

# Health Promotion for Behavioural Change Training Modules

KZN DoH Health Promotion

Module 2: Resilience & Agency  
In Person Workshop Session

**Time: 10 min**

## **Instructions to Facilitators:**

- Welcome participants into the room.
- Introduce yourself as the Facilitator and thank participants for making the time to engage.

## **Hints:**

- This day is a lot of fun!
- The areas in question are very practical so the day must be engaging and interactive with plenty of opportunity for practising the skills.
- There is a combination of practical exercises and theory to get participants not only learning about Health promotion but practising it too.
- The important thing about this day is to ensure that participants are moving deeper and deeper into their own personal understanding of their ability as Health Promoters. They will do this as they:
  - Reflect individually on questions.
  - Discuss insights in pairs or small groups.
  - Debrief learnings in the full group.
  - Note personal action steps for real life application.
- Create a space that is welcoming and conducive to interaction (consider having some music playing as people enter the room and during breaks).
- Place the spotlight on the participants.
- Talk less and listen more.
- Whilst taking people through the content, allow plenty of quiet time for personal reflection

and team discussions.

- You do not need to provide answers/solutions. Ask questions!
- Do not get roped into debates that are political/negative.

## Acknowledgements

- *We would like to thank the Strengthening Interprofessional Education (STRIPE) project for funding and supporting this initiative.*
- *The Strengthening Interprofessional Education (STRIPE) aims to Improve HIV Care Across Africa. The STRIPE HIV project is an initiative by AFREhealth, in partnership with the University of California, San Francisco (UCSF) and with funding from the Human Resources and Services Administration (HRSA).*



**Time: 2 min**

### **Instructions to Facilitators:**

- Acknowledge the STRIPE and SWITCH project who made this initiative possible

## Module 2: Objectives

### 1. Personal Agency: Understanding self

- Unpack personal strengths through life stories and identify development areas
- Identify the characteristics of the ideal HP/CHW/HCW
- Explore self-agency and self-reliance – leading myself
- Identify resilience in self and ways to foster greater resilience for life and work

### 2. Collective Agency: Working with others and within teams

- Identify the characteristics of effective teams
- Unpack the key factors that make successful and effective teams
- Understand the critical principles for inter-professional collaboration

5 MIN



**Time: 5 min**

### **Instructions to Facilitators:**

- Go through the Objectives for Module 2

### **Hints:**

- This sets up the expectations for the day and is important to take participants through

## Agenda: Resilience & Agency In Person Session

Time	Item	Mins
08:00-08:10	Welcome & Main objectives	10 min
08:10-08:25	Introductions & Ice Breaker	15 min
08:25-08:45	Learning Review	20 min
08:45-08:55	Ground rules & Focus Areas	10 min
09:55-10:00	Focus Area 1: My story & characteristics of an HP/CHW	65 min
<b>10:00-10:10</b>	<b>Leg Stretch/Tea Break</b>	<b>10 min</b>
10:10-10:35	Focus Area 1: My story & characteristics of an HP/CHW (cont.)	25 min
10:35-11:15	Focus Area 2: Personal Agency	50 min
<b>11:15-11:25</b>	<b>Leg Stretch/Tea Break</b>	<b>10 min</b>
11:25-12:15	Focus Area 2: Personal Agency (cont.)	50 min
<b>12:15-12:35</b>	<b>Lunch Break</b>	<b>20 min</b>
12:35-13:35	Focus Area 3: Collective Agency	60 min
<b>13:35-13:45</b>	<b>Leg Stretch/Tea Break</b>	<b>10 min</b>
13:45-14:45	Focus Area 3: Collective Agency	60 min
14:45-15:05	Knowledge Check: What have I learnt today?	20 min
15:05-15:15	Workshop Feedback & Closure	10 min

MINISTER  
YAKWAZULU-NATALI

EMPOWERING THE BUDGETARY

HEALTH  
REPUBLIC OF SOUTH AFRICA

Impho, Eemhle, Gama

**Time: 2 min**

### Instructions to Facilitators:

- Speak to this at a high-level
- Highlight that there will be many Leg-stretches and tea breaks throughout the session

## Introductions & Ice-Breaker

### In Table Teams (10 min)

1. Your Name
2. What do you do?
3. Share why you became a HP/CHW/HCW ?



### Group Discussion (5 min)

1. Would anyone like to share?



**Time: 15 min**

### Instructions to Facilitators:

- Say: We are going to spend some time getting to know one another better
- I am going to put you in random break-out rooms and I would like you to share the following:
  - Your Name
  - What do you do?
  - Share why you became a HP/CHW/HCW?
- Please give everyone in your group a chance to speak and you will have 10 mins for this activity.
- During the Group Discussion ask: Would anyone like to share- take a few comments from the room and say that we will learn about each other more throughout this training session

## Learning Review

### In Table Teams (10 min)

Answer the following:

1. What were your key learnings from Module 1: Introduction to Health Promotion?

### Group Discussion (10 min)

1. Would anyone like to share?



**Time: 20 min**

### Instructions to Facilitators:

#### In Table Teams

- Reflecting on our last Module (Module 1: An Introduction to Health Promotion), share what were your key learnings

#### Group Discussion Debrief

- Ask participant if anyone would like to share their learnings

#### Hints:

- This activity allow participants to reflect and refresh learnings and to make the link from the previous module

# Debrief: Key Messages from Module 1

## Exercise 1: Debrief My WHY impacts my Thinking And Actions



## The Strategies & Actions for Health Promotion: Ottawa Charter (1986)



## Debrief: Biological and Social Determinants of Health



## The Levels of Health Promotion...

As HPs/CHWs and HCW we work at multiple levels:

Level	Primary Prevention	Secondary Prevention	Tertiary Prevention	HIV & AIDS
Primary Prevention	<ul style="list-style-type: none"> <li>Prevention</li> <li>Protection</li> <li>Promotion</li> </ul>	<ul style="list-style-type: none"> <li>Prevent health and mental conditions from occurring</li> </ul>	<ul style="list-style-type: none"> <li>Early detection and screening</li> <li>Early treatment to prevent condition from deteriorating</li> </ul>	<ul style="list-style-type: none"> <li>ICCs strategies to ensure knowledge about HIV &amp; STIs preventive practices i.e. consistent condom use with particularly other sex partners, monogamous relationships</li> </ul>
Secondary Prevention	<ul style="list-style-type: none"> <li>Rehabilitative Health</li> <li>Epidemic Care</li> </ul>	<ul style="list-style-type: none"> <li>Disease Management</li> <li>Long Term Care</li> <li>Hospice</li> </ul>	<ul style="list-style-type: none"> <li>Recognitions of GTI symptoms</li> <li>Encourage timely treatment &amp; partner referral</li> <li>Support HIV testing</li> <li>Motivate preventive practices i.e. consistent condom use</li> </ul>	
Tertiary Prevention	<ul style="list-style-type: none"> <li>Disease Management</li> <li>Long Term Care</li> <li>Hospice</li> </ul>	<ul style="list-style-type: none"> <li>Rehabilitation</li> <li>Medical Care</li> <li>Support i.e. adherence</li> <li>Psycho-Social Support</li> </ul>	<ul style="list-style-type: none"> <li>Educate &amp; Encourage ARV uptake</li> <li>Motivate ARV adherence and educate on side effects</li> <li>Provide psycho-social support to individuals, partners, families and support groups</li> </ul>	

Time: 5 min

## Instructions to Facilitators:

- This is a debrief slide
- Take participants briefly through this as this will help them to refresh their minds on the previous module so that they could use some relevant information to build on in this module. Particularly Heart, Head Hand slide.



**Our ground rules for today...**

Get Involved

Respect Others

If you don't understand ask

Own your learning

Confidentiality

Feedback

Be honest & Open

Cellphones on silent

Engage, don't disrupt

Stay focused, don't zoom out

Follow COVID-19 protocols

Raise your hand to speak

Shy? Use the chat to let your voice be heard

Anything else?

5 MIN

people-smart  
Empire • Enable • Grow

**Time: 5 min**

**Instructions to Facilitators:**

- Speak to each hand on this slide as follows:
- These are some ground-rules on how we will engage with one another in this session:
- **Get Involved:** This session is very interactive. It is important that we all participate and share to learn together. I am also going to learn from you and I am excited that we are going learn and grow together.
- **Respect Others:** We may have different opinions and disagree but it is important that we respect each other and treat everyone as we would like to be treated.
- **If you don't understand, ask:** This is a space for learning and there are no silly questions in this session. Chance are if you don't understand something, someone else in the session also does not understand. So I encourage everyone to ask questions, raise you virtual hand or use the chat function to do this
- **Own your learning:** These sessions are all about what you put in, I encourage you to own you learning by participating, asking questions and listening to others.
- **Confidentiality:** We know as CHW's and HP's that confidentiality is very important, we will be sharing personal stories and learning together in a safe place so please do not share these personal stories elsewhere. Confidentiality is is critical in building trust. I too commit to not share anything personal from these sessions.
- **Feedback:** The only way we grow and learn is through feedback and I want us to practice giving each other feedback throughout this session. Know that this feedback needs to be in-service of everyone, so if it does not help the other person, do not say it. I also encourage you to give me feedback, let me know if I am speaking too fast, I need to explain something

further or you need a 5 min break.

- **Be honest and Open:** This will be safe space to learn from one another and our stories are powerful. We can share and learn the most when we are open and honest with one another- this is how we will connect at a deeper level as well.
- **Cellphones on silent please:** If it is an emergency you may take you call without disrupting anyone however I encourage everyone to stay focussed on today and participate in the session.
- **Engage, don't disrupt:** Please can we stay focussed, no side discussions, keep your microphone on mute when others are talking and as mentioned before if you need to get up and do something urgently please do so without disrupting others.
- **Stay focussed, don't Zoom out:** As mentioned, we will be having lots of breaks, I ask that we all stay focussed on the session and try not multitasking. If we give our best in this session, we will get the best learnings out of this.
- **Follow COVID-19 protocols:** No matter where you are and even if you are vaccinated, we encourage everyone to stay safe and follow preventative measures e.g. if you are around others please keep you masks on, socially distance, don't touch your face nose and mouth- keep hands sanitised etc.
- **Raise your vhand to speak:** Please raise you hand if you would like to say something
- **Step up or Step back:** If you are someone who likes to speak I encourage you to be aware of this and step back and allow other voices to be heard, if you are someone who does not like to speak I encourage you to step up and speak up in the session.
- **Anything else:** Is there anything else that you would like to add to this list to make your session more enjoyable? I have one...can we have some fun today as well, we learn best when we also have FUN!

#### Hints:

- You may want to make this more interactive and ask participants to explain what each hand means first and you build on their explanation/ For example, "Own you learning, can anyone tell me what we mean when we say own you learning?"



**Time: 5 min**

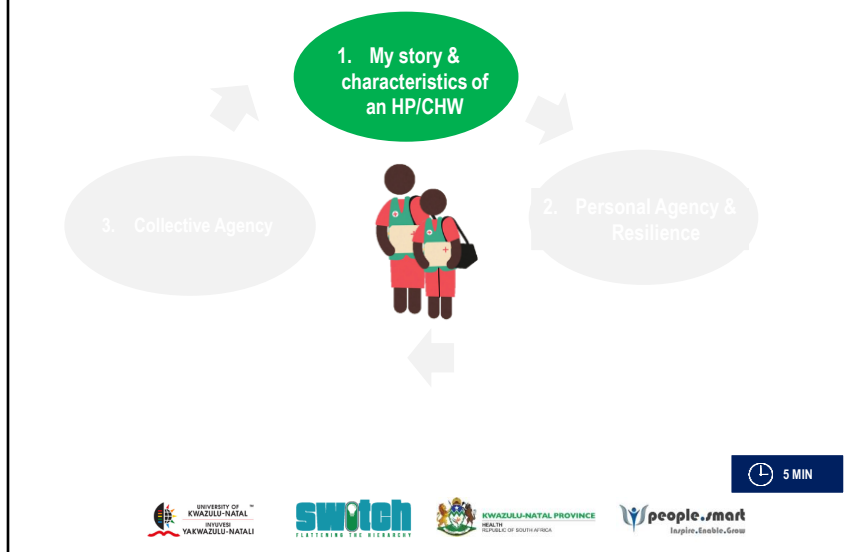
**Instructions to Facilitators**

- Take participants through this slide and explain the following: We are going to focus on the following key areas in today's session
  - Firstly, we are going to start with understanding our own story for Health Promotion as well as the characteristics of an a Health Promoter/Community Health Worker
  - Secondly we are going to explore our personal agency, the importance of this and we are going to unpack resilience
  - Thirdly, we are going to unpack collective agency, understand what this is and why this is so important in what we do
- We will keep coming back to this slide and see where we are on the journey

**Hints:**

- This is to provide participants with a sense of structure for the session. You are going to take participants on a learning journey using this slide (they will be able to see how everything links together and where they are on the journey)

## Focus areas for today:



**Time: 2 min**

### Instructions to Facilitators

- **Say:** We are going to start by focussing on My story and the characteristics of Health Promoters and Community Health Workers

**In this section we will:**

**Explore your life story: The key life lessons that you have learned**  
**Unpack the characteristics of a HP/CHW/HCW**

 5 MIN



**Time: 5 min**

**Instructions to Facilitators**

- Take participants through this slide
- **Say:** In this section we will:
  - Explore your life story: The key life lessons that you have learned
  - Unpack the characteristics of a HP/CHW/HCW

## Exercise 1: My Tree of Life

### Individually (20 min)

Use the materials provided and draw your own "Tree of Life" to tell your life story. Think about:

- Your skills, abilities, hopes, dreams and the histories of them
- Your connections with others
- Your resources
- The storms of your life and how you were able to remain standing despite the storms
- Include the ground, roots, trunk, branches, leaves fruit and flowers etc.

Remember this is not about how well you can draw!



**Time: 20 min**

### Instructions to Facilitators:

- Ask participants to turn to their workbook to the "Tree of Life" exercise.
- Ask participants to draw their "Tree of Life" (you can show them an example of this on the next slide). To draw this you need to think about :
  - Your skills, abilities, hopes, dreams and the histories of them
  - Your connections with others
  - Your resources
  - The storms of your life and how you were able to remain standing despite the storms
  - Include the ground, roots, trunk, branches, leaves fruit and flowers etc.
- Remember to stress that this is not about how well people can draw, there are no right or wrong answers and this is not a competition- each person's tree is uniquely theirs

### Hints:

- Trust the process and allow participants to discover their own meaning.
- Participants may initially feel very uncomfortable drawing, but reiterate that it is not about how well one can draw, once participants start they normally become unconcerned about what others are doing
- If available, you may want to get participants to use flipchart paper or A3 or to draw (use what is available to you, however we recommend a larger

sheet of paper if you choose this) and the have markers/crayons/pastels available to draw.

## Exercise 1: My Tree of Life

When drawing your tree of life think about the following...

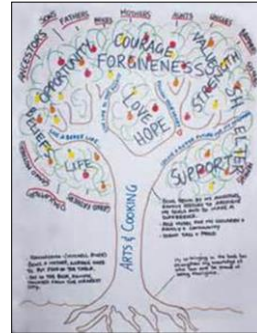
**Branches:** How did your life branch out? You can include broken branches, anything you are prepared to share

**Leaves:** Parts that make up important areas of your life

**Fruits:** Any fruits in your life you are proud of, these could be children or qualifications or journeys you have made or personal strengths

**Blossoms:** What are you hoping to still achieve?

**Soil, water and climate:** What feeds or challenges your tree?



**Time: 5 min**

### Instructions to Facilitators:

- Use this slide to support you with slide 12- The Tree of Life is a representation of your unique identity
- Assist participants to think about different aspects of their life i.e. their skills, abilities, storms, connections etc. and to capture this on the tree.



## Exercise 1: My Tree of Life

### Sharing our stories

#### In Table Teams (20 min)

1. Reflecting on your "Tree of Life", share what are some of the key life lessons that you have learned thus far?

#### Group Discussion (20 min)

1. What can we learn from each others' life lessons?



**Time: 40 min (20 min In Table Teams, 20 min Group Discussion)**

#### Instructions to Facilitators:

- In Table Teams, as participants to share the following:
  1. What are some of the key life lessons that you have learned thus far?
- Ask for a representative in each group to scribe and capture the 3 main key lessons and what stood out for the group from the discussion.
- In the group discussion, ask a representative to share what their groups key learnings with the broader group. Ask if anyone one else would like to share their key learning as well.

#### Hints:

- In the table team discussion, stress the importance of everyone listening to the person sharing their stories (not to interrupt)
- Ensure that all voices are heard in the group
- During the group discussion, draw on the commonality across learnings (e.g. we all have challenges, we all learnt something new about the people around us, we learnt something from our challenges and we were able to grow form this)



**Time: 10 min**

**Instructions to Facilitators:**

- Explain that there will be a tea break for 10 min and highlight the time that everyone needs to be back in the room

**Hints:**

- You may want to have some music playing during the breaks

## Exercise 2: The characteristics of a HP/CHW/HCW

### In Table Teams (10 min)

Answer the following:

1. What characteristics do you need to be a successful HP/CHW/HCW?

### Group Discussion (5 min)



15 MIN

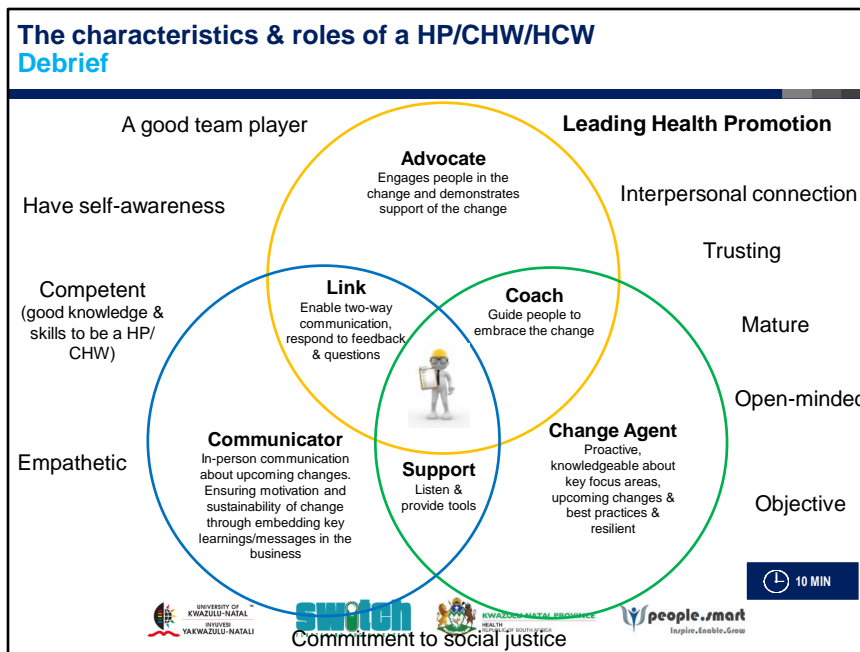
**Time: 15 min (10 min in Table Teams, 5 min Group Discussion)**

### Instructions to Facilitators:

As participants in Table Teams to discuss and answer the following:

1. What characteristics do you need to be a successful HP/CHW/HCW?

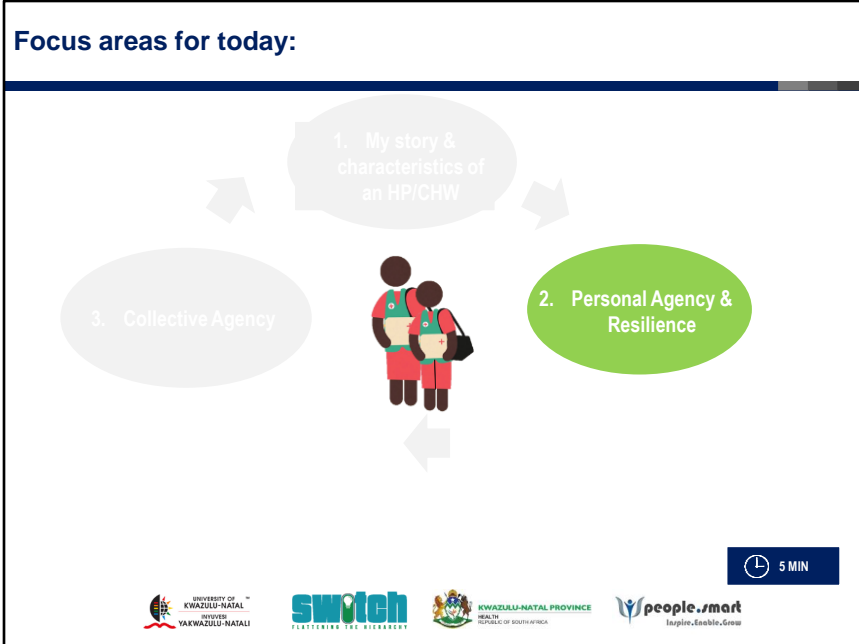
This is to help them think about what the characteristics are of a successful HP/CHW – a way to inspire them and ideal image to work towards.



**Time: 10 min**

**Instructions to Facilitators:**

- This is a debrief slide to the previous activity.
- Use this slide to pull together the comments of the participants regarding the characteristics of a HP/CHW
- If participants mention an aspect that you are not able to group include it in your discussion with the group and ask whether others feel that it should be added to the feedback slide.



**Time: 2 min**

**Instructions to Facilitators:**

- Explain to participants that we spent the previous session exploring our Tress of Life ant characteristic we have and need at HP/CHW
- We are now going to explore our own personal agency and resilience

**In this section we will:**

- Understand what personal agency means
- Discover our own personal agency
- Unpack the factors that help us take agency
- Understand our personal areas of control and how to become more proactive and take action

🕒 5 MIN



**Time: 5 min**

**Instructions to Facilitators**

- Take participants through this slide
- **Say:** In this section we will:
  - Understand what personal agency means
  - Discover our own personal agency
  - Unpack the factors that help us take agency
  - Understand our personal areas of control and how to become more proactive and take action



## When we get stuck...



### Group Discussion (15 min):

1. What happened in this video?
2. Do we see this happening as HPs/CHWs/HCWs? Give Examples

[https://www.youtube.com/watch?v=rsjj\\_-5Rlkl](https://www.youtube.com/watch?v=rsjj_-5Rlkl)

15 MIN



**Time: 15 min**

### Instructions to Facilitators

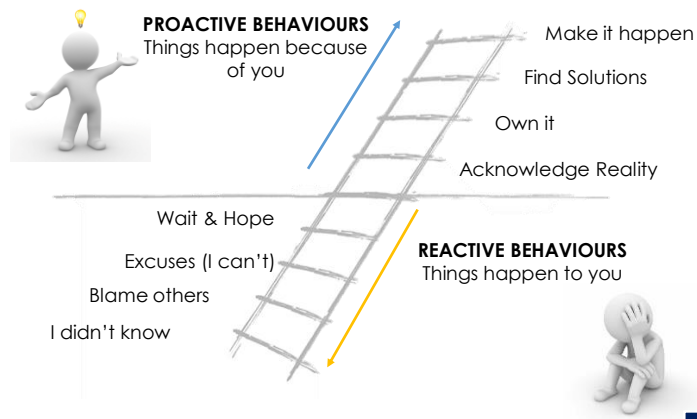
- Play the video “Stuck on an Escalator” for participants and then ask the group the following:
  1. What happened in this video?
  2. Do we see this happening as HPs/CHWs/HCWs? Give Examples

### Hints:

- The video is funny and often participants can share multiple examples in their working life of when they “Get Stuck”
- If participants are hesitant to share- give a personal example in your life to break the ice and make it okay for others to share as well.



## The Empowerment Ladder



**Time: 10 min**

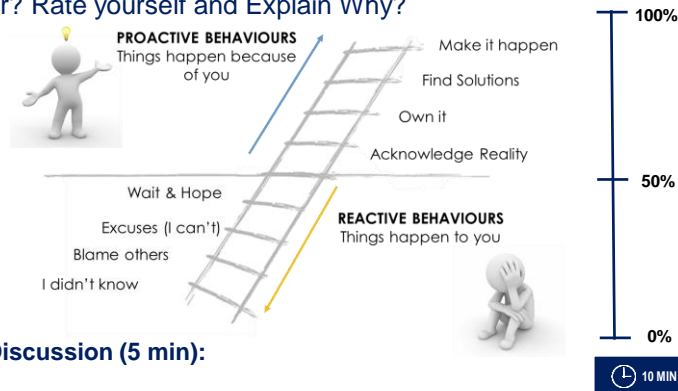
### Instructions to Facilitators:

- This slide will help participants to visually understand the importance of proactive behaviours in the empowerment journey
- Take participants through the slide and the different behaviours we often carry out

### Exercise 3: Where are you on the empowerment ladder?

#### In Table Teams (5 min):

1. Where do you spend most of your time on the empowerment ladder? Rate yourself and Explain Why?



#### Group Discussion (5 min):



**Time: 10 min (5 min in table Teams, 5 min Group Discussion)**

#### Instructions to Facilitators:

- In Table Teams, ask participants to answer the following:
- Where do you spend most of your time on the empowerment ladder? Rate yourself and Explain Why?
- To help participant, you may want to refer them percentage rating scale on the right and ask the question (e.g. do you spend 75% on the empowerment ladder or only 20% (in the reactive zone)?
- Debrief in the larger group and ask participants to explain why they have given themselves that rating

#### Hint:

- This exercise provides participants to gain self-insight into where they are located on the ladder will likely motivate them to start thinking in a more proactive way with the right behaviours

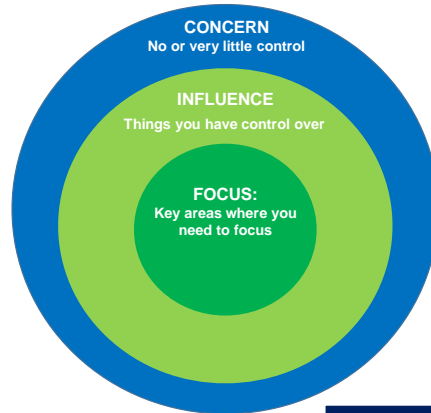
### Exercise 3: Understanding what is in my control... Debrief: Where do you spend most of your energy?

#### People who focus on what they can control (proactive)...

- Focus their efforts on the things they can do something about.
- They seek change/solutions from the inside-out, to be the best they can be in life and work.

#### People who focus on what they cannot control (reactive)...

- Focus their efforts in the Circle of Concern- where they want to have the best they can have.
- They seek solutions from the outside-in, someone or something else has to fix the problem



🕒 5 MIN



**Time: 5 min**

#### Instructions to Facilitators:

- Share with participants the following:
- This is how we know the circles of influence and helps us understand where we spend our time and energy.
- There are many things that are out of our control- the weather, the economy, the moods & perceptions of others etc. However we often spend a lot of time and energy focussing on this, it can consume us and our energy- we are spending a lot of our time in the outer circle known as the circle of concern
- However, there are always things that we can control, that we can have a influence on (e.g. how we respond to situation, our actions, our response to others etc.) and this falls into our circle of influence (the green circle).
- Those that spend much of their energy & focus in the circle of concern i.e. what they cannot control are often reactive (things happen to me, blame, its 'their fault' etc.) and those who spend more focus and energy in the circle of influence i.e. what they can control are proactive – they focus on what they can do, their contribution and are solution focussed (e.g. there is a way I can figure this out with what I have)
- Ask participants: "Where do you spend most of your energy and focus?"
- Get the group to share their experiences
- Debrief: There will always be things that are out of our control, however we need to always strive to focus on what we do have control over and be in the circle of influence.

## Listening to our Language Debrief

When I am reactive...	When I am proactive...
"There's nothing I can do"	"Let's look at our alternatives"
"That's just the way things are"	"I can choose a different approach"
"He makes me so mad"	"I control my own feelings"
"They won't allow that"	"I can find a way"
"I have to do that"	"I will choose an appropriate response"
"I can't...."	"I choose"
"I must...."	"I prefer"
"If only..."	"I can"
Not in my control...	In my control...



**Time: 5 min**

### Instructions to Facilitators:

- This is a further debrief slide to exercise 3
- Our language and the words we use influence how we feel, think and act (remember the heart-head-hand model from Module 1?)
- By changing the way that we describe and name things we are impacting our emotions, the way we think and the relevant actions to follow.



**Time: 10 min**

**Instructions to Facilitators:**

- Explain that there will be a tea break for 10 min and highlight the time that everyone needs to be back in the room

**Hints:**

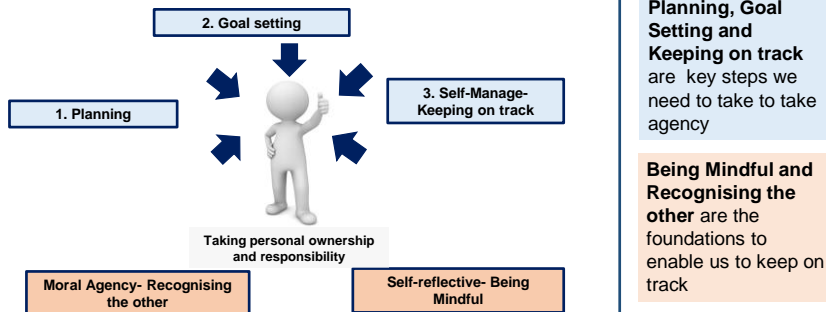
- You may want to have some music playing during the breaks

## Focussing on what I can control...taking agency

### Definition of Agency:

Humans have the capacity to exercise control over their own lives. People can be self-regulating, proactive, self-reflective and self-manage within the context of their personal and cultural values.

In promoting personal ownership of protective behaviours, we need to enhance peoples' capacity for agency by enabling the following:



Source: Bandura (2001), Social Cognitive Theory: An Agentic Perspective

**Time: 10 min**

### Instructions to Facilitators:

- Following from the previous slide, as HP/CHW/HCW we need to focus on what we can control, we have to take agency
- What is Agency: Humans have the capacity to exercise control over their own lives. People can be self-regulating, proactive, self-reflective and self-manage within the context of their personal and cultural values.
- In promoting personal ownership of protective behaviours, we need to enhance peoples' capacity for agency by enabling the following:
  1. Planning: Helping people plan to protect themselves and take action. It involves planning and action. We have to be intentional about doing this.
  2. Goal setting (ensuring direction and focus): Helping people to set goals (what do we want to achieve) and develop action plans. We can do this by asking people the right questions and coaching them
  3. Self-Manage- Keeping on track: Monitoring ones progress toward fulfilling ones choices. This is often the hardest part, we can set out our goals and plan but keeping on track can be difficult.
- To help us keep on track we need the following:
  1. Moral Agency- Recognising the other: This is about ensuring one's actions are aligned with personal and collective ethics & values (e.g. how will doing this help me, protect others and myself and is this something that is important to me?)
  2. Being Self-reflective - Being Mindful. This about consistently examining, thinking

and evaluating to help us keep on track. This is a crucial self-reflective mechanism.

## Taking agency in times of adversity means I have resilience...



*Resilience enables us to “bounce back” after experiencing stressful life events such as significant change, stress, adversity and hardship. Most importantly, it incorporates the concept of emerging from adversity stronger and more resourceful- American Psychological Society*



### Time: 5 min

#### Instructions to Facilitators:

- Share with participants that taking agency esp. in challenging moments means that we have resilience. Go through the slide:
- Resilience enables us to “bounce back” after experiencing stressful life events such as significant change, stress, adversity and hardship. Most importantly, it incorporates the concept of emerging from adversity stronger and more resourceful- American Psychological Society



## Exercise 4: Personal evidence of resilience

### In Table Teams (20 min):

Reflecting on your life stories:

1. What are the internal resources that we can draw from when we experience adversity?
2. What are the external resources that we can draw from when we experience adversity?

### Group Discussion (10 min)

1. What have you learnt?

🕒 25 MIN



**Time: 30 min (20 min in Table Teams, 10 min in Group Discussion)**

### Instructions to Facilitators:

- In Table Teams, ask participants to discuss and share the following:
- Reflecting on your Tree of Life stories from this morning:
  1. What are the internal resources that we can draw from when we experience adversity?
  2. What are the external resources that we can draw from when we experience adversity?
- In the group discussion ask teams to share what they have learnt?

### Hint:

- This exercise enables participants to see the strengths and resources that are available (possibility and proactive thinking) that they can draw from

## Our Resources for Resilience

### Debrief

5 MIN

**Intra-Personal Resources**

Mature

Self-efficacy      Empathetic

Open-minded      Hope      Objective

Trusting      Positive feelings

Proactive - Change Agent

**Social Support**

Interpersonal connection

A good team player

Sense of Connectedness

Commitment to social justice

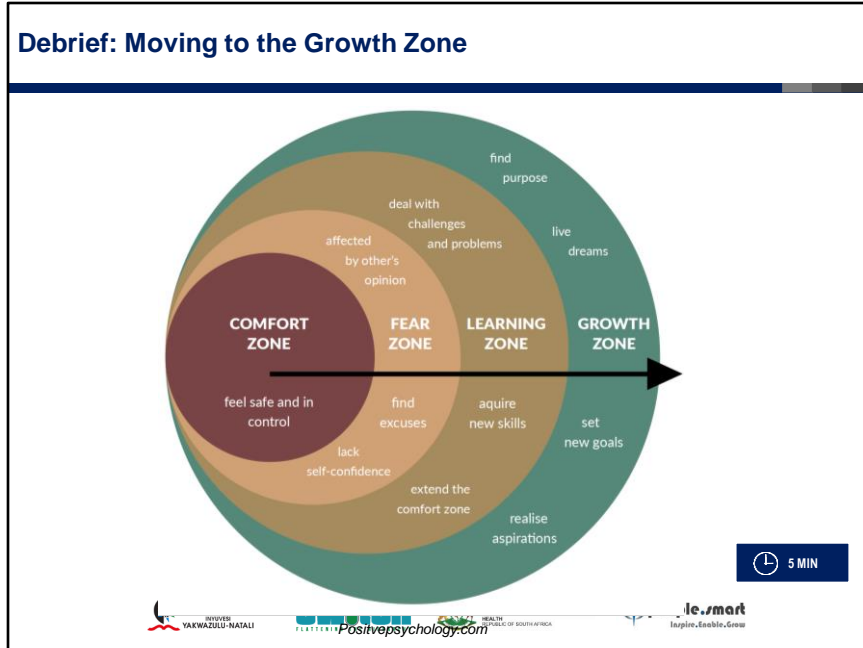
*Rod Warner: Building Resilience Handbook*

**Time: 5 min**

**Instructions to Facilitators:**

- This is a debrief slide from the previous exercise
- Use this slide to pull together the comments of participants regarding the characteristics of a HP/CHW/HCW's
- If they mentioned an aspect that you are not able to group include it in your discussion with the group and ask whether others feel that it should be added to the feedback slide.

## Debrief: Moving to the Growth Zone



**Time: 5 min**

### Instructions to Facilitators:

- Share with participants that adversity or discomfort allow for opportunities for growth as well.
- When we are too comfortable, we feel safe and in control no learning and growth can take place in this space
- When we are challenged and made to feel uncomfortable it enables us to try new ways of doing and being.
- You can ask participants the reflect again on their life stories and how they learnt and grew from the challenging moments.



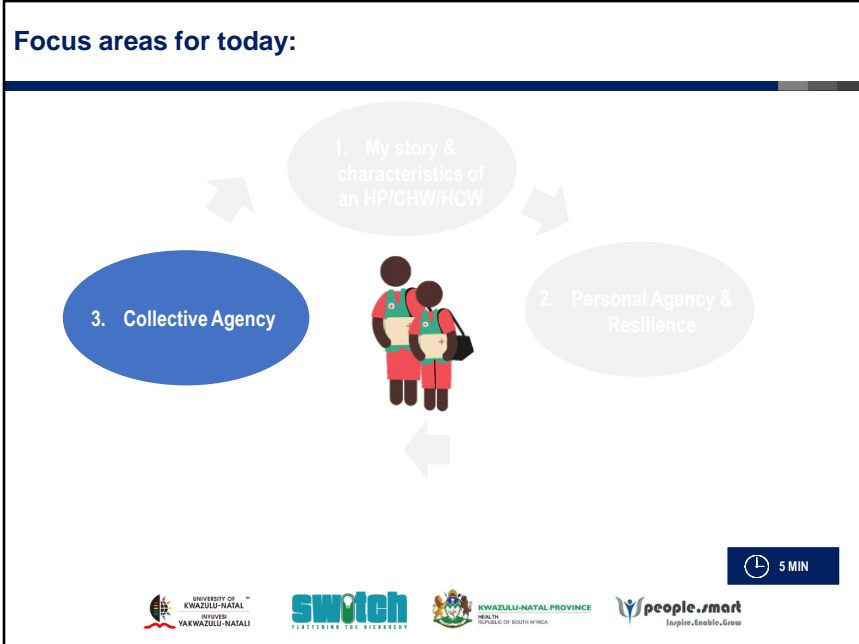
**Time: 20 min**

**Instructions to Facilitators:**

- Explain that there will be a lunch break for 20 min and highlight the time that everyone needs to be back in the room

**Hints:**

- You may want to have some music playing during the breaks



**Time: 5 min**

**Instructions to Facilitators**

- We are now going to unpack collective agency, understand what this is and why this is so important in what we do
- We will keep coming back to this slide and see where we are on the journey

**Hints:**

- This is to provide participants with a sense of structure for the session. You are going to take participants on a learning journey using this slide (they will be able to see how everything links together and where they are on the journey)

**In this section we will:**

Explore the motivating factors for Collective Agency  
Understand how we can improve our team functioning  
Identify the success factors of inter-professional collaboration

🕒 5 MIN



**Time: 5 min**

**Instructions to Facilitators**

- Take participants through this slide
- **Say:** In this section we will:
  - Explore the motivating factors for Collective Agency
  - Understand how we can improve our team functioning
  - Identify the success factors of inter-professional collaboration

## Exercise 5: Building collective agency

“If you want to go somewhere quickly go alone  
If you want to go far go together”

African Proverb

“One stick breaks easily, a bundle is unbreakable”

African Proverb

### Group Discussion:

1. What do the above proverbs mean for you as a HP/CHW/HCW?



🕒 10 MIN

**Time: 10 min**

### Instructions to Facilitators

- Read through the 2 proverbs and ask the group the following:
  1. What do the above proverbs mean for you as a HP/CHW/HCW?
- Allow participants to share their thoughts

## Exercise 6: Bouncing Back & Collective Agency



### Group Discussion:

1. How does the story in the video relate to us?

<https://www.youtube.com/watch?v=yyX6UULJEic>

🕒 10 MIN



**Time: 10 min**

### Instructions to Facilitators

- Show the video to participants and ask the following:
  1. How does the story in the video relate to us?
- Allow participants to share their thoughts

### Hints:

- The video is purposefully abstract to allow diversity of thought and you can link it again to participants Tree of Life stories and what helped them “bounce back”- social support is a critical factor and it builds resilience.





## Exercise 7: Fostering team functioning for collective agency

### Group Discussion (10 min)

1. What are the characteristics of a good team?

### Individually (15 min)

1. Rate your team functioning using the assessment on a scale from 1 to 10 in your workbook (*see next slide*)

### Group Discussion (10 min)

1. What did you learn about your team?

35 MIN



**Time: 35 min (10 min in Table Teams, 15 min Individually and 10 min in Group Discussion)**

### Instructions to Facilitators

- Ask the group the following: What are the characteristics of a good team?
- Allow participants to share their thoughts
- Now say that we are all going to spend a little time reflecting on our own teams and how we work together
- Ask participants to turn to their Team Assessment in their workbook (Exercise 7) and to for the following (you can show slide 39 as a reference):
  - Read carefully the area and definition under assessment and reflect on their team and rate on a scale of 1-10 (1- Very Poor and 10-Excellent) how well they are doing on that area
  - Highlight that the results are not going to be shared with anyone, this is for your insight and learning so answer as honestly as possible
- In the group discussion ask participants:
  1. What did you learn about your team?

## Your Team Assessment

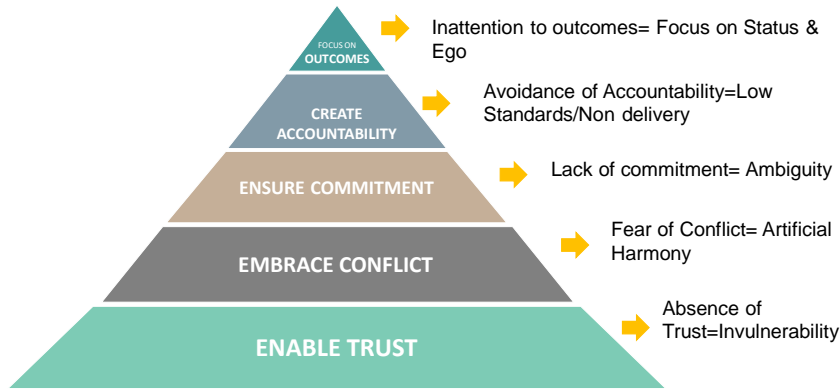
Area	Description	Team Assessment Score
1. Trust	This occurs when team members build relationships with each other. The ability to make mistakes, identify weaknesses and ask for help when needed are characteristics of those individuals who show trust.	<p><b>Now rate your teams level of trust</b></p> <p>Very Poor  -----  Excellent</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
2. Conflict	Trust is a critical element in avoiding conflict. A lack of trust causes conflict which results in confrontational behaviour towards team members. The inability to trust will have a damaging result of conflictual thoughts, feelings and actions. .	<p><b>Now rate your teams level of managing conflict</b></p> <p>Very Poor  -----  Excellent</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
3. Commitment	Without conflict, it is extremely difficult for team members to truly commit to decisions because they don't feel that they are part of the decision. This often creates an environment of ambiguity and confusion in an organization, leading to frustration among employees, especially top performers.	<p><b>Now rate your teams level of commitment</b></p> <p>Very Poor  -----  Excellent</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
4. Accountability	When teams don't commit to a clear plan of action, peer-to-peer accountability suffers greatly. Even the most focused and driven individuals will hesitate to call their peers on counterproductive actions and behaviours if they believe those actions and behaviours were never agreed upon in the first place.	<p><b>Now rate your teams level of accountability</b></p> <p>Very Poor  -----  Excellent</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>
5. Results	When team members are not holding one another accountable, they increase the likelihood that individual ego and recognition will become more important than collective team results. When this occurs, the business suffers, and the team starts to unravel.	<p><b>Now rate your teams level of focussing on results</b></p> <p>Very Poor  -----  Excellent</p> <p>0 1 2 3 4 5 6 7 8 9 10</p>



### Instructions to Facilitators

- This is to be used as a reference when going through the instructions of how to answer the assessment

## Exercise 7: Fostering team functioning for collective agency Debrief



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5 MIN

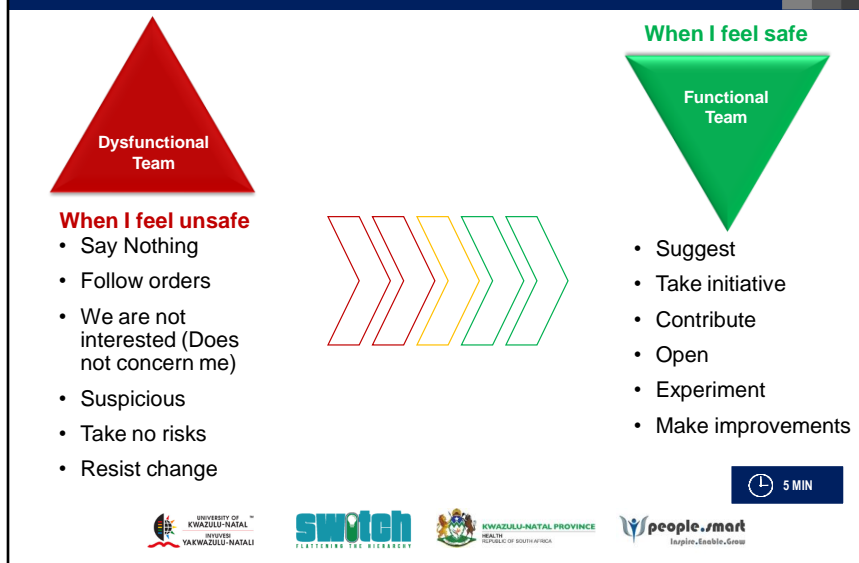


### Time 5 min

#### Instructions to Facilitators

- This is to be used as a debrief slide from the previous exercise
- Explain that this is a model known as the Five Dysfunctions of a Team (it was originally written in dysfunction terms, e.g. lack of trust, fear of conflict etc.). It was developed by Patrick Lencioni
- In Lencioni's model, there are 5 dysfunctions in a team that impact team performance and overall results.
  - At the base is Trust. If there is an absence of trust, people will be invulnerable (not admit mistakes, not learn from one another etc.)
  - If there are low levels of trust, people will be afraid to address conflict, which is important in any team to grow and learn. This creates an environment where people pretend that everything is okay but are unhappy and dissatisfied ('I'm okay but you are not okay')
  - Being afraid to deal with conflict creates an environment where people feel that they are not part of the decision-making process and team and can lead to people not being committed to a task/role
  - When people lack commitment they are less likely to be open to being held accountable and to hold others accountable for their actions
  - Finally not holding one another accountable means we accept poor standards and quality and steers focus away from achieving results to protecting ourselves/our ego and status.

## Resilient teams and communities feel safe to engage...



**Time 5 min**

### Instructions to Facilitators

- This is a further debrief slide to exercise 7
- Share that when teams feel unsafe we see it in the following behaviours in team members:
  - Say Nothing
  - Follow orders
  - We are not interested (Does not concern me)
  - Suspicious
  - Take no risks
  - Resist change
- And when team members feel safe we see the following:
  - Suggest
  - Take initiative
  - Contribute
  - Open
  - Experiment
  - Make improvements

### Hint:

- You may want to ask participants to reflect on how safe they think their team is currently

## Exercise 8: Trust is earned...and lost

### Trust is like a bank account:

You start a new relationship with a certain amount of trust, and then over time you add to that account to build a solid foundation.

And like a bank account, it can be emptied overnight if you're not careful about your investment.



### In Table Teams (10 min)

1. Where do you think **YOUR** bank account stands with your team & community?



### Time 5 min

#### Instructions to Facilitators

- Explain to participant that since trust is the foundation of team effectiveness we are going to spend some time focussing on this.
- Go through the slide with participants and ask them to share the following in their Table Teams:
  1. Where do you think **YOUR** bank account stands with your team & community?

## What is Trust?

### Debrief

- Trust is a willingness to be vulnerable to the actions of another party
- Trust and risk: Two sides of the same coin
- Our willingness to trust is part of our psychological make-up; it influences how readily we'll consider the facts and circumstances
- Trust is always situational, so it's wise to trust in some situations and not in others

🕒 5 MIN



### Time 5 min

#### Instructions to Facilitators

- This is a debrief slide to exercise 8
- Go through the slide with participants

## Exercise 9: Understanding what stops us from trusting one another

### In Table Teams (10 min)

1. What stops us from trusting one another?

### Group Discussion (10 min)

🕒 10 MIN



### Time 5 min

#### Instructions to Facilitators

- In Table Teams, ask participants to answer the following:
  1. What stops us from trusting one another?
- In the group discussion allow participants to share their thoughts



## The ROCC of Trust – How trustworthy am I?

5 MIN

### R - Reliability

- Do I walk the talk?
- Am I consistent in words and actions?

### O - Openness

- Am I honest when sharing information?
- Do I share both my expectations & intentions?
- Do I share my knowledge and expertise openly?

### C - Competence

- Do I demonstrate competence by meeting & exceeding performance expectations?
- Do I deliver results that support the strategic goals and objectives of my role and that of my team?

### C - Compassion

- Do I show understanding and empathy for the other person's needs, interests and goals?
- Do I judge other?
- Am I committed to empower others?



### Time 5 min

#### Instructions to Facilitators

- This slide is a debrief to exercise 8
- This model is known as the ROCC of trust and helps you reflect on what you are currently doing/not doing to build trust
- Go through the slide with participants

## Understanding the importance of Trust

“Trust is a product of vulnerability that grows over time and requires work, attention, and full engagement. Trust isn't a grand gesture, it's a growing marble collection.”

- Brene Brown. Daring Greatly

🕒 5 MIN



### Time 5 min

#### Instructions to Facilitators

- This is a debrief slide
- Go through the slide with participants

## Debrief: The key principles of successful Interprofessional Collaborative Practice (ICP)

Interprofessional collaborative practice is when multiple health workers from different professional backgrounds work together with patients, families, carers, and communities to deliver the highest quality of care." (WHO, 2010).

### Teamwork

- Being able to be both a team leader and team member
- Play your part in the team
- Knowing the barriers to teamwork

### Learning & Critical Reflection

- Reflecting critically on one's relationship within a team
- Reflect on your own work and ways to improve
- Seek learning opportunities and learn from team members
- Transfer all learning to the work setting

### Understanding our Roles & Responsibilities

- Understanding one's own roles, responsibilities and those of other types of health workers



How can we and our teams deliver the best care and support to all?

### Person Centred Approaches

- Working together in the best interests of the client or patient
- Engaging with clients, patients, their families, carers and communities as partners in care management

### Improved Communication

- Share one's opinions with confidence to colleagues
- Listening with an open mind and heart to team members
- Value each health workers' view as they are equally valid and important

### Ethical Practice

- Treat each other with respect without judgement and stereotypical ideas
- Acknowledge & value the contribution that each health worker makes to improving the life of others

10 MIN

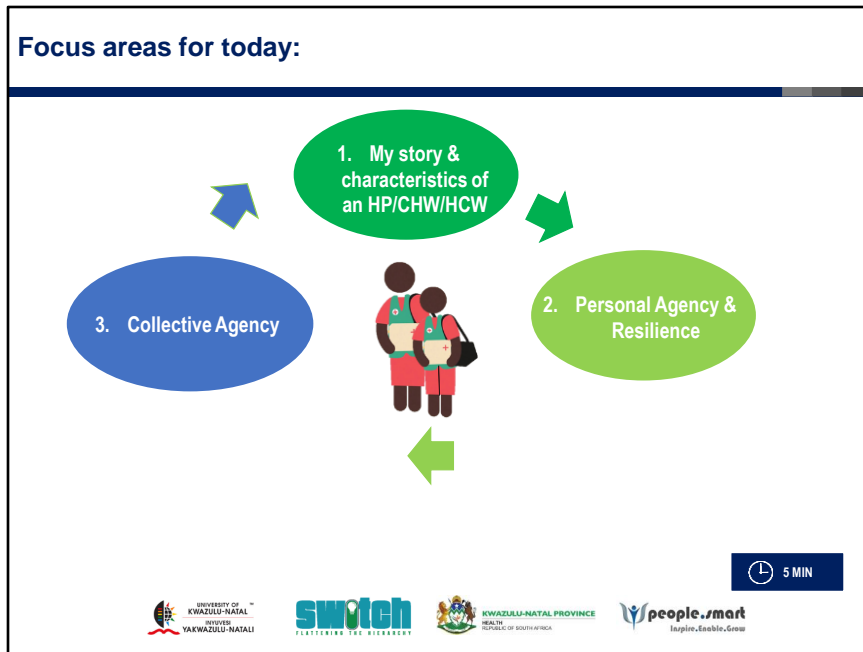


**Time 5 min**

### Instructions to Facilitators

- This is a debrief slide
- Why is this all important, we have so many resources and skills to tackle challenges (bounce back) and help each other if we work together and collaborate (Interprofessional Collaborative Practice).
- Go through each of the components of Interprofessional Collaborative Practice with participants

**Focus areas for today:**



**Time: 5 min**

**Instructions to Facilitators**

- Show the summary of what we covered in today's session

## Knowledge Check- What have I learnt today?

### Individually:

1. Complete the Knowledge Check Google Doc for this Session (Please see the link in the Zoom Chat)



**Time: 5 min**

### Instructions to Facilitators:

- Hand out the knowledge-check for this module
- Ask participants to complete the knowledge check for this module
- Explain that you can use your workbook when going through the assessment

## Workshop Feedback

### Group Discussion (10 min)

Reflecting on today's workshop...

1. What excited you?
2. What challenged you?
3. What are your take-aways from today?



**Time: 10 min**

### Instructions to Facilitators:

- In the group, ask participants to the following questions:
  1. What excited you?
  2. What challenged you?
  3. What are your take-aways from today?
- Capture the participants feedback on a flipchart

**What does Thandi say?**

I feel happy to know &  
understand better why I am a  
health promotor



**Time: 2 min**

**Instructions to Facilitators:**

- This is to close the session, say: Let's see what Thandi says about todays session...

Thank You!



**Time: 2 min**

**Instructions to Facilitators:**

- Thank participants for attending and participating in the session and that you look forward to seeing them for Module 3