	139.00	104.25	115,83
FacilitationBalls 1	1807	68.60	51.45	57,17
FacilitationBalls 2	1811	68.60	51.45	57,17
FacilitationBalls Double pack	1812	120.00	90.00	100,00
FloatingStick	1506	188.00	141.00	156,67
FlyingCarpet	1855	402.00	301.50	335,00
FutureCity	1565	480.00	360.00	400,00
Gordian Poles	1510	54.00	40.50	45,00
HeartSelling	1803	899.00	674.25	749,17
Leonardo's Bridge	1526	469.00	351.75	390,83
LoonyLoop/10+	1513	4.80/4.50	3.60/3.38	4,00/3,75
MagicNails	1512	119.00	89.25	99,17
MeBoard	1815	709.00	531.75	590,83
PerspActive	1570	378.00	283.50	315,00

Article	Order No.	USD	GBP	EUR
Pipeline	1530	260.00	195.00	216,67
RealityCheck 1	1508	118.80	89.10	99,00
RealityCheck 2	1529	118.80	89.10	99,00
RealityCheck 1+2 Double pack	1542	216.00	162.00	180,00
Rope 49.2 ft (15 m)	1514	54.00	40.50	45,00
Rope 82 ft (25 m)	1515	90.00	67.50	75,00
Rope 164 ft (50 m)	1516	180.60	135.45	150,50
ScenarioCards 1: T & O	1865	167.00	125.25	139,17
ScenarioCards 2: S & D	1866	167.00	125.25	139,17
ScenarioCards 1&2	1867	320.00	240.00	266,67
Scoop	1500	249.00	186.75	207,50
SmartMarble	1571	1,642.00	1,231.50	1.368,33
SoapBox BasicSet	1536	3,175.20	2,381.40	2.646,00
SoapBox ExtensionSet	1537	1,125.60	844.20	938,00
StackMan	1504	361.20	270.90	301,00
StrangeWorld	1519	180.00	135.00	150,00
StringBall	1511	185.00	138.75	154,17
SysTeam	1501	900.00	657.00	750,00
Team <sup>2</sup>	1520	358.00	268.50	298,33
TeamNavigator	1539	864.00	648.00	720,00
The Band - carry sack	1540	365.70	274.28	304,75
The Band XXL - carry sack	1541	415.00	311.25	345,83
The Band mini - carry sack	1563	277.00	207.75	230,83
The Maze	1805	474.00	355.50	395,00
The Philosopher's Stone	1531	54.00	40.50	45,00
Tower of Power	1534	450.00	337.50	375,00
Tower of Power XXL	1551	474.00	355.50	395,00
Tower of Power Special Edt.	1561	609.00	456.75	507,50
Tower of Power Special Edt. XXL	1562	639.00	479.25	532,50
Tower of Power mini	1535	234.00	175.50	195,00

*plus shipping and taxes where applicable*

**Prices.** All prices are in USD, GBP, EUR respectively. They are subject to shipping and handling charges. For customers within Europe, prices may also be subject to sales taxes/VAT. When you order online, you will see the final price including shipping and (where applicable) sales taxes/VAT.

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**Postage and Packaging.** Shipping costs are dependent on the delivery address and the weight of the package. You will be informed of the actual costs for shipping during the ordering process.

**Delivery time.** We ship with FedEx and dpd. You will receive your METALOG® training tools within approx. 1 week – world wide (except some islands).

**Validity.** We ship as stated. We cannot accept any other conditions requested by the purchaser.

**Changes in product design.** Designs or technical details of products are subject to change without notice.

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Order without risk, if for any reason you are not satisfied with your purchase, you can return it for a full refund.

### 24-months guarantee

We want you to be completely satisfied with your purchase so, should any components become defective, we will repair or replace them free of charge.

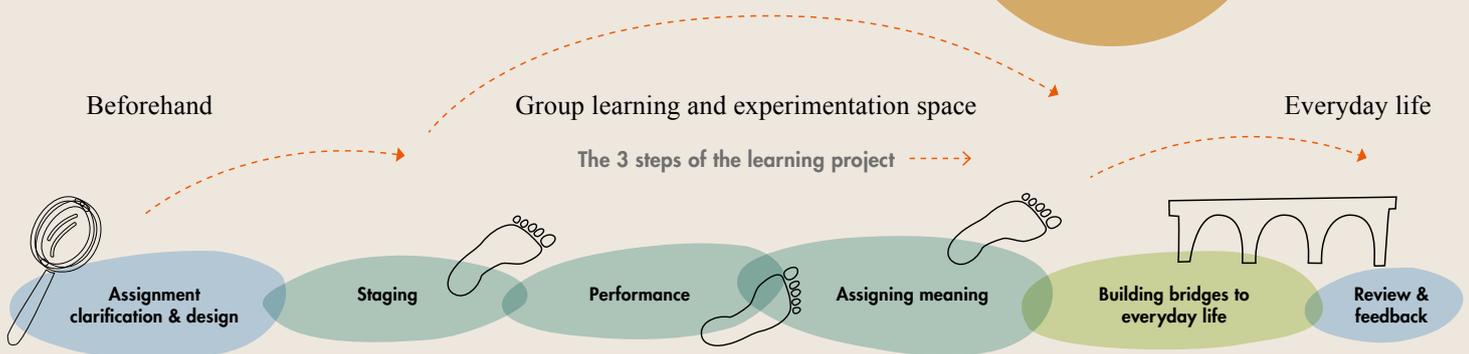
## Customer Support

Have any questions or need help choosing the right product for your project? Our customer support team are ready to help on:

[sales@metalogtools.com](mailto:sales@metalogtools.com)

## The METALOG® Method – From Game to Powerful Intervention

**Infographic  
for download:**  
[www.metalogtools.com/  
resources/  
working-aids](http://www.metalogtools.com/resources/working-aids)



<ul style="list-style-type: none"> <li>» Involve initiator(s)</li> <li>» Establish common sense of purpose</li> <li>» Trainer structures the assignment by developing achievable goals with all involved</li> </ul>	<p><b>Tool is tailored for the group:</b></p> <ul style="list-style-type: none"> <li>» Outcome</li> <li>» Suitable isomorphism</li> <li>» Appropriate name</li> <li>» Introduction and performance using the "cultural language of the group"</li> </ul>	<p><b>"Constructive clash":</b></p> <ul style="list-style-type: none"> <li>» Goal: group develops its own solution</li> <li>» Support through intervening, if necessary</li> <li>» "State of play"</li> </ul>	<p><b>Reflection and coaching</b></p> <ul style="list-style-type: none"> <li>» Collect</li> <li>» Transfer</li> <li>» Develop</li> </ul>	<ul style="list-style-type: none"> <li>» New rituals</li> <li>» New rules</li> <li>» New goals</li> <li>» Mnemonic anchors</li> </ul>	<ul style="list-style-type: none"> <li>» Where are individuals now?</li> <li>» Where is the group?</li> <li>» New needs?</li> <li>» Possibly new targets?</li> </ul>
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→ **Select the appropriate METALOG training tools** → **The tool as catalyst:** The topic becomes easier to grasp / complexity is reduced. The experience creates new perspectives, knowledge, surprising insights. → **Tool can serve as a memory anchor** →