



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

4.2 Participants' Manual Mentoring Workshop

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Session 1: Welcome, Introducing Participants and Program

1.1 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

1.2 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

1.3 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.

1.4 Assignments (Begin Overleaf)

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 they associate 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 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

2.2 Assignments

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

The 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.

3.2 Assignments

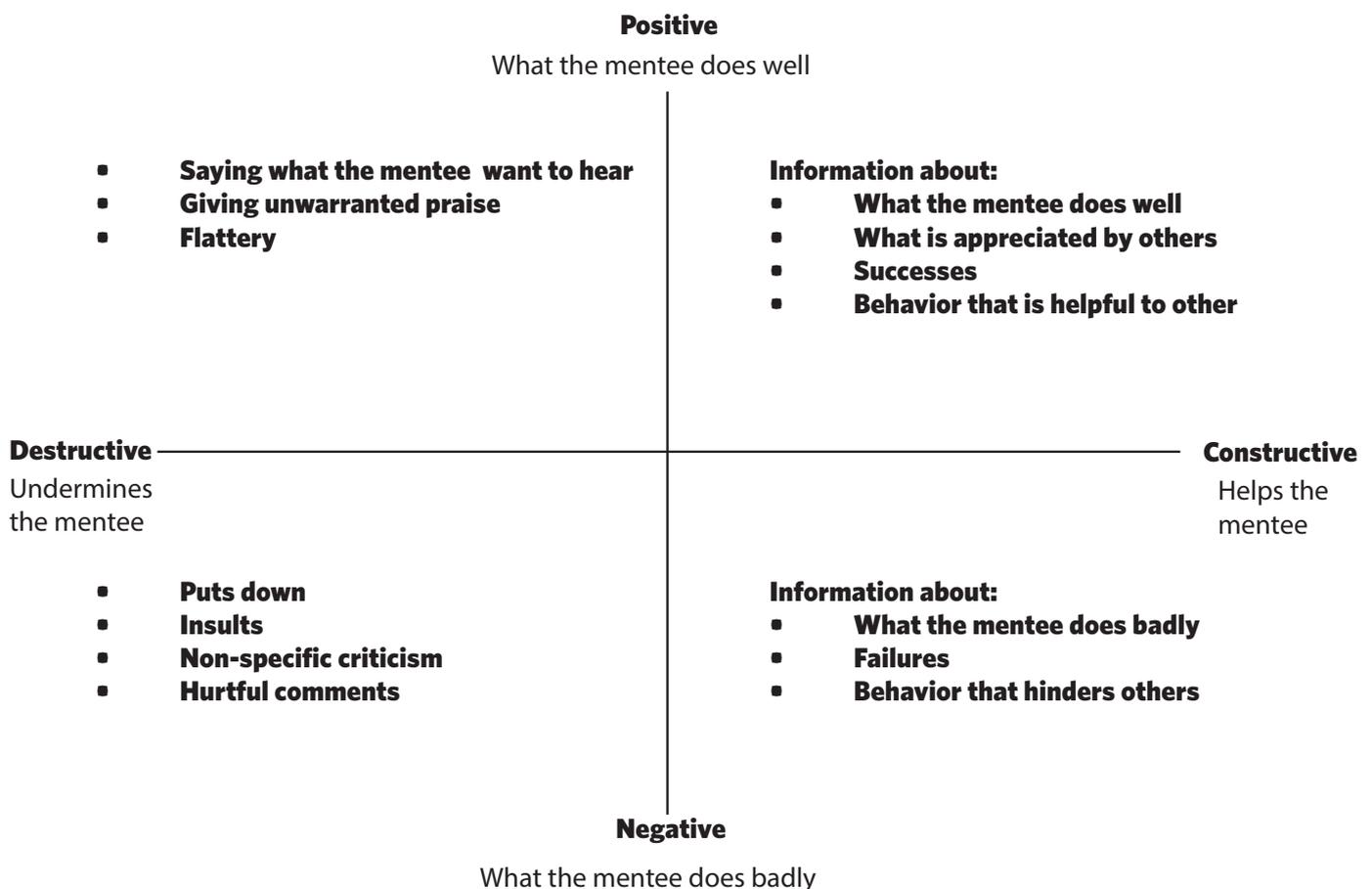
1. Defining Feedback

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 unclear 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. Assignment: 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.

Session 5: Mentor Meets Mentee

5.1 Objectives

Participants will practice mentoring skills

5.2 Assignments

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

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

6.2. Assignments

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 the report 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 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:

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?	

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? <input type="checkbox"/>	too short? <input type="checkbox"/>	too long? <input type="checkbox"/>
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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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