



A TURNING POINT  
FOR WOMEN



**TIDE** Trauma  
Informed  
Development  
Education



# Powering Up

## Trauma-Informed Leadership

### From Self to Community



**Facilitator's Guide**

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# **Group Facilitator Guide**



***A Companion to Powering Up: Trauma-Informed  
Leadership From Self to Community***



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## About this Facilitator Guide

This Facilitator Guide will assist you to facilitate the development of Trauma-informed principles (TIP) and practices in small group settings, organizations or community.

In this guide for facilitating TIP leadership development you will find:

- **Overview** of the TIP Leadership Course
- **Role of Facilitator in TIP**
- **Techniques** for facilitating the 4 Lessons in the TIP Leadership course
- **4 lesson plans** and process ideas
- **References** for deeper learning

## Using this Guide

This guide is to be used to support TIP leadership in small groups, organizations and communities. For best results, we suggest that the lessons be facilitated in sequence and will require 4-8 hours in total. The recommended size for a discussion group is 4-6 participants.

## The TIP Leadership Course

The four lessons of the TIP Leadership course are detailed in the Participant Workbook and include:

- Lesson 1: Trauma-Informed Principles and Practices
- Lesson 2: Leading Self
- Lesson 3: Learning Teams in Organizations
- Lesson 4: Leading Communities

## The Companion Participant Workbook

The companion document to this guide is a participant workbook. We suggest that both be used to support the TIP leadership development of individuals and teams.



# The Role of Facilitator in TIP

As a TIP facilitator you will play a unique role supporting transformation through an active learning process. As facilitator you will create space for participants to learn about TIP and to explore their leadership in leading and applying the principles of TIP in organizations and community settings.

As a TIP Facilitator you will:

- be self-aware and trauma-aware
- emphasize safety and trust in the group
- provide opportunities for choice, collaboration and connection
- apply strengths-based, skill-building opportunities.

Facilitating TIP means you will support others to examine challenging ideas, different perspectives, issues of power, gender, race, and inequity. You will also use creative techniques to engage participants in exploring their own leadership. Finally you will host authentic conversations among diverse participants using respectful

listening, and other techniques that honour participants' voices and stories.

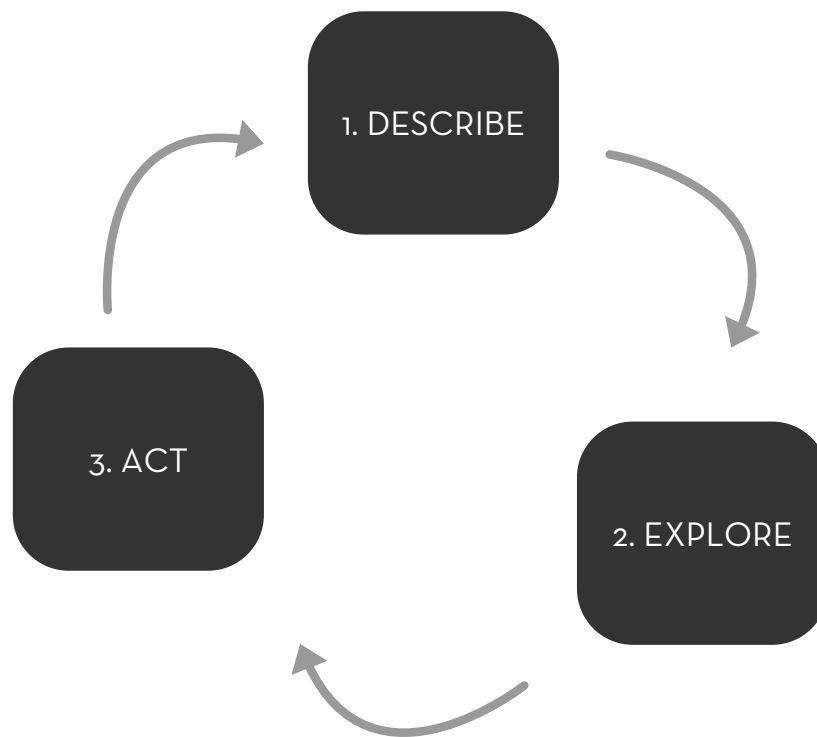
To prepare for facilitation that is trauma-informed you may wish to:

- learn about trauma, trauma-informed practices and vicarious trauma that can occur in group, organizations and communities
- deepen your own skills and techniques for facilitating groups
- acknowledge boundaries and your own concerns regarding TIP leadership to maintain the focus of this course as action oriented and not therapeutic in nature.
- complete "Powering Up" as a participant before becoming a facilitator. This will assist you to know your own leader qualities and capabilities and it will help you to be familiar with the tools and resources that you will assist others to use.

## TIP Leader Learning Community

Fostering a TIP learning community is part of the vision for this leader course. This workbook is supporting you to be a part of the change as your organization becomes trauma-informed.

# Techniques for Facilitating TIP Leadership



**The Learning Process**

## **Describe. Explore. Act.**

Use this workbook as a resource to host conversations about trauma-informed principles and leadership. The techniques used in this workbook are suitable for individual learning as well as small group discussions. Each technique is briefly described and will help you to move through the learning process: Describe, Explore, Act (illustrated above and in Figure 4 of the **Participant Workbook**). The techniques used in TIP Leadership are suggestions drawn from several resources on facilitation, change and transformation [1,2,3,4]. These techniques are a starting point but you may have your own ideas about how to bring meaning to the materials. For more details on these and other techniques turn to the resources section of this workbook.





## Asking Questions

*Ask and Ask Again.* Use open, questions to explore ideas, describe experiences or to invite deeper examination of tensions and interesting insights generated in a brainstorm. Creative questioning can assist in disciplined and thoughtful dialogue. Making sense of complex issues by using questions can lead to clarity and consensus for action [1].



## Brainstorming

*Brain Dump.* Brainstorming is a technique used to generate creative ideas from all members of a group. You can also ask participants to use sticky notes for a silent

generation of ideas. These stickies can be grouped and clustered to show patterns that are helpful for synthesizing and focusing.

Following the generation of ideas and listing them on a flipchart, you can ask people to cluster the ideas by common theme or you can also invite people to identify the ideas that “stand out” or that might be a priority. A key to successful brainstorming is to avoid making judgements prematurely about the ideas that are generated. You want to have as many ideas as possible and then return to the list to make sense of the ideas. This open generation of ideas encourages innovative and “out of the box” thinking among all participants [1].



## Journalling

*Write it Down.* Journalling is a great way to keep track of stories as well as self development, personal goals, lessons, insights and action steps. Journalling is a personal tool to record ideas explored in this course, ongoing reflections or questions that emerge while implementing trauma-informed change [3].



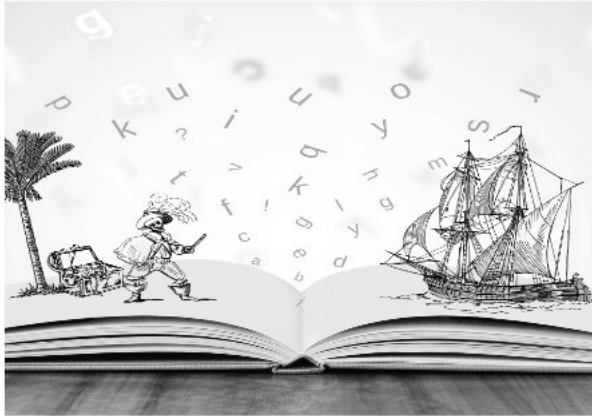
## Mapping Strengths, Community Assets & Networks

*Draw It Out.* Mapping strengths is a technique used in teams, organizations and communities to identify and acknowledge the intrinsic capabilities among participants or group members or even stakeholders in a broader community level change effort. The idea of mapping is to represent in a visual format, the “strengths” and assets within the community. Adopting a strengths based approach energizes, empowers and builds cohesion among people by acknowledging their collective capabilities. These maps can be used to explore gaps in membership if certain perspectives, knowledge and skills are missing that could complement the circle. Mapping networks can help communities identify stakeholders, key informants and others that are not obvious in the initial asset maps. Even for individuals, network mapping is a useful technique for enhancing well-being. Use a combination of maps to understand important issues, challenges or opportunities for change [2].



## Role Playing

*Act it Out.* Role playing takes place between people who act out roles to explore a particular situation. Role play can help you to explore scenarios for implementing TIP. By acting out the scenarios you can learn about how people might think and act in certain situations. Using role play can help you to build confidence in preparation for handling a real situation. Role play or other theatre techniques are fun and energize a group. Always remember to debrief these powerful approaches by discussing insights and experiences that emerge spontaneously in the group following their application [4].



## Storytelling

*Tell Stories.* Stories are a powerful way to support individual and organizational change. A story can provide a way to share our experiences with others. Stories can be captured in writing or through the use of story maps and graphic recordings. Story telling using oral traditions is also a powerful way to document histories and achievements.

Use narrative techniques to support your own, group, organization and community efforts to apply trauma-informed principles and practices [3].



## Visualizing

*Riff on Images.* Visual techniques including pictures, sketching, concept mapping, collage and metaphors are among the most powerful ways to explore complex issues. Exploring images can help individuals and groups to see different perspectives and points of view. There are additional tools that can assist you to learn more about your role in teams, how to deal with team dynamics including team conversations and decision making [3, 5.6].



# Facilitating Lesson ONE

# LESSON 1: Trauma-Informed Principles and Practices

## To facilitate Lesson 1 you will want to:

1. Review the lesson outline
2. Reflect upon where the group is in terms of its own development towards becoming a team; consider how well participants know each other
3. Consider the agenda and timing of breaks that will help people build relationships and learn together
4. Prepare the materials and resources for participants, e.g., make sure that you have one Participant Workbook for each person or print a copy of the tools or worksheets that you will use in each lesson.
5. Set up the room and if possible, have refreshments.

### Suggested Process for Lesson 1

- Convene the group and welcome everyone, do introductions, find out what inspires each person to be there
- Clarify expectations for lesson one
- Begin with Activity #1 to explore application of the TIP
  - use Tool #1 to support the discussion and knowledge sharing
  - use Tool #2 to deepen the conversation
- Facilitate the discussion
- Invite participants to share their actions with the rest of the group.
- Facilitate a closing round
- Gather feedback

### Notes:

# Lesson 1 Outline

This is the first of four lessons and focuses on TIP principles and practices. The goal of this lesson is to lay the foundation upon which you and/or your group will explore trauma-informed principles and how these can be activated through self-leading, teams and communities

Time: 30-60 minutes (individual) and 60-90 minutes small group discussion.

Outcomes	Materials	Facilitation Tips & Techniques
<ol style="list-style-type: none"> <li>1. Describe TIP principles, how they operate and why it is important to adopt TIP in services, programs, and policies.</li> <li>2. Explore factors that help and/or hinder the integration of TIP in different organizations and community settings.</li> <li>3. Apply the four major TIP principles at personal, organizational and community levels.</li> </ol>	<p>Activity 1.1</p> <p>Tool #1: Trauma-Informed Practices and Principles</p> <p>Tool #2: Questions to Explore TIP in your context</p> <p>Tool #3: Reframing Biases and Beliefs that Shape Practices</p> <p>Tool #4: TIP Leadership Glossary</p> <p><i>Note: The Tools are found in Section 3 of the Participant Workbook.</i></p>	<p>Introductions</p> <p>Active listening</p> <p>Brainstorming</p> <p>Recording</p> <p>Exploring with Questions</p> <p>Reflecting &amp; Summarizing</p>

## Notes:

# Lesson 1 Activities

## Activity 1.1: TIP Principles and Practices - Your Experience

**Purpose:** To become aware of the TIP principles and how they operate to impact on people in different scenarios and contexts.

**Time:** 30-60 minutes

**Procedure:** Review the TIP principles and complete this worksheet. When you are ready, share your ideas within the group.

### 1. Describe

Review the scenarios provided in this workbook or generate your own to explore and examine TIP in more depth. If you generate your own, either brainstorm or prepare a brief description of a scenario where the TIP principles were either not present, partially present or fully present. Note what was happening, who was involved and how you felt.

*Discuss these Questions:*

- What TIP principle(s) were important in this case?
- What were the consequences of the behaviours on the people involved?

### 2. Explore

- What biases were operating to maintain the behaviours?
- What are the issues of power, gender, age, culture that might be influencing the situation?
- What needs to change to foster a more trauma-informed approach?

### 3. Act

- What would it look like to strengthen a TIP approach in this case?
- What leadership is needed to move the TIP forward?



# Facilitating Lesson TWO



## LESSON 2: Leading Self

### To facilitate Lesson 2 you will want to:

1. Review the lesson outline
2. Reflect upon where the group is in terms of its own development towards becoming a team; some may have completed lesson 1 together
3. Consider the agenda and timing of breaks; assist people to build relationships and learn together
4. Give people enough time to do the creative activities that are in this lesson
5. Prepare the materials and resources for participants
6. Set up the room and, if possible, have refreshments

### Suggested Process for Lesson 2

- Welcome the group back following the completion of lesson 1. If there are newcomers invite them into the circle through introductions
- Clarify lesson expectations
- Begin with Activity 2.1 exploring leadership and the meaning of TIP leadership. Consider doing the activity individually and then to share in diads or triads
- Facilitate the sharing of stories of leadership in the group
- Support trust and commitment through reflective listening
- Assist the group to use the questions to discuss personal power, agency, resiliency and well-being in leadership.
- Begin Activity 2.2 and give participants time to collect images from magazines or a visual card deck then ask them to create a vision of leadership collage.
- If there is time, invite participants to complete Activity 2.3: personal learning plan.
- Invite participants to share their collages. This is often very energizing and fun.
- Facilitate the closing round.
- Gather feedback.

### Notes:

## Lesson 2 Outline

This is the second of four lessons and focuses on leading self. The goal of this lesson is to explore the qualities of leadership, examine factors that support and hinder effective personal leading and develop action plans to strengthen personal leadership.

Time: 30-60 minutes (individual) and 60-90 minutes small group discussion.

Outcomes	Materials	Facilitation Tips & Techniques
<ol style="list-style-type: none"> <li>1. Explore qualities of effective leadership, your strengths as a leader and why self-awareness is vital to TIP leadership.</li> <li>2. Examine factors that help and/or hinder leadership in different settings. Consider power, voice, agency and resilience.</li> <li>3. Create a vision and action plan for strengthening your TIP leadership consider activities to enhance your capacity in the four TIP principles.</li> </ol>	<p>Activity 2.1: Stories of leadership</p> <p>Activity 2.2 Personal leadership vision</p> <p>Activity 2.3 Leadership Self-Assessment and Learning Plan</p>	<p>Clarify expectations</p> <p>Brainstorming</p> <p>StoryTelling</p> <p>Creating a Collage</p> <p>Synthesizing</p> <p>Exploring with Questions</p> <p>Reflecting &amp; Summarizing</p>

### Notes:

## Lesson 2 Activities

### *Activity 2.1: Personal Stories of Leadership*

#### **Step 1: Describe a situation where you experienced excellent leadership where either you or someone else was leading.**

- Write a paragraph about this situation. Consider what was happening, who was there, what the leader was doing, the impacts on others, results etc.
- List all of the qualities demonstrated by the leader in this situation. Place a star beside the qualities or behaviours that you feel contributed to success in this situation.

#### **Step 2: Exploring leadership tensions.**

- Identify the factors that helped and/or hindered your leadership.
- Explore the range of factors and how they influenced the power dynamics, your agency and personal resilience.
- Locate or map the factors from personal, to organizational and community levels
- Consider what needs to be done to strengthen or change the dynamics.

#### ***Helping Factors***



#### ***Hindering Factors***



#### ***Location of Factors***



## Activity 2.2: Personal Vision of Leadership: Headlines Cover Story

**Purpose:** To generate a vision of personal leadership and a learning plan for strengthening personal leadership.

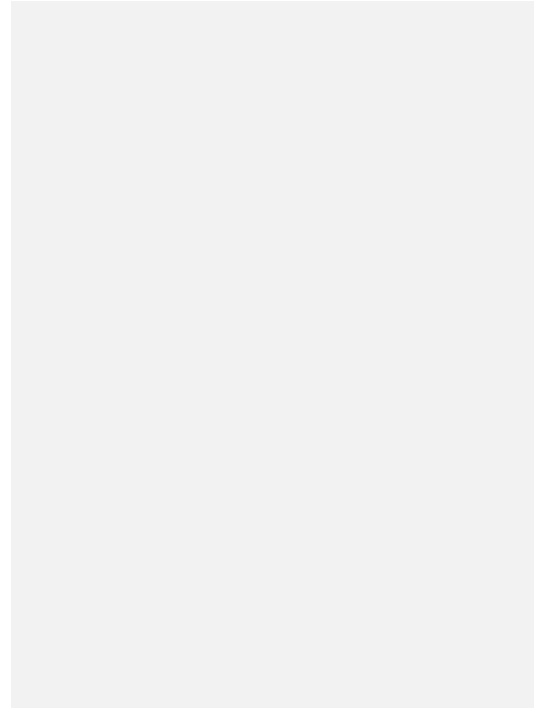
**Time:** 30 minutes

**Procedure:** Use the steps below to complete your leadership vision. There are a few options for this activity so select one that “fits” for you.

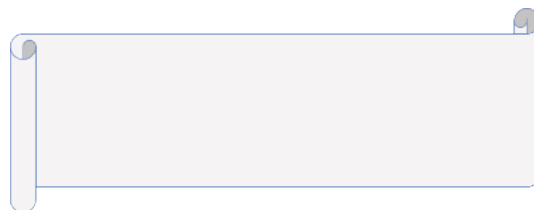
### Step 1: Imagining your ideal leadership.

- Collect photos from old magazines or use a specially designed image card deck (see Visualsspeak.com in the resources section).
- Consider what you will be doing, where it will happen, and what your leadership experience will ideally be like.
- Create a collage using the images that represent your vision, values and desires for leading.
- Identify what you will be doing to sustain yourself as a TIP leader and what resources you might need to achieve this vision.
- Share your vision with a friend or colleague.

### My Leadership Vision Collage:



- Write a “banner” for the “cover story” about your vision of leadership.



### Activity 2.3: Leadership Qualities Self-Assessment and Learning Plan

**Purpose:** To compile TIP leader qualities, self-assess own strengths and create a learning plan for further developing self as leader.

**Time:** 30 – 60 min.

**Procedure:** Complete each step outlined below.

#### Step 1: Self-Assessment of Leader Skills

1. In the table below, list the qualities of excellent leadership that you generated in your personal stories of leadership, your leadership collage in the left hand column.
2. Rate your confidence on each quality that you listed by placing a “check” in the column that best describes your self assessment.
3. Select the behaviours and qualities you wish to strengthen.
4. Identify activities you might undertake to strengthen these selected qualities.
5. Identify resources and supports you might need to meet your development goals.
6. Share your learning plan with a partner.

Leadership Qualities	Very Confident	Somewhat	Not at all confident	Activities to strengthen leadership, e.g., reading, a workshop, a webinar, coaching, etc.
Resilient				
Empowering				
Respectful of others				
Self aware				
Other?				

**My Leadership Learning Plan:**

<b>Leadership Qualities I Wish to Strengthen</b>	<b>Resources I Need</b>	<b>Supports I Need</b>





# Facilitating Lesson **THREE**



## LESSON 3: Leading Teams

### To facilitate Lesson 3 you will want to:

1. Review the lesson outline
2. Reflect upon where the group is in terms of its own development towards becoming a team; many will know each other by now and will have completed lessons 1 and 2 together.
3. Prepare the materials and resources for participants, e.g., make sure that you have one Participant Workbook for each person or print a copy of the tools or worksheets that you will use in each lesson.
4. Set up the room and if possible, have refreshments.

### Suggested Process for Lesson 3

- Convene the group following the completion of lesson two. If there are newcomers invite them into the circle. Explore how participants are doing – they are half way through the course and bound to have ideas and insights.
- Clarify lesson 3 expectations
- Begin with activity 3.1 on teams and team leadership. By now the group will know each other and most likely have done the previous lessons together.
- Consider where the group is in terms of developing as a cohesive team. Taking time to reflect on this as a group may generate further insights and build trust that is needed for group sharing and story-telling. Support trust and commitment through reflective listening.
- Facilitate participants' stories of teamwork and leading teams.
- Assist the group to use the questions to discuss team dynamics, power, agency, resiliency and team leadership.
- Begin Activity 3.2 to deepen the exploration of factors influencing teams.
- Move to the final Activity 3.3 and invite the group to create a collective vision.
- Invite participants to debrief. This is very energizing and fun.
- Facilitate the closing round.
- Gather feedback.

### Notes:

## Lesson 3 Outline

This is the third of four lessons and focuses on leading teams in a change process. The goal of this lesson is to explore team leadership, communication, development, conflicts and techniques to strengthen your team engagement skills in a change process such as TIP.

Time: 30-60 minutes (individual) and 60-90 minutes small group discussion.

Outcomes	Materials	Facilitation Tips & Techniques
<ol style="list-style-type: none"> <li>1. Identify the components of effective teams and why team collaborative leadership is vital to implementing TIP in organizational settings.</li> <li>2. Explore factors that help and/or hinder teams implementing TIP in organizations. Consider decisionmaking, member roles and communication in change work.</li> <li>3. Create a vision of team leadership and an action plan for implementing one or two TIP practices at a program or policy level in an organizational context</li> </ol>	<p>Activity 3.1: My Experiences Leading Teams</p> <p>Activity 3.2 Factors Impacting Teams and My Leadership</p> <p>Activity 3.3 Developing a Plan for Leading a Team to Implement TIP</p>	<p>Clarifying expectations and setting group norms</p> <p>Use Visual Card Deck to invite participants to identify their personal leadership strengths</p> <p>Brainstorming with Stickies</p> <p>Visualizing with Images</p> <p>Recording on a Flipchart</p> <p>Exploring with Questions</p> <p>Visioning and Planning</p> <p>Reflecting &amp; Summarizing</p> <p>Using a “Parking Lot”</p>

### Notes:

# Lesson 3 Activities

## Activity 3.1: Team Effectiveness in Organizations

**Purpose:** To explore team effectiveness in organizations and to identify the features of successful teams as well as the leadership requirements of teams involved in change activities in the context of TIP.

**Time:** 30 -45 min.

**Procedure:** Follow the steps outlined below to complete the activity.

**Step 1: Describe features of effective teamwork and team leadership in organizations.**

1. Brainstorm examples of excellent teamwork in your organization where you were either a participant or a leader. Together, agree on one scenario that resonates with most in your group that you are willing to unpack in order to learn more.

2. Describe the context of the teamwork and whether there was formal or informal leadership. List the characteristics of the teamwork and leadership that made these examples effective. Consider how the team made decisions, communicated with each other and others beyond the team, collaboration and agency, trust, empowerment and other other dimensions you wish to explore.
3. Write a brief description of the scenario below.

**Step 2: Select and agree on the top 3-5 features that contribute to team success.**

**Step 3: Select a second teamwork scenario that was not effective and repeat the tasks listed in step 1.**

Team Scenario #1 - Effective Team	Team Scenario #2 - Not Effective
Leader Behaviours	Leader Behaviours

**Insights:** What are your thoughts based on comparing these two scenarios?

**Activity 3.2 Explore Factors that Help and/or Hinder Effective Teams and Leading Teams**

**Purpose:** To expose and better understand the factors that contribute to or hinder effective teamwork. To locate these factors in relation to the team.

**Time:** 30 min.

**Procedure:** Complete the steps outlined below. Share the results in the larger group.

**Step 1: Review the team scenarios in Activity 3.1**

**Step 2: Explore the factors that helped and/or hindered teamwork in step #1.**

- List the factors that helped and/or hindered the teamwork.
  - What worked well and what could have been better?
  - What factors influenced the group in relation to decision making?

- How effective is the team communication?
- Explain the relationships of these factors to the performance of the team.
- What are the dynamics in the team?
- How would you describe the leadership of the group?
- How might the leader strengthen the team?

**Analysis and Reflections:**

**Scenario #1:**

Helping Factors	Hindering Factors	Leading the Team

### Activity 3.3 Action Planning: Leading Teams to Implement Change

**Purpose:** Generate a plan to assist teams to build consensus, problem solve and build trust and commitment to successfully implement a change such as TIP in a program.

**Time:** 30-60 min.

**Procedure:** Follow the steps below to complete the activity. This is a group activity.

#### Step 1: Leading change with a team.

1. Brainstorm a situation in your organization that could benefit from the application of one or two TIP principles and practices. This might be a program or policy for staff or clients.
2. Select the principles that would make the most impact if applied in this situation.
3. Briefly describe the situation on a flipchart.
4. Describe why you think TIP will make a difference.
5. Identify who needs to be on your team to make it work.
6. Imagine what success will look like for the team that you are leading by identifying the goal you will try to reach with the team.
7. Identify the leader behaviours necessary to pull the team together, support their process and achieve success.

TIP Principle(s)	Leader Behaviours



# Facilitating Lesson FOUR

## LESSON 4: Leading Communities

### To facilitate Lesson 4 you will want to:

1. Review the lesson outline.
2. Reflect upon the group development and consider how to transition and acknowledge the work of the group at the end of this lesson.
3. Prepare the materials and resources for participants.
4. Set up the room and if possible, have refreshments, e.g., make sure that you have one Participant Workbook for each person or print a copy of the tools or worksheets that you will use in each lesson.
5. Bring closure including wrap up, certificates or letters of participation.
6. Celebrate Success!

### Suggested Process for Lesson 4

- Welcome the group back to the last lesson and acknowledge efforts to date and in particular the relationships that have developed.
- Clarify lesson 4 expectations
- Consider where the group is in terms of their team relations, goal and what this might mean to participants as the course ends.
- Facilitate participants' stories of community leadership and how TIP applies on community level initiatives.
- Begin with activity 4.1 on community leadership
- Assist the group to identify a community issue that is relevant to the group.
- Begin Activity 4.2 to explore factors affecting community change.
- Move to the final Activity 4.3 and invite the group to create a plan for implementing TIP in their community.
- Invite participants to debrief.
- Facilitate the closing round and invite participants to share "Next Steps".
- Consider a group celebration of completion if this feels right.
- Gather final feedback.

### Notes:

## Lesson 4 Outline

This is the fourth and final lesson of TIP Leadership with a focus on leading communities. Participants explore community leadership as an approach to community-wide opportunities for implementing TIP.

Purpose: This lesson prepares participants to consider community leadership as an approach to implementing TIP at a community level.

Time: 60-90 minutes.

Outcomes	Materials	Facilitation Tips & Techniques
<ol style="list-style-type: none"> <li>1. Define community leadership and describe leading local change as an opportunity to build community.</li> <li>2. Explore the factors that help and/or hinder implementing TIP in a community level change effort.</li> <li>3. Apply a trauma-informed approach to a community issue using engagement techniques and stakeholder and asset mapping to inform action planning that supports community well-being.</li> </ol>	<p>Activity 4.1: Community leadership and TIP</p> <p>Activity 4.2 Factors Impacting Community Change</p> <p>Activity 4.3 Visioning and Plan for Implementing TIP in a Community</p> <p>Activity 4.4: Final Reflections on TIP Leadership</p>	<p>Clarifying expectations</p> <p>Brainstorming</p> <p>Stakeholder Mapping</p> <p>Visualizing with images</p> <p>Recording on Flipchart</p> <p>Exploring with Questions</p> <p>Pitching Ideas</p> <p>Bringing Closure</p>

### Notes:



# Lesson 4 Activities

## Activity 4.1 Community Leadership and TIP

**Purpose:** To describe community leadership, and how applying TIP is an opportunity to build community leadership around an issue of importance to a community.

**Time:** 30 min.

**Procedure:** Complete the steps outlined below. Begin by considering your own experiences as a community leader. Share your work in the larger group.

**Step 1: Describe yourself as a community leader by exploring a time when you tried to address an issue of importance to a community where you belong.**

- Think of a situation where you acted as a leader in your community on an issue of importance to your community. What was the issue? What was the context? What happened?
- What did you do to show your leadership in this situation?
- What techniques did you use to develop trusting relations and build the network at the community level?
- What were the results of your leadership?

### Myself as a Community Leader:

**Step 2: Apply TIP principles to your situation. Identify what you might do differently if you apply TIP as a community leader in your scenario.**

Place your ideas in the table below.

<b>Trauma Awareness</b>	<b>Safety &amp; Trustworthiness</b>
<b>Choice, Collaboration, Connection</b>	<b>Strength-based and Skill Building</b>

## Activity 4.2 Explore Factors that Help and/or Hinder Community Level Change

**Purpose:** To expose and better understand the factors that contribute to or hinder community level change, especially related to implementing TIP.

**Time:** 30 min.

**Procedure:** Complete the steps outlined below. Share the results in the larger group.

**Step 1:** Review the community scenarios in Activity 4.1 and come to consensus on one that the group can work on together.

**Step 2:** Explore the factors that help and/or hinder community level change on the issue you have selected in step 1.

- List the factors that helped and/or hindered the community
  - What worked well and what could have been better?
  - What factors influenced the community in relation to decision making?
- Explain the relationships of these factors to the engagement of the community on the issue.
- What are the dynamics in the community that might be impacting ?
- How would you describe the leadership of the community in this example?

### Analysis and Reflections:

### Community Change Issue:

Helping Factors	Hindering Factors	TIP Leadership

**Step 3:** What TIP principles would make a difference in this example? What leadership would be needed to bring TIP into how the community is dealing with the issue?

### Activity 4.3 Community Leadership Challenge

**Purpose:** To apply TIP to a real community issue and use engagement techniques to clarify the stakeholders, community assets and to deepen understanding of the issues at the community level. Identify potential a beginning plan of action to advance the issue.

**Time:** 60 - 90 min.

**Procedure:** Complete the steps outlined below in the whole group activity.

**Step 1: Describe something in your community that could really benefit from change.**

- Identify an issue that is important to you and others in your community
- Consider an issue that affects the whole community and that is unresolved.
- Follow the community challenges steps for guidance on how to approach the task.
- Identify the TIP principles you will apply and why the principle(s) you have selected are relevant.

Describe what you think is happening in the “current situation”.

**Step 2: Identify TIP principles you will apply and how can they help in this situation.**

**Step 3: Create a stakeholder map of the issue to display who is involved and the range of interests and dimensions of the issue.**

- Create a visual map of stakeholders and their interest/perspective in the issue.
- Identify the contribution of each stakeholder, how they will be involved and what they will contribute. Also consider how you reach out to them.
- Explain why these stakeholders are essential to understanding the issue.
- What TIP leadership principle(s) will you apply?



#### Step 4: Action Plan and Next Steps

Using the challenges framework introduced in lesson four, develop a plan that will take your community to the next level of action. Your plan will reflect where your community is in terms of the challenges framework. Not all communities are at the same place.

#### To create your action plan consider:

- What are we trying to achieve?
- What will success look like?
- Who needs to be involved in the next steps?
- How do we get more people involved in the process of creating a shared vision of what the community desires?
- What will you do to advocate to obtain the support of local politicians and government policymakers to work with your community?

#### Use the template below

- Identify the overall goal and use the community challenges to determine where your community is at in terms of the change process.
- Identify the TIP principle that you will apply
- Identify the activities you will do to advance this community level issue
- Identify what you do to specifically advocate to advance the issue. (e.g. write letters, host a public meeting)
- Identify the resources and supports you will need to move things along

Take 5 minutes to reflect on this work and to discuss next steps.

#### Overall Goal:

Challenges Framework	TIP Principles	Actions to Take	Resources	Timeline

## Activity 4.4: Final Reflections on TIP Leadership Learning Journey

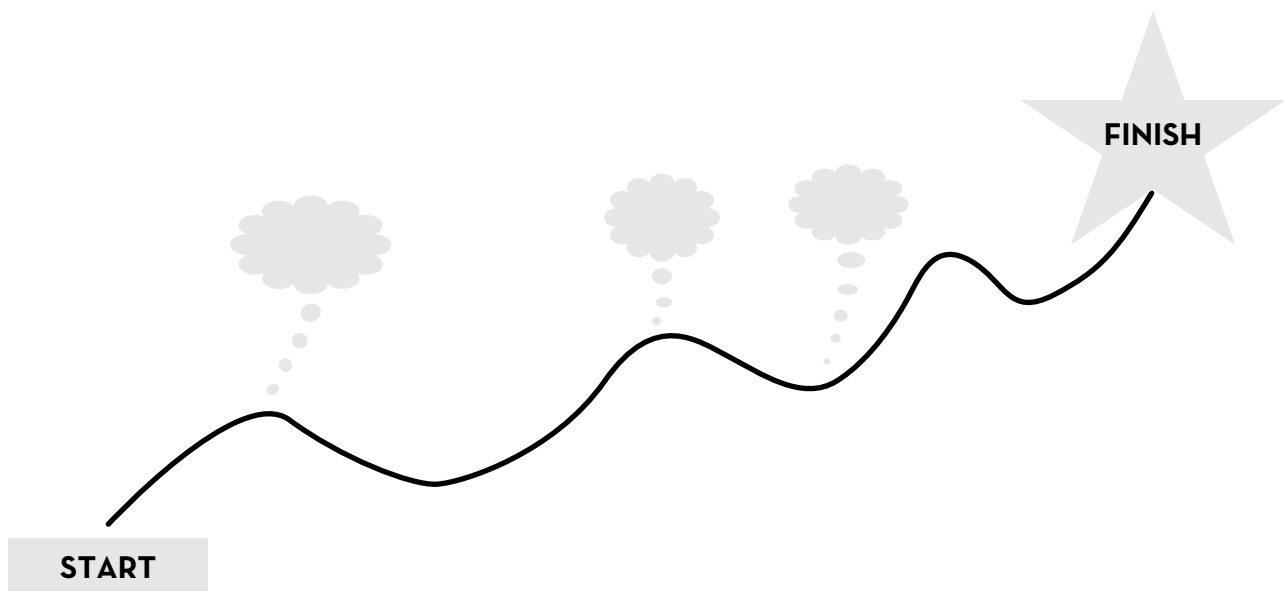
**Purpose:** To reflect upon your learning journey and self-assess progress on what was learned and where you will go from here with your new insights and leadership skills.

**Time:** 30 minutes

**Procedure:** Once you have completed all four lessons in this workbook you will want to do a final reflection on what you have learned and where you will go from here with your new insights, leadership skills and interests.

**Process:**

1. Return to the self-assessment tool that you did at the beginning of this course.
2. Repeat the self-assessment using a different colour to differentiate your progress on each lesson.
3. As you do the self-assessment, consider the highlights and your insights. Give time to consider your lingering questions and topics that you want to repeat or take deeper.
4. Document your journal below and in particular identify those areas where you made the most gains. Use one of these 2 techniques to document the story:
  - Write a short paragraph describing your learning journey.
  - Write a journal entry about your learning in TIP.
  - Sketch it out - identify each lesson, the ups and downs, insights, highlights.
5. Share with a peer.



## References

1. Kaner, S. (2014). *Facilitator's Guide to Participatory Decision Making*. (3rd ed.). Jossey-Bass.
2. Kretzmann, J. And McKnight. J. (1993). *Building Communities from the Inside Out. A Path towards finding and mobilizing a community's assets*. Centre for Urban Affairs and Policy Research. Evanston, Illinois.
3. Sibbet, David (2010). *Visual Meetings*. Wiley.
4. <https://www.participatorymethods.org/page/about-participatory-methods>
5. Martell, Christine. Visualspeak card decks. Portland, Oregon. <https://www.visualspeak.com/products/>
6. The Groupworks. <https://groupworksdeck.org/deck>

# Certificate of Completion

This acknowledges that

has successfully completed the

*Powering Up: Trauma-Informed Leadership From Self to Community* course

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