

A PILGRIM PATH



THE JOURNEY OF IGNATIAN LEADERSHIP

Facilitator Guide

Prepared by Sarah Rudolph, IBVM

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Welcome!

Welcome to this workshop! You are about to accompany a group of young women on a journey along a lifelong path of leadership marked by four guideposts. According to the Ignatian model of leadership, being a leader is more about who we are, and less about specific techniques for how to act. True leadership springs from within us, is integrated within our whole being, and transforms our actions. You will help the participants discover the leader that they already are! For more information on the content being presented in this workshop, please consult the book *Heroic Leadership* by Chris Lowney.

A copy of the book is available for reference at the Mary Ward Centre.



The People

This leadership training workshop will be given to the five Dons (student residence leaders), and the Dean, and Assistant Dean of Loretto College. Members of the Loretto College House Council might also be invited to attend the training, in which case there could be five to eight additional participants. Consult with the Dean and Assistant Dean in advance to determine if the House Council will participate.

The Dons are all women, full-time students at the University of Toronto, likely in their early 20s. There will be a mix of new and returning Dons – each year the number of those new and returning will be different. There is a mix of Christian and non-Christian faith backgrounds as well as those with no faith affiliation, and a diverse mix of cultural/ethnic backgrounds. Most, if not all, of these women will have no prior exposure to Ignatian spirituality and will therefore have no knowledge of the spirituality that is the basis for the leadership model being taught.

The Dean and Assistant Dean are women, aged approximately 30 and 55 years respectively. The Dean has been employed at Loretto College for two years, while the Assistant Dean has been employed at Loretto College for thirty years, in varying roles. They work very well together in a collaborative fashion. The Dean and Assistant Dean have an introductory level of knowledge of Ignatian spirituality, having lived and worked alongside the Loretto Sisters, who operate Loretto College. The stakeholders of Loretto College are the Loretto Sisters, the staff - including the Dean, Assistant Dean, cleaning and maintenance staff, and dining hall staff - and the students who make up the College community. These groups work together to extend the Loretto charism and mission into the future.

This workshop was designed by Sarah Rudolph, a new member of the Loretto Sisters. She joined the congregation in 2014 and made her first vows as a Loretto Sister in 2017. She resides at Loretto College and is currently studying theology in a Master of Divinity program at Regis College on the University of Toronto campus.

The Situation

The Dons will undergo a 10-day training session in order to prepare for their work as Dons at Loretto College, an all-female residence on the campus of the University of Toronto. Loretto College is operated by the Catholic religious congregation, the Institute of the Blessed Virgin Mary, more commonly known as the Loretto Sisters. Most of the training is done in collaboration with other Dons, both male and female, at the University of St. Michael's College. There are, however, certain Loretto College-specific training modules, such as the Ignatian model of leadership and the specific administration policies and practices of Loretto College. As part of their broader training program, the Dons will also learn about the safety and security policies of the University of Toronto as well as team-building and community-building practices in order to help students feel comfortable in their new home on campus. This training module will be integrated within the last few days of the 10-day training session and will incorporate and reinforce elements from the larger training.

The Dean and Assistant Dean, although familiar with the Loretto Sisters and Loretto College, are seeking to deepen their understanding of the particular characteristics of the Ignatian model of leadership. The Dean and Assistant Dean would like the training to help the Dons, as well as themselves, deepen their sense of identity associated with living/working at Loretto College, which includes their connection to the Loretto Sisters and the spiritual heritage in which they are living and working.

The Time and Timing

One three-hour session held at the end of August at the Mary Ward Centre which is located on the 2nd floor of Loretto College. The specific date will be chosen by the Dean of Loretto College.

Timing of Learning Tasks

- Welcome [2 minutes]
- A Pilgrim on a Journey – Warm Up [10 minutes]
- Our Way of Proceeding [5 minutes]
- What is the 'Ignatian' in the Ignatian Leadership Model? Introducing St. Ignatius of Loyola! [8 minutes]
- The Guideposts that Mark Our Journey [15 minutes]
- We're on the Hunt! [20 minutes]
- Guidepost #1 - To Thine Own Self Be True [7 minutes]
- Getting to Know Ourselves Better [17 minutes]
- Guidepost #2 - Leading with Ingenuity [7 minutes]
- Guidepost #3 - Love, the Driving Force [5 minutes]
- A Life of Ingenuity and Love [17 minutes]
- Guidepost #4 - What Makes a Hero? [7 minutes]
- Making a Plan of Action for Leadership [12 minutes]
- Bringing It All Together: Being a Leader is Not What We Do, It's Who We Are! [30 minutes]
- TAKE HOME ASSIGNMENT: Leading into the Future: Further Reflection on the Four Guideposts (mention only)

Total: 162 minutes

It is necessary to allow a break of at least 10 minutes approximately halfway through the 3-hour session. **If the session runs long**, you may choose to omit the arts activity at the end of the workshop and instead encourage participants to make a visual reminder of the four guideposts on their own. If this happens, end the workshop with the Plan of Action and large group sharing of how each participant is committing herself to living out the guideposts of Ignatian leadership.

The Space and Place

The ideal location for this workshop is the Mary Ward Centre, which is situated within Loretto College.

Address: 70 St. Mary Street, Toronto, ON M5S 1J3

Tel: 416-925-2833

Website: <http://www.marywardcentre.ca>

Mary Ward Centre contact: Christina Zha,
Communications Coordinator

Email: christina.marywardcentre@gmail.com



Loretto College is located within short walking distance (5 minutes) of the Museum, Bay, and Yonge/Bloor subway stops and is accessible by bus along Bay Street. Note: there is limited street parking on St. Mary Street. Payment for street parking is required.

The Mary Ward Centre offers a multipurpose room with distinctive spaces for conversation/dialogue, meditation and storytelling, and arts and crafts. Each of these spaces can be customized for particular activities and events. Maximum capacity of the room is 150 persons. The Mary Ward Centre has a state-of-the-art audio-visual system that is straightforward and easy to use. Instructions are provided. Loretto College is wheelchair-accessible with access to an elevator from the parking lot. Accessible washrooms are available on the main floor of Loretto College. The staff at the Mary Ward Centre are available to assist you. They will acquaint you with the amenities of the Centre and Loretto College.

Beverages and light snacks will be provided during the workshop. Lunch will also be provided but participants may wish to purchase food from nearby coffee shops and cafés. Special meals for those with dietary restrictions can be made available for those who request them in advance. The Mary Ward Centre staff will coordinate lunch and snacks with the Loretto College kitchen staff on your behalf.

If the Mary Ward Centre is unavailable, it is recommended that this workshop be held in the Romero Room, located on the 1st floor of Loretto College. The Mary Ward Centre can book this room for you. The Romero Room also has a state-of-the-art audio-visual system that can be used and spaces can be created for meditation/quiet reflection. **Note:** Tables will need to be brought in to the Romero Room for the arts activity. These can be requested and set up by the Mary Ward Centre staff. It is recommended that you visit the Mary Ward Centre/Romero Room in advance and meet with staff in order to be shown the facilities and to make all necessary arrangements for the workshop.

Our Desired Outcome

As a result of this workshop, it is hoped that the participants will be empowered to act as a leader according to the elements of the Ignatian leadership model: self-awareness, ingenuity, love, and heroism. Participants will know themselves as a leader and will be able to practice new leadership skills. They will also be able to situate these leadership elements within the context of the mission and charism of the Loretto Sisters and their foundress, Mary Ward.

The Dean and Associate Dean will learn the above-mentioned four characteristics of the Ignatian leadership model and put them into practice. They will also be able to situate these leadership elements within the context of the mission and charism of the Loretto Sisters and their foundress, Mary Ward.

The Achievement-Based Objectives

The Content	The Achievement-based Objectives <i>By the end of this learning event, participants will have...</i>
<i>The Ignatian Leadership Model</i>	<ul style="list-style-type: none"> • Reflected on what it means to be a pilgrim on a journey of leadership • Identified the four guideposts along the path of Ignatian leadership – self-awareness, ingenuity, love, and heroic deeds • Discovered the guideposts in the lives of two great saints – St. Ignatius of Loyola and Mary Ward
<i>Self-Awareness</i>	<ul style="list-style-type: none"> • Embarked on a path of greater self-awareness and practiced new techniques (the Examen Prayer) for becoming more self-aware
<i>Ingenuity and Love</i>	<ul style="list-style-type: none"> • Reflected on their own experiences of ingenuity and described how love motivates them to act • Named how ingenuity and love were manifested in the life of a Loretto Sister
<i>Heroic Deeds</i>	<ul style="list-style-type: none"> • Analysed the definition of heroism and applied it to a situation in their lives • Committed to a personal plan of action for leadership • Created an inspiring piece of art to motivate them to act as an Ignatian Leader
<i>Leading into the Future</i>	<ul style="list-style-type: none"> • At home: Practiced a particular Examen prayer to continue reflection on the 4 guideposts of Ignatian leadership to support their personal plan of action

The Materials Needed

- Laptop (can use own laptop with HDMI hook up or borrow one from the Mary Ward Centre)
- Video: “St. Ignatius’ from Who Cares about the Saints?” on YouTube (see “The Activities”)
- Printed signs/images (see “Visuals” and “The Activities” for details)
- The Examen Prayer bookmark (available from the Mary Ward Centre)
- Masking tape
- Flip charts
- Markers
- Sticky notes
- Prepared displays on the life of Mary Ward (available from the Mary Ward Centre)
- “Young Adult Examen” from Pray-As-You-Go website (see “The Activities”)
- Cell phone / tablet / laptop and Bluetooth speaker to play recorded meditation (see “The Activities”)
- A variety of art materials: assorted paper (coloured cardstock – especially green, blue, red and yellow/construction paper/lined paper/blank white paper/patterned scrapbooking paper), glue, scissors (at least 4 pairs), assorted markers, pencil crayons, pastels, watercolour/acrylic paints and paintbrushes, coloured pens, magazines for collage, etc. Provide several options for participants to choose from.

The Activities – A few notes to keep in mind

Welcome

Participants are residents of Loretto College so they will be familiar with the layout of the building, but it is helpful to remind them of the locations of washrooms on the 2nd floor and the lower level. Inform participants that they are free to access the washrooms at any time during the workshop (i.e. they don't have to wait until the break) and they can also help themselves to the refreshments (tea, coffee, cookies) anytime.

What is the 'Ignatian' in the Ignatian Leadership Model? Introducing St. Ignatius of Loyola!

You will need to make sure the 8-minute video ['St. Ignatius' from Who Cares about the Saints?](https://www.youtube.com/watch?v=h4ZLuk_X8u0) is ready for viewing. It is available on YouTube:

https://www.youtube.com/watch?v=h4ZLuk_X8u0

In order to show the video, you will need to use a laptop hooked up to the audio-visual system via an HDMI cable which is available at the Mary Ward Centre. You should check your laptop to make sure it has an HDMI outlet. If not, the Mary Ward Centre can provide you with a compatible laptop to use. Book it in advance.

Note: Make sure your laptop is connected to the internet. Mary Ward Centre staff will ensure you have the correct user name and password and are connected.

The Guideposts that Mark Our Journey

You will need to print each of the guideposts on a separate sheet of letter-sized cardstock to post around the room. Participants will visit each guidepost so please post them on the walls in an accessible place at eye level. Please coordinate the guidepost colours as follows:

- Guidepost #1 Self-Awareness on GREEN cardstock
- Guidepost #2 Ingenuity on BLUE cardstock
- Guidepost #3 Love on RED cardstock
- Guidepost #4 Heroism on YELLOW cardstock

Next to each guidepost please post a letter-sized colour copy of the model "The Ignatian Leadership Model" (4 copies in total).

We're on the Hunt!

For this activity, you will need to set up the prepared displays on the life of Mary Ward and her charisma and mission, which are available from the Mary Ward Centre staff. The displays can be set up on the countertops that line the eastern and western walls of the room. This will give space for participants to walk around the room and talk amongst themselves without disturbing other groups.

The 'Painted Life' series is mounted on the wall adjacent to the Loretto College chapel – just down the hall from the Mary Ward Centre. Participants can consult these paintings for this activity as well.

When participants return with their examples, have each team write down 4-6 examples on sticky notes. Mount four flipchart sheets on the wall at the front of the room with the headings “Self-Awareness”, “Ingenuity”, “Love”, “Heroic Deeds”. Have each team take turns placing their sticky notes under their assigned pillar and sharing the examples with the large group.

Getting to Know Ourselves Better

You have a couple of options for using the recorded meditation of the Examen Prayer:

1. If you would like to use a mobile device to play the recording using a portable Bluetooth speaker, you must download the Pray-As-You-Go App from iTunes or GooglePlay. You can link to the App via: <https://pray-as-you-go.org/about/> and download it to your device. Within the app, click on “Prayer Tools”, then click on “Young Adult Examen”. You can download this recording to your app, so you do not need to be connected to the internet in the Mary Ward Centre. Make sure your mobile device is connected to your Bluetooth speaker.
2. If you would like to use a laptop hooked up to the audio-visual system, go to the Pray-As-You-Go website: <https://pray-as-you-go.org>. Click on “Prayer Tools” and play “Young Adult Examen” from the website. **Note: Make sure the laptop is connected to the internet. Mary Ward Centre staff will ensure you have the correct user name and password and are connected.**

The recorded meditation is 8 minutes long. Participants should be encouraged to sit or stand in a comfortable position. You can suggest that they sit on the floor in the carpeted section of the room which is ideal for meditation. Pillows are available and can be used for increased comfort.

A Life of Ingenuity and Love

For this learning task, you will need to post printed images of artwork created by Sr. Veronica Hager, IBVM. These images should be printed in colour on letter-sized paper. The images can be found in the “Visuals” section of this guide. Post images at eye level on the walls around the room, spaced far enough apart to allow groups of 2-3 to gather and discuss without interfering with others’ conversations.

Bringing It All Together: Being a Leader is Not What We Do, It’s Who We Are!

Set up the four worktables with the art supplies. Make sure each table has an equal distribution of materials. To help participants work, you may wish to play music via the laptop hooked up to the audio-visual system. You can ask participants to select music on YouTube or they may have music on their phones they might wish to share with the group. You will want to honour those who have musical intelligence and enjoy working to music.

To wrap up the workshop, invite each participant to share with the large group one learning that was most helpful from the Ignatian leadership model.

Remind participants that there is a take-home assignment that will help them to further reflect on the four guideposts of Ignatian leadership.

Ideas for a Learning Needs and Resource Assessment¹

A Learning Needs and Resource Assessment will help you prepare the best possible workshop for participants. It is recommended that prior to the workshop, you meet with both the Dean and Assistant Dean in person to discuss the workshop content and their expectations. If it is not possible to meet in person, you can contact them by phone or email. You may also wish to ask them for some background information on the Dons – their ages, year of university studies, length of time residing at Loretto College, cultural/faith backgrounds, how well the Dons worked together the previous year, and any group dynamics (positive or negative) that may impact the workshop and their ability to learn and work together.

The Dean and Assistant Dean can also schedule time for you to meet with the Dons. As the Dons will only return to Loretto College for their 10-day training module in late August, they may not have much time to meet in person. You may only have 30 minutes or 1 hour to meet with them. If you would like to contact them earlier than that, you can request their email addresses and phone numbers from the Dean of Loretto College. You can ask questions to confirm and supplement the background information provided by the Deans. You could ask them:

- Why did you apply to be a Don? What excites you about being a Don at Loretto College?
- What is your past experience working as a Don? What were the challenges you faced? What did you enjoy?
- What are your hopes for this training workshop? What are your concerns?
- What questions do you have about the workshop?

It is recommended that you attend part of the larger 10-day training session at the University of St. Michael's College so that you will have a sense of the content the Dons are learning there. You can also observe their interactions and notice their learning styles and preferences. The following tips can also help you to prepare your Learning Needs and Resource Assessment.

Steps for Creating Learning Needs and Resource Assessment Questions

1. Interview yourself

- What information will help you to know more about the individuals who are coming to your workshop, and how they will be using what you are teaching?
- What situations or challenges are they encountering that would indicate the content you are teaching will be useful to them?
- What question could you ask to learn more, and provide assurance of the workshop's value to the learner?

2. Decide

What can you share about the workshop that would:

- Minimize any fears or concerns people might have?

¹ Adapted with permission from Global Learning Partners www.globallearningpartners.com

- Increase people's enthusiasm for coming?
- Give people a sense of "who you are" or your style?
- Provide a glimpse or more of what people can expect?

3. Deepen

What could you ask now that would help participants shift to a grander view of what's possible for her, after her participation in this workshop?

Here are a few examples you might adapt for your circumstances:

- (for returning Dons) If you were to lead even more effectively than you do now, what would it look like?
- (for returning Dons) What experiences of working as a Don are you bringing to this training?
- (for all) In what ways can you imagine this leadership training will be most useful to your work as a Don?
- (for all) What will be different about the way you act as a leader if you successfully complete this workshop?
- (for all) What is your ideal outcome from taking this workshop?

Tips for Success ²

Six Principles for Adult Learning

Immediacy

Adults are more engaged when they see the immediate usefulness of what they are learning. If they will be using something very soon, they will work harder to learn it. Facilitators can build immediacy by helping participants to discover opportunities for immediate application, and by building opportunities for immediate application into the session.

Putting it into Practice

- Ask participants to visualize and describe when and where they will apply it in the near future— “How do you see yourself using this in the next week?”
- Invite them to create action plans to put the new skill into practice.

Respect

Learning is risky for adults, and they need feel respected in order to take that risk. Facilitators demonstrate respect when they: acknowledge and use the wealth of experience and knowledge that adults bring to a learning environment, affirm that the adult learners are the key decision-makers in their own learning process, and present content in ways that invite critical analysis, input, and ideas for personal application.

Putting it into Practice

- Don't do or decide what learners can do or decide for themselves.
- Invite learners to add their experience, examples, and knowledge to new content.
- Invite participation rather than calling on people by name.
- Avoid activities that embarrass people.

Relevance

Adults must see a reason for learning new content or they will “unhook” and disengage in the learning process. Good teaching connects new content with learners’ daily lives and real needs. Learners will learn faster and more permanently that which is significant to them and their present lives.

Putting it into Practice

- Discover what your learners want and need BEFORE the event. Invite their input.
- Use stories and examples related to their context.
- Invite them to personalize the content. Ask them to relate it to their work and life.
- Avoid creating sessions where the content will be relevant for only a few.
- They have a right to ask the question: Why should I devote my precious time to learning your subject?

² Adapted with permission from Global Learning Partners www.globallearningpartners.com

Safety

Adults will not learn if the environment feels threatening. The perception of threat can trigger physiological changes in the brain that reduce its capacity for deep thinking. The atmosphere in the room, the design of learning tasks, the way dialogue is structured and facilitated should create a sense of safety, so that adults can take increasing levels of risk with their learning.

Putting it into Practice

- Affirm learners' ideas, questions and (even) resistance.
- Be transparent about why and how an event is running.
- Use warm-ups at the beginning of each day of a workshop to build safety in the group.
- Be attentive to power dynamics in the group.

Engagement

Adults learn when they are fully and actively engaged in the process of learning, not when they are passive recipients of someone else's learning. This active engagement involves their intellect, their feelings, and their physical actions. This may be a noisy process (they are talking), a quiet process (they are thinking, or wrestling with it), or an active process (they are searching, practicing, doing).

Putting it into Practice

- Always give learners time to personalize and do something with new content.
- Use individual, pair, and small group work to ensure everyone is engaged.
- Keep presentations short and appropriately "chunked" so participants spend less time hearing and more time doing.

Inclusion

Adults need to feel included in the learning process, to see that their perspective matters, and to trust that their voice is invited and heard. Facilitators must be sensitive to how the dynamics of gender, age, physical ability, education, culture, religion, ethnicity and community position (e.g. power) influence participation in any given event. They should watch for the balance of voices and perspectives raised in the group and design/facilitate in ways that intentionally draw on the varied expertise and experience in the room.

Putting it into Practice

- Establish clear ground rules for the event.
- Intervene with a participant who tends to dominate the discussion, or shut others down.
- Use small group and pair work to ensure all voices are raised and heard.
- If there is an imbalance of power, less large group work is recommended.

Tips for Room Set-Up³

1. Take time to *be in the space* and own it.
2. Arrange for *a circle of chairs as well as work tables*. Starting and ending each day in the circle can be powerful, and it can become a very “sacred” special space. When there are times of deep personal sharing it is highly recommend that you use the circle. The work tables will be helpful to engage in challenging activities with the new content. Of course, other spaces inside and outside the room should also be considered.
3. *Minimize clutter* - the less distraction the better. This will also help participants find resources, materials, and their belongings more easily. Moving extra furniture out of the room can help with this too.
4. Intentionally *decide where the best place is for the “front” of the room*. Look at the most effective configuration for the work tables in relation to the circle – that will determine the front. What seems like the “front” at first glance, may not actually be the best for the group and what you have planned for their engagement with the content.
5. *Make food and drinks easily accessible*. These are essential for the learning and the learner. It can help energize and stay focused. Adding candy or chocolate in the table baskets can also be very helpful and appreciated.
6. Ensure *everyone can see and talk to each other easily*. Arranging the room for most effective visibility will help dialogue and engagement with the new content.
7. Ensure *all materials needed are easily accessible*. Markers, Post-it Notes, pens, pencils, scissors, and tape should be put in a basket for each table.
8. Consider all the *different places and spaces for potential use, in and around the building*. There is no need to all stay in the same room every day of a longer learning event. Changing location may be a welcome thing when energy is low!
9. Utilize *flowers or plants*. People who appreciate nature and feel energized by it will appreciate a vase of flowers or a few plants in the room. Finding a location with *large windows* is another – this will bless people afflicted with Seasonal Affective Disorder (SAD) as well as those who are “nature smart” and feel energized by the outdoors.

³ Used with permission from Global Learning Partners www.globallearningpartners.com

Tips for Effective Facilitation & Encouraging Dialogue⁴

Authenticity. Being genuine with the learners is critical for building a relationship of trust in the learning event. Listen deeply, ask questions with real curiosity, and acknowledge when something they say gives you a new insight. Be honest about your own questions, concerns and enthusiasm for the topic.

Autonomy. Adults' lives are their own and as such they need to have full ownership of their decisions. Although as facilitator you may create the structure for participants to set goals, frame plans and discuss accountability, the learners are the owners of those goals, plans and accountability. Autonomy reinforces ownership.

Brevity. Only share the right information for the exact moment with your specific audience. Learning events can fail due to too much content – “less is more!”

Get out of the way of learning. After setting a learning task or activity we often want to hear how the discussion is going or see how the work is unfolding. Don't. We need to get out of the way so learning can happen – it is through the struggle, decision-making, and debate that learners engage and personalize the content being learned.

Personalize. As much as possible, refer to examples and stories shared as well as topics and themes of interest to the group. New learning needs to hook into existing knowledge and experience, so get to know your audience at every opportunity: phone, email, breaks, conversations, check-ins, and the like.

Silence. So often we say too much. Don't be afraid to sit in silence or wait 5 seconds before adding something or redirecting a question – people need time to think.

Use partner interactions: Pairs, trios, table groups. These increase engagement, get more voices going, and create more safety for “rough draft” thinking. Some conversations need to happen in the whole group, but facilitators can move back and forth in ways that keep the energy high, and the dialogue flowing.

Encourage cross-talk. People are accustomed to the “teacher” as the focus of a session and all discussion. Facilitators need to encourage the group to answer and respond to each other's ideas and questions rather than a back and forth between the participants and the facilitator. The facilitator ensures that the group is on-task and on-time.

Affirm all answers. Paraphrase and say “thank you”. Participants need to know that every answer, regardless of how strange or different, is appreciated and welcomed. When learners know that all answers are valid, even if they are not universally shared by the group, they will be more open to speaking their minds.

⁴ Adapted with permission from Global Learning Partners www.globallearningpartners.com

Tips for Facilitating for Hospitality⁵

The Space and Place

- Arrange the furniture to help people connect easily with each other and the content
- Bring flowers and/or plants in the room
- Orient the room for warmth, comfort and learning
- Have snacks and drinks in the room
- Buy snacks with the uniqueness of the group in mind
- Open the curtains and let the natural light in
- Cover tables with colourful table clothes
- Remove unnecessary clutter from the room i.e. extra furniture
- Strip the walls of distracting visuals and items
- Have a welcome sign outside the room, welcoming people in
- Set up a variety of seating areas for people to use during breaks.

The Facilitation

- Warmly welcome people as they arrive; smile!
- Set ground rules that help ensure safety and respect
- Use the language of your audience
- Listen for cues and be flexible to respond
- Connect authentically to people before, during and after the event
- Call people by name; use nametags
- Affirm all stories, questions and ideas shared
- Be genuinely curious about what the group has to offer
- Listen deeply
- Speak authentically.

The Learning Design

- Give people choice in how to engage, where to sit, etc.
- Use a diversity of learning tasks to invite all types of learners in
- Ensure all voices are invited in and heard
- Check in with the group from time to time re: energy, pace, etc.
- Include a warm welcome in the learning design and/or printed material for learners.

⁵ Adapted with permission from Global Learning Partners www.globallearningpartners.com

Visuals and Handouts

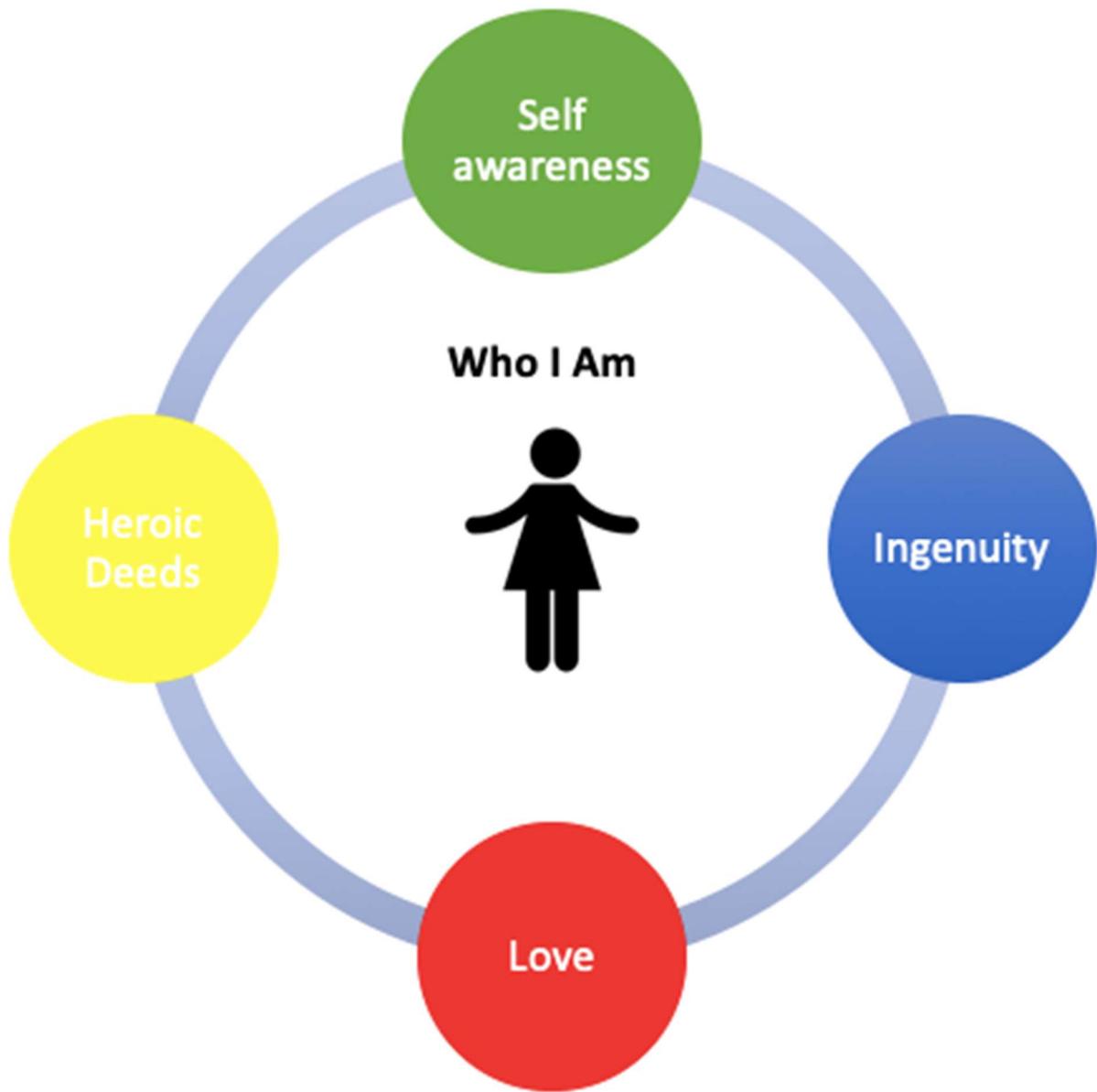
1. 4 Guideposts of Ignatian Leadership to be printed on letter-sized cardstock
 - a. Guidepost #1 Self-Awareness on GREEN cardstock
 - b. Guidepost #2 Ingenuity on BLUE cardstock
 - c. Guidepost #3 Love on RED cardstock
 - d. Guidepost #4 Heroism on YELLOW cardstock
2. Model of Ignatian Leadership
 - a. 4 copies in colour, printed on white letter-sized paper or cardstock
3. Images of artwork by Sr. Veronica Hager, IBVM, printed individually in colour on letter-sized paper
4. Displays of Mary Ward's Life and Charism and the Institute of the Blessed Virgin Mary (available from the Mary Ward Centre – photo included for reference)
5. Handout: Ignatian Examen bookmark (available from the Mary Ward Centre – photo included for reference)

Self-awareness is understanding our strengths, weaknesses, values and worldview. Leaders thrive by understanding who they are and what they value, by becoming aware of unhealthy blind spots or weaknesses that can derail them, and by cultivating the habit of continuous self-reflection and learning.

Ingenuity is confidently innovating and adapting to embrace a changing world. Leaders make themselves and others comfortable in a changing world. They eagerly explore new ideas, approaches, and cultures rather than shrink defensively from what lurks around life's next corner. Anchored by non-negotiable principles and values, they cultivate the "indifference" that allows them to adapt confidently.

Love is engaging others with a positive, loving attitude. Leaders face the world with a confident, healthy sense of themselves as endowed with talent, dignity, and the potential to lead. They find exactly these same attributes in others and passionately commit to honouring and unlocking the potential they find in themselves and in others. They create environments bound and energized by loyalty, affection, and mutual support.

Heroism is energizing ourselves and others through heroic ambitions. Leaders imagine an inspiring future and strive to shape it rather than passively watching the future happen around them. Heroes extract gold from the opportunities at hand rather than waiting for golden opportunities to be handed to them.



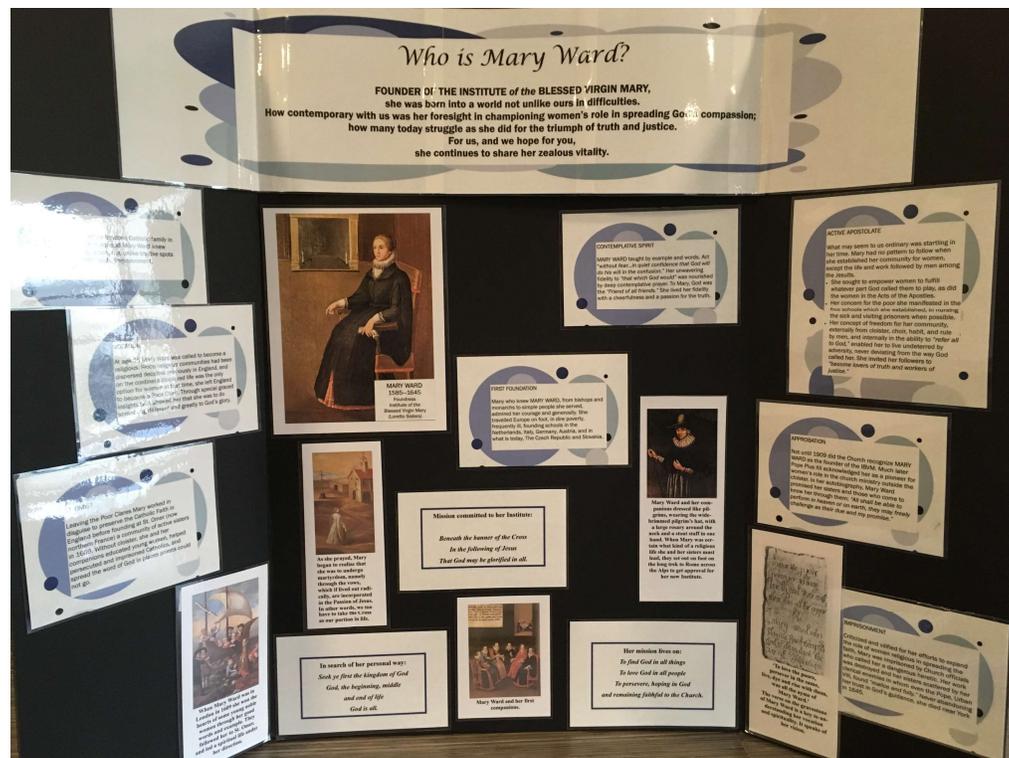
Ignatian Model of Leadership



Visuals for Reference (items available from the Mary Ward Centre)



Display # 1



Display #2

Mary Ward Tapestry created by Sr. Bernadine Weber, C.J.



"Serve God with
great love and
liberty of mind."

Mary Ward

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Ignatian Examen

I consciously place myself in
the presence of God

Thanksgiving

I move through the day ...
I am grateful for ...

Insight

I am open to the Holy Spirit
beyond myself ...

Pondering

In particular I am aware of ...
these feelings arise ...

Noticing

This needs attention ...
This needs healing ...

Tomorrow

My desires for others are ...
For myself are ...
I decide to ...



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