

INSPIRING CHANGE LEADERSHIP TRAINING

A curriculum for preparing African American lived
experience research leaders.



Handouts for Trainees

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FOR MORE INFORMATION GO TO: www.chicagohealthdisparities.org or contact Lindsay Sheehan at lsheehan@iit.edu

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Session 1: Introduction to Community-Based Participatory Research

Handout 1: Introduction to CBPR



Community-based participatory research (CBPR) is a partnership approach to research that equitably involves community members, organizational representatives, researchers, and others in all aspects of the research process, with all partners in the process contributing expertise and sharing in the decision-making and ownership.

CBPR Example 1

African Americans with serious mental illness are more likely to have high blood pressure. A community-based participatory research (CBPR) team wants to learn the best way to improve habits of African Americans with serious mental illness. There are two programs that have been used in community health centers, but no research has looked at how these programs work for African Americans. The CBPR team wants to compare the two programs (Program A and Program B) to see which one will lead to improve blood pressure and will be preferred by African Americans with lived experience.

CBPR Example 2

A case manager feels that his clients need training to advocate for themselves during doctor visits. He recruits a CBPR team to design an advocacy training. The team holds interviews and focus groups with doctors, case managers and clients to identify ways to improve self-advocacy. The team develops a brief self-advocacy training for clients based on their research.

Handout 2: Community-Based Participatory Research Principles

Review the principles of CBPR that have been adapted from Minkler & Wallerstein, (2008). Discuss examples of each principle.

CBPR Principle	Examples
1. CBPR brings researchers and community members together during all parts of the research process.	<ul style="list-style-type: none"> • Have meetings (weekly, monthly, etc.) • Write a grant together • Decide what survey questions to use • Write a paper together about results
2. CBPR balances research <i>and</i> action for the benefit of all partners.	<ul style="list-style-type: none"> • Clinic wants to provide services that work • Patients/lived experience want services that they like • Research helps find out which services are preferred by patients and which services work best.
3. CBPR recognizes communities.	<p>Each community has something they share in common, for example:</p> <ul style="list-style-type: none"> • Neighborhood • Illness • Racial identity
4. CBPR uses the opportunities and talents within the community, recognizing that everyone has something to offer.	<p>Talents</p> <ul style="list-style-type: none"> • Socially-connected • Respected • Spiritual
5. CBPR allows researchers and community members to learn from each other and get results.	<ul style="list-style-type: none"> • They discuss things with each other and keep an open mind
6. CBPR is a long-term process that requires commitment and dedication.	<ul style="list-style-type: none"> • There may be times when someone else may need to step up when one team leader or team member cannot be there.

<p>7. CBPR focuses on issues in the local community. CBPR pays attention to the many factors that contribute to those issues.</p>	<ul style="list-style-type: none"> • In CBPR, you can be your own voice.
<p>8. In CBPR, community research partners share their research findings for the benefit of all people involved.</p>	<ul style="list-style-type: none"> • Hold a community event/ seminar • Give an interview with a local newspaper
<p>9. CBPR tries to improve the health care system through open and consistent communication between researchers and the community.</p>	<ul style="list-style-type: none"> • Change the way the clinic does business • Help people improve blood pressure
<p>10. CBPR promotes the rights of community members to make their own choices and in many ways empowers all persons involved in the process.</p>	<ul style="list-style-type: none"> • You feel better because you can help. • You have important work to do.



"Great leaders never accept the world as it was and always work for the world as it should be"

Condoleezza Rice

Handout 3: Strengths

Read the definition of CBPR below and write down what strengths you bring to the team.

Community-based participatory research (CBPR) is a **collaborative** approach to research that involves all partners in the research process. This research format recognizes the **unique strengths** that each partner brings. CBPR begins with a research topic of **importance to the community**. CBPR combines knowledge and action for social change to **improve communities** and **eliminate disparities**.

(Adapted from W. K. Kellogg Foundation's Community Health Scholars Program, 2001, p. 2)



What strengths will you bring to your CBPR team?

Handout 4: Duties of Lived Experience Research Leader

- **Facilitation:** co-lead the team meetings
- **Liaison between team members and organization:** talk with the agency about where we can meet, who needs to approve the project and how you can recruit participants.
- **Recruitment:** Design flyers, handout flyers, call participants and explain the study
- **Data collection:** Help participants fill out surveys, give presentations, interview people
- **Organization:** Make sure the project is on time, people get paid, people are trained, problems are solved, etc.



"You can't lead where you haven't been."

Willie Taplin Barrow

Session 2: Transformational Leadership

Handout 5: Introduction to Leadership

Leaders help the group to...

- Do their best
- Feel good
- Stay committed to the project

(Bass, 1985, 1998)

Three Leadership Styles

1. Laissez-Faire (“lay-zay-fair”) Style (Free-for-all)

Laissez-faire means to “let go” in French. In this leadership style, the leader provides very little structure or guidelines, leaving followers to fend for themselves and make decisions.

2. Transactional Style (Same old- Same old)

This style of leadership uses rewards and punishments to get things done. Transactional leaders try to do things the way they’ve always been done rather than making big changes.

3. Transformational Style (Move and shake)

The transformational leader works with group to identify what changes are needed. The transformation leader creates a vision and makes changes by working together with group members. This leader focuses on motivation, morale, and job performance of followers.

“Be more concerned with your character than your reputation. Because your character is what you really are, while your reputation is merely what others think you are.”

Jay-Z

Discussion: Can you think of at least one person (political leader, past supervisor) who uses each style?

On the next page, work as a group to complete the pros and cons of each style.

Evaluating Leadership Styles

	Pros	Cons
Laissez-Faire		
Transactional		
Transformational		

Which leadership style would you want to use? Why?

Handout 6: Four Main Attributes of Transformational Leadership

1. Give each person on the team individual attention.

- a. Pay attention to each team member's concerns and needs
- b. Act as a mentor or coach
- c. Provide empathy and support
- d. Keep communication open
- e. Recognize strengths of each team member

2. Provide group members with challenges to solve

- a. Ask for group members ideas
- b. Encourage creativity in the group
- c. Help group members think more independently
- d. See problems as opportunities for learning and growth

3. Inspire and motivate group members

- a. Explain your vision to the group
- b. Set high standards for group members
- c. Tell and show how excited you are about the project
- d. Explain what the meaning of the project is and why it's so important.

4. Be a role model for group members

- a. Be an example of ethical behavior
- b. Have pride in the group
- c. Gain respect and trust of group members

What does it mean to be a **project** leader?

Session 3: Communication Skills

Handout 7: Communication Skills

Communication: Communication is simply the act of transferring information from one place to another.

The different categories of communication include:

Spoken or Verbal Communication: face-to-face, telephone, radio or television and other media.

Non-Verbal Communication: body language, gestures, how we dress or act - even our scent.

Written Communication: letters, e-mails, books, magazines, the Internet or via other media.

Visualizations: graphs and charts, maps, logos and other visualizations can communicate messages.

ATTENDING SKILLS

Attending skills are the act of communicating that you are fully present in the moment without the use of words. The result of using these skills is that the speaker is encouraged to continue talking about their concerns or feelings in a comfortable manner.

1. **Engaging body language:** Face the person speaking and do not sit or stand with folded arms. Simple motions of nodding your head or leaning your body forward can let the speaker know you are paying attention. Use encouraging gestures and think about the tone of voice you are using.
2. **Facial expressions:** Be aware of your facial expressions while listening, and ensure that your expressions are natural and match the speaker's content.
3. **Eye contact:** Continue to maintain natural eye contact with the speaker while he/she talks (e.g. no glaring, staring or giving the side-eye).
4. **Avoid distractions:** The lived experience leader should try to find an area limited to interruptions and a space where the person speaking can talk freely.
5. **Time sensitivity:** When you are leading a research project it is important to take the appropriate time needed to listen to what a person is saying and respond appropriately. Avoid asking individuals a question when they are in a hurry, do not wait until the last minute to ask a question. Likewise, do not give answers to questions when you are pressed for time, instead repeat the question and schedule a time to respond.
6. **Considerations:** During interactions with other individuals turn cell phones off or on silent mode. Do not text and avoid talking to 3rd parties. Inform the person you are having a conversation with of any possible interruptions before the meeting.

FOLLOWING SKILLS

Following skills are the act of listening to what the person is communicating without interfering while moving in the same direction as the speaker. The responsibility of the lived experience leader is to fully understand what is being communicated from the speaker.

1. **Door openers:** Good door openers provide an invitation for a person to talk freely, is followed by silence and provides the individual an opportunity to respond. For example, “What is your reason for participation?”, “Tell me about yourself.”, “What is your work experience?”
2. **Simple Encouragers:** Persons with lived experience often lead meetings, and when listening to team members use statements, such as “right” or “go on” or a nod of the head demonstrates to the person you are listening.
3. **Questioning:** Questions can help direct the person speaking. Open-ended questions encourage conversation. This type of questioning begins with words such as, “What”, “Why”, or “How”, encouraging the speaker to continue in the conversation.
4. **Attentive Silence:** Being quiet shows the person speaking that you are listening and supportive. Use natural eye contact and simple encouragers can let the speaker know you are listening, while allowing the speaker do most of the talking.

REFLECTING SKILLS

This type of listening skill involves repeating the speaker’s statement.

1. **Paraphrasing:** Focuses on the content of what was said while restating the core of the speaker’s statement in the listener’s words. The statement the listener provides is a concise and thorough message.
2. **Connecting Feelings & Meanings:** By listening for feeling words and observing body language, this allows the listener to hear the speaker’s feelings and repeat them back to the speaker.
3. **Summarizing:** By summarizing the conversation, the listener can reflect topics or common statements highlighted by the speaker.

CONSTRUCTIVE FEEDBACK: Sandwiching Skill

- Begin with a complement of a job well done
- Add a solution to an ongoing concern
- End with a thank you of all the work up until that point

Before you begin, review the first part of this handout. Choose a listener (who will pretend to be a lived experience leader) from the group. Choose a speaker (who will pretend to be another person on the team with a problem. All others in the group will be observers and will give feedback.

After you are finished, take a minute to complete the following questions:

As the listener (lived experience leader)

What did the speaker say?

- _____
- _____
- _____

What did I do or say that felt/seemed supportive?

- _____
- _____
- _____

What would I do or say differently next time?

- _____
- _____
- _____

As the speaker and observer (member of CBPR team)

What did the listener do well?

- _____
- _____
- _____

What are my suggestions for the listener to do differently next time?

- _____
- _____
- _____

Try this exercise multiple times with different speakers and listeners.

Session 4: Project Management

Handout 8: Project Management

Project Manager: A person who is in charge of a particular project.

Skills of Project Manager

- Inspires others
- Good communicator
- Builds team relationships
- Problem-solving skills
- Enthusiasm
- Empathy
- Works well under pressure

Project Management Tasks

- Make appointment reminder calls
- Return phone calls and emails
- Plan days and times for the meeting
- Reserve meeting rooms
- Print materials for the meeting
- Prepare room with coffee and snacks
- Schedule research participants
- Make recruitment flyer
- Hand out flyers
- Prepare agenda



- Prepare for group session
- Take notes/minutes
- Empower/ ask other team members to do tasks
- Make a detailed timeline
- Others? _____

"Faith is taking the first step even when you don't see the whole staircase."

Martin Luther King Jr.

Handout 9: Time Management

Time management means organizing your time and planning how much time to spend on each activity. Time management helps reduce stress and helps you make sure you are working efficiently.

How Can I Be Organized?

- Schedule times during the week to work on the research project only.
- Enter your schedule into your calendar.
- Look at your calendar before you go to bed so you will be prepared for the next day.
- Check your email first thing in the morning to see if any last-minute items need attention.
- Spend the first 5 to 10 minutes of your day writing down to-do list. Break large tasks into smaller steps. Next to each item, write down how long it will take to complete each task.
- Go over your written to-do list and put a star next to the most important items. Start with the starred items.
- Before making or returning a call, write down the things you need to accomplish, so you don't forget something.
- Stick to your schedule as much as possible, but be willing to re-arrange items as needed.
- If you begin to feel overwhelmed by too many tasks, talk to your mentor, supervisor, or fellow leaders BEFORE you fall behind.
- Take notes during phone calls or meetings.
- When traveling to meetings, overestimate travel times, in case of traffic or public transportation issues.
- Don't push tasks off for later that can easily be done now. You may forget to do them.
- If you need to reschedule a meeting, do so as soon as possible.

The Job Seems so Big—How Do I Get Started?

Take what you are trying to do and break it into smaller steps. For example, if I need to make a flyer, here are the steps I might take:

- 1) Find a sample flyer that I can use to start with.
- 2) Mark changes that I want on that flyer.
- 3) Use the computer to create the changes I want.
- 4) Present the flyer to my group for feedback.
- 5) Make the recommended changes.
- 6) Take back to the group for final approval.

How Can I Limit Distractions?

- Limit time spent on computer for personal use, especially websites like Facebook, YouTube, and personal email.
- Make personal phone calls during your break or lunch hour.
- Run personal errands before or after your scheduled work hours.
- Turn your phone to vibrate when you are in meetings so you are not tempted to answer during these times.

How Can I Get Back on Track if I Stumble?

- Talk to a mentor
- Connect with your support system
- Stop and reprioritize

Now try it yourself. **For your research project, you are having a partner agency come to train your team on data collection. You are in charge of finding a place and time for the training, and for making sure your team members are all there and comfortable.** List the steps that you would need to take. Write down how far in advance of the training you would complete each task. Discuss with your group.

Action Plan

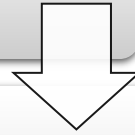
Step 1: _____



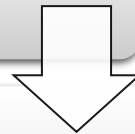
Step 2: _____



Step 3: _____



Step 4: _____



Step 5: _____

Handout 10: Delegating

Read about the two team members below. Decide which one you would match to which task.

Person 1: Person 1 is a CBPR team member with lived experience. He is always on time to meetings and has attended every meeting so far. He always listens to others and gets along well with the rest of the team. He has mentioned that he doesn't have much experience using a computer. He is a sloppy dresser and sometimes does not have the best personal hygiene.

Person 2: Person 2 usually attends the meetings, but is often a few minutes late. She loves hosting parties and worked as a marketing assistant in the past. She gets along with the rest of the team, but does have an ongoing argument with another woman in the group who she sees as a show-off.

- Make appointment reminder calls ____
- Reserve meeting rooms ____
- Print materials for the meeting ____
- Prepare room with coffee and snacks ____
- Schedule research participants ____
- Make recruitment flyer ____
- Hand out flyers ____
- Take notes/minutes ____
- Delegate/ ask other team members to do tasks ____
- Make a PowerPoint presentation ____
- Plan an event for the group ____
- Hand out recruitment flyers ____
- Make coffee for the group ____
- Network with providers in the community ____

Explain why you made the choices and discuss with the group.

How would you ask that person to do the task?

Handout 11: Sample Agenda

LEADERSHIP ADVISORY BOARD AGENDA

Tuesday, February 21, 2017
10:00 am – 12:00 pm
Illinois Institute of Technology
Meeting 3

Agenda

- I. Review/Approve Minutes
- II. Learn about research ethics: Chapter 3
- III. Go over informed consent for project
- IV. Break
- V. Brainstorm questions for focus groups
- VI. Plan content for website
- VII. Adjournment and Payment

Handout 12: Agenda Planning

Look at the timeline below. Pretend that it is Jan. 1. Based on the timeline, complete the milestone steps and agenda items below.

Milestone	Projected Start Date	Projected Completion Date
1. Develop the questions that you will ask the participants in the focus group.	Jan 1, 2016	Feb. 20, 2016
2. Get permission from the agency to do the focus groups.	March 1, 2016	March 31, 2016
3. Hold the focus groups.	April 1, 2016	April 15, 2016
4. Work with the researcher to analyze the results of the focus groups.	April 15, 2016	May 15, 2016
5. Explain the results to the rest of the team and get their feedback	May 15, 2016	July 1, 2016

For each “Milestone” write down the smaller steps you will need to take to complete it.

1. Develop the questions that you will ask the participants in the focus group.

- a. _____
- b. _____
- c. _____

2. Get permission from the agency to do the focus groups.

- a. _____
- b. _____
- c. _____

3. Hold the focus groups.

- a. _____
- b. _____
- c. _____

4. Work with the researcher to analyze the results of the focus groups.

- a. _____
- b. _____
- c. _____

5. Explain the results to the rest of the team and get their feedback

- a. _____
- b. _____

Making the Agenda

Using the list at the bottom of the page, fill in the agenda items for the first three meetings.

Meeting	Agenda Items
1	1.
	2.
	3.
2	1.
	2.
	3.
3	1.
	2.
	3.

Agenda Items

- Fill out an application for the institutional review board (IRB) to approve your research.
- Make a consent form for participants to sign.
- Brainstorming questions to ask participants in the focus group.
- Learn about research ethics
- Learn about focus groups
- Break
- Approval of the minutes
- Adjournment and payment
- Make a flyer about the research
- Make up group rules
- Give a background on the project.
- Others?

Session 5: Leading a Meeting

Handout 13: Leading a Meeting

Tasks of a Facilitator

- Follow the agenda.
- Listen to group members
- Make sure all group members have a chance to participate
- Build consensus among members
- Summarize discussions
- Action plan

How to Engage a Group

- Small group discussions: Break people into groups of 2-5 and assign a specific task and time limit. Ask one person in each small group to be the note taker who summarizes work to the larger group.
- Role plays: Ask group members to act out an imagined scenario. Role plays can be helpful for learning a new skill (such as how to conduct a research interview) or for getting group members to take the perspective of others.
- Brainstorming: In brainstorming, the facilitator asks group members to list ideas and facilitator takes notes.
- Asking for feedback: Present group members with written or verbal information and ask them to give critical feedback about the content or about the language. This can be helpful method for developing research surveys.
- Round robin: The facilitator calls on each person in the group to give a response to the question.

Basic Meeting Rules/Comforts

You can develop rules together. The way you enforce rules depends on your personal style. You can use humor to diffuse situations, but usually it's best to use a direct style and emphasize the impact that rule-breaking has on the group ("I lose my thought when cell phones are going off during the meeting—this is a reminder to turn off the phones. You may need to occasionally remind the group of the rules, talk with group members individually about the rules, or review before each meeting. You can have each group member take turns presenting the rules to get better buy-in. Here are some common rules:

- Be on time
- Have an open mind
- Ask questions
- Don't interrupt others
- No side conversations
- Pay attention- get rid of distractions
- You can disagree with a person's perspective, but don't give a personal attack
- Keep on topic

Handout 14: Professionalism Activity

Issue	Unprofessional	Professional
Attendance and punctuality		
Personal appearance		
Language		
Reacting to your mistakes		
Helping coworkers		
Expressing your opinions		
Talking about yourself		
Making friends		
Dealing with disagreements		
Gossip		

"My humanity is bound up in yours, for we can only be human together."

Desmond Tutu

Handout 15: Tips for Professionals

- Memorize agency policies and follow them (dress code, what to do if you're sick).
- If you are not sure, don't be afraid to ask.
- Notice how respected people in your workplace dress and act, then follow their lead.
- Keep personal business at home—limit phone calls, texts, internet surfing.
- If you can't do something, learn to say no nicely
- Know your job description and make sure you do everything- not just those things you like doing.
- Sexual harassment can be physical contact, but can also include emailing or texting sexual pictures, or even making jokes or comments. Think twice before you make any joke or comment.
- Be careful about making personal relationships on a project. It can be difficult to focus on your work and it might lead to favoritism.
- Respect the personal space of coworkers. Ask to use their desk, supplies, etc. first.
- Being professional does not mean giving orders or being bossy. It means working together with others and earning their respect.
- Sometimes you might not know how to respond professionally— talk to a coworker, mentor, or respected professional about the issue.



Session 6: Professionalism and Self-Care

Handout 16: Practicing Professionalism

Here are some stories about Gary, a lived experience research leader. Read and discuss these in your group.

For each one discuss:

- 1) What might other people on the project think about Gary's behavior?
- 2) What could Gary have done/ do differently?

S1: At the end of the meeting, there is a list of things that still need to be done. Gary says, "since you all were distracted and off topic the whole meeting, we've still got so much to do! I want you all to get together tomorrow and finish this work."

S2: Gary is working with a researcher, Nikki, who is 15 years younger than him. Gary gets annoyed because he finds Nikki is bossy and he feels like a secretary. He always has to make coffee, set up the meeting room, and make copies. He doesn't say anything to her, but starts to feel like he shouldn't even bother with the project anymore if he's not even going to be respected.

S3: One of Gary's team members, Ricky, is a dental hygienist. Gary really needs some dental work done and has family members who need it too. Gary asks if Ricky can hook him up with a free cleaning and filling for his cavity.

S4: Right before the meeting, Gary's friend sends him a picture on his phone and he starts laughing. Other team members hear him laughing and ask what it is. The picture has some nudity and crude humor but Gary decides to share it because they still have a minute before the meeting starts.

S5: One of Gary's team members, Denise, asks him if he wants to get lunch after a meeting. Gary has been attracted to Denise for a while and is happy to go. He tells the other team leads that he will call them to discuss the project later and goes to lunch.

*"Do the best you can until you know better. Then when
you know better, do better."*

Maya Angelou

Handout 17: Self-Care

Self-care is how you can take care of yourself so that you can do your best job on the project and feel good about yourself. Look at the six parts of wellness in this figure. For each part, think of self-care activities that you already do and list them below. Then in the right column, list self-care activities that you want to do in the future.

How will taking care of yourself help the projects that you are working on?



	Activities I do	Activities I want to do
Emotions		
Body		
Mind		
Social		
Work		
Spirit		

Tips for managing stress

- If something makes you anxious, do it right away or write it down.
- Say no if you need to.
- Take a break.
- Stay organized.
- Ask for help from your mentor.
- Talk about it with a counselor, therapist, friend, or family member.
- Keep a healthy lifestyle by getting exercise, sleep, and healthy foods.
- Take control
- Manage time
- Partake in social activities
- Meditation

What else can I do to manage stress?



Session 7: Mentorship

Handout 18: Mentorship

"Show me a successful individual and I'll show you someone who had real positive influences in his or her life. I don't care what you do for a living—if you do it well I'm sure there was someone cheering you on or showing the way. A mentor."

Denzel Washington

What is mentorship?

Mentoring is a “collaborative learning relationship” between the mentor (experienced leader) and mentee (leader in training). The mentor and mentee work together to help the mentee reach a goal (e.g. complete a research project). The mentor-mentee relationship can be helpful for both people.

- Who mentored you in the past?
- Who took an interest in your welfare and development when you were taking on challenges?
- Who helped you uncover a hidden talent or ability?
- Who was a role model for you?

Now, imagine yourself as a research project leader. What would you expect from your mentor?

Your mentor will not be able to do everything, but if you think about what you expect from the mentor, you can ask for what you need at the beginning of the relationship. Check below what you would look for in a mentor.

- Have time for me
- Encourage me
- Help me solve problems
- Check in with me regularly
- Have someone to vent to
- Help me guide me in developing career goals
- Introduce me to new people
- Help me find a job
- Teach me new skills
- Tell me how I'm doing.
- Be real, down-to-earth, and honest. Just tell me if they aren't sure.

Others: _____

How can I be a good mentee?

- Commit the time for meetings, homework, and growth
- Be flexible and open-minded to mentor feedback.
- Keep your mind on the big goals (e.g. to finish the project)
- Remember that mentors can't solve every problem

How can I find a mentor?

- Talk with trusted people that you know in organizations that you belong to (e.g. caseworkers, church leaders, peer professionals, etc.)
- Ask people in your social network to find you a mentor
- Contact or join the client advisory councils or consumer advisory board
- Research online for people working in your area of interest and reach out to them
- Contact local research groups that support community-based participatory research or the research department of an organization that you belong to.
- Search for resources on the Inspiring Change network (www.chicagohealthdisparities.org)

Can you think of anyone who can be a mentor to you? Who can help you develop your leadership skills and reach your goals? How can you find a mentor?

Session 8: Solving Problems and Managing Conflicts

Handout 19: Solving Problems

Think of problem-solving as a growth opportunity. Use the following steps to solve problems.

Define the Problem

- State the problem clearly
- List the causes of the problem.
- Check which of the above are facts and which are opinions.
- Write down if there is a violation of a standard, policy, or expectation.
- Is there a need to gather any more information to understand the problem?

Brainstorm Solutions

- Ask everyone involved to suggest solutions
- Make sure you have both short and long-term solutions
- Build off other people's ideas

Review Solutions

- Write down the possible results of each solution
- Review solutions without bias
- Choose one solution and write it down

Use the Chosen Solution

- If possible, test the chosen solution in a small way

See How Your Solution Worked

- Get feedback from everyone involved
- Get everyone (even the ones who disagreed) on the same page to move forward
- Review the long-term results of the solution

Handout 20: Your Turn to Solve a Problem

Define the
Problem

Brainstorm
Solutions

Review
Solutions

Use the Chosen
Solution

See How Your
Solution Worked

Handout 21: Conflict Management

The practice of recognizing and dealing with disputes in a rational, balanced and effective way. Conflict management implemented within a business environment usually involves effective communication, problem resolving abilities and good negotiating skills to restore the focus to the company's overall goals.

Introduction

The Thomas-Kilmann Conflict Management Approach is one way to think about managing conflicts. This approach describes two parts to conflicts:

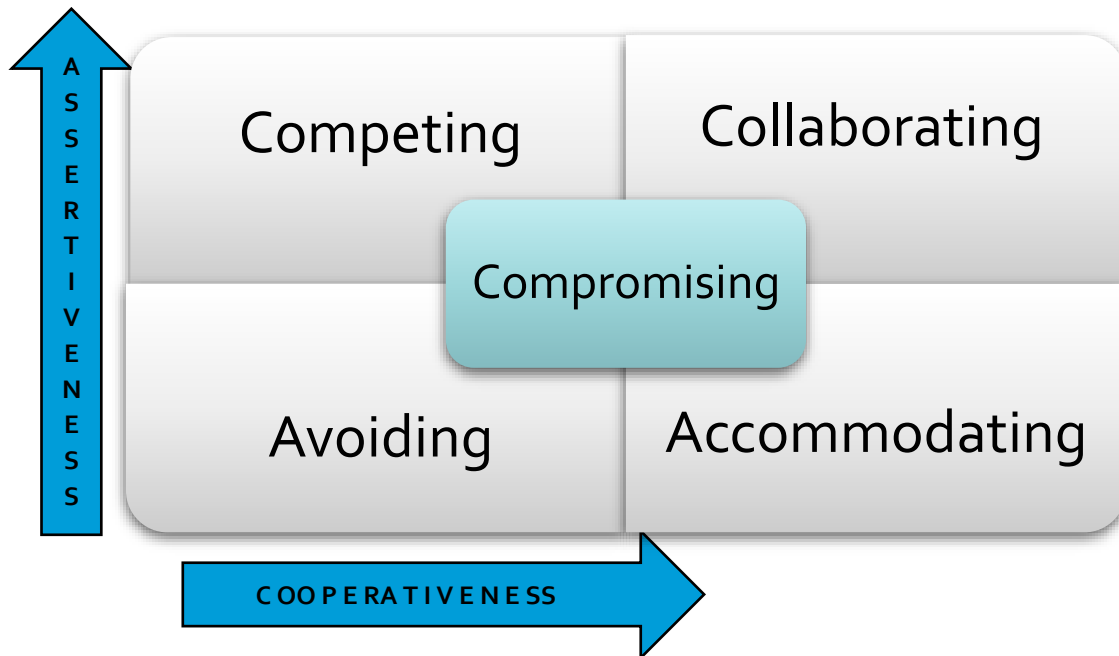
- (1) assertiveness: how much you make your own concerns known to others
- (2) cooperativeness: how much you try to satisfy the other person's concerns.

Different levels of assertiveness and cooperativeness create five main ways of reacting to conflict.



1. **Competing** is very assertive but uncooperative—an individual pursues his own concerns at the other person's expense. The person who is competing uses power (money, rank, ability to argue,) to stand up for their point of view, or simply to try to win.
2. **Accommodating** is unassertive and very cooperative—the opposite of competing. When accommodating, the person focuses on the concerns of the others rather than their own. This could mean self-sacrifice, which could be trying to help others, but could also be following someone else's orders when you really don't want to.
3. **Avoiding** is unassertive and uncooperative—the person does not deal with the conflict or address any concerns. Avoidance could mean that you just side-step (talk around the issue) or delay addressing the conflict until another time. Avoidance could get you out of a threatening situation.

4. **Collaborating** is both highly assertive and cooperative—the opposite of avoiding. People work together to find a solution that addresses everyone’s concerns. This means understanding the needs and wants of the two individuals. This can mean exploring a disagreement to learn from each other or trying to find a creative solution to a problem.
5. **Compromising** is moderate in both assertiveness and cooperativeness. The goal is to agree on a practical solution that partly satisfies both people. Compromising gives up more than competing but less than accommodating, falling in between. Likewise, it addresses an issue more directly than avoiding, but not as deeply as collaborating. This can mean often mean finding a middle ground.



Next Steps

"We all have dreams. In order to make dreams come into reality, it takes an awful lot of determination, dedication, self-discipline and effort."

--Jesse Owens

Appendix



Pre-Survey

Instructions: Please complete this survey before beginning the leadership seminar.

1. I feel **prepared** to help lead a research project.

1	2	3	4	5	6	7
Very much						Not at all

2. I am **confident** that I can help lead a research project.

1	2	3	4	5	6	7
Very much						Not at all

3. I am confident in my leadership skills overall.

1	2	3	4	5	6	7
Very much						Not at all

4. I am confident in my communication skills.

1	2	3	4	5	6	7
Very much						Not at all

5. I am confident that I can help manage a project.

1	2	3	4	5	6	7
Very much						Not at all

6. I am confident in my ability to lead a meeting.

1	2	3	4	5	6	7
Very much						Not at all

7. I am confident in my ability to fit into a professional environment.

1	2	3	4	5	6	7
Very much						Not at all

8. I am confident that I can engage in self-care activities.

1	2	3	4	5	6	7
Very much						Not at all

9. I am confident that I can work with a mentor.

1	2	3	4	5	6	7
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Very
much

Not at
all

10. I am confident in my ability to solve problems on a research project.

1 2 3 4 5 6
Very
much

7
Not at
all

11. I am confident that I can manage conflicts on a research project.

1 2 3 4 5 6
Very
much

7
Not at
all

Post-Survey

Instructions: Please complete this survey after finishing the leadership seminar. Compare your answers to pre-survey. Reflect on changes and areas for future growth.

1. I feel **prepared** to help lead a research project.

1	2	3	4	5	6	7
Very much						Not at all

2. I am **confident** that I can help lead a research project.

1	2	3	4	5	6	7
Very much						Not at all

3. I am confident in my leadership skills overall.

1	2	3	4	5	6	7
Very much						Not at all

4. I am confident in my communication skills.

1	2	3	4	5	6	7
Very much						Not at all

5. I am confident that I can help manage a project.

1	2	3	4	5	6	7
Very much						Not at all

6. I am confident in my ability to lead a meeting.

1	2	3	4	5	6	7
Very much						Not at all

7. I am confident in my ability to fit into a professional environment.

1	2	3	4	5	6	7
Very much						Not at all

8. I am confident that I can engage in self-care activities.

1	2	3	4	5	6	7
Very much						Not at all

9. I am confident that I can work with a mentor.

1	2	3	4	5	6	7
Very much						Not at all

10. I am confident in my ability to solve problems on a research project.

1	2	3	4	5	6	7
Very much						Not at all

11. I am confident that I can manage conflicts on a research project.

1	2	3	4	5	6	7
Very much						Not at all