Thursday

Room Set-up

* **Facilitators set room up**
* Room should be a circle of chairs without pillars or other obstructions; important that all participants and facilitators can see each other and make eye contact and that there are no physical barriers such as tables
* A/V table for PowerPoint set up at one end of the room
* 1 material table for participants that will have the staple, hole-punch, warm up books, name tags/markers, pens
* 1 material table for facilitators that will contain bins with handouts, collage making supplies, magazines, etc.
* Post timeline, one year is one column, timeline needs to be posted first as it takes the greatest amount of space
* Place an empty binder and note pad on each participant chair.
* Tape laminated quotes
* Post 5 practices and 10 commitments (not in order)

**Materials/Handouts:**

* **Timeline**
* **laminated 5 practices/10 commitments**
* **laminated quotes**
* **flipchart**
* **USB with PowerPoint**
* **Folders for participants**
* **small note pads for participants**
* **name tags (best to have blank so people can write the name they want)**

Facilitator philosophy

* **Values of Program**
* Always take the pulse of the room
* Bridging and connecting ideas
* Connect what is going on now/theory presentation with theory and exercises already completed
* Working with the structured feedback
* Being responsive to the needs of the room or group
* Be aware to not get mired down in problem solving or micro managing vs. role play or examples
* Caution to stay away from own judgements and value based comments.

Opening & Introductions

* **Welcome the participants.**
* **Acknowledge long day of travel for some;**
* **State that PLDI was created by and for people with HIV**

**“We are all HIV positive in the room.”**

* **Facilitators introduce themselves then have a quick go around of names and where they are from. Explain that there will be more time for introductions shortly.**
* **Acknowledge their willingness/courage to attend 4 day training: “You are already leaders just by getting on the bus”**

Housekeeping

* **Facilitators explain to participants:**
* Meal times, washroom location, facility layout, smoking area, rules for medicinal marijuana, etc.
* Participants are responsible to clean up their area including cups by their chairs and materials as participants are strongly encouraged to sit next to different people each in the morning and after each meal break

Announcements

* **Facilitators explain to participants:**
* Notes not necessary as there are handouts, but each person learns in their own way
* Facilitators usually will be eating at a separate table to strategize and plan
* If participants need something from the facility they should go directly as long as there are no cost implications

Training Overview

* **Participants given overview of training and how things work in the workshop**

* This is a professional development opportunity not a retreat
* Sit next to different people/people you do not know
* Review history and future of PLDI, next steps
* Review how facilitators work together
* No agenda, facilitators job to get all of the items covered
* Participants responsibility to actively participate
* Review curriculum model

**Materials/Handouts:**

* **Curriculum Model/Leadership Quote**

Group Agreements

* **create safety in room**
* builds mutual accountability
* program runs smoothly

* Step 1-Inform the participants what we are doing and why (referring to the Aim & Rational).
* Step 2-Ask the group to come with as many ideas as possible.
* Use the following example to prompt the participants

*“It might help you to recall a time when you might have been amongst, a circle of friends or a place of employment/volunteering. What was it that made you feel safe in the group? What would they like to have in this group to replicate that feeling of safety?”*

* The following pointers can be used as prompts when attempting to create such environment.

*What will help people function well in being open in the groups?*

*What will maximize capacity to learn in this environment?*

*What will make this environment safe?*

* Try as hard as you can to elicit responses from the group before offering your own suggestions. Make sure that your suggestions are just that. Ensure that the group agrees to them before you write them up. Be sure to use the exact words somebody offers, or to check with them if you have a clearer way of saying it.
* **Sample Workshop Agreements**:

**Confidentiality**. *The identity of everyone in the group stays within the group. Everything discussed this weekend stays with the group.*

**Respect for difference**. *No one is to judge others for what they say about their lifestyle or their behavior within the group. Not everyone will agree on things said, but they have the right to say them. Everyone is free to give their opinion and speak their mind and everyone is free not to talk if they don’t feel like it*

**It’s OK to disagree** *but it is also important to respect each other’s points of view. The group is not expected to think or act the same way*.

**"I" statements**, *only speak for yourself not for others.*

**Only one person speaking at a time***, do not interrupt while someone else is talking.*

**Share the air**

**No Cell phone use**

**Punctuality**

**Not showing up affected by alcohol or illicit/recreational drugs**

* It is everyone’s responsibility to hold everyone accountable to the agreements. (facilitators must model the way a couple of times before the participants will take on this responsibility)

**Materials/Handouts:**

* **Flip Chart**

Pairs Exercise

* Build safety in room
* Increase Participants understanding of each other
* Divide participants into pairs (if two people sitting next to each other if they know each other, have them pair with someone they don’t know.
* Participants will introduce each other stating their Partners’

*Name, where are you from? If you were not here this weekend what would you be doing?*

* After the person introduces the other, ask the person being introduced *“Is there anything you want to add?”*

**Materials/Handouts:**

* **Flip Chart**

How many years in this room Part 1

* **Creates confidence of lived experience and community**

* Just before bingo starts, ask people to use their small note books to write the number of years they have been positive for. It can be since diagnosis or time of infection if they know that. Inform participants that we do not need their names just the number in whole years (no months please)

**Materials/Handouts:**

* **Post it’s/ Pens**

Bingo

* **Builds commonality and safety in the room**
* Participants must get a different person to initial each spot on the card. Facilitators do not participate.
* Hand out bingo cards face down and instruct participants to not start until everyone has a card and facilitator says “start” ,

**Materials/Handouts:**

* **Bingo Card photocopies**
* **Prizes (Tim Horton’s gift card $5)**
* **Pens**

Past Participant Letters

* **creates a sense of connections from training to training**
* **community building**
* State: “A past participant has written you a letter”.
* Let participants know that there are people who have English as a second language and that there are many levels of literacy of participants for this training. (Some letters are in broken English and contain handwriting that is hard to read).
* Handout a letter to each participant. Give them 3-5 minutes to read them. Then ask them to read the letter out loud. Strongly encourage each participant to read their letter and ask them how it felt to receive the letter

**Materials/Handouts:**

* **Past Participant letters**

Timeline exercise

* **Builds understanding of history. No matter where a participant comes from they should see their community(s) represented several times.**
* Write the following on flip chart and have the corresponding post it next to the questions.

*Color 1 – When did I first hear of HIV/AIDS/GRID?*

*Color 2 – When did I first meet someone with HIV?*

*Color 3 – When did I test positive/become positive?*

* Have participants take each color and post it on the timeline somewhere within the appropriate year (remind them, not to place the post it’s on the writing, just on the sides.)
* NOTE: remind participants that they do not need to write on the post it’s, we do not need names or years on them. -timeline printed in color

**Timeline debrief**

* builds a sense of community in the room
* Make note of the diversity in the room; the post it’s at various parts of the timeline, are there any clusters to make note of?
* Remind people that no one’s HIV is more important than anyone else’s HIV status.
* NOTE sometimes there will be a comment from someone who has been diagnosed for a long time judging people who are newly diagnosed. The newly diagnosed participants may already be feeling shame and stigma for being diagnosed at this stage in the epidemic.

**Materials/Handouts:**

* **3 different brightly colored small post it pads**
* **Timeline**

How Many Years in this Room part 2

* **Creates confidence of lived experience and community)**
* Tell group the total number of years, including total number of all PLDI participants.
* Ask “How does that make you feel?”
* Acknowledge that there are both pioneers and emerging leaders in the room and all have equal value.
* This number will be added to total of years of HIV experience who have been through program in Ontario
* “No one’s HIV is more important than anyone else’s”

**Materials/Handouts:**

* **Flip Chart numbers on it**

Conduct Structured Feedback

* **Practice structured feedback**
* Let participants know it’s a tool for facilitators to get a pulse on the room
* Explain to participants that there will be theory covering structured feedback tomorrow, for now write down 2 or 3 things that worked well and if you have a wish or concern.
* Leaders own their words, if it is not important enough for you to write your name on the sheet it is not important enough for me to read.

**Materials/Handouts:**

* **Structured feedback forms**

Closing

* To give the participants an insight into what to expect tomorrow
* To draw a conclusion to the session
* To give an opportunity to the participants to express their thoughts and feelings about the session
* Ask each participant:
* ***How are you feeling right now compared to the start of the night?***
* ***One thing you got out tonight?***
* ***One thing you are looking forward to tonight or the workshop in general***
* Accept all statements that are offered. Do not allow for lengthy discussion, and thank each participant for their contributions as they give them.

**Materials/Handouts:**

* **Flip Chart**

Friday

Warm-Up- Blanket Name Game (Facilitator Lead)

* (Practice participant names, build camaraderie)
* Divide participants into two equally sized groups and have one group on one side of the blanket and the other group on the other side of the blanket
* Instruct participants to squat. Drop the blanket and have one person from each group stand up as the blanket drops and yell the name of the person from the other group who is also standing. Make sure everyone has their nametag visible
* The “loser” goes over to the other group. When there is only one person on one side of the blanket, the game is over.
* Conduct one dry run before going live.
* Remind the first warm up group that they are up next.
* Ask for feedback on warm up “what worked well?” Facilitators can start to model the way

**Materials/Handouts:**

* **Sheet or blanket from room**

Group Agreements Review/Unfinished Business

* Reminder of group agreements/ wrap up from yesterday
* Remind group of all group agreements in particular ‘I’ statements
* “Thank you for your feedback” and any follow up from structured feedback and any unfinished or left over business from yesterday.
* when you use a ‘we’ statements you invite disagreement (that is not my story or experience), when you use an ‘I’ statement you invite agreement (I feel that way too)

Quotes

* **Expand participant's notion of what leadership is**
* **To have an inspirational impact on the participants**
* Ask the participants to stand next to the quote that BEST DESCRIBES THEM.
* Ask the participants who would like to be the first to read out loud the Leadership Quote they picked today and briefly explain why they picked that quote.
* Ask if anyone else picked the same quote and how it resonated with them
* There may be one or more participants. When this quote is done with, continue with the group
* Ask the first participant what quote they picked, have them read it aloud and ask how it resonated with them; ask if anyone else picked the same quote and how it resonated with that person. When all of the participants who picked the quote have spoken move to another participant for a new quote.

**Materials/Handouts:**

* **Laminated quotes**

# Structured Feedback Presentation

* **To introduce participants to the concept of structured feedback**
* one of the core pieces of the curriculum
* Key concepts: feedback is a gift, it is about respecting the person you are giving feedback to; giving/receiving feedback is an important communication skill – it can be learned!
* review hand out and discuss or comment on each section
* When you give feedback it is about your integrity as a leader
* Build your credibility by giving people feedback on what they are doing well from time to time and not always when there is something wrong or of a concern.
* Feedback must be genuine or people’s lie detectors will go off.
* when I am complaining to a volunteer or ASO staff person there is a good chance that I am speaking to another PHA
* Review some key concepts of structured feedback as an intro and then hand out info sheet.
* Do a ROLE PLAY. E.g. Example of food bank - client coming in asking for pet food: not using SF would be “you people are useless, and don’t care I have a pet and need food, you’re useless”; then give the example of doing through SF.
* SF is about engaging people in conversation and finding ways to do that.
* Explain the fight/flight mode (reaction not response), you don’t want people in this mode as your senses are diminished, your rational thought is suspended and your instincts take over. When giving feedback it is important that people can hear and then act upon the feedback you are giving.
* Replace BUT with AND. Or replace the BUT with a comma.
* I can control my actions and reactions, I cannot control someone else’s actions (I have choice in my behavior).

CAUTION it is easy to fall into a problem solving mode with a participant’s specific example.

**Materials/Handouts:**

* **Structured Feedback Instruction handout**

# **5 Practices PPT Theory**

* **Introduce 5 practices theory**
* Review PowerPoint, highlight that it comes from research. Hold up book or mention the name of the book and where to buy/find it.
* Exemplary leaders have displayed 5 practices consistently
* while we present these practices in a specific order, they are all happening at the same time
* use personal examples to illustrate each practice
* after you give an example or two, solicit examples from participants
* review each point of the slide and highlight the key message(s) from each slide
* continue to bring other theory and exercises back to the 5 practices

**Model the Way**: Set an example in your community; “Be the Change you want to create”

**Inspire a shared vision**: dialogue vs. monologue, refer back to structured feedback as a way to open the dialogue

**Challenge the Process**: this is both external (organizational processes) and personal processes or our usual ways of being e.g. for people who speak up a lot, challenge your process and hold off speaking first, allow others to speak. Give examples of times you have challenged your own processes.

**Enable Others To Act**: how does one build trust? This is about sharing power, thinking of your own experiences, have you had a leader who kept all of the power to themselves, how did that make you feel? Now remember a time when you had a leader who enabled you to act, how did that feel? Just dumping power can set someone up to fail vs. enable others to act. Sabotaging

**Encourage the Heart**: Being ‘genuine’ is the key piece

Structured feedback is one way to encourage the heart, building people up. ‘Authentic in their recognition and celebration of others’ example when thanking someone be specific. Give an example of a time you were inauthenticity thanked and how did that feel or what result did that have on your behavior; then think of a time that someone was specific in their appreciation and how was that, it is easier to build on something specific than something general. The letters are an example of someone encouraging your heart.

**Materials/Handouts:**

* **PowerPoint 5 Practices**
* **5 practices handout**

# **GIPA**

* **Introduce the concept of GIPA/MIPA, have a conversation about meaningful involvement**
* Focus on the involvement pyramid or circle (depending on the version being used). If time allows, have participants read over lunch or until lunch, then discuss after lunch. Can begin discussion before lunch. Will probably have to remind people of “I” statements as these are value laden conversations.
* Developed in 1994 by the UN, 42 countries including Canada have signed.
* ‘Affected’ is narrowly focused to care partners, immediate family (parents, children, and spouse). Many parts of the world have affected people who are involved while PHAs are too sick to be involved.
* Refer back to the years of lived HIV experience in the room, all of the expertise.
* Discuss issues of tokenism, use, the “inflate” a PHA example: PHAs are taken out for photo ops and then deflated and put in the closet.
* While any type of involvement can be meaningful, for the purpose of GIPA we are looking at levels of decision making. The Pyramid of Involvement is a hierarchical model, there is also a circle of involvement. This includes geographical involvement i.e. rural communities, provincial organizations centered in a large urban area where services are more readily available to people in the urban area.
* There can be a clash of philosophies between the self-help movement and the social work or patient model.
* GIPA/MIPA does not give you license to complain or make demands simply because you are HIV positive. You still need to find effective ways to create change such as using Structured Feedback. Focus on credibility!
* GIPA focuses on decision making in the organization and MIPA is focuses on the quality of involvement.
* **Can break participants into small groups for discussion and report back; OR...**

**In pairs – Go to timeline; each person pick one event or action that resonates for them as an example of GIPA; plus ONE example from personal experience or community (if limited GIPA experience) Report back to group (both give time line example first then personal examples) ; 2-3 min limits (USE TIMER and 30 second warning card)**

**Materials/Handouts:**

* **GIPA Handout: Ontario**

# Break into GIPA Groups

* **Builds confidence, builds an understanding of team work, builds a sense of time management, builds skills in public speaking and running warm ups**
* **Each group will facilitate a warm up exercise for Sat after lunch, Sun am, Sun after lunch, Mon am (total of 4 groups)**
* Count people off to get 4 random groups of participants to run the warm ups.
* Participants are to meet during breaks, meals and evenings to work on this project. Must participate in this project in order to receive a certificate.
* Post schedule in main meeting room: Friday pm; Saturday am and pm, Sunday am.

**Materials/Handouts:**

* **None they can be creative**

# **Structured Feedback**

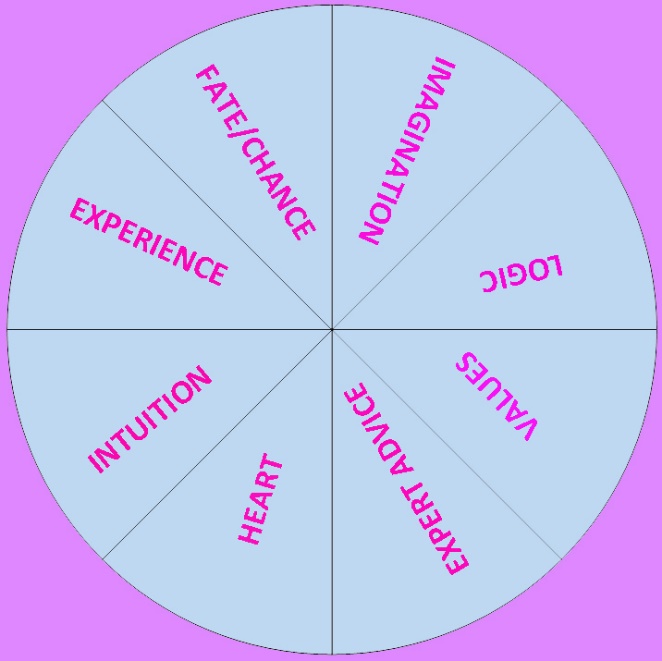
* **Practice structured feedback, tool for facilitators to get a pulse on the room**
* Write 2 or 3 things that worked well and if you have a suggestion or concern.
* **Leaders own their words, if it is not important enough for you to write your name on the sheet it is not important enough for me to read**.

**Materials/Handouts:**

* **Structured Feedback Handouts**

**LUNCH**

Decision Wheel



* **To give participants an insight into decision making, an essential leadership skill. Well-considered decisions, can lead your team to well-deserved success.**
* Using masking tape, place four strip in centre of room creating a circle like above, place words in each section
* Have participants sit around the wheel, ask them to

*“Think of a decision you made in the last few weeks”*

* Use the example of make the decision to come here this weekend- explain each word with that example
* **Heart- feels right**

*“It just felt right to attend this leadership course”*

* **Intuition-go with the gut**

*“I have a good feeling about the leadership workshop”*

* **Experience**

*“In my experience these workshops tend to teach me a lot”*

* **Fate/Chance- roll the dice, what will be will be**

*“Why not, what’s the worse that can happen that weekend”*

* **Imagination-dream, what could happen if I go**

*“Maybe I’ll meet someone hot this weekend”*

* **Logic- Weighs it out using pros and cons, Thinks about it and arrives at a decision**

*“After thinking long and hard, I have decided to see what this whole leadership course is all about myself”*

* **Values- how one operates, what is important to me**

*“Leadership is important to me so is learning and adding to my tool box, and being part of the community”*

* **Expert advice-ask around**

*“I’m going to have to do some researching on PLDI, I online and by asking around before I decide whether or not to go”*

* **Ask participants**

*“Now think of that decision... How did you make it?*

*Now go stand on that spot”*

*“What was your decision? How did you choose it?*

* **People tend to buy with emotions and justify with facts**
* **Have participants hold their spot**

*“What would be total a stretch*

*Not a way you make a decision”*

* ***Let participants know this was to get them thinking on how they enter a decision and to remember everyone enters a conversation differently.***
* ***This helps with knowing what makes a group tick- its best to know yourself before knowing how others tick” use airplane oxygen mask example***

**Materials/Handouts:**

* **Masking tape**
* **Decision wheel words**

# **4 Quadrant Theory**

* **Offers participants different perspective or lens of how they engage with life or how they see the world**
* **It also offers consideration for how a person or an agency may have a perspective they do not emphasize very much, yet may be useful**
* Ask participants to think back to that major decision

*“Why is this important for ourselves and for working with others?”*

* All four perspectives describe the ways we “see” ourselves to reality
* While all 4 are at play we generally have one predominant perspective
* All four perspectives are seen in individuals and in organizations

|  |  |
| --- | --- |
| I | We |
| Action | Systems |

**1. I-Individual**

* **Logic, needs to sit and think**
* This perspective is of those who need to mull things over before acting or connecting. “Let me think about it” is where this person or system lives. This person or system is constantly taking the inner psychic temperature and is most concerned with what is meaningful on the inside.
* GIPA for this individual or system will be highly personal and movement will mostly likely occur when the inner and deeper “rightness” is sensed.
* This lens lives in emotional, mental experiences. There is a constant search for meaning, subjective truth and a belief that others will not truly get it, because it lives inside.

**2. We- Community**

* **Collective, checks in with others, expert advice**
* The community can be two or 5000 people.
* This way of seeing the world requires the person or system to be in relation with others.
* Only by being in the company of others will this perspective have power.
* A collective resonance is built and it is within the relationships that the world makes sense
* A group based on shared values and a common desire to work together wherein the communing itself produces ideas and momentum.
* Communities by definition are the act of coming together. The momentum only happens with others. A collective resonance is built and nurtured by all.
* The engagement for those who see the world this way will best work through coming together and enabling the connection itself to produce ways forward. The meaning is in relationship – belonging to a tribe.

**3. Action**

* **Just do it, Intuition**
* This perspective involves the forward movement of doing something that resonates individually. It is doing-doing-doing! AIDS Action Now!, ACT-UP, and Keith Haring’s artwork of “silence equals death” are examples of energy that focus totally on action.
* For some, this is the most powerful way to be and to create change.
* For many PHAs this is not “the greater” and “the more meaningful” involvement of PHAs, but is The Involvement of people living with HIV/AIDS in their vision and its manifestation.
* The first impulse of this perspective is to get things done and once that is done to identify the next thing to do.

**4.Systems**

* **Sees all pieces, logistics, experience, logic, values**
* This perspective involves the stand-back-and-look approach of wanting to know how things work.
* This person or system loves to think about frameworks, systems, theories and results of performance.
* This may involve new partnerships, integration, collaboration and re-alignments.
* For PHAs and GIPA, this often shows up in ASO organizing and service delivery, for example, ideas about new programs, making connections to other services, looking at progress and performance and seeing which things work well and which are not producing results.

**How to work with these four perspectives**

* If we think about how the person sees the world, a different universe is opened.
* Each of us has a favored way of seeing the world and while all four are within each of us, we usually have one that we emphasize and one we do not emphasize very much. If we are asked to operate in the one that we do not emphasize, we will most likely experience this as a stretch.
* By better understanding how the individual or the system sees the world, we are more able to connect with their world-view and to align the energy of our activity to their perspective.
* At the same time, we can identify ways for people and systems to expand. For example, if an ASO mostly sees the world through pulling people together for conversations (Community/We), it may be a wise stretch for **the organization** to do something - one concrete act (Action). If the organization is always “doing” things and getting tired of this, it may be wise for the agency to stand back and look at systems.
* For the individual PHA who, for example, loves to mull things over and rarely acts, it may be a growth stretch for her or him to risk some actions or to stretch into collaborative work.
* Any stretch into one of the other three ways of seeing that is not the dominant one will raise consciousness. This will have expanding impacts overall for both the ASO and the PHA.

**Materials/Handouts:**

* **Living and serving book page75**

Values- Part One

* **Participants build an awareness of and identify their values, in particular their ‘core values’**
* **Build awareness of how well participant values match those of the agencies they are involved with**
* **Answer the questions of how well does the organization live its stated values**

* The handout has the instructions printed on the back, this is done to add to your toolkit, for the purpose of this exercise we ask that you do not turn over the sheet and look at the instructions until after the exercise is completed.
* **Complete the first part, identify the 10, 5, 2 values part and then move onto the organizational piece. Instruct people to review all of the value words, then pick the top 10**
* **Refer to curriculum model, it is important for leaders to be clear about their values, “as leaders your values will be challenged in many different ways, you may sometimes need to compromise some values to get your goals accomplished”**
* **Once participants have their core values, state ‘these are your core values, non-negotiable, ‘I am out of here’ if they are breached.**
* **People can share their values (this must be voluntary, not all people are comfortable in sharing their values.**
* **Further debriefing, were the two values or core values a surprise to you?**
* **Now think of an organization that you are involved with, how does that organization express it’s values, is there a values statement, how well do the organizational values match the actions and/or organizational culture of the organization.**

## Participants do not have to share their values.

**Materials/Handouts:**

* **Values Handouts**

# **Values Part 2**

* **Examine where values come from, prizing, choosing, acting**
* Brainstorm of where values come from. Some typical responses are: family, religion, culture, lived experience, media, education, gender, societal norms, political structures i.e. communism vs. democracy.
* This is a **reflective piece**; read all questions aloud and then discuss
* Ask people to think of their two core values, Read the questions under Prizing, Choosing, Acting. Allow a few moments after each question for people to reflect upon each question. After going through this process, has there been a shift in what you consider your two core values?

**Materials/Handouts:**

* **Values part B hand out; flip chart**

**Structured Feedback**

* **Practice structured feedback, tool for facilitators to get a pulse on the room**
* Write 2 or 3 things that worked well and if you have a suggestion or concern.
* **Leaders own their words, if it is not important enough for you to write your name on the sheet it is not important enough for me to read**.

**Materials/Handouts:**

* **Structured Feedback Handouts**

**Dinner**

After Stonewall Video

* **Deepens understanding of history of Gay/Lesbian movement including HIV in North America, - many examples of 5 practices**
* Video will be a trigger for some people, important to have Kleenex available.
* Let participants know that they can make themselves comfortable, they can grab pillows and blankets (whatever they take out of the room they need to return to the room).
* When developing this workshop we researched documentaries of the HIV movement in Canada. As far as we know, there are none that exist which meet the needs of this program. Stonewall is a gay/drag queen bar in New York City. In 1969 the patrons of Stonewall began a riot in protest of the policy brutality and abuse towards the gay community. To this day many gay prides are held on the last Sunday of June to commemorate the riots. The riots are considered the beginning of the gay rights movement in North America. We will be talking about the movie afterwards, you may wish to take notes.

**Materials/Handouts**

* **-DVD ‘after stonewall’**
* **-TV/DVD player.**

Video Debrief

* Integrate what participants see in the video with the theory already presented
* Take a 15 minute break after the video as some people will have an emotional response and need the time to collect themselves.
* Open the discussion with ‘what resonated for you or how was it to watch this video.
* Debrief using 5 practices, what examples of modeling the way did you see portrayed in the video?

-**Model the way**: politicians coming out of the closet

-**Inspire a shared vision**: Troy Perry of MCC (gay church), gay youth prom,

-**Challenge the process**: protest rallies, when politicians come out of the closet. Lesbians challenged the concept of white and black women being able to work together.

-**Enable others to act**: pushing wheelchairs during the women’s concert. Much of the music,

-**Encourage the heart:** the class who had the overstuffed chair for the guy with AIDS who visited every week. Candlelight march after Harvey Milks assassination, gay prides

Homework Assignment

* Find one other participant and tell them one thing you appreciate about them. This helps participants to make the mental shift to focus on the positive and to practice encouraging the heart. This can be either on their own time or during session by turning to person next to them.

Saturday

Anything left over from yesterday

* **Feedback is a gift, some people may not be ready or willing to accept your gift, when giving feedback it is about your integrity;**
* **The 5 practices are behaviours, typically you are exhibiting multiple practices simultaneously; you can encourage the heart of anyone, if you are a volunteer you can encourage the heart of the paid staff as well as the clients.**

Review of 5 practices and 10 Commitments and the Leadership Styles Self- Test

* **Participants identify their leadership style, build an understanding of styles/personalities that are different than your own, understand the importance of building a team of different leadership style/personality types to have a more rounded end group or end result**
* ‘exemplary’ not just ordinary or mediocre leadership
* Allow your passion to shine when talking about the 5 practices and 10 commitments. The highlighted part of each commitment should be focused on.
* As you get examples from the group be sure to celebrate their successes, many participants will speak of their successes with the same passion they would have reading their grocery list, help them to speak passionately about it!
* **Challenge the process**; highlight the internal aspect of challenge the process.
* **Enable others to Act**: how can I help other people to be there best, to try and achieve. When doing this in a resistant way it can be setting people up to fail, when done well you help people to succeed.
* **Encourage the Heart:** highlight, this is the most important practice in the non-profit sector; have participants encourage each other’s heart by offering one appreciation of the other, this is done in pairs.
* **Facilitators model this.**
* Connect values exercise with the appropriate commitments.
* OPTION – Have group split into 5 small groups – one for each practice; they must discuss and then present the two commitments (for that practice) to the group
* When explaining how to answer the test- tell people to go with their first inclination or feeling. Be honest, you should not have all 9’s or 10’s.
* The test might have difficult terminology that, be prepared to assist participants with explanations and examples, this is a perfect time to enlist other participants.
* This exercise will be particularly difficult for people with English as a second language or people with literacy issues.
* the score sheet may require assistance for some, help will be available
* one facilitator to remain in the room while people are filling out their test and assist them while the other facilitator is prepping the result sheets and then handing those to the participants once they complete the test.
* Option – to debrief put people in groups according to 5 practices and have them ask questions of each other or discuss

**Resources/Materials:**

* **Leadership styles test and score sheet**
* **21 copies of each leadership style sheet.**

**Disclosure**

* **An exercise about learning not judgment**
* **Deepen understanding of disclosure issues, create awareness that leadership roles require disclosure of many parts of ourselves**
* Have participants enter room in full silence
* Let the participants know this is an exercise about learning not judgment
* Have quote written on flip chart “In the river of life nothing stands still”
* Let participants know that the river represents motion and that “ nothing stands still there are things that do stop us from moving forward”
* This is an exercise about being positive and considering disclosing or not
* Please do not disclose your story
* Share the rocks
* What gets in the way of disclosing?
* Write an obstacle on your rock
* Have participants place rock in river
* What floats your boat-uplifting actions that take you forward
* Place boat in water

*Points to remember:*

* *Be very aware of I statements. Instead of saying “I wish everyone would disclose to reduce stigma”, say “I choose to disclose because...”*
* *Remind participants that it is ok to agree to disagree, there tends to be very emotionally charged conversations that happen as a result of this exercise. No one person’s values are more important or more valid than another person’s values.*
* *we are constantly disclosing information about ourselves, though the ways we dress, speak, body language and choices we make*
* *when leading a team it is also important to be aware of and respect the disclosure issues of the other members of the team*
* *Debrief question: did you learn of any new disclosure perspectives or issues from other participants.*

**Resources/Materials:**

* **Rocks**
* **Canoes**
* **Pens**

Conduct Structured Feedback

* Leaders own their words, if it is not important enough for you to write your name on the sheet it is not important enough for me to read.

**Resources/Materials:**

* **structured feedback forms**

**LUNCH**

Collage Making/self-care)

* Participants will develop an understanding of how other’s see them

Self-Care:

* Ask group “Why talk about self-care in a leadership training?” See what comes up from wisdom in the room and discuss for 5-10 min
* Brainstorm on flip chart as large group – Barriers/Challenges to Self-Care
* Get into pairs and share Strategies for Self Care. Have each pair present back to group.

Collage:

* Instruct participants to make a collage using pictures to describe their leadership qualities. Important for participants not to share the meaning of the pictures with fellow participants; can talk about anything else while making the collage, just not what the collage means.
* Do not over-instruct for the collage, what materials and number of papers people use also is a disclosure piece.
* post on a flip chart ‘make a collage to express your leadership qualities’

**Resources/Materials:**

* **Collage paper**
* **Magazines**
* **Scissors**
* **glue sticks**
* **Other collage making supplies.**

Collage Debrief Note: (Continued from collage making)

* Seat participants in a tight circle of chairs (closer than usual). They need only their collage for debrief.
* Post on at least two flip charts ‘I see your leadership qualities as...’ During debrief you will be referring to this sheet numerous times to help participants stay brief and only choose one quality. The natural inclination is to give a laundry list of qualities, this will make debrief far too long.
* Caution, some participants will move into analysing the collage rather than focusing on the leadership quality.
* One facilitator to note down what is said, the sheet is then given to the participant.

**Resources/Materials:**

* **Flip Chart**
* **pads of lined paper (8.5 x 11)**

Unfinished business (since we are nearing end...)

* Tie up any loose ends
* give participants opportunity for further clarification on theory, ask any questions
* Suggest to people to privately thank other participants who have helped them throughout the weekend, this is an opportunity to privately encourage someone’s heart.
* This is done privately because if it was done publicly there may be people not thanked which would have a negative impact on the self-worth they have been building over the workshop.

Conduct Structured Feedback

* **Practice structured feedback, tool for facilitators to get a pulse on the room**
* Leaders own their words, if it is not important enough for you to write your name on the sheet it is not important enough for me to read.

**Resources/Materials:**

* **structured feedback forms**

**Dinner**

Camp Fire (weather permitting or indoor version)

* bonding opportunity, clearing ritual
* Assign two people as fire starters ahead of time. Gather everyone around the fire and give everyone a packet of sugar. Facilitators must model the way for this ritual.
* Open the pack of sugar and pour into the palm of your hand. As you make your statement, throw the sugar in the fire, it will have a brief glow of yellow.
* Statements can be: my commitment to GIPA is..., I commit to..., one thing I am giving up is..., One thing holding me back in my leadership is..., etc. Pick one statement.
* An important aspect of this ritual is being witnesses by the other participants, therefore this is a mandatory exercise.

Optional: another movie such as RENT or a documentary etc

**Resources/Materials:**

* **Campfire pit**
* **sugar packages**

Sunday

Participant Led GIPA Presentations

* Develop skills in team work, working under pressure and working with a team that was picked and participant had no say in who is on team
* Facilitators do not participate in warm ups
* Warm up group to remain standing in front of group to hear feedback. Team members are not to respond or justify but simple listen to feedback given.
* Facilitators model feedback – one thing that worked well. Hear from all participants as this is a good way for participants to begin changing their focus from what is lacking or wrong to what worked well.
* After feedback ask team how it was to hear the feedback. This is not a time to justify what they did or did not do.

**Resources/Materials:**

Participant Action Plan/ Goal Setting

* **Build participants ability to plan, think through all of the steps to make a plan work**
* Briefly review each section and speak to the importance to write down your plans, plans that are written down are far more likely to happen then plans which remain verbal or only thought about. Use personal experiences with planning.

**Resources/Materials:**

* **Participant Action Plan Handout**

Write Letters

* Provide opportunity for participants to write a letter similar to the one they received on Friday
* Write on flip chart: Dear Leadership Participant; signed a fellow leadership participant; initials; first name; first and last name.
* At some point before the beginning of the next Core Training, the facilitators need to read each letter to ensure no inappropriate content.

**Resources/Materials:**

* **Pads of lined paper**
* **Pens**
* **Envelopes**

**Wrap up discussion**

* **(Bridge and connect exercises to one-another, check for understanding of materials covered)**
* This is the last opportunities of participants to ask clarifying questions and bridge and connect the various activities and exercise with each other, can refer back to curriculum model.

Volunteer Opportunities and Announcements

* **Increase participant awareness of volunteer opportunities outside of the HIV sector**
* Distribute resource, remind people of importance to match own values with that of the organization.
* Any organizational announcements from the facilitators i.e. AGM communing up or we are recruiting for...
* **Allow time for participants to make any announcements.**

**Resources/Materials:**

* **List of member agencies**
* **Volunteer centres in province**.

Graduation

* **Distribute certificates to participants and PLDI pins if applicable, this is a closing ritual**
* use the certificate within the CARE philosophy:
* Compassion
* Accountability
* Respect
* Empathy
* Use the CARE with everyone, PHA Peers, ASO paid staff, volunteers, supervisors, community health providers, etc.
* focus on building allies not enemies
* call participants by name, one by one, each participant to come up take their certificate, turn to the group and state one thing I am taking away is...

**Resources/Materials:**

* **Printed certificates**

Evaluation

* **Ensure the high quality of the program continues**
* This is an evaluation and is anonymous, however I do not want to take away your name, if you want to put your name to it you can, but not a requirement.
* Remind people after this end of workshop evaluation they well be receiving an evaluation in 6 months and 1 year. This is done to measure the impact of the training and retention of the Leadership Practices over time.
* Important for participants to keep OAN or PAN updated with their contact info.

**Resources/Materials:**

* **Evaluation forms**

Pack up and Board Bus

* Ensure all equipment, materials are on board bus.
* Do a head count of participants before the bus leaves.