



A TURNING POINT  
FOR WOMEN



**TIDE** Trauma  
Informed  
Development  
Education



# Powering Up

## Trauma-Informed Leadership

### From Self to Community



**Participant Workbook**

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# Powering Up



**Trauma-Informed Leadership  
From Self to Community**



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# Foreword

If you are a participant in or a client of, an organization implementing trauma-informed practice (TIP), this workbook is for you. TIP is a big change for any organization that can offer new opportunities for clients, participants and staff.

This workbook outlines an informal program of leadership development for you to both learn more about TIP, and take action in your organization or community.

Developing your skills so that you can contribute to your organization and community is important. And, building leadership skills will enable you to affect your community in a positive way.

This course builds upon the strengths and resilience of those who have experienced and survived trauma. It is for those who wish to increase their leader capacity, build their networks, strengthen skills and build their confidence to lead change.

This course introduces participants to the principles of trauma-informed leadership especially when helping an organization become trauma-informed. Trauma-informed leading involves an approach that fosters safety, choice and control among all peers and participants.

The course begins by exploring the key trauma-informed principles outlined in the Trauma-Informed Practice Guide [1]: trauma awareness; safety and trustworthiness; choice, collaboration and connection; strengths-based and skill building.

**Participants have described their learning and experiences in this course in these ways:**

**I learned how I might, as a leader, implement these principles for a more harmonious and equitable outcomes.**

**Power can be negotiated and everyone has a place in the group.**

**We learned how to apply the TIP principles to a communications issue.**

**We learned skills that would help us to “be part of a solution,” such as the skill to unpack, describe and analyze a situation.**



## About this Workbook

This course is for making a difference in your own life and the lives of others by learning to apply trauma-informed principles in a range of contexts.

In this workbook for TIP leadership development you will find:

- **Background** information on the 4 trauma-informed principles
- **4 Lessons** with information, activities and reflection prompts
- **Facilitation tips** for hosting discussions with others
- **Tools** for TIP leadership
- **Resources** for deeper learning

## Using this Workbook

This workbook can be used as a self-study for you to strengthen your personal leadership skills.

As a self-study, you can complete the four lessons in approximately 4 hours.

As a workbook for small group discussions on trauma-informed leadership you will require 4-8 hours to complete the 4 lessons. The recommended size for a discussion group is 4-6 participants.

## The Companion Facilitation Guide

There is a companion document to this workbook that provides guidance for facilitating the material.

As a set the workbook and the facilitation guide can be used to support TIP Leadership in group and organizational settings or individually the workbook can be used as a self-study.



# Section 1: Background

# TIP Leadership

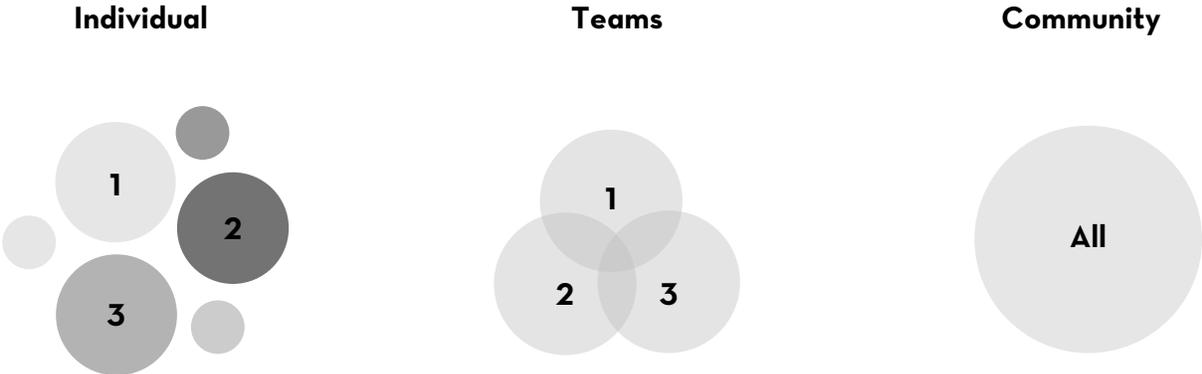
Leadership can be learned and practiced. Implementing trauma-informed practice requires leading that takes into account an understanding of trauma and its impacts – ultimately prioritizing safety, choice and control.

TIP is becoming more and more common in health and social service organizations. Program participants and clients of these programs can participate by learning how TIP can offer opportunities for learning, leadership development, and influencing organizational policy.

Such leadership development involves integrating trauma-informed principles and practices into all contexts and settings. Implementing trauma informed principles in organizations is an exciting new area, with real opportunities for growth for clients and participants, along with staff.

These opportunities require flexible, responsive, authentic leaders capable of creating and engaging learning communities, bringing diverse people together and making change for the greater good. To address this challenge you can follow this course in trauma-informed leadership. **Enjoy!**

Figure 1: Individual, Team, Community



# The Leadership Course

The goal of this course is to prepare women to expand their leadership skills in preparation for future opportunities that include leading teams in organizations, and being involved in community action and activism. There are four lessons in this introductory course that are designed to accomplish this goal.

The **Four Lessons** are designed to support and improve individual, team and community leadership knowledge and skills. Specifically, participants will learn self awareness, team communication and facilitation as well as techniques for making change in organizations and communities.

The **Four Lessons** are linked and take you through a series of activities and practices from Self to Team to Community. We recommend that you complete all four lessons, but at your own pace, for best results.

This course provides you with enhanced skills and confidence to engage in your organizations and communities. It can lead to improved mental and physical health and wellbeing.

This course can also be done in small groups within your organization or in a community setting. If that is the preferred format, we suggest that facilitators complete the four lessons prior to hosting the group discussions. Additional resources and facilitation tips are included as a companion **Facilitator Guide** to support discussion and action planning.

## Four Lessons

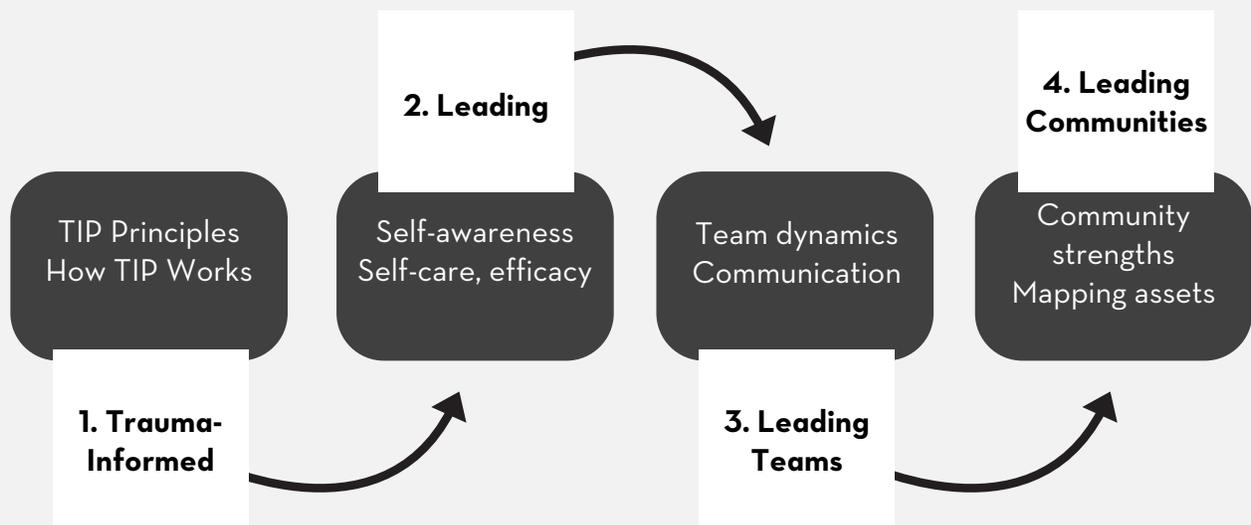
**Lesson 1: Trauma-Informed Principles** where participants explore and examine the four principles.

**Lesson 2: Leading Self** where participants clarify your own leader competencies, personal resilience, self-care and personal agency.

**Lesson 3: Leading Teams** where participants examine team communication practice facilitation and undertake team problem solving.

**Lesson 4: Leading Communities** where participants apply techniques for mapping, collaborating and integrating TIP on a community issue of concern.

**Figure 2: The Four Lessons**



# Assumptions

The assumptions underpinning trauma-informed leadership and change begins with our belief that:

**1**

All women have leadership experiences and strengths to draw from, and all of us do lead at some point in our lives. Leading ourselves involves acknowledging our histories, being resilient and doing self-care. Self-Leadership is the foundation for all other leading.

**2**

Leadership skills are fundamental for both personal and career development. Strengthening your capacity to lead will create opportunities for contributions at individual, organizational and community levels. Leadership involves integrity and authenticity, and develops through ongoing practice and reflection.

**3**

Leadership is a relational practice for all everyday activities and tasks. High functioning leaders in increasingly complex situations are self aware, collaborative, inclusive, and draw others into change efforts.

**4**

Trauma-informed leading is necessary and beneficial for all individuals, organizations and communities. Leading TIP is empowering, inclusive, collaborative, communicative, reflexive and situates self in relation to other.

**5**

Leading trauma-informed change in organizations is a dynamic, generative process fostering conditions to support individual and collective learning, well-being, and transformation.



**Figure 3: Leading Self, Teams, Community**

## The Learning Process

You will begin by describing some of your experiences, reflecting upon them, incorporating new ideas and perspectives and then acting on new knowledge and insights.

Four trauma-informed principles (described further on p. 16) guide the learning process that goes like this:

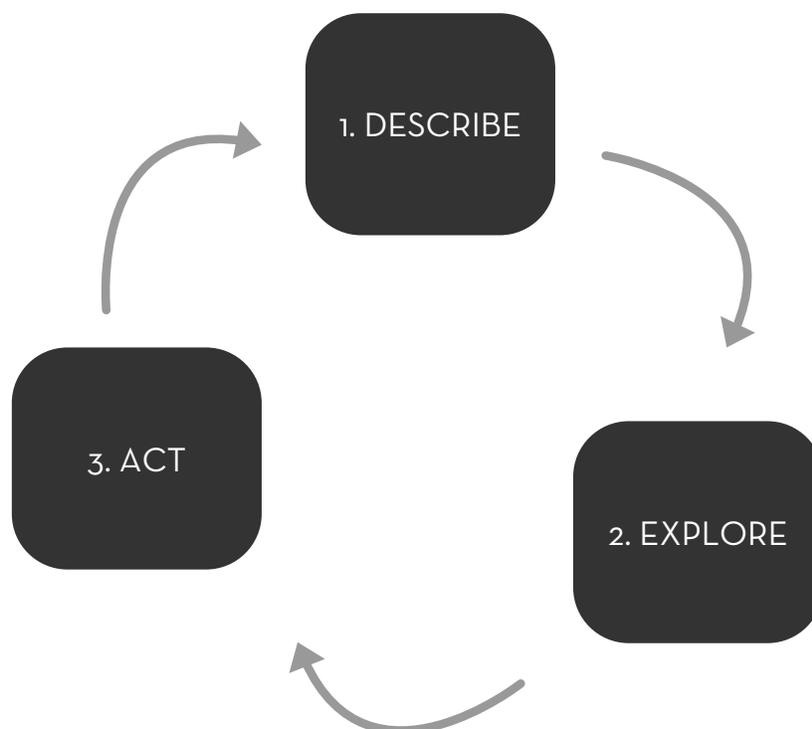
1. **Describe** your lived experiences
2. **Explore** these experiences to build understanding
3. **Act** on your new understandings, skills and opportunities.

As an individual, if you are using this workbook as a self-directed learning tool simply follow the lessons at your own pace. The workbook will walk you through the learning process.

If you are using the workbook in a discussion group you can apply the same learning process. If you are acting as a facilitator, the companion Facilitator Guide will prompt you to use techniques that will help you to move the group through the activities in each lesson. Critical questions, examples and worksheets guide you to develop agency, apply choices, and collaborate with others to effect change.

In each case, you are drawing upon your experiences to deepen your insights that will lead to the strengthened and renewed leader capacities required for leading change.

**Figure 4: Learning Process**



## Is the Learning Process for me?

It is important to consider whether the learning process in this workbook is suitable for your situation and that of your community. This workbook intentionally invites you to explore your own strengths and experiences followed by reflection on assumptions and beliefs that influence and shape behaviours.

You are invited to examine ideas such as power, bias and gender issues. The workbook invites you to not only reflect upon your own views but also those of others. This will help to co-create new understandings upon which to develop actions for change.





## **Section 2: The Course**

In this section you will find four introductory lessons that form the foundation for TIP Leadership. Each lesson includes an outline of learning outcomes, information relevant to each lesson, examples where relevant and prompts to assist you to work through the material.

To help you to monitor your progress, you may want to complete **Worksheet #1: TIP Leadership Self-Assessment** as a starting point for learning. This worksheet is found in the general resources section of this workbook.

## Lessons

### Lesson 1: Trauma-Informed Principles and Practices

### Lesson 2: Leading Self

### Lesson 3: Learning Teams in Organizations

### Lesson 4: Leading Communities

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## LESSON 1: Trauma-Informed Principles and Practices

This lesson will prepare you to:

1. **Develop** an awareness of TIP principles, how they operate and why it is important to adopt TIP in services, programs, and politics.
2. **Examine** factors that help and/or hinder the integration of TIP in different organizations and community settings.
3. **Consider** ways to begin to apply the four major TIP principles at personal, organizational and community levels.

### What is Known?

Trauma-informed practice requires the integration of four principles in personal, organizational and community services,

programs and policies to transform the conditions that often re-traumatize. These four principles form the building blocks of TIP leadership:

1. Trauma Awareness
2. Safety and Trustworthiness
3. Choice, Collaboration, Connection
4. Strengths-based and Skill oriented.

Trauma-informed leadership involves taking action individually and/or with others to explore, examine opportunities for considering these practices and to take action to minimize the effects of trauma. This means creating conditions where those who have been traumatized will not be re-traumatized. Applying the principles can mean different things to different people and may vary in different contexts. All of the principles are necessary to foster change and to create conditions of well-being.

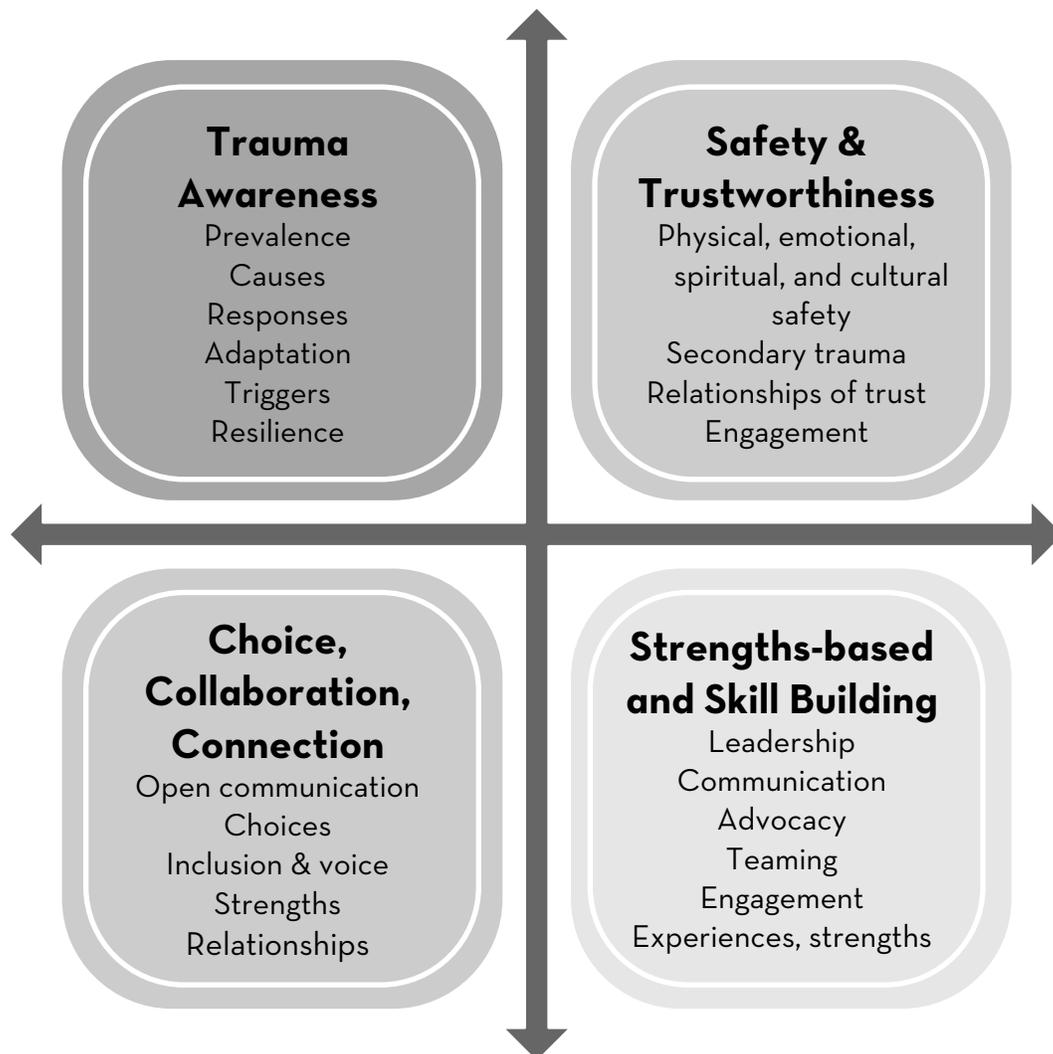
## How do the TIP Principles Operate?

The TIP principles operate together. When a principle is missing or given less attention, there is more potential for an experience to be traumatizing or retraumatizing to those who have trauma histories.

To explore how these principles work together and to consider the potential consequences when they are missing, consider the following scenarios. By not paying attention to TIP practices we will likely continue to experience trauma, re-trauma or vicarious trauma. On the other hand, by applying TIP we will reap the benefits through aware, empowered, collaborative, responsive programming, services and policies.

The TIP principles drawn from the *Trauma-Informed Practices Guide* are shown in Figure 5.

**Figure 5: Trauma-Informed Principles**



# Getting Started

Review each scenario on the following pages. See if one relates to an experience you have had. Jot down your thoughts following the one that most resonates with your experience by:

- 1 Identifying the principles that may be either operating or missing in each
- 2 Exploring the consequences for participants, professionals and others who have experienced trauma or who might be “trauma survivors”
- 3 Identifying actions to improve the scenario by introducing or strengthening TIP

## The Learning Process

To get the most out of these examples, and to practice how the learning process works, we recommend that you follow the three steps below.

### Step 1

Identify a scenario that you relate to and select the TIP principle(s) that may or may not be operating in the scenario. Tool #2: TIP Principles may help you to identify the principles and practices operating in the scenario.

### Step 2

Explore each scenario by using the questions below as a guide:

- What are the core issues?
- How is power held in each case?
- What biases maintain the situation?

### Step 3

Identify actions that might improve the experiences of participants in the scenario and reduce the likelihood of re-trauma. Consider:

- What principles, if applied could make a positive difference?
- What actions could be taken to put this principle into action?
- What leadership is needed to change the practice in each case?

**See the companion *Facilitator Guide* if you want to facilitate small group discussion on this material.**

## **Scenario #1: Interacting with a Professional in a Service Setting**

Think of an encounter where your experiences and life history were minimized or misunderstood.

In some service settings clients who are working with professional helpers can experience miscommunications and retrauma. We have all been in encounters where our experiences and life histories are minimized or not understood. In these situations it is common for people to feel silenced because personal histories and stories are not valued. These interactions can take place in any program, organizational or community setting, even those meant to deliver healing services.

What were the tensions? Sometimes there are power imbalances between the professional and client. There might also be cultural, gendered and other biases that contribute to a disempowering dynamic. In some cases, professionals may ask for details that are not needed. In other cases, they may not recognize key life experiences.

As a result, those receiving services do not feel heard or respected and may receive inappropriate support. Some of these practices can retraumatize or create distance between professional and the client.

### **My Thoughts:**



## **Scenario #2: Participating in a Program**

Have you been asked to do something in a program that is uncomfortable or that makes you feel unsafe?

Many programs are designed to build upon, incorporate and acknowledge the strengths of program participants. This practice yields opportunities for participants to learn new skills, develop networks and make a contribution.

However, some programs, organizations, and communities do not fully engage participants as contributors. This lack of involvement by those most affected can lead to well-intentioned but ineffective programs, policies and supports. Creating opportunities for collaborative planning, implementation or governance can be transformative for everyone involved.

### **My Thoughts:**



### **Scenario #3: Dynamics at Work**

Have you ever been in a work or volunteer situation where you felt powerless to make change?

Common examples of this might be:

A program that was making a big difference for clients was cancelled due to budget cuts. Staff and clients were not consulted on the decision.

A supervisor imposes increasing demands on staff without providing adequate support or explanation.

The workplace is often a setting where trauma, retrauma and vicarious trauma is experienced. In these instances, there is no discussion and collaboration is missing.

**My Thoughts:**



### **Scenario #4: Interacting with a Peer in a Social Setting**

Have you found yourself in a situation such as a volunteer opportunity, going to school, job training, grocery shopping or going to the gym where, when you least expect it, something “triggers” you and you find yourself reacting or over-reacting?

There are many situations where women demonstrate personal resilience and strength that comes after the hard work of healing following a traumatic experience. This resilience allows for a person’s real potential to shine through. There are times however when as a “survivor” in a situation, you simply don’t know what to do.

**My Thoughts:**

## LESSON 2: Leading Self

This lesson will prepare you to:

1. **Identify** your strengths as a leader and why self-awareness is vital to TIP leadership.
2. **Explore** factors that help and/or hinder your leadership in different settings consider power, voice, wellbeing and resilience.
3. **Create a vision and action plan** for strengthening your TIP leadership.

### ***What is known about leadership?***

Many experts have tried to define leadership, the traits of great leaders, the competencies and conditions of leadership. Generally it seems that to lead others we must first lead ourselves.

### ***What does it mean to self-lead? How do we understand “leadership”? What makes a great leader in the context of TIP?***

Exploring your own experience of leading or being led in addition to these questions will help to shed light on your strengths as leaders and areas for development. Let's begin.

### ***Why is self-awareness so important?***

Leaders who are self-aware can better lead others. Mindful leadership defined by Gonzalez [2] involves being present, having clarity and self awareness, being focused and calm. All of these qualities are necessary for TIP.

### ***What is leadership?***

The Centre for Creative Leadership (CCL) [3] defines leadership as “a process by which an individual or group creates direction, alignment, and commitment for their shared work”.

They identify 4 fundamental competencies (see Figure 6) for leaders:

1. Self awareness – know your impact on others
2. Communication – effectively communicate goals and inspire trust
3. Influence – be comfortable persuading, promoting and delegating
4. Learning agility – know when to change course and help others to do so.

For more information about CCL look in the resources section.

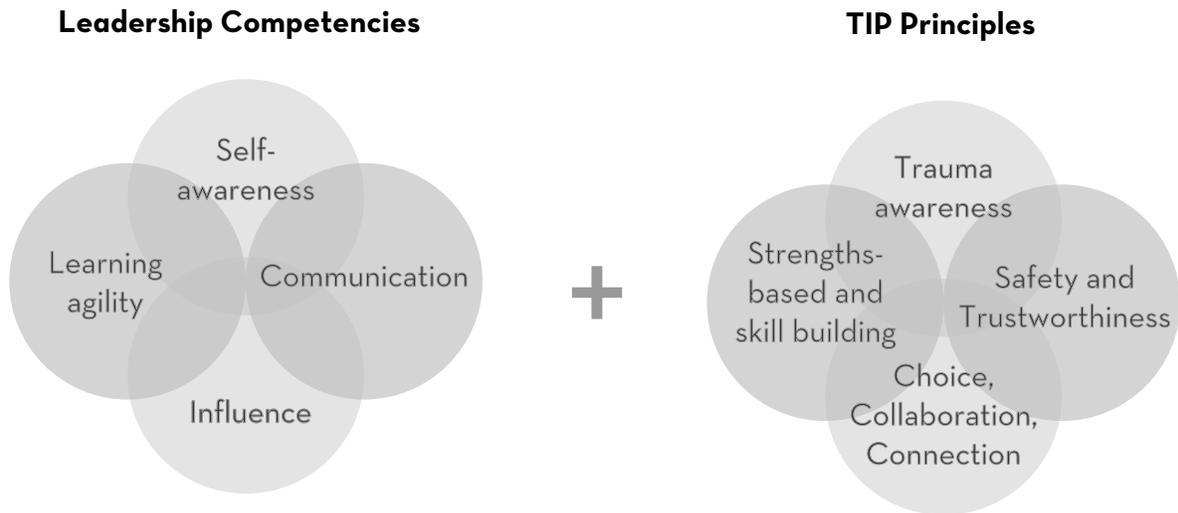
### ***How would you integrate the TIP principles into these four leadership qualities?***

To inspire and activate TIP in self, organizations, and communities, we must expand these ideas and integrate the four TIP principles defined in lesson one.

## What is TIP leadership?

We believe that TIP leadership is inter-relational. This means that effective TIP leaders will create conditions and practices that are transformative and enduring for all.

**Figure 6: Leadership Competencies and Trauma-Informed Principles**



Consider the Leadership Competencies and then add the TIP principles into the mix. Use the diagrams to assist you to:

1. Consider the leadership competencies and TIP principles and how they relate to one of the scenarios in lesson one.
2. Use another example of your own to confirm if these leadership competencies make sense to you in TIP.

### My Thoughts:

## The Learning Process

Use the learning process to guide the next three steps in this lesson.

### Step 1. Define Self-Leadership

Take a few minutes to consider the ideas about the skills of leadership in relation to TIP. What does leadership in the context of the TIP principles mean to you?

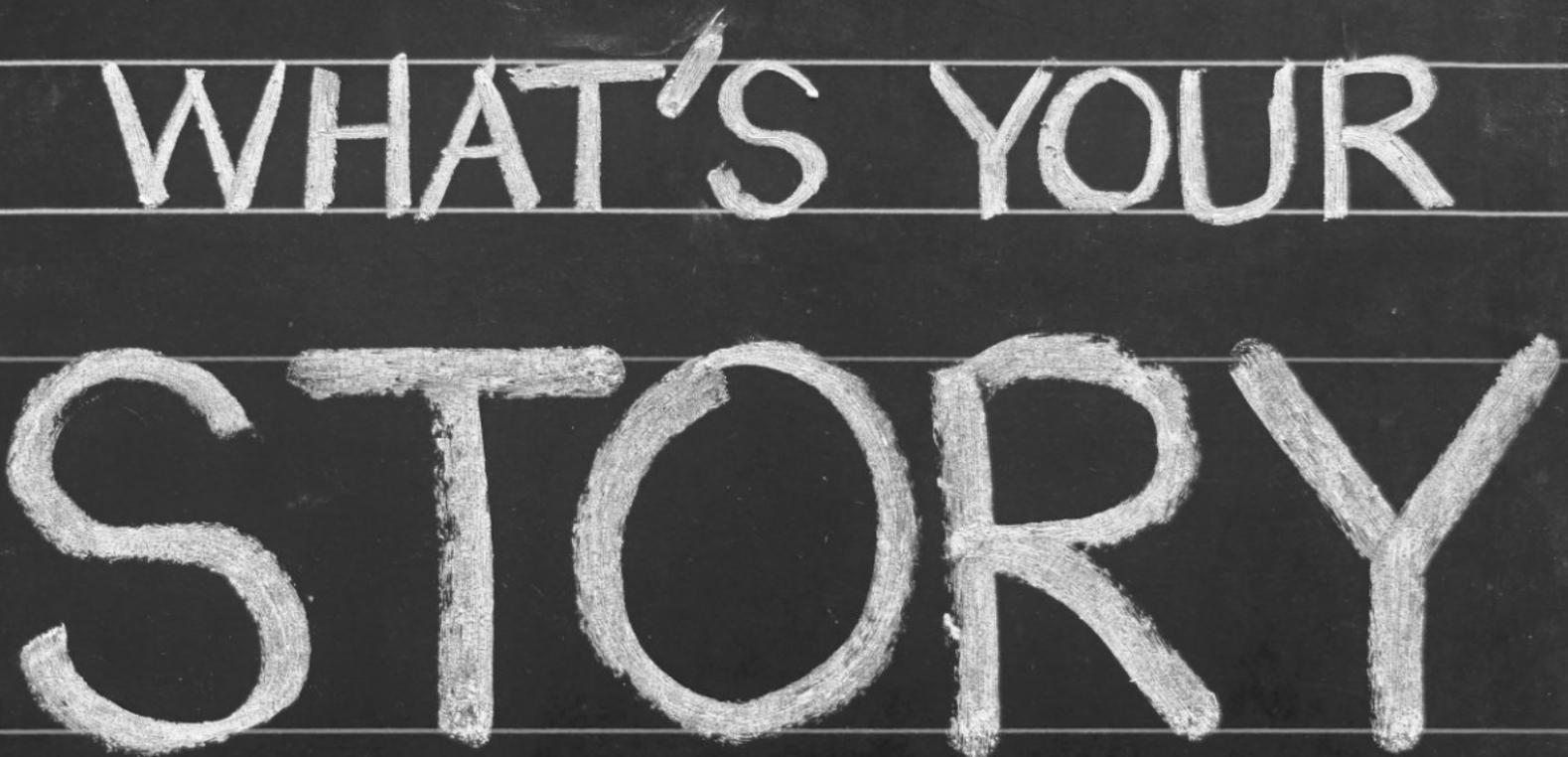
Begin with your own experiences and skills as a leader. Think of a time in your life when you think you demonstrated great leadership. What was happening? What were you doing? Who was involved?

Write a story about this situation. Describe the context, the scenario and what you did that demonstrated your leadership.

Consider these questions in your description:

1. What strengths did you display in this situation?
2. What challenges did you face?
3. How did you handle them?
4. How did your leadership make a difference to yourself and others?

When you are ready, share your story by having a conversation with a peer who is supporting you on your learning journey.



WHAT'S YOUR  
STORY

## My Leadership Story



## **Step 2: Explore: Power, Agency and Resilience**

Many factors shape leadership and ones' capacity to lead. By exploring what helps and hinders our leading, we will gain insight into personal resiliency, agency and well-being – all key in TIP leadership.

Use the story you have just created to describe your experience in relation to one of the TIP principles explained in lesson one. Pick principles that are really important to you.

Reflect on the scenario and consider the factors that helped and hindered your leadership. Consider the power dynamics and how you responded to them. How did you support your resilience and well-being in this situation?

### **Factors that Helped and Hindered your Leadership:**

Helping Factors



Hindering Factors



**How would you depict your personal efficacy in this situation?**

**What did you need to maintain resilience and well-being in this situation?**

### **Step 3: Creating a Leadership Vision and Learning Plan**

Now that you have considered what leadership means to you, it is time to create a vision of personal leadership to harness your strengths and desires for personal development.

**Images** can really help us to imagine the future. Create a collage of pictures to capture your personal vision of leadership. Be creative, open and true to yourself in selecting your images and creating a collage of pictures from magazines or the internet to manifest “myself as a leader”. Share your vision with a friend or colleague.

#### **My Leadership Vision**

#### **My Leadership Learning Plan:**

Based on the activities in this lesson, list the qualities of great leadership that you wish to strengthen and what steps you could take to develop your TIP leadership.

## LESSON 3: Leading Teams

This lesson will prepare you to:

1. **Identify** characteristics of effective teams and why collaborative leadership is vital to implementing TIP in organizational settings.
2. **Explore** factors that help and/or hinder teams implementing TIP. Consider decision making, member roles and communication and teamwork.
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 organization.

### **What is known about teams?**

There are all kinds of teams for all sorts of purposes.

Teamwork, team leadership and leading teams are concepts and practices that are alive and well. There are collaborative teams, project teams, inter-departmental, inter-organizational and interdisciplinary teams.

Teaming up is one of the most essential skills of employees in organizational settings.

Being able to work well on a team, to lead a team and to engage an agile team in innovation is fundamental in the modern work place.

### **What is an effective team?**

Effective teams do not just happen!

Effective teams have key features, characteristics and behaviours that satisfy the social, emotional and productive requirements of the members. It takes time and care to create and sustain the features of high functioning teams.

One model that is useful for facilitating teams in organizations [4] suggests 7 phases of development:

1. Orientation - why am I here?
2. Trust building - who are you?
3. Goal clarification - what do we do?
4. Commitment - how do we do it?
5. Implementation - who does what?
6. High performance - wow!
7. Renewal - why?



Trust in teams is the most critical ingredient to success and yet often trust building is rushed or simply not attended to. Being present for each other, listening carefully, pacing the work, and creating a space for authentic conversations are vital tasks for group members in order to build and sustain engagement.

### ***How is leading teams evolving?***

The functions of teams are evolving as well as the leadership requirements. Organizations and teams in public, not-for-profit and private sectors are collaborating across boundaries on complex social issues.

Within organizations groups are trying to collaborate across 'silos' to innovate and better respond to client needs. Many organizations must renew outdated policies, programs, and approaches to serving their constituencies, clients and staff.

There are many project teams formed for short periods to undertake small projects or pieces of work. These teams must work quickly and efficiently and yet the same need for trust among the members is there in order to reach their goals and sustain relationships.

Leading teams in such environments requires sensitivity to working with increasingly diverse teams. Teams are forming new ways to co-create and cross boundaries in order to realign programs and policies to suit the needs of individuals and communities.

### ***How are teams vital to implementing TIP in organizational settings?***

Integrating TIP in programs and policies requires team collaboration. This requires effective teamwork and skilled, sensitive leading to build trust within and across multiple groups. By bringing TIP into organizations and teams, we are responding to requirements to integrate TIP and ensure clients are not traumatized or retraumatized through practices and policies of the organization.

Organizations are increasingly sharing collective decisions and actions by including clients and each other in their work. For more information about leading teams in organizations turn to Visual Leaders [4] in the resources list.

### ***What might a TIP leadership approach look like at a team level?***

Applying TIP at a team level in an organization will make a difference in the experience of all team members. As a leader you are in a unique position to support the integration of TIP in teams.

### ***What can you do to support the principles at the team level in an organizational setting?***



## **Scenario #5: Governance: Committees**

**Have you been on a committee where you experienced conflict? Was it about the agenda, roles or decision making?**

You may find yourself serving on a community board or committee. These are usually volunteer opportunities that support networking, learning and making a contribution. These are all important ways to activate TIP at a personal level.

But committee work can also be challenging. For instance, the leadership of the committee can affect how the committee functions as well as the satisfaction of members.

**My Thoughts:**

# The Learning Process

Use the learning process to guide the next three steps in this lesson.

## Step 1: Identifying effective teams and leading teams in organizations

Think of a team situation that worked really well and you felt great about being there. Begin by considering your own experience as a member or leader of a team.

Now, think of another instance of team work where you could not wait to leave, where you felt uncomfortable or not valued or just simply bored. Considering these experiences will provide an appreciation for team dynamics, communications and member relations.

Write a short description of each scenario. Be sure to describe the context, the team and the leader. Focus on an instance that stands out that can help you to understand the group dynamics, leadership and your own experiences of these scenarios.

**Jot your ideas here:**

**Use the boxes** below to chart both stories. When you are ready, share your experiences of teamwork with someone you trust or a peer who is supporting you on your learning journey.

Team Story #1

Team Story #2

## **Step 2: Exploring factors that help and/or hinder teamwork**

It's time to dive in and compare the two scenarios to better understand the factors that help/hinder teams and the leadership tasks that work well and not so well.

1. Go back to the team stories you wrote about in Step 1. For each scenario, identify the factors that helped and/or hindered the team success.

Use these questions in your analysis:

1. What worked well?
2. What challenges did the teams experience in the two scenarios?
3. What factors helped or hindered in each scenario?
4. How did you respond?
5. How did your leadership make a difference to the situation?

Jot down the answers to your questions and any additional reflections here. When you are ready share and discuss with your learning partner.

### **Reflections on My Experience in Teams:**

## **Step 3: Creating a Vision and Action Plan for Leading a Team**

As a leader of a team implementing TIP you may find yourself facing many of the ups and downs we have been exploring in this lesson.

1. Think of a situation where you could see yourself applying one or two TIP practices in a team context. Pick a scenario where you are really likely to try to make some change happen. Perhaps a scenario that might change your housing situation. It can be leading in a volunteer setting, or as a paid worker. Perhaps a scenario where you are trying to change a program or a policy.
  2. Briefly describe the scenario here. Consider what success will look like for the team that you are leading. In other words, what is the goal you will try to reach?

### **Goal:**

3. Brainstorm what you will do as a leader or co-leader of the team to achieve the goal. How will you apply a TIP principle in some aspect of the work together?
  4. Review the factors that you identified that contribute to effective teams. This list (from step 2) will help you to move forward. What actions will you take to lead the group, using a TIP principle?
  5. Identify the steps will you take to make yourself a TIP team leader

# My TIP TEAM Leadership Action Plan:

**Goal:**

**Team Requirements**

**Leadership Tasks**

When you are ready, share your plan with a peer who is supporting you on your learning journey.

## LESSON 4: Leading Communities

This lesson will prepare you to:

1. **Define** leadership in the community context and apply TIP to leading local change.
2. **Explore** the factors that help and/or hinder implementing TIP in a community level change effort.
3. **Apply** a trauma-informed approach to a community issue using engagement techniques, stakeholder and asset mapping to inform action planning that supports community well-being.

### **What is known about community level change?**

Community level change has been happening for a very long time. Local change efforts have evolved over many years and reflect the contexts and times.

Figure 7 shows some of the approaches from needs based to asset based, to

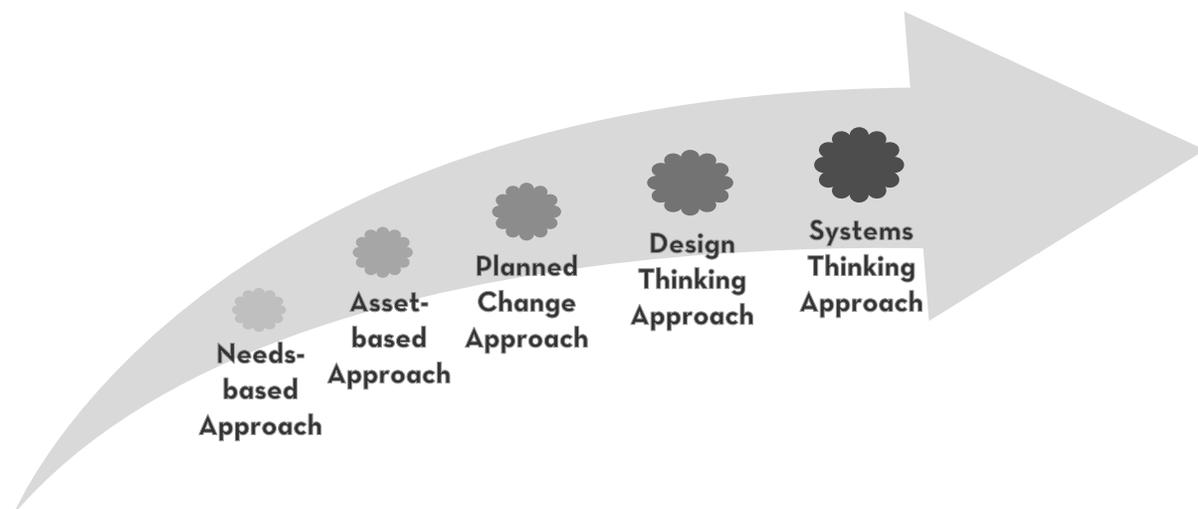
planned change, to design thinking, and most recently, to systems thinking approaches. The practices have evolved to address increasing complexity of issues that require more holistic, dynamic approaches to change.

What has often been missing in these approaches is the *explicit* recognition of trauma and the consequences for individuals and communities experiencing re-traumatization. This can occur in community level processes even in well-intentioned efforts to solve social issues.

Change for individuals and communities is fundamental but along with change comes uncertainty. How you approach the unknown territory that comes with change is vital to the way you, as an individual and/or your community transition to a new way of being. For more on change turn to *Visual Consulting: Designing and Leading Change* [3].

**How do you experience the dynamics of change? Do you enjoy change? Do you fear change?**

**Figure 7: Waves of Approaches to Community Change**



### ***What is community level leadership and why is it important?***

Along with approaches to community level change, practices of leadership have also evolved. Over the years community leaders have been depicted as activists, community builders, change agents, facilitators and animators.

Margaret Wheatley [5] offers a different model: “A leader is anyone willing to help, anyone who sees something that needs to change and takes the first steps to influence that situation”.

This definition places leadership in a different space. The notion that everyone is a leader is consistent with the idea that leaders can be found anywhere. Community change needs lots of people, often from diverse walks of life with diverse experiences. Leadership happens in informal and formal community networks.

In fact, connectivity among strangers who come together for “community conversations” [6] is becoming widely accepted as necessary for navigating change and fostering community well-being.

### ***How do you see yourself as a leader in your community?***

### ***How might you bring TIP to your leadership in your community setting?***

Applying a TIP approach at the community level is an opportunity to use TIP principles and practices to shape engagement practices, decision making and empowerment.

Taking TIP to your work on community change will enhance that important work. Mapping TIP onto a change framework can identify some opportunities for applying TIP locally.

Sibbet and Wendling [3] suggest community change includes:

1. Activating awareness
2. Engaging Change Leaders
3. Creating & Sharing Possibilities
4. Stepping into a New Shared Vision
5. Empowering Visible Actions
6. Integrating Systemic Change
7. Sustaining Long Term

TIP practices can be mapped to these 7 challenges of change.

### ***How do you see the connections between TIP and each of these challenge areas?***

### ***What does a TIP approach look like at the community level?***

Applying TIP on a local issue will cause you to think about your role as a local leader and what you can do to support the principles at the community level. How can you apply the TIP practices to what is already happening in your community setting?

## Scenario #6: Community: Shared Spaces

Have you ever been in a situation where you share common space with other people and yet the space is negatively impacted by the behavior of others who also share the same space?

There are instances where we occupy shared or public space with many people. Public spaces such as parks, sidewalks, community gardens, green spaces are to be used and enjoyed by all in a community. Public spaces are settings where people are encouraged to spend time alone or with friends and can support wellbeing by reducing isolation through shared activities.

Littering is an example of behavior that spoils public shared space. Another is dog poop that is not picked up, or dogs off leash in undesignated areas or excessive noise after a certain hour in the evening.

Taking the time to engage those most affected, as well as others with a stake in the problem is important. This way, you will come to fully understand and explore all dimensions of a community-wide issue and avoid taking action that harms or causes unnecessary trauma.

***How would you approach this situation through TIP?***

**My Thoughts:**



## Scenario #7: Neighbourhood-Wide Policy

Have you ever been in a rural or urban area where you could not get around safely on foot, on a mobile assistive device, or even in a car?

There are many modes of transportation and ways to get around in our neighbourhoods, towns and cities. It is common to have pedestrians, cyclists, scooterists and drivers all sharing the same street. Add in public transit, taxis and other forms of transport including wheelchairs and electric assistive scooters, and there can be conflict. Developing public policies that support the accessible and safe movement of everyone is essential for community wellbeing. The differences among stakeholders can be challenging and conflicting.

***How could TIP leadership be applied to transport issues that affect entire neighbourhoods?***

**My Thoughts:**

# The Learning Process

Use the learning process to guide the next three steps in this lesson.

## **Step 1: Describe community leadership, and how applying TIP is an opportunity to build community.**

Begin by considering your own experiences as a community leader.

- Think of a situation where you acted as a leader in your community.
- What did you do to show your leadership in this community situation?

### **Myself as a Community Leader:**

Use the 4 TIP principles to identify what you might do as a community leader in your scenario. Place your ideas in the boxes below. Describe what might happen if TIP is applied in this scenario.

Principle #1	Principle #2
Principle #3	Principle #4

**Step 2: Explore** the factors that help and/or hinder implementing TIP in a community level change effort.

Thinking of your scenario and how you applied the TIP principles in Step 1 of this activity, try to imagine the factors or forces that may influence your actions as a TIP leader in this scenario.



**Step 3: Apply a trauma-informed approach to a community issue.**

Use engagement techniques to clarify stakeholders, community assets and a clear understanding of the dimensions of the issue. Inform action planning to support community well-being.

*Think of something in your community that could really use some change:*

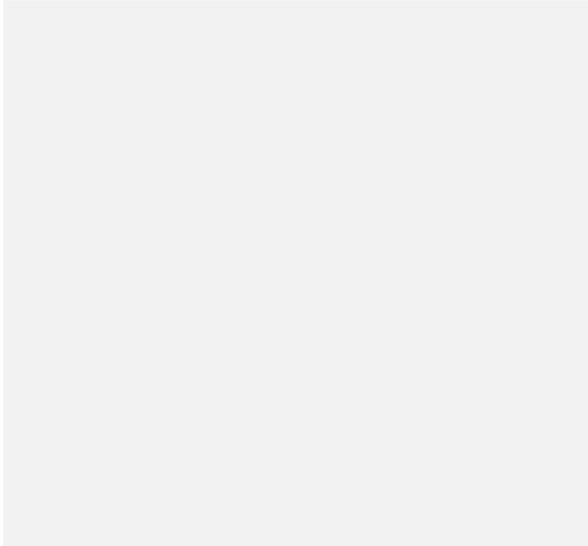
[Empty gray box for writing a community issue]

*1. Community Issue:*

- Identify an issue that is important to you and others in your community.
- Consider an issue that is not easy to solve, is unresolved and potentially contentious.
- Consider an issue with diverse stakeholders and vested interests.



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



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

Transfer this template as shown in Figure 8 to another piece of paper to map all of the stakeholders on your issue.

Consider:

- What is the issue from the perspective of each stakeholder?
- How will you engage these stakeholders to have a community conversation about the issues?
- How will you apply TIP to deal with the tensions across the stakeholder groups?

**Figure 8: Example of a Stakeholder Map**



4. Create another map displaying the issues identified from all the stakeholders' perspectives and how they relate to the initial issue:

- Use the example below to draw out the stakeholders' perspectives on the issues
- Draw connections to show the relationships between the issues
- Determine if there is a pattern or if one issue stands out over the others as the opportunity for action.



Figure 9 is an example of a stakeholder map that illustrates the issue of dog owners not picking up after their dogs in Scenario #7 from the perspective of a range of stakeholders.

**Figure 9: Stakeholders and interrelated issues on dog owner problems**

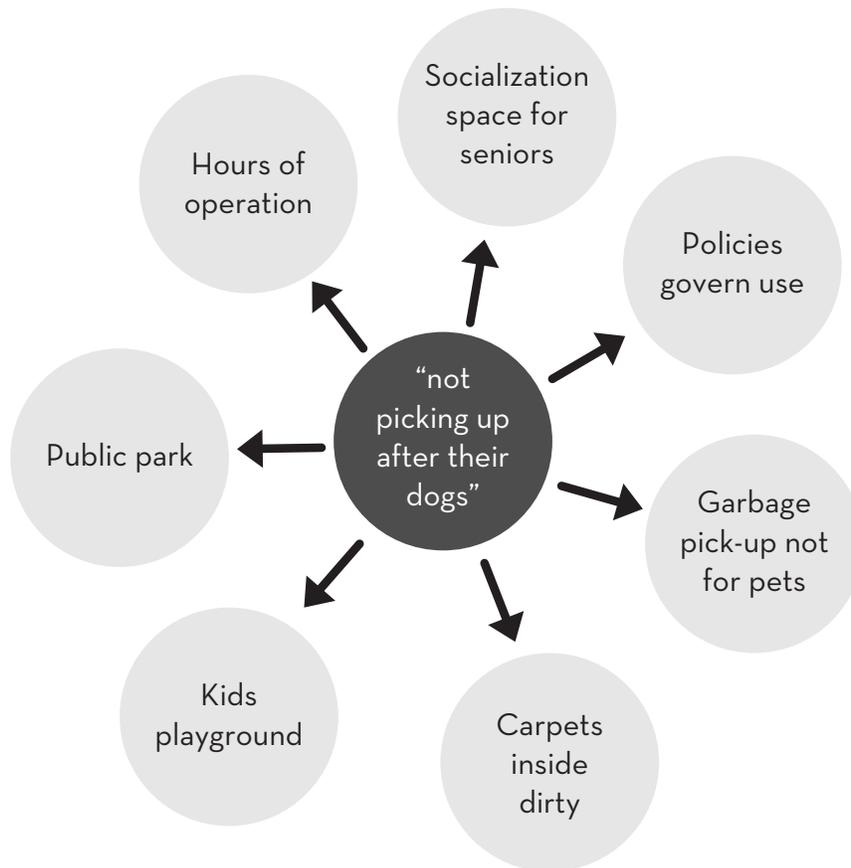


Figure 10 is another example of a stakeholder map of the issues related to transport in Scenario #7.

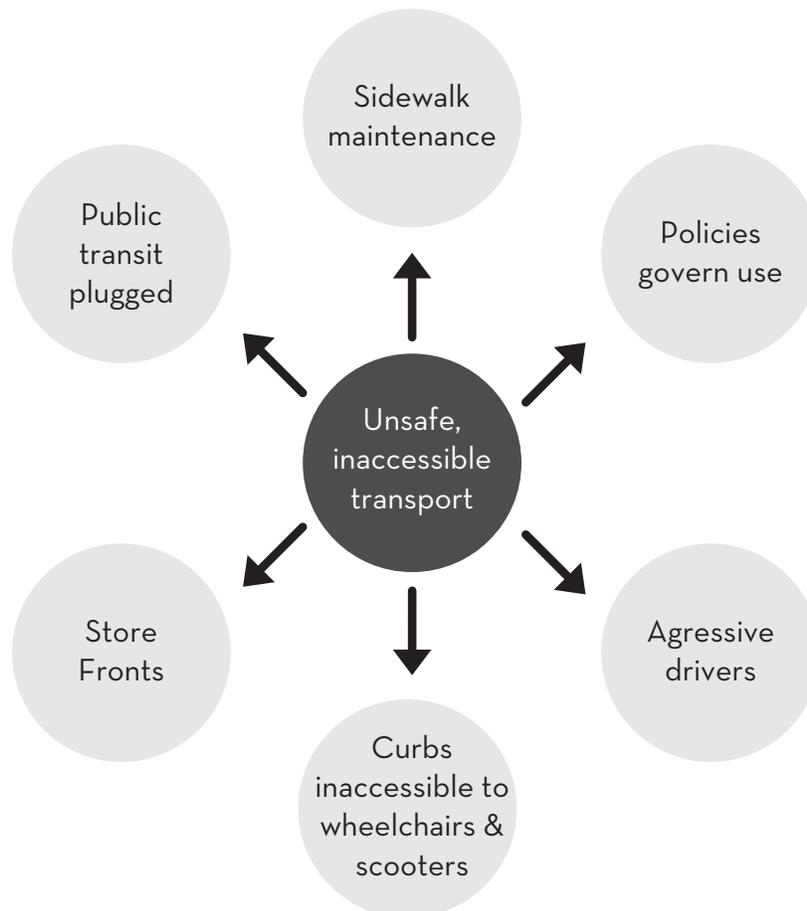
Both examples could benefit from policy changes that consider TIP.

Consider TIP:

- How will you gather the information from the various stakeholders to develop a broader understanding of the issues and how they relate?
- What will be required to bring key politicians up to speed and/or policy makers into the conversation?



**Figure 10: Example of stakeholders and inter related issues on transport**



5. Based on the analysis create an action plan to apply TIP practices to take this issue towards community well-being.

Use the template below to:

- Identify what activities you will do as TIP leaders to apply the 4 TIP principles in your approach
- Consider the challenges framework as a guide.

For 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 you get more people involved in the process of creating a shared vision of what the community desires?
- How will you advocate to obtain the support of local politicians
- How will you engage policy makers to work with your community?

**Goal:**

Challenges	TIP Principle	Activities
Activate awareness		
Engage Change Leaders		
Create and share possibilities		
Create a shared vision		
Empowering action		
Systemic change advocacy		
Sustaining continuity		



**TIP: Advocacy and/or Policy**

Write a letter to a local politician or a relevant policy maker to tell them about the issue and how your community wants to take action. Invite the politician and/or policy maker to support your efforts. Be sure to include:

- A statement of the issue
- Who is impacted and how
- Your request for support
- Your action plan.

You might also consider hosting a public meeting and invite them to attend to hear firsthand from stakeholders and others.



## **Section 3: Tools and Resources**

This section includes several tools that will assist you in several lessons and additional worksheets that augment the basic activities in each lesson.

We have also included a set of tools to support the facilitation of the TIP Leadership course.

Finally, we have included a list of general resources and links to guides that you may find helpful as you progress with implementing TIP in your organizations and or communities.

## **List of Tools and Resources**

**Tool #1: Trauma- Informed Practices and Principles**

**Tool #2: Questions to Explore TIP in Your Context**

**Tool #3: Reframing Biases & Beliefs that Shape Practices**

**Tool #4: TIP Leadership Glossary**

**Tool #5: Self-Assessment of TIP Leader Knowledge and Skills**

**Tool #6: Lesson Feedback**

**Online Resources**

# Tool #1: Trauma- Informed Practices and Principles

This checklist will help you to become more familiar with the TIP principles and how they operate. Use it to reflect upon practices in your own context in your organization, community, workplace etc.

## 1. Trauma Awareness

Being “trauma aware” means:

- Knowing there is a high incidence of trauma in society
- People respond differently to trauma and the effects vary widely
- People adapt in varying ways
- We are all impacted in some way

## 2. Safety and Trustworthiness

To create the conditions for physical, emotional, spiritual, and cultural safety means:

- Building trustworthy relationships
- Fostering safety and trust
- Preventing secondary and vicarious trauma in all of our relations
- Maintaining self-care and personal awareness

## 3. Choice, Collaboration, Connection

Creating trauma-informed services, organizations, and communities we must:

- Work collaboratively with everyone
- Create opportunities for choice
- Foster authentic participation in design, implementation, and evaluation of TIP services, policies
- Create conditions and foster networks of learning

## 4. Strength-based and Skill Building

To ensure opportunities for resiliency and support, we must:

- Use asset or strength-based approaches
- Foster empowerment, learning, and network expansion
- Create opportunities for leadership, engagement, and community action
- Support advocacy for change

## Tool #2: Questions to Explore TIP in Your Context

**Purpose:** To explore the four principles and to discover the varied ways in which these can be activated personally, organizationally or in your community.

**Time:** 30-60 minutes

### Steps:

1. Use the questions in the table below to explore TIP practices in your context.
2. Identify factors that help and hinder the implementation of TIP in each context.
3. Identify possible actions that you might be able to take to advance the TIP practices in your setting.

### 1. Trauma Awareness

1. What opportunities do people have to learn about trauma and its' effects?
2. What information is available for people to learn from?
3. What specific services and supports are available to support people who have experienced trauma?
4. How do other cultures speak of trauma, resilience and healing?

### 2. Safety and Trustworthiness

1. What strategies and activities are in place in your organization and/or community that support safety and reduce the likelihood of re-traumatizing people?
2. How does the space and setting help or hinder the experience of safety?
3. How is trustworthiness brought about?

### 3. Choice, Collaboration, Connection

1. What is "open communication"?
2. How does choice in decision-making about care, services, opportunities reduce re-traumatization?
3. How can you, your organization or community move towards "transparency" and learning, and away from judgement and surveillance?
4. How can making connections and collaboration matter?

### 4. Strengths-Based and Skill Building

1. What opportunities are there for skill-building, strengthening personal capacity in leadership including self-regulation, resiliency, self-awareness?
2. What does it mean to identify with and work from a "strengths" approach?
3. What happens when we only consider the "needs" of people?
4. What opportunities are there for education and training to learn more about vicarious trauma?

## Tool #3: Reframing Biases & Beliefs that Shape Practices

**Purpose:** To reframe biases or ways of thinking that keep practices and behaviours in place for individuals, organizations and communities that may lead to harm, trauma, retrauma or vicarious trauma.

**Time:** 30-60 minutes

### Steps:

1. Complete the table below by writing statements that depict biases that you have or have heard about people who have experienced trauma.
2. Reframe or “flip” this statement in a positive way of thinking.
3. Share your reframe with a partner or the rest of the group.
4. Discuss how the “reframe” might change behaviours.

Biases that Shape Thinking		Reframe or “Flip It”
E.g., people who experience trauma are difficult to deal with		E.g., people who have experienced trauma may be “triggered” by circumstances or situations where they are re-traumatized

## Tool #4: TIP Leadership Glossary

**Change:** is both a verb and a noun. As a verb, change can mean to become or to make something different, to undergo a transformation, to undertake a transition, or to substitute one thing for another. As a noun, change is the act, process or result of changing such as an alteration (e.g. change of clothes), a transformation (e.g. going through a change) or a substitution (e.g. a change of scenery). Merriam Webster

**Leader:** according to Margaret Wheatley “A leader is anyone willing to help, anyone who sees something that needs to change and takes the first steps to influence that situation”.

**Leadership:** a process by which an individual or group creates direction, alignment, and commitment for their shared work. From the Center for Creative Leadership (CCL).

**TIP leadership:** a process of co-creating engagement, collaboration, trust, and capacity development to support the direction, alignment, and commitment needed to integrate TIP into programs, practices and policies among individuals, organizations, communities and systems

**Trauma:** experiences that overwhelm an individual or group’s ability to cope. There are different types of trauma ranging from single-incident, to complex trauma and developmental trauma. There is also intergenerational trauma and historical trauma. Trauma can vary along several

dimensions such as magnitude, complexity, frequency and duration.

**Trauma-informed services:** are services that:

- “work at the client, staff, agency, and system levels from the core principles of: trauma awareness; safety; trustworthiness, choice and collaboration; and building of strengths and skills”
- “discuss the connections between trauma, mental health, and substance use in the course of work with all clients; identify trauma symptoms or adaptations; and, offer supports and strategies that increase safety and support connection to services”.  
*Trauma-Informed Practice Guide* [1]

**Trauma-informed principles:** are four principles identified by practitioners and clinicals that provide a framework within which a trauma-informed approach can be applied. The principles defined in the *Trauma-Informed Practice Guide* are: trauma-awareness among staff, administration and service providers; safety and trustworthiness; opportunities for choice, collaboration and connection and finally strengths-based and skill building.

**Trauma-informed practice:** is about an overall approach that is more about a way of being in relationships with individuals, groups and even communities than deploying specific techniques, treatments and strategies. Utilizing a trauma-informed

## TIP Leadership Glossary Cont'd

informed approach to practice creates a culture of non-violence, collaboration and learning and does not require disclosure of trauma. The essence of the approach is to prevent further trauma or re-traumatization. Trauma-informed practices are situated in practice contexts and settings and therefore may not all look the same but all will be grounded in the TIP principles outlined in the *Trauma-Informed Practice Guide*.

**Trauma response:** our responses to trauma can vary widely and the severity of our responses can also vary depending on our individual and collective circumstances. It is well documented that trauma can impact us physically, emotionally, spiritually, interpersonally and behaviourally. Examples of how trauma can effect people including details of the possible signs of a trauma response are found in the Trauma-Informed Practice Guide.

**Strengths-based approach:** refers to leadership identifying and supporting the utilization of individuals' and organizational strengths to align with mission. Strengths-based approaches to leading activate individuals' natural talents plus competencies (skills, knowledge and character) and develop these capabilities to become "strengths". Specific techniques such as "appreciative inquiry" are used to identify strengths.

**Survivor:** a person who has experienced an adverse situation such as a traumatic event that evokes actual or threatened danger moves through a series of stages that have been characterized as "silence, victimhood, survivorhood and transcendence". Survivors recognize their personal resilience having learned to draw upon their personal strengths to move towards healing.

**Vicarious trauma:** is "second-hand" trauma that can occur when we are exposed usually in our workplace and over time to difficult, disturbing and/or traumatic images and stories of the suffering of others (humans and animals).

## Tool #5: Self-Assessment of TIP Leader Knowledge and Skills

**Purpose:** To monitor progress throughout this course and at the completion of the four lessons. Doing a TIP knowledge and skill self-assessment will assist you in doing a learning plan to focus on knowledge and skills that you wish to strengthen.

**Time:** 15-30 minutes

### Steps:

1. Review the knowledge and skill areas in each lesson in the table below.
2. Place a check ( ✓ ) in the column that best describes your level of comfort in each knowledge and skill area.
3. Identify items where you may wish to improve as you go through the course.
4. Repeat this self-assessment after you complete the four lessons.

<b>TIP Leader Knowledge and Skill Areas</b>	<i>I am very comfortable in my knowledge and skills</i>	<i>I am not sure of my knowledge and skills</i>	<i>I am not very comfortable in my knowledge and skills</i>
<b>Lesson 1: TIP Principles and Practices</b>			
Describe the 4 key TIP principles and why these are important: awareness of trauma, building trust, supporting collaboration and choice; applying a strengths-based approach			
Examine factors that influence the uptake of TIP including how this impacts individuals and communities.			
Apply TIP to own experience as foundation for leadership.			

## TIP Leader Self-Assessment Cont'd

<b>TIP Leader Knowledge and Skill Areas</b>	<i>I am very comfortable in my knowledge and skills</i>	<i>I am not sure of my knowledge and skills</i>	<i>I am not very comfortable in my knowledge and skills</i>
<b>Lesson 2: Leading Self</b>			
Describe own leader experiences qualities and requirements for effective leadership including self care, resilience and agency.			
Examine factors that influence personal leading and explore issues of power, resiliency and agency.			
Apply an action plan to support personal leadership, self-reliance and agency.			
<b>Lesson 3: Leading Teams</b>			
Describe own experiences working and leading teams including engaging others, communicating and making collaborative decisions.			
Examine factors that facilitate/hinder teams in organizations including the dynamics involved in change.			
Apply leadership techniques to support communication, decision making and collective team action when implementing a change such as TIP.			

<b>TIP Leader Knowledge and Skill Areas</b>	<i>I am very comfortable in my knowledge and skills</i>	<i>I am not sure of my knowledge and skills</i>	<i>I am not very comfortable in my knowledge and skills</i>
<b>Lesson 4: Leading Communities</b>			
Define community leadership and applying TIP to leading local change as an opportunity to build community			
Explore the factors that help and/or hinder implementing TIP in a community level change effort.			
Apply a trauma-informed approach to a community issue using engagement techniques, stakeholder, and asset mapping to inform action planning that supports community well-being			

**Notes:**

## Tool #6: Lesson Feedback

**Purpose:** To obtain feedback from individuals or teams on how well they are doing and to generate information that can be used to further support learning and change.

Time: 15 minutes

**Process:**

This worksheet can be used to give feedback to the facilitator on how things are going. The questions can be used at the end of each lesson (formatively) well as at the end of the course (summatively) to give a sense of the whole course.

**Steps:**

Use the questions to guide individual and/or group feedback. Transfer the questions to a flip chart for a group reflection or use as an individual worksheet to be completed by participants.

**Questions for Reflection and Feedback**

1. Did we do what we said we would do?
2. What did we like?
3. What aspects made a difference for you/me? Give an example.
4. What aspects didn't make a difference and thus might be improved? Give an example of how this might be done.
5. What are your/our next steps?



# Resources

## Web Sites for Techniques on Facilitating Change

This selected set of websites offer resources and specifically techniques useful in planned change in organizations or more emergent change work in communities.

Art of Hosting: <http://www.artofhosting.org/home>

Centre for Creative Leadership: fundamental 4 competencies for every leader <https://www.ccl.org/articles/leading-effectively-articles/fundamental-4-core-leadership-skills-for-every-career-stage/>.

Force Field Analysis: [https://www.mindtools.com/pages/article/newTED\\_06.htm](https://www.mindtools.com/pages/article/newTED_06.htm)

Participatory Methods: Institute of Development Studies originally supported this site of resources for use by ordinary citizens working together for change. There are many techniques for engaging in colearning and change activities. <https://www.participatorymethods.org/page/about-participatory-methods>

Society for Organizational Learning: Summarizes systems thinking, leadership and guidebooks. <https://www.solonline.org/>

Systems thinking Tools and Strategies: This site offers a range of techniques used in systems thinking and change work. <https://waterscenterst.org/systems-thinking-tools-and-strategies/tools-strategies/>

The GroupWorks: Offers a creative card deck for improving teamwork, meetings, communications, decision making. Download a free deck here: <https://groupworksdeck.org/about>

The Society of Appreciative Inquiry: offers ideas, resources and workshops about AI. <https://www.centerforappreciativeinquiry.net/individuals/>

The Grove: offers guidebooks and practical tools used by leaders, facilitators, groups, organizations, communities involved in systemic change. <https://www.thegrove.com/>

Visualsspeak: offers imagesets and kits for anyone wishing to create conversations with images and use images to increase engagement, learning and change and better outcomes in numerous contexts and settings. <https://www.visualsspeak.com/>

# References

## References

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**Leading Self**  
**Leading Teams**  
**Leading Communities**

[www.ywcatoronto.org](http://www.ywcatoronto.org)  
[www.bcccewh.bc.ca](http://www.bcccewh.bc.ca)