



Building the Capacity of Civil Society Organizations in TB Control - An Approach

**4.1 Facilitators Manual
Mentoring Workshop**

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1. Goal and Objectives

Goal:

Provide CSO partners with the knowledge, skills and abilities that they will need to participate effectively as mentors of collaborating CSOs in TB Control.

Objectives: By the end of the workshop, participants will be able to:

1. Define mentoring and characteristics of a good mentoring relationship
2. Identify potential challenges and problems and ways to address them
3. Describe the roles and responsibilities of a mentor
4. Practice mentoring communication
5. Develop a mentoring plan

2. Overview of Sessions

1. Welcome, Introducing Participants and Program

- Participants and Facilitators introduce themselves
- Build an atmosphere where everyone's experiences and voices in the group are valued
- Set the ground rules to create a safe and comfortable environment for the workshop
- Identify the key components of mentoring
- Agree on an operational definition of mentoring
- List the characteristics of a good mentoring relationship.

2. Roles, Responsibilities and Competencies of a Mentor

- Key roles and responsibilities of a mentor
- Competencies of a mentor.

3. Effective Communication for Mentoring

- Identify and demonstrate effective communication skills
- Practice active listening and providing constructive feedback
- Identify barriers to communication and ways to overcome them.

4. Overcoming Common Obstacles and Problems

Identify potential obstacles and problems in the mentoring program and ways to overcome them.

5. Mentor Meets Mentee

Practice mentoring skills

Networking (optional)

- Define and list the benefits of networking
- Map a network of individuals and organizations involved with TB control activities
- Develop a list of essential elements needed to form and maintain successful networks.

6. Mentor's Planning and Reporting

- Discuss and start developing a mentoring plan
- Be able to explain the reporting procedure and use the reporting tool

7. Evaluation

3. Methodology

This is a participatory workshop in which participants will participate actively through brainstorming, sharing of experiences and discussions. At the end of the workshop every mentoring organization will develop its mentoring plan, to bridge the workshop to implementation on the ground.

4. Training Program

8.30-10.00	10.00 10.30	10.30 - 12.30	12.30 14.00	14.00 - 15.30	15.30 15.45	15.45 - 17.00
8.30 - 9.30 Session 1 Welcome and introducing participants and program	Coffee	10.30- 11.30 Session 2 Roles, responsibilities and competencies of a mentor	Lunch	13.30 - 14.30 Session 4 Overcoming common obstacles and problems	Tea	15.45 - 16.45 Session 6 Mentor's planning and reporting
9.30 - 10.00 What do we mean by mentoring?		11.30 - 12.30 Session 3 Effective communication for mentoring		14:30-15:30 Session 5 Mentor meets mentee Or Networking		16.45 - 17.15 Session 7 Wrap-up and Evaluation

5. Sessions (Begin Overleaf)

Session 1: Welcome, Introducing Participants and Program

1.1 Objectives: Set the foundations for working as a group for this workshop:

- Enable participants and facilitators to introduce themselves
- Build an atmosphere where everyone's experiences and voices in the group are valued
- Set ground rules to create a safe and comfortable environment for the workshop
- Identify key components of mentoring
- Agree on an operational definition of mentoring
- List characteristics of a good mentoring relationship.

Time: 45 mins

Time	Content	Methodology	Trainers' materials	Participants' materials
08.30 - 08.45	<p>Introduction of facilitators and participants</p> <ul style="list-style-type: none"> • Name • Organization • Expertise/experience that you bring to this workshop that contribute to the learning process of the other participants 	<p>Plenary</p> <p>Welcome to this workshop Make a round: everybody presents him/her self.</p> <p>Every participant writes on a sticky note "expertise/experience" he/she brings to the workshop.</p> <p>The sticky notes are stuck on a flip chart and used during the workshop.</p>	<ul style="list-style-type: none"> • Name tags • Colored sticky notes • Flip chart • Markers 	<p>Name tags</p> <p>Assignment 1: Present yourself</p>

Time	Content	Methodology	Trainers' materials	Participants' materials
08.45 - 9.20	<p>Hopes and Fears</p> <p>What I hope to achieve in this workshop (Expectations and personal learning objectives)</p> <p>What I fear in this workshop (which could hinder my learning)</p> <p><u>Expressing and addressing hopes</u> When participants have personal learning goals they will be more focused and active learners during the workshop, as they know where they want to go.</p> <p>For facilitators it is important to know the expectations of their participants, so that they can address them or manage the expectations at the start of the workshop.</p> <p><u>Expressing and addressing hopes</u> Participants' fears can hinder their learning. Expressing fears is needed to be able to address them.</p>	<p>Plenary: Hope and fears (20 minutes) Introduce the exercise. Going around the circle, ask each participant in turn to express one hope and one fear about the workshop. Do not make any comments about the hopes and fears as you go around the circle, but record them on a flip chart.</p> <p>Plenary (15 minutes) Feedback and Discussion If any hopes are beyond the scope of the workshop, you could explain this now. You could also try to reassure people about their fears. Ask everyone to remember their own hope and their own fear, so at the end of the workshop you can review them all together.</p>	Flip chart with Hopes and Fears written on a Flip-chart Markers	Assignment 2: Hopes and Fears
09.20 - 9.30	<p>Workshop</p> <ul style="list-style-type: none"> ▪ Objectives ▪ Program of the day ▪ Methodology 	<p>Plenary Introduce the workshop with PPT</p>	PPT presentation	

Time	Content	Methodology	Trainers' materials	Participants' materials
09.30 - 10.00	<p>Mentoring Mentoring (in the context of this project) is defined as a structured relationship between an experienced CSO and less experienced CSOs, whereby the experienced CSO builds the knowledge and skills- base (capacity) of the less experienced CSOs to engage as full partners in TB control activities, provides support in the achievement of mutually agreed-upon goals and objectives.</p>	<p>Plenary (5 minutes) Introduce the assignment: to define in subgroups "What you understand by Mentoring"</p> <p>Subgroups: Sunshine wheel (10 minutes)</p> <ol style="list-style-type: none"> 1. Write the word "Mentoring" in a circle on a sheet of flip chart paper, with lines going out from the circle. 2. Ask each person to write a word or short phrase that they associate with the word "mentoring" on one of the lines. Continue until the group runs out of words/phrases. <p>Plenary: Sunshine Wheel (15 minutes)</p> <ol style="list-style-type: none"> 1. Each group posts their 'Sunshine Wheels' in turn and shares them with the rest of the group. 2. Reach consensus on one definition (combine parts of each or accept one of the posted definitions). Emphasize importance of shared definition of mentoring with mentee CSOs. 	<ul style="list-style-type: none"> • Flip charts • Markers 	Assignment 3: 'Sunshine Wheel', what is mentoring
10.00 - 10.30	Coffee Break			

PRESENT YOURSELF

All participants and facilitators together make the wealth of a training workshop. Their professional background, life experience and expertise is of great value for the learning process of all participants. What is your expertise or experience that you could bring into this mentoring workshop? Write this on a sticky note and present it in plenary.

HOPES & FEARS

On this page, please let the facilitators know what your expectations and hopes are for the workshop and what kinds of fears you have regarding the workshop. If we can learn more about those hopes and fears, we can try to address them as best as we can.

What I hope to achieve in this workshop:	My fears about this workshop:

SUNSHINE WHEEL: WHAT IS MENTORING?

Subgroup Work (15 minutes)

1. Write the word "Mentoring" in a circle on a sheet of flip chart paper, with lines going out from the circle.
2. Ask each person to write a word or short phrase that s/he associates with the word "mentoring" on one of the lines. Continue until the group runs out of words / phrases.

Plenary (15 minutes)

Each group posts their Sunshine Wheels in turn and shares them with the rest of the group.

Ask the large group to work with the words / phrases listed to develop a definition of "mentoring" that everyone in the group agrees with. Write it on a flip chart paper and post it in the room.

Session 2: Roles, Responsibilities and Competencies of a Mentor

2.1 Objectives: Participants are able to present:

- Key roles and responsibilities of a mentor
- Key competencies of a mentor

Time: 1 hour

Time	Content	Methodology	Trainers' materials	Participants' materials
10.30 - 10.35	Session objectives Link concept of mentoring to: <ul style="list-style-type: none">▪ Roles and responsibilities of mentor▪ Mentor's competencies	Plenary Presentation	PPT	

<p>10.35- 11.10</p>	<p>Characteristics of a good mentoring relationship:</p> <ul style="list-style-type: none"> ▪ A positive, personal relationship ▪ Mutual trust and respect ▪ Commitment to support the mentee ▪ Time to give support ▪ Don't take over ▪ Let the responsibility for decisions with the mentee <p>Example tasks/responsibilities of a mentor include:</p> <ul style="list-style-type: none"> ▪ Establish a positive, personal relationship ▪ Establish mutual trust and respect ▪ Maintain regular interaction and consistent support ▪ Help mentee to develop or begin to develop capacity ▪ Assist mentee in obtaining additional resources ▪ Increase mentee's ability to develop his/her network ▪ Demonstrate a willingness to commit to the mentoring process. <p>Example tasks/ responsibilities of a Mentee include:</p> <ul style="list-style-type: none"> ▪ Commitment to the mentoring process (make time and follow up agreements) ▪ Openness for change ▪ Take responsibility for decisions taken and for implementation 	<p>Plenary (10 minutes) Brainstorm in plenary about the characteristics of a good mentoring relationship. List them on a flip chart</p> <p>Pairs (10 minutes) Define the roles, tasks and responsibilities of a good mentor. Write them on a sticky note.</p> <p>Plenary (15 minutes) Share back in plenary Discuss the tasks and responsibilities of the mentee.</p>	<ul style="list-style-type: none"> ▪ Flip chart ▪ Markers ▪ Colored sticky notes 	<p>1. Assignment: Roles, tasks and responsibilities of a mentor</p>
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Time	Content	Methodology	Trainers' materials	Participants' materials
11.10 - 11.30	<p>Competencies of a Mentor:</p> <ol style="list-style-type: none"> 1. Understanding human behavior: 2. A basic recognition of the potential of individuals 3. Awareness of modeling 4. Sensitivity and ability to confront in a caring manner: 5. Confidentiality 6. Understanding of group dynamics 7. Evaluation and assessment 	<p>Plenary (5 minutes) Introduce the key roles, responsibilities and competencies of a mentor.</p> <p>In pairs (10 minutes) Discuss what your competency level is and what you need to develop further. Write this on the flip charts:</p> <ul style="list-style-type: none"> ▪ Competent ▪ To develop further ▪ No experience at all <p>Plenary Summarize and discuss the results written on the flip charts.</p>	<p>Flip Charts:</p> <ol style="list-style-type: none"> 1. Competent 2. To develop further 3. No experience at all 	<ol style="list-style-type: none"> 2. Seven key roles, responsibilities and competencies of a mentor 3. Your mentoring competencies

Participants' Materials

1. Assignment: Roles, tasks and responsibilities of a good mentor (10 minutes)

Define in pairs the roles, tasks and responsibilities of a good mentor. Write them on a sticky note for presentation in plenary

2. Seven Key Roles, Responsibilities and Competencies of a Mentor:

a. Understanding Human Behavior:

You will be working with a diverse group of people. It is important for you to be able to understand what motivates people so you can provide the highest quality learning experience for the members of your group.

b. A Basic Recognition of the Potential of Individuals:

People come to this mentoring relationship with varying amounts of training and experience. Each person has his or her own strengths and limitations. It will be your role to cultivate the highest level of performance from your group members.

c. Awareness of Modeling:

People behave based on what they see, particularly from people who are in positions of responsibility. Mentors should be aware of the impact of attending all sessions on time, giving attention to speakers, etc.

d. Sensitivity and Ability to Confront in a Caring Manner:

Mentors must respond to behavior that is not productive to the individual or group. Confrontation is best done privately with an individual. However, circumstances may call for open discussion in the small group setting in order to air differences among group members.

e. Confidentiality:

Participants should always be able to rely on their disclosures within the group not being discussed outside the group.

f. Understanding of Group Dynamics:

It is important to understand the process of group work. Each member of the mentee group should be encouraged to participate at his or her highest potential. The mentor is not in charge of the mentee group, nor is she or he the leader of the group. Your job is to support the mentees.

g. Evaluation and Assessment:

Mentors and mentee CSOs jointly complete a mutually agreed upon assessment. You need to mentor the progress of the mentee CSO and of individual participants. Interventions should be made before irreversible problems take place.

3. Assignment: Competencies of a Mentor (10 minutes)

Discuss in pairs what your mentoring competencies are, referring to the competencies defined above (Seven key roles, responsibilities and competencies of a mentor).

Define your competency levels:

- Competent
- To develop further
- No experience at all

Write this on the plenary flip charts.

Session 3: Effective Communication for Mentoring

3.1 Objectives: Participants are able to:

- Identify and demonstrate effective communication skills
- Practice active listening and providing constructive feedback
- Identify barriers to communication and ways to overcome them.

Time: 1 hour

Time	Content	Methodology	Trainers' materials	Participants' materials
11.30 – 11.35	Session Objectives Relevance of this session for mentoring: Communication skills are crucial for the mentor: listening, explain clearly, giving and receiving feedback	Plenary Introduce the session	PPT	Session objectives

Time	Content	Methodology	Trainers' materials	Participants' materials
11.35 -11.55	<p>Characteristics of effective communication:</p> <ul style="list-style-type: none"> ▪ Listens carefully ▪ Provides a climate of trust ▪ Provides specific and timely feedback, Shares information freely ▪ Motivates and empowers <p>Ineffective communication:</p> <ul style="list-style-type: none"> ▪ Not listening actively ▪ Angry or defensive tone of voice ▪ Interrupting the speaker ▪ Lack of eye contact/rolling eyes ▪ Sarcastic tone of voice ▪ Poor body language ▪ Overly complicated language <p>Effective communication:</p> <ul style="list-style-type: none"> ▪ Making (eye) contact ▪ Good tone of voice ▪ Positive body language (nodding, etc.) ▪ Paraphrasing and asking for clarification ▪ Using open/clarifying questions ▪ Simple language <p>Common problems in interpersonal communication:</p> <ul style="list-style-type: none"> ▪ Defensiveness ▪ Inarticulate communication ▪ Hidden agendas ▪ Status ▪ Negative emotions 	<p>Plenary Brainstorming (5 minutes) Characteristics of effective and ineffective communication</p> <p>Plenary Role Playing (15 minutes)</p> <p>Ask for 2 volunteers to role-play challenging issues to demonstrate the difference between in-effective and effective communication and listening. Take no longer than 2 minutes for the role-play. No introduction is necessary.</p> <p><i>Possible situations:</i></p> <ul style="list-style-type: none"> ▪ Doctor-patient ▪ Treatment supporter - patient ▪ Health educator - community leader <p>Discuss the role plays and summarize:</p> <ol style="list-style-type: none"> 1. What made the communication effective? 2. What made the communication ineffective? 3. Problems met in interpersonal communication. 	<p>Flip Charts:</p> <ol style="list-style-type: none"> 1. Effective communication 2. Ineffective communication 	

Time	Content	Methodology	Trainers' materials	Participants' materials
11.55 - 12.30	<p>Feedback Feedback is the process in which somebody informs another person about his/her behavior and the effect of this behavior. Not all feedback supports learning and development.</p> <p>Different forms of feedback 1. <u>Constructive = supports learning</u> Positive or Negative</p> <p>2. <u>Destructive = doesn't support learning</u> Positive or Negative</p> <p>Feedback is most effective when: It refers to actual behavior and not to the person. It is descriptive and not an interpretation of or judgment about the behavior. It is specific and not general and it is aimed at concrete, specific and clearly described behaviors. It is immediately following the behavior. It gives the receiver the opportunity to act upon it.</p> <p>It is well timed It invites the receiver to respond</p> <p>Helpful to give feedback What did you well: constructive and positive feedback What could you have done better: constructive and negative feedback? How could you have done it better? Try to give an alternative; Check whether the receiver understands what you mean.</p>	<p>Plenary (10 minutes) Introduce the purpose of feedback and the feedback model</p> <p>In Subgroups (10 minutes) Prepare a situation for a role play: the mentor gives feedback to the mentee organization</p> <p>Plenary (15 minutes) One group plays the role play. Plenary discussion:</p> <ul style="list-style-type: none"> ▪ Was this feedback? ▪ What form of feedback? ▪ What did you appreciate? ▪ What could be better? 	Flip Charts with feedback model	<p>1. Defining Feedback</p> <p>2. How to give and receive effective feedback</p> <p>3. Assignment: Give and receive feedback</p>

Time	Content	Methodology	Trainers' materials	Participants' materials
	<p>Receiving feedback</p> <p>If you want to learn from feedback you need to:</p> <ul style="list-style-type: none"> Adopt an open attitude Try not to be defensive Listen carefully Try to understand the person who gives the feedback, by asking questions and reflecting upon the feedback given 			
12.30 - 13.30	Lunch			

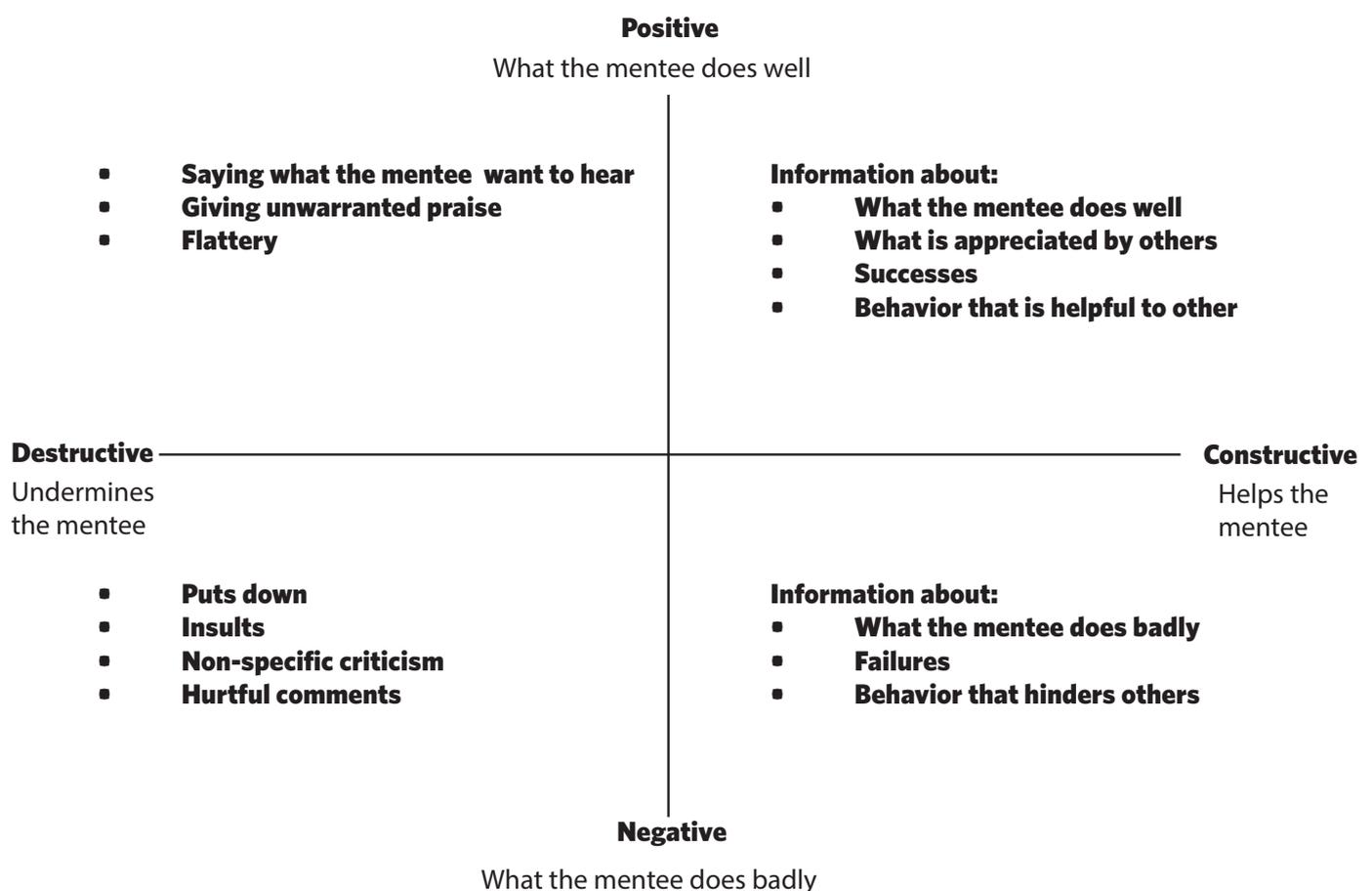
1. Defining Feedback

Feedback is the process in which somebody informs another person about his/her behaviour and the effect of this behaviour. This feedback is essential for professional learning. Feedback is not always contributing to learning; sometimes people are not willing to receive feedback, or the feedback is not clear for the receiver of the feedback. This hand-out gives some guidance on how to give feedback that is understood, accepted and which can be used to initiate behaviour change.

Different Types of Feedback

Feedback can be: (1) Constructive + Positive (2) Constructive + Negative (3) Destructive + Positive and (4) Destructive + Negative .

Effective Feedback is Constructive Feedback



2. How to give and receive feedback

Feedback is most effective when:

- It refers to **actual behavior** and not the person
- It is **descriptive** and not an interpretation of or judgment about the behavior
- It is **specific** and not general, and it is aimed at concrete, specific and clearly described behaviors
- It is **immediately** following the behavior
- It gives the receiver the opportunity **to act upon it**
- It is **well timed**
- It **invites** the receiver to **respond**

Helpful in order to give Feedback

What did you well: constructive/ positive feedback

What could you have done better: constructive/ negative feedback

How could you have done better? Try to give an alternative

Do you understand? Check whether the receiver understands what you mean

Receiving Feedback

If you want to learn from feedback you need to:

Adopt an open attitude

Try not to be defensive

Listen carefully

Try to understand the person who gives the feedback, by asking questions and reflecting upon the feedback given

3. Assignment: Give and Receive Feedback

Work in subgroups and prepare a role play in which the mentor will give feedback to the mentee.

What is the topic of the feedback?

How to ensure that the feedback is constructive?

One of the groups will play the role play in plenary.

Session 4: Overcoming the Common Obstacles and Problems

4.1 Objectives: Participants are able to:

Identify potential obstacles and problems in the mentoring program and ways to overcome them.

Time: 1 hour

Time	Content	Methodology	Trainers' materials	Participants' materials
13.30 - 13.35	Session objectives	Plenary Present the session objectives	PPT	Objectives
13.35 - 13.45	Examples of issues that might create conflicts among mentor and mentee CSO <ul style="list-style-type: none"> ▪ Different assumptions/perceptions ▪ Individual/organizational values, needs and goals ▪ Not devoting enough time ▪ Not providing enough feedback, guidance or solutions ▪ Real or perceived lack of information or clarity ▪ Real or perceived power dynamics ▪ Emotions (fear, anxiety, frustration) ▪ Competition ▪ Unclear roles and responsibilities ▪ Financial constraints ▪ Inadequate knowledge and skills on the part of the mentor 	Plenary Brainstorm about issues that might create conflicts between mentor and mentee CSOs. Write them in key words on flip charts.	<ul style="list-style-type: none"> ▪ Flip chart ▪ Markers 	
13.45 - 14.05	Overcome the Obstacles Divide up the problems identified among small groups; ask each group to describe steps to overcome each of these obstacles.	Small Groups Divide the problems identified among small groups. Each group describes steps to overcome these obstacles		
14.05 - 14.30	Overcome the Obstacles (continued)	Plenary Every group presents subgroup work. Plenary discussion		

Session 5: Mentor Meets Mentee

5.1 Objectives: Participants will:

- Practice mentoring skills

Time: 1 hour

Time	Content	Methodology	Trainers' materials	Participants' materials
14.30 - 14.35	Session objectives	Plenary Introduction of the session	PPT	Session objectives
14.35 - 14.50	<p>Why an agreement To have common understanding on the collaboration. To avoid misunderstanding / frustration</p> <p>Content of the agreement Mentor and mentee organization will "make a contract/ agreement" in which they agree on:</p> <ul style="list-style-type: none"> On what topics the mentee organizations need support The frequency of the support With whom the mentoring organization will work How and when mentor and mentee will evaluate their collaboration <p>How and when make an agreement Take time Ensure that those who are responsible participate Do it at the beginning</p>	<p>Plenary (10 minutes) Q and A session to discuss:</p> <ul style="list-style-type: none"> Why an agreement is important? Content of the agreement How and when <p>Plenary (5 minutes) Introduce the assignment</p> <p>Group will be split into groups of 3. In every groups there is a mentee, a mentor and an observer. Mentor and mentee prepare the "Contract Meeting" The observer lists some points for observation</p>	PPT with assignment	<p>1. Agreement: what, why and how</p> <p>2. Assignment for role play</p> <p>3. Example of a mentoring agreement form</p>

Time	Content	Methodology	Trainers' materials	Participants' materials
14.50 - 15.15	<p>Role plays: meeting to make an agreement</p> <p>For observation</p> <ul style="list-style-type: none"> ▪ How is the communication between mentor and mentee? ▪ How is the end result: is there clarity about (1) tasks and responsibilities (2) planning and timing (3) with whom the mentor will work? 	<p>Subgroups</p> <p>Prepare the role play (10 minutes)</p> <p>Play the agreement meeting (10 minutes)</p> <p>Feedback (5 minutes)</p> <p>If time allows participants change roles and a second role play takes place.</p>		
15.15 - 15.30	<p>Do's and Don'ts for Agreement Meeting</p>	<p>Plenary</p> <p>What are the do's and don'ts for the agreement meeting?</p> <p>Facilitator writes Do's and Don'ts on a flip chart.</p>	<p>Flip chart: Do's</p> <p>Flip Chart: Don'ts</p>	

1. The mentoring agreement

Content of the mentoring agreement

Mentor and mentee organization will “make an agreement” in which they agree on:

- The topics on which the mentee organization needs support from the mentoring organization
- The frequency of the support
- With whom from the mentee organization the mentor will work
- How and when mentor and mentee will evaluate their collaboration.

Why a mentoring agreement

An agreement, formal or informal, is necessary to create a common understanding between the mentee and the mentor on the collaboration and to manage expectations from both sides. This is an important fundament for fruitful cooperation and will help to avoid misunderstanding/frustration.

How and when make a mentoring agreement

Take time, don't do it in a rush;

Ensure that those who are responsible within the mentee organization participate;

Do it at the start.

2. Role Plays

Work in groups of three. In every group there is a mentee, a mentor and an observer;
Mentor and mentee prepare apart the “Mentoring Agreement Meeting” (10 minutes);
The observer lists some points for observation.

Mentor and Mentee have the meeting (10 minutes) and the observer observes and makes notes for the feedback.

At the end of the meeting the observer facilitates the feedback session (5 minutes).

3. Example of a Mentoring Agreement Form

Mentoring Agreement Form	
Goals of the Mentoring Relationship <ul style="list-style-type: none"> ▪ ▪ ▪ 	
Barriers to Reaching Goals <ul style="list-style-type: none"> ▪ ▪ ▪ 	How to Overcome these Barriers? <ul style="list-style-type: none"> ▪ ▪ ▪
Mentor CSO's Role <ul style="list-style-type: none"> ▪ ▪ ▪ 	Mentee CSO's Role and Expectations <ul style="list-style-type: none"> ▪ ▪ ▪
Method of Communication <ul style="list-style-type: none"> ▪ ▪ ▪ 	How often for Each Method? <ul style="list-style-type: none"> ▪ ▪ ▪
Length of Relationship 	
Potential Conflicts <ul style="list-style-type: none"> ▪ ▪ ▪ 	Steps to Resolve Conflicts <ul style="list-style-type: none"> ▪ ▪ ▪

Session 5: Networking (Optional)

5.1 Objectives: Participants will:

- Define and list the benefits of networking
- Map a network of individuals and organizations involved with TB control activities
- Develop a list of essential elements needed to form and maintain successful networks

Time: 1 hour

Time	Content	Methodology	Trainers' materials	Participants' materials
14.30 - 14.35	Session objectives	Plenary Introduce the session	PPT	Session objectives
14.35 - 15.00	<p>Network The people and organizations you are connected with to:</p> <ul style="list-style-type: none"> • Work together • Learn from each other • Support each other • Achieve common goals 	<p>Plenary (5 minutes) Introduce the exercise</p> <p>Small groups (10 minutes) Write the word "Networking" in a circle on a sheet of flip chart paper, with lines going out from the circle</p> <p>Ask each person to write a word or short phrase that s/he associates with the word "networking" on one of the lines. Continue until the group runs out of words / phrases.</p> <p>Plenary (10 minutes) Each group posts their Sunshine Wheels in turn and shares them with the rest of the group.</p> <p>Ask the large group to work with the words / phrases listed to develop a definition of "networking" that everyone in the group agrees with. Write it on a flip chart paper and post it in the room.</p> <p>Reach consensus on one definition (combine parts of each or accept one of the posted definitions). Emphasize importance of shared definition of networking with mentee CSOs.</p>	<ul style="list-style-type: none"> • Colored sticky notes • Flip chart • Markers 	

Time	Content	Methodology	Trainers' materials	Participants' materials
15.00 - 15.30	<p>Developing your network Explore new opportunities How to approach these organizations? How to make use of your current network?</p> <p>Benefits of networks might include: Keep you informed about what is going on Provide a ready-made audience for your ideas Provide support for your actions Provide access to varied resources / skills Pool limited resources for common goals Achieve things that a single organization can't Expand the base of support</p>	<p>Plenary Distribute flip chart paper and colored sticky notes to each CSO.</p> <p>Ask each CSO to draw a circle in the center of his/her sheet and write their name in it.</p> <p>Ask the CSOs to write the names of organizations involved in TB control they know personally or professionally on the sticky notes. Encourage them to think broadly. Stick the cards on the flip chart and link them to the circle.</p> <p>Post all the maps on the wall and discuss:</p> <ul style="list-style-type: none"> ▪ Which organizations appear on multiple maps? ▪ Which CSOs from this training / workshop appear on other maps? ▪ What opportunities do you see for those organizations primarily doing TB or HIV work to collaborate with each other? ▪ From this discussion list "benefits of Network" on a flip chart. 	<ul style="list-style-type: none"> ▪ Flip charts ▪ Sticky notes ▪ Markers 	
15.30 - 15.45	Tea Break			

Session 6: Mentor's Planning and reporting

6.1 Objectives: Participants will:

- Discuss and start developing a mentoring plan
- Be able to explain the reporting procedure and use the reporting tool

Time: 3 hours 15 minutes

Time	Content	Methodology	Trainers' materials	Participants' materials
15.45- 15.50	Objectives of the session	Plenary presentation	PPT	Session Objectives
15.50 - 16.30	Plan your work as mentor <ol style="list-style-type: none"> 1. When will you meet the mentee organization? 2. What are the topics to discuss? 3. Who, within your organization will be the mentor? 4. How to ensure continuity in the mentoring process? 5. What resources do you need as mentoring organization, for the mentoring? How to make these resources available? 	Plenary (5 minutes) Introduce the assignment Subgroups (20 minutes) Every mentoring organization works on the assignment and documents the results on a flip chart. Plenary (15 minutes) One group presents and the other groups add information and/or ask questions.	Flip chart with the main questions to be addressed	1. Assignment: Plan your work as mentor

Time	Content	Methodology	Trainers' materials	Participants' materials
16.30 - 16.45	<p>Reporting system</p> <p><u>Purpose</u> Monitor implementation of activities Give timely support where needed</p> <p>Tools and Procedures</p> <p><i>1. Mentoring organization's report</i> To be filled in by Mentoring organization To be sent to Country Project Coordinator Every quarter</p> <p><i>2. Mentee Organization's report</i> To be filled in by Mentee organization To be sent to Mentoring Organization and Country Project Coordinator Every quarter</p>	<p>Plenary</p> <p>Hand out the Quarterly project progress reporting tools. Give time for individual reading and ask participants to explain: purpose, tools and procedures.</p>		2. Quarterly reporting

1. Assignment: Plan your work as mentor

1. When will you meet the mentee organization?
2. What are the topics to discuss?
3. Who, within your organization will be the mentor?
4. How to ensure continuity in the mentoring process?
5. What resources do you need as mentoring organization, for the mentoring? How to make these resources available?

2. Quarterly Reporting

2.1 Mentoring Organization's Report

Send to the Country Project Coordinator (Indicate the dates):
 What support have you given to the mentee organizations?

Name of Mentoring Organization	
Quarter	

Name of mentee organization	Number of visits to mentee organization	Support given to in the field of:	Observations on the implementation of TB control activities by the mentee organization	Observations on the mentee organization's performance
A.				
B.				

2.2 Mentee Organization's Report

Send the report to the Country Project Coordinator and the mentoring organization:

Name of Mentoring Organization	
Quarter	

A. Activities and Progress

TB control activities carried out	Please list the activities here:
Progress made in your organizational performance	Please list your progress here:

What were your challenges?	Please list your challenges here:
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B. Action Plan

Have you implemented your action plan A in this quarter?	Which activities of your action plan A did you implement in this quarter?
	Which activities of your action plan A did you not implement this quarter?
	Which activities did you implement that are not in your action plan?
Have you implemented your action plan B in this quarter?	Which activities of your action plan B did you implement in this quarter?
	Which activities of your action plan B did you not implement this quarter?
	Which activities did you implement that are not in your action plan?
What were the most important lessons that you learned?	

Session 7: Evaluation of the Workshop

7.1 Objectives: Participants will:

- Evaluate the mentoring workshop

Time: 30 minutes

Time	Content	Methodology	Trainers' materials	Participants' materials
16.45 - 17.00	Evaluation of the workshop	Every mentoring organization fills in an evaluation form		Evaluation form
17.00 - 17.15	Major eye opener What I want to learn more about	Plenary Every participant fills in 2 pieces of paper: Red: Major eye -opener Green: Where I want to learn more about. Put the pieces of paper in a box and ask every participant to take out 1 red and 1 green paper and read this in plenary	Red and green pieces of paper	

Mentoring Workshop Evaluation Form

Please circle the score that most closely represents your views.

1. After this workshop I know much better how I can support the mentee organizations

Fully	5	4	3	2	1	Not at all
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2. After this workshop I have more skills to mentor the mentee organizations

Fully	5	4	3	2	1	Not at all
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3. After this workshop I am more motivated to mentor the mentee organizations

Fully	5	4	3	2	1	Not at all
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4. Please circle to what extent you agree or disagree with the following statements:

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	Subject matter was adequately covered	5	4	3	2	1
2.	Content was suitable for my background and experience	5	4	3	2	1
3.	I was encouraged to take an active part during the workshop	5	4	3	2	1
4.	The workshop met my individual objectives	5	4	3	2	1
5.	There was enough time allocated for the activities	5	4	3	2	1
6.	The rooms met the needs of the group	5	4	3	2	1
7.	Lunches and breaks were adequate	5	4	3	2	1
8.	The overall organization of the workshop was good	5	4	3	2	1

5. Was the workshop length:

long enough?

too short?

too long?

6. Which topic/subject received too much or too little time?

7. What did you like the most about the workshop?

8. What did you like the least about the workshop?

9. What suggestions do you have to improve the workshop?

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10. What is your overall evaluation of the workshop? (Circle answer below)

Poor	Fair/OK	Good	Excellent
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