NASPA STRATEGIES 2020
Well-being & Health Promotion Leadership Theme

PRE-CON: Leadership Development for New Employees

PRESENTED BY:

DR. SHAWNTE ELBERT, ASSOCIATE DEAN OF HEALTH & WELLNESS, CENTRAL WASHINGTON UNIVERSITY
KIRSTINA MEREIGH, DIRECTOR OF WELLNESS SERVICES, SMITH COLLEGE
DR. CHARLA BLUMELL, ASSISTANT DIRECTOR OF HEALTH PROMOTION, UNC CHAPEL HILL
BRITTANY TODD, DIRECTOR OF RISK INTERVENTION AND SAFETY EDUCATION (RISE), TEXAS TECH UNIVERSITY
ERIC SMITH, DIRECTOR OF HEALTH PROMOTION & WELLNESS SERVICES, AUBURN UNIVERSITY
Abstract and Learning Outcomes

Administrators and Director's will introduce practitioner skill sets, leadership and supervision tips and techniques they learned along the way in their transition from a new employee to senior management. The presenters will provide cover “background” theory and knowledge of health promotion/education, navigating the day-to-day, supervision, resiliency, advancement, assessment, program development, implementation, and evaluation. Particular attention will be paid to ensure participants are learning transferable skills to apply after the conference.

Learning Outcomes

• Learn 3-5 practical strategies to navigate program planning, implementation and evaluation.
• Learn time management techniques that are helpful when workload increases or is challenging.
• Learn how to navigate Campus Life and Transitions in Higher Education
3 Steps to Successful Programming

- Program Development
- Program Implementation
- Program Evaluation
3 Steps to Successful Programming

Program Development  Program Implementation  Program Evaluation
Develop and implement evidence-based programs, grounded in theory that address specific issues affecting community well-being with specific, measurable learning outcomes.
Using data to develop relevant programs

Identifying issues affecting community well-being by using:

- Research
- Data available to me
  - ACHA data
  - CDC
  - National Institutes
  - Other Institutional Assessment Data
  - Focus groups - can be informal
- Institutional expectations and goals
  - Politics
  - Campus culture and traditions
Evidence-based program development

*Develop and implement evidence-based programs, grounded in theory that address specific issues affecting community well-being with specific, measurable learning outcomes*

- Evidence-based practice
  - College AIM - Alcohol Intervention Model
  - Culture of Respect - Prevention Program Matrix
- Benchmarking
  - Who/How has this program been developed in the past?
  - Do they have data to support its success?
- Inheriting a Program
  - Can you improve it by implementing new elements?
Considerations during Development Stage

**COLLABORATIONS**
- Who are your supporters?
- What departments/student orgs can you connect with?

**HUMAN/ FINANCIAL RESOURCES**
- What ways can you be innovative about money?
- Partnerships/ Grants?

**MARKETING & ACCESSIBILITY**
- Is there an innovative way/channel to market this program?
- How will you make the program accessible to all? (food, microphones, content warnings, etc.)

**CAMPUS POLITICS**
How will ___ program be received in current campus climate?
How will it be received from you in the identities that you hold?

**SENSITIVITY OF THE TOPIC**
- Educational sensitivity
- Inclusion/ Equity/ Cultural Humility
Theories in health promotion / prevention education

Develop and implement evidence-based programs, grounded in theory that address specific issues affecting community well-being with specific, measurable learning outcomes.
Theories in health promotion / prevention education

Develop and implement evidence-based programs, grounded in theory that address specific issues affecting community well-being with specific, measurable learning outcomes.

Health Belief Model

Modifying factors
- Age
- Gender
- Ethnicity
- Personality
- Socioeconomic status
- Knowledge

Beliefs
- Perceived Susceptibility
- Severity
- Benefits, and Barriers
- Self-Efficacy

Behavior
- Cues to Action
  - Edu/Advice
  - Symptoms
  - Media
Theories in health promotion / prevention education

Develop and implement evidence-based programs, grounded in theory that address specific issues affecting community well-being with specific, measurable learning outcomes.
Working with Student Workers/ Student Volunteers/ Student Organizations

Set Expectations.
Be Clear & Consistent.
Treat them like Semi-professionals.
Train and Provide Usable Structures.
Be Supportive but not overly indulgent.
Foster opportunities for Growth.
Topic Group Campus Wide Event Proposal

WHY DO IT?
- Name /concept: (ex dental jam)
- What campus need does this event fill: (ex- fills the need for more open discussion about sexual health by bringing sexual health speaker and trivia night)

HOW WILL WE GET PEOPLE TO SHOW UP?
- Most strategic month & day for event: (ex- February b/c that's condom month and valentine's day, avoiding college wide events, big deadlines)
- Publicity
  - Who will design flyer: ________ (by 3 weeks before event date __/__/__)
  - Who will create facebook event: ________ (by 2 weeks before event date __/__/__)

HOW WILL WE MAKE IT RELEVANT?
- Collaboration partners: (ex- the PRISM + RESLIFE would probably want to partner)
  - Who will contact/research collaborator(s): __________ (1 month before event __/__/__)
  - Location: (ex- we want 40 participants, so the living room of ???, schacht classroom or CC, etc.)
    - Who will reserve location on 25live: ________ (ASAP after date confirmed with topic group and Kris)
    - Who will fill out smith social network? ________ (2 weeks before minimum __/__/__)
    - Who will submit to smith digest? ________ (2 weeks before minimum __/__/__)

WHAT MATERIALS DO YOU NEED?
- Materials list for Kris: (ex- condoms, craft supplies for a poster, flyers, poster board, snacks)

WHAT FOOD DO YOU NEED?
- Do you need Food? (Y/N) _______________________
  - Food Snack Request for Kris: (indian food, chips and salsa, apple cider and donuts)
    - How many people need to be fed: __________
    - What kind of food do you need (snacks, dinner, lunch, drinks, etc): __________ an
    - Who will submit food reservation document to cc if needed? (need 2 weeks in advance) __________
      - Who will order the food and communicate with the food delivery/collect invoice the day of event?
        - at least two weeks before the event.

All programs held in the CC, must order campus catering.
3 Steps to Successful Programming

Program Development  Program Implementation  Program Evaluation
JUST DO IT.
Implementation

- What does my supervisor need from me?
  - Reliability - Do what you say you are going to do
  - Timeliness - Be on time, but actually be early
  - Anticipate Problems - Plan for the best, prepare for the worst
  - Adaptability - Make lemonade out of lemons and stay positive

- What do students need from me?
  - Knowledge and expertise
  - Kindness and respect
  - Neutrality and willingness to “hear” them

- Who can help me?
  - Institutional partners
  - Students
What Questions Should I Ask?
What’s the point of this program?
What are we trying to measure?
What are the modes of measurement?
- social media
- pre/post test
- Big Surveys
What will the learning outcomes be?
Assessment Cycle

Close the loop!

### Writing Effective and Measurable Objectives: The A-B-C-D Model

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A= Audience</td>
<td>Who is performing the action?</td>
</tr>
<tr>
<td>B= Behavior</td>
<td>What will the participant be able to do?</td>
</tr>
<tr>
<td>C= Condition</td>
<td>What are the conditions under which the performance will occur?</td>
</tr>
<tr>
<td>D= Degree</td>
<td>What is the minimum criteria for acceptable participant’s performance?</td>
</tr>
</tbody>
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## Examples: Using the Best Action Verbs for Program Learning Outcomes

<table>
<thead>
<tr>
<th>Very Hard to Measure</th>
<th>Still Too Hard to Measure</th>
<th>Relatively Easy to Measure</th>
</tr>
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<tbody>
<tr>
<td>Students will be able to appreciate the benefits of exercise.</td>
<td>Students will be able to value exercise as a stress reduction tool</td>
<td>Students will be able to explain how exercise affects stress.</td>
</tr>
<tr>
<td>Students will be able to access resources in the college library database.</td>
<td>Students will be able to recognize problem solving skills that would enable one to adequately navigate through the proper resources within the college.</td>
<td>Students will be able to evaluate the most appropriate resource that is pertinent to their college concern.</td>
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<td>Students will be able to develop problem-solving skills and conflict resolution.</td>
<td>Students will be able to understand how to resolve personal conflicts and assist others in resolving conflicts.</td>
<td>Students will be able to demonstrate to classmates how to resolve conflicts by helping them negotiate agreements.</td>
</tr>
<tr>
<td>Students will be able to have more confidence in their abilities.</td>
<td>Students will be able to identify critical thinking skills, such as problem solving as it relates to social issues.</td>
<td>Students will be able to demonstrate the ability to analyze and respond to arguments about racial discrimination.</td>
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Culturally Competent Engagement
Culturally Competent Engagement

ACHA’s Framework for College Health Programs supports the universal principal for being actively involved in the diverse communities on campus and ensuring that all students have convenient and equal access to timely, high quality, affordable services, regardless of the program’s size or scope of services.
Campus Diversity Needs:
Increase Awareness

- Staff Climate Surveys
- Enrollment Management Data
- National Survey of Student Engagement (NSSE)
- Student Experience Surveys (NESSE)
- HR Data
- NCHA-III
- Complaints / Compliments
- Patient Satisfaction Surveys
- Campus Partners
- Parents and Families
- Student Advisory Committees
- Student Organizations
Cultural Competence vs. Cultural Awareness

**Cultural competence:** The ability to effectively operate within different cultural contexts

**Cultural awareness:** Sensitivity and understanding toward members of other ethnic groups

What aspects of culture must be addressed to modify or change behaviors?
- Values and Beliefs
- Cultural Influencers

If you do not understand the core values/beliefs or the major influencers of your target group, then you will not be able to achieve sustainable outcomes!
AREAS ESSENTIAL TO COLLEGE HEALTH

**Cultural inclusion:** being an inclusive and accessible organization by encouraging its members to be proactive, sensitive, and responsive to the needs of a diverse and changing student population.

**Cultural respect:** acknowledging and understanding the role that differing systems of beliefs, values, rules, and customs may play in the partnerships we have with students and colleagues.

**Equality:** acknowledging that different cultures and groups expressed in the identities and perspectives of our colleagues and the students we care for are entitled to equal respect and consideration.

**Equity:** making health information and resources equally accessible to all for whom we provide health services.
Cultural Destructiveness is characterized by attitudes, policies and structures, and practices within a system or organization that are destructive to a cultural group.

Cultural Incapacity is the lack of capacity of systems and organizations to respond effectively to the needs, interests and preferences of culturally and linguistically diverse groups.

Cultural Blindness is an expressed philosophy of viewing and treating all people as the same.

Cultural Pre-Competence is a level of awareness within systems or organizations of their strengths and areas for growth to respond effectively to culturally and linguistically diverse populations.

Cultural Competence is where systems and organizations that exemplify cultural competence demonstrate an acceptance and respect for cultural differences.

Cultural Proficiency is where systems and organizations hold culture in high esteem, and use this as a foundation to guide all of their endeavors.
Diversity-Driven Leadership

- EHR pronouns
- Language interpretative services
- Ensure facilities are welcoming, inclusive, and accessible
- Campus Pride Index

- Recruitment
- Retention
- On boarding
- Position Descriptions

Provide culturally competent care and services

Increase campus representation of diverse students, faculty, and staff

Make it Known

Walk the Walk

Strategic Plan & Mission Statement
- Email signatures
- Display Pronoun Ribbons

Activities include:
- Supplemental questionnaire
- Interview Questions
- Search Committee training
- Exit interviews

Leadership Expectations
- Dialogue—getting comfortable with the uncomfortable
- Professional Development
Cultural Diversity and Health Promotion

- What are OUR lenses?
- Who do we “target”, who do we “overlook”?
- Where Are We Now?
- Where Could We Be?
- How do you make people of different ethnicities, gender, age, etc. comfortable in your presentations?
- Becoming culturally competent is a dynamic process that requires cultural knowledge and skill development of all staff involved in program implementation.
Planner Questions

- Who are you?
- What is your identity(ies)?
  - How does your identity(ies) affect the lens with which you view this planning project?
  - How does your identity(ies) impact your power in the planning process?
- What is your level of competence?
- What additional competencies might you need to be effective in this planning process?
- How might your ability/disability, identity(ies), race, cultural identify, and level of multicultural competency impact the communicative action you need to take to achieve your planning goals?
- What allies might you need to assist you?
Accessibility Inclusion

“Disability intersects with all identity experiences. As a community, we benefit from including this aspect of diversity.”

- Address barriers through Universal Design
- Campus Resources
- Local Resources
- National Services [Mobility International USA](#)
A Culturally Effective Prevention Program

- Utilizes resources to appropriately address the diverse needs, histories, cultures, disabilities and strengths within a community.

- An important focus of our work should address the need to set aside potential biases and use cultural relativism, when possible, so that staff and students observe/converse about issues of neurodiversity, cultural arrogance, racism, stereotypes, privilege, and economic disparities.
Factors to Consider in Culturally Competent programming/Services

- An understanding of the historical realities of underrepresented populations.
- A contemporary understanding of the current confluence of negative forces threatening these groups.
- An appreciation of and willingness to utilize the vast resources of the various communities.
- Appreciation for the personal experience of underrepresented groups within the larger culture that can be indifferent, fearful, and at times harmful.
- An understanding of the concepts of marginalization and fractionalization as they apply to underrepresented groups.
- An understanding of how identities of underrepresented groups, that can also be a aspect of risk taking/normalized behavior (i.e., substance abuse, early initiation of sexual activity, delinquency, etc.)
Factors to Consider in Culturally Competent programming/Services

- The ability to recognize and challenge biases and stereotypes encountered when reviewing and considering models of prevention.
- The capacity to apply cultural/identity-based concepts of pain, illness, wellness, and recovery to prevention.
- A recognition of the need for health and wellness professionals from diverse groups who can model and reinforce positive images.
- A willingness to explore styles of communication with and among underrepresented groups, as well as to gain an understanding of their non-verbal behaviors.
- Ongoing exploration and understanding of one's own cultural background and its significance to cross-cultural situations.
- Recognition and validation of persons served through meaningful cultural celebrations and events that are inspiring and meaningful.
Targeting vs. Tailoring

Targeting
The process of identifying a population subgroup (defined by parameters relevant to health promotion goals and objectives) for the purpose of insuring exposure to the intervention by that group.

Tailoring
Adaptation of the intervention and/or total redesign to best fit the needs and characteristics of a target audience.

What are you trying to influence or change?
Knowledge, Attitudes, Behaviors
Lessons Learned...

- Implementing a culturally competent prevention program is more than having someone on staff who is bilingual or who looks like the target population.
- It is more important for staff to understand the core values of the target population and can connect in a mutually beneficial capacity.
- It is better to take the time to conduct an assessment, to learn strengths and areas of growth that might impact outcomes.
- Failure to assess could result in an unplanned failure!!!

- Selecting the right staff is crucial
- Staff Development is not a one time event
- Regular periodic review of competence of staff and program components is key role of administrators
- Take advantage of teachable moments for both staff and participants.
- Include cultural influencers in program activities when possible
Hour 2
Navigating Campus Life and Transitions in Higher Education
Allies and Access

7 Types of Allies:
- Sponsor
- Champion
- Amplifier
- Advocate
- Scholar
- Upstander
- Confidant
Supervision & Mentorship

Mentoring involves:

- offering advice on both academic/non-academic and career goals;
- providing information about the university’s culture and ways of working;
- showing respect for the student/staff and maintaining a confidential relationship;
- acting as a sounding board and being open to new ideas;
- providing honest feedback and the chance for the student/staff to reflect and be challenged;
- being a facilitator and providing practical help, such as teaching observation; and
- being available for regular meetings.

Adapted from Harper & Sawicka (2001).

Supervision Core Competencies:

- Communicating
- Decision Making
- Delegating
- Meeting Management
- Problem Solving
- Planning
- Time and Stress Management
Managing Up and Campus Politics

**Do’s**
- Know Your Boss
- Anticipate/Jump In
- Imagine the Big Picture

**Don’ts**
- Manipulate
- Cover Up
- Get Involved in Office Politics
Resiliency

I find airport travel (especially for work) exhausting...
Resilience

Traditionally what images do you think of when you hear the term resilient?
Traditionally what images do you think of when you hear the term resilient?
Rest and Recovery

“The very lack of recovery period is dramatically holding back our collective ability to be resilient and successful” (Achor & Gielan, 2016).
Defined...

Scientists define workaholism as, “being overly concerned about work, driven by an uncontrollable work motivation, and investing so much time and effort to work that it impairs other important life areas.”

Resilience Key

“The key to resilience is trying really hard, then stopping, recovering, and then trying again”

“When the body is out of alignment from overworking, we waste a vast amount of mental and physical resources trying to return to balance before we can move forward.”
Rest vs. Recovery

Have you ever been in bed for 8 hours and not felt rested?

How do we disconnect?
Your Rights

“You have the right to have work that enriches and enlivens you, rather than diminishing you.”

-Valcour, 2018
Burnout

Conditions (Administrative hassles, poor organizational resources, low levels of control, etc...)

Demands (unrealistic workloads, incivility, poor deadlines, etc...)

Capacity (your personal abilities, confidence, competence, etc...)

Reflective Questions to Routinely Ask...

Does your job/employer enable you to be the best version of yourself?

How well does your job/employer align with your values and interests?

What does your future look like in your organization?

What does burnout cost you?

(Valcour, 2018)
The Big Blue Book

Acceptance

“When I focus on what’s good today, I have a good day, and when I focus on a problem, the problem increases; if I focus on the answer, the answer increases.” (pg. 419)
Scenario Activity

1. How to deal with colleagues, or even bosses, taking credit for your work.
2. When you feel as though you are being made to do work that falls outside of your job description.
3. Having to report an inappropriate manager/boss to HR (and potentially having them resent you afterwards).
4. When you are interested in learning a new skill or taking on a new task and you need to speak with your supervisor in order to do it.
5. A colleague is undermining you or disrespecting you/your work in small ways, how do you deal with the situation?
6. Approaching your supervisor to ask for a raise.
7. Coming back to work after a very wild office function (where you had one too many to drinks / hooked up with a co-worker, etc.).
HOUR 3
Maximizing on-campus and off-campus opportunities for professional growth
Overall Career/Personal Goals

On-Campus

- Finding Mentors
- Collaborating on a Project

Off-Campus

- Boards/ CBOS
- Overall Skills Development

EDUCATION: TRADITIONAL VS. NON TRADITIONAL
“One of the greatest values of mentors is the ability to see ahead what others cannot see and to help them navigate a course to their destination.”

-- John C. Maxwell
“Mentorship is more about personal and professional support, whereas sponsorship is concrete advocacy for advancement.”

-- Molly Ashby, Chair and CEO, Solera Capital
Finding A Mentor

Stages of Mentoring:
• Initiation Stage
• Cultivation Stage
• Separation Stage
• Redefinition Stage

Things to consider:
• Work ethic
• Compatible hours
• Expectations of the relationship
• A sense of trust and openness
• What do you as a mentee need developmentally

Common Interview Questions:
• Why do you want to be a mentor?
• Have you been a mentor before? When? How long?
• Tell me about your career, and the path you took to get here.
• Tell the potential mentor what you need developmentally and what you want out of the relationship.
• Ask them how they can support you.
• Ask if this feels like a good match
• What are their strengths and areas of growth?

The initial meeting between the mentor and mentee is critical to the success of the relationship, because it sets the tone. It is extremely important (especially if they don’t know each other well) to take the time to create a climate of trust and of safety. The alliance made between the mentor and mentee provides the “container” in which the relationship will take place. The mentor and mentee design the container so that it is customized to specifically meet the needs of the mentee. It is also a dynamic container, capable of changing over time so that it will continue to meet the mentee’s needs. This initial meeting also helps the mentor to know how to work with the mentee in a manner that empowers the mentee.
## Successful Mentoring Strategies

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<thead>
<tr>
<th>Strategy</th>
<th>Mentor</th>
<th>Mentee</th>
</tr>
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<tbody>
<tr>
<td>Cultural Competence</td>
<td>• Know biases</td>
<td>• Share knowledge</td>
</tr>
<tr>
<td></td>
<td>• Be an example</td>
<td>• Ask questions</td>
</tr>
<tr>
<td>Maximize use of Resources</td>
<td>• Conferences <em>(present, attend, support)</em></td>
<td>• Conferences <em>(present and attend)</em></td>
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<tr>
<td></td>
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<td>• Grant writing/classes</td>
</tr>
<tr>
<td>Use Technology</td>
<td>• BE educated</td>
<td>• Diversify tech skills</td>
</tr>
<tr>
<td></td>
<td>• Practice</td>
<td>• Share knowledge</td>
</tr>
<tr>
<td>Have a TEAM</td>
<td>• Be COMPETENT</td>
<td>• Build your team</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Healthy Boundaries</td>
</tr>
<tr>
<td>COMMUNICATE, Communicate,</td>
<td>• Be clear, provide timelines</td>
<td>• Provide Agendas</td>
</tr>
<tr>
<td>Communicate</td>
<td>• Adhere to timelines</td>
<td>• Adhere to timelines, when in doubt ask</td>
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Transitioning UP Open Discussion

- Advocating for yourself
- Resumes/Cover Letters/Interviewing Techniques
- Supervising students and professionals
- Salary negotiation
- When to leave/moving on...
- Terminal/Advanced Degrees
- Finding/approaching Mentors (tips up next)
WRAP UP: Navigating and Maximizing Conference Experiences
Dr. Shawnté Elbert, EdD, MCHES, TTS, CHWC
Pronouns: she, her, hers
Associate dean of health & wellness
Central Washington University
Shawnte.Elbert@cwu.edu

Dr. Charla Blumell, EdD, CHES, CHWC
Pronouns:
Assistant director of health promotion
UNC Chapel Hill
Charlab@email.unc.edu

Kristina Mereigh
Pronouns: she, her, hers
Director of Wellness Services
Smith College
kmereigh@smith.edu

Brittany Todd
Pronouns: she, her, hers
Director of Risk Intervention and Safety Education (RISE)
Texas Tech University
Brittany.Todd@ttu.edu

Eric Smith
Pronouns: he
Director of Health Promotion & Wellness Services
Auburn University

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