

Prescription 3: Professional Development

Facilitator Overview

Competency:	<i>Professional Development</i>
Content:	Covers definitions, examples, and best practices in teamwork, leadership, conflict resolution, and public speaking. Also addresses the AmeriCorps requirement of separating service hours from training hours in member record-keeping and how this simultaneously builds a service portfolio for the member.
Lessons:	<ul style="list-style-type: none">• Lesson A: Working in a Team• Lesson B: Leaders: Born or Made?• Lesson C: Resolving Conflict• Lesson D: Speaking in Public• Lesson E: Documenting & Assessing
Estimated Total Time:	13 hours max
Methods / Media	<ul style="list-style-type: none">• “Reader”• Drawing• Team discussion• Brainstorming• Small-group activity• All-Team activities• Writing as <i>Reflection</i>
Assessment Method:	<ul style="list-style-type: none">• Pre- and Post-test• Worksheet• Report back• Demonstration• Creation of a product• Review activity

Facilitator Preparation



What You Will Need for All Lessons in this Module:

- easel
- flip pad
- large colored markers

Introduction to the Competency – 5 minutes

The Competency



Present the definition of this competency:

- Professional development is a set of skills that enables you to serve in the community more successfully during your AmeriCorps year and to work or study later with a greater understanding of how people can best reach their goals together.



Point out the lesson(s) that you have selected for the Site Team to cover in this module, from the 5 lessons available to you.

If you will have other presenters or lessons separate from this curriculum, **review** the schedule with the Team.

Lesson A: Working in a Team

Lesson:	Working in a Team
Objectives:	<p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • Define <i>team</i> and the 3 basic elements of all teams. • Name at least 4 common factors within those basic elements. • Describe how they might effectively observe the activity of any team they are on, without alerting their teammates, to identify some of the communication and decision-making styles used.
You will need:	<ul style="list-style-type: none"> • Prepared flip-page labeled <i>Lesson Objectives</i>. • “HealthCorps Reader” for this module • Large paper, drawing supplies • Information Sheet: <i>Roles People Play</i> <p>Depending on the Building Skills activity/ies chosen:</p> <ul style="list-style-type: none"> • <u>“Contribution Bingo”</u>: A bingo sheet with a particular skill, knowledge or experience area (in 25 squares) that members have. One copy each. • <u>“Common Purpose”</u>: Variety of art materials, magazines, catalogs, etc. • <u>“Build It”</u>: Legos, wooden blocks, Lincoln Logs, Tinker Toys, or other construction toy — including a structure built in advance from half or fewer of the pieces. • <u>“Build It Again”</u>: Slip of paper for each member with brief instructions on the role s/he is to play during the exercise.
Estimated Time:	2 hours 15 minutes max + additional alternative Skill Building Activities
Gaining an Understanding:	<ol style="list-style-type: none"> 1. Introduce the lesson objectives. 2. Members read the “HealthCorps Reader.” 3. Introduce the idea of serving on teams during the service year. 4. Ask for examples of teams and groups they have been a part of in the past. 5. Create a set of questions from members that they might list about such examples. 6. Members draw individual team/group examples, seeking to illustrate as many of the answers to

	<p>those questions as possible.</p> <ol style="list-style-type: none"> 7. In threes or fours, members interpret each other's drawings as fully as possible before the "artist" provides any un-guessed information verbally. 8. Add new questions about teams to the list. 9. Members match the 5 team factors from the "Reader" with various questions on the list. 10. Members read <i>Roles People Play</i> and identify any that came up in the examples.
Break:	Give a 10-15 minute break.
Building Skills:	<ul style="list-style-type: none"> • Choose from 5 activities, each linked to one of the 5 team factors discussed in <i>Gaining an Understanding</i>. Choices depending on time. • Or, substitute other activities for those provided, so long as they illustrate some of the 5 team factors.
Reflection might include:	<p>Suggested journal questions:</p> <ul style="list-style-type: none"> • What does our site team have going for it? • What would I change in the way the team works together at this point? Why? • What barriers can I foresee that might make working together difficult? • <i>What role can <u>I</u> play to help our team work together better?</i>
Follow-up might include:	<ul style="list-style-type: none"> • After the next service project, have members assess the quality and style of the day's teamwork: <ul style="list-style-type: none"> ✓ How do they rate their success on the task at hand? ✓ What roles did individuals play? ✓ Were partnerships formed? ✓ Which roles / partnerships were <u>not</u> assigned in advance? • For future leadership opportunities: <ul style="list-style-type: none"> ✓ Ask for volunteers to determine the most effective member roles needed on the next service project. ✓ Arrange for members to facilitate team-building activities during health center staff meetings or special events.

Lesson A



Working in a Team — 2.25 hours + additional exercises



Direct members to Prescription 3: Professional Development in the Participant Guide.

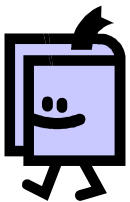
Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- Define *team* and the 3 basic elements of all teams.
- Name at least 4 common factors within those basic elements.
- Describe how they might effectively observe the activity of any team they are on, without alerting their teammates, to identify some of the communication and decision-making styles used.



Direct members to locate the “HealthCorps Reader” for this module and to read both the introduction and Part One: Teamwork.

Allow 5 minutes while observing individuals to gauge their reading comfort and speed.

Gaining an Understanding

1 hour 30 minutes



Introduce members to the various types of teams they might serve on during the program year.

Ask for any ideas on how it will help them to know something about how teams work. **Affirm** any ideas that make sense. **Seek** more discussion on any ideas that seem to be off track.

Ask members to share examples of some teams they have worked on in the past or other groups they have belonged to – in school, in their religious congregation, in a social or service club, etc.

“Collect” 3 or 4 different examples before moving on.



Ask, “If I had told you to get as much information as possible about each of these examples, what questions would you have asked to get a better picture of each team or group?”

Record the questions as members share them. They are likely to include:

- How big was the group?
- Who was on the team? How did they become members?
- How did the team come into being? Was it permanent?
- Why did the group exist? What was its purpose?
- How did people on the team communicate?
- How were decisions made? Was it good or bad?
- How did different people behave on the team?
- Did the members work together well? Did it “work out”?



Direct each member to select for themselves one example of a team or group s/he has been on and to answer in their own minds the questions on the flip-page.

Hand out blank flip-pages or other large sheets and the various drawing supplies you have.

Direct each member to answer as many questions about their example as possible by drawing a picture of it — without any caption, labels, or speech balloons, without any words at all.

Allow 15-20 minutes. **Give** an alert when they have 5 minutes left.

Divide the members into groups of 3 or 4.



Direct one member in each group to show their drawing to their teammates.

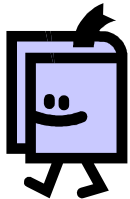
Direct the others in each group to study the drawing carefully and guess as much about the example as they can. After each guess, the “artist” is allowed to say if it is correct or, if not, to give a hint.

Allow 5 minutes max for each drawing.



When the exercise is complete, **ask** whether any new questions about the team examples came up.

If so, **record** them on the flip-page list.



Direct members to look back at the “Reader” and find the 5 important team “factors” listed there:

- Common purpose
- Diversity
- Clear roles
- Open communication
- Trust

Lead a brief discussion linking these factors to some of the questions on the flip-page list.

Direct members to turn to the Information Sheet: *Roles People Play*.

Allow 2-3 minutes for members to read the sheet.

Ask for volunteers to select one role each that played a part in their own example and to describe how that person behaved in a particular situation.



Give a 10-15 minute break.

Building Skills

30 minutes min.

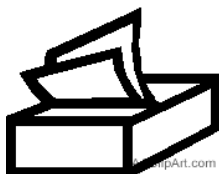


Welcome members back to Working on a Team.

Point out that there are a huge number of fun and effective teambuilding activities that could be used in this lesson but that you specifically want to bring to life one (or more) of the factors you've been discussing that make teamwork successful.

Introduce the activity (or first activity) you have chosen and which of the 5 team factors it will illustrate.

Proceed to conduct the activity (or the first activity).



To illustrate diversity: “Contribution Bingo” (15-30 minutes)

- **Ask** members to toss out ideas of what can make a group of people diverse. *Likely answers:* race, geographic origin, religion, physical ability, mental ability, language, economic background, social background, family size and structure, schooling, travel experiences, and so on.
- **Point out** that the greater diversity in a group — in all of the ways the team has thought of — the greater likelihood that the prospective contributions members can make will be widely varied as well.
- **Lead** a discussion on the advantages and disadvantages of this fact. **Take** any opportunity to focus on the advantages.
- **Explain** that the team is about to discover some of the contributions which their teammates are able to make of which they may not have been aware.
- **Explain** that they will be using worksheets, adding their own potential for contribution to others' sheets, and adding other's potential for contribution to their own sheets. **Hold up** one bingo sheet and explain that they must get one name per square that is not their own!
- **Point out** that everyone will be trying to fill up his or her entire sheet within _____ minutes [depending on the size of the team].
- **Direct** members to grab a pen and stand up. **Hand out** the Contribution Bingo sheets.
- **Track** their time; **give** an alert when 1 minute remains.

- **Call** “STOP!” **Ask** everyone to stay standing.
- **Start** calling out, “Sit down if you got 5 or fewer squares filled with a person’s name [**lead** applause]... Sit down if you got between 6 and 10 squares [more applause]... If you got 11 to 15 [louder applause]... If you got 16 to 20 [even louder applause]... If you got 21, if you got 22, if you got 24 [huge applause]... And anyone standing filled their ENTIRE sheet!!”

To illustrate trust: “Trust Falls” (15-30 minutes)

- **Direct** one member to stand with his or her back to the rest, eyes closed and hands folded across the chest.
- **Ask** all of the other members to arrange themselves in a semi-circle behind the individual, about 2 – 2 ½ feet away. **Direct** them to be ready to help the individual in any way they can, based on your next instruction.
- **Ask** the individual to relax, prepare to let himself or herself fall backwards, and announce when s/he is ready to do it.
- After the individual has fallen backwards and the team has reacted, **lead** a brief discussion on what happened and why.
- **Repeat** with all who wish to be the individual in the center.

To illustrate common purpose: “Create a Symbol” (1-2 hours)

- **Discuss** what sort of representation members might design / write / invent to depict one of the following: their site team, Community HealthCorps as a whole, or the health center.
- **Ask** how they might use their representation: As an icon, a motto, a song, a poster, a T-shirt — or something else?
- Either **divide** them into small groups according to the type of representation they wish to create — or have the whole team work together on one form of representation.
- **Supply** the materials they need. **Tell** them how much time they have. **Be available** to help.

To illustrate open communication: “Build It” (20-60 minutes, depending on team size and task complexity)

- **Bring out** the structure you have built in advance with Legos, Tinker Toys, Lincoln Logs, or some other construction toy.
- **Explain** that the team is to reproduce what you have built – but without talking and without having the original structure in front of them as they do it.
- **Show** the structure you built for 60 seconds. **Allow** them to look at it from all sides — *but not to touch it!* **Remove** it promptly.
- **Bring out** a loose set of the toy pieces that matches *exactly* the set you used in your structure.
- **Instruct** members each to select one construction piece, in sequence around the table. If there are pieces left, **repeat** this step until all pieces are gone.
- **Direct** the team that they have ____ minutes to build a new structure together exactly like the one you had built. [Recommended times depend on number of members and number of pieces used. *For example:* If there are 8 members and 36 pieces, then give the team up to 20 minutes.]
- Before they begin, **announce** the last instruction: Each person may only touch his/her *own* pieces and none of the other loose pieces. If at anytime someone touches a loose piece that is not his/her own, *the team must start over*
- **Answer** any questions quickly. Then **say**, “Go!”
- **Track** their time; **announce** when 5 minutes remain.
- Also **stop** the team if they are talking or using one another’s construction pieces.
- **Call** “Time!” **Make** everyone stop in their tracks and put down any remaining loose pieces.
- **Lead** a discussion based around these questions:
 - ✓ How did members feel when they could not talk?
 - ✓ How did the group communicate?
 - ✓ Did communication break down at any point?

- ✓ How did they respond to the breakdown?
 - ✓ Did the team break the rules at any point?
 - ✓ How did they feel when they were stopped?
 - ✓ Was there a turning point toward success?
 - ✓ Were there any further troubles after that?
 - ✓ Did people play different roles?
 - ✓ Did partnerships emerge?
 - ✓ Did a leader emerge? More than one?
- **Bring in** the original structure again. **Place** it next to theirs.
 - **Continue** the discussion:
 - ✓ Do they consider the team successful? Why or why not?
 - ✓ How much is success measured by completing the task?
 - ✓ How much by completing it on time?
 - ✓ How much by completing it accurately?
 - ✓ How much by the process used to do the task?

To illustrate clear roles: “Build It Again” (20-40 minutes, depending on team size, task complexity, and whether this team has played “Build It” together)

- **Follow** all of the same steps as in “Build It,” except:
Confidentially **assign** a specific role to each member by handing each a slip of paper with brief instructions. *For example*:
 - ✓ “Do not become a leader under any circumstances. Ignore other members’ indications that they would like you to make decisions.”
 - ✓ “Partner early with another member. If s/he resists, keep trying to work with him or her.”
 - ✓ “Be assertive — but only if necessary to get the task done the way you think is best.”
 - ✓ “Be a leader by increasing everyone’s communication ability.”
- **Conduct** the exercise, adjusting the time if you wish.
- When time is up, **direct** members not to tell anyone their assigned roles.
- **Lead** a discussion:
 - ✓ How did each of you feel about the roles played by others?
 - ✓ Describe how another person’s behavior led to success.
 - ✓ Describe how another person’s behavior hindered success.

- **Direct** members to go around the table and read their “role” instructions.
- **Direct** them to look again at the Information Sheet: *Roles People Play*. **Ask** volunteers (a) to match their own or someone else’s role to one on the sheet and (b) to comment on the impact of that role on the team’s “success rate.”



Suggest that members write on the following questions:

1. What does our site team have going for it?
2. What would I change in the way the team works together at this point? Why?
3. What barriers can I foresee that might make working together difficult?
4. What role can **I** play to help our team work together better?



- **After the next service project**, have members assess the quality and style of the day’s teamwork:
 - ✓ How do they rate their success on the task at hand?
 - ✓ What roles did individuals play?
 - ✓ Were partnerships formed?
 - ✓ Which roles / partnerships were not assigned in advance?
- **For future leadership opportunities:**
 - ✓ Ask for volunteers to determine the most effective member roles needed on the next service project.
 - ✓ Arrange for members to facilitate team building activities during health center staff meetings or special events.



Proceed to either:

- Lesson B: *Leaders: Born or Made?* of Prescription 3: Professional Development, or to The beginning of Prescription 4: Cultural Sensitivity.

Lesson A: *Working on a Team*

Information Sheet: *Roles People Play*



Task Roles

Roles that directly aid in the accomplishment of the team's task: the goal and all of the action steps leading to it.

Initiator

Proposes goal and action steps; defines group problems and suggests procedures.

Informer

Offers facts and opinions; expresses feelings.

Clarifier

Interprets ideas; restates questions and suggestions; defines terms and clarifies issues for group.

Summarizer

Pulls together related ideas; reframes suggestions; offers decisions and conclusions for the group to consider.

Reality Tester

Tests ideas against data to see if they will actually work.

Energizer

Causes the group to move forward; focuses on the quality of the group's decisions and the progress it's making toward its goal.

Maintenance Roles

Roles that help members get along and work together over time, i.e., to be a *team* rather than simply a number of individuals put into the same room.

Gate Keeper

Keeps the group on track; watches time; makes sure that members participate; invites quieter people to contribute.

Harmonizer

Reduces tension; tries to resolve disagreements; tries to get group members to explore their differences.

Encourager

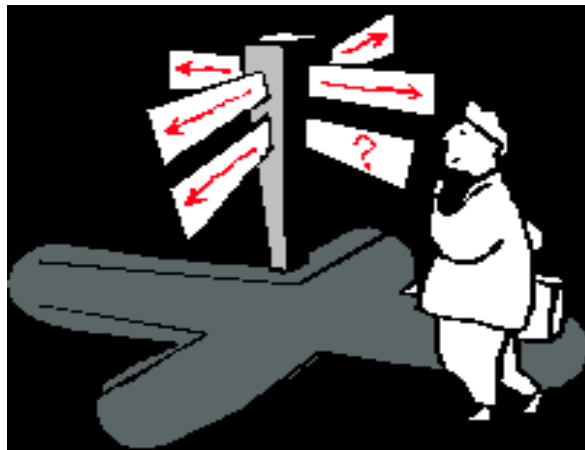
Brings members into the group's tasks; helps reluctant or shy members participate; tries to get the group to see the positive aspects of ideas.

Consensus Tester

Presses the group to move toward decisions; tries to get total "buy-in" from all members of the group on the group's decisions.

Compromiser

Lets go of ideas when the group is in conflict over a decision; admits errors and begins to search for alternatives for the sake of the group.



Self Interest Roles

Roles that meet individual interests, usually at the expense of the team's goal.

Dominator

Asserts authority or superiority to manipulate the group; interrupts others, forces decisions or choices on the group; controls other by use of flattery or other forms of patronizing behavior; monopolizes the group's "air time" and controls who speaks

Blocker

Keeps the group from moving forward by being unreasonably stubborn, uncooperative, or disagreeable; has hidden agendas; resists the group's progress toward the completion of its tasks.

Aggressor

Takes "pot shots" at group members, their ideas, and their attempts to work within the group; attacks the ideas and motives of the group; uses humor as a weapon.

Avoider

Takes the group on "wild goose chases", bringing up issues not related to group tasks and insisting that these issues are relevant.

Comedian

Uses humor inappropriately to put down group members and their ideas; keeps the group from focusing on its task.



(Adapted from the NTL Institute for Applied Behavioral Science.)

Lesson B: *Leaders: Born or Made?*

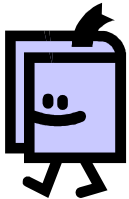
Lesson:	Leaders: Born or Made?
Objectives:	<p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • Describe 4 leadership styles, as shown by the different ways decisions are made in teams or groups. • Name 5 leadership traits that people can learn or develop. • Describe how they can learn or develop a particular leadership trait during their service year.
You will need:	<ul style="list-style-type: none"> • Prepared flip-page labeled <i>Lesson Objectives</i>. • “HealthCorps Reader” for this module • Worksheet: <i>Your Characterization of Leadership!</i> • Reflection: Enough stamped envelopes for everyone.
Estimated Time:	2 hours 45 minutes max + Reflection
Gaining an Understanding:	<ol style="list-style-type: none"> 1. Introduce the lesson objectives. 2. Members read the “HealthCorps Reader.” 3. Ask a few questions from the “Reader.” 4. Ask how developing their leadership skills will be beneficial. 5. Vote on whether leaders are “born or made.” 6. Handout Worksheet: <i>Your Characterization of Leadership!</i> 7. Members do Step 1 individually. 8. They do Step 2 in pairs. 9. They do Step 3 individually. 10. Debrief by listing traits from the exercise as members rotate sharing them. 11. Members discuss agreements / disagreements with particular traits. 12. Members identify which traits on the final list are “born with” vs. “developed.”
Break:	Give a 10-15 minute break while you prepare for Building Skills.

Building Skills:	<ol style="list-style-type: none"> 1. Discuss expectations of and opportunities for members in the area of leadership. 2. Members individually select traits they have and traits they want to have. 3. Members discuss their selections and identify development strategies. 4. Lead a quick debrief of the team discussions.
Reflection as completion of <u>Building Skills</u> :	5. <i>Optional closing</i> : Members write themselves letters about their current leadership traits; you mail the letters to them about mid-year.
Follow-up might include:	<ul style="list-style-type: none"> • Assign members <u>early on</u> to leadership roles. • Increasingly encourage them to volunteer for such roles. • <i>Keep members aware of positive leadership styles during team meetings.</i>

Lesson B

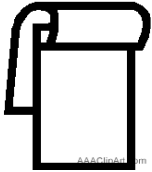


Leaders: Born or Made? -- 2.75 hours + Reflection



Direct members to Prescription 3: Professional Development in the Participant Guide.

Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- Describe 4 leadership styles, as shown by the different ways decisions are made in teams or groups.
- Name 5 leadership traits that people can learn or develop.
- Describe how they can learn or develop a particular leadership trait during their service year.



Direct members to locate the “HealthCorps Reader” for this module and read Part Two: Leadership.

Allow 3 minutes while observing individuals to gauge their reading comfort and speed.

Gaining an Understanding

1 hour 30 min. max



Ask members a few questions based on contents of the “Reader.”
For example:

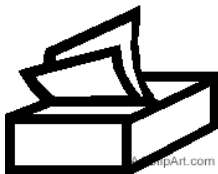
- Which of the definitions of leadership provided do you think is most accurate?
- How can team leaders be chosen? Does anyone have an example from groups s/he has been a part of?
- What is a “natural leader”?
- To be a leader, must one be in a formal leadership position?
- Tell me something about leadership characteristics, styles, or philosophies / models.

Ask for any ideas on how it will help them, their health center, and Community HealthCorps as a national program to strengthen and add to their current leadership skills. **Affirm** any ideas that make sense. **Seek** more discussion on any ideas that seem to be off track.

Ask, “Do you think leaders are born — or made?”

Take a vote and **keep** a record of the results.

Point out that the question will be revisited toward the end of the lesson.



Hand out the Member Worksheet: *Your Estimation of Leadership!*

Review with members the instructions for each of the 3 steps in this activity.

Answer any questions members have.

Direct members to complete Step 1 on the worksheet.

Circulate to help individuals as needed.

Allow 10 minutes; **give** an alert when there is 1 minute remaining.



Direct members to find partners and complete Step 2.

Circulate to help the pairs as needed.



Allow 7 minutes; **give** an alert when there is 1 minute remaining.

Direct members to complete Step 3 individually.

Circulate to help members as needed.

Allow 5 minutes; **give** an alert when there is 1 minute remaining.

Call “Time!”



Label the flip-page, “Leadership Traits We Agree On.”

Ask for a volunteer to be scribe, recording key words.

Going around the room, **ask** each member to list one item from his or her “Traits in Agreement” column which has not yet been shared. *Likely answers:*

- Have a vision of the way things ought to be
- Ability to sway other peoples’ opinions
- Strength, physical and/or emotional
- Willingness to take risks, physical and/or emotional
- Humility; willingness to ask for guidance from others
- Ability to think inventively or creatively, to solve problems
- Care for the well-being of others
- Willingness to be accountable

Continue until all “Traits in Agreement” have been shared.

***NOTE:** If people want to discuss what is being listed, tell them you will wait until all traits are listed.*

Ask whether anyone disagrees with any item on the list.

If so, **ask** for a new volunteer to lead a brief discussion and then have the team decide whether it stays or is crossed off (while you act as scribe).

Continue quickly until all disagreements have been handled.

Ask whether anyone has an item in their “Traits in Disagreement” column that they would like to nominate for addition to the list of leadership traits in the flip-page.

If so, **ask** for a new volunteer to lead a brief discussion and then have the team decide whether it gets added (while you act as scribe).

Continue quickly until all nominations have been handled.

Announce that it’s time to return to the question of whether leaders are born or made.

Ask for volunteers to identify whether leaders are Born with particular traits listed on the flip-page or Develop them. **Record** their answers.

Ask whether anyone disagrees with any of these decisions. If so, **lead** a brief discussion.

Take another vote, “How many believe leaders are born? How many believe leaders are made?” **Compare** this tally with the one at the beginning of the lesson.



Give a 10-15 minute break.

Meanwhile, **prepare** for the next activity:

- **Post** all of the flip-pages with agreed-upon leadership traits.
- **Write** on a fresh flip-page the activity instructions.

Building Skills

1 hour max
+ Reflection



Welcome members back to Leaders: Born or Made?

Introduce the self-assessment portion of this lesson by pointing out that an important aspect of *service learning* is always the development of leadership skills.

Point out that everyone:

- comes to AmeriCorps with some leadership traits, and
- develops new ones along the way —
- whether the member does so on purpose or finds it happening “on its own.”

Lead a discussion about how leadership relates to members’ service in the HealthCorps. *For example:*

- In what ways is leadership an important part of your service?
- How is leadership relevant to your service assignments?
- In what ways are HealthCorps members already leaders?
- What new opportunities to become leaders might open up?

Ensure that the following points are raised:

- ✓ HealthCorps members are leaders in many “directions”: to one another, health center staff, patients, clients, and the general community in which they are serving.
- ✓ They have an enhanced leadership role (vs. other AmeriCorps programs) by virtue of their service within a health care setting: Health care providers are given additional respect and responsibilities within society.
- ✓ They represent both AmeriCorps and their health center within the community.
- ✓ Oftentimes, people within their community will not be able to distinguish between an AmeriCorps member and health center staff — so all actions by HealthCorps members directly impact the community’s perception of the health center, in both good and bad ways.
- ✓ Places where members can play a formal leadership role can include: team meetings, service projects, special events (health fairs, health awareness days), health education (individual or group), case management, outreach, volunteer coordination, and more.
- ✓ Every member can play an informal leadership role every day by being a role model!

Point out the flip-pages posted on the wall.

Explain that members will now use this list as the basis for their self-assessment.

Direct members to get out a fresh piece of paper to record their self-assessment.

Direct members to work individually:

- “Select 5 traits that you believe you already have — to whatever degree — and write them down.
- “Select 5 other traits that you don’t yet have but want and write them down.”

Allow 5 minutes; **give** the alert when there are 30 seconds left.

Divide the team into groups of 3.



Direct the small groups to:

- Share on the traits they already have: “Give an example for each of how you know you already have it.”
- Discuss strategies for developing the traits they have but want to strengthen.
- Suggest strategies for “starting” the traits they want to develop from scratch.

Emphasize that each small group can decide their own process for their discussion. **Urge** members to record any and all suggestions that apply.



Allow 20 minutes; **give** the alert when there are 5 minutes left.

Ask a few questions to bring out some of the small-group discussions:

- “Who would like to share on how they ‘got’ one of their leadership traits in the first place?”
- “Who would like to share on a leadership trait they already have and want to develop further?”
- “How about a trait that you feel you don’t yet have but would like to develop?”
- “In your small groups, was there anyone who said, ‘Didn’t you know you already have that trait?’ when you listed one you feel you don’t have yet? Were they right?”

Suggest that members place the worksheet in their Participant Guide.



To finish this activity, **direct** members to write a short letter to themselves about leadership:

- “Highlight your leadership strengths,
- “Specify your leadership development goals for this year,
- “Seal it in this stamped envelope,
- “Address it, and
- “Return it to me — because I will mail them back to you in a few months.”

Encourage members to self-reassess their strengths and weaknesses, tracking changes throughout the year.

Follow-up Suggestions



Assign members early in the year to leadership roles in team meetings, training sessions, and service projects.

After the first or second month, **encourage** members to volunteer to lead team meetings, offer trainings, join coalitions, and take other sorts of leadership roles.

Keep members aware of positive leadership styles by occasionally halting a meeting or training for a moment to ask, “What kind of leadership style was just used? Did it work for you? What was effective about it?”



Proceed to either:

- Lesson C: *Resolving Conflict* of Prescription 3: Professional Development, or to
- The beginning of Prescription 4: Cultural Sensitivity.

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Lesson B: *Leaders: Born or Made?*

Worksheet: Your *Characterization of Leadership!*

Step 1. Individually, decide on two people whom you consider to be leaders. They can be from any period of time and from any place; they can be men or women, warriors or peacemakers, active in a small endeavor or a global one.

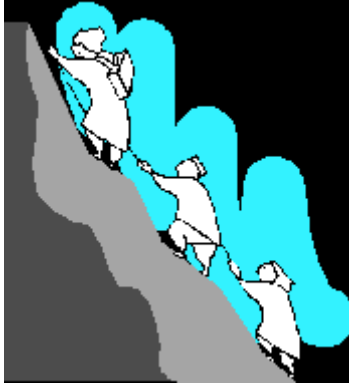
a. Write their names on the lines below.

b. For each, identify some *actions* they've taken which caused you to select them.

c. Again for each, list five traits or characteristics that describe them as leaders. *For example:* You might say that one of your choices influences large groups of people by being a strong public speaker, whereas your other choice influences people very quietly, one by one.

Name:		Name:	
Actions:		Actions:	
Traits:		Traits:	

Continue to the next page.



Step 2. Identify a partner for this next part of the activity. First share your results from Step 1. Then discuss each trait briefly, and find out whether the two of you agree that it is a *leadership trait*. If you agree, enter that trait in the left-hand column below. If you do not agree, enter it in the right-hand column.

Traits in Agreement		Traits in Disagreement	
	B D		B D
	B D		B D
	B D		B D
	B D		B D
	B D		B D
	B D		B D
	B D		B D
	B D		B D
	B D		B D

Step 3. Separately from your partner, identify whether each “Trait in Agreement” is something a leader is probably born with or something they developed along the way – whether learning it “naturally” from their family or friends, being taught it formally in school or on a job, or by finding out on their own how to behave that way.

For each trait, circle the **B** for “born with” or the **D** for “developed.”

Lesson C: Resolving Conflict

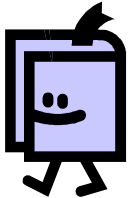
Lesson:	Resolving Conflict
Objectives:	<p><i>Note: In this lesson, the objectives are introduced <u>after</u> the first activity.</i></p> <p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • Give an example for 3 of these terms: effective resolution, collaborative resolution, constructive resolution, negotiation, and mediation. • Define or describe the 5 styles of conflict resolution: accommodating, competing, avoiding, compromising, and collaborating. • Demonstrate how to rephrase a teammate's negative comment into a positive one. Identify one personal strength and one area for improvement in their own conflict resolution skills.
You will need:	<ul style="list-style-type: none"> • Prepared flip-page labeled <i>Lesson Objectives</i>. • "HealthCorps Reader" for this module • Masking tape to mark an Opinion Spectrum from 1 to 10 on a wall or floor. • Large paper, drawing supplies • Worksheet: <i>How Do I Respond to Conflict?</i> • Worksheet: <i>Resolution Style Matrix</i> • Information Sheet: <i>8-Step Resolution Process</i> • Slips of paper, each with one Positional Statement
Estimated Time:	3 hours 15 minutes max
Gaining an Understanding:	<ol style="list-style-type: none"> 11. Introduce the idea of conflict as an unavoidable fact of life. 12. Explain the Opinion Continuum and activity. 13. Read a statement, direct members to respond by positioning themselves on the Continuum, and ask a few for their reasoning. Continue. 14. Introduce the lesson objectives. 15. Members read the "HealthCorps Reader." 16. Lead discussion of feelings, experiences. 17. Review basic terminology.

	<p>18. Conduct activity with Worksheet: <i>How Do I Respond to Conflict?</i></p> <p>19. Review the 5 conflict resolution styles.</p> <p>20. Conduct activity with Worksheet: <i>Resolution Styles Matrix</i></p>
Break:	Give a 10-15 minute break.
Building Skills:	<ol style="list-style-type: none"> 1. Members read and mark up their Information Sheet: <i>8-Step Resolution Process</i>. 2. Debrief with a few questions. 3. Divide team into groups of 3; give each a positional statement to use for their role-play. 4. Conduct role-play; switch roles if there's time. 5. Debrief with a few questions.
Reflection might include:	<p>Journal questions include:</p> <ul style="list-style-type: none"> • Am I willing to try a new style of conflict resolution? • If so, what types of situations seem safe enough to me to be appropriate for trying a new style? • What problems might arise, even in "safe" situations? • If I run into a problem, am I willing to bring it to the team for help?
Follow-up might include:	<ul style="list-style-type: none"> • Encourage members to identify (a) at least 2 types of situation or 2 individuals who tend to cause conflict for them and (b) what resolution style they think would work better for them. • Ask members to report back when they have decided on a safe situation in which to try their new style of conflict resolution. • Provide resources (Web sites, books, lessons) that include activities that members could conduct with young people.

Lesson C



Resolving Conflict -- 3.25 hours max



Direct members to Prescription 3: Professional Development in the Participant Guide.

***NOTE:** You will introduce the lesson objectives and members will use the “HealthCorps Reader” after you conduct the first activity.*

Gaining an Understanding

2 hours 15 mins. max



Introduce the idea of conflict as an unavoidable fact of life.

Ask members to toss around ideas on what causes conflicts.

Accept all answers as possible. *Likely answers:*

- People look at things differently.
- People feel differently.
- People feel threatened.
- Somebody wants something that belongs to someone else.
- Somebody thinks the world owes them everything.
- A person thinks they’re best at everything and that insults all of the others around them.
- A person doesn’t look where s/he’s going or doesn’t pay attention to what s/he’s saying and “hurts” another person.
- One person talks down to the others.
- One person doesn’t understand how the other feels.

Tell members, “Hold those thoughts! We’re going to start with an activity right away, and some of those ideas will come into it.”

Direct members to stand up and gather around the Opinion Continuum taped onto the floor or wall.

Ask them to describe first what they see and second how they think it might be involved in an activity about resolving conflict between people. **Affirm** any ideas that are on target. **Explore** any ideas that are off target, to get them closer.



Explain the instructions for the activity:

- The Opinion Continuum is a way for people to show clearly their beliefs or feelings about something.
- It is important that members think about conflict and understand how they feel about it.
- Using the Opinion Continuum will help them do that.
- You will read a statement, and members will move to a position on the continuum that shows their opinion of it:
 - ✓ Anyone who agrees with it strongly stands on or at the 10.
 - ✓ Anyone who disagrees with it strongly selects 1.
 - ✓ Anyone who is neutral (has no reaction) stands on 5.
- Once everyone has decided on their position, they will have a chance to discuss the statement and their choices.

To ensure that members understand:

- **Emphasize** that there are no right or wrong opinions.
- **Ask**, “What would it mean if you chose to stand on 3? On 9 ½ ?”
- **Make** a sample statement and **direct** members to choose their positions. Try something like, “Spongebob Squarepants is an intelligent character.”
- **Answer** any questions members have.

Ask one statement, **wait** for members to position themselves, and **call** on a couple of members to explain their positions:

- a. “Conflicts destroy relationships.”
- b. “In every conflict there is a winner and a loser.”
- c. “It’s okay to tease people about how they look or act if you’re just joking around.”
- d. “Conflict should be avoided at all costs.”
- e. “If you lose in a conflict, it’s the same as losing face.”
- f. “Men and women have different styles of handling conflicts.”
- g. “It is important to stand up for what you believe in even if other people may try to harm you for doing so.”

(continued on the next page)

- h. “If someone hits you, it’s best to hit back.”
- i. “If you are in a conflict, it helps to keep your feelings to

- yourself.”
- j. “People learn to be prejudiced against people who are different; they are not born prejudiced.”

Ask if one of the members would like to “test out a different statement” by seeing how the rest of the group (including you) react to it. **Allow** as many volunteers as time allows.

Close the activity by asking:

- “Which statement did you find the most difficult to decide?”
- “Did any of your own reactions surprise you?”
- “Did you expect to be pretty much in agreement with another member but find yourself at the other end of the continuum?”

Direct the members to return to their seats.

Explain that you postponed introducing the lesson objectives and using the “Reader,” because you didn’t want to influence members’ opinions on any of the continuum statements.

Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- Give an example for 3 of these terms: effective resolution, collaborative resolution, constructive resolution, negotiation, and mediation.
- Define or describe the 5 styles of conflict resolution: accommodating, competing, avoiding, compromising, and collaborating.
- Demonstrate how to rephrase a teammate’s negative comment into a positive one.
- Identify one personal strength and one area for improvement in their own conflict resolution skills.

Before having members use the “Reader,” **ask** a few questions relating to their impressions or feelings about the terms used in the objectives:

- “What are some ways to define conflict?”

- “Do any of the terms in the lesson objectives sound negative to you? Any that sound positive?”
- “Are you familiar with any of these terms — or can you take a guess at some of them?”

Accept all of their statements, simply pointing out that they can check their ideas against the information in the “Reader.”



Direct members to locate the “HealthCorps Reader” for this module and to read Part Three: Conflict Resolution.



Allow 10 minutes while observing individuals to gauge their reading comfort and speed.

To strengthen retention of the information, **direct** members’ attention to pages 10 and 11 in the “Reader.”

Read aloud the definition of one of the “five central terms” — without using the term itself — and **ask** for a volunteer to identify the term.

Once the term is identified, **ask** the team to come up with an example of a conflict that should be resolved that way.

Repeat with some or all of the terms, out of sequence.

Answer any questions members have.



Give a 10-15 minute break.



Welcome members back to *Resolving Conflict*.

Direct members to turn to the Worksheet: *How Do I Respond to Conflict?*

Allow 2 minutes for members to become familiar with the sheet.

Direct members to enter the names of 3 people, with whom they have experienced conflict for several months or more, across the top row of the table:

- A family member,
- A fellow student or employee (current or recent), and
- A close friend.

Give a sample of how to complete the table, *for example*:

“If I have entered the name of a particular colleague from my previous job, whom I will call ‘Leonard,’ then I would check off the items that best describe my behavior towards Leonard in relation to our conflict – whether it’s a big one or a small, nagging one. I would check off:

- ‘Acknowledge your part’ and
- ‘Try to reach a compromise’ and
- ‘Try to find a solution works for both’ and
- ‘Defend your position.’ ”

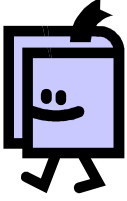
Emphasize that their specific names and answers will be completely confidential, that the team is interested in patterns of behavior rather than details.

Answer any questions members have.

Allow 5 minutes; **give** the alert when there are 30 seconds left.

Debrief the worksheet by asking a few questions:

- “Did anyone discover a pattern in your techniques of resolving conflict with all 3 people?”
- “Did anyone show very different patterns between the 3?”
- “How many of you feel dissatisfied or slightly dissatisfied with some of your techniques? Does that provide you with some opportunities?”



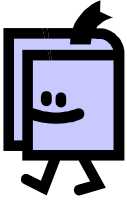
Direct members' attention to pages 11 and 12 in the "Reader."

Direct each member to identify at least one style that is reflected on their worksheet.

Ask for volunteers to read aloud each of the 5 styles of resolving conflict.

Ask:

- "What might be the results of a conflict in which someone is *competing* and you are *compromising*?"
- "Can you describe a different combination and how it might work out — or not?!"
- "What style is most attractive to you? Why?"
- "Has a style you've used in the past worked or not?"



Direct members to the Worksheet: *Resolution Style Matrix*.

Point out that this diagram encompasses the 5 resolution styles and their effect on the relationships between people in conflict.

Call on various members to identify the appropriate conflict resolution style that belongs in each cell of the diagram.

Direct members to write in the names as you proceed.

Then **ask** for a volunteer to walk the team through the whole matrix. If s/he doesn't make it all the way through, **ask** if someone else can pick up and continue.

Allow some leeway in their reading of the matrix, but **correct** any true misunderstandings.



Emphasize that "trying on" a different style, or trying harder to make a particular style work, can be difficult if we have become very entrenched in particular habits.

Ask, "Where do we generally learn our style of conflict resolution? Without necessarily naming names, can you identify the people who had the biggest influence on you?"

If you wish, **give** an example from your own life.

Segue into Building Skills.

Building Skills

60 minutes max.



Direct members to the Information Sheet: *8-Step Resolution Process*.

Allow 2 minutes for members to read the sheet.

Then **direct** members to mark their sheets as follows:

- *Circle* the number of any steps that they already know how to do and are comfortable doing.
- *Square* the number of any steps that they know something about but do not feel comfortable doing yet.
- *Star* the number of any steps they really, really want to learn to do well. **Note:** *They may star any step – including those that are already circled or squared.*
- Leave unmarked any steps they are neither familiar with nor care so much about at this point.

Allow 5 minutes for members to mark their sheets.

Explain that they will use their Information Sheets while they practice the 8 steps in small groups.



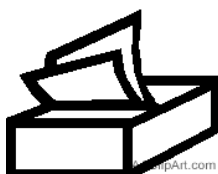
Divide the team into threes. **Direct** the groups to decide who will be the observer in each one; the others will practice.

Explain that:

- One of the members practicing the 8-step process will receive a Positional Statement, and s/he will use it to open the role play.
- The other member who is practicing has to make the first response from the 8-step process.
- And the observer should take notes on which steps are actually used in their role-play. **Note:** *Observers are not evaluating peoples' acting ability!*

Answer any questions.

Hand out a slip of paper with a different Positional Statement to one of the “practice” members in each group. Instruct him or her not to share it with their group until the role-play begins.



Positional Statements:

1. I refuse to attend any more evening meetings.
2. You [my supervisor] are always complimenting Stella, but you never say anything to me.

3. You [my teammate] are doing this health education piece all wrong!
4. Hey, it wasn't my fault — people never tell me *anything* around here.
5. I'm doing *twice* as much work as you are, and it's just not fair.
6. You never call when you say you will.
7. If you're late one more time, you can just find your own ride to the health center.
8. Quit looking at me like that.

Feel free to write your own if you need more.

Allow 2 minutes for the groups to get ready.



Call “Go!”

Allow at least 10 minutes. You may wish to **track** the time based on how the groups are doing: If members are really working at the role-plays, let it run longer; if not, then close it early.

Circulate and **listen** so you can pick up examples of how members are or are not using the actual steps of the process.

Call “Time!”



Ask the members to stay in their groups for the moment.

Going around the room, **ask** each “observer” to share which of the 8 steps s/he heard the role-players use. After all have shared, **point out** any trends, *for example*:

- “It sounds as if everyone used the first few steps pretty well but then fell away from the process” or
- “It may be that the people responding to the Position Statements sort of jumped into the process at different steps” or
- “In the time allowed, you seem to have worked as much of the process as possible!”

Ask if any of the role-players has a comment or question.

Repeat the exercise after making these changes:

- Have the role-players reverse their roles, and
- Have each group hand their Positional Statement around to the next group, or hand out new Position Statements, and
- Tell them they will have ____ minutes less than last time.

Call “Go!”

Allow 5 minutes less than last time.

Circulate and **listen** so you can pick up examples of how members are or are not using the actual steps of the process.

Call “Time!”

Close by asking the team as a whole:

- “Which are the easiest steps?”
- “Which are the hardest?”
- “Was it any smoother the second time around?”

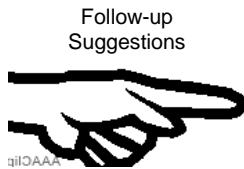
Answer any questions.

Suggest that members return the Information Sheet to the Participant Guide.



Suggested questions for journaling:

1. Am I willing to try a new style of conflict resolution?
2. Is there a particular type of situation that would be relatively safe for me to practice this new style?
3. What problems can I see that might arise?
4. Am I willing to ask for guidance from someone I trust?
5. Should I try it out — and then ask for their help? Or ask first?



- **Ask** members to be open to the idea of bringing a description of their resolution efforts to the team meeting, so others can learn and also provide support.
- **Encourage** members to practice the resolution styles they either *circled* or *squared* on the Worksheet: *8-Step Resolution Process*.
- **Provide** resources (Web sites, books, articles, lessons) for members who would like to conduct conflict resolution exercises with elementary and/or adolescent students.



Proceed to either:

- Lesson D: *Speaking to Groups* of Prescription 3: Professional Development, or to
- The beginning of Prescription 4: Cultural Sensitivity.

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Lesson C: Resolving Conflict

Worksheet: How Do I Respond to Conflict?

At the top of each column, enter a name of someone with whom you have experienced some conflict for several months or more. One person should be a family member, one a fellow student or employee (current or recent), and the third a close friend.

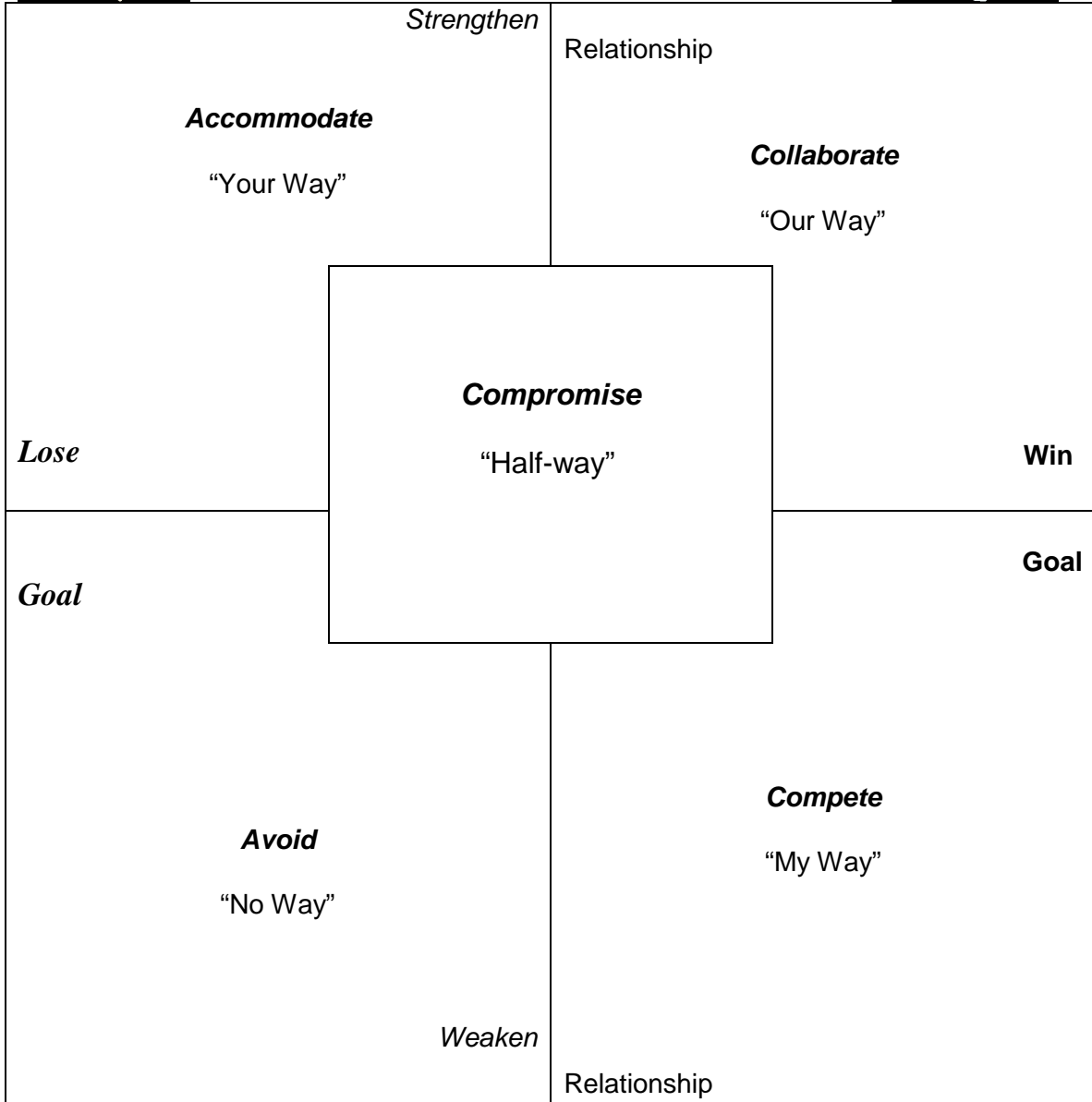
For each person you have named, go down the list of behaviors and check off any that apply to how you behave(d) in relation to the other person because of the conflict.

Your Behaviors	Names of Individuals		
Avoid the individual.			
Change the subject.			
Give in.			
Admit you're wrong even if you're not.			
Play the martyr: Give in let the other person know you are suffering.			
Whine / complain until you get your way.			
Acknowledge your part in the conflict.			
Try to reach a compromise.			
Try to understand his or her point of view.			
Try to find a solution that works for both.			
Work for complete consensus.			
Defend your position.			
Be persistent: Wear down the opposition.			
Manipulate him or her to your advantage.			
Use any power or authority you have.			
Use sarcasm and ridicule.			

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Lesson C: Resolving Conflict

Worksheet: Resolution Style Matrix





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Lesson C: *Resolving Conflict*

Information Sheet: *8-Step Resolution Process*

<p>Step 1: Deal effectively with anger</p> <p>You can't negotiate a good agreement if you and/or the other person:</p> <ul style="list-style-type: none"> • Is too angry to think straight. • Can't acknowledge your feelings. 	<p>Step 5: Discuss & define the problem</p> <ul style="list-style-type: none"> • Taking turns, each shares issues <u>and</u> feelings. • Be clear in what you say. • Be active when listening. • Identify your own <i>interests</i>. • As needed, discuss assumptions, suspicions, and values. • Summarize new understandings.
<p>Step 2: Do your homework beforehand</p> <p>Think about these questions before approaching the other person:</p> <ul style="list-style-type: none"> • How does the conflict touch each of us? • What <i>interests</i> are at stake for each? • What prejudices do we have about each other? • What assumptions have we made? • What <i>style</i> would work best here? • If I want to work on this with him or her, what is the right time and place? 	<p>Step 6: Brainstorm possible solutions</p> <ul style="list-style-type: none"> • Each contributes ideas that will satisfy his or her <u>own</u> <i>interests</i>. • Use "I can..." and "We could..." (not "You should..." or "You have to...") • Be creative! • Do not evaluate any of the ideas yet (i.e., neither approve nor criticize).
<p>Step 3: Set a positive tone</p> <ul style="list-style-type: none"> • Invite the other person to <i>negotiate</i>: "Could we talk about this?" • State positive intentions: "I'd like to make things better between us." • Acknowledge & validate the other person: "I can see this is hard for you, too: and "Thank you for working with me on this." 	<p>Step 7: Evaluate and choose a solution</p> <p>The effective solution(s) should be:</p> <ul style="list-style-type: none"> • Realistic, • Specific, • Balanced, and • Mutually agreeable.
<p>Step 4: Use ground rules</p> <p>Whether they are stated or unstated:</p> <ul style="list-style-type: none"> • One person speaks at a time. • Both are working to improve. • Stay calm. 	<p>Step 8: Follow up</p> <ul style="list-style-type: none"> • Agree on a day and time to check back. • Meet at the day and time! • If it's not working, use the same process to revise the agreement.

Lesson D: *Speaking in Public*

Lesson:	Speaking in Public
Objectives:	<p><i>NOTE: This lesson should be conducted within the first 3 months of service.</i></p> <p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • List 10 effective techniques for public speaking. • Demonstrate at least 3 of those techniques. • Identify one strength and one area for improvement of another person giving a presentation.
You will need:	<ul style="list-style-type: none"> • Prepared flip-page labeled <i>Lesson Objectives</i>. • “HealthCorps Reader” for this module • <i>Optional: A big funny sign with HORROR STORIES on one side and Success Stories!! on the other side</i> • 2 selected readings, one dense (such as a medical journal) and one familiar (a children’s book or the words to a song that most people know well) • Flip chart, markers • Coordinator Sheet: <i>Suggested 90-Second and 3-Minute Topics</i> • Folded slips of paper or sticky-notes, each with a 90-second topic on it. • <i>Either: A flip-page with the choices for 3-minute topics listed or, slips of paper / sticky notes each with a 3-minute topic.</i> • Worksheet: <i>Support Forms for Anonymous Evaluation</i>
Estimated Time:	1 hour 45 minutes max
Gaining an Understanding:	<ol style="list-style-type: none"> 21. Introduce the lesson objectives. 22. Members read the “HealthCorps Reader.” 23. Divide into groups to share “success & horror” stories about public-speaking experiences. 24. Ask for 2 volunteers, have one read the dense selection and the other the familiar selection. 25. Debrief with a few questions. 26. Develop a list of effective techniques.

Break:	Give a 10-15 minute break.
Building Skills:	<ol style="list-style-type: none"> 1. Hand out randomly the 90-second topics. 2. Members do spontaneous 90-second talks; the audience critiques gently and briefly aloud. 3. Add any new techniques to the list. 4. Members dictate the 4 questions they must be able to answer before any public presentation. 5. <i>Either</i> let members select their 3-minute topics <i>or</i> hand out the topics randomly. 6. Members prepare and present 3-minute talks; the audience critiques using Worksheet: <i>Support Forms for Anonymous Evaluation</i>. 7. Add new techniques to the list. 8. Put away the list; have members shut their binders. Quickly go around the room, calling on members in turn to name an effective speaking technique. <i>No duplications!</i>
Reflection might include:	<p><i>Suggested journal questions:</i></p> <ul style="list-style-type: none"> • What do I like about speaking to a group? • What am I afraid of about speaking to a group? • Do I prefer educating a group or convincing them? • Whichever I prefer, what is the purpose of such a presentation? • How would I like my audience to feel after I've given a presentation? What makes <u>me</u> feel that way?
Follow-up might include:	<ul style="list-style-type: none"> • <i>Sign up members to present at team meetings on their service assignments. Either hand out a set of instructions (e.g., 8-10 minutes long; include the name of the department in which you serve; include what you do, how it benefits the community, and what you have learned so far; no visual aids) or set no limits other than time, allowing members to be creative beyond voice tone, words, and body language.</i>

Lesson D



Speaking in Public -- 1 hour 45 minutes max



Direct members to Prescription 3: Professional Development in the Participant Guide.

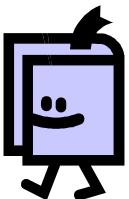
Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- List 10 effective techniques for public speaking.
- Demonstrate at least 3 of those techniques.
- Identify one strength and one area for improvement of another person giving a presentation.



Direct members to locate the “HealthCorps Reader” for this module and to read Part Four: Public Speaking.

Allow 5 minutes while observing individuals to gauge their reading comfort and speed.

Gaining an Understanding

1 hour 15 mins. max



Introduce members to the wide variety of public speaking opportunities they may have during their service year. **Use** examples from earlier HealthCorps teams.

Enthusiastically **ask** the team something like, “Isn’t public speaking just the GREATEST thing to do? I’m sure you guys are old hands at it! So you won’t mind at all if everybody does some practicing today, right?!”

Likely result: *groans from the audience!*

Point out that you don’t mind at all if they get rid of any jitters they might have before the practice begins.

Hold up your *HORROR STORIES* sign.



Direct members to count off around the room, either by 3s, 4s, or 5s — depending on how many you want in each discussion group. (This will help divide up the team by separating members who normally sit together.)

Direct members to share within their groups any personal “horror stories” they have from making speeches – whether at school, in their religious congregations, at camp, anyplace.

Allow 10-15 minutes. **Circulate** to make sure that all members are getting the chance to share. **Call** “Time!”

Hold up your *Success Stories!!* sign.

Direct members to shift now from the bad times to the good – sharing about the times that they made a presentation and felt good about it.



Allow 5-10 minutes. **Circulate** to make sure that all members are getting the chance to share.

Call “Time!”

Ask, “Did everyone get it out of their systems? Are you ready to try the new – instead of remembering the old?!”



Direct everyone to return to their original seats.

Ask for 2 volunteers to do some “very easy work.” **Take** the 2 members aside and hand them each one of the selected readings. **Give** them a moment to familiarize themselves with the selections, while you...

...**explain** to the audience that in some respects reading aloud is a far cry from giving a public speech, yet they have many techniques in common.

Direct the audience members to observe as much as they can once the reading begins.



Invite the volunteer with the “dense” selection to come forward and read aloud.

As soon as s/he stops, **label** a blank flip-page “What Did You See?”

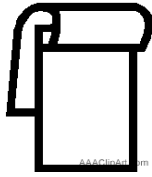
Direct the audience, “Tell me everything you saw and heard (him/her)_____ do!”

Record key words for every observation. (**Do not** evaluate any item on the list yourself.) *They are likely to include:*

- Spoke clearly (or didn’t speak clearly)
- Sounded comfortable (or uncomfortable)
- Used a steady voice (or a nervous, tremulous voice)
- Held the book down so we could see his/her face (or obscured the face with the book)
- Was relaxed (or was tense)
- Pronounced the words correctly (or didn’t)
- Read at a smooth pace (or a choppy pace)
- Stood quietly while reading (or shifted weight, moved around)

Ask, “Which of these items made the reading more interesting? More useful for you personally?” **Check off** those items.

Ask, “And which detracted from the reading, made it less useful?” **Cross off** those items. *NOTE: If there is a disagreement, do not cross off that item.*



Invite the volunteer with the “familiar” selection to come forward and read aloud.

As soon as s/he stops, **direct** the audience, “Tell me everything you saw and heard ___(him/her)_____ do that we have not already listed.”

Record key words for every contribution. **Do not** evaluate any item on the list.

Ask, “Is there anything here I should check off? Is there anything I should cross off?” *NOTE: If there is a disagreement, do not cross off that item.*

Point out that everyone will have a chance to do all of the “right” things they’ve listed — during the next activity. **Thank** the volunteers for being readers.



Give a 10-15 minute break.

Welcome members back to *Speaking in Public*.



Remind members of the items checked off on their earlier list as good speaking techniques.

Direct them all to select 2 from among these good techniques to employ in the next exercise. **Suggest** that they each write down the 2 they've selected.



Explain that this exercise is best started with a demonstration.

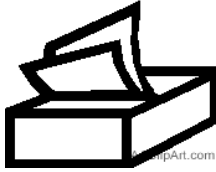
Point out, however, that everyone will be doing it soon enough!

- *If you feel that the team generally has good presentation skills already:* **Ask** for a volunteer *or* **call on** a member. **Hand** the person a slip of paper or sticky note with a 90-second topic. While s/he is thinking about the topic, **explain** quickly that s/he will immediately give a 90-second talk on whatever topic s/he happened to get — without first saying what it is. **Direct** the speaker to begin.
- *If you feel that several or most members currently have weak presentation skills, demonstrate good technique yourself:* **Ask** every member to think of a topic that a person could immediately understand and begin speaking on. **Go** over to one member and ask him or her to whisper a topic to you. Immediately return to the front of the room and begin to speak on that topic — without first saying what it is.

Ask, “What did you learn about the topic of this 90-second talk?”

Ask, “Are you ready for your turn?!?”

- *If the team is large:* **Divide** them into 2 groups, preferably in different rooms. **Arrange** for someone in each group to be the timer.
- *If the team is small enough:* **Ask** for a volunteer whose watch has a second hand to be the timer.



Hand out the first 90-second topic, and **direct** the first person to move to the front of the room and begin immediately.

After 90 seconds, **lead the applause**, then **ask** one member, “What is one thing s/he did well and one thing s/he can improve?”

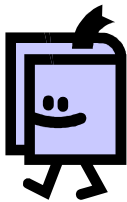


If the “one thing s/he did well” is not yet on the list of effective techniques, **write** it in and **check** it off.

Before the next speaker is chosen, **remind** members that they have each selected 2 items from the list to try to do well.

Continue the exercise until everyone has been speaker.

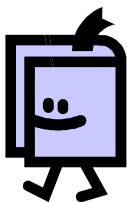
Direct everyone to return to their original seats, as needed.



Direct members to look back at page 15 of the “Reader” and the 4 questions they must be able to answer

Lead a brief discussion linking these questions to some of the 90-second talks:

- “We know who the **target audience** was, but let’s look at it in relation to some of the topics. For example, _____’s topic was _____. Is that something we all know a lot about? Or we all know nothing? Or we’re a mixed group? Did that make it easier or harder for that speaker?”
- “Let’s move on to the second question. What would you say was the **purpose** of _____’s 90-second talk? Of _____’s? What clues were you reading?”
- “Because this exercise is so spontaneous, we won’t consider the question of **results** yet. Instead, we can ask, ‘What did you as the audience **want** from _____’s talk? And from _____’s?’”



Direct members to turn to their Worksheet: *Support Forms for Anonymous Evaluation* and remove both pages from the Participant Guide.

Explain that everyone will use this form of confidential critique in the next exercise, so the speakers will have written information to take with them after the training — to help strengthen both their self-confidence and their technique.

Demonstrate how to fold and tear or cut the forms so every

member will have 8 blanks to use during the exercise.

Direct members to keep their binders open to the 4 questions and to get out a piece of paper, because the final exercise in this lesson will take some preparation.



Explain that everyone will now have 15 minutes to prepare 3-minute talks. **Emphasize** that they must now answer the 4 questions to their own satisfaction while preparing their talks.

Either **post** the list of 3-minute topics or hand out papers / sticky notes with the topics.

Allow 15 minutes; **give** an alert when there are 2 minutes left.

- *If the team is large:* **Divide** them into 2 groups, preferably in different rooms. **Arrange** for someone in each group to be the timer.
- *If the team is small enough:* **Ask** for a volunteer whose watch has a second hand to be the timer.

Conduct the exercise, pausing after every speaker to:

- Lead the applause,
- Encourage members to fill out one of their Support Forms and pass it immediately to the speaker, and
- Call the next speaker promptly.

When everyone has had a turn, **congratulate** all of them for improving from the 90-second spontaneous exercise to the 3-minute prepared presentation. **Tell** them a few facts that you learned from their 3-minute talks.



Direct everyone to return to their seats and close the binders, because it's time for a quick see-how-much-you-can-remember activity.

Take down or **cover** the list of effective techniques for public speaking.

Explain that you will go around the room quickly, as many rounds as possible, while each person — including you — calls out one effective speaking technique that no one has named yet.

Conduct the review until everyone runs out of steam *or* duplicate

answers start showing up.



Suggest these journal questions:

1. What do I like about speaking to a group?
2. What am I afraid of about speaking to a group?
3. Do I prefer educating a group or convincing them?
4. Why do I prefer that type of presentation?
5. How would I like my audience to feel after I've given a presentation? What makes me feel that way?

Follow-Up
Suggestions



Sign up members to present at team meetings on their service assignments. *Either:*

- Hand out a set of instructions (e.g., 8-10 minutes long; include the name of the department in which you serve; include what you do, how it benefits the community, and what you have learned so far; no visual aids); or
- Set no limits other than time, allowing members to be creative beyond body language, voice tone, and words.



Proceed to either:

- Lesson E: *Documenting & Assessing* of Prescription 3: Professional Development, or to
- The beginning of Prescription 4: Cultural Sensitivity.

Thank you!

Lesson D: *Speaking in Public*

Coordinator Sheet: *90-Second and 3-Minute Topics*

These are suggested topics to offer or assign to individual members. If you wish members to select their own from among these, post the list on flip-pages. If you wish to assign them randomly, write them on sticky notes or folded slips of paper and hand them out.

90-Second Topics	3-Minute Topics
Uses for Pliers	What Is AmeriCorps?
Last Night's Dinner	The Patient Population We Serve
Preparing Last Night's Dinner	A Vivid Presentation on This Community
My Least Favorite Movie of All Time	How Community HealthCorps Members Increase Access to Care
The North Pole	This Community Health Center Is Special!
Things <u>Not</u> to Use a Paperclip For	Why Do We Study Public Speaking?
The Color _____	The Effect of Federal Legislation on My Life
Bats: The Misunderstood Mammal	What Self-Management Means for My Patients
Your Life When You Are 70	NACHC, Our Parent Organization
My Least Favorite TV Show of this Season	What Can <i>I</i> Do to Improve Health Center Visits for Patients?
Who Would Win in a Fight: Superman or Batman?	
When I Was a Child, I Loved to _____	
Diet Soda	
Pro Wrestling's Influence on Our Culture	
The Letter Q	
Rock'n'Roll vs. Hip-Hop	
Who Makes the Best _____	
What I Like to Do on a Rainy Day	
The Circus Clown: Friend or Foe?	

*NOTE:
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Lesson D: Speaking in Public

Worksheet: Support Forms for Anonymous Evaluation

<p style="text-align: center;">Support Form!</p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>	<p style="text-align: center;">Support Form!</p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>
<p style="text-align: center;">Support Form!</p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>	<p style="text-align: center;">Support Form!</p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>

*NOTE:
This page is intentionally left blank.*

<p style="text-align: center;"><i>Support Form!</i></p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>	<p style="text-align: center;"><i>Support Form!</i></p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>
<p style="text-align: center;"><i>Support Form!</i></p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>	<p style="text-align: center;"><i>Support Form!</i></p> <p>Presenter: _____</p> <p>I applaud you on:</p> <p>1. _____</p> <p>2. _____</p> <p>I recommend you try:</p> <p>1. _____</p> <p>2. _____</p>

Lesson E: Documenting & Assessing

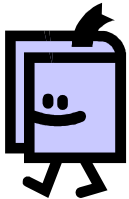
Lesson:	Documenting & Assessing
Objectives:	<p><i>NOTE: This lesson should be conducted during PSO or soon thereafter.</i></p> <p>After completing this Lesson, members will be able to:</p> <ul style="list-style-type: none"> • List 3 goals they have for their service year. • Maintain a training log. • Complete a simple self-assessment in relation to a specific HealthCorps training or service activity. • Maintain a service portfolio.
You will need:	<ul style="list-style-type: none"> • Prepared flip-page labeled <i>Lesson Objectives</i> • “HealthCorps Reader” for this module • Flip chart, markers • Worksheet: <i>Your Service Year Goals</i> • Worksheet: <i>Your ACTIVE! List</i> • Worksheet: <i>Assessing Your Gains</i> • Worksheet: <i>Training Log</i> • Portfolio folder for each member (colored folder of heavy stock with 2 internal pockets – the kind used for marketing packets) • Stapler, hole punch
Estimated Time:	2 hours 45 minutes max
Gaining an Understanding:	<p>27. Introduce the lesson objectives.</p> <p>28. Lead discussion on talking about goals and accomplishments <i>to help others know us vs. to document our progress.</i></p> <p>29. Present the 4 steps to build a portfolio.</p> <p>30. Ask a series of questions about their goals and plans; record answers.</p> <p>31. Members complete Worksheet: <i>Your Service Year Goals</i>. Debrief.</p>
Building Skills:	<p>a. Members complete Worksheet: <i>Your ACTIVE! List</i> and overlap it with a break.</p> <p>b. Debrief the Worksheet.</p> <p>c. Walk members through Worksheet: <i>Assessing Your</i></p>

	<p><i>Gains.</i></p> <ul style="list-style-type: none"> d. Members complete Worksheet. e. Debrief. f. Hand out Portfolio folders. g. Direct members to start Worksheet: <i>Training Log</i> between now and next meeting. h. Schedule with the team when they want to work on Portfolios next.
Reflection might include:	<p>Suggested journal questions:</p> <ul style="list-style-type: none"> • How do I define “accomplishments”? • Do I expect a lot of myself — that I should be able to stack up new knowledge, skills, and accomplishments at some incredible rate? • Am I learning faster in HealthCorps than I did in school? • How does this way of learning contrast with school? • What do the people I serve want to learn? To accomplish?
Follow-up might include:	<ul style="list-style-type: none"> • Members may wish to label and decorate their Portfolios. Suggest that they use magazine pictures to illustrate on the cover what they are recording inside. • Do a photo project within the health center or out in the neighborhoods to document visually what they are documenting verbally.

Lesson E

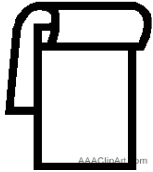


Documenting & Assessing -- 2.75 hours



Direct members to Lesson E of Prescription 3: Professional Development in the Participant Guide.

Lesson Objectives



Introduce the objectives of this lesson:

After completing this Lesson, members will be able to:

- List 3 goals they have for their service year.
- Maintain a training log.
- Complete a simple self-assessment in relation to a specific HealthCorps training or service activity.
- Maintain a service portfolio.

Gaining an Understanding

1 hour 15 mins. max



Ask members why it might benefit them to keep a record of what they do during the year. *Likely answers:*

- “So we won’t forget.”
- “So I can decide what to use for my college/grad school application.”
- “Because it’s sort of a proof of what I’ve accomplished.”
- “To help me write my new resume.”

Point out that the year will go very quickly — even though that may seem impossible to believe so early on.

Explain that previous HealthCorps members who recorded what they did during the year had a much easier time as they prepared for whatever they were going to do next.

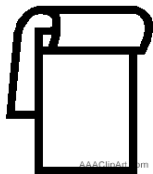
Ask members to call out any memories they have from the program so far when there’s been discussion of:

- Goals
- Careers
- Your personal futures
- Decisions you might be making during this year

If anyone can recall such discussions, **find out** whether it was during a teambuilding activity, Reflection after a lesson, or an icebreaker. If so, **point out** that such sharing was mostly for the purpose of letting their teammates get to know them better.

Explain that *this* lesson focuses on the same topics — but for a different reason. “This is for members as individuals to capture the information over time, so they can use it as needed for Life After AmeriCorps.”

“Everyone is here for a different reason, and yet everyone is hoping to learn something new, try doing some new things, maybe gain a new perspective. **Today you are going to begin a planned documentation of what you’ve done so far, and then keep it going throughout the year.**”

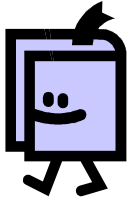


Present the four steps the team will take today:

- Develop goals;
- List service activities, training activities, and other experiences;
- Detail 2 of those activities / experiences; and
- Start your year-long portfolio.

Ask the members these questions. **Record** key words.

- “Why did you join HealthCorps?”
- “Did you look at other AmeriCorps programs?”
- “How do you hope to incorporate what you’re doing this year into your future plans?”
- “What are your ideas for using the Ed Award?”
- “What experiences would you like to have this year?”
- “Are there specific skills you’d like to develop?”
- “What would you like to learn about *yourself*?”



Direct the members to the first Worksheet in the Participant Guide: *Your Service Year Goals*

Point out that this will be the beginning of their Portfolios.

Direct them to do Steps 1 and 2.



Allow 15 minutes; **track** the time.

Circulate to see if anyone needs assistance.

Give the alert when there are 2 minutes remaining.

Allow a little more time if members want it.



Ask whether anyone:

- Has questions about setting goals?
- Would like to share a couple of their goals?
- Sees a pattern in their list — do they lean toward gaining *knowledge*? Building *skills*? Learning about *themselves*?

Point out that very similar goals and very diverse goals have a lot to do with personal preferences, what we enjoy in life, and there is no “right” or “wrong.”

Direct members to complete Step 3 of the Worksheet.

Allow 5-10 minutes.

Ask, “How did you decide on your ranking ? Was it difficult?”

Building Skills

1 hour 30 mins. max



Ask what comes to mind when members think of the word “activity.”

Affirm all answers. **Point out** the answers that apply the most to doing national service.

Ask, “Are you ready to start writing?”



Direct the members to the second Worksheet in the Participant Guide: *Your ACTIVE! List*.

Remind them that this is the next step in building their portfolios.

Direct them to follow the instructions, writing only on the *front* of the Worksheet at this time.



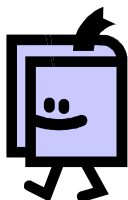
Explain that they can take the next 30 minutes both to complete the instructions *and* take a stretch break — the sequence is up to individuals.

Tell them what time to be back in the room with the front of the Worksheet done.

When members have returned, **ask**:

- “How many activities did you get down in that time?”
- “Any trouble deciding *service* vs. *training*?”

Emphasize that there is another step to take regarding their activities.



Direct them to the next Worksheet: *Assessing Your Gains*.

Ask:

- “What does it mean to *assess* your experience?”
- “Is there only one way to assess something?”
- “How might you go about deciding *which* 2 activities to select for a year-long portfolio?”

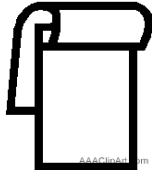
Walk members through the Worksheet to ensure that everyone understands how to complete it.

Allow 15 minutes; **track** the time.



Circulate to assist the members.

Give the alert when there are 2 minutes to go.



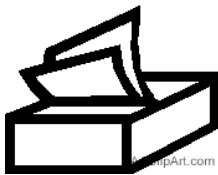
Ask for volunteers to share an example from their Worksheets.

Record items that are:

- accomplishments
- new knowledge
- new skills
- contributions
- groups or individuals they were serving

If members are sharing on “hard gains” (knowledge, skills, making something), **probe** for some “soft gains” (realizations, emotional growth, building relationships).

After you have enough items, **point out** the *quantity* and *quality* of what members have gained already in only _____ weeks / months.



Hand out the portfolio folders.

Note: If there are different colors, try to give people a choice.

Explain that you can see, from all of the information members have recorded today, that they’ll need something to keep them well organized!



Direct members to the last Worksheet: *Training Log*.

Direct them to start this Worksheet before the next Team meeting.

Suggest that they enter all trainings they’ve received so far *except*:

- PSO, because they have a printed agenda for that, and
- Any other session they attended with a printed agenda.

Point out that they should attach such agendas to the log as the year goes by.

Schedule with the team when they will work together on their portfolios again.

Congratulate them for assembling so much meaningful information, and **remind** them to keep documenting their service and training from now on.



Suggest that members write on the following questions:

1. How do I define “accomplishments”?
2. Do I expect a lot of myself — that I should be able to stack new knowledge, skills, and accomplishments at some incredible rate?
3. Am I learning faster in HealthCorps than I did in school?
4. How does this way of learning contrast with school?
5. What do the people I serve want to learn? To accomplish?

Follow-Up
Suggestions



- Members may wish to label and decorate their Portfolios. Suggest that they use magazine pictures to illustrate on the cover what they are recording inside.
- Do a photo project within the health center or out in the neighborhoods to document visually what they are documenting verbally.



Proceed to:

- The beginning of Prescription 4: Cultural Sensitivity.

Thank you!



NOTES PAGE

Lesson E: Documenting & Assessing

Worksheet: Your ACTIVE List!

If there's one thing we can promise every Community HealthCorps member, it's that your service year will be an ACTIVE one!

*As you move through the year, **make sure not to lose track** of all the things you're involved in —the service you're doing, the training sessions you attend, the projects you coordinate, the celebrations you help create — ALL of it.*

Start by entering on this page every activity you've been involved in so far and its date, then check off whether it counts as time doing service or time in training. Next, you'll need to make several copies of the other side of this sheet while it's still blank, so you can keep documenting throughout the year.

	Activity	Date	✓
*			<input type="checkbox"/> training <input type="checkbox"/> service
*			<input type="checkbox"/> training <input type="checkbox"/> service
*			<input type="checkbox"/> training <input type="checkbox"/> service
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	Activity	Date	

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Lesson E: Documenting & Assessing

Worksheet: Assessing Your Gains

Select two items from Your ACTIVE List — the two activities that have been the most important or most interesting so far. Enter one below and the other on the back, provide some details, and describe what you gained from them, whether it was knowledge, skills, or something less tangible like self-confidence or trust in the team.

Activity:	
Date:	
• What did you do?	
• Who else did it?	
• Was there a designated leader? If so, who?	
• Where did it occur?	
• Whom did you help?	
Knowledge you gained: • • • •	Skills you gained: • • • •
Other ways the activity changed you: • • • •	

Activity:	

Date:	
• What did you do?	
• Who else did it?	
• Was there a designated leader? If so, who?	
• Where did it occur?	
• Whom did you help?	
Knowledge you gained: • • •	Skills you gained: • • •
Other ways the activity changed you: • • •	

Lesson E: Documenting & Assessing

Worksheet: Training Log

Have this log with you every time you attend training, whether it is part of a regular team meeting or a special session. Fill just one line per session or per trainer. After each session, have the trainer enter his or her initials on that line.

Training Title Trainer's name & organization	Date	Length	Description	Your rating: 5= excellent, 1= poor	Trainer's initials
Training Title	Date	Length	Description	Your	Trainer's

HealthCorps Reader

AmeriCorps supports only those programs that provide both opportunities to serve and opportunities to learn. Community HealthCorps takes this double mandate very seriously and strives to enrich members' lives in a wide variety of ways.

Members are prepared for their service assignments through their site coordinator, this curriculum, health center speakers, and site supervisors. Once service has begun, members learn by doing, by observing staff, and by talking with clients. Meanwhile, there is a parallel learning track that may not relate directly to each members' specific community health service. On this second track, members develop a set of skills that they can use widely, now *and* in future — within their HealthCorps team, on service projects, when back in school or on a job.

This module introduces four important aspects of professional development: teamwork, leadership, conflict resolution, and public speaking. Each of the topics has a corresponding lesson. HealthCorps urges members to seek out other opportunities to apply and grow these professional skills during their service year.

Part One: Teamwork

Learning to work effectively on a team or in any other group does not happen by chance — it takes effort and attention. The desire and skills to work effectively with two or more people are increasingly valued assets in both public and private organizations, on the job, and in academic environments.

One definition of *team* is a group of interdependent individuals who share a common goal and work together to achieve it. Often team members have different roles and functions that together enable the group to complete the step-by-step work necessary to achieve the goal.

All teams have three basic elements:

- *Structure* involves the team's organizational design, including authority and leadership (both formal and informal) as well as the schedule, location, and physical environment in which the team operates.
- *Task* is the team's work, purpose, and output, in other words, the goal plus all of the individual action steps needed to reach it.
- *Process* is how the team works within the structure to accomplish its task.

Effective teams successfully balance the three elements. An imbalance among the elements tends to create unnecessary roadblocks. *For example:* A team can focus too heavily on achieving its task and pay no attention to relationships among team members; this imbalance results in tension among members and causes even simple problems to become burdensome. At other times, a team might focus more on maintaining their relationships while neglecting the timeline for their action steps. When this occurs, group members lose focus and motivation, the steps don't get finished, and frustration sets in.

Balancing the elements builds a collaborative team: Members feel comfortable working together within the organization agreed upon and bring their best efforts to the task.

Several factors within the basic elements have a strong impact on any team's success. They include:

Common purpose is a factor of their *task*. Successful teams have a shared sense of purpose and a clearly stated goal. They might write a mission statement as a concise articulation of their purpose. Once the purpose is established, it is critical for the team to assess their task progress periodically and revise their task as needed.

Diversity is a factor of the team's *structure*. A mix of cultures, races, genders, ages, academic experience, ability status, and job function or service assignment is likely to make an especially rich and rewarding team. Within community-based organizations such as health centers, it is critical that the team's diversity reflect the populations served. Successful teams also draw upon the unique talents, skills, and experiences of individual members to achieve their goal.

Clear roles are another factor of *structure*. Confusion over the roles and expectations of the various members is a frequent cause of frustration and tension in team settings. Unclear roles can quickly lead to other problems such as distrust, "hidden agendas," and unmet tasks. Effective teams clarify roles and responsibilities for each member prior to beginning their work. In some cases, a leader has been assigned in advance and charged with pre-determined responsibilities. In others, members together select one of their teammates to serve as leader and agree upon that person's responsibilities. There are also teams with no permanent leader; members might rotate as leader or volunteer for particular responsibilities as their work moves forward.

Open communication is a factor of both *structure* and *process*. In effective teams, information is constantly being shared and understood by everyone on the team. To ensure that this process continues, member roles must be well delineated; this decreases miscommunication. It also means that members must be candid about their wishes, needs, opinions, and concerns. Good communicators are active listeners who work to understand the point of view of each person with whom they are working. Effective teams also quickly recognize and address problems resulting from miscommunication or conflicting member roles.

Trust Although essential to a team's functioning, trust develops slowly as a result of sound *structure* and *process* and is easily lost if things go awry. All members of the team must be able to trust one another and be trusted in return. Mistrust disrupts team functioning by decreasing efficiency and causing factions among members. Building trust also requires patience, because people are never perfect.

Observing the HealthCorps Team's Process

While the HealthCorps coordinator is the formal leader of the site team, s/he works to develop the team's overall capabilities by helping all members develop and practice their team building skills. As part of that effort, s/he also encourages the group to assess its own development and effectiveness. Whether the coordinator encourages members to observe the site team in operation without the other members knowing it or the team as a whole to do a formal assessment of itself, they will find the following questions useful:

- *Communication:* Who talks to whom? Is there a dominant member? Who is quiet most of the time? Does anyone go on and on, taking up too much time? Is the communication clear enough that all members understand what is going on most of the time? Do members ask questions to be sure they understand?
- *Conflict management:* How do individuals on the team handle differences of opinion and differences in style? Do all team members use the same techniques? Does the team as a whole work through the differences with both respect and efficiency?
- *Group style:* After members have been on the team for two-plus months, is a particular working style evident? *For example:* Is there laughter at most meetings? Does the team seek to include all members equally, that is, are they inclusive? Does the leader want and get passivity from members — or does s/he expect everyone to be active participants? If there is an expression of frustration or confusion, do members quickly turn their attention toward resolving it?

You will be a part of the Community HealthCorps site team throughout your term of service. During that time, you may also be a part of other teams, perhaps the group of people who work together in a given department of the health center or a task force formed to develop solutions for a particular problem. You will be making the most use of your own professional development if you serve in all such capacities with interest, energy, and a desire to be a resource for those around you.

Part Two: Leadership

Everyone can point out a leader — whether it's a person on the “national stage” or someone closer to home. It might be an elected official or director of a charity organization, perhaps a teacher or scout leader, even a teenager or younger child. It is generally easier to identify a leader than it is to define “leadership,” and as a result there are many different definitions. The following are just a few:

- “Leadership involves a team, a concept, and a process. It can only occur in the context of a group of people who are doing something together.” Mosaica: The Center for Nonprofit Development and Pluralism
- “Leadership is the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.” John W. Gardner, *On Leadership*
- “Leadership is the art of mobilizing others to want to struggle for shared aspirations.” Kouzes and Posner, *The Leadership Challenge*
- “Leadership is the art or practice of influencing others in decisions on goals (what to do) or means (how to do it).” Dyer and Williams, *Developing Local Community Leaders*

As discussed in *Part One: Teamwork*, the leader of a team can be selected in a variety of ways. A person may serve as leader because s/he holds a particular job within the organization (*for example*: a permanent cross-departmental team may always be chaired by the Vice President of the health center). Or, the leader is appointed by someone with greater authority (a three-month task force may be led by the Health Education Manager, appointed by the CEO). Or, the leader has earned the position by having completed certain requirements (the current Vice Chair of the Board of Directors automatically becomes the new Chair after two years of service). Occasionally, a team is made up entirely of volunteers who have the authority to select their own leader (individuals from around the health center who want to plan a Martin Luther King Day service project). These are the primary methods of choosing a team leader, but there are many possibilities.

There are also those who, even if they hold no official position, have influence over the people around them due to their character, personality, knowledge, skill, experience, and/or philosophy. Such people are sometimes referred to as “natural leaders.” Virtually every community health center and other community-based organization has one or more natural leaders in its history: the woman who asked why her community had such a high infant mortality rate and kept on asking until local officials began to pay attention, or the grandfather with diabetes who gathered others like himself to demand better service from the state department of health.

Many HealthCorps members are natural leaders, too. They proactively seek opportunities to contribute and to enlist the participation of others, from the very beginning of their service year. It is important to know, however, that *every* member can become a leader if he or she is willing to learn. In fact, being a role model by demonstrating effective participation is a form of leadership that everyone can use.

How People Lead

When we define or describe the role of a leader, we are focusing on the style, techniques, and philosophy of the individual as s/he works with members of a team or simply with others in the community at large. As shown above by a few different definitions of leadership, there is no simple answer to the questions, “What *is* a leader? What makes a *good* leader?” In fact, there are innumerable academic studies about this subject and many consulting companies paid to help people become better leaders, so we cannot hope to cover the subject fully within this curriculum.

Instead, we present several factors involved in leadership. They represent the major ways that scholars and consultants focus on the issue of leadership.

Leadership characteristics. Leadership is often examined by trying to identify a set of characteristics essential to successful leaders. This line of reasoning assumes that certain traits are common to *all* leaders regardless of task or group differences. However, this approach has limitations. The characteristics of successful leaders vary and the degree to which a leader employs a given characteristic in a given situation also varies.

Leadership styles. This might also be called “approaches to leadership.” Oftentimes style is classified based on how that person’s group makes its decisions and where the true power resides in the group. True leaders — whether appointed, elected, or simply “risen to the top” — determine how much power they will keep in their own hands and how much they will share among the other people involved. A weak leader is one who does not have enough authority to make that determination stick, and either the group is leaderless or another person in the group holds the true power.

Classification of leadership styles includes *authoritarian* (holding all of the power to themselves), *consultative* (leading genuine discussion of the issues but holding final decision-making power to themselves), *democratic* (openly sharing the power so that decisions are made by a vote of all members), and *laissez faire* (refusing to hold any power and letting things happen in whatever way they happen).

Leadership philosophies and models. Each philosophy or model is a set of beliefs and techniques recommended to people who want to become leaders or to improve their leadership. Each set includes description of various leadership situations and provides ways to handle them for the greatest success. The individual who chooses to adopt a particular philosophy or model seeks to apply the techniques appropriately, until they become second nature. Given that there are many to choose from, it is clear that there is no single “best way” to lead other people; it is also likely that there are techniques that work comfortably for one person and not for another.

HealthCorps members are encouraged to observe a variety of the leaders they encounter through their service, whether in the health center, at its satellite delivery points, or during community projects. Asking the following questions can help identify the characteristics and style of each leader:

- Does s/he speak formally or informally to the group?
- In what ways does s/he share power with members of the group?
- How much of the power does s/he hold as leader?
- Does s/he use any techniques that would be useful for an AmeriCorps member?

- Do any other members of the group choose to exert leadership? If so, is it in conflict with or in support of the designated leader?
- How was the leader designated for this position in the first place?

HealthCorps members are also expected to exert leadership when asked to do so and to volunteer for leadership opportunities when they become available.

Part Three: Conflict Resolution

Thinking and learning about conflict between individuals and among team members is a logical step after leadership. We don't want to say that conflict is inevitable, but differences of emotion, opinion, and belief will always exist between human beings and we all run into difficulty at some point when trying to express them.

Why is this true? One way to understand it is through the term *interests*. An interest is a basic human need, *for example*: safety, respect, love, fun, attention, or power. Everything a person does is motivated by one or more interests. When we feel that we're not getting our interests met — or that a situation is coming up when we expect they will not be met — we tend to act in a way that can cause conflict.

Leadership skills play a large part in resolving conflicts, even when the people involved are not designated formally as leaders. *For example*: When one member of a team is acting dissatisfied with a decision that's been made, any other member can approach that person — either during a meeting or at another time — to talk about the issue and uncover the source of dissatisfaction. This is especially productive upon first witnessing the tension and if the designated leader does not step forward. *Any* member of the group can keep eyes and ears open to detect the onset of conflict.

As with the topic of leadership, there are many ideas, theories, models, books, and academic papers about conflict resolution. Following are five central terms that can help anyone begin to learn about the art and science of resolving conflict with other people:

Effective conflict resolution addresses the root issues of the disagreement. Most conflicts are about people trying to get things that they need or want and coming up against obstacles that block their attempts. So to resolve a conflict effectively, each person must identify what s/he is trying to get and then seek creative solutions to meet those interests. If those interests are not met, the conflict is likely to recur although perhaps in a different form.

Collaborative approaches to conflict between two or more people means that the interests of each of those involved are communicated and understood clearly to one

another and all are valued. Collaborative approaches value each person or subgroup equally and seek a result that is satisfying to each, not just to one or some.

Constructive conflict resolution aims at solutions that will make the situation itself better in the future, not worse. In conjunction with the collaborative element, these solutions should make things better for every person involved, not just for one or some.

Negotiation is a term that refers to a specific conflict resolution process between two or more people. Negotiation means that the parties themselves are communicating directly about their interests and trying to reach an agreement, without having anyone else represent them.

Mediation is a different process in which there is a neutral third-party helper (the mediator), who facilitates the problem-solving process between disputing parties.

Conflict Resolution Styles

Each of us has our own way of dealing with conflict based on our early experiences and the changes we have made since then. Often our approach to conflict becomes a habit, so we may not consciously think about how we will react when a conflict arises. There are five basic ways for individuals to approach conflict. Each has its advantages and disadvantages. The key is for us to choose which approach is appropriate for the particular conflict we're in — a thoughtful, considered choice rather than a habit.

Accommodating Style: When I use the accommodating style, I give in to you, perhaps because I value the relationship more than the thing we're arguing over, or because the thing we're arguing over matters less to me than it does to you, or even because I find you intimidating. This style may be useful and appropriate in specific situations, but if I use it as my dominant style across the board, I may end up feeling continuously short-changed and undervalued.

Competing Style: When I use the competing style, I am determined to get what I'm after even if it means that you don't get what you want – the classic “win/lose” scenario. This style may be useful and appropriate if the thing I'm after is more important than my relationship with you, or in a situation which we all understand is set up for competition (like sports or politics), but if I use it as my dominant style, it is likely to result in people viewing me with suspicion or mistrust.

Avoiding Style: When I use the avoiding style, the problem doesn't get addressed at all. That may mean that both you and I remain unhappy about the situation, but for some reason (such as fear, lack of time, confusion) we just don't deal with it. This style may be useful as a temporary strategy — so we can cool off and take some time to think — but if I use it as my dominant style, it will probably result in needs that don't get met and/or a situation that just gets worse.

Compromising Style: When I use the compromising style, I meet you halfway — usually giving up something in order to get something. This style can be useful when time is a factor or when a show of faith is the issue, but if the thing we're arguing about is of major importance to me, or if I find myself compromising on a lot of issues in a relationship, I may begin to feel used and dissatisfied.

Collaborating Style: When I use the collaborating style, I value equally my relationship with you, my needs on this particular issue, and your needs. In collaboration I work to see that I get what I need and that you get what you need as well. In that sense, it's the ideal outcome. Yet it is not be appropriate in every situation because it requires time, thoughtfulness, creativity, and a commitment to the relationship.

We need to match our choice of style or approach to the specific conflict. That means we cannot rely just on our habits or instincts about how to approach conflict. When we decide to branch out and use an approach other than our dominant style, it will probably feel uncomfortable at first. As in so many things, practice will increase our comfort.

Communication and Conflict Resolution

Communication is at the heart of the interpersonal conflict resolution process. It involves both sending and receiving messages. Communication also takes place on two levels: content information is exchanged *and* the nature of the relationship between people is expressed in every communication.

The style of the initial communication or invitation to the person with whom we're in conflict sends them a message about our intentions. As we continue to communicate in the process, we have to be both an effective *sender* and effective *receiver* of information. In other words, we must speak in clear terms and listen carefully to the other persons' words, facial expressions, and body language.

We have choices to make about how we communicate: We can be proactive, seeking to improve our communication style, even if others in the conflict do not. We can also seek to understand that differences in communication style do not necessarily mean that one way is better than another but instead seek to identify common interests *underneath* the style differences.

Receiving information in a conflict – listening well – is not always easy. It has been said, “It is not possible to listen well and do anything else at the same time.” The first level of being an effective listener is to get the other person to talk to us, to make him or her feel comfortable enough to share information and express feelings. Once the talker has begun to share, the next level is to clarify or summarize a block of information at a time, to make sure we have understood correctly what the other person has said and to make sure *s/he knows* we have understood correctly.

An effective listener can turn a negative message into a more positive one by reframing what the talker has said. This can be done in two ways:

- Identifying the talker's interests underneath the statement. *For example:* The talker says, “If you don't think I am important enough to let me know in advance about the meetings, I won't come anymore.” The listener reframes, “Do you mean that you need to know you and your time are valuable to us?”
- Finding the positive in a negative statement, i.e., reflecting back what the talker wants instead of what *s/he* doesn't like. *For example:* The talker says, “We'll never get out of here by noon if you don't quit wasting time.” The listener

reframes, “I gather you’d like to get out of here early and you’d like more help, is that right?”

Part Four: Public Speaking

HealthCorps members may make presentations to other members, patients, health center staff, or community groups in their service activities. Before preparing a presentation, members must be able to answer the following questions:

- **Who is the target audience?**

Is the audience homogenous or diverse? How much do they know about you and your topic area? What is their attention span? Are they familiar with technical terms? Are most individuals friendly, neutral, shy, or skeptical?

- **What is the purpose of the presentation?**

Are you sharing knowledge? Demonstrating a skill? Selling an idea? Problem solving? Making friends?

- **Is there a specific result you want to achieve?**

At the end of your presentation, what do you want the audience to do? (Studies of communication and persuasion have found that people are much more likely to take the action you desire if you give them specific suggestions and ideas.)

- **What does the *audience* really want?**

Why are they present? How much do they expect? Are they likely to respond best to a particular style of presentation?

Although there is no right or perfect way to make a presentation, there *are* techniques that will ensure more than minimum success. Here are some words of advice that will help *anyone* make a better presentation:

- **Open with the purpose or objective of the presentation.** It should be clear and succinct — possible to say in one or two sentences.

- **Emphasize a small number of key points.** Don't try to make too many main points. People remember them better if there are only a few. If the topic is complex, divide it into a few categories and present the information that way.
- **Provide some details.** Provide clear, concise explanations about each of the key points. Include just a few statistics or a personal experience when appropriate.
- **Use anecdotes or examples.** Give people a feel for how this presentation applies to real situations. Personal anecdotes and published examples make the presentation interesting and help people understand it better.
- **Make analogies and comparisons.** Sometimes it is difficult to understand a complex idea all by itself. Identify a situation or event that will be familiar to this audience for comparison.
- **Request desired action.** Near the end of the presentation, specify any action steps people should take as a result of the presentation. The more specific the request, the more likely it is to be acted upon.
- **Summarize and close.** Include a brief summary of the material presented and relate it back to the purpose of the presentation. Ending with a brief gem of a story or example helps bring all of the information together with a “word picture,” so the audience walks away with that picture in their minds.

Public speaking becomes easier and more comfortable with practice. However, many people who are experienced and successful at speaking to all sorts and sizes of groups still have “butterflies” just before they start a presentation. In fact, some of the most skilled say that a touch of nervousness is just what they need to add special energy to their upcoming public speech.

(Portions of this module have been adapted from *Starting Strong: A Guide to Pre-Service Training* by Mosaica and *Becoming a Better Supervisor* by National Crime Prevention Council, 1996.)