

Activity 9.3: Developing a Training Plan for PC/PB Officers

TIPS FOR TRAINERS



Suggested Use

Use at the end of your presentation on *Preparing and Supporting PC/PB Officers* to allow participants to apply what they have learned.



Time

60–75 minutes:

- 5 minutes to explain the activity and form groups
- 30 minutes for small group work
- 25–40 minutes for reporting and discussion in the full group



Materials

- Handout for Participants: Developing a Training Plan for PC/PB Officers
- Quick Reference Handout 9.5: Training and Supporting PC/PB Officers as Leaders



Knowledge or Skill Development

Increased knowledge about strategies and resources for training PC/PB officers, and the ability to apply that knowledge by exploring ways to improve officer training in their own PC/PB.

Activity Steps

1. Review the scenario and refine it if necessary so it is appropriate for your EMA/TGA.
2. Divide participants into small groups of 4-6 people, by counting off. Distribute copies of the Handout for Participants and Quick Reference Handout 9.5
3. Ask the small groups to select a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize the discussion on easel pad paper, and a **reporter** to present the small group's approach to the full group. The same person may serve as recorder and reporter if that is the group's preference.
4. Give the small groups about 30 minutes to discuss the situation and come up with a training plan. Give them a 5-minute warning, and allow an extra 5 minutes if needed for summarizing their training plans on easel pad paper.
5. Ask for a volunteer to report first. Have the reporter for that group summarize its plan for officer training in 3-5 minutes. Give other members of that group a chance to add or clarify. Then ask the other groups to describe additional or different ideas for officer training.
6. Address questions and issues raised by the group, and help participants reach consensus on key priorities for officer training. Summarize the main lessons from the discussion.



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HANDOUT FOR PARTICIPANTS

Instructions

1. Work in your small group, choosing a **facilitator** to coordinate the work of the group and participate, a **recorder** to summarize your group’s plan on easel pad paper, and a **reporter** to present the small group’s approach to the full group. The same person may serve as recorder and reporter if that is the group’s preference.
2. Individually review the Situation below, and skim the Quick Reference Handout 9.5, including the PC/PB Officer Development Menu chart.
3. Now work as a group, using the information presented during the training, the PC/PB Officer Development Menu chart, and your own experience. Recommend a preliminary training plan for officers, focusing on new officers, including most-needed knowledge and skills and suggested training strategies and timeline.
4. You have 30 minutes.

The Situation

Your PC/PB has been changing a lot over the past several years. Almost three years ago, you revised your Bylaws. They now allow PC/PB members to serve up to two consecutive three-year terms. Current members were “grandfathered” for three years, but at the end of this program year, 11 veteran members will “term out.” Seven of them are PC/PB or committee officers. You also adopted a system of requiring that each committee have two Co-Chairs, and strongly encourage that one of them be an unaligned consumer of Part A services. Your PC/PB Co-Chairs serve two-year terms. Committee Co-Chairs are elected by members and serve one-year terms.

Next year you expect your junior Co-Chair to become the senior Co-Chair, and there will be one new Co-Chair. Six of the current 10 committee Co-Chairs will be leaving the PC/PB. This means that you will have at least seven new officers, and some of them will probably have served on the PC/PB for one year or less.

Your PC/PB provides a half-day orientation for new members and one day of training a year for all members. It also has fairly frequent mini-training sessions during PC/PB or committee meetings. Often the PC/PB support staff manager helps prepare new officers, and the senior Co-Chair typically mentors the junior Co-Chair. More experienced committee members including past committee Chairs sometimes informally mentor new committee officers. But you have never had a formal training process for officers.

Now you need to develop one. Several of the veteran members, including the senior Co-Chair, have offered to help with training and/or mentoring.

You are members of a Working Group of veteran and new PC/PB members chosen by the Executive Committee to:

1. Identify the knowledge and skill development priorities for officers—the areas in which they are most likely to need training
2. Recommend an approach for officer training—suggested training strategies and a process and timeline for providing the training

Quick Reference Handout 9.5 identifies the following as important knowledge and skill areas for PC/PB and committee officers:

Knowledge Areas

1. The Ryan White HIV/AIDS Program (RWHAP)
2. Your EMA/TGA and its Part A Program
3. Your PC/PB governance and operations
4. PC/PB membership
5. PC/PB status and work plan

Skill Areas

1. HIV community planning
2. Communications
3. Meeting rules and procedures
4. Recipient relations
5. Leadership/group process