



**Professional development
for transgender
individuals working in HIV
prevention**

PARTICIPANT WORKBOOK



**June 21-22, 2018
Oakland, CA**

Name: _____

Organization: _____

Welcome!

We are so excited that you are ready to Be the Change! Over the next 2 days, you will take part in training and skills-building sessions designed to support high-impact HIV programs and the transgender staff who help to make it happen! The sessions to be explored over this two-day institute include: Leadership Development, Project Management, Dual Role Challenges and High-Impact Prevention Made Easy.

Our Goal:

Support transgender HIV/AIDS workforce in effective implementation of high-impact prevention projects.

Our Objectives:

By the end of Day 1 participants will be able to:

1. Develop agreements to support the goal of the Be The Change II Institute
2. Initiate rapport building with at least two new people to build peer mentoring opportunities
3. Critically examine at least three areas of need to support high-impact prevention in the transgender community
4. Compare leadership development principles to enhance implementation of high impact prevention activities in the community
5. Select one new project management strategy to streamline project operations

By the end of Day 2 participants will be able to:

1. Summarize four critical elements of excellence in HIV services
2. Formulate one commitment to demonstrate leadership to provide excellence in high-impact prevention
3. Critically examine at least two areas of capacity building assistance to support high-impact prevention in the transgender community
4. Choose one leadership model to enhance implementation of high impact prevention activities

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5. Choose one project management model to streamline project operations
6. Construct a capacity building plan to support high-impact prevention activities in the transgender community

How We Will Get There Together:

To help you get the most out of this Institute and meet your needs, we have designed this booklet to guide you through the next two days. Think of this booklet as your “Investment Portfolio.” The four sessions and accompanying activities represent areas critical to the success of your role within your HIP project. We are going to discuss tools and concepts to assist you in “being the change” within your communities and provide ongoing opportunities for you to aid others in the transgender HIV workforce to do the same. This institute is an opportunity to intentionally invest in your personal and professional development by identifying strengths, opportunities for improvement, and looking at the unique challenges that impact your overall portfolio. In this booklet, there are places for you to make notes, reflect, and start to strategize for the concrete steps to help you as an individual, your organization, and your program maintain and thrive over time.

Your “Investment Portfolio” includes:

A companion 4 critical themes to approach Change

1. Self-Assessments
2. Affirmation & Empowerment
3. Universal Concepts Shared Concern
4. Solution Focused

<https://www.aiesec.ca/students/join-aiesec/>

Name: _____

Organization: _____

Day 1			
(Bayside Room, Lighthouse Room)			
Time	Event		
8:30am	Registration & Breakfast		
9:00am	Introduction		
10:00am	Self-Care Opportunity		
10:15am	5 & 10 Rapport Building Activity Themed Topics: <ul style="list-style-type: none"> Advocacy (three responsibilities self-agency and client), HIP strategies with transgender and communities of color Capacity Needs (Implementation needs) 		
11:00am	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Session A. Part 1 Group 1: HIP Made Easy</td> <td style="width: 50%;">Session B. Part 1 Group 2: Dual Role Best Practice</td> </tr> </table>	Session A. Part 1 Group 1: HIP Made Easy	Session B. Part 1 Group 2: Dual Role Best Practice
Session A. Part 1 Group 1: HIP Made Easy	Session B. Part 1 Group 2: Dual Role Best Practice		
12:00pm-1:00pm	LUNCH		
1:00pm	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Session C. Part 1 Group 1: Project Management</td> <td style="width: 50%;">Session D. Part 1 Group 2: Leadership Development</td> </tr> </table>	Session C. Part 1 Group 1: Project Management	Session D. Part 1 Group 2: Leadership Development
Session C. Part 1 Group 1: Project Management	Session D. Part 1 Group 2: Leadership Development		
2:05-2:20pm	Self-Care Opportunity		
2:20pm	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Session C. Part 2 Group 1: Project Management</td> <td style="width: 50%;">Session D. Part 2 Group 2: Leadership Development</td> </tr> </table>	Session C. Part 2 Group 1: Project Management	Session D. Part 2 Group 2: Leadership Development
Session C. Part 2 Group 1: Project Management	Session D. Part 2 Group 2: Leadership Development		
3:20pm	Large Group Convening &.Daily Summary		
5:00PM-6:00PM	Optional Fun Skills Based Session		

Name: _____

Organization: _____

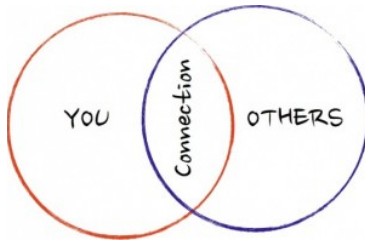
Day 2			
Time	Event		
8:30am	Registration & Breakfast		
900am	Introduction: <ul style="list-style-type: none"> Yesterday's Recap We Are a Demonstration: Key Note Post Plenary Table Deep Dives 		
10:45	Self-Care Opportunity		
11:00	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Session A. Part 2 Group 2: HIP Prevention Made Easy </td> <td style="width: 50%; vertical-align: top;"> Session B. Part 2 Group 1: Dual Role Best Practice </td> </tr> </table>	Session A. Part 2 Group 2: HIP Prevention Made Easy	Session B. Part 2 Group 1: Dual Role Best Practice
Session A. Part 2 Group 2: HIP Prevention Made Easy	Session B. Part 2 Group 1: Dual Role Best Practice		
12:05-1:05pm	LUNCH		
1:05pm	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> Session E. Capacity Planning Check-ins with a CBA provider </td> <td style="width: 50%; vertical-align: top;"> Session F. Open Space Technology: Participant safe space led sections </td> </tr> </table>	Session E. Capacity Planning Check-ins with a CBA provider	Session F. Open Space Technology: Participant safe space led sections
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Session C. Part 2 Group 2: Project Management	Session D. Part 2 Group 1: Leadership Development		
4:15-4:45pm	Large Group Convening &.Closing		

Name: _____

Organization: _____

Rapport Building Exercise: Getting to know you 😊

What you know and who you know are critical complementary factors in your professional success. Your ability to cultivate a network of resourceful people can help you think strategically, anticipate challenges and navigate crises. Developing these relationships proactively increases the capacity of the transgender community respond to issues that uniquely impact transgender people working in HIV/AIDS prevention and care. We invite you to intentionally identify and engage participants who can be your strategic allies. Identify experts in topics or issues where you need support.



Name: _____

Organization: _____

Topic area	Type of support	Name of ally
Intervention		
Leadership Development		
Project Management		
Boundaries		
Grant Writing		
Evaluation		
Cultural Competency		
Facilitation		
Organizing		
Other		
Other		
Other		

Name: _____

Organization: _____

Report Building Activity

Themes & Connection: *Advocacy*

Participants will have the opportunity to hear stories about three different topics that are relevant to supporting the transgender HIV workforce. In small groups, the participants will then share, discuss, and reflect on the implications of the issue.

Step 1: Listen to 5 minutes of storytelling on the topic of advocacy.

Step 2: Assign a time keeper engage in a self-directed 5-minute group discussion using these guiding questions:

- What parts of the speaker story could you most identify with?
- How might the themes and connections in the speaker's story be relevant to the transgender high-impact prevention HIV prevention workforce?

Step 3: Take 5 minutes to respond to the two self-reflective questions on the next page.

Name: _____

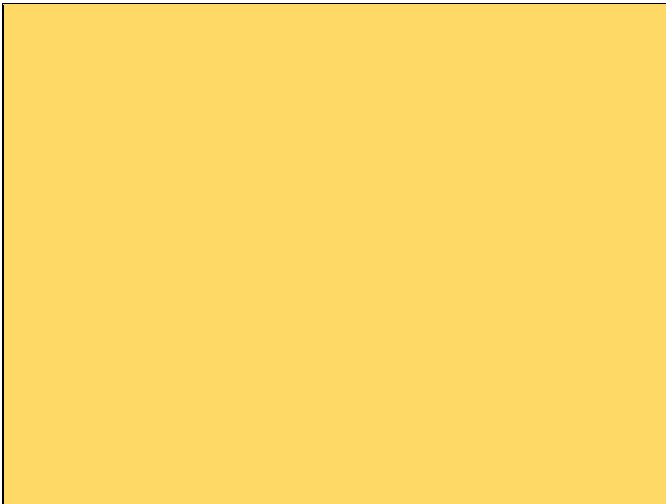
Organization: _____

Advocacy Self Reflection

Describe your developmental process towards greater self-advocacy:



How can capacity building assistance strengthen self-advocacy among the transgender HIV/AIDS workforce?



Name: _____

Organization: _____

Report Building Activity

Themes & Connection: *High-Impact Prevention*

Participants will have the opportunity to hear stories about three different topics that are relevant to supporting the transgender HIV workforce. In small groups, the participants will then share, discuss, and reflect on the implications of the issue.

Step 1: Listen to 5 minutes of storytelling on the topic of high-impact prevention.

Step 2: Assign a time keeper engage in a self-directed 5-minute group discussion using these guiding questions:

- What parts of the speaker story could you most identify with?
- How might the themes and connections in the speaker's story be relevant to the transgender high-impact prevention HIV prevention workforce?

Step 3: Take 5 minutes to respond to the two self-reflective questions on the next page.

Name: _____

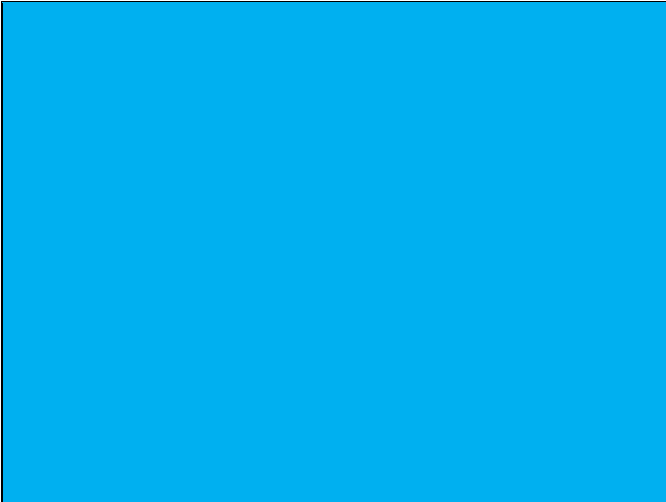
Organization: _____

High-Impact Prevention Self Reflection

When you first started your current HIV prevention role, did you feel 100% prepared? Why or why not?"



How might capacity building services help to strengthen effective HIP among the transgender HIV/AIDS workforce?



Name: _____

Organization: _____

Rapport Building Activity

Themes & Connection: *High-Impact Prevention Strategies*

Participants will have the opportunity to hear stories about three different topics that are relevant to supporting the transgender HIV workforce. In small groups, the participants will then share, discuss, and reflect on the implications of the issue.

Step 1: Listen to 5 minutes of storytelling on the topic of high-impact prevention strategies.

Step 2: Assign a time keeper engage in a self-directed 5-minute group discussion using these guiding questions:

- What parts of the speaker story could you most identify with?
- How might the themes and connections in the speaker's story be relevant to the transgender high-impact prevention HIV prevention workforce?

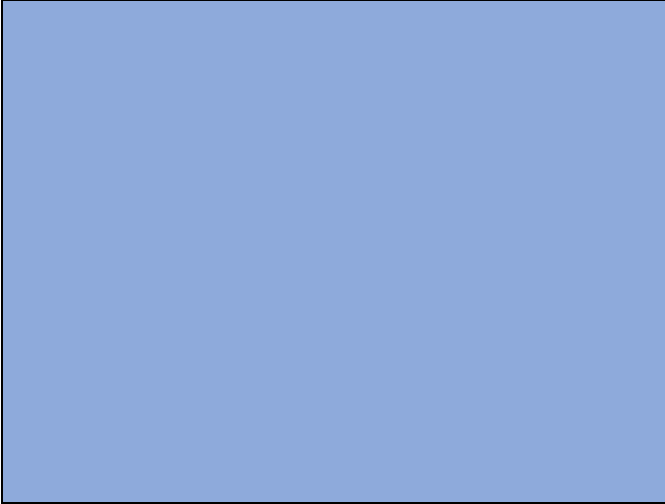
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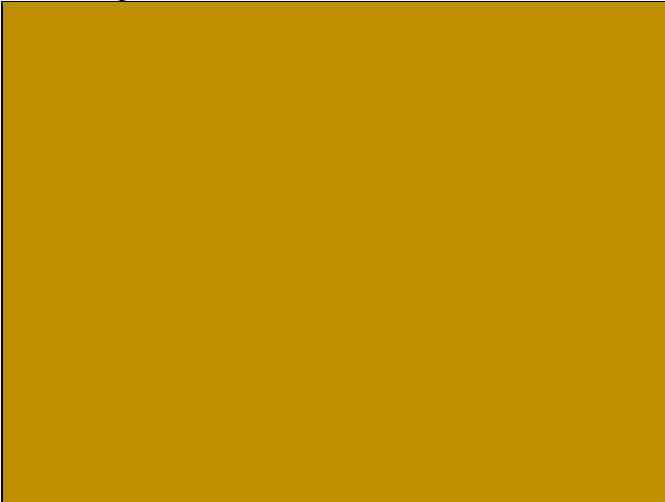
Organization: _____

High-Impact Prevention Strategies Self Reflection

What is the culture in your agency around asking for help?



How might capacity building services help to strengthen awareness of capacity building among the transgender HIV/AIDS workforce?



Name: _____

Organization: _____

Session A.

HIP Made Easy Handouts

HIGH IMPACT PREVENTION



HIV Testing



Condom
Distribution



Prevention with
HIV-Positive Persons



Organizational
Development
and Management



Prevention with
High-Risk HIV
Negative Persons

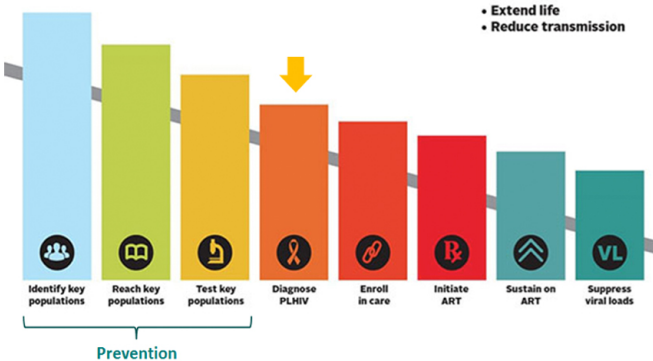


Policy

Session Handouts A-1.

High-impact prevention (HIP) is a public health approach to disease prevention in which proven, cost-effective, and scalable interventions are implemented for preventing the greatest amount of infections or for reducing disparities, given available resources. The CDC website (<https://www.cdc.gov/nchstp/highimpactprevention/index.html>) answers questions about HIP, provides case studies, and lists resources and tools.

HIV Continuum of Care



National HIV/AIDS Strategy Goals

Reduce	Increase	Reduce	Achieve
Reduce new HIV infections	Increase access to care and improve health outcomes for persons living with HIV	Reduce HIV-related health disparities and health inequities	Achieve a more coordinated national response to the HIV epidemic



Name: _____

Organization: _____

What is My Role in HIP?

A large, empty rectangular box with a solid orange background, intended for the user to write their response to the question above.

Name: _____

Organization: _____

Session Handouts A-2.

Recruitment Planning for HIP

Name: _____

Organization: _____

Session A: HIP Made Easy Self-Assessment

Rate where you are right now (circle the number).

A.1 On a scale of **1 to 10**, how confident are you with the concepts/skills discussed?

Not confident										Very confident
1	2	3	4	5	6	7	8	9	10	

A.2 On a scale of **1 to 10**, how likely are you to implement this information back at your agency?

Not likely										Very likely
1	2	3	4	5	6	7	8	9	10	

A.3 On a scale of **1 to 10**, how comfortable are you in your ability to transfer the concepts/skills you learned to someone else at your agency or in your community?

Not comfortable										Very comfortable
1	2	3	4	5	6	7	8	9	10	

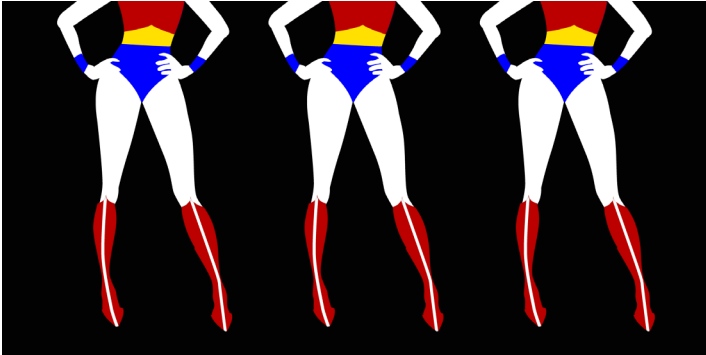
A.4 What other subjects related to HIP strategies could be beneficial for your agency and community?

Name: _____

Organization: _____

Session B.

Dual Role Best Practice Handouts



Dual Role: typically representing a person having a professional affiliation of a social service and or public health institution while still strongly identifying as client of the same kinds of service or member of a focus demographic.

Definition Resource: Intimacy & Color 2015

Session Handout B-1



1. Tokenism/Exploitation: Target groups of a non-profit service typically employ members from the target demographic to support client recruitment, understanding the target demographic better and often because to dual role employees see these positions as an opportunity to help the community and advance personal development. Being a minority within the larger institution can be a frustrating experience and it becomes easy for organizations to fall into an exploitative role, treating employees like tokens.

2. Pressure to Perform: In order to compensate for expected failure, women and racial minorities must perform at higher levels in order to compete at a 'level playing field.' Because performance measures and evaluations are primary tools used to assess potential management, tokens must work diligently to prove their worth and strength, particularly since their careers are at stake. One key factor in this belief is that tokens believe that they are being evaluated more heavily by their master status than their performance, which results in either two effects; to overachieve in order to be recognized, or to avoid the spotlight by completing tasks as assigned as discretely as possible.



Name: _____

Organization: _____

3. Role Entrapment: The third stress factor is role entrapment. This factor involves the application of stereotypes and behaviors onto tokens from majority members. Tokens are expected to behave under applied stereotypes and are evaluated accordingly, and consequentially; assume the inferior status prescribed by the majority. “Those who resist stereotyped roles are ‘trapped in a more militant stance than they might otherwise take’ (545).” These tokens deny token assimilation and stereotyping, resulting in a perceived aggressive stance against it. In either situation, they both hinder the perception and evaluation of token leadership. In order to succeed, tokens must undergo behavioral readjustments in the workplace.

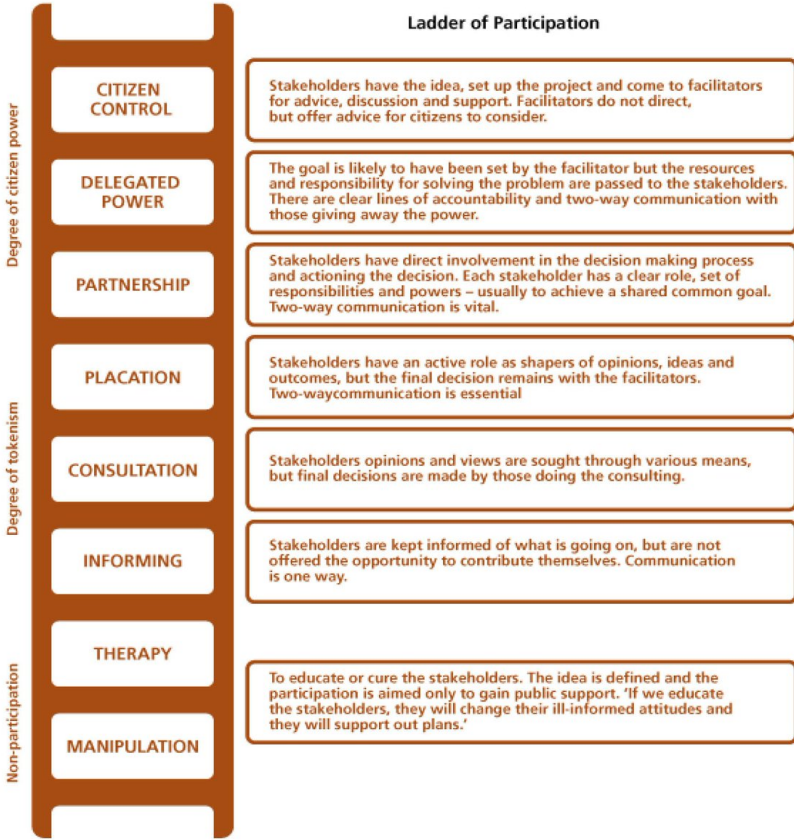


4. Boundaries: The second stress factor is boundary heightening. In order to demonstrate their affability, majority group members will either exaggerate their similarities or point out their differences in order to connect with group members. “Tokens are repeatedly reminded of their difference through jokes, interruptions, exclusion from informal activities, and various ‘loyalty tests’ (545).” This leaves tokens with limited options, including; either to isolate themselves from their counterparts, or to demonstrate their defining professional attributes in the pursuit of inclusion.

Name: _____

Organization: _____

Session Handout B-2



Source: Adapted from the original by S Arnstein

Session Handout B-3



What Motivates Employees ?

Maslow's Hierarchy can help us understand Employee's motivation

Purpose

Employees whose work enables them to contribute towards a greater cause that they believe in, are driven by a higher sense of achievement and fulfillment.



Independence

Employees empowered with the appropriate degree of choice and autonomy have a greater level of pride and ownership in their work.

Learning & Growth

Employees who have the opportunity to continuously learn and are challenged in their job, are motivated by a sense of achievement and personal development.



Voice & recognition

Employees who are able to voice their views and ideas across feel that their contributions are recognized and appreciated. Employees are then better able to realize self-actualization.

Belong & connect

A sense of belonging and connection can only be fostered in an environment of fair and just treatment for all Employees. Employees must have a sense of pride in being part of the organization.



Opportunity to contribute

Employees must be provided with the appropriate opportunities to contribute at a level appropriate to their capabilities. If they do not feel valued, they can feel threatened which will negatively impact their performance.

Fairness

Consistent fair treatment of all employees is the foundation for creating a culture of trust within the organization. Merit within the organization will lead to high stress levels and low motivation.



Security & Certainty

High levels of uncertainty in the organization leads to employees feeling insecure & threatened. This has a negative effect on employee performance and productivity levels.



Source: <http://www.changedynamics.biz/joomla30/index.php/47-motivation>

Interpersonal Wellness System Model



© Joyce Odidison

Source: <https://interpersonalwellness.com/what-is-interpersonal-wellness-system/>

Name: _____

Organization: _____

Session B. Dual Role Best Practice Self-Assessment

Rate where you are right now (circle the number).

B.1 On a scale of **1** to **10**, how confident are you with the concepts/skills discussed?

Not confident Very confident

1 2 3 4 5 6 7 8 9 10

B.2 On a scale of **1** to **10**, how likely are you to implement this information in your agency?

Not likely Very likely

1 2 3 4 5 6 7 8 9 10

B.3 On a scale of **1** to **10**, how comfortable are you in your ability to transfer the concepts/skills you learned to someone else at your agency or in your community?

Not comfortable Very comfortable

1 2 3 4 5 6 7 8 9 10

B.4 What other subjects related to Dual Role could be beneficial for your agency and community?

Session C.

Project Management Handouts



Project management is the practice of:
Initiating, Planning, Executing
Controlling/ Monitoring & Evaluation and
closing the work of a team to achieve
specific goals and meet specific success
criteria at the specified time.

Reference NEEDED

Session Handout C-1

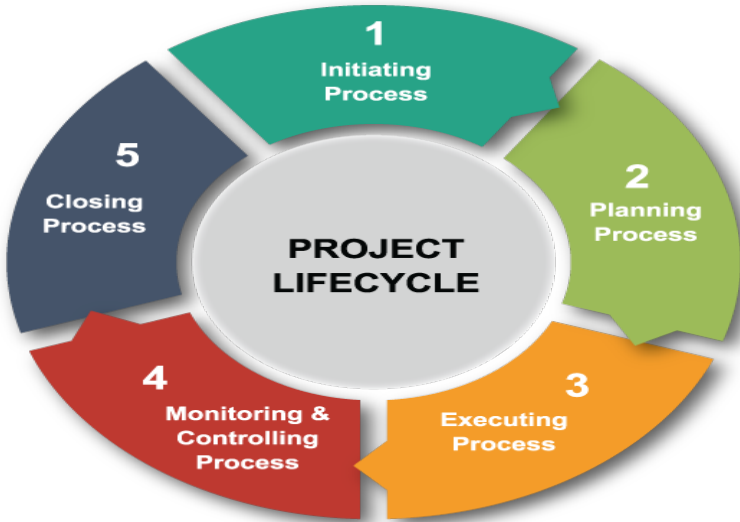
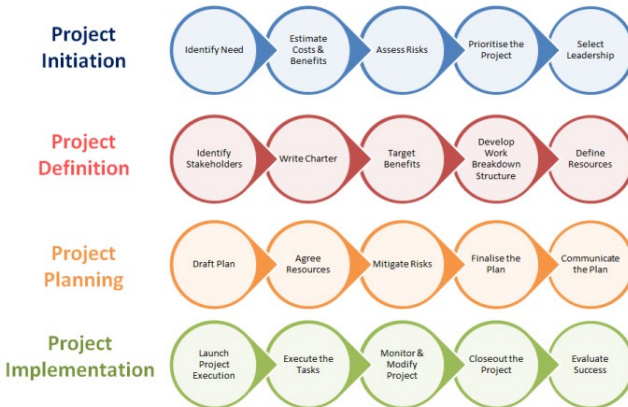


Image by PMP Training <https://pmptraining.com.my/>



Model developed by Pico Consulting (May 2018)

<https://www.samepage.io/blog/wtf-collaborative-project-management-anyway>

Name: _____

Organization: _____

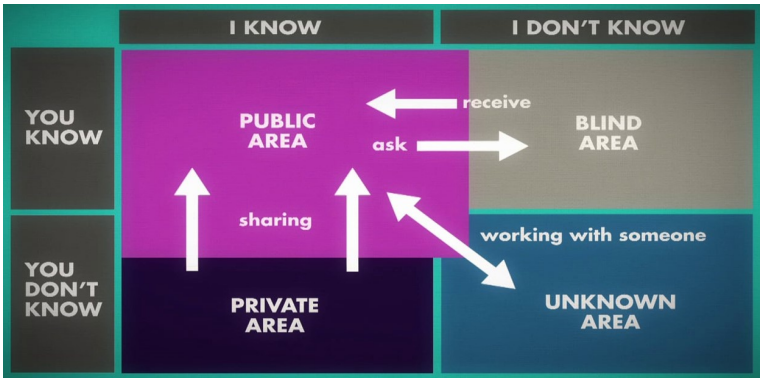
Session Handout C-2

Titans of Task Exercise

1. Do a lap around the room (5 points)	2. Assign a nickname to each member of the team
3. Count the number of chairs in the room	4. Create name cards for each team member
5. Create something for the trainer to wear, such as a hat or tie	6. Make a tower out of the materials owned by your group
7. Find out something unique about each person on the team	8. Flip a coin to see who the team spokesperson will be
9. Sing a song together	10. Convince a member of another team to join you
11. Make a paper airplane and throw it from one end of the room to another	12. Name your team and come up with a slogan
13. Recite the alphabet backwards together	14. Re-create the sounds of the Amazon rainforest with the sounds of your voices
15. Get everyone in the room to sign a single piece of paper	16. Conduct all tasks on this list while standing on one foot
17. Count the number of pets owned by your group	18. Make a list of what your team wants out of the workshop
19. Add up the years of experience in the field of the team	20. Form a conga line and conga from one end of the room to another

Session Handout C-3

Johari's Window



A Johari window is a psychological tool created by Joseph Luft and Harry Ingham in 1955. It's a simple and useful tool for understanding and training:

- self-awareness
- personal development
- improving communications
- interpersonal relationships
- group dynamics
- team development; and
- inter group relationships

Name: _____

Organization: _____

The Four Quadrants

Open, or Arena:

Adjectives that both the subject and peers select go in this cell (or *quadrant*) of the grid. These are traits that subject and peers perceive.

Hidden, or Façade:

Adjectives selected by the subject, but not by any of their peers, go in this quadrant. These are things the peers are either unaware of, or that are untrue but for the subject's claim.

Blind Spot:

Adjectives not selected by subjects, but only by their peers go here. These represent what others perceive but the subject does not.

Unknown:

Adjectives that neither subject nor peers selected go here. They represent subject's behaviors or motives that no one participating recognizes—either because they do not apply or because of collective ignorance of these traits.

<http://www.selfawareness.org.uk/news/understanding-the-johari-window-model>

Session Handout C-4

8 Key Values of Project Managers



01

Leadership skills

A project manager should be able to motivate and inspire team members to achieve common goals

Problem solver
Should come up with a solution or find a workaround if there are any roadblocks in a project

02



03

Effective communication

90% of time during a project goes in communicating with stakeholders and the team members

Cultural awareness
A culturally aware project manager can avoid miscommunication and conflicts in a team

04



05

Being an optimist

Embracing change to bring new ideas and innovate during the project lifecycle is the hallmark of a good project manager

Credibility
Prior work experience and deep industry knowledge build the credibility of the manager and enable him / her to receive respect and support

06



07

Digitally-savvy

Staying updated with the latest Project Management tools and techniques that optimize workflow will set apart a project manager determined to succeed

Knowledge of other frameworks
Having knowledge of Agile, Program and Portfolio management will be of immense value down the line

08



<https://elearninginfographics.com/8-key-values-project-managers-infographic/>

Name: _____

Organization: _____

Session C. Project Management Self-Assessment

Rate where you are right now (circle the number).

C.1 On a scale of **1 to 10**, how confident are you with the concepts/skills discussed?

Not confident										Very confident
1	2	3	4	5	6	7	8	9	10	

C.2 On a scale of **1 to 10**, how likely are you to implement this information back to your agency?

Not likely										Very likely
1	2	3	4	5	6	7	8	9	10	

C.3 On a scale of **1 to 10**, how comfortable are you in your ability to transfer the concepts/skills someone else at your agency or in your community?

Not comfortable										Very comfortable
1	2	3	4	5	6	7	8	9	10	

C.4. What other subjects related to Project Management could be beneficial for your agency and community?

Session D.

Leadership Development Handouts & Materials



LEADERSHIP



Leadership Development: A process that expands the capacity of individuals to perform in leadership roles within organizations.

Name: _____

Organization: _____

Session D-1

The Many Faces of HIV Work

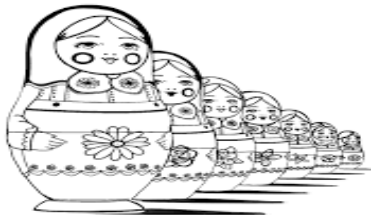
G H R V A M A N A G E R V J L P C X
R N E N J E V A L U A T O R P A B E
T A S E O S Y P B F Z D Z Q G W O C
O V E S C I E N T I S T J M D L D S
U I A M H J F A C I L I T A T O R D
T G R A D V I S O R G V P F L T T P
R A C B E T C B L K Q R B E F R O Y
E T H T X B F B T R W B A X E E K C
A O E V W C O O R D I N A T O R N X
C R R B M G L M U X N E N V E M D N
H C T F X I M D P Z Q V X W F J Y C
X J G C O U N S E L O R D A A K R O

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

ADVISOR
COORDINATOR
COUNSELOR
EVALUATOR

FACILITATOR
MANAGER
NAVIGATOR
OUTREACH

PEER
RESEARCHER
SCIENTIST



Name: _____

Organization: _____

D-2. Leadership Self-Assessment

Personal Leadership Development	Does Not Do Well	Do Somewhat Well	Do Well	Want to Develop
Understands Leadership:				
I am aware of my leadership strengths and weaknesses.				
I take initiative on projects.				
I build relationships with others in order to reach a mutual goal.				
I understand the underlying concepts of leadership.				
I adapt my leadership style to different situations.				
I have a personal philosophy of leadership.				
Is Self-Aware:				
I am aware of my attitudes, values, biases, and prejudices.				
I engage in activities that build or improve my leadership abilities.				
I pay attention to how my language and behavior may be perceived by others.				

Name: _____

Organization: _____

Personal Leadership Development	Does Not Do Well	Do Somewhat Well	Do Well	Want to Develop
I am able to exhibit self-discipline and control over my behavior.				
I know my personal power to make a difference in my life and others				
Practices Ethical Behavior:				
I understand the ethical responsibilities that come with leadership.				
I follow through on my commitments I make.				
I am trust worthy.				
I act in accordance with my word; e.g., “walk the talk.”				
I lead by setting a positive example for others.				
Sustain Leadership:				
I am a life-long learner.				
I reflect on situations and learn from them.				
I am resilient. When things don’t work out, I learn from it and bounce back				
I provide opportunities for others to leaders.				

D-3. What is Your Public / Behavioral Health Guiding Philosophy?

The Health Belief Model (HBM)

Core constructs of the HBM:

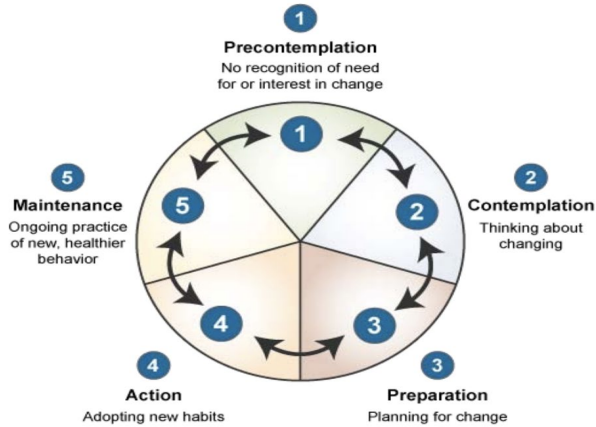
- Perceived susceptibility and perceived severity
- Perceived benefits and perceived barriers
- Cues to action
- Self-efficacy (added more recently)

Social Cognitive Theory

Core constructs of the SCT:

- Observational learning
- Reinforcement
- Self-control
- Self-efficacy

 **Figure 2: Transtheoretical Model/Stages of Change**

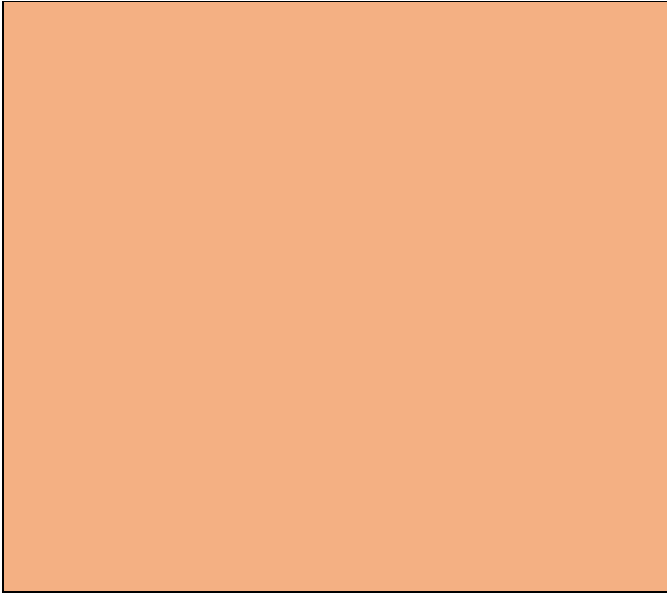


Source: Prochaska, J. O. & Di Clemente, C. C., (1982). Transtheoretical therapy: Toward a more integrative model of change. *Psychotherapy: Theory, Research and Practice*, 19(3), 276-288. Figure 2, p. 283.

Name: _____

Organization: _____

**I would describe my Public / Behavioral
Health Guiding Philosophy as...**



Name: _____

Organization: _____

D-4. Living Above the Line (Integrity is a 9-letter word but a 3-step practice)

Above

=

Protective Strategy
& Equity, &
Wholeness
/Wellness

Blame
Excuses
Denial

=

Below



What keeps me below the line?

Name: _____

Organization: _____

Session D. Leadership Development Self-Assessment

Rate where you are right now (circle the number).

D.1 On a scale of **1 to 10**, how confident are you with the concepts/skills discussed?

Not confident										Very confident
1	2	3	4	5	6	7	8	9	10	

D.2 On a scale of **1 to 10**, how likely are you to implement this information at your agency?

Not likely										Very likely
1	2	3	4	5	6	7	8	9	10	

D.3 On a scale of **1 to 10**, how comfortable are you in your ability to transfer the concepts/skills you learned to someone else at your agency or in your community?

Not comfortable										Very comfortable
1	2	3	4	5	6	7	8	9	10	

D.4 What are other subjects related to Project Management could be beneficial for your agency and community?

Name: _____

Organization: _____

Day 1 Reflections.

	Inside Feedback	Outside Feedback
What have I learned about myself that enables me to see the value of my contribution to HIV?		
What have I learned about others? <i>(Consider the context of collaboration.)</i>		
What strengths and opportunities exist within my agency/ community that support my being my best self? <i>(Don't be afraid to think outside the box.)</i>		
What are blocking forces/threats to the most career successful career in public health? <i>(Think about structural blocks, capacity blocks.)</i>		
What steps or plans have I taken to address threats?		

Name: _____

Organization: _____

Day 2 Reflections.

	Inside Feedback	Outside Feedback
What have I learned about myself that enables me to see the value of my contribution to HIV?		
What have I learned about others? <i>(Consider context of collectivism, collaboration.)</i>		
What strengths and opportunities exist within my agency/community that support my being my best self? <i>(Consider traditional and non-traditional strengths.)</i>		
What are blocking forces/threats to the most career successful career in public health? <i>(Think about structural blocks, capacity blocks,)</i>		
What steps or plans have I taken to address threats?		

OPEN SPACE TECHNOLOGY

Calling Question: How can we collectively continue to grow transgender Professional development in the HIV Workforce?

When we want to harness the power of a group – especially a diverse one with many interests and skills – to meet a present challenge, Open Space Technology is the method we choose. Whenever we need the contribution and innovative genius of everyone – because a competitor, or we need to drastically overhaul our operations, or there is a crisis, or we want to break down the silos within our field, or our community needs to create a strategic plan for its future. Convened around a core calling question, the group is made aware of any topics – (testing, recruitment & retention). – and then the space is opened for anyone to pose a session topic. Over the course of the meeting, people are free to choose which session(s) they most want to attend, bringing maximum enthusiasm and commitment for conversation and action. Personal buy-in and committed action can be achieved in a remarkably short time.



Open Market Schedule

Time	Topic 1:	Topic 2:	Topic 3:	Topic 4:
1:05pm-2:05pm				

Name: _____

Organization: _____

1. **Whoever comes are the right people:** let go of the need to have certain specific people join the group. No establishing experts positions of power, people are invited to freely choose to join a conversation.
2. **Whenever it starts is the right time:** This principle recognizes that while a session may begin at a certain hour, creativity and inspiration don't always work according to our desired timing. Things really get started when they are ready, not before, and not later. '
3. **Whatever happens is the only thing that could have:** This invites people to let go of expectations for how things should go, or where they should lead to. We need to learn to let go of these expectations and instead be present and pay attention to what is actually happening and emerging between us.
4. **When it's over, it's over:** We don't know how long it takes to deal with an issue. In Open Space, the issue is more important than the schedule. If we finish before the allotted time is over, then move on to something else. We should not stay somewhere just because the schedule tells us to. It also works the other way. If we have not finished when our agenda slot is over, we can self-organized to extend it into another agenda slot, making sure we post it on the wall for others to know, and/or find ways to continue the work on the issue beyond the conference.

One Law:


Law of two feet: encourages people to take responsibility for their own learning, peace of mind, and contribution. If someone is in a place where they feel they are not learning, or able to contribute, the law of two feet encourages them to leave and move on to another group, where they think they might add more value, and feel more engaged. They may also choose to do something else altogether. Most importantly people shouldn't be somewhere where they feel they are wasting their time.


Collaborative Capacity Building Plan Action of Action

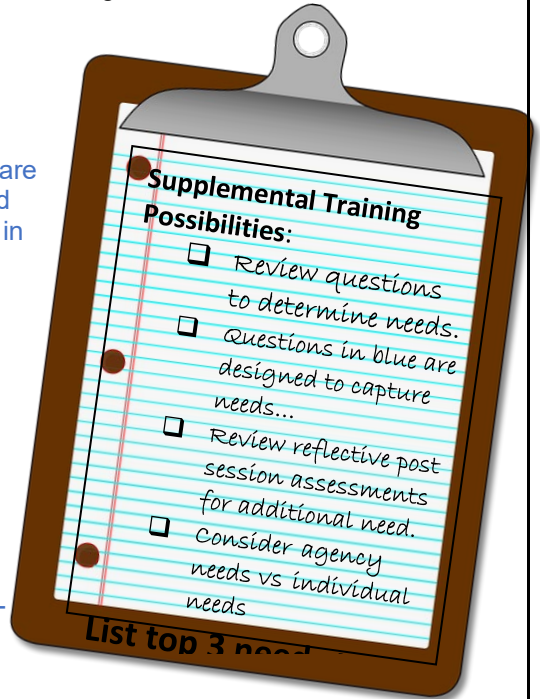
Step 1: Capacity Needs

Now we have an opportunity to come together and review your workbook to develop.

Here are some specific examples of capacity building technical assistance and training that other CBOs have accessed.

 **Training:** Skills knowledge & attitudes are developed or reinforced around a specific topic in order to support prevention with people living with HIV/AIDS, people at risk for HIV/AIDS or organizational infrastructure

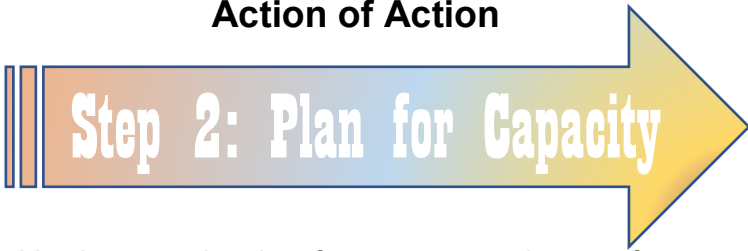
 **Technical Assistance:** Typically involves direct support with small team or one-one-one coaching, planning, designing



Name: _____

Organization: _____

Collaborative Capacity Building Plan Action of Action



You have made a lot of progress over the past few days in thinking and reflecting on professional development. To help keep this momentum going and to sustain the energy and potential of yourself as well as your program/organization.

 ***You will need to think about a few logistical questions:***

<p>1. Is your agency directly or indirectly funded by CDC?</p>	
<p>2. Who in your area is responsible for inputting capacity building requests?</p>	
<p>3. Will you need a reminder to follow up on the capacity building plan action items?</p>	

If you are indirectly funded (meaning your federal dollars to support programming come through the health department) please use the following link to identify who your request should go to within your City & State. (Please contact your health department CBA Coordinator to verify the position is still held by the person listed on the link)

<https://www.cdc.gov/hiv/programs/capacitybuilding/cbacoordinators.html>

Name: _____

Organization: _____



Let's build this plan together:

Professional Development	Goal: Support Transgender HIV/AIDS workforce in effective implementation of high impact prevention projects			HIP Support
	Prioritized Topics			
	Topic 1	Topic 2	Topic 3	
<p><i>Capacity Building CRIS Request Language:</i> As part of our follow up work at the Transgender Professional Development Institute, we are requesting <u> (who) </u> to provide <u> (Training or TA) </u> around <u> (ex: situational leadership) </u> in order to support better implementation of my agency's high impact project.</p>				
Request # 1				
Request # 2				
Request # 3				