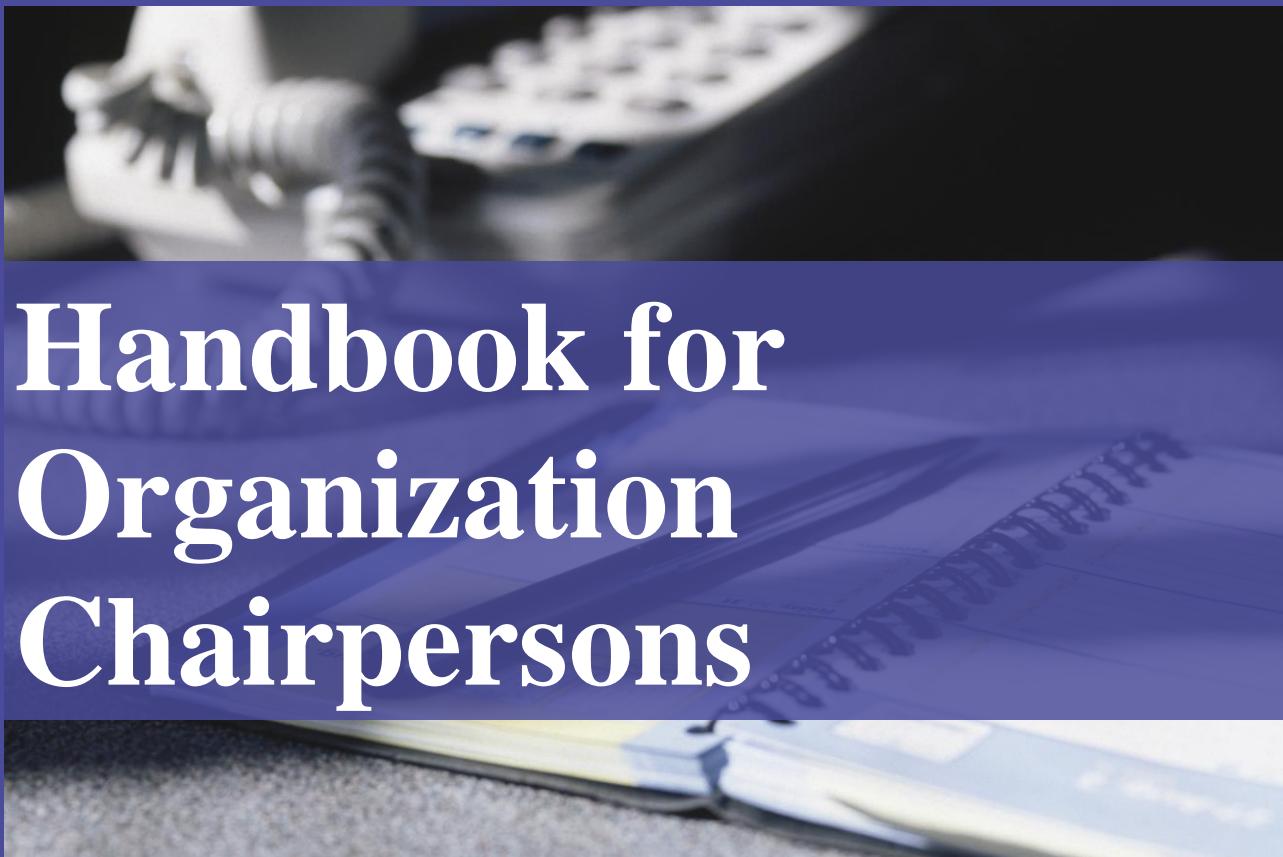


The Catholic Women's League of Canada



Handbook for Organization Chairpersons

Supplement to the *Executive Handbook*

Printed in Canada



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Introduction

The *Handbook for Organization Chairpersons* is designed to fulfil League policy to develop leadership qualities and provide training to enable members to take active roles in the affairs of their faith, community and society.

This handbook incorporates material from the previous sets of leadership material available from national office, as well as sections of the *Executive Handbook*, and workshops that have been developed over the years. The material is intended to be a user-friendly resource for chairpersons of organization.

The appendices include information and workshops that relate to leadership development, such as building self-confidence, public speaking, discernment and problem solving.



History

In 1912, Catholic women of Canada were first organized in the Archdiocese of Edmonton to assist with the care and placement of the ever-increasing influx of immigrants from Europe and elsewhere. The movement gradually spread to the port cities and other major centres across Canada.

In 1920, these groups were invited to meet in Montreal to establish a national group of Catholic women. The name “Catholic Women’s League” originated in England in 1912, in response to a perceived need for Catholic lay action and was adopted by the Canadian group.

On June 17, 1920, The Catholic Women’s League of Canada was formally established with Miss Bellelle Guerin of Montreal elected first national president. Present at the organizational meeting were representatives from the future sub-divisions of Edmonton, Halifax, Hamilton, Montreal, Ottawa, Regina, Saint John, Sherbrooke and Toronto.

In 1921, the League affiliated with the International Union of Catholic Women, now known as the World Union of Catholic Women’s Organizations (WUCWO), an affiliation still enjoyed today. Also in 1921, **the first annual national convention** of The Catholic Women’s League of Canada was held in Toronto. The delegates at that convention produced a constitution, a set of bylaws and the beginnings of a publication – *The Canadian League*.

In 1922, the League crest and seal – the cross surmounting the maple leaves with the words “The Catholic Women’s League of Canada – For God and Canada” in the surrounding circle was designed by Mrs. Emmett Mullally.

In 1923, the League was incorporated federally.

In 1927, a national scholarship fund was established to assist Catholic female students and, for many years, this was given for graduate studies in social work. Since 1969, however, this fund has been donated to the **Coady International Institute** of St. Francis Xavier University, Antigonish, Nova Scotia, to assist foreign students from developing countries.

The year 1938 saw the organization of Business & Professional Women’s CWL Councils in major cities across Canada.

In 1947–1948, the organization of the first provincial councils of the League occurred allowing for provincial action and the lobbying of provincial governments.

In 1948, the League was mandated by the Canadian Catholic Conference of the Hierarchy (now the Canadian Conference of Catholic Bishops (CCCB)) and was under the patronage of His Eminence James C. Cardinal McGuigan, DD, until his death in 1975. Since 1976, the League has been privileged to be under the special patronage of the CCCB and, in 2005, the League was officially recognized by the CCCB as a national private association of the faithful.

In 1965, the Military Vicariate Council was formed to coordinate the councils established on military bases and was given the status of a provincial council. The name was changed in 1988 to Military Ordinariate Provincial Council.

In 1969, the League's 1% commitment to the Canadian Catholic Organization for Development and Peace (CCODP) was established.

During the 1970s, leadership courses were formulated and resolutions adopted by the national council on the floor of the convention were presented, by national officers, on Parliament Hill, to members of parliament.

In 1980, Newfoundland joined the League as a provincial council.

Diocesan, provincial and national levels are financed through per capita fees paid by the members. Parish councils fundraise to finance activities and projects.

The spiritual growth of members both individually and collectively has always been a primary focus of The Catholic Women's League of Canada.

In addition to spiritual growth of members, the activities of the League, since its original purpose of aiding immigrants, have broadened and, in recent years, the emphasis has been on issues concerning **human dignity, social justice, the sanctity of life from conception to natural death, and the preservation of Christian family life**.

In 1992, the League's Mission Statement was adopted as follows:

The Catholic Women's League of Canada
is a national organization
rooted in gospel values
calling its members to holiness
through service to the people of God.

Structure

With Our Lady of Good Counsel as its patroness, the League is an organization with a strong spiritual base.

The League has a *Constitution & Bylaws*, which is reviewed as required and may be amended by a two thirds majority of the voting delegates at an annual national convention, as well as a *National Manual of Policy and Procedure*, which is updated at regular intervals.

Membership consists of:

1. Active members
2. Associate members (non-Catholic)

The League is composed of four levels:

- Parish
Diocesan
Provincial
National

Diocesan, provincial and national are administrative councils, which provide the direction, inspiration and encouragement required to carry out the programs and projects of the League.

The work of the League is carried out through standing committees at each level.

National Council

National council shall be composed of its officers, presidents of provincial councils, honorary life members, life members and provincial and diocesan delegates accredited to the national convention. (*Constitution & Bylaws*, Article VIII, Section 1d)

The national executive shall be composed of its elected officers and the provincial presidents. (*Constitution & Bylaws*, Article VIII, Section 2b)

Provincial Council

Provincial council shall be composed of its officers, presidents of diocesan councils in the province, diocesan and parish delegates accredited to the provincial convention, and honorary life members and life members holding a membership in the province. (*Constitution & Bylaws*, Article VIII, Section 1c)

The provincial executive shall be composed of its elected officers and presidents of diocesan councils in the province. (*Constitution & Bylaws*, Article VIII, Section 2b)

Diocesan Council

Diocesan council shall be composed of its officers, presidents of parish councils in the diocese, parish delegates accredited to the diocesan convention, and honorary life members and life members holding a membership in the diocese. (*Constitution & Bylaws*, Article VIII, Section 1b)

The diocesan executive shall be composed of its elected officers and the presidents of parish councils in the diocese. (*Constitution & Bylaws*, Article VIII, Section 2b)

NOTE: For provinces where no diocesan councils exist (Prince Edward Island, Newfoundland and Labrador, and Military Ordinariate), diocesan executive roles would be assumed by the provincial executive.

Parish Council

Parish council shall be composed of the individual members. (*Constitution & Bylaws*, Article VIII, Section 1a)

The parish executive shall be composed of the elected officers of the council. (*Constitution & Bylaws*, Article VIII, Section 2a)

Chairperson of Organization's Responsibilities

The duties of the organization chairperson are:

- to recruit members and maintain leadership
- leadership development
- League resource material
- annual reports
- life membership

Recruit Members and Maintain Membership

The chairperson is responsible to:

- promote the League in order to recruit new members
- conduct membership campaigns beginning January 1st
- be aware that per capita fees are due and payable on January 1st of each year
- in consultation with the council treasurer, ensure that per capita fees are remitted promptly to national office
- identify the needs of current members and those of the women of the parish and plan programs to meet those needs
- hold a Reception of New Members ceremony as outlined in the *Handbook for Spiritual Advisors* and the *Ceremonies Booklet*
- file with the recording secretary a copy of the monthly and annual reports

The chairperson should:

- encourage the use of personal contact for enlisting new members or renewing past memberships
- organize a telephone committee to invite members to monthly meetings and special events
- consider presenting new members with a New Member Kit, which contains a list of the membership roster together with any other items determined by the council

Leadership Development

The chairperson is responsible to:

- present orientation and League development program
- promote and encourage attendance of members at League functions, development days, workshops, training days and conventions
- promote long range planning for all standing committees
- be aware of development fund guidelines and applications for subsidies (see Appendix 6 and consult the *National Manual of Policy and Procedure*)

The chairperson should:

- contact her counterpart at the next level for assistance in organizing a leadership program for the council

League Resource Material

The chairperson is responsible to:

- ensure the council has a copy of all League publications
- be familiar with, and promote the use of, League publications
- be familiar with, and promote the use of, national office inventory items
- be responsible for reviewing annually the council's manual of policy and procedure for any needed additions, deletions and corrections; all changes must be brought to the executive for approval before amending the manual
- be responsible for forwarding to national office proposed revisions to the *National Manual of Policy and Procedure* by December 1st of each year
- be aware that updated pages to the *National Manual of Policy and Procedure* are forwarded annually to presidents at all levels

The chairperson should:

- refer to communiqués and/or annual reports from all levels
- study and act on League resolutions adopted at each level pertaining to this standing committee
- consult with the organization chairperson at the next level to establish/revise policies and procedures for the council

Annual Reports

The chairperson is responsible to:

- annually circulate the Guidelines for Written Annual Reports
- ensure that the guidelines are followed

Life Membership

The chairperson is responsible to:

- be aware of any life members in the council
- be aware of the member responsible for life members at the next level

Recruit Members and Maintain Membership

"I am a member of The Catholic Women's League of Canada because I believe that as a human being and a Christian, I have a responsibility to witness Christ in the world, and that membership in the League opens a new vista, helping me to fulfil in greater measure my Christian mission in the community of human kind."

The above statement should be the basis for all our desire and enthusiasm in expanding League membership to include all Catholic women in our parishes, dioceses, provinces and country.

The last Sunday in January is designated CWL Membership Sunday, when many parish councils bring their membership drives to an end. Some councils begin the membership drive in October ending with CWL Membership day on the last Sunday in January. However, councils are encouraged to start collecting membership fees before January 1st and complete their per capita submission by **February 28th**.

For enlisting new members or renewing past memberships, personal contact is the most effective method. ASK THEM – one to one; personally inviting a woman to join the League has been proven to be effective time and time again.

Identifying Members' Needs

Identifying the needs of the members is an important method to maintaining membership. In order to identify members' needs it is important to include them in planning for the activities of the council. One method to be used could be the following type of evaluation performed yearly.

1. What activities do you attend?
2. What additional activities would you like included?
3. Do you invite your friends and neighbours to join the CWL?
4. What advice do you have for the executive?

It is important, as well, for councils to examine the reasons why membership is increasing, remaining the same or decreasing. In other words, what are they doing right or what needs to be improved? Some questions that could be asked are:

- Has the council included the youth of the parish in its recruitment?
- Has the council reached out to those parish members who are disadvantaged in any way?
- Has the council provided options and opportunities for women with young families?
- Has the council made an effort to personally contact the women of the parish in an organized manner? (see Appendix 1)

Selling the CWL

To be able to sell the Catholic Women's League, you must be sold on it yourself. Prepare a good sales talk with a blend of organization and enthusiasm. Prepare and circulate information on CWL activities through newsletters, bulletins, posters, etc. The CWL Flip-Kit, incorporated into *Leading the League*, is a useful medium for CWL promotion. *Leading the League* is available from national office.

In your recruitment planning, consider providing each new member with a **New Member Kit** containing:

- *The Canadian League* recent issue
- promotional CWL pamphlets (several types available)
- *Step Forward in Faith and Action!* brochure
- bookmark with League prayer
- letter of greetings from the national president
- Our Lady of Good Counsel picture and story (*National Manual of Policy and Procedure*, p. 7)
- medal of Our Lady
- League resources: study programs and other materials available to members along with the name and telephone number of the organization contact person
- parish information: meeting schedules and calendar of events; name of mentor or contact person to guide her initial involvement
- optional items could include CWL insignia pin, *Constitution & Bylaws*, membership gift certificate, *Personal Letter Writing Guide*, *Resource List*
- council membership roster

Reception of New Members

Once a year, hold a reception for new members to welcome and honour them. A reception ceremony can be found in the *Ceremonies Booklet*, available from national office. Depending on when a new member joins the League, it may be a good idea to present the New Member Kit during the reception ceremony. If council funds allow, gift new members with an insignia pin.

People join any organization for two main reasons:

- i) to accomplish
- ii) to gain personal satisfaction

For women who join the League, these reasons may be more specific:

- iii) to accomplish church and community activities with others
- iv) to derive personal satisfaction from spiritual development programs which they might otherwise not have the opportunity to experience

Members will feel they have **accomplished something** when:

- the goals are clear for a particular project
- goals set for a project are realistic
- the success of achieving a goal can be measured in a concrete way, i.e., the project will be successful if _____ happens
- the project undertaken is likely to succeed
- even if a project is unsuccessful, some element of accomplishment may be identified, i.e., when lobbying the government, the action wanted may not be obtained, but being listened to can be considered a victory, a sign of respect
- an action is taken, evaluated, summarized, reported and recorded
- positive feedback regarding an action is shared with the membership

Members are able to gain **personal satisfaction** when they:

- feel welcome and comfortable at meetings
- are provided the opportunity to build relationships at council meetings and activities
- are involved in the decision-making procedure for actions to be taken
- are personally asked to work on a project
- receive recognition and appreciation for work they do

Questions for Reflection

1. Do members understand why Catholic women should join the League?
2. Has every method of gaining new members been explored?
3. Has an orientation program for new members been prepared?
4. Has League literature and supplies been provided for council members?
5. Are council members sufficiently informed as to League purpose, programs and philosophy to enable them to discuss the League with family, friends and prospective League members?

Do members understand why
Catholic women should join the
League?

Leadership Development

In planning and developing your parish council activities and programs, a valuable working tool is the CWL Mission Statement, which summarizes the overall direction and purpose of the League. It can be used as a mirror to give a reflective check to programs, projects, leadership, training and development programs and all meetings, councils and members. Revised in 1991, the Mission Statement permits the League to see where it stands, to determine where it wants to or should go, and to plan how it is going to get there.

Mission Statement

**The Catholic Women's League of Canada
is a national organization
calling its people to holiness
through service to the people of God.**

Training

In order to stimulate growth and develop the skills, talents and personal potential of all members, it is important to provide opportunities for personal growth. Great League members do not just happen; they must be encouraged, trained, helped and supported. Personal growth and friendship are key attributes of League development. It is important to make the CWL credible and relevant to today's church and community.

Councils at all levels should plan orientation programs, which would include information on CWL policy and objects, programs offered by the CWL, and the needs of their council. Every council needs a defined spiritual program for development of its members. The organization and spiritual development chairpersons should work closely to develop such a program.

Remember the CWL Flip-Kit has numerous uses: orientation presentations to members, training sessions for chairpersons, visual displays, as well as presentations to prospective members. (see *Leading the League*)

Various training sessions can be found in the Appendices. These sessions may be used one at a time or in combination and will help members acquire self-confidence, learn more about the work of the CWL and realize their leadership potential.

While some opportunities for training can be set aside at the regular meetings, it is usually more productive to hold a workshop or training day. The atmosphere of a training session should be relaxed but well planned. Do not be discouraged if only a few members attend; if the session is worthwhile the word will spread and attendance will improve.

In order to provide support and develop leadership capacity, an orientation and training program should be provided for members of the executive. Organization chairpersons should assist the president in planning an orientation program for executive members every two years. Executive members should be encouraged to attend workshops offered at all levels of the League.

Promote attendance at CWL functions, development days, workshops, training days and conventions as an opportunity to develop members.

National Development Fund

Subsidies are available to assist in hosting development days, workshops or training sessions. For information regarding application for the National Development Fund, and to determine if your council qualifies, please see Appendix 6. For application and reporting forms, please refer to the *National Manual of Policy and Procedure* or the website <<www.cwl.ca>>.

All reasonable requests for National Development Fund subsidy will be considered, dependent upon the availability of funds in the national budget.

Long Range Planning

It is a good idea for executives to have a long range plan for the activities of the council during their two year term. This plan should be made with the involvement of council members. Each officer and standing committee chairperson should base her own plan on the information gathered from the members as well as League projects at other levels. Plans should be evaluated yearly for progress toward the goal and direction for the coming year. As well, the process of long range planning and evaluating the progress made will be an asset when preparing annual reports and recruiting members.

League Resource Material

To ensure your council operates efficiently and effectively, it is essential to have a good working knowledge of The Catholic Women's League of Canada.

Be familiar with, and promote the use of:

- opportunity to build relationships
- *Constitution & Bylaws*
- *National Manual of Policy and Procedure*
- individual standing committee handbooks
- *Leading the League*
- *The Canadian League*
- *Executive Handbook*
- *Except the Lord Build the House...*

The above publications should be in the possession of every newly-elected president and/or organization chairperson. In addition, the organization chairperson should be familiar with all items available in the Resource List. The Resource List is available from national office and can also be found on the League's website <<www.cwl.ca>>.

Annual Reports

Report writing is an important part of League duties. Annual reports come from all executive members of the council and are presented at the annual meeting. Reports are an important means of communicating with others in the parish, community and the world at large. It is a means of communication by which the image of the CWL organization is created.

Reporting should be a fulfilling time for officers and standing committee chairpersons. It provides a unique opportunity to share all the year's activities with other members through the parish, diocesan, provincial and national levels. In its final form at the national level, it also serves to project the image of the CWL to the national and world communities.

It is of utmost importance to adhere to deadline dates in order that the activities of your council, your diocese and your province will be included in the national annual report.

The organization chairperson must annually circulate information on the method and purpose of reporting to the other chairpersons, i.e., the number of copies required, to whom they must be sent, and the deadline date as set by the executive.

Time lines are important in getting reports to the next level. The deadline dates for submission of annual reports are as follows:

FROM	TO	BY
Parish President	Diocesan President	December 15
Parish Chairpersons	Diocesan Chairperson	December 15
Diocesan Chairpersons	Diocesan President & Provincial Chairpersons	February 15
Diocesan Life Member Liaison	Provincial Life Member Liaison	February 15
Diocesan President	Provincial President	March 1
Provincial Chairpersons	Provincial President & National Chairpersons	March 15
Provincial Life Member Liaisons	National Life Member Liaison	March 15
Provincial Presidents	National President & National Office	March 31
National Life Member Liaison	National Chairperson of Organization	March 31
National Chairpersons	National President & National Office	April 15
National President	National Office	April 30

The preparation of reports should include the process of evaluation. An evaluation should include information that shows whether you met your goals, states reasons why you may have not met your goals, and if the members are happy and satisfied with their efforts.

Six guidelines for compiling a report

1. Organize the material.
2. Follow a simple, suitable writing style.
3. Keep it brief and stick to the subject.
4. Be conversational.
5. Edit the report.
6. Document the information.

(See Appendix 16: Guidelines for Reporting – Organization, Appendix 17 Guidelines for Reporting Parish Activities, and Appendix 18 General Information on Reporting)

Life Membership

In The Catholic Women's League of Canada, life membership gives to the recipient, in addition to the honour, a permanent place on the national council, the same voting privileges as accredited delegates at an annual meeting or convention [**C&B, Article XIV, Section 2 (c)**], a voice in its affairs and eligibility for a national appointment. A life member receives notice of the annual national convention and, at her request, a copy of the minutes and copies of all relevant mailings from national office.

Life membership is not intended to be a reward for years of service or a retirement gift. There are appropriate ways of honouring members for their dedication to the League. Privilege entails responsibility. National council requires support and service from its life members.

National council requires support and service
from its life members.

Life members in a diocese are not expected to attend executive meetings since they do not possess the voting power of the elected officers or parish presidents. They do not have the authority to assume the responsibilities of executive members as clearly defined in **Article VIII, Section 3**, or as commissioned in the Installation of Officers ceremony following election.

Diocesan and provincial councils are the only councils entitled to submit nominations for life membership in accordance with the established criteria. The responsibility for making the nomination is with the submitting council as that council knows the individual's record of service. The national executive approves the application for life membership based on the information submitted by the diocesan/provincial council. Provincial and diocesan councils should consider whether or not they wish to add additional requirements regarding when they nominate a person for life membership.

National office advises the provincial and diocesan councils and the recipient's parish council of the award. National council will officially recognize new life members at the annual national convention and in the annual report.

Life members are

- expected to maintain their membership by paying annual per capita fees through their parish council
- responsible for registering for diocesan, provincial and national conventions and are expected to pay their own expenses

Each provincial council has an appointed life member liaison to assist the organization chairperson with this sub-heading. At the diocesan and parish levels, the organization chairperson is responsible to keep the life members list updated. Councils are encouraged to draw on the gifts and experience of their life members. Life members should receive a copy of the annual report.

Appendix 1:

Guidelines for Planning Personal Contact Visits

Guidelines for planning personal contact visits to recruit new members:

- establish a membership committee early in the year
- establish a timeline to accomplish the increased membership goal
- determine methods to be used: home visits, coffee parties, etc.
- create a phone list of potential members (if possible obtain a list from the parish office)
- determine what materials will be used
- determine who will visit, for example an individual member or a team of members
- follow up the visit with an invitation to attend an upcoming council event

Guidelines for planning personal contact visits to non-participating members:

- establish a membership committee early in the year
- establish a timeline to accomplish the goal
- determine methods to be used home visits, personal phone call, etc.
- determine what support will be offered
- determine who will visit, for example an individual member or a team of members
- follow up the visit with an invitation to attend an upcoming council event

Appendix 2:

General Guidelines for Workshop Facilitators

Consult with the Host Council

- Ask the host (requesting) council what their needs are.
- Identify the purpose and goals of a workshop based on members' needs.
- Prepare a statement of purpose and goals.
- Determine how much time will be allotted.
- Determine the number of participants expected.
- Identify needs such as advertising, hall preparation, refreshments and facilitators.

Plan the Workshop

If you will be doing the workshop with one or more other facilitators as a team then, as much as possible, make the plans together.

- Select the session or parts of the session according to the topics to be covered.
- Read through the material and decide how to present it in the allotted time.
- Alternate facilitator's presentation/instruction with participants' practice/activity.
- Decide what form participants' practice/activity will be, i.e., small group discussion, question period, writing a report, etc.
- Use humour or a climate setting exercise for a break in a serious topic.
- Decide on a handout according to the session or parts of the session to be used and have copies made.
- Decide on other practical needs, such as flip chart, microphone, paper and pens, etc.
- Decide on seating arrangements, if tables will be needed, movement of participants if the workshop is to last all day.
- List expenses for submission to host council (e.g., copies, travel, equipment rental, long distance calls, etc.).

Set the workshop program using the following:

1. Introductions
2. Opening Prayer
3. Climate Setting
4. Procedure
 - a. Presentation/Instruction
 - b. Practice/Activity/Sharing
 - c. Critiquing/Questions
5. Evaluation
6. Wrap-up
7. Closing Prayer

Draw up the Workshop Program Outline using the following as a guide.

Workshop Program Outline

Title: _____ Date: _____

Participating council(s) (list): _____

Estimated number of participants: _____

Facilitator(s) name(s): _____

Time	Activity
9:00 a.m.	Registration of participants
9:30 a.m.	Introductions <ul style="list-style-type: none">- host council welcomes participants; also welcomes and introduces the facilitator(s) and any special guest(s)- facilitator gives the purpose and goals of the workshop and an overview of the program
9:35 a.m.	Opening prayer service
9:50 a.m.	Climate Setting (see Appendix 7)
10:00 a.m.	Procedure: two hours to be divided according to the topics chosen; for presentation/instruction, practice/activity/questions, critiquing/sharing
12:00 p.m.	Lunch
12:30 p.m.	Procedure: 2½ hours to continue Procedure as described above
3:15 p.m.	Evaluation (Appendix 14)
3:25 p.m.	Wrap-up: presentation of diplomas, appreciations
3:30 p.m.	Closing prayer

Identify in writing the specific material chosen under each of the headings, i.e., opening prayer, climate setting, and evaluation. Sessions have different parts that can be mixed and matched according to the goals of the workshop.

Final Preparation

1. Refresh yourself on Tips for Facilitating Small Groups (Appendix 3). Pay particular attention to those tips that pertain to working with participants in a workshop.
2. Remember: A climate of mutual respect between facilitator(s) and participants and among the participants is essential.
3. Remember: An important part of the climate set is the behaviour of the facilitator – the example she sets. If she is warm and friendly, non-judgemental, shows respect for people's feelings, and expresses her own feelings and emotions, she legitimizes this behaviour for the participants.

Appendix 3:

Tips for Facilitating Small Groups

All tips do not apply to every workshop technique.

1. Be aware of the group. Try to get a feel for them. Maintain eye contact. Set the stage to assist participants to participate as fully as possible.
2. Begin the process by contributing first.
3. Prepare as much as possible from the information provided. Be aware of the end outcome needed.
4. Encourage participation. Disagreements can provide a meaningful way of exploring issues and, rather than being avoided, should be used as a positive means of learning. Participants can be encouraged in a number of ways:
 - by clearly asking for their participation
 - by outlining the topic, then leaving it with the group to resolve
 - by refusing to lead or initiate
 - by reflecting questions and comments back to other group members
 - by welcoming every contribution
 - by using inviting questions to seek opinions from uninvolved persons

Prepare as much as
possible from the
information
provided.

Full participation might be difficult at first. Some reasons might be:

- unfamiliar situation, i.e., strange faces, strange new leadership style
 - fear of criticism
 - lack of interest
 - ignorance of topic
 - inability to think quickly
 - inability to express self
 - shyness or lack of confidence
 - dislike or hard feelings toward group leader or other members
5. Be sensitive to those who are hesitant. Respect their choice not to participate.
 6. Be comfortable with silence. Allow silence to happen if it seems appropriate (considering the time element, etc.).

7. Return the participants to the topic if they stray. Do this as sensitively as possible.
8. Respect the participants' feelings in a supportive way.
9. Gently control participants' input, i.e., too talkative, off the topic, distracted, etc. Keep the atmosphere constructive.
10. Use questions, where possible, to facilitate free discussion and expression of feelings and ideas. Some main purposes for which questions are used:
 - When used early in the session, they stimulate the thinking of the members and help to create motivation for learning.
 - Well-formulated questions virtually guarantee mental activity on the part of each individual.
 - Well-designed questions will help to accumulate data and develop subject matter.
 - During the presentation or discussion, questions provide a means of evaluating the process of the group toward understanding the material.
 - Questions provide a means of determining a participant's knowledge and a check on progress for the participants themselves.
 - Questions provide an effective method of clarification of the two-way communication during a discussion.
 - Questions provide the facilitator with a powerful means of control whereby she can change the trend of discussion, put a limit on it, or terminate it.

Some types of questions are:

- leading questions: contain the correct answer. This type of question helps to draw out the shy or quiet individual and guides the learner toward the correct answer. For example, "The CWL is the largest women's organizations in Canada, is it not?"
 - factual questions: giving the why, when, where and what. These questions are easy to ask and have a right or wrong answer. For example, "Who mandates the CWL?"
 - problem questions: used to stimulate and challenge the participants. This type of question is the real measure of understanding. For example, "What is the purpose of standing committees in the League?"
 - attitudinal questions: used to bring out the feelings of the participants. For example, "How do you feel about the image of the League?"
11. Appoint a person to record the group's input.
 12. Take time to summarize the main points. This will keep the discussion moving with each step clearly evident to the participant. The recorder's notes will assist this process.

Appendix 4:

Public Speaking

Preparing and Presenting a Report

A report must be interesting enough to capture the attention of the audience and increase their knowledge and understanding. Use a report to communicate, inform and recommend. Skill in writing and presenting reports will soon improve with practice. (see also Appendix 16 Guidelines for Reporting, Appendix 17 Guidelines for Reporting Parish Activities, and Appendix 18 General Information on Reporting)

Guidelines

1. head your report – title; reporter’s name; to whom report is given; date of report
 2. organize material
 3. follow a simple, suitable writing style
 4. keep it brief and stick to the subjects
 5. give recommendations, if any
 6. edit the report
-
- 1) As a member of the League you may be asked to address a group.
 - 2) Attitude: Enjoy yourself! You are a very special gift from God. League members are your friends! Immediate perfection is not expected.

Tips for presenting and accepting a gift

1. Make a reference to the occasion.
2. Make reference to achievements and service of recipient.
3. Express the goodwill and best wishes of those for whom you speak.
4. Conclude with “...and so, on behalf of all the members of..., please accept this token of our esteem and admiration and may it remind you of us all in the years ahead.”
5. Present the gift with a handshake and suggest the recipient open the gift for all to see.

On accepting a gift, simply express thanks, your debt to the group and regret at having to leave. Say how useful or what a delightful memento the gift will be and how it will recall happy memories.

When you are speaking to an assembly, what you have to say is important. You should want everyone in the room to hear it. You should pay them the courtesy of amplifying your voice so that they can hear.

Appendix 5:

Preparing to Have a Guest Presenter

Guidelines to follow when inviting a guest presenter to a workshop, regular meeting or to your annual banquet:

1. Give them as much advance notice as possible.
2. Give them some background information so they can make their presentation as effective as possible.
3. Outline your group's purpose and activities and state the topic you want developed and whether it is to inform, educate or entertain the group.
4. Tell the presenter the format for the occasion.
5. Include a time limit and mention if there is to be a question and answer period following the presentation.
6. Ascertain what requirements might be needed such as a table, water, lectern, lights, audio-visual equipment, whiteboard and markers, etc.
7. Discuss financial arrangements in advance.
8. When initial contact is made by telephone, follow up with a written agreement.
9. Enclose a map to help the presenter find your meeting place.
10. Arrange ahead who will introduce the presenter and ensure she has some background information.
11. Choose who will meet the presenter on arrival to ensure she is introduced to the executive and particularly to the persons sitting on either side of her.
12. When the presenter is leaving, check on transportation, give personal thanks, and have someone remain with her until her departure.
13. If a fee is required, have the cheque signed and in an envelope so that it can be given immediately.

Thanking a Speaker

Most important: You have been asked to thank the speaker, not for yourself, but for the entire audience. Make your thank you brief. You may prepare it in advance and add one point that the audience seemed to appreciate or related to during the speaker's presentation, or perhaps in relation to the occasion.

The thank you can be made directly to the speaker, or by addressing the entire audience. Lead the applause, and then sit down.

Appendix 6:

National Development Fund

Guidelines

1. 100% FUNDING IS AVAILABLE WITHIN BUDGET LIMITATIONS. Requests for funding will be evaluated on an individual basis by diocesan, provincial and national presidents and the national chairperson of organization as outlined on the application form.
2. Consideration will be given to requests for funding submitted in the following categories:
 - to assist in the organization of parish councils and to promote League development
 - to assist parish, diocesan and provincial councils to promote League leadership training and other League development workshops
3. When planning a workshop, emphasis should be placed on:
 - an in-depth understanding of the structure of The Catholic Women's League of Canada, its levels, responsibilities of officers and standing committee chairpersons, use of parliamentary procedure, and holding effective meetings
 - promoting the use of *The Canadian League* magazine as resource material
 - using CWL resource materials such as *Constitution & Bylaws* (2006), *Leading the League*, *Parliamentary Procedure*, *National Manual of Policy and Procedure*, *Welcome Kits*, *Resolutions*, *the Beatitudes*, *Spirituality: A Day of Discovery*, *Belonging*, and *Executive Handbook*
4. Steps to follow when applying for subsidy:
 - a council may apply for assistance twice in a given year to hold workshops during the application period of January to June, and July to December
 - the workshop must be a minimum of three hours duration. When a national officer is the facilitator, the workshop must be a minimum of 1½ hours in duration to allow time for further exchange.
 - the projected amount of subsidy estimated to conduct the workshop(s) effectively, the completed application form, and a copy of the agenda listing the resource material, should be submitted one month in advance of the workshop, providing the information requested on the form with the proposed budget and agenda
 - the completed application form and agenda are then forwarded to the diocesan president for approval and signature and she, in turn, forwards the application and agenda to the provincial president for approval and signature. The provincial president forwards the application and agenda to the national chairperson of organization for approval and signature and she, in turn, forwards the form and agenda to the national president for approval and signature.
 - the application form and agenda are then forwarded to national office, where a cheque in the appropriate amount is forwarded to the treasurer of the council submitting the application, along with a *National Development Fund – Report of Workshop* and a *National Development – Follow up Summary* form.
- the executive director forwards a copy of the signed application form to the national

secretary-treasurer who notes the amount forwarded on the National Development Fund account sheet that she maintains.

- within two weeks of completing the workshop, the council president is responsible for ensuring that the National Development Fund *Report of Workshop* and the *National Development Fund – Follow up Summary* forms are completed and forwarded to the national chairperson of organization, to national office, and a copy forwarded to the diocesan and provincial presidents.
- all receipts should be submitted and all monies not used must be refunded to national office. At no time are funds to be held and carried over for future workshops.

5. Requests

- The National Development Fund does not cover expenses for decorations such as banners, honoraria for CWL resource persons, meals and refreshments for participants, or paid advertising.
- In order to encourage maximum possible participation by members, a claim may be made under transportation to cover car travel expenses in excess of 120 km for a round-trip to attend the workshop (each car holding a minimum of three persons).
- The National Development Fund does not cover workshops held in conjunction with provincial/diocesan executive meetings where the facilitator[s] are executive members.
- The diocesan and provincial presidents are responsible for ensuring that the requested subsidy is valid and reasonable.
- All reasonable requests for National Development Fund subsidy will be considered, dependent upon the availability of funds in the national budget.

Refer to the *National Manual of Policy and Procedure* for current application, report of workshop, and follow-up summary.

100% funding is available within budget limitations.
Requests for funding will be evaluated on an individual basis by diocesan, provincial and national presidents and the national chairperson of organization as outlined on the application form.

Appendix 7:

Climate Setting Suggestions

Climate setting suggestions are just that – exercises to set a positive group climate or atmosphere that facilitates praying, sharing, evaluating oneself as a CWL member, choosing group facilitator, relaxing after intense work, etc.

They help to establish a climate of warmth and friendliness in which participants get to know one another, can work openly with each other, feel free to make mistakes, learn from mistakes and be helpful to each other. They are usually done in small groups, but the facilitator may choose otherwise.

...set a positive group climate
or atmosphere that facilitates
praying, sharing...

1. Reflection starter: useful as a climate setting for praying with the scriptures or sharing
2. Large group into small groups: provides for dividing large groups into smaller, less threatening groups (5–10 minutes)
3. Getting acquainted within a small group: useful for beginning a public speaking session
4. Exchanging stories: done in pairs, then telling the most amusing to the whole group
5. Choosing small group facilitator (leader): three methods are given
6. Chain talk: each participant speaks for 30 seconds with an assigned noun
7. Icebreaker for small group: designed to make participants feel comfortable with one another
8. Personal exercise: a series of questions to help participants examine their own attitudes and behaviour and/or seeing and feeling about the League in new ways

1. Reflection Starters

Purpose: to find God in our experiences

Method: Ask participants to listen carefully to the question and to reflect on whichever event they identify as having felt God's presence. Have them close their eyes and live again the time, feeling the feelings, seeing the person(s), hearing the words spoken or not spoken. Invite participants to share their stories when they are ready. Do not put pressure by having them share by seating rotation. It must be random.

The Questions: What experience have you had in the last week in which you felt God was present?

- | | |
|---------------------------------|----------------------|
| a. a laugh | f. a cry |
| b. being forgiven | g. forgiving someone |
| c. helping someone | h. being helped |
| d. a meal | i. a walk |
| e. standing up and speaking out | j. getting involved |

2. Large Group into Small Groups

Purpose: Getting participants acquainted; providing an opportunity to divide large groups into smaller, less threatening groups; for the sake of time and still having greater participation; and, to emphasize the talent and skill in the room.

Preparation: Fold strips of paper with the title of a common popular song, hymn or prayer. Determine how many you want in a group by preparing the same number of each title accordingly.

Method: Pass out the strips of paper. Have each person at the time of a signal, sing or say her piece. Those singing or saying the same piece must find one another to form their small group. Once the small groups have been formed, you may want them to perform for the whole large group.

3. Getting Acquainted within Small Groups

Purpose: having participants in a small group get to know one another

Method: Have the participants pair themselves off within their small group. Tell them to get acquainted with each other for a couple of minutes. Then have them introduce the person they are paired with to the small group or to the entire group, if it isn't too large.

4. Exchanging Stories

Purpose: having participants get better acquainted

Method: Ask participants to pair up with someone they don't know too well. Have them exchange stories of happenings in the last 24 hours that were disappointing and something that was exciting. Ask for volunteers to share the most amusing incidents.

5. Choosing Small Group Facilitators

Method A: Have each member in a small group give her name, month and day of birth. The one with the birthday closest to the date of the workshop is to be the group facilitator.

Method B: Have each member in the small group give her name, where she is from and the number of miles traveled to attend. The one who traveled the farthest is to be the facilitator.

Method C: Each member in the small group gives her name, where she is from and the number of grandchildren she has. The facilitator would be the person with the most grandchildren (or the oldest grandchild). With a younger age group, the same can be done with the number of children. Where it is a mixed group, use children or grandchildren.

6. Chain Talk

Purpose: to have participants speak without hesitation

Method: The first speaker is given a word chosen by a leader, e.g., League, house, ecumenism, etc., and starts talking fast and furiously, telling everything she can think of about that particular word. When the bell rings or on an indication from the leader, the last noun spoken by the first speaker becomes the subject word for the next speaker, and so on, until the exercise is completed. Allow each speaker 30-60 seconds.

7. Icebreaker for Small Group

Purpose: to make participants feel comfortable with one another

Method: facilitator must first be chosen. She begins: "My name is _____ and I will be the facilitator of our group. Certain members of our group will be asked to perform specific tasks as I read them.

"I will begin by reading the first statement. After the group member on my left has responded to the statement, I will read the next statement and ask the second group member on my left to respond. We will continue around the group until the statements have been read and answered.

- a. Will the person on my immediate left please tell the group where you work and what you do?
- b. Will the person second on my left please tell us two of your main interests in life?
- c. Will the next person tell us what makes you react positively to people?
- d. Will the next person please complete this sentence: People turn me off when...
- e. Will the next person tell the group who her favourite movie star is?
- f. Will the next person compliment the person second from your right about something nice you have perceived about her?
- g. Will the next person please tell us what the worst television show you've ever seen was (or, at least a show you strongly dislike)?
- h. Will each of you make sure all the other group members know your first name and what you do?"

Note: The facilitator should thank the other members for participating in the activity.

8. Personal Exercise

Purpose: To examine our own attitudes and behaviour and/or seeing and feeling about the League in new ways.

Introduction

The real key to a productive organization, whether in terms of action or interest, is the attitude of its members. Absolute perfection in all elements avails nothing if the participants bring along "wrong" attitudes.

Let's address ourselves to the development of our emotional commitment to the League. We often feel so involved in our own lives that we become insensitive to the needs of our sister members. Only by becoming sensitive to the League and its members can we fully commit ourselves to the solution of its problems and its growth.

These questions are to remain your own personal notes and are not to be handed in.

	YES	NO
1. Do you attend CWL meetings regularly?	_____	_____
2. Have you reviewed the <i>Constitution & Bylaws</i> and the <i>National Manual of Policy and Procedure</i> ?	_____	_____
3. Do you read the League magazine?	_____	_____
4. Do you share your League magazine with non-members?	_____	_____
5. These are some marks of a good member. Do you...	_____	_____
a. willingly fulfil the responsibilities that go along with the rights of being a member?	_____	_____
b. realize that what you do – or leave undone – helps or hurts others?	_____	_____
c. realize your limitations, but do what can be reasonably expected of you?	_____	_____
d. open your ears to listen as well as your mouth to speak?	_____	_____
e. carry out decisions promptly and intelligently?	_____	_____
f. pray as well as work for the League?	_____	_____
6. Work in any organization can become quite cold and impersonal unless people go out of their way to inject a warm, personal note to everything they do! Countless opportunities exist to let God's love find its way into your world and actions, if you look for them.	_____	_____
a. Are you cordial instead of distant or hostile?	_____	_____
b. Do you blend gentleness with firmness when you must take a stand?	_____	_____
c. Do you attempt to keep lines of communication open with all members?	_____	_____
d. Can you disagree without being disagreeable?	_____	_____
e. Do you give assurance to those who are frustrated?	_____	_____
f. Do you respect the feelings and viewpoints of others, no matter how much you may differ?	_____	_____
g. Do you listen attentively when others have the floor?	_____	_____
h. Do you avoid a tendency to whisper or cause distractions at meetings?	_____	_____
7. Do you study the various aspects of issues so that you can make judgments based on reasons, not emotion; on principles, not personalities?	_____	_____
8. Do you attempt to promote a spirit of teamwork in your council?	_____	_____
9. Do you ever offer to take semi-interested members to meetings?	_____	_____
10. If you intend to talk on a particular point, do you consult with other members, formulate your thoughts beforehand and go to a meeting ready to speak in a clear, brief and/or organized way?	_____	_____
11. Do you avoid the temptation to be silent at a meeting but use the telephone the next day to share opinions and/or complaints?	_____	_____

	YES	NO
12. When misunderstandings, disputes and clashes arise, do you help to clear the air by trying to reach a peaceful accord?	_____	_____
13. Are you able to keep a sense of humour in the midst of a vexing situation?	_____	_____
14. Do you point out to individuals with the capacity and motivation the great good they can do by serving in positions of leadership?	_____	_____
15. Even if the persons whom you did not support are elected to office, do you give them your wholehearted support?	_____	_____
16. The constitutions of most organizations set definite limitations on the areas in which officers can legally act. Can you tactfully remind your group's leaders when they may be exceeding their bounds?	_____	_____
17. The success of any organization depends largely on the behind the scenes work of individuals who seldom get recognition or acclaim. Are you willing to accept these jobs, however distasteful, which are essential for the good running of the group?	_____	_____
18. A "wet blanket" is defined as: "A person or thing that quenches or dampens enthusiasm, pleasure or the like." Do you avoid being a wet blanket by being more anxious to improve than disapprove; more interested in getting action than fixing the blame for inaction; more concerned with winning cooperation than winning arguments?	_____	_____
19. Do you ever remind yourself and others to lay long range plans for the future of your council, i.e., where are we headed? Are we fulfilling our purpose? Do our present methods meet current and future needs?	_____	_____
20. It is a common delusion of many groups to jump to the conclusion that, because they have talked at length about a problem, they have somehow solved it. Do you conscientiously ensure that results of your discussions are put into action?	_____	_____
21. God will bless you if you keep striving to strengthen your CWL council, despite apathy, misunderstanding or ingratitude. Are you able to persevere amidst shortcomings and difficulties?	_____	_____
22. Do you emphasize the accomplishments and varied activities of the League as well as the positive benefits of membership to the majority of Catholic women you meet?	_____	_____
23. Do you ever ask yourself: "What can I do to put new life into the CWL?"	_____	_____
24. Do you usually speak well of your executive members to outsiders or at least refrain from needlessly publicizing any defects?	_____	_____
25. Do you avoid the temptation to say such things as: "They should be doing this or that..."; "they..." "they..." instead of "we"?	_____	_____

Score

18-25 checked Yes	You are with it!
10-17	Not bad! However, a little more effort to understand and know your personal responsibility in the League is needed.
1-9	You may unwittingly be sabotaging the CWL!

Note to facilitator: Sharing of impressions and insights in relationship to these personal exercises should be encouraged without pressure.

Assessment

Every time we examine our participation and/or attitudes regarding any organization we belong to, we increase our insights and sensitivity to that group. Think back on the questions checked “Yes” on this text and ask yourself these questions.

- a. What were your feelings during this experience?
- b. Were you aware of the feelings of others?
- c. Were there differences in the way you understood your attitudes and the way the questioning showed?
- d. What were some of those differences?
- e. Are you stimulated to change or improve any of your feelings or actions in the League?
- f. What then are the implications of this experience for your life as an individual and for your CWL council?

Appendix 8:

A Short Exercise in Discernment

(all in italics could/should be copied and given to the participants)

Begin with the League Prayer.

Leader: In our League Prayer we have asked Creator God to “Send your Holy Spirit upon us to give light to our minds and strength to our wills....” And He will. And He does. The Spirit works within us, shows us what He wants us to do and be, nudges us, leads us and pulls us. We have been gifted by Creator God, gifted with charisms, gifts that are given to be used for others, special gifts for the good of others. God calls all of us to recognize, develop and use these gifts... in our journey with our sisters and with Christ in the League.

We begin with the following premises:

Everyone has been gifted by God.

The gifts we have are not the same as the gifts others have.

All gifts are precious, none is greater than another.

All gifts fill a part of God's plan for His people.

Questions for personal reflection

(These could be on an overhead or each person could be given a copy.)

Leader: As we reflect, feel free to write your responses. You will be given six or seven minutes and then we will spend a few minutes sharing what you wish to share.

1. *Name one thing that you do well. When do you do it? Why do you do it? When did you learn to do it? How long did it take you to learn how to do it? Do you enjoy doing it?*
2. *Have you ever been asked to do something that you had never done before and you said “no”? What was this invitation? What happened? Were you ever asked again? Do you wish you had given it a try?*
3. *Have you ever been asked to do something that you have never done before and you said “yes”? What was it? What happened?*

Leader: We must all continue to grow in wisdom and holiness. You have been gifted by God. On the list in front of you are listed some spiritual gifts.
Ⓐ Place a happy face beside those you are doing now.
★ Place a star beside those you should be doing.
△ Place a triangle beside those you could easily do if you wanted to.
⇒ Place an arrow beside those you would have to work hard to do gracefully.
X Place an X beside those you would not enjoy doing.

Spiritual Gift	Explanation
Administration.....	you can motivate, direct and inspire God's people to work together; tie up all loose ends, get things done, set a pattern for others to follow
Apostleship.....	lead, inspire and develop the church by the teaching of truth, to lead others in their spirituality. This gift combines wisdom, discernment, leadership and teaching.
Caregiver.....	to willingly bear the burdens of others, to give assistance or relief from distress
Craftsmanship.....	use our hands and minds to build the kingdom of God through artistic, creative means; be willing to share in finished product or in teaching others
Discernment.....	to discover the will of God; to distinguish between truth and error. It involves wisdom and prayerfulness.
Evangelist.....	enables us to share the Gospel with others so that they come to know God, within and beyond the parish
Exhortation	to stand beside people who need comfort, counsel and encouragement; to call forth the best in others; challenge others to see the goals to which God calls them
Faith.....	signifies that we have great confidence in God's promises, power and presence. It involves a healthy prayer life, sensitivity to the will of God and trust that God will answer our prayers.
Giving	that we offer our energy, abilities and material resources for the work of the church, with willingness, cheerfulness and generosity
Healing	to share in restoring the sick, to pray for God's help for the sufferer
Knowledge	to understand the truth of God's word and make it relevant in our daily lives
Mercy	to feel exceptional empathy and compassion for those who are weak or suffering; to forgive those who have erred, comfort the bereaved, help those who face a crisis, become a peacemaker
Prophet	interpret and apply God's revelation in given situations, appreciate the dignity of all people, a sense of call. Knowledge of scripture and the workings of the church.
Serving	willingly share the burdens of others and help them do their tasks more effectively; to pitch in and do what needs doing
Teacher	to communicate so that others can learn, to impart information and proclaim the truth
Diversity.....	to let love, God's glory and Christian unity be the motivation behind our actions
Wisdom	understanding of God's will, help others discover the wisdom they have within them
Effective living	to lead others to realize that discipleship entails following Jesus, beyond all bonds, at all costs, to risk caring for others
Communicator.....	to proclaim so that others will come to a better understanding of various issues
The working of miracles	a firm relationship with God, courage in the face of adversity, willingness to call on the power of God

Questions for discussion and sharing

Leader: Identify four of the listed characteristics that would be of importance for a leader in the League, e.g., for the president, standing committee chairpersons, the secretary, etc. Discuss.

What position would you consider given your responses to the gifts listed above? Discuss.

What is the greatest obstacle to allowing your name to be considered for an executive position in the League?

God has gifted each of us. We use and develop our God-given gifts to use in the service of God's people. He calls us to service. Is God calling you to serve as a member of the executive?

Conclusion

Reading: 1 Corinthians 12:4-11

Response to the reading: *The gift I have received, I will give as gift.*

Leader: *You have received mercy, kindness and unconditional love from our God. R.*

You have many physical, emotional, mental and spiritual abilities that can be used to better the lives of others. R.

You have people in your life who have believed in you when you did not believe in yourself; people who stood by you in difficult times. R.

You have a heart capable of great compassion, empathy and tenderness. R.

You have inner strength, the grace of conversion, the gift of hope, the desire for good. R.

You have food on your table, clothes in your closet and a roof over your head. R.

You have the opportunity for spiritual renewal and growth in your relationship with your God. R.

Appendix 9:

Self Esteem and Motivation Incentives

Evaluations from the field worker presentation frequently indicated that many members need further programs and some assistance to recognize their gifts, talents, and ministry. However, motivating or building self-esteem should be by “soft-sell” methods.

For officers and members, understanding themselves and others a little better can help them to improve their effectiveness. We should always urge people to look at their problems differently, to stretch their minds, or as the saying goes: “If you do what you’ve always done, you’ll get what you’ve always gotten.”

Motivation is no longer simply a matter of changing attitudes because those changes are too often short term and immeasurable. You go to see an inspirational speaker and you’re pumped for a week and then it dissolves. It is important to give people some tools so they can keep themselves motivated. The rah-rah stuff doesn’t work anymore. You want to motivate members by helping them improve the way they visualize themselves and the League so that shifts in attitude will last forever.

Anything you can bring to your members to help them know themselves better helps. A lot of people have the technical knowledge, but they don’t have the way of presenting it, and in an organization the membership has to have confidence in you. Often motivation is a matter of instilling confidence in people; other times it is a question of whipping up some enthusiasm. There is no magic formula. It is involving the members, informal sessions with short discussion, brainstorming, or self-evaluation exercises, etc. It can be just asking, “What’s bothering you? How can I help?”

Councils can start by building up a library of motivational books, articles and videos. Book stores and libraries contain numerous resources for building self-esteem. Before planning workshops it is advised that you check what is available in your area. Recommended readings are the following works of Father John Powell, S.J.

- *Why Am I Afraid To Tell You Who I Am?*, insights of self-awareness and growth
- *Fully Human, Fully Alive*, visions of ourselves, others, the world and life itself
- *He Touched Me*, a deeply moving spiritual journey
- *Will the Real Me Please Stand Up*, includes 25 guidelines for good communication

Father Powell has written many other excellent books; check at your local religious book store. Some diocesan centres also have a few of his video tapes or films, e.g., *Free to be Me* series.

The following pages contain a few self-esteem and self-evaluation exercises for members developed by the late Honorary Life Member Evelyn Wyrzykowski and Life Member Rose-Marie McCarthy. (Remember, to be effective, the results of the exercises must be listened to and action undertaken as needed.)

Evaluation Exercise

- Does the CWL fill a need for you?
- What does it do to help you?
- What are some of the things that do not help you?
- Do you feel comfortable at meetings?
- Do you tell your friends about the League?
- What changes would you like your council to make?

Self-Evaluation for Officers at All Levels

SELECTION AND COMPOSITION	Yes	No	Need to Work On
You have a written statement of desired qualifications for executive officers.			
The nominating committee works year round, collecting suggestions for executive, committee members, encouraging members, etc.			
The executive officers are interested in the work of the League.			
The executive is representative of the community.			
The executive is a combination of new members and experienced members to guarantee both continuity and new thinking.			
The <i>Constitution & Bylaws</i> is followed with respect to terms of office, so as to assure a steady supply of new executive members.			
ORIENTATION AND TRAINING			
You go over the written statement outlining the duties and responsibilities of the new executive officers.			
You have a plan of orientation for new executive officers.			
Each executive member gets a copy of the <i>Constitution & Bylaws</i> .			
Time is spent getting familiar with the <i>Constitution & Bylaws</i> .			
You have a plan and program for membership training to be carried on throughout the year.			
Executive members participate in regional, diocesan, provincial and national training opportunities.			
ORGANIZATION OF THE LEAGUE			
Councils use executive meetings to handle matters that may arise between meetings.			
Where needed, chairpersons have sub-committees.			
Committees are active and work is channelled through these committees.			
Committee responsibilities are in writing; committee members understand their responsibilities. Committee tasks are reviewed and evaluated periodically.			
Working relations between the executive officers and the members are clearly defined and understood.			
Executive members are clear about the levels of the League.			
The current officers' handbooks and <i>National Manual of Policy and Procedure</i> are used by your executive.			
Your council has written and uses a council manual of policy and procedure.			
You read and, as needed, act upon communiqués and reports from the next level.			

	Yes	No	Need to Work On
THE LEAGUE AT WORK			
There are regularly scheduled council meetings at least eight to ten times per year.			
Meetings begin and end on time.			
There is adequate preparation of material including agendas, study documents, etc. in advance of meetings.			
Council meetings are characterized by free discussion, general participation and active thinking together.			
Meetings deal with the policy formation, review of plans, council authorizations and evaluation of the council.			
Routine matters, that are items requiring official action but little discussion, are handled with a certain amount of swiftness.			
Regular reports of committee work are made to the council.			
The executive spends some time on matters of community, diocesan, provincial or national concerns within League interests or concerns.			
Individual members of the council accept and carry out assignments within their area of special talents and competence.			
EVALUATION OF THE EXECUTIVE			
Long range planning is done for each standing committee, council activities, programs and projects.			
Executive members give sufficient time to the work of the League and have a good record of attendance at regular meetings and committee meetings.			
The council conducts an annual review of its own work and/or organization.			
New leadership is emerging constantly from the executive committees and membership at large.			
The council participates actively in parish and community programs.			

Long Range Plan for _____

Respond as applies to you:

1. as part of a team
2. as a standing committee chairperson
3. as a Catholic woman

THREE OF MY STRENGTHS ARE:	THREE OF MY WEAKNESSES ARE:
1.	1.
2.	2.
3.	3.
I will use and expand my strength this week by the following ways:	I will work on this weakness this week in the following ways:
I will use and expand this strength this month by the following ways:	I will work on this weakness this month in the following ways:
I will use and expand this strength this year by the following ways:	I will work on this weakness this year in the following ways:

Name _____

MY AREAS of STRENGTHS ARE:	MY AREAS for IMPROVEMENT ARE:
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10	10

I have held the following positions/offices in the CWL:
Skills I have acquired are:

I have found the CWL helped me to expand my strengths in the following ways:

I wish I had taken the following positions/offices for the following reasons:

Using Past Experiences as a Learning Process

What event or happening affected my life?

Good	Bad
------	-----

What was the immediate result?

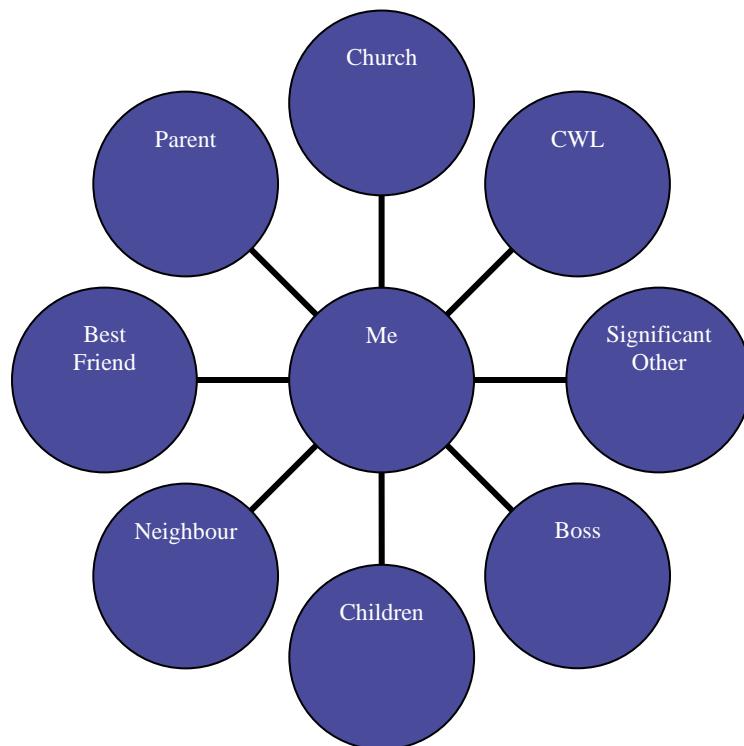
Good	Bad
------	-----

What was the long range result?

Good	Bad
------	-----

What was a positive outcome?

Good	Bad
------	-----



Using the League as a Learning Process

Positions held in the CWL	Levels of the League	Strengths/skills used	New skills acquired

My first recollection of the CWL is:

The person(s) who influenced me most in my CWL ministry were:

Why?

What event, CWL related, affected my life:

What was the immediate result?

What was the long-range result?

What was the positive outcome?

Who are the others in my life? How do they impact my life?

1. What do they expect of me?
2. What are they willing to give me?
3. What am I willing to give them?
4. What do they count on me for?
5. What do they want me to be, to do, to think, to value?

Define Self Esteem

Check any box you feel helps define what self-esteem means to you.

For me, self esteem means:

- believing in myself and my self-worth
- the ability to see my place in the world realistically and optimistically
- a confidence in my abilities to make changes and meet life's challenges head on
- a capacity for understanding my character weaknesses and working toward self-improvement for specific weaknesses
- a knowledge of self and acceptance of that knowledge
- the ability to recognize my individual uniqueness and take pride in things that make me unique
- a belief in my self-worth; a healthy admiration of my abilities
- a belief in what I can do; a positive outlook and confidence to try something new
- the ability to assess and apply my skills in a positive and optimistic manner
- understanding that I am of value to myself and others, regardless of the situation
- knowing who I am, what I can do and how to project this knowledge
- a love of self, regardless of any specific performance
- liking myself, respecting myself, and being willing to risk and fail at things
- accepting who I am and having the courage and strength to design my life the way I want it to be

Is self-esteem related to your feeling of success?

How successful do you perceive yourself? Are your thoughts consistent with your actions? What aspects of your life need special attention?

Instructions: On the following page, place the number that best describes how you perceive yourself at work in the space provided. Then repeat the exercise by how you perceive yourself away from work.

Scale: very high = 5 moderately high = 4 average = 3 moderately low = 2 very low = 1

Personal and work evaluation survey

At work	Away	
		I feel successful in my present work/career.
		I feel satisfied with my present work/career path.
		I consider myself to be a risk-taker.
		I feel that continuing my education is important.
		I consciously look for the good in others.
		I can do most everything I put my mind to.
		I am comfortable in new social situations.
		I appreciate compliments from others.
		I feel comfortable speaking in front of others.
		I enjoy telling others of my successes.
		I am an optimistic person.
		I am goal-oriented.
		I am comfortable making most decisions.
		I am in good physical condition.
		I am respected by others for who I am.
		I project a positive self-image.
		I am an active listener.
		I like being responsible for projects and others.
		I enjoy controversial discussions.
		I find obstacles challenging.
		I am able to ask for help without feeling guilty.
		I can laugh at my mistakes.
		I am responsible for my thoughts and actions.
		I am direct when I voice my feelings.
		I am leading a balanced life.
		I am an enthusiastic person.
		I use direct eye contact when talking to others.
		I genuinely like myself for who I am.
		I exercise daily.
		I feel it is important to dress for success.
		TOTAL for each column

Scale: 120-150 very high self-esteem
 90-119 moderately high self-esteem
 60-89 average self-esteem
 31-59 moderately low self-esteem
 0-30 low self-esteem

The Dilemma

- “To laugh is to risk appearing a fool.
- To weep is to risk appearing sentimental.
- To reach out for another is to risk involvement.
- To expose feelings is to risk rejection.
- To place your dreams before the crowd is to risk ridicule.
- To love is to risk not being loved in return.
- To go forward in the face of overwhelming odds is to risk failure.

But risks must be taken because the greatest hazard in life is to risk nothing.

The person who risks nothing does nothing, has nothing, is nothing.

They may avoid suffering and sorrow, but they cannot learn, feel, change, grow or love.

Only a person who risks is free.”

Author Unknown

Overcoming Fear

1. Write down the greatest fear that you have overcome.
 2. Write a brief statement about how you overcame your fear. What did you do, how did you do it and what feelings did you have afterwards?

Four Steps to Overcome Fear

“Your belief at the beginning of a doubtful undertaking is the one thing that insures the successful outcome of your venture.” (William James)

1. Identify what exactly you are most fearful of. Example – “My greatest fear is getting up in front of a large group to give a speech.”
2. Write down everything you think could go wrong if you did what you are most fearful of. Example – “I could forget what I was going to say. People might laugh at me for sounding so dumb or silly. I could tremble or even faint.”
3. Take your greatest fear and develop a plan, step by step, outlining specific ways to overcome your fear. Example – “I could join Toastmasters or a similar group. I could seek out activities where I could observe speakers in action and ask them how they do it. I could take a public speaking class at a community college. I could read a self improvement book. I could try my hand at a simple public speaking effort like asking a question in a group session.”
4. VERBALIZE your feelings out loud. VISUALIZE yourself doing what you fear. PRACTICE beforehand thoroughly what you have prepared. EXPERIENCE the total process by breaking your fear into manageable parts. EXPECT THE BEST AND GET IT RIGHT! PRACTICE MAKES PERFECT!

Case Study

You have been asked to give a talk (or a workshop) to a specific group. They assure you that you will do a good job and inform you that you have three weeks to prepare. Panic strikes! You have never had to do this before. Your first step is to outline and then write out exactly what you need to say.

Week One

- Stand in front of a mirror with the door closed. Stand erect, stomach in, chest out, head up, shoulders back and breathe deeply three to four times until you feel relaxed.
- Look yourself in the eye and repeat your fear aloud. Tell yourself the following, “With practice I am going to give a very good talk.” Smile!
- Carry on a series of conversations with yourself. Make certain that you look yourself in the eyes and keep a smile on your face.
- Practice reading your paper aloud. If possible, use a tape recorder to record your voice and play it back to hear the tone of your voice. Make certain you work on sounding enthusiastic because enthusiasm is contagious.
- Once you begin to feel comfortable, continue practicing your talk aloud, but concentrate on your posture and facial expressions as you look in the mirror.
- Practice twice a day if possible.

Week Two

- Now it is time to give your speech to family members or friends. Invite them to sit in your living room and pretend you have an audience. Concentrate on your voice and the content of your talk.
- Continue to practice several times during the week. Use a mirror as often as you can.

Week Three

- Time is drawing close!
- It is time to practice twice a day, once in front of the mirror and, another time, to yourself. Practice anytime you have an opportunity during the day. As you practice, imagine yourself speaking in a room surrounded by friends and peers. Imagine being in the audience observing yourself doing an excellent job as the speaker.

Week Four

- Arrive early to double check the room.
- Keep your notes handy in a readable, organized fashion.
- Practice walking to the front of the room.
- Ask a friend to listen to your “dry run” to make sure your voice is appropriate for the size of the room.
- Relax, and tell yourself no one has ever been better prepared.
- Do a great job!

Appendix 10: You Are Unique... “Who am I?” Exercise

Instructions: Before you begin to explore your self-esteem, please think about and answer the following questions. Write down your initial impressions or thoughts. It is important to be honest in your answers.

1. Write three positive words that describe you.

2. What single factor contributes most to your self-esteem?

3. What do you consider to be your greatest accomplishment?

4. What would your best friend say is your most positive attribute?

5. What was the most positive message your parents gave to you?

6. What would you most like to be remembered for in your life?

What Others Have Done to Increase Their Self-Esteem

The following comments have been offered by participants from self esteem workshops about specific things that have helped them develop their self esteem.

My self-esteem improved because:

- I solicited positive feedback from peers.
- I practiced positive thinking and visualized success.
- I sought counselling to help me through difficult times.
- I identified my values and then made the priorities.
- I improved my ability to meet new challenges and risk changes.
- I read a lot of positive literature.
- I regularly attended support groups.
- I learned to be honest in expressing my strengths, talents and skills.
- I wrote down my accomplishments on a daily basis.
- I found a new job and experienced success in that job.
- I made myself do things without waiting for others to suggest action.
- I took action on ideas I believed in.
- I made a definite effort to improve my personal appearance.
- I enrolled in a Toastmasters class to overcome my fear of public speaking.
- I took a battery of tests to identify my strengths.
- I went back to school.

Appendix 11:

On Being Kinder to Each Other: A Short Workshop

Sometimes, to our surprise, what we say or do is hurtful to others. It is important that we become sensitive to the reactions of others to what we do and to what we say. Below are a few activities that will help to sensitize us to the possibility of diverse reactions to our spoken and/or written interventions.

What is the effect?

The following can be said in many different ways – some hurtful, some humorous and some congratulatory. How the hearer understands the message depends on the circumstance, the speaker's tone of voice and word emphasis, and the physical stance of the speaker. In groups, try to speak them to convey different meanings.

- a. That was a wonderful speech.
- b. Did you ever consider going on a diet?
- c. Your report was way too long.
- d. Do you think you are dressed appropriately?
- e. Who told you to do that?
- f. Have you ever done that before?

Situations and How to Handle Them

How can we kindly handle the miscues, inevitable mistakes or uncomfortable situations that can occur at meetings? What are some excellent (E), good (G) and poor (P) ways in which the following situations could be handled? As you work through these, focus on the result of the reaction to the situation. The first one is given as an example.

- A. Mrs. I. B. Tardy comes late to the meeting:
 - a. All turn and look at her. (E,G,P)
 - b. The president stops the meeting until she has seated herself. (E,G,P)
 - c. The president ignores her and goes on with the meeting. (E,G,P)
 - d. A member calls, "Hi I. B.," and goes to welcome her. (E,G,P)
 - e. Other

- B. Newly-elected, Connie I. Whistle, calls for a vote before a motion is seconded.
- C. You are at a meeting and are unable to hear what is going on.
- D. In your group, one of the members tells a personal story about everything that is discussed.
- E. One of the standing committee chairpersons never has anything to report.
- F. A new member suggests the council try something that they have never tried before.
- G. Two members are chatting during a presentation.

Random Acts of Kindness

These are ways, both spoken and unspoken, to say, "I care," "I love you," "I hold you in my heart." Look for opportunities to perform these acts – a birthday card, quick hug, plate of cookies, a kind word, a smile, etc.

Seeing the face of Jesus in our sister members

- Before we say something nasty to someone, see Jesus' face reflected in her face.
- Before we criticize someone, see Jesus' face reflected in her face.

Seeing our sisters with the eyes of Jesus

- Look into the face of your sister with the unconditional love that comes from Jesus.
- Look into the face of your sister and see the good that Jesus sees.
- Look into the face of your sister and see the life that has been given to her by God.

Reconciliation

Think of those members with whom you have issues. Because they have done something nasty to you, because they have said something nasty about you, because they have hurt you and others. Think of those times you have unintentionally hurt others, times you have said something nasty about someone, times when you have not been kind in your words and actions. Forgive your sisters. Ask for forgiveness for yourself. Ask forgiveness of God.

Conclusion (recite or sing):

Peace Prayer of St. Francis

Make me a channel of your peace.
Where there is hatred, let me bring your love.
Where there is injury, your pardon, Lord,
And where there's doubt, true faith in you.
Make me a channel of your peace,
Where there's despair in life, let me bring hope.
Where there is darkness, only light,
And where there's sadness, ever joy.
Oh, Master grant that I may never seek,
So much to be consoled, as to console.
To be understood, as to understand,
To be loved as to love with all my soul.
Make me a channel of your peace.
It is in pardoning that we are pardoned,
In giving to all people we receive and in dying that we're born to eternal life.

Appendix 12:

Creative Problem Solving Ideas

Problem Solving Process

1. define problem
2. generate ideas
3. choose solutions
4. build acceptance
5. take action
6. evaluate results

Mental Blocks

1. there's only one right answer
2. that's not logical
3. follow the guidelines
4. be practical
5. avoid ambiguity
6. to err is wrong
7. play is frivolous
8. that's not my area
9. don't be foolish
10. I'm not creative

PPC Idea Evaluation Technique

P - What's positive about this idea?

P - What interesting possibilities does it present?

C - What concerns me about this idea?

We tried it before.
It would take too much time.
It would cost too much.
That's not our job.
That's not how we do it here.
It's impossible.
Maybe next year.
That's a stupid idea.
You might be right, but...
You can't do that here.
We don't have time right now.
That sounds crazy to me.

Idea Growers

Where can we get some more information on that?
May I ask a question?
Is that what you mean?
What have we missed?
Who else would be affected?
What would happen if...?
Sounds great.
Before we make a final decision, let's see what else we can come up with.
If we did that, then we could...
I never thought of it that way before.

Scamper Technique

This list of idea spurring questions is most useful when applied to an existing program or activity or product, which could benefit from some changes or improvements.

Apply the questions and variables on the scamper list to one of the case study situations described below and see what ideas emerge.

- S - substitute (ingredients, material, power, place...)
- C - combine (purpose, appeals)
- A - adapt
- M - modify (colour, shape, motion...)
- P - put to other uses
- E - eliminate
- R - reverse (roles, try opposites, upside down) or rearrange (pattern, sequence, peace, components)

- Case 1: Requests for donations are increasing and eating away a larger portion of your budget. How could we reduce donation expenses by 15% in the coming year?
- Case 2: We have always recognized our members by awarding certificates of merit and pins for 10, 25, 40, 50, 60, and 75 years of service and maple leaf service pins. Many members are so committed and dedicated that a certificate or pin and a handshake seem awfully inadequate. How could we make our recognition more personal and meaningful?

Double Reversal

Sometimes when you tackle a problem directly, you miss considering some of the more creative possibilities. The double reversal technique is a great way to get out of a rut or dead end approach to a recurring situation.

Here's how to use double reversal:

1. Describe the goal you would like to achieve.
2. Reverse the goal.
3. List all of the ideas you can think of to achieve the reversed goal.
4. Reverse each of the "reversed" ideas to a positive solution.

- Case 1: Our CWL meetings seem to be running later and later. We rarely adjourn before 11:00 p.m. We would like to shorten the meetings so we are finished by 10:00 p.m. at the latest.
- Case 2: In the last three years there have been fewer and fewer members joining our CWL parish council. We would like to increase our membership by 20% over the coming year.

(Have fun with these exercises)

Example 1: Our CWL meetings are too short, how can we make them run longer?

Example 2: We have too many members, how can we decrease our numbers by 20%?

Other Techniques for Generating Creative Ideas

Reframing Questions

Ask questions in order to find new viewpoints in understanding a problem:

1. What is the broadest frame of reference for this problem?
2. What are the “givens” or “obvious realities” of our situation and how can each be challenged?
3. What would someone from another background or walk of life say about this problem?
4. What are typical complaints, pet peeves?
5. What is the ideal state of affairs that we are looking for?

Force Field Analysis

Four step process:

1. Write a brief, objective statement of the problem you wish to solve.
2. Describe the catastrophic version of the situation (everything else falls apart).
3. Describe what the situation would be like if it were ideal.
4. Centre line represents the current situation. “Catastrophe” and “ideal” are pulling in a tug of war. Fill in the forces that are tugging right now to make it more catastrophic.

There are three ways to move the centre line toward the more desirable outcome:

1. Strengthen an already present positive force.
2. Weaken an already present negative force.
3. Add a new positive force.

Consider how or if you might successfully work in any of these three areas.

Attribute Listing

Write down all attributes or components of a procedure, product or process. See how you could improve on any of them.

Forced/Direct Association

Put together two concepts that seemingly have nothing in common to see what ideas emerge. How is this situation like a ... pencil? tire?

Imagery

Take a personal guided tour welcoming images, sounds and symbols more than words. This provides combined power of physical relaxation and intuitive imagery.

Guidelines: Relax. Clearly ask intuition for an appropriate image, symbol or scene. Accept whatever images emerge. Make the image vivid through as many senses as possible. If image isn’t easy to understand, ask for another one. Look for the qualities in the image rather than getting caught up in the literal meaning.

Brainstorming

State the problem and give your top of the head ideas in any order. This can be done individually or as a group.

Ground rules:

- Define the problem in neutral terms rather than as a pre-selected solution.
- Record ideas on a flip-chart or individual large pieces of paper (one page per idea – also known as idea charting).
- Suspend evaluation or judgement until all ideas are out.
- Stretch for ideas.
- When you think all ideas are out, go for another round.
- Aim for quantity.
- Accept all ideas – even wild ones.
- Encourage embellishment or building on ideas of others.

Drawing

Relax and ask your intuition for symbols, scenes or images that represent your situation. Draw the symbols on large paper, using as many colours as possible. Then fill in the first word that comes to mind for each symbol.

Design Tree/Mind Mapping

This is also known as visual thinking. It is useful when you have a central idea, product, or technology that you want to build on. It combines some aspects of both analytical and intuitive thinking. It also allows you to jump all over the place and still tie things together.

Take a central theme, focus or question. Write or draw it on a sheet of paper. Circle the main theme and draw lines like spokes whenever new ideas come to mind – writing each new idea just above the line that is drawn. If one particular idea suggests another association, draw a branch off that line and write it in.

Appendix 13:

Dealing with Conflict to Reach a Win/Win Solution

This workshop can be from 90 minutes to two hours depending on the amount of participant involvement. It is important that participants are involved in each phase of the workshop. The setting should be prayerful. Materials needed:

- markers
- chart paper or overhead projector
- candle

Opening Prayer Service

For where two or three are gathered in My name, I am there among them. (Matthew 18:20)

Leader: Lord, as we prepare to begin our workshop, we recall Your promise to be present when two or three are gathered in Your name. We know that without You here among us, and within each one of us, we will labour in vain.

All: Unite us, Lord, in Your Spirit.

Leader: We rejoice that we are blessed and called together to work in Your name. We pray that we will respond generously to this opportunity to serve You and that we will grow in our Christian calling.

All: Unite us, Lord, in Your Spirit.

Leader: Inspire us with Your Spirit of wisdom; plant seeds of Your vision in our hearts and minds; give us humour and humility as we work with one another, so that we may know the privilege of participating in the coming about of Your kingdom.

All: Unite us, Lord, in Your Spirit.

Leader: We ask that working together will increase the communion among us as members of Your body on earth. May the communion we experience give us new courage in all that we do for You.

All: Unite us, Lord, in Your Spirit.

Leader: Grant us the willingness to be open to each other, to respect each other, to listen to each other, to be honest with each other and to be supportive of each other for the sake of Your kingdom.

All: Unite us, Lord, in Your Spirit

Leader: May the true business of this workshop be our spiritual transformation and the transformation of others through us. We ask this as we begin in the name of the Father, and of the Son and of the Holy Spirit.

All: Amen

(adapted from *Prayers for the Servants of God*, Edward Hays, Easton KS: Forest of Peace Books, 1980)

Welcome

Introduction of participants

Participants introduce themselves by indicating two things:

- name
- why they belong to the League

Brainstorm words and images associated with conflict

- record the responses on chart paper
- debrief the list; discuss what the words have in common (all negative?)

Definition of conflict

Webster's Third New International Dictionary defines conflict "as a clash, competition, or mutual interference, of opposing or incompatible forces or qualities (such as ideas, interests or wills)."

Beliefs or attitudes (often contribute to our idea about conflict)

- "Don't get mad get even."
- "An eye for an eye."
- "If you can't say anything nice, don't say anything at all."

Types of conflict

- **Intrapersonal:** within the person, e.g., want to lose weight
- **Interpersonal:** between two or more people, e.g., one car in the family and two people have planned to use it
- **Intragroup:** between individuals within a group, e.g., individuals divided over responsibilities for an activity with others lined up on sides
- **Intergroup:** between groups, e.g., two groups within the parish that want the hall on a certain night

Conflict occurs when there is a difference or differences within an individual or between individuals or groups. It can be positive when differences are aired and a resolution is reached. Resolving conflict can lead to a greater understanding of oneself and others.

Types of solutions to conflict

- lose /lose
- win/lose
- win/win

Ask the group for examples of each type of solution.

Brainstorm: What conditions would lead to a win/win solution?

Possible answers:

- cooperation
- desire to solve the conflict
- effective listening
- controlled emotions

Brainstorm: What prevents win/win solutions?

Possible answers:

- emotions out of control
- no will to solve the problem
- over-reacting
- power struggle
- making threats
- taking sides

Usually it's not what you say but how you say it

Some nonverbal blockers to conflict resolution:

- crossed arms
- eye rolling
- raised eyebrows
- facial expressions

Points to remember when trying to reach a solution to a problem

- separate the person from the problem
- focus on the problem not the person
- avoid the use of “you” messages
- use “I” messages

“You” messages

- blame the other person
- ask for examples

“I” messages

- focus on the speaker’s wants
- ask for examples

Put this on chart paper or overhead projector

I feel ... (state the feeling)

When you ... (describe the specific behaviour)

Because ... (describe the effect on the others person's behaviour on you)

Example:

I feel frustrated

When you don't send in your expenses

Because I cannot complete my report on time.

Allow participants an opportunity to practice "I" messages with a partner.

Ask the group:

What opportunities can you see for the use of "I" messages in your interactions with others?

Always remember to focus on the problem not the person. Remember the only person's behaviour that you can control is your own!!

Reflection Circle

Participants sit in a circle and pass a symbol (e.g., a rock or feather). Individuals reflect on one thing they will take away from the gathering. Participants are free to pass.

Closing Reflection

The Ninth Century Sufi, Bayazid Bastami, says this about himself: "I was a revolutionary when I was young and all my prayer to God was, 'Lord give me the energy to change the world.'

"As I approached middle age and realized that half my life was gone without my changing a single soul, I changed my prayer to, 'Lord, give me the grace to change all those who come in contact with me. Just my family and friends, and I shall be content.'

"Now that I am an old man and my days are numbered, my prayer now is, 'Lord, give me the grace to change myself.' If I had prayed for this right from the start I should have not wasted my life."

Everybody thinks of changing humanity. Hardly anyone thinks of changing themselves.

(Anthony De Mello, *The Song of the Bird*, Anand, India: Gujarat Sahirja Prakash, 1988, pp. 174-175)

Leader: We thank You, Lord, for the gifts with which You have blessed each one of us. We pray for an open heart, glad to appreciate the riches amongst us. We pray that we may build on what we are to the realisation of Your reign. We make this prayer in the name of Jesus the Lord. Amen

(Prayer for Parish Groups, Donal Harrington and Julie Kavanagh)

We pray that we may build on
what we are to the realisation of
Your reign.

Appendix 14:

Evaluation Suggestions

Examples of ways to evaluate sessions or activities are very useful.

It is most important to have participants do an evaluation of a workshop to identify its strengths and what will be used in the council and areas for improvements for the future.

One idea is to use the three, two, one method of evaluation such as the examples below:

- Three things that I have learned:
- Two things I still want to know:
- One thing I will use right away:

OR

- One thing that I have learned:
- Three things I still want to know:
- Two things I will use right away:

OR

- What was the most significant thing you learned today?
- What do you still have questions about?
- What will you change in your CWL activities?

OR (see next page)

Evaluation Sheet

I liked...

and I...

If I were running these sessions I would...

I would change...

A problem I had which was solved...

I would like to know more about...

I'll be able to follow up this session with...

For next time...

Appendix 15:

How to Prepare a Parish Council

Manual of

Policy and Procedure

Procedures

- president appoints an ad hoc committee, usually composed of three past presidents; chairperson could be the organization chairperson or a member of the group (may vary from level to level)
- minutes of council general meetings for past six years are made available to the committee
- date set for completion of task (three to six months)
- draft manual presented to parish executive for review/approval followed by presentation to members at a general meeting – requires motion/second/approval; copies should be made available to members

Contents

1. meetings – executive, general (place, time, day)
2. policies as established by motions or long-standing traditions
 - i. on death of CWL member or immediate family members (husband, son, daughter, mother, father, sister, brother)
 - ii. mass intentions (monthly or other)
 - iii. presentation of going-away gifts to CWL members
 - iv. honorariums/travel allowance/gift to guests
 - v. remembrances for members who are ill, hospitalized, celebrating wedding anniversaries or other special occasions
 - vi. presentation of Maple Leaf Service Pins (procedures, criteria, ceremonies)
 - vii. council responsibilities on parish site (altar, kitchen, supplies or other)
 - viii. safekeeping arrangements for council historical records (location/updates)
 - ix. preparation and presentation of council budget
 - x. paid expenses for voting/accredited delegates to diocesan convention (travel, hotel, meals)
 - xi. paid expenses for members or delegates to other conventions (travel, hotel, meals)
 - xii. funeral luncheons
 - xiii. on-going commitments, e.g., diocesan seminarian fund, annual scholarships, gifts (first communion, confirmation), annual parish project, save-a-family plan, etc.
 - xiv. gifts to pastor/associate pastor/parish worker
 - xv. on-going special events sponsored by the council
 - xvi. solicitation of gifts/advertising from outside sources
 - xvii. petty cash or advances for elected officers
 - xviii. travel and/or allowable expenses for other meetings, especially for the council president

Other

Appendix 16:

Guidelines for Reporting –

Organization

I. Recruit Members and Maintain Membership

- (a) Consult Article XVI, Section 4(a) of the *Constitution & Bylaws* and report the number of members for whom your treasurer submitted per capita fees. Was this an increase or decrease from last year? (percentage?) How many are life members of national council? How do you keep in touch with life members and draw on their expertise?
- (b) Describe in detail the most effective method used to enlist new members and to encourage existing members to renew their memberships. Do you have a membership committee to assist you in your work as the organization chairperson? If yes, what duties do they perform?
- (c) Do you submit the names of your special status members to national office? (parish level only – formerly called “long-standing” members)
- (d) Does your council have an orientation program for new members? Does your council give a welcome kit to new members? If yes, describe contents.
- (e) Describe means used by your council to determine interests and needs of members and to encourage their participation in League programs.
- (f) What other work have you done to encourage membership and promote League interests? What suggestions should diocesan, provincial or national executives consider? Remember, the CWL is your organization. Help improve its image and effectiveness every year.
- (g) Describe ways in which you encourage members to attend meetings.

II. Leadership Development

- (a) How many members enrolled in some sort of leadership training course or attended a workshop(s) this year? Describe the most effective course/workshop.
- (b) Did you make use of *Leading the League*? Did your council make use of any other League resources? If yes, describe how they were used.
- (c) Would your members take part in more advanced training in leadership, team building, principles and practices of adult learning, etc.?
- (d) What means were used to encourage members to attend regional or diocesan meetings, workshops, conferences, conventions? What benefits did members derive from their attendance? Be specific, if possible.
- (e) Does your council executive participate in one-year or two-year long range planning to develop a composite overview for each standing committee, your programs and projects, and financial budget? If yes, do you as chairperson of organization conduct the planning session?

III. League Resource Material

- (a) To what degree has your executive and/or general membership used material available from national office? What specific League publications have been purchased in greatest quantity this year?
- (b) Does your council have a copy of the *National Manual of Policy and Procedure*?
- (c) Have your executive and members studied the *Constitution & Bylaws*?
- (d) Do you have resource material to share with other councils? If yes, please enclose or list topics for information.

IV. Annual Reports

- (a) Describe how you and your council use diocesan, provincial and national reports.
- (b) Have you succeeded in motivating your chairpersons to prepare reports that will arouse interest in the minds of those who read them and which concisely record the efforts and achievements of your council? Have you conveyed the importance of punctual reports so that this record will enhance the League's image all across Canada?

V. Life Membership

Does your council have life members? If yes, how are they involved in your council?

Appendix 17:

Guidelines for Reporting Parish Activities

(Sample only)

Parish: St. Francis CWL Parish Council

Diocese: Saskatoon, Saskatchewan

Parish Activity: Attended all meetings of parish pastoral council and reported League activities; brought reports back to membership from pastoral council.

In cooperation with various committees of the pastoral council, the following activities took place:

1. assisted in planning and hosting the Parish Ministry Appreciation Night for all those involved as volunteers in the parish
2. assisted in the monthly communion breakfasts for the youth club
3. arranged parish anniversary celebrations for those parishioners married for 25 or 50 years and one couple married 70 years
4. worked with the social justice committee to prepare the Share Lent program for CCODP

Funds Raised:

Fall fowl supper	\$ 1,250
Bazaar	3,000
Sale of tickets – Spring raffle	<hr/> 600
	\$ 4,850

Parish Assistance:

Purchased instructional materials for RCIC programs	\$1,200
Purchased table for meeting room	350
Purchased coffee urn for parish	150
Donation to parish emergency fund	<hr/> 350
	\$ 2,050

Parish Assistance (Other):

CWL Members:

- served in all parish ministries (welcome ministers, music ministry, Eucharistic ministers, readers, social justice committee, RCIC and RCIA)
- assisted parish pastoral worker in visiting program
- planned for anniversary celebrations

- served on building committees (three members)

Appendix 18:

General Information on Reporting

Each standing committee has its own guidelines for reporting which is its specific outline for reporting. These guidelines for reporting have been drawn up by national chairpersons to conform to the *Constitution & Bylaws*.

If effective guidelines provided by your diocesan or provincial council are adequate for your needs, by all means continue to use them.

Bear in mind that reports are an important means of communicating with others in your parish, your community and the world at large. It is a means of communication by which we create the image of the CWL organization. Use the style and flair for writing that some members possess to stimulate the interest of others and portray the League as a dynamic organization made up of dedicated and concerned women.

Refer also to Appendices 15 and 16 additional information.

At the top of the report, put the following:

Name of Council: _____ Date: _____
(parish/diocesan/provincial)

City or Town and Province: _____

Name and Address of Chairperson: _____

Names of sub-committee chairperson and/or committee members:

Number of councils reporting _____ out of _____ = _____ %
(Total)

For reports being forwarded to the next level, use the same headings and in the same order in which they appear in the *Constitution & Bylaws*. This will certainly facilitate the work of the next level's chairperson who must compile many reports into one.

Remember to:

- Emphasize the highlights of your activities and give sufficient detail so that others may benefit from them.
- Capture and hold readers' interest with your first sentence.
- Use percentage when reporting participation in specific programs.
- Omit the cents when reporting financial assistance.

Deadline dates

The deadline date is the date on which your report must be in the hands of your president and the chairperson at the next level. (See page 14) Meeting specified deadline dates is absolutely essential to ensure that your activities are recorded as part of the history of the League.

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