

ELEVATE - The Evolution of Building Leaders of Color (BLOC)

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ON HIV CARE & TREATMENT

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Learning Objectives

At the conclusion of this activity, participants will be able to:

1. Attendees will be able to identify the traits and characteristics of leaders
2. Attendees will be able to use self-assessment to critically think about areas for leadership development
3. Attendees will be able to identify three levels at which “Power” operates
4. Attendees will be able to describe four different models of leadership
5. Attendees will be able to utilize a method for evaluating and addressing obstacles to effectively

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ELEVATE **Day One**

ELEVATE Funding

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HRSA
Health Resources & Services Administration



Engage Leadership through Employment,
Validation & Advancing Transformation & Equity

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NMAC's Elevate Presentation Team

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Target HIV Resource

ELEVATE

Engage Leadership through Employment, Validation, and Advancing Transformation and Equity for persons with HIV



ELEVATE is founded upon the [Denver Principles](#).

ELEVATE builds on the achievements of HRSA and RWHAP training programs and incorporates their features into a single project.

Purpose and Goals



Engage Leadership through Employment,
Validation & Advancing Transformation & Equity

[ELEVATE Home](#)

[ELEVATE FAQs](#)

[The ELEVATE Curriculum](#)

[Webinars](#)

<https://targethiv.org/elevate>

Partners



- **JSI Research & Training Institute**
Expertise in virtual resource development for Ryan White entities
Led HRSA's CHATT & ACE TA programs



- **Association of Nurses in AIDS Care (ANAC)**
Leader in developing technical training for clinicians to provide culturally-responsive care
Updating standards & best practices including HR hiring & sustained employment practices



- **Latino Commission on AIDS (LCOA)**
Provide guidance, cultural-responsiveness and serve as partners on Hispanic trainings
Expanding ELEVATE's impact through the Hispanic Health Network; NMAC's co-lead on ELEVATE Coaching



- **ICF**
Program evaluation experts who work with NMAC using the primary evaluation questions and logic models to establish an evaluation tools utilizing a mixed-methods design employing both qualitative and quantitative measures and instruments; aligned with the ELEVATE workplan and curriculum, HRSA funding mandates, and program needs.

VISION

Ending The HIV Epidemic

- **Denver Principles & MIP(H)A**
 - PWH of Color have not greatly benefited from these tenets
- **Leads with Race**
 - NMAC has intentional focus on supporting PWH of Color
- **Enhanced partnerships**
 - ELEVATE partners have longstanding histories of providing direct support for entities focused on PWH
- **Alignment**
 - Activities will align with the federal EHE initiative

What's Old is New

- BLOC
- ACE TA Center: Improving health literacy
- Planning CHATT: Program development
- CQII: Clinical quality improvement
- Improving Access to Care: Community health workers (CHWs) addressing L2C gaps



Goals and Objectives



THINGS TO REMEMBER

1. Increase the number of PWH **meaningfully involved** in the planning, delivering, and improving of RWHAP services
2. Build the capacity of PWH to be meaningfully involved in **community planning** for HIV prevention, care, and treatment services
3. Build the capacity of PWH to be meaningfully involved in **clinical quality management (CQM)** activities
4. Build the capacity of PWH to be meaningfully involved in the **delivery of HIV prevention and care services**
5. Develop individualized action plans to increase **engagement and involvement** in the planning, delivering, and improving of RWHAP services

Audience



Persons with HIV (PWH) aligned with a RWHAP Recipient or Subrecipient:

1. Employed by RWHAP
2. Members of Planning Bodies or Planning Councils
3. Members of Consumer, Community, & Patient Advisory Boards
4. Directors from the Boards of RWHAP
5. Members of Clinical Quality Management Teams or Committees
6. Other PWH aligned with a RWHAP seeking greater involvement (e.g., including individuals operating in a volunteer or unpaid capacity)

Training Program Overview (Virtual)

Day One: **PWH Systems-Level Leadership**

- a. The Ryan White HIV/AIDS Program
- b. National HIV/AIDS Strategy (revised as HIV National Strategic Plan)
- c. Structures of Involvement
- d. PWH Leadership

Day Two: **HIV Prevention, Care, & Treatment**

- a. HIV 101 including PrEP, PEP, & TasP
- b. The HIV Life Cycle and Medications
- c. Adherence and Overcoming Barriers
- d. HIV and Co-Morbidities
- e. Social Determinants of Health

Day Three: **Public Health Tools & Skills**

- a. Health Literacy
- b. Introduction to Data
- c. Data Terminology
- d. Performance Measurement
- e. Charts & Graphs



Training Program Overview (Virtual) 2



Continued..

Day Four: **Program Track Breakout**

- a. Planning Services
- b. Improving Services
- c. Delivering Services

Day Five: **Creating Change**

- a. Communicating as Part of Team
- b. Facilitation Skills
- c. Managing Stigma and Trauma as PWH Leaders
- d. Personalized Action Plan based on Program Track
- e. Action Planning Report-Out

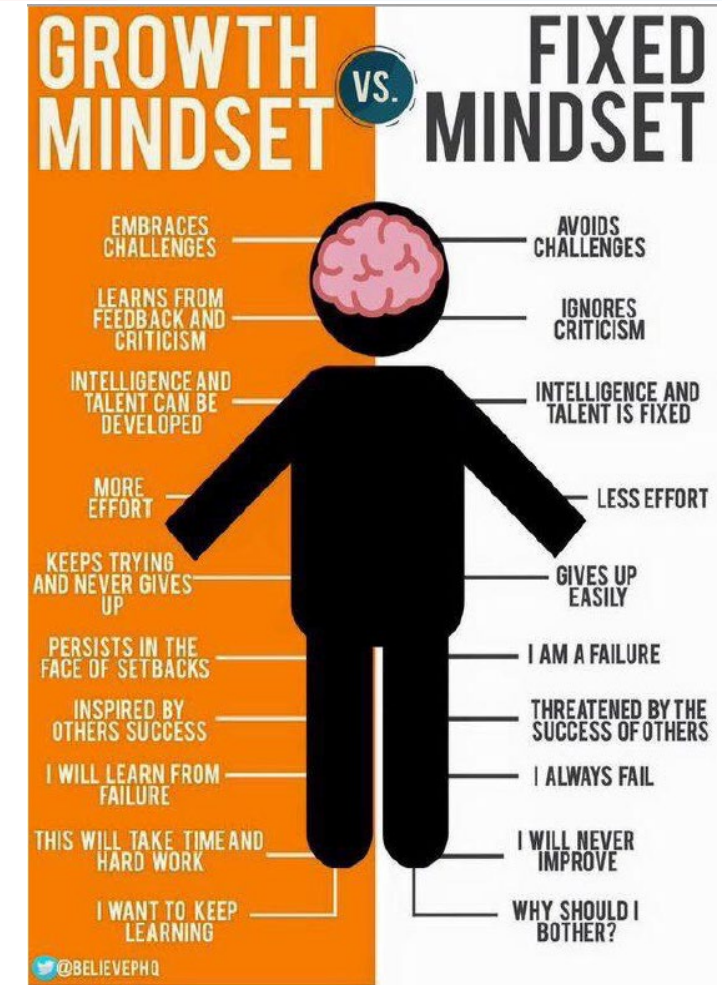
Program Tracks



1. PWH engaged in **Planning Services**
 - a. RWHAP Part A Planning Councils
 - b. RWHAP Part B Planning Bodies
2. PWH engaged in **Delivering Services**
 - a. Community Health Workers
 - b. Patient or Client Navigators
 - c. Linkage to Care Workers
 - d. Peer Support Staff/Volunteers
3. PWH engaged in **Improving Services**
 - a. RWHAP Part C/D Advisory Boards
 - b. RWAHP Part C/D Clinical Quality Management Teams and Committees
 - c. RWHAP Part A/B Subrecipient Clinical Quality Management Teams and Committees
 - d. RWHAP Part A/B Subrecipient and/or Part C/D Recipient Board Member

Program Package

- **Leadership Training**
 - Support participation & inclusion of PHIV in healthcare workforce
 - Providing technical support & culturally responsive services (leadership to front line)
- **Coaching for PWH**
 - Train BLOC/HRSA program grads to become strengths-based coaches
 - Performance enhancement, career advancement, leadership support
- **Virtual Resources**
 - Trainings, webinars, self-assessment tools to support professional development for PLHIV
 - Help agencies recruit, train, and support PLHIV



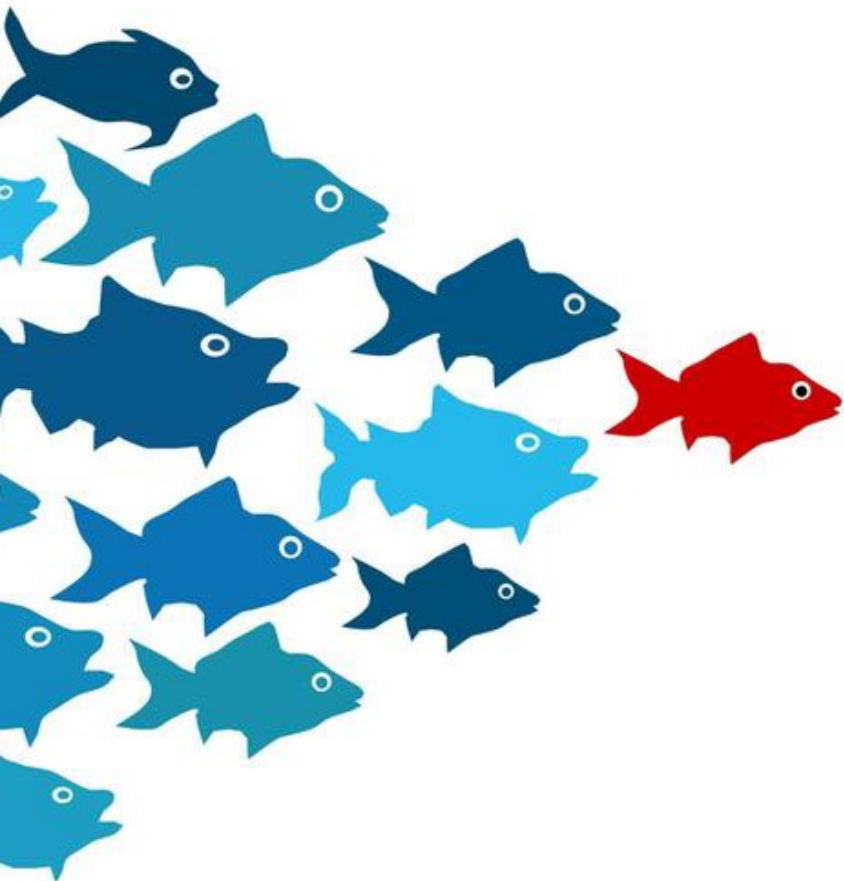
The Launch of ELEVATE en Español

- Language justice continues to be a priority for NMAC.
- Increasing access to Spanish language training and capacity building is a goal for ELEVATE
- July 2022 – The official launch of ELEVATE en Español (Houston, TX)



Systems-Level Leadership

Group Brainstorm



What are some traits or characteristics you identify with someone who is a **good leader?**

Leadership Self-Assessment

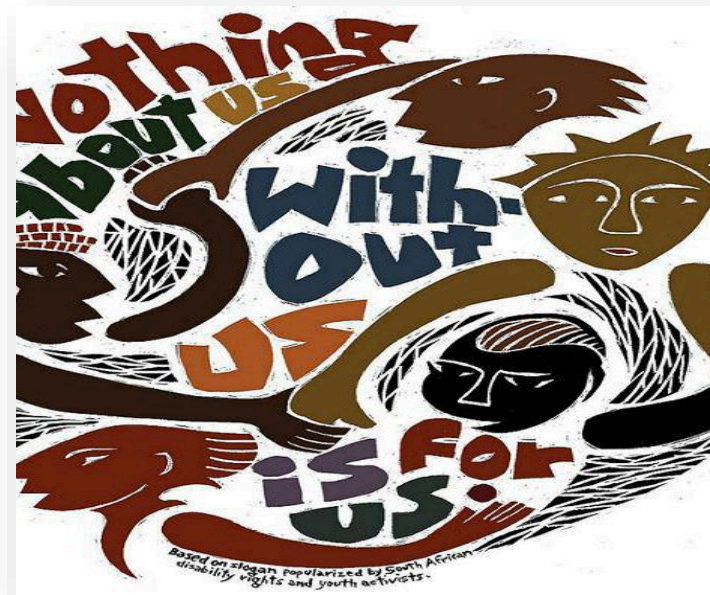
Using the list of traits and characteristics we developed for leaders, identify **three traits** where you feel you are strong and **three traits** that you would like to further develop.

- You will have 2 minutes to reflect on your leadership traits
- Share your list of strengths and areas for growth with the Chat function

Empowering Leadership

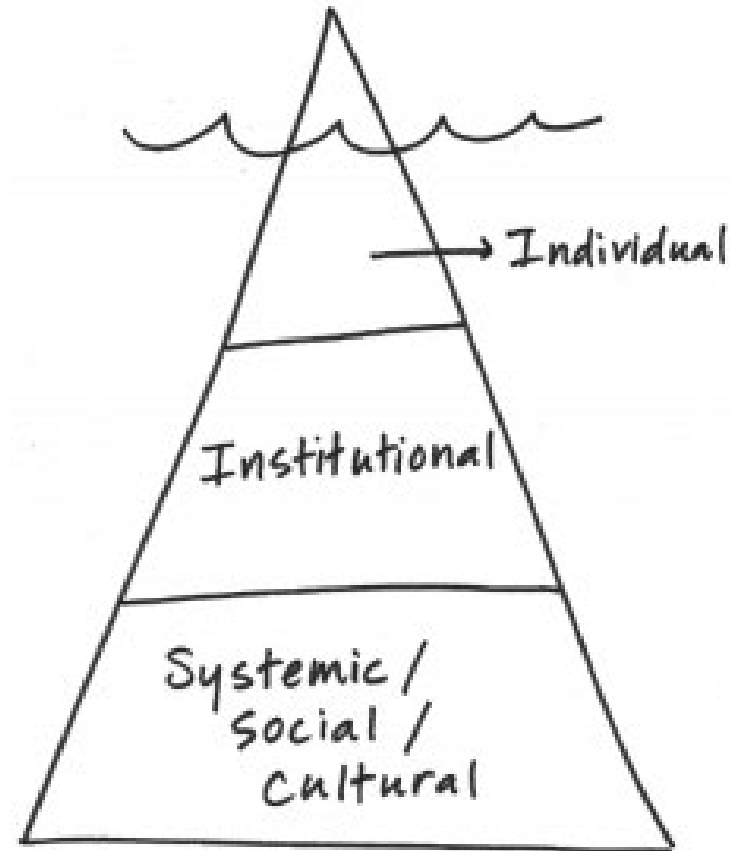
Definition of Power

Power is defined as the **ability to act or produce an effect**



Types of Power

- Individual
- Institutional
- Systemic/Social/Cultural



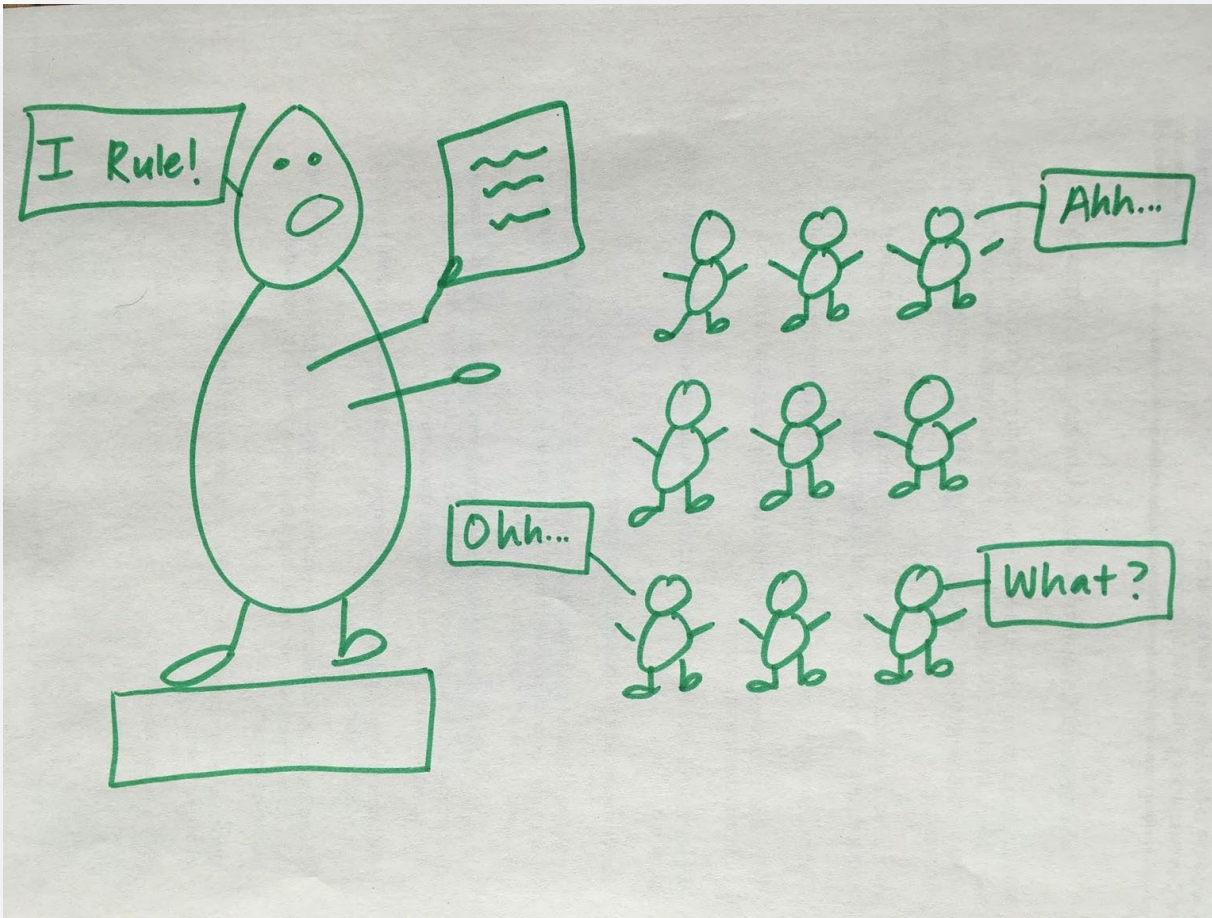
Where Power Evaporates

- 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

Four Models of Leadership

Group Activity – Walk Through

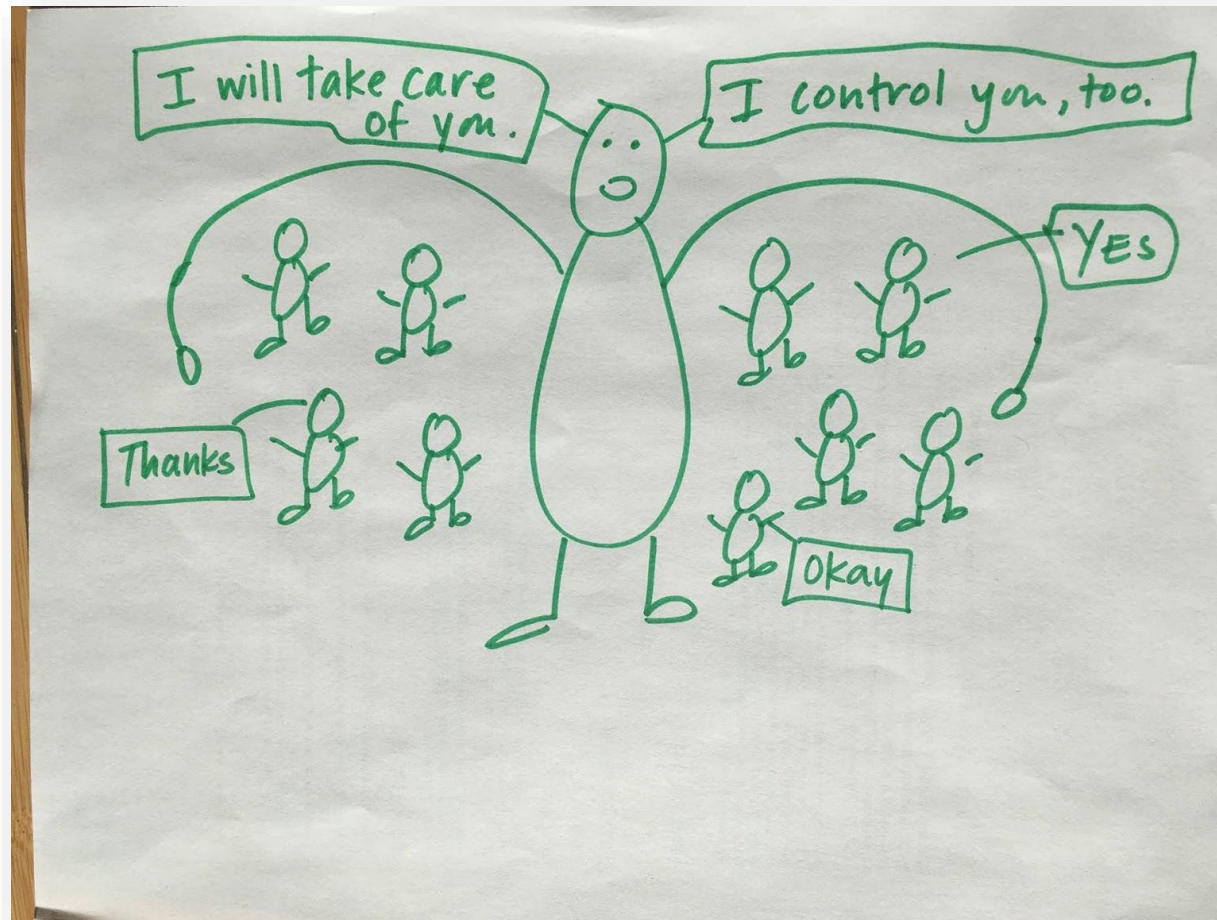
Authoritarian Leadership



Authoritarian Leadership

Authoritarian leadership, also known as autocratic leadership, is a **management style in which an individual has total decision-making power and absolute control over his subordinates.**

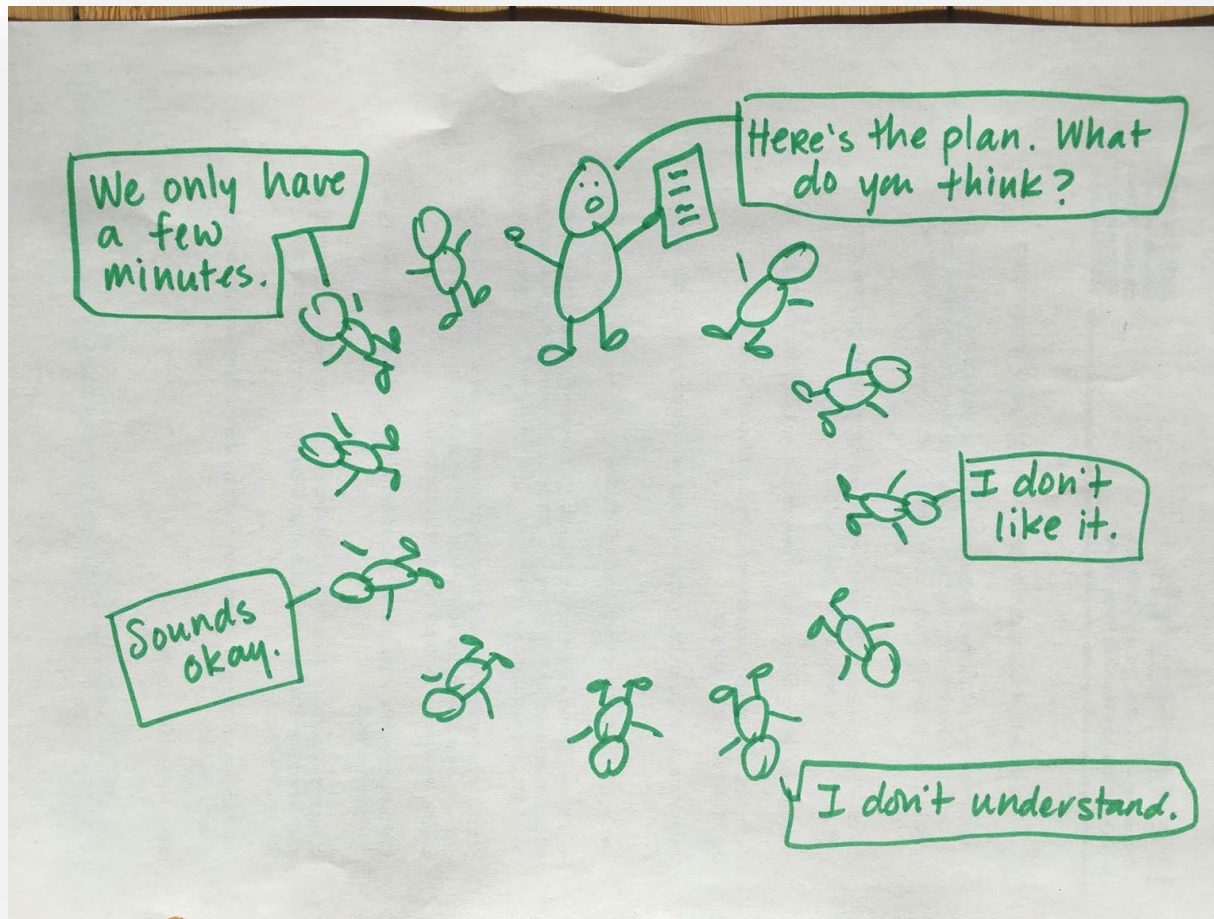
Transactional Leadership



Transactional Leadership

Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization, and group performance. **Leaders who implement this style focus on specific tasks and use rewards and punishments to motivate followers.**

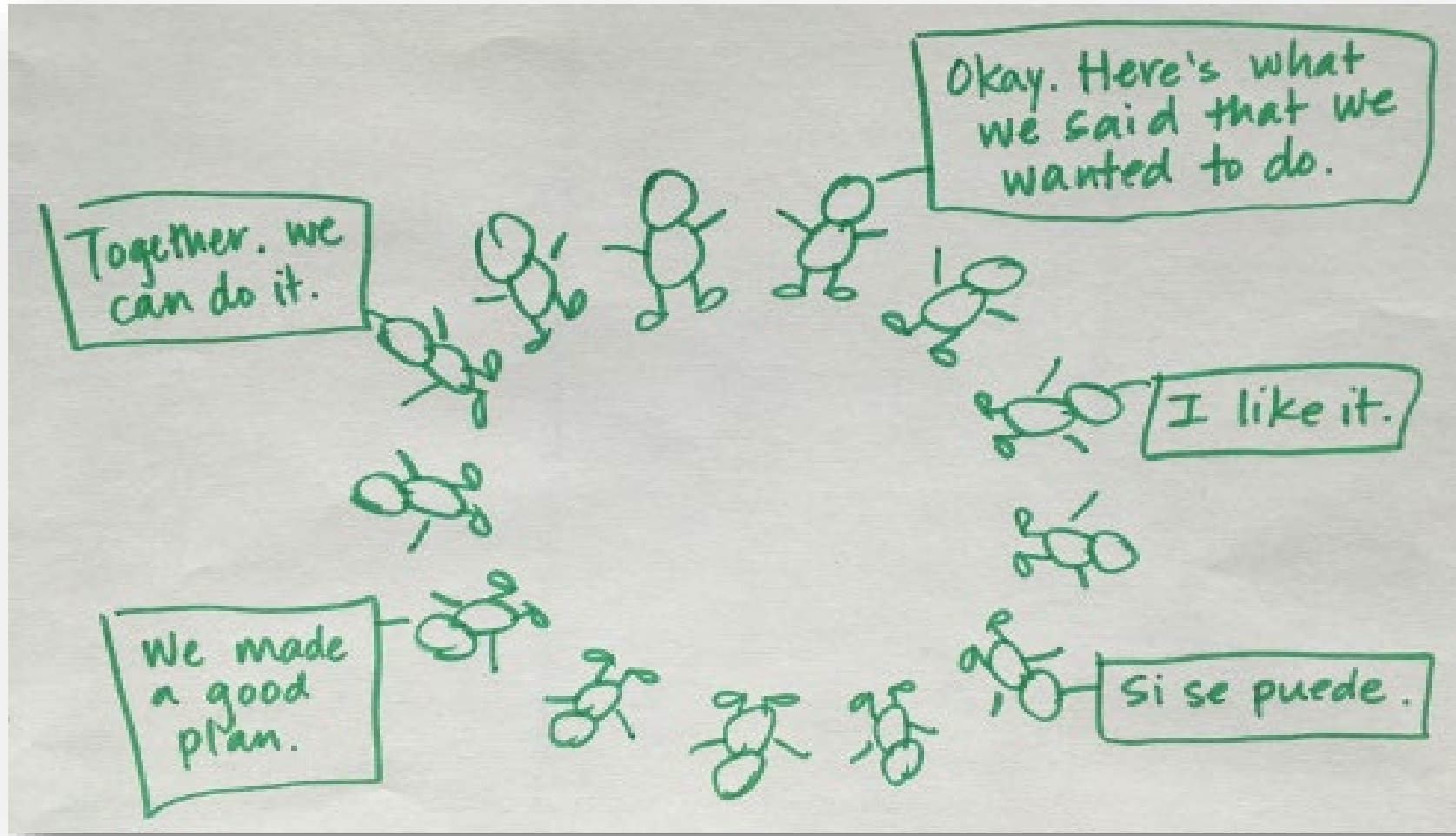
Participative Leadership



Participative Leadership

Participative leadership is a leadership style whereby leaders listen to their employees and involve them in the decision-making process. It requires an inclusive mindset, good communication skills and the ability — and inclination — to share power.

Transformational Leadership



Transformational Leadership

Transformational leadership is defined as a **leadership approach that causes change in individuals and social systems**. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders.

Power— Dr. Martin Luther King

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.

Calling In & Calling Out

Activity – Walk Through

Calling-In Vs Calling-Out

- Calling someone out is a construct used in the moment to address a statement or action that is contrary to the expressed values of a community or an individual.
- Calling someone out can be jarring and unwelcome and isn't always the best way to woken up ... it will be said but perhaps not always heard.
- What if we instead of calling you out ... we called you in; reinforcing that the person is out of integrity with our values and inviting them back into the space they left.

What's the Difference?

- When we “**call someone out**” it can often be received negatively, people can feel like you are shaming them.
- If this happens publicly, it can also do damage to fragile or nascent relationships with other stakeholder groups.
- However, when other leaders or other stakeholder groups perpetuate stigma and reinforce structures of discrimination, it is important to name this behavior and facilitate a different response.
- Calling out might not achieve this response given its current usage in our culture.

What's the Difference? 2

- Calling in allows you to state that the word or deed was inappropriate and potentially damaging while also recognizing that perhaps they were unaware.
- Calling in is a way to respectfully address the situation publicly that honors the place where people are while expecting a movement towards inclusion.

Call-In Formula

1. Stop what is occurring
2. Explain why the situation is impactful
3. Suggest a preferred response
4. Model the solution



Make a Call-Out into a Call-In

Scenarios:

- Scenario One: An agency handout says “HIV-infected people”
- Scenario Two: Someone at a meeting asks, “How did you get it?”
- Scenario Three: At a community event, the director says, “Hey, you have HIV, tell us about your experience.”
- Scenario Four: You are in a meeting and the facilitator keeps passing you over

Call-In/Call-Out Debrief

1. Was it easy or difficult to form your “call in” statements.
2. Do you think “calling in” to be a strategy that might be useful for your work as a leader?
3. Are there other strategies like “calling in” that you have seen work well in building relationships with other stakeholder groups?

Communicating as a Team

The Elephant in the Room

Definition of *elephant in the room*:

An obvious major problem or issue that people avoid discussing or acknowledging.

- The purpose of this module is to demonstrate to participants that challenges should be individually assessed to determine if “the juice is worth the squeeze”.
- The Elephant in the Room activity to have participants identify “elephants” and then categorize them based on ability to: (1) Control, (2) Influence, or (3) Accept.

Participants will critically assess each “elephant” to identify meaningful action points and challenges that should simply be accepted.

The Elephant in the Room 2



Control

What elephants can we control?

Influence

What elephants can we influence?

Accept

What elephants do we just accept?

Elephants in the Room

In the Chat, can anyone name some “**elephants in the room**” from your experience?



Elephants in the Room Activity

Activity – Walk Through

Elephants in the Room 2

Group Activity –The Elephant in the Room

1. The first exercise requires a very experienced facilitator. Participants may be reluctant to discuss contentious issues in a group, or they may be fearful of retaliation from others for raising subjects that could be seen as “off limits.” The facilitator will need to reassure participants that they can express themselves so in a safe, trusting environment.
2. The Elephant in the Room activity asks people to identify the “elephants” in the room related to their greater involvement (e.g. people assume PWH have no skills and can only offer our stories), in this activity, we begin by asking people to name the elephants and placing those elephants into one of three categories: (1) C –things I can CONTROL, (2) I –things I can INFLUENCE, and (3) A –things that I have to ACCEPT
3. Each time a person suggests an elephant you place the elephant in the category they suggest without judgement or comment from the group
4. Once complete, review each of the elephants and ask the group if everyone agrees with the placement of the elephant in the C-I-A category or if it might belong in another –if there is group consensus and the person who suggested the elephant consents, move it to the new column –if the person does not consent, add an additional elephant and review them from each viewpoint
5. Faculty should help participants to see the value of letting go of “A” elephants and focusing on “I” and “C” elephants
6. Faculty can use the following questions to evaluate the elephants:
 - a) Why are we doing this, or why is this happening?
 - b) What are we doing about it?
 - c) Who can resolve this issue?
 - d) When can we resolve this?

Ten Tips for Communication

- Speak to others directly in one-on-one interactions
- Give clear and concise directions
- Encourage two-way feedback
- Always show appreciation
- Hold weekly team meetings
- Promote collaboration
- Make team members feel they are part of the team
- Keep personal bias in check
- Keep an open-door policy
- Use time wisely

Questions & Answers





Thank You!

Get in Touch



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