

## Prescription 3: Professional Development

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.



### **Lesson A: *Working in a Team***

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.

### **Lesson B: *Leaders: Born or Made?***

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.

### **Lesson C: *Resolving Conflict***

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.

### **Lesson D: *Speaking in Public***

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.

### **Lesson E: *Documenting & Assessing***

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.

## 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?

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- 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.)

## **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**

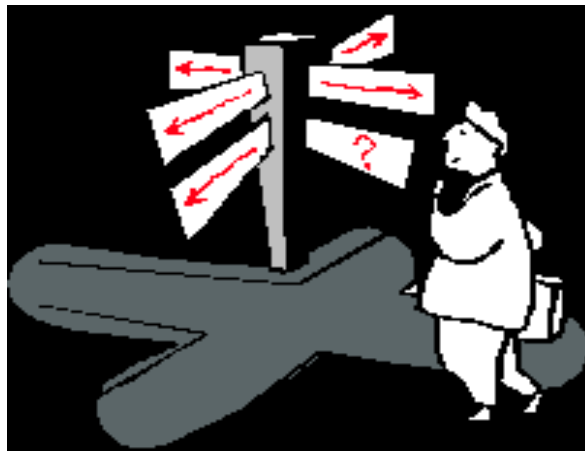
Brings members into the group's tasks; helps reluctant or shy members participate; tries to get the group to see the positive aspects of ideas.

#### **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.)



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**Lesson B: *Leaders: Born or Made?***

**Worksheet: Your *Characterization of Leadership!***

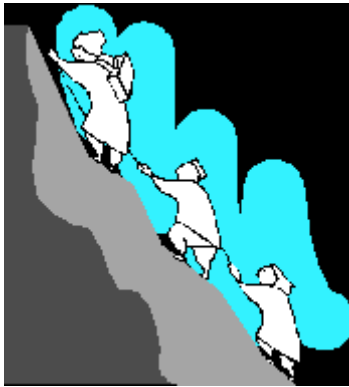
Step 1. Individually, decide on two people whom you consider to be leaders. They can be from any period of time and from any place; they can be men or women, warriors or peacemakers, active in a small endeavor or a global one.

- 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.

<b>Name:</b>		<b>Name:</b>	
<b>Actions:</b>		<b>Actions:</b>	
<b>Traits:</b>		<b>Traits:</b>	

*Continue to the next page.*

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**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*

### 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.*

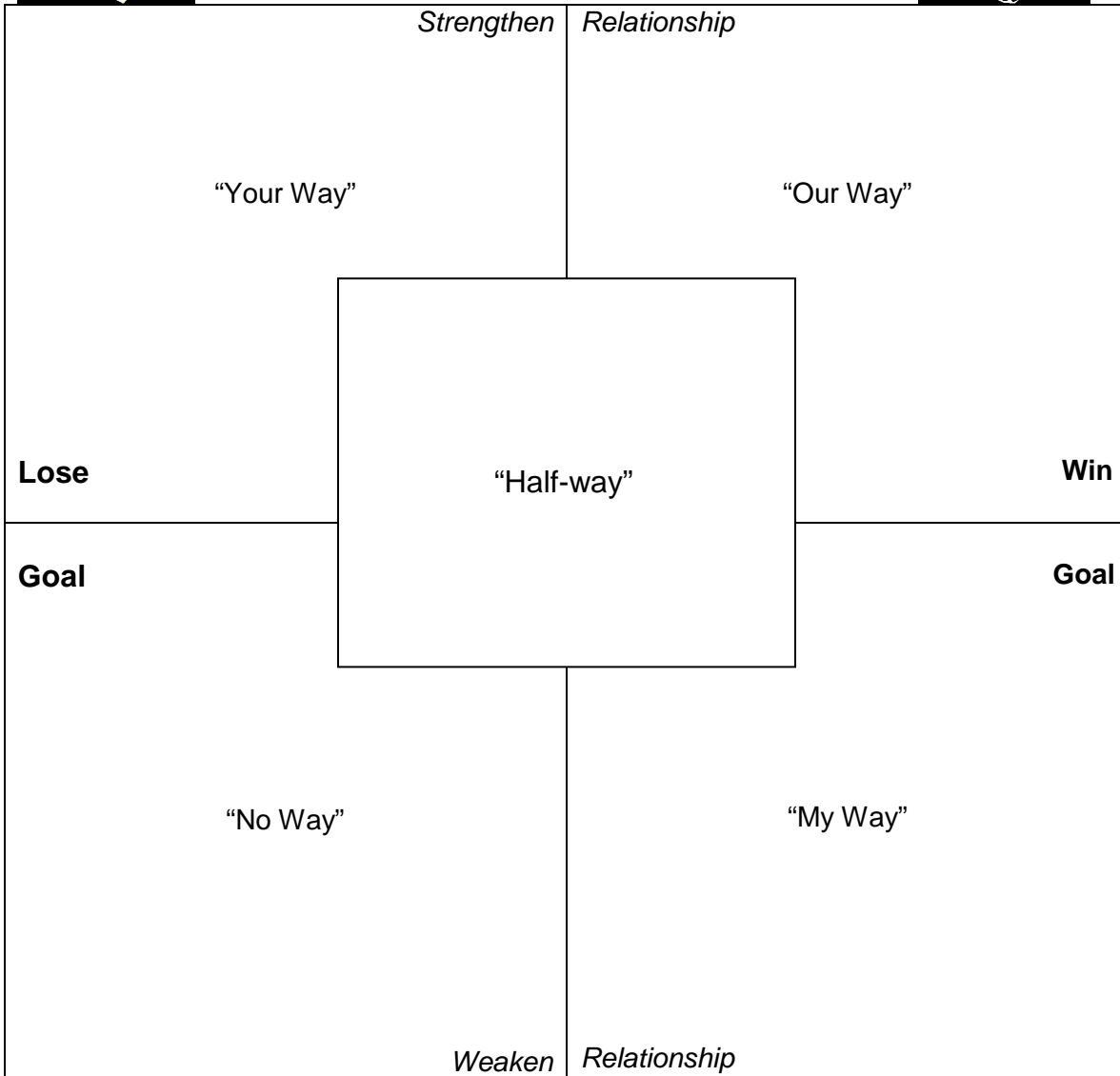
Your Behaviors	Names of Individuals		
Avoid the individual.			
Change the subject.			
Give in.			
Admit you're wrong even if you're not.			
Play the martyr: Give in let the other person know you are suffering.			
Whine / complain until you get your way.			
Acknowledge your part in the conflict.			
Try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



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**Lesson D: *Speaking in Public***

**Worksheet: *Support Forms for Anonymous Evaluation***

<p style="text-align: center;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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>



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Prescription 3: Professional Development

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<p style="text-align: center;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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;"><b><i>Support Form!</i></b></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>



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## 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
*			<input type="checkbox"/> training <input type="checkbox"/> service
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★			<input type="checkbox"/> training <input type="checkbox"/> service
	<b>Activity</b>	<b>Date</b>	
★			<input type="checkbox"/> training <input type="checkbox"/> Service
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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.*

<b>Activity:</b>	
<b>Date:</b>	
• What did you do?	
• Who else did it?	
• Was there a designated leader? If so, who?	
• Where did it occur?	
• Whom did you help?	
<b>Knowledge you gained:</b> • • • •	<b>Skills you gained:</b> • • • •

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<b>Other ways the activity changed you:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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<b>Activity:</b>	
<b>Date:</b>	
<ul style="list-style-type: none"> <li>• What did you do?</li> </ul>	
<ul style="list-style-type: none"> <li>• Who else did it?</li> </ul>	
<ul style="list-style-type: none"> <li>• Was there a designated leader? If so, who?</li> </ul>	
<ul style="list-style-type: none"> <li>• Where did it occur?</li> </ul>	
<ul style="list-style-type: none"> <li>• Whom did you help?</li> </ul>	
<b>Knowledge you gained:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	<b>Skills you gained:</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**Other ways the activity changed you:**

- 
- 
-

## Lesson E: *Documenting & Assessing*

### Worksheet: *Training Log*

*Have this log with you every time you attend a 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.*

<b>Training Title Trainer's name &amp; organization</b>	<b>Date</b>	<b>Length</b>	<b>Description</b>	<b>Your rating: 5= excellent, 1= poor</b>	<b>Trainer's initials</b>

