

Empowering Leadership: Orientation to Power



OBJECTIVES

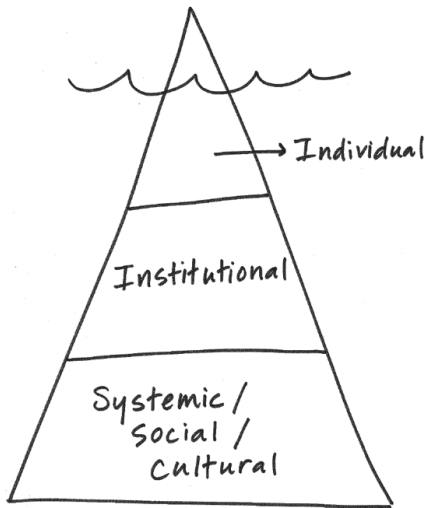
At the end of this unit, participants will be able to:

- Name three levels at which power operates
- Describe four different models of leadership
- Identify and apply qualities and skills of an empowering leader



INSTRUCTIONS

1. Before the session begins, draw the following diagram about levels of power on flipchart paper.



2. Review objectives and session overview (slides 2–3)
3. Orientation to Power (15 minutes)
 - Review slides on definition of power and where power operates (slides 4–5).
 - Power plays out at three different levels in our society (show graphic drawn on flipchart paper). Lead a discussion about examples at each level and write them on the diagram.
 - Individual/interpersonal: Attitudes and behaviors can be intentional or unintentional. Ask, “What are examples of how power/privilege impacts people with HIV on an individual level?”

(continued)



Related C3 Roles

Building individual and community capacity, cultural mediation among individuals, communities, and health and social service systems

Related C3 Skills

Communication skills, interpersonal and relationship-building skills, capacity-building skills, advocacy skills, professional skills and conduct



Method(s) of Instruction

Brief presentation, brainstorming, small group activity, individual writing



Estimated time

90 minutes



Key Concepts

Power, systemic, institutional, individual, attitudes, behaviors, intentional, unintentional, authoritarian, paternalistic, participatory, empowering



Materials

- Computer with internet access and projector
- PowerPoint slides
- Flipchart sheets
- Markers

Handouts

- Leadership Styles: Four Models
- Expressions of Power
- Empowering Leadership Scenarios
- Community Health Worker Skills
- Community Health Worker Qualities
- Characteristics of Empowering Leadership
- My Leadership Commitment Card

Empowering Leadership: Orientation to Power



INSTRUCTIONS (continued)

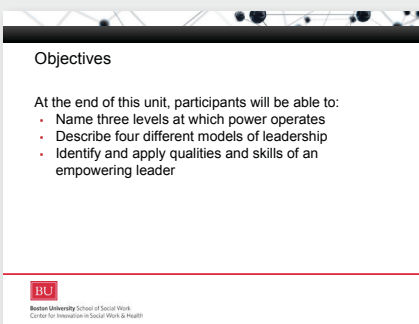
- Institutional: Privilege and/or oppression are enacted through laws, policies, procedures and practices within institutions and organizations (intentionally or unintentionally). Ask, “What are examples of how power/privilege impacts people with HIV on an institutional level?”
 - Systemic/social/cultural: Values, beliefs, and norms create what’s “right” and “normal” in society. The interplay of policies, practices, and programs of differing institutions enact privilege or oppression. Ask, “What are examples of how power/privilege impacts people with HIV on a systemic or socio-cultural level?”
 - Say that we can think of this image as an iceberg. Often what we see and focus is on are the individual ways power, privilege, and oppression are enacted in our society. However, the systemic ways that power, privilege and oppression play out create the foundation for individual experiences of privilege and oppression.
 - Ask, “How do you think power relates to how we understand and practice leadership?”
 - Mention that how we understand and approach leadership is essentially about how we use power. Please keep this in mind as we move into our next activity about different leadership styles.
- 4. Four Models of Leadership (20 minutes)**
- Discuss as a group the types of leadership: authoritarian, paternalistic, participatory, and empowering (follow notes and questions on slides 6–10).
 - Distribute Leadership Styles handout.
- 5. Empowering Leadership Skills and Qualities (45 minutes)**
- Review slides on empowerment definition and quotes (slide 11). Ask, “What do you notice about these definitions/quotes? How do they connect with your work?”
 - Activity: Empowerment Scenarios (30 minutes)
 - Distribute the Characteristics of Empowering Leadership handout and case scenarios and break participants into small groups.
 - Explain that participants will now have a chance to work in small groups to practice thinking through what an empowering approach to different scenarios would look like. Read the scenarios in your group and talk through what an empowering leadership approach to the scenario could be. You can use the CHW skills and qualities handout as a reference guide. We encourage you to add your own thoughts/ideas to the skills and qualities handout (slide 12).
 - Allow for 20 minutes for work in small groups. Reconvene the large group for report backs and discussion.
 - My Commitment (10 minutes)
 - As we conclude this session on empowering leadership, we want to give you some time to reflect individually on the leadership skills that you would like to improve and what steps you can take to strengthen those skills.
 - Distribute My Leadership Commitment cards and ask participants to complete them.
- 6. Wrap up**
- Close by thanking participants for their participation.

Empowering Leadership: Orientation to Power



SLIDE 1

Welcome participants to the session on empowering leadership.



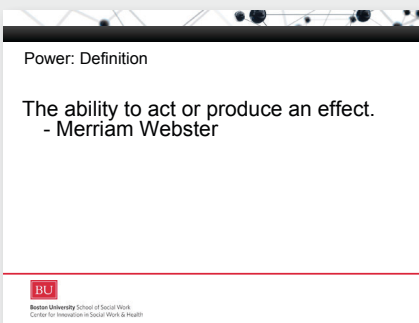
SLIDE 2

Review objectives.



SLIDE 3

- Review the slide.
- Explain: In order to begin our conversation about empowering leadership, we first have to start with a discussion about power.
- Ask, "What comes to mind when you hear the word 'power'?"



SLIDE 4

- Review the definition.
- Power is often tied into privilege based on one's identity or position of authority. For example, someone could be in a position of authority as a supervisor, but may or may not hold privilege in the institution or broader society based on their racial or gender identity or immigration status.

Empowering Leadership: Orientation to Power

Where Power Operates

- **Systemic / social / cultural**
 - Values, beliefs, and norms
 - Interplay of policies, practices and programs from institutions
- **Institutional**
 - Laws, policies, procedures, and practices
- **Individual / interpersonal**
 - Attitudes and behaviors



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SLIDE 5

Review diagram of types of power, and lead discussion about examples of these types of power (see lesson plan).

Models of Leadership

Group Activity

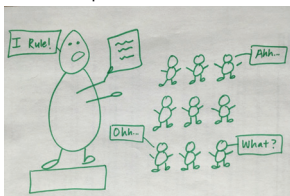


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SLIDE 6

Explain that there are many different kinds of leadership. Now we will explore four different models of leadership.

Four Leadership Models



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SLIDE 7

- Ask, "What does this model tell or suggest to you? What kind of a leader is this? What might we call this leader? When would it be appropriate to use this leadership model? What are the advantages or disadvantages of this model?"
- Explain that we could call this style "authoritarian" or "autocratic."
- Clarify the meaning of each type of leadership by referencing the handout on the four leadership styles.

Four Leadership Models



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SLIDE 8

- Ask, "What does this model tell or suggest to you? What kind of a leader is this? What might we call this leader? When would it be appropriate to use this leadership model? What are the advantages or disadvantages of this model?"
- Explain that we could call this style "paternalistic" or "maternalistic."
- Clarify the meaning of each type of leadership by referencing the handout on the four leadership styles.

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Four Leadership Models

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SLIDE 9

- Ask, "What does this model tell or suggest to you? What kind of a leader is this? What might we call this leader? When would it be appropriate to use this leadership model? What are the advantages or disadvantages of this model?"
- Explain that we could call this style "participatory."
- Clarify the meaning of each type of leadership by referencing the handout on the four leadership styles.

Four Leadership Models

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SLIDE 10

- Ask, "What does this model tell or suggest to you? What kind of a leader is this? What might we call this leader? When would it be appropriate to use this leadership model? What are the advantages or disadvantages of this model?"
- Explain that we could call this style "empowering."
- Clarify the meaning of each type of leadership by referencing the handout on the four leadership styles.
- Reflection: Ask, "Which style or styles of leadership will be most effective in your role as a CHW in your own community?"
- Reference the Expressions of Power handout. Share that the "power with," "power to," and "power within" models can be helpful ways for us to understanding an empowering approach to leadership.

Empowerment: A Definition & Reflection

- "Empowerment is the process through which people gain greater control over the decisions and actions affecting their health." - World Health Organization, 1986
- "Power without love is reckless and abusive, and love without power is sentimental and anemic. Power at its best is love implementing the demands of justice, and justice at its best is power correcting everything that stands against love." - Dr. Martin Luther King, Jr.

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SLIDE 11

- As we mentioned in the last activity, taking an empowering approach to how we lead and work with others is a best practice for CHWs. We wanted to offer some additional information about what empowerment is and some of the related skills and qualities.
- Read definition and Dr. King quote.
- Ask, "What do you notice about these definitions/quotes? How do they connect with your work?"

Activity: Empowerment Scenarios

1. Read your scenarios in your groups.
2. Discuss what an empowering approach to each scenario would look like.
3. Use the empowering skills and qualities handout as a reference guide. Please add your own thoughts about additional skills and qualities of an empowering leader.
4. Be prepared to briefly share back an example of an empowering approach from your discussion.

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SLIDE 12

- Distribute the Characteristics of Empowering Leadership handout and case scenarios and break participants into small groups.
- Explain that participants will now have a chance to work in small groups to practice thinking through what an empowering approach to different scenarios would look like. Read through the scenarios in your group and talk through what an empowering leadership approach to the scenario could be. You can use the skills and qualities handout as a reference guide. We encourage you to add your own thoughts/ideas to the skills and qualities handout.
- Allow for 20 minutes for work in small groups. Reconvene the large group for report backs.

Leadership Styles: Four Models

Autocratic Leadership

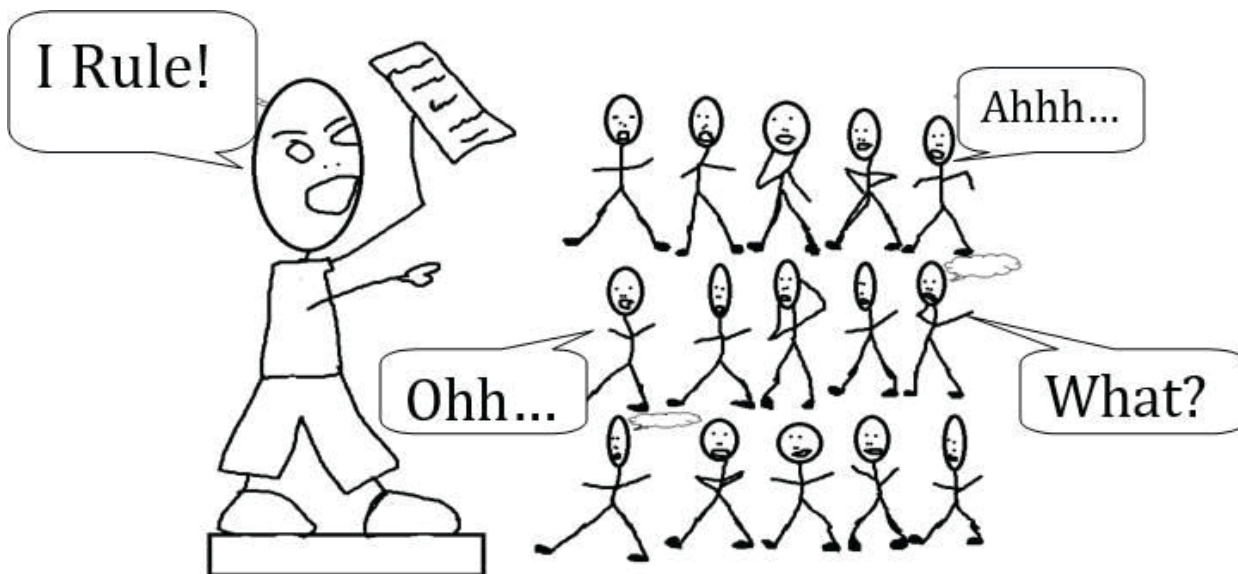
Autocratic leadership, also known as authoritarian leadership, is a leadership style characterized by control by the leader over all decisions with little or no input from group members.

Advantages:

- Autocratic leadership can be beneficial when decisions need to be made quickly without consulting with a large group of people. It may be necessary in times of crisis.
- In situations that are particularly stressful, such as during military conflicts or emergencies, this style allows group members to focus on performing specific tasks without worrying about making complex decisions. As a result, group members may become highly skilled at performing certain duties.

Disadvantages:

- Autocratic leadership does not encourage initiative, creativity, or personal responsibility from group members.
- Leaders who use autocratic leadership styles when they are not necessary are often viewed as bossy, controlling and dictatorial, which can lead to resentment among group members.
- Autocratic leadership can lead to a lack of creative solutions to problems, which can ultimately hurt the performance of the group.



Paternalistic Leadership

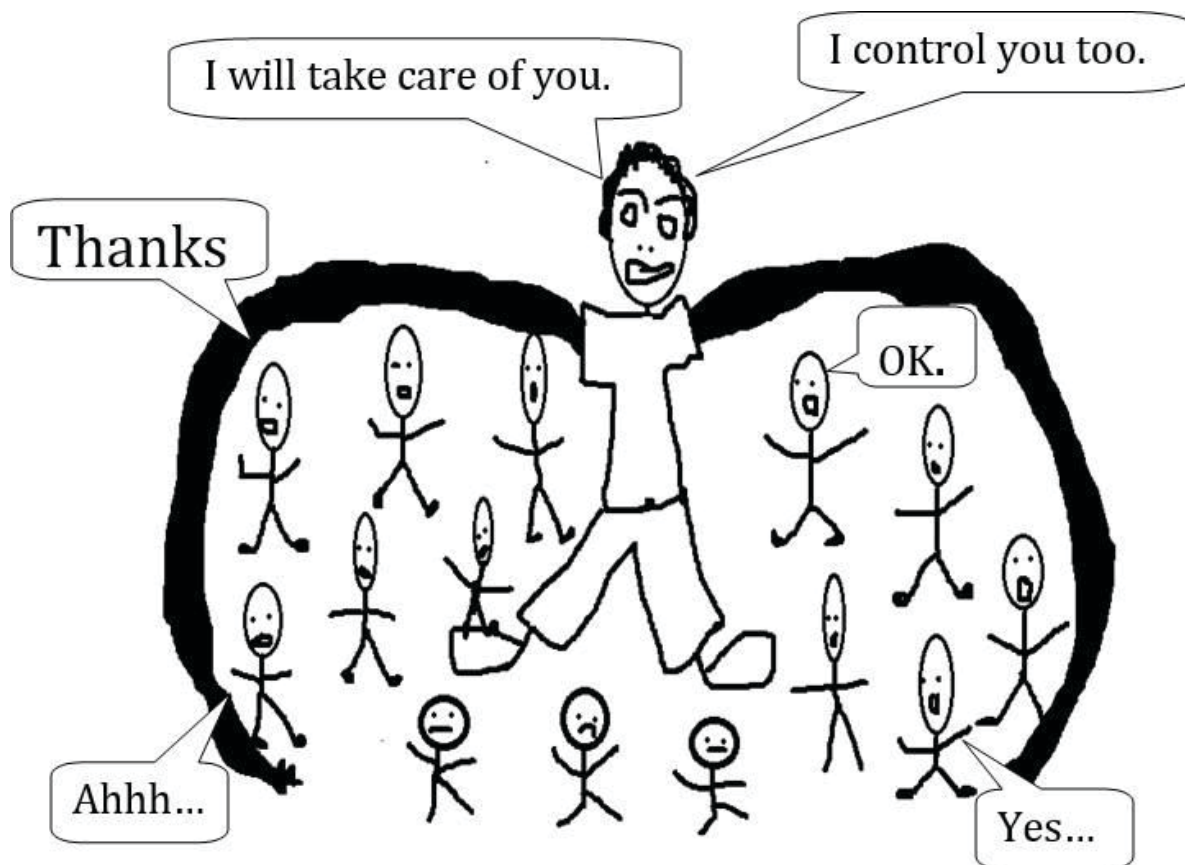
Paternalistic leadership is based on the idea that the leader is in a better position than the followers to know what is best for everyone. In a nutshell, it's the "leader as expert father figure" form of leadership.

Advantages:

- Leaders who display benevolent leadership can enhance reciprocity by helping others when they encounter difficulties and personal emergencies.
- Sometimes, people who are in a "follower" role may want to be led by someone whom they perceive as taking care of them.

Disadvantages:

- If a wrong decision is made, the followers may become dissatisfied with the leader.
- Group members become dependent on the leader to guide them, rather than learning to solve their own problems.



Participative Leadership

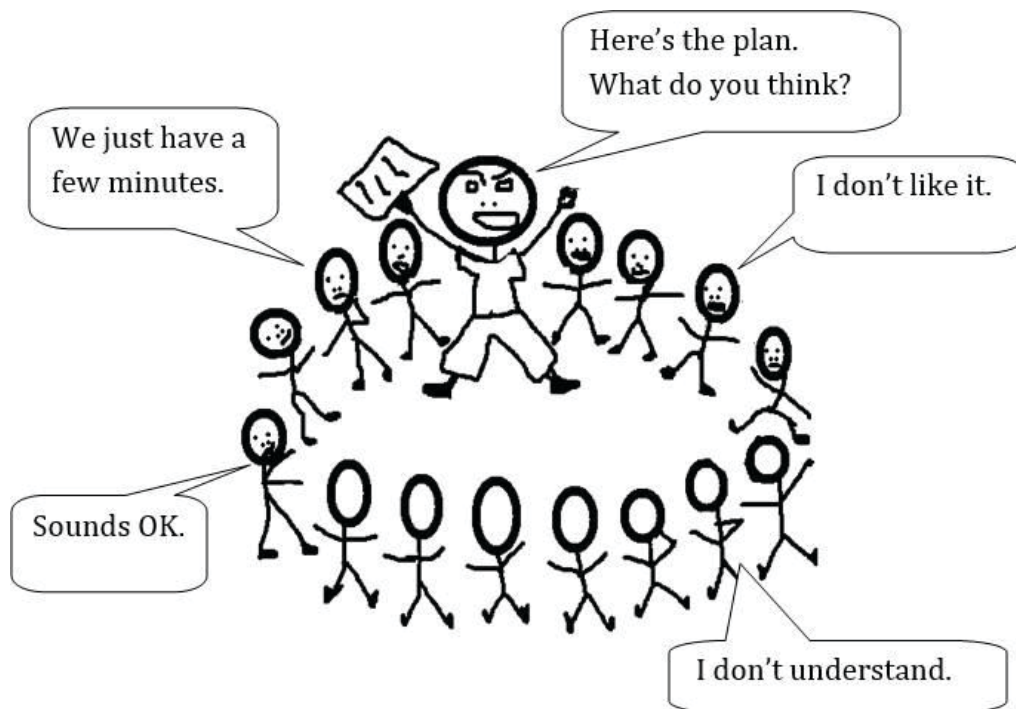
A participative leader seeks to involve other people in the decision-making process. How much influence others are given varies based on the preferences and beliefs of the leader. After a decision is proposed by either group members or the leader, the leader then listens to feedback and makes the final decision.

Advantages:

- Participative leaders encourage group members to participate and share ideas and opinions, even though the leader retains the final say over the decision.
- Group members feel engaged in the process.

Disadvantages:

- Participative leadership can be a sham when leaders ask for opinions and then ignore them, which will likely lead to feelings of betrayal.
- Ultimately, decision making power stays with those at the top.
- Group members are likely to stay involved because their basic needs are met. However, they are not motivated to give their best at all times.



Empowering Leadership

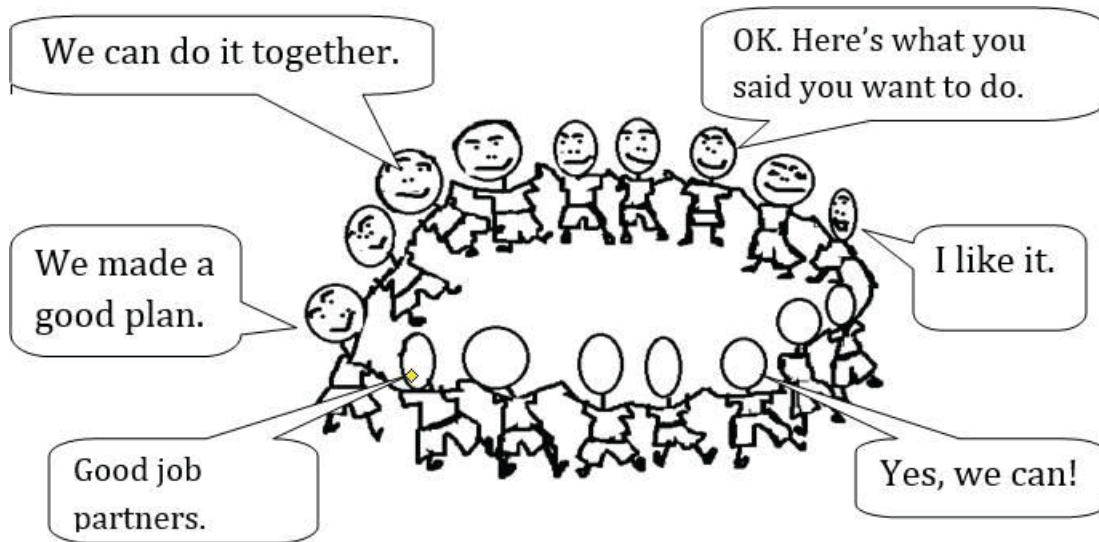
Empowerment is “a social-action process in which individuals and groups act to gain mastery over their lives in the context of changing their social and political environment.” (Wallerstein, 1994) Empowering leaders help others to develop the capacity to change their situation.

Advantages:

- Empowering leadership strengthens the leadership capacity of everyone and creates circumstances in which everyone can participate.
- Problems are identified and analyzed together. Everyone seeks the best solutions for their community.
- This style provides the opportunity for people to think, act, and take initiative and responsibility based on their own abilities.

Disadvantages:

- Empowering leadership requires a high level of experience and skill.
- Building trust and relationships within groups can take a lot of time.
- Few people have had experience with empowering leadership and have more often experienced authoritarian leadership. This may result in group members feeling lost in the process and returning to more familiar models of authoritarian or paternalistic leadership. This can negatively impact group members and impede progress that has been made by the group.



(Sources: Education for Transformation, 1992; Kendra Cherry; About.com Guide; James Withers; eHow Contributor; LeaderToday.org by Bacal and Associates; The Free Dictionary by Farflex; Michigan Leadership Studies; Wallerstein, 1994.)

Expressions of Power

Power is often defined only in negative terms, and as a form of domination, but it can also be a positive force for individual and collective capacity to act for change. Lisa VeneKlasen and Valerie Miller in *A New Weave of Power* (2002, page 55) describe four “expressions of power” as follows:

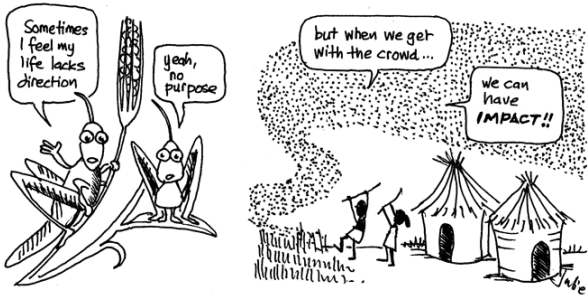
Power Over



The most commonly recognized form of power, “power over,” has many negative associations for people, such as repression, force, coercion, discrimination, corruption, and abuse. Power is seen as a win-lose kind of relationship. Having power involves taking it from someone else, and then, using it to dominate and prevent others from gaining it. In politics, those who control resources and decision making have power over those without. When people are denied access to important resources like land, healthcare, and jobs “power over” perpetuates inequality, injustice and poverty. In the absence of alternative models and relationships, people repeat the “power over” pattern in their personal relationships, communities, and institutions. This is also true of people who come from a marginalized or “powerless” group. When they gain power in leadership positions, they sometimes imitate the oppressor. For this reason, advocates cannot expect that the experience of being excluded prepares people to become democratic leaders. New forms of leadership and decision-making must be explicitly defined, taught, and rewarded in order to promote more democratic forms of power. Practitioners and academics have

searched for more collaborative ways of exercising and using power. Three alternatives – “power with,” “power to,” and “power within” – offer positive ways of expressing power that create the possibility of forming more equitable relationships. By affirming people’s capacity to act creatively, they provide some basic principles for constructing empowering strategies.

Power With



“Power with” has to do with finding common ground among different interests and building collective strength. Based on mutual support, solidarity, and collaboration, power with multiplies individual talents and knowledge. “Power with” can help build bridges across different interests to transform or reduce social conflict and promote equitable relations. Advocacy groups seek allies and build coalitions drawing on the notion of “power with.”

Power To



“Power to” refers to the unique potential of every person to shape his or her life and world. When based on mutual support, it opens up the possibilities of joint action, or “power with.” Citizen education and leadership development for advocacy are based on the belief that each individual has the power to make a difference.

Power Within



“Power within” has to do with a person’s sense of self-worth and self- knowledge; it includes an ability to recognize individual differences while respecting others. “Power within” is the capacity to imagine and have hope; it affirms the common human search for dignity and fulfilment. Many grassroots efforts use individual storytelling and reflection to help people affirm personal worth and recognize their “power to” and “power with.” Both these forms of power are referred to as agency – the ability to act and change the world – by scholars writing about development and social change.

See also Jo Rowlands' book *Questioning Empowerment: Working with Women in Honduras* (1997, page 13) published by Oxfam which also covers these forms of power.
<https://www.powercube.net/other-forms-of-power/expressions-of-power/>

Empowerment Scenarios



Empowerment Scenario #1

A project manager is introducing a new program to their team. They have had several meetings with leadership to try to get the resources needed so their team can do a good job and not get burnt out in the process. The project manager comes to their team to provide the goals and activities, but doesn't want to bore their team with the details. They provide time to talk through the program and the manager is interested in getting feedback. However, the team has the feeling that the organization has already made a commitment to move forward.

Empowerment Scenario #2

Every Monday morning our department gets together for a team huddle. Usually 10 people attend. It is social and snacks are provided. The department manager gives kudos on last week's successes and goes through a list of activities and challenges that may come up in the new week. At least 15 minutes are set aside at the end of the meeting for questions and answers.

Empowerment Scenario #3

A project is not meeting its goals or is running late. The project manager send out a detailed email with a course of action that will put it back on track. Later that week they call a meeting with the entire team and an internal "consultant" to discuss strategies to keep the project from running off the rails in the future.

Empowerment Scenario #4

Two team members have a personal falling out. This has caused tension to ripple across the team and the department. The manager talks to each staff person individually and tries to get to the bottom of the story. However, they make it clear that if the team members continue to disrupt the work environment they could each be subject to disciplinary action.



Empowerment Scenario #5

A three-year project supports the partial salary of four team members. The project is now at the end of its second year. Leadership at the organization is always working on bringing in new funding. They seem to be good at it, too. However, there has been no discussion about the future.

Empowerment Scenario #6

Our clinic will be opening a branch about 30 minutes away from its current location. They are going to try to provide the same services being offered at the main clinic. Leadership is excited that programs will be offered to residents in this once under-served area. Outreach will be an important activity. The manager has set aside a whole day to discuss how the team will handle this new endeavor. Lunch will be served.

Empowerment Scenario #7

The organization is developing a disaster-preparedness plan for its clinic. It has called together an interdisciplinary working group to develop this plan over the next six months. Leadership has contacted your team to volunteer two members to work on this committee.

Skills of Effective CHWs

CHWs and CHW program coordinators interviewed for the Community Health Worker Core Consensus Project (2016) reported that CHWs need the following skills to be effective in their work. *Skills* are abilities that can be gained through study and practice.

Communication Skills

- ✓ Ability to use language confidently
- ✓ Ability to use language in ways that engage and motivate
- ✓ Ability to communicate using plain and clear language
- ✓ Ability to communicate with empathy
- ✓ Ability to listen actively
- ✓ Ability to prepare written communication including electronic communication (e.g., email, telecommunication device for the deaf)
- ✓ Ability to document work
- ✓ Ability to communicate with the community served (may not be fluent in language of all communities served)

Interpersonal and Relationship-Building Skills

- ✓ Ability to provide coaching and social support
- ✓ Ability to conduct self-management coaching
- ✓ Ability to use interviewing techniques (e.g. motivational interviewing)
- ✓ Ability to work as a team member
- ✓ Ability to manage conflict
- ✓ Ability to practice cultural humility

Service Coordination and Navigation Skills

- ✓ Ability to coordinate care (including identifying and accessing resources and overcoming barriers)
- ✓ Ability to make appropriate referrals
- ✓ Ability to facilitate development of an individual and/or group action plan and goal attainment
- ✓ Ability to coordinate CHW activities with clinical and other community services
- ✓ Ability to follow-up and track care and referral outcomes

Capacity Building Skills

- ✓ Ability to help others identify goals and develop to their fullest potential
- ✓ Ability to work in ways that increase individual and community empowerment
- ✓ Ability to network, build community connections, and build coalitions
- ✓ Ability to teach self-advocacy skills
- ✓ Ability to conduct community organizing

Advocacy Skills

- ✓ Ability to contribute to policy development
- ✓ Ability to advocate for policy change
- ✓ Ability to speak up for individuals and communities



Education and Facilitation Skills

- ✓ Ability to use empowering and learner-centered teaching strategies
- ✓ Ability to use a range of appropriate and effective educational techniques
- ✓ Ability to facilitate group discussions and decision-making
- ✓ Ability to plan and conduct classes and presentations for a variety of groups
- ✓ Ability to seek out appropriate information and respond to questions about pertinent topics
- ✓ Ability to find and share requested information
- ✓ Ability to collaborate with other educators
- ✓ Ability to collect and use information from and with community members

Individual and Community Assessment Skills

- ✓ Ability to participate in individual assessment through observation and active inquiry
- ✓ Ability to participate in community assessment through observation and active inquiry

Outreach Skills

- ✓ Ability to conduct case-finding, recruitment, and follow-up
- ✓ Ability to prepare and disseminate materials
- ✓ Ability to build and maintain a current resources inventory

Professional Skills and Conduct

- ✓ Ability to set goals and to develop and follow a work plan
- ✓ Ability to balance priorities and to manage time
- ✓ Ability to apply critical thinking techniques and problem solving
- ✓ Ability to use pertinent technology
- ✓ Ability to pursue continuing education and life-long learning opportunities
- ✓ Ability to maximize personal safety while working in community and/or clinical settings
- ✓ Ability to observe ethical and legal standards (e.g. CHW Code of Ethics, Americans with Disabilities Act [ADA], Health Insurance Portability and Accountability Act [HIPAA])
- ✓ Ability to identify situations calling for mandatory reporting and carry out mandatory reporting requirements
- ✓ Ability to participate in professional development of peer CHWs and in networking among CHW groups
- ✓ Ability to set boundaries and practice self-care



Evaluation and Research Skills

- ✓ Ability to identify important concerns and conduct evaluation and research to better understand root causes
- ✓ Ability to apply the evidence-based practices of Community Based Participatory Research (CBPR) and Participatory Action Research (PAR)
- ✓ Ability to participate in evaluation and research processes including:
 - Identifying priority issues and evaluation/research questions
 - Developing evaluation/research design and methods
 - Data collection and interpretation
 - Sharing results and findings
 - Engaging stakeholders to take action on findings

Knowledge Base

- ✓ Knowledge about social determinants of health and related disparities
- ✓ Knowledge about pertinent health issues
- ✓ Knowledge about healthy lifestyles and self-care
- ✓ Knowledge about mental/behavioral health issues and their connection to physical health
- ✓ Knowledge about health behavior theories
- ✓ Knowledge of basic public health principles
- ✓ Knowledge about the community served
- ✓ Knowledge about United States health and social service systems

CHW Core Consensus Project Report: <https://www.c3project.org/>

Qualities of Effective CHWs

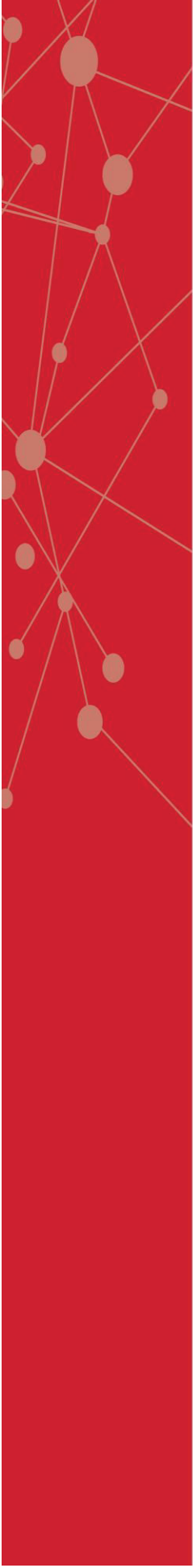
CHWs and CHW program coordinators interviewed for the National Community Health Advisor Study also made it clear that in order for CHWs to do their complex and demanding work, they need certain qualities.

Qualities are personal characteristics that can be enhanced but not taught.¹

- ✓ Membership in or shared experience with the community in which they work
- ✓ Friendly, outgoing, sociable
- ✓ Internally strong and courageous, with healthy self-esteem
- ✓ Patient
- ✓ Open-minded and non-judgmental
- ✓ Motivated and capable of self-directed work
- ✓ Caring, compassionate
- ✓ Honest
- ✓ Committed and dedicated
- ✓ Respectful
- ✓ Open and eager to grow, change and learn
- ✓ Dependable, responsible, reliable
- ✓ Flexible and adaptable
- ✓ Desire the help the community
- ✓ Persistent
- ✓ Creative and resourceful
- ✓ Sense of humor
- ✓ Supportive (helping) rather than directive (telling what to do)
- ✓ Emotionally mature
- ✓ A model for trying to live a healthy lifestyle

Characteristics of Empowering Leadership

- Creates an environment of trust
- Walks their talk
- Asks great questions
- Knows when to lead and when to manage
- Focuses on strengths
- Motivates and inspires others to reach their highest potential
- Are “What's Right” thinkers
- Asks for and gives respect
- Builds relationships
- Has a learning mindset
- Knows their limitations
- Is creative
- Is aware of power and uses it well
- Knows how to motivate others
- Balances participation
- Active listener
- Emotionally mature



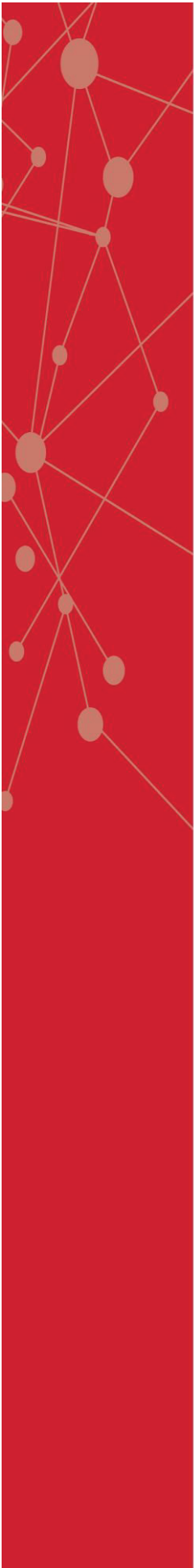
My Personal Leadership Commitment

"Humility leads to strength and not to weakness. It is the highest form of self-respect to admit mistakes and to make amends for them."

— John J. McCloy

"Humility is to make a right estimate of oneself."

— Charles H. Spurgeon



Leadership skills I would like to strengthen or improve:

Name: _____

Ways to strengthen these skills:

Name: _____

Acknowledgements

This curricula draws from and is adapted from other training curricula for peer educators and community health workers, such as the Building Blocks to Peer Success (<https://ciswh.org/resources/HIV-peer-training-toolkit>) and the Community Capacitation Center, Multnomah County Health Department (<https://multco.us/health/community-health/community-capacitation-center>)

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