



Program Overview

The Positive Leadership Development Institute (PLDI™) Australia is a unique community service and business partnership that aims to build the resilience and leadership capacities of people living with HIV in Australia. The Institute is an international collaboration with a similar program operating in Canada and is based upon

the principles of the greater involvement and meaningful engagement of people living with HIV. The Institute is focused upon placing people living with HIV as central and vital in all aspects of the Institute's programs and services.

The **mission** of the Institute is to:

- Honour the leadership of the past;
- Value the leadership here today; and,
- Inspire leadership for our future.

The Positive Leadership Development Institute™ exists with the purpose of supporting people who are living with HIV/AIDS to realise their leadership potential and increase their capacity to participate meaningfully in community life.

To date there have been over 4000 years of lived HIV experience that have gone through the introductory course and who have asked the question: “Who am I as a Leader?”

The **curriculum objectives** for the Leadership Training are for participants to have the opportunity:

- To understand the 5 principles and 10 commitments of leadership
- To realise individual leadership potential
- To participate in building a network of leaders within the PLHIV community
- To realise the potential and strengths that each individual brings to the network
- To learn about and practice leadership skills in a safe environment
- To inspire others to become leaders
- To encourage participants to take on facilitator and mentoring roles within the community
- To expand participants awareness of the PLHIV community

The impact and outcome evaluation measures include:

- Measurable increases in resilience and emotional intelligence
- Greater confidence to participate in community activities
- Sustained resilience and leadership skills

Development Objectives

The basis for PLDI Australia's community education program work is to affect change (being knowledge, skills, attitudes and behaviour) of people living with HIV in three key areas;

1. Emotional Intelligence,
2. Psychological Resilience, and
3. Transformational Leadership Skills Development.

All three of these areas work in tandem to challenge the stigma associated with living with HIV and enable PLHIV to be able to enact the notion of the greater and meaningful engagement of people living with HIV.

These capacities exist in all of us but are highly affected by changes in our emotional and social contexts. The key to fostering sustainable increases in personal wellbeing, more successful interpersonal skills and greater community engagement is to provide PLHIV with the knowledge and insights of how these development objectives enable and empower them as valued and active citizens in the response to HIV.

Emotional intelligence (EI) is the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behaviour. There are three models of EI. The ability model focuses on the individual's ability to process emotional information and use it to navigate the social environment. The trait model as developed "encompasses behavioural dispositions and self perceived abilities and is measured through self-report". The final model, the mixed model is a combination of both ability and trait EI. It defines EI as an array of skills and characteristics that drive leadership performance. Studies have shown that people with high EI have greater mental health, exemplary job performance, and more potent leadership skills. Markers of EI and methods of developing it have become more widely coveted in the past few decades. In addition, studies have begun to provide evidence to help characterize the neural mechanisms of emotional intelligence.

In PLDI Australia, pre and post (6 months) EI assessments are done using an online survey tool which provides course participants with a breakdown and Overall Score plus 4 factors, divided into 20 scales:

- **Emotional Identification, Perception, and Expression:** Ability to characterize emotions in oneself and in others
- **Emotional Facilitation of Thought:** Ability/Willingness to use feelings constructively; to let them guide you
- **Emotional Understanding:** Ability to understand and analyse emotions, and solve emotional problems
- **Emotional Management:** Ability to take responsibility for one's emotions
- **Ego Maturity:** Attaining emotional growth and maturity

Although a useful tool for course facilitators to identify any key areas of concern with specific participants, it is most useful as a quantitative measure of development pre and post workshop and as a reference point for participants as they are provided with both reports as part of their participation

Reference:

http://www.archprofile.com/corporate/sample_reports/report_eiq_r7.html

Psychological resilience is defined as an individual's ability to properly adapt to stress and adversity. Stress and adversity can come in the shape of family or relationship problems, health problems, or workplace and financial stressors, among others. Individuals demonstrate resilience when they can face difficult experiences and rise above them with ease. Resilience is not a rare ability; in reality, it is found in the average individual and it can be learned and developed by virtually anyone. Resilience should be considered a process, rather than a trait to be had. There is a common misconception that people who are resilient experience no negative emotions or thoughts and display optimism in all situations. Contrary to this misconception, the reality remains that resiliency is demonstrated within individuals who can effectively and relatively easily navigate their way around crises and utilise effective methods of coping. In other words, people who demonstrate resilience are people with positive emotionality; they are keen to effectively balance negative emotions with positive ones.

PLDI Australia focuses significantly upon encouraging participants to understand their own resilience capacity by identifying their personal attitudes and behaviours (e.g. values, communication styles, aspirations and goals) and how these enable resilience. An internationally recognised and validated tool (Connor-Davidson Resilience Scale) is used throughout the course pre, post and follow-up to monitor changes in resilience capacity.

Reference:

<http://www.cd-risc.com/index.shtml>

Transformational leadership is a style of leadership where the leader is charged with identifying the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group. It also serves to enhance the motivation, morale, and performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers in order to inspire them and raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

References:

<https://globalleadershipfoundation.com/wp-content/uploads/2013/04/Resilience-and-Leadership.pdf>

<http://people.bethel.edu/~pferris/otcommon/transformationalleadership.pdf>

<http://people.bethel.edu/~pferris/otcommon/transformationalleadership.pdf>