

 CORNERSTONES:
uniting at the intersection
SOFT SKILLS TRAINING: Facilitator's Guide



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CORNERSTONES:

uniting at the intersection

A cornerstone unites two intersecting walls. This stone provides essential stability, joining the two walls at a junction to make one solid structure. Similarly, officers of the Fraternity need to continually bring the sisterhood together, providing stability and strength to the organization.

Learning Outcomes:

- Participants will learn how to foster an environment of authenticity and mutual respect
- Participants will learn how to tap into their own creativity while building stronger sisterhood bonds
- Participants will learn how to confront membership concerns with power, love, vision and wisdom
- Participants will learn how to create behavioral contracts that are truly beneficial for both parties
- Participants will learn how to continue to care for all members by following up and following through

TRAINING SESSIONS

Consistency & Confidentiality - P. 2

Creative Coaching - P. 10

Compassionate Confrontation - P. 18

Constructive Contracts - P. 31

Continued Care - P. 40

CORNERSTONES:

Compassionate confrontation

"I PRAISE LOUDLY. I blame softly."

Catherine II, Empress of Russia

Compassion:

a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering

Confrontation:

a technique used in group therapy, as in encounter groups, in which one is forced to recognize one's shortcomings and their possible consequences

 Dictionary.com

Lesson Outline:

Activity	Time Needed	Supplies Needed	Expected Outcome
Welcome	1 minute	None	Participants feel ready to begin
A Picture Is Worth One Thousand Words	20 minutes	2 Instruction Outlines (p. 23) 2 Pencils Craft Supplies (see p. 19) 2 Brown Paper Bags 2 Separate Rooms/Spaces	Participants learn that individuals interpret words differently
The Four-Fold Way	20 minutes	Four-Fold Way Activity Sheets (pp. 24-27) Four-Fold Way Worksheets (p. 28) Pencils	Participants understand the meaning of "compassionate confrontation"
Charades	10 minutes	Charades Slips (p. 29) Basket	Participants learn the importance of body language in conversation
Role Playing	20 minutes	No Supplies Needed	Participants learn how to apply what they've learned in real situations
Commitments	4 minutes	Commitment Slips (p. 30) Pencil	Participants commit to compassionate confrontation

welcome

Invitation: Take attendance to ensure all officers are present and welcome them to this training session: **"Welcome to our next Cornerstones training session: Compassion Confrontation. In this session you will learn how to address concerns with wisdom and with grace."**

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A Picture Is Worth One Thousand Words

Preparation: Create two crafts, using the directions below. Place each craft into a brown paper bag so they cannot be seen by the participants. In order for this activity to have maximum impact, the participants cannot see the finished crafts before the appropriate time. *(If you have trouble collecting some of the craft supplies, feel free to alter each craft as necessary.)*

Prepare two sets of supplies – one set for each craft. *(You may even add some unnecessary items in each supply set to increase the level of difficulty. Participants will have to re-create the craft without seeing the final product, so these additional items will cause more confusion, only adding to the impact of the activity.)*

Craft #1: Paper Roll Squirrel¹

Materials:

walnut	fake fur
toilet paper roll	acorn cap
½ piece of paper towel	scissors
2 wiggle eyes	craft glue
5mm black pom pom	ruler
brown felt	



Instructions:

1. Take the paper roll and cut it down to a 3-inch length.
2. Take the ½ piece of paper towel and stuff it into the roll (for stability). Make sure the paper towel is even with the top of the roll and put some glue on top.
3. Place the walnut on top of the glue. Make sure the walnut is on its side so you have the seam of the nut running down the middle of the head. This will also give you a pointy end for the squirrel's nose.
4. Glue on the 2 wiggle eyes and pom pom nose.
5. Cut the felt to make 2 ears and glue them onto the walnut head.
6. Glue the acorn cap on top of the walnut head.
7. Cut the felt to make 2 legs. Glue into place.
8. Cut fake fur into a 2-inch tall and ½-inch wide strip. Glue into place as the tail.
9. Cut felt into two strips and round the edges. Glue into place as the arms.

Craft #2: Pine Cone Squirrel²

Materials:

pine cone	2 wiggle eyes
1-inch tan pom pom	wooden bead
5mm black pom pom	scissors
tan bumpy chenille stem	craft glue
tan regular chenille stem	



Instructions:

1. Glue the 1-inch tan pom pom on the pointy end of the pine cone. The pom pom will be the squirrel's head and the pine cone will be the body.
2. Glue on the 2 wiggle eyes and the 5mm black pom pom nose.
3. To make the ears, cut 2 pieces of the regular tan chenille stem, about 1-inch long, and fold them in half to form a 'V' shape. Glue each inverted 'V' onto the top of the squirrel's head to look like ears.
4. To make the tail, cut off 2 bumps from the bumpy tan chenille stem, fold them in half and twist the cut ends together. Glue the twisted end of the chenille stems to the back of the pine cone to form the tail. Bend the top of the tail down a bit to give it a little shape.
5. To make the feet, cut 2 pieces of the regular tan chenille stem about 2-inches long. Fold each piece in half and glue them to the bottom, front edge of the pine cone body.
6. To make the arms, cut 2 more pieces of the regular tan chenille stem, about 2-inches long. Glue one to each side of the pine cone body.
7. Make a small acorn by gluing a small piece of chenille stem to a wooden bead. Before gluing, roll a small piece of regular tan chenille stem to make a small, tight spiral with the end sticking straight up. Glue the finished acorn into the squirrel's hands.

¹ Created by Gail Bartel of thatartistwoman.blogspot.com

² Created by Sherri Osborn of About.com

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Instructions: Divide participants into 2 groups. Instruct participants, **"In a few moments, each group will receive a completed homemade craft. It is very important that you do not let the other group see your completed craft. Your job is to create instructions for how to make the craft. You can only use words in your instructions. You cannot include any pictures or drawings."** Give each group 1 completed craft (each hidden in a brown bag, of course), 1 copy of the Instruction Outline (pg. 23), 1 pencil, and 1 set of supplies then send each group to separate rooms/spaces to complete their instructions.

When both groups have completed their instructions, collect the completed crafts. Instruct participants, **"Now comes the hard part! Please exchange your Instruction Outlines and follow the instructions to create the other group's craft using the supplies you've already been given."**

Discussion: Once both groups have completed their crafts, bring everyone back together to compare their creations with your pre-made samples and lead a discussion with the questions below.

Did your crafts come out looking like the original samples?

What do you think accounted for the differences?

Were the instructions given to you hard to understand?

Would it have been easier had you been given a title or had the instructions included pictures or drawings?

When you were writing instructions, did you think that you communicated effectively?

If you are confronting an issue with a sister, is it easier to write a letter or meet face-to-face? Which is more effective? Why?

Can written words be misinterpreted? Can verbal words be misinterpreted?

Can someone share an experience when something you have said has been misinterpreted or an experience when you've misinterpreted something someone else has said to you?

What does this activity have to do with compassionate confrontation?

The four-fold way¹

Preparation: Make 1 set of the Four-Fold Way Activity Sheets (p. 24-27) and enough Worksheets (p. 28) for each individual to receive a copy. The Four-Fold Way was developed by cultural anthropologist Angeles Arrien, PhD, combining ancient mystical wisdom with contemporary practicality into four major principles for today's leaders. The lesson of "Compassionate Confrontation" finds its feet in the lessons learned in the Four-Fold Way.

1. The Way of the Warrior (Leader): Show up. Choose to be present – physically, mentally and emotionally. Empower others through appropriate action, good timing, and clear communication.
2. The Way of the Healer (Caretaker): Pay attention to what has heart and meaning. Be open to love, gratitude, acknowledgment and validation. Maintain personal health and support the welfare of our environment.
3. The Way of the Visionary (Creative Problem-Solver): Tell the truth without blame or judgment. Truthfulness, authenticity, and integrity are key to developing our vision and intuition.
4. The Way of the Teacher (Counselor): Be open to the outcome, not attached to the outcome. Let go of expectations and preconceived ideas to recover wisdom and objectivity.

The four ways are universal concepts, best reflected as Power, Love, Vision and Wisdom. Most of us tend to develop strength in one area over the others, but it is important to recognize that optimum health is found with balance in all four areas. This balance is most important when working in a leadership team and especially when addressing behavioral concerns with individuals within the chapter. We must approach every decision with a balance of Power, Love, Vision and Wisdom.

Instructions: Divide officers into 4 groups. Give each group a Four-Fold Way Activity Sheet. Each group should receive 1 of the 4 different ways – Warrior, Healer, Visionary and Teacher. Instruct participants, **"As a group, please follow the instructions on your worksheet. You will have 5 minutes to complete your drawing."**

Discussion: Once all 4 groups have completed their drawings, bring everyone back together and lead a discussion with the questions below.

Please describe your drawing for the group.

What were you thinking when you created your drawing?

Do you possess any of the attributes of your drawing?

If your drawing could speak, what would it say?

¹ Arrien, Angeles. *The Four-Fold Way*. San Francisco: Harper Collins, 1993.

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Discussion (continued): Pass out the Four-Fold Way Worksheets and read through the information with the participants.

Continue the discussion with the questions below.

With which "way" do you most relate? Why do you think that is?

Do you think this team shows a good balance of the four "ways"?

Why is it important to have balance of the four "ways" in this leadership team?

Can someone share an experience when you've been a part of group who only exhibited one "way" instead of having balance in all four? Did your team work well together? Did your team lead effectively?

Can someone share an experience when you've been a part of a group who had optimum balance among the four "ways"? Did your team work well together? Did your team lead effectively?

What does this have to do with compassionate confrontation?

Sometimes, as officers, you will have to confront sisters for not upholding Fraternity commitments or failing to comply with Fraternity standards. How can you approach these conversations using The Four-Fold Way?

How can we ensure that this team approaches future decisions with this balance?

CHARADES

Preparation: Make a copy of all of the Charade Slips (p. 29), cut them apart, fold them in half and place them in a basket.

Instructions: Instruct participants, **"It's time to play a game of Charades! Divide into 2 groups and get ready to play!"**

Be sure to share the rules:

1. Each team will send 1 representative to play "Rock, Paper, Scissors" to decide which team will go first.
2. When it is your team's turn to play, you will send one member to pick a slip of paper out of the basket.
3. Without speaking or making any sound, help your team guess the contents of your slip.
4. Your team will have 2 minutes after you pull out the slip to guess what you are acting out.
5. Add up the number of correct guesses to determine the winning team.

Discussion: Lead a discussion with the questions below.

Who thought this was an easy game? Why?

Who thought this was a difficult game? Why?

Do actions speak louder than words?

How does this relate to compassionate confrontation?

What body language would be inappropriate when confronting individuals who are exhibiting unhealthy behavior or when not complying with Fraternity values? What would be appropriate? Why?

ROLE PLAYING

Instruction: Instruct participants, **"Let's take what we've learned today and apply it to some actual situations you may encounter as an officer. I will need 2 volunteers for each scenario – 1 volunteer to be the sister in question and 1 to be the officer who is meeting with the sister to discuss the matter at hand. Remember to confront each situation with compassion. Keep in mind all that we have learned through our 2 activities and The Four-Fold Way, maintaining balance in Power, Love, Vision and Wisdom."** Call 2 volunteers to the front for each scenario and then present the scene.

Scenarios:

1. Amy has missed several chapter meetings this month.
2. Mya seems overly concerned with her weight. She talks about it all the time and sisters have noticed that she has been skipping a lot of meals.
3. Tiffany's GPA has steadily decreased for the past 3 semesters. She has failed to meet Fraternity standards this semester.
4. Jessica lost her job 2 months ago and hasn't been able to fulfill her financial commitments to the Fraternity.
5. Sierra showed up to formal extremely intoxicated. Actually, she's been showing up to a lot of events lately smelling of alcohol. Sisters are worried that she may have an alcohol problem.

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Discussion: Lead a discussion with the questions below. Be sure to provide any feedback you might have for the volunteers.

What are some things that our volunteers could have done better?

What are some things that our volunteers did well?

How were they displaying the Way of the Warrior? Healer? Visionary? Teacher? Was there balance of the four?

Commitments

Preparation: Make enough copies the Commitment Slips (p. 30) for each participant to have one.

Instructions: Pass out Commitment Slips and pencils to participants. Instruct participants, **"In our time together we've learned about how our words and our body language can be interpreted many different ways. We have also learned about The Four-Fold Way – to choose to be present, to pay attention to what has heart and meaning, to tell the truth without blame or judgment and to be open to the outcome.**

Now it is time to commit to what we've learned.

How will you find balance?

How will you apply what you've learned today?

What does all of this have to do with your individual leadership and the leadership of this team?

Take time to think about how you want to move forward and write down your commitment.

This will be yours to keep. You will not have to share your commitment with anyone else, however we will have time when you are finished if anyone would like to share their commitment with the group."

Give participants time to think about how they plan to use what they've learned. Once everyone has finished, invite anyone who would like to share to do so. When everyone has finished sharing, thank everyone for participating in the training session and remind them of the next session.

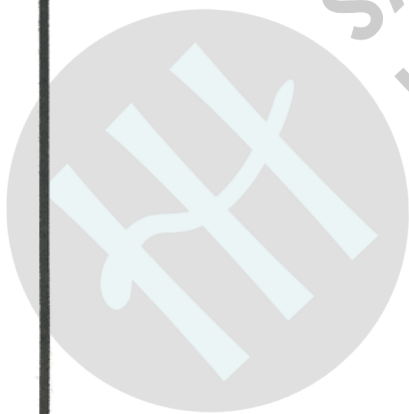
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CORNERSTONES: *compassionate confrontation*

A Picture is worth one thousand words

Instructions: Create a list of instructions for your completed craft sample. You may only use words – no pictures or drawings. Also, you cannot give this craft a title – instructions only.

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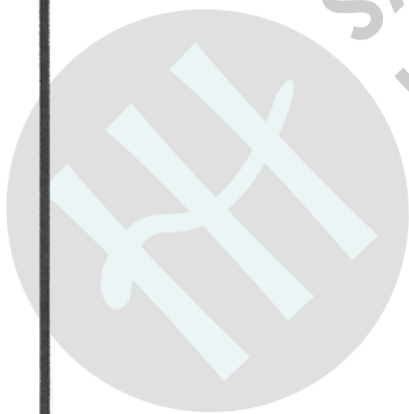
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The FOUR-FOLD way Activity

Instructions: Draw what comes to mind when you hear "Warrior".

Instructions: Draw what comes to mind when you hear "Power".

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Which "way" is your strength? _____

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Charades

Instructions: Use these slips for your game of Charades, or make up your own!



Apple Tree

The Golden Girls

These Boots Were Made For Walking

The Lion, The Witch, and The Wardrobe

Cher

American Idol

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Commitments

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CORNERSTONES: *compassionate confrontation*

I commit to...

CORNERSTONES: *compassionate confrontation*

I commit to...

CORNERSTONES: *compassionate confrontation*

I commit to...
