

The Everett-Hall Professional and Leadership Development Toolkit For High Impact HIV Prevention

Introduction

The following is a Leadership Development and Technical Assistance Toolkit designed to support community-based staff in advancing leadership skills within themselves and fellow colleagues. This tool is designed to be used in collaboration with a capacity building assistance advisor or coach. While you are expected to complete the assignments and receive support in the form of coaching and information transfer, **you are leading your own leadership development**, and this toolkit is just that – a set of tools to assist you in that process. This toolkit consists of a series of assessments and assignments designed to:

- Provide a comprehensive understanding of the connections between national HIV prevention & treatment goals and objectives and the goals & objectives of HIV prevention and treatment programs;
- Encourage community-based staff to employ critical thinking skills to better understand and serve their programs;
- Identify individual professional development needs and coach staff in specific areas of their choosing to enhance leadership capability (e.g. time management, work efficiency, collaboration, networking);
- Facilitate local implementation of the strategies outlined within the National HIV/AIDS Prevention Strategy (NHAS) and the Center for Disease Control and Prevention's (CDC) guidelines for the implementation of High Impact HIV Prevention (HIP).

To take the next step in leading your professional development, you are invited to continue onto the next page for instructions on how to use this toolkit.

The Everett-Hall Professional and Leadership Development Toolkit For High Impact HIV Prevention

Toolkit Outline & Instructions

Complete the following assessments, in the order presented and notify your capacity building advisor when you are done. It is best to complete the questionnaires before reading the explanations that follow them.

Part 1 VAK- Visual Auditory and Kinesthetic Assessment:

Determine your learning style(s) to better understand how you receive and process information and how to support yourself and others in meeting those learning needs.

Part 2 Professional Development Assessment:

Complete a collaborative appraisal of individual strengths and areas for improvement and use assessment results to identify professional development areas to work on in order to enhance leadership capability.

Part 3 Everett-Hall HIV Prevention Knowledge Assessment:

Become familiar with and make the connections between the NHAS, HIP, and your specific evidence-based intervention (EBI).

Part 4 Logic Model:

Complete visual representation of the flow of evidence-based interventions (e.g. input, implementation, output, impact) that is aligned with the goals the NHAS and HIP.

Part 5 Professional and Leadership Development Plan:

Create a plan to apply the leadership development skills acquired from the toolkit. Your supervisor will receive a copy of your professional development plan so that all parties are on the same page with respect to how support will be administered.

If you have questions about any of these assignments be sure to contact Michael Everett at everett@harmreduction.org.

Name _____ Email _____

Job Title _____

Toolkit Start Date: _____

Toolkit Completion Date: _____

Part 1: VAK – Visual Auditory Kinesthetic Assessment

Circle the answer that most represents how you generally behave.

1. When I operate new equipment I generally:
 - a) Read the instructions first
 - b) Listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a) Look at a map
 - b) Ask for spoken directions
 - c) Follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a) Follow a written recipe
 - b) Call a friend for an explanation
 - c) Follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a) Write instructions down for them
 - b) Give them a verbal explanation
 - c) Demonstrate first and then let them have a go
5. I tend to say:
 - a) Watch how I do it
 - b) Listen to me explain
 - c) You have a go
6. During my free time I most enjoy:
 - a) Going to museums and galleries
 - b) Listening to music and talking to my friends
 - c) Playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
 - a) Imagine what they would look like on
 - b) Discuss them with the shop staff
 - c) Try them on and test them out
8. When I am choosing a holiday I usually:
 - a) Read lots of brochures
 - b) Listen to recommendations from friends
 - c) Imagine what it would be like to be there
9. If I was buying a new car, I would:
 - a) Read reviews in newspapers and magazines
 - b) Discuss what I need with my friends
 - c) Test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
 - a) Watching what the teacher is doing
 - b) Talking through with the teacher exactly what I'm supposed to do
 - c) Giving it a try myself and work it out as I go

Part 1: VAK – Visual Auditory Kinesthetic Assessment

11. If I am choosing food off a menu, I tend to:
 - a) Imagine what the food will look like
 - b) Talk through the options in my head or with my partner
 - c) Imagine what the food will taste like

12. When I listen to a band, I can't help:
 - a) Watching the band members and other people in the audience
 - b) Listening to the lyrics and the beats
 - c) Moving in time with the music

13. When I concentrate, I most often:
 - a) Focus on the words or the pictures in front of me
 - b) Discuss the problem and the possible solutions in my head
 - c) Move around a lot, fiddle with pens and pencils and touch things

14. I choose household furnishings because I like:
 - a) Their colors and how they look
 - b) The descriptions the sales-people give me
 - c) Their textures and what it feels like to touch them

15. My first memory is of:
 - a) Looking at something
 - b) Being spoken to
 - c) Doing something

16. When I am anxious, I:
 - a) Visualize the worst-case scenarios
 - b) Talk over in my head what worries me most
 - c) Can't sit still, fiddle and move around constantly

17. I feel especially connected to other people because of:
 - a) How they look
 - b) What they say to me
 - c) How they make me feel

18. When I have to review for an exam, I generally:
 - a) Write lots of revision notes and diagrams
 - b) Talk over my notes, alone or with other people
 - c) Imagine making the movement or creating the formula

19. If I am explaining to someone I tend to:
 - a) Show them what I mean
 - b) Explain to them in different ways until they understand
 - c) Encourage them to try and talk them through my idea as they do it

20. I really love:
 - a) Watching films, photography, looking at art or people watching
 - b) Listening to music, the radio or talking to friends
 - c) Taking part in sporting activities, eating fine foods and wines or dancing

Part 1: VAK – Visual Auditory Kinesthetic Assessment

21. Most of my free time is spent:
 - a) Watching television
 - b) Talking to friends
 - c) Doing physical activity or making things

22. When I first contact a new person, I usually:
 - a) Arrange a face to face meeting
 - b) Talk to them on the telephone
 - c) Try to get together whilst doing something else, such as an activity or a meal

23. I first notice how people:
 - a) Look and dress
 - b) Sound and speak
 - c) Stand and move

24. If I am angry, I tend to:
 - a) Keep replaying in my mind what it is that has upset me
 - b) Raise my voice and tell people how I feel
 - c) Stamp about, slams doors and physically demonstrates my anger

25. I find it easiest to remember:
 - a) Faces
 - b) Names
 - c) Things I have done

26. I think that you can tell if someone is lying if:
 - a) They avoid looking at you
 - b) Their voices changes
 - c) They give me funny vibes

Now see the VAK Learning Styles Explanation, next page

Part 1: VAK – Visual Auditory Kinesthetic Assessment

VAK Learning Styles Exercise Explanation

1. Identify your learning style(s) by adding up how many A's, B's, & C's you selected. Keep in mind that there is no right or wrong learning style and that many people use a blend of two or three learning styles.

# of A's =		If you chose mostly A's you have a VISUAL Learning Style .
# of B's =		If you chose mostly B's you have an AUDITORY Learning Style .
# of C's =		If you chose mostly C's you have a KINESTHETIC Learning Style .

2. Read the learning style description(s) below.
3. Consider how this might help you to identify learning and development strategies that best meet your preference(s).

Visual Learners have a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me' and 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else

Do it first. These are the people who will work from lists and written directions and instructions.

Auditory Learners have a preference for the transfer of information through listening, spoken words, of self or others, or of sounds and noises. These people will use phrases such as 'tell me' and 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!

Kinesthetic Learners have a preference for physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try' and 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, be hands-on, and never look at the instructions first! People commonly have a main preferred learning style, but this will be part of a blend of all three.

** Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles. When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you and that fit your own preferred learning style.*

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s). More information about learning styles, personality, and personal development is at www.businessballs.com. Special acknowledgements to Victoria Chislett for developing this assessment. Victoria Chislett specializes in performance psychology and its application within organizations, and can be contacted via email: performancepsychologist@yahoo.com. Not to be sold or published. Authors accept no liability.

Part 2: Professional Skills Self-Assessment

Please mark an “X” in the box that best reflects your experience. See the example below.

Example

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
EXAMPLE					
I mostly communicate with staff via email		X			

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Time Management					
I come to work or meetings late.					
I come into work early.					
I come to work on time.					
The amount of time I spend on work is about equal to what is officially expected of me (<i>for example, 35-40 hours/week for someone “full time”</i>).					
The amount of time I spend on work is less than what is officially expected of me.					
The amount of time I spend on work is more than what is officially expected of me.					

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Communication					
I mostly communicate with staff via email					
I always ask questions in meetings					
I am not afraid to ask a question at work					

Continue onto the next page.

Part 2: Professional Skills Self-Assessment

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Boundaries					
Many of my friends or peers are clients of the agency					
I give my private cell or private email to clients so that I am accessible.					
FaceBook is a common media for communicating with participants					
I see clients in my personal social circles and or preferred social venues					

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Dependability					
I complete tasks on time.					
I consistently rise to the occasion when presented with a challenge					
I am often ask to take on an assignment by my peers and leadership					
I respond to work emails related in a timely fashion					

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Contribution					
My resume has been enhanced since I have taken on my role at work					
I am the go to person for certain projects at my job					
I am respected by other organizations					
I bring new and innovative ideas to the table					

Continue onto the next page.

Part 2: Professional Skills Self-Assessment

	Never Like me	Seldom Like me	About half of the time like me	Usually like me	Always Like me
Networks					
I represent my organization by attending meetings sponsored by other agencies (community advisory boards)					
I always collect business cards when meeting new people in professional circles					
I email a formal introduction to those who have provided me with business cards					

End of the Professional Skills Self-Assessment.

Professional Skills Self-Assessment Explanation

Reflect on your responses to the questions above and how they align with your personal and professional goals and values. This information will guide you and your capacity building advisor in tailoring your leadership development activities.

Part 3: The Everett-Hall HIV Prevention Knowledge Appraisal

The Goals of :
National HIV/AIDS Strategy (NHAS)

Circle the answer that matches your level of knowledge using the scale below.

Example:
NHAS0.
How knowledgeable are you *now* about:
Reducing HIV transmission?

1	2	3	4	5
---	---	---	---	---

Scale:
1= not knowledgeable and 5= very knowledgeable.

How knowledgeable are you *now* about:

NHAS1.
Reducing HIV incidence?

1	2	3	4	5
---	---	---	---	---

NHAS2.
Increasing access to care?

1	2	3	4	5
---	---	---	---	---

NHAS3.
Reducing HIV-related health disparities?

1	2	3	4	5
---	---	---	---	---

The Objectives of:
High Impact Prevention (HIP)

Circle the HIP objective(s) most applicable to your work. You may circle as many or as few as you need to.

Which HIP objectives are most applicable to your work?

HIP1. Enhanced HIV testing and linkage to care

HIP2. Antiretroviral therapy

HIP3. Access to condoms and sterile syringes

HIP4. Prevention programs for serodiscordant couples

HIP5. Substance abuse treatment

HIP6. Screening and treatment for other STIs

HIP7. Pre-exposure prophylaxis (PrEP) & other biomedical options

HIP8. Enhanced networks to facilitate housing linkages

The Applicability of:
Evidence Based Intervention (EBI)

EBI1. Which intervention are you conducting?

Circle the answer that matches your appraisal of how effective the following components of the intervention have been implemented, using the scale below.

Example:
EBI0. Recruitment

1	2	3	4	5
---	---	---	---	---

Scale:
1= not effective and 5= very effective

How effective has your program been in the following areas:

EBI2. Identification of the target population

1	2	3	4	5
---	---	---	---	---

EBI3. Engaging the target population

1	2	3	4	5
---	---	---	---	---

EBI4. Completing the required number of sessions

1	2	3	4	5
---	---	---	---	---

EBI5. Achieving positive health outcomes for participants

1	2	3	4	5
---	---	---	---	---

EBI6. Providing support services to reinforce the intervention

1	2	3	4	5
---	---	---	---	---

Exercise Explanation

Step 1. Column 1: The National HIV/AIDS Strategy (NHAS)

Of the three goals the one's where you have selected a 3 or more indicate that you have some knowledgeable and some confidence around discussing these goals. Those goals you have appraised as below a 3 indicate that there are key areas where your knowledge and confidence can be built up so that you are more confident and knowledgeable in those areas.

Step 2. Column 2: High Impact Prevention (HIP)

Once you have identified the goals that are more aligned with the nature of your specific role at work, you will then transfer those objectives and use them later to support your leadership development work.

Step 3. Column 3: d-UP! Evidence Based Intervention (EBI)

In the third column you should have appraised the elements of the intervention you are currently responsible for, indicating how effectively you feel they are being implemented.

Step 4. Your final assignment in this particular assessment is to **connect the ideas between the three columns** in order to guide your work and your performance in your current role:

Fundamentally understanding the National Strategy will provide you with context for understanding High Impact Prevention. It is the integration of both knowledge areas that should inform your intervention. The success of your abilities as a leader developing in HIV prevention is contingent on your understanding of the macro micro issues or greater considerations that the Centers for Disease Control are prioritizing (i.e. treatment cascade, community viral load suppression and linking HIV positives into care.)

1. [Watch this 2-minute video](#) for a brief overview of HIV in the United States and a vision for how to achieve an AIDS-free generation.
(If you cannot click the link, search YouTube for “Treatment Cascade Waterfall” from AIDS.gov.)
2. **Increase** your knowledge in the areas you identified as having room for improvement.
3. **A. Identify-** Based on your observations from the treatment cascade video and reading the [High Impact Prevention Booklet](#) and your responses in column 3, identify how your agency is supporting those prevention and treatment goals and objectives through your selected intervention.
(If you cannot click the link, search the internet for High Impact HIV Prevention on the CDC’s website.)

Part 3: The Everett–Hall HIV Prevention Knowledge Appraisal

B. Analyze-This is critical thinking exercise where you are expected to break and organize what you read watched or heard into components or parts, in order to make clear how the ideas are ordered, related, or connected to other ideas. Analysis deals with both form and content. Look carefully over the information you have collected. What stands out for you? What is factual? What are the themes that have emerged?

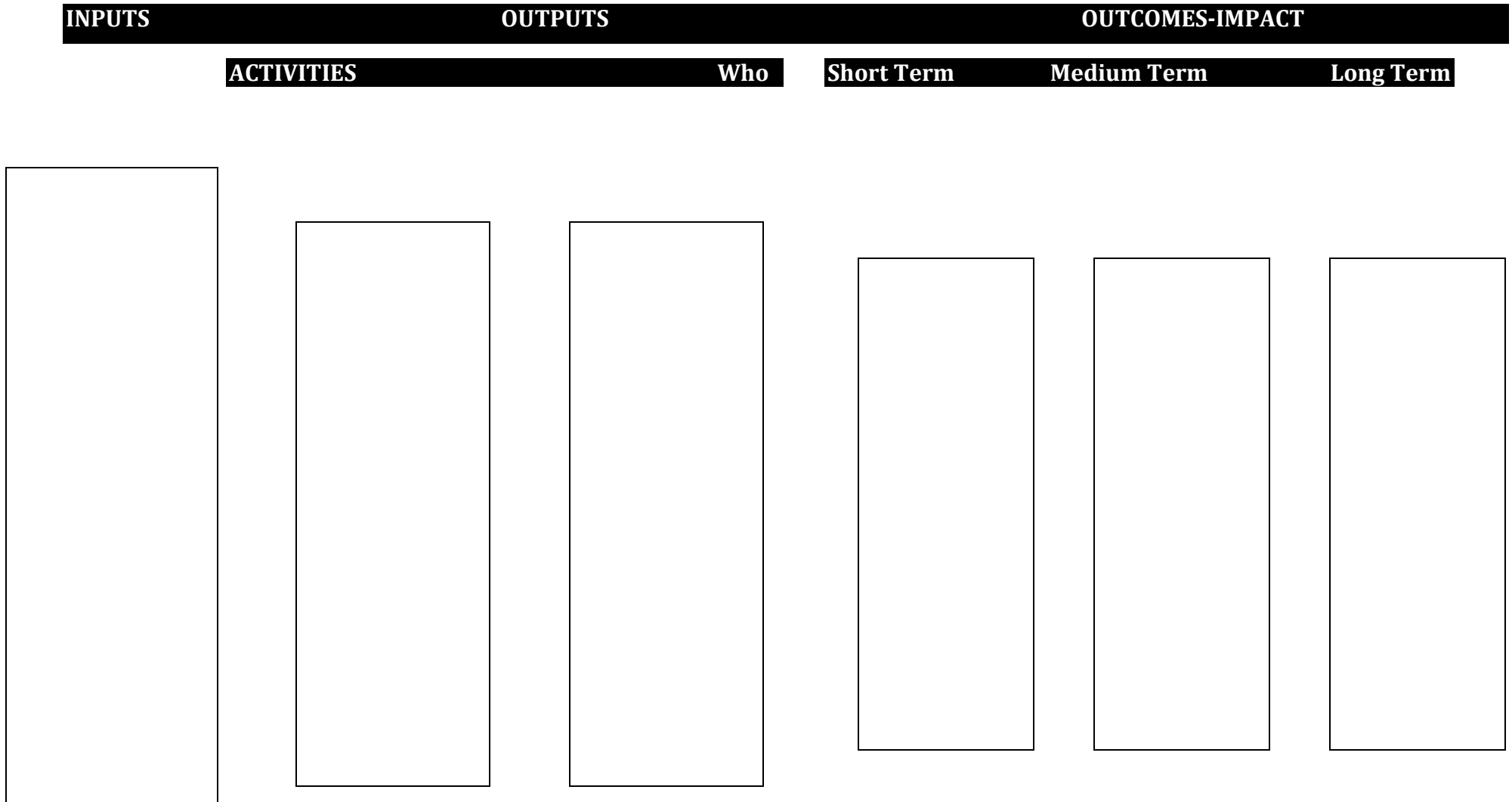
C. Synthesize – Synthesis involves the ability to put together the parts you analyzed with other information to create something original. What are your program’s strengths as evidenced by your agency’s implementations of your intervention? Put your thoughts in paragraph form and submit that back to me via email.

Step 5. The last part of your assignment is to construct a logic model. Once we have discussed the first two assessments, you will then use all of what you have identified, analyzed and systemized and begin to complete your logic model using the template in the next section of the toolkit. The purpose of the logic model is for you to develop a visual flow chart of how your intervention is impacting the HIV epidemic based on your agency’s contractual obligations (grants) as well as based on the uniqueness your agency brings to the table as an experience community based organization. (I will guide you through this process and you will receive coaching before, during and after these items have been completed.) To get started, view this video: [Logic Model Video](#).

(If you cannot click on the link, search YouTube for “Logic Model Basic, Part 3” by James Wolff)

Part 4: Understanding The Impact of my HIV Work: Logic Model

Situation: Not understanding the impact of my HIV work on the greater picture as provided by my funders can create a great disconnect between the services my agency is funded to implement and the way in which those services get carried out.



Part 5: Professional and Leadership Development Plan

Name: _____

Date: _____

Supervisor's Name: _____

Title: _____

Next Performance Evaluation: _____

Title: _____

<u>Professional Development Goals</u>	<u>Objectives</u>	<u>Activities</u>	<u>Timeline</u>	<u>Met?</u>
1. Continue to build capacity to provide training and technical assistance on topics under purview of CBA for CBOs three main categories.	1. Seek training around topics related to harm reduction	1. Attend training on overdose prevention and response	2013	X
		2. Attend Understanding Drug User Stigma training	September 2013	
		3. Attend training or presentation on hepatitis C	October 2013	
	2. Seek training on organizational development topics	1. Attend training on nonprofit fiscal management	October 2013	
		2. Attend training on another topic related to organizational development	October 2013	
2.				
3.				