

12 wok mak you need to
put into practice if you
want to mentor in a way
that meets the standard

HOW TO PROVIDE MENTORING IN A WAY THAT MEETS THE STANDARD

(The PNG National Standard for
Community Development Workers)



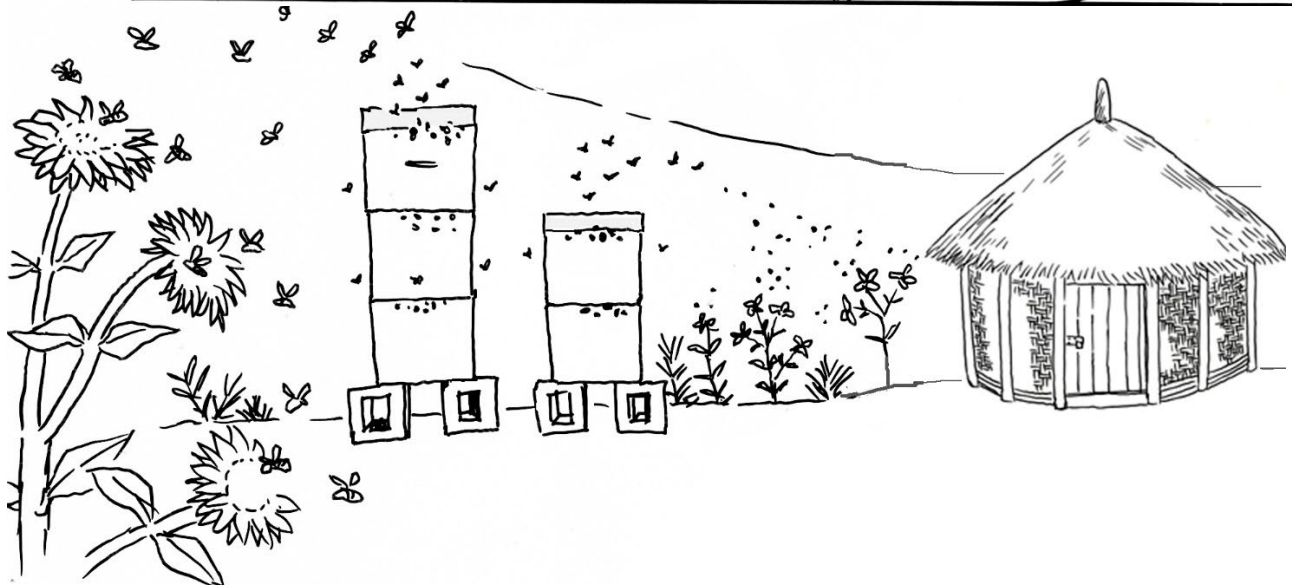
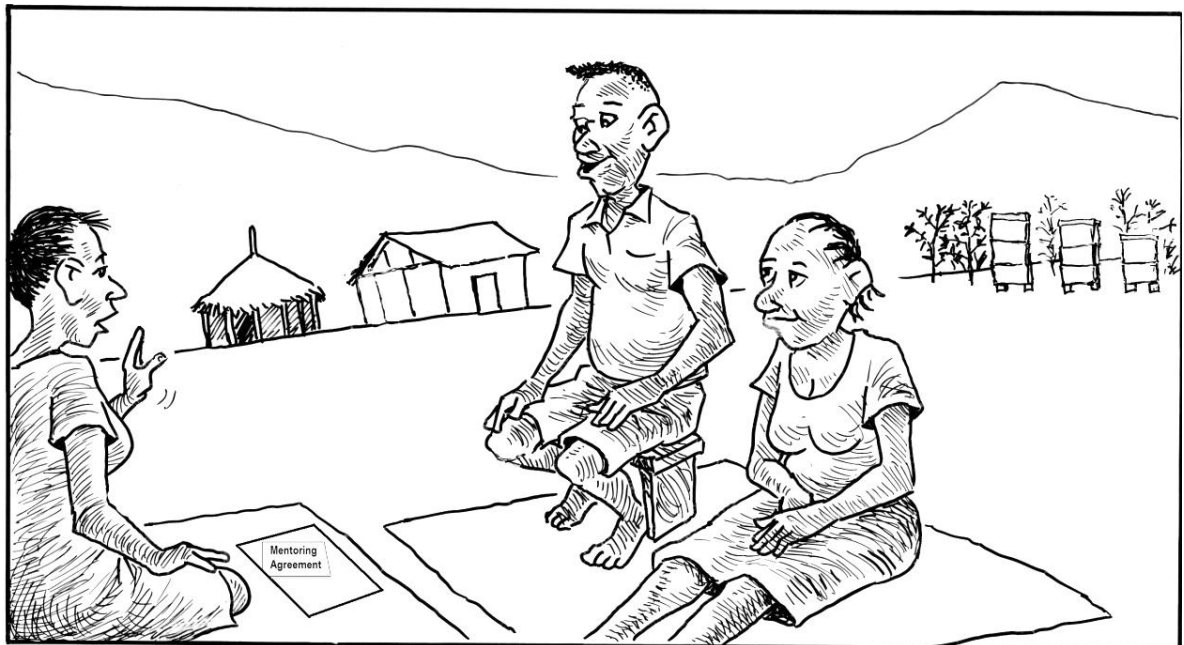
1. Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement

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Before you begin, do the following with the mentees:

- ✓ **Discuss the purpose of the mentoring visit.** *Yupela mas wanbel long wanem as bilong mekim.*
- ✓ **Discuss roles.** *Putim long ples klia wanem wok bilong yu na wanem wok bilong ol.*
- ✓ **Discuss expectations.** *Toktok gut long wanem samting yupela tingim o laikim bai kamap o kamaut long en. Autim pinis orait kliarim na stretim toktok nogut igat sampela tingim o laikim we ino olsem.*
- ✓ **Review any mentoring agreement.** *Sapos yu gat agrimen namel long yupela, toktok gen long wanem samting i stap insait. Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.*

<p>The role of a mentor is to provide advice, guidance, feedback, and support to the mentees.</p>		<p>The role of the mentees is to be ready to learn, motivated, honest, open, and committed.</p>
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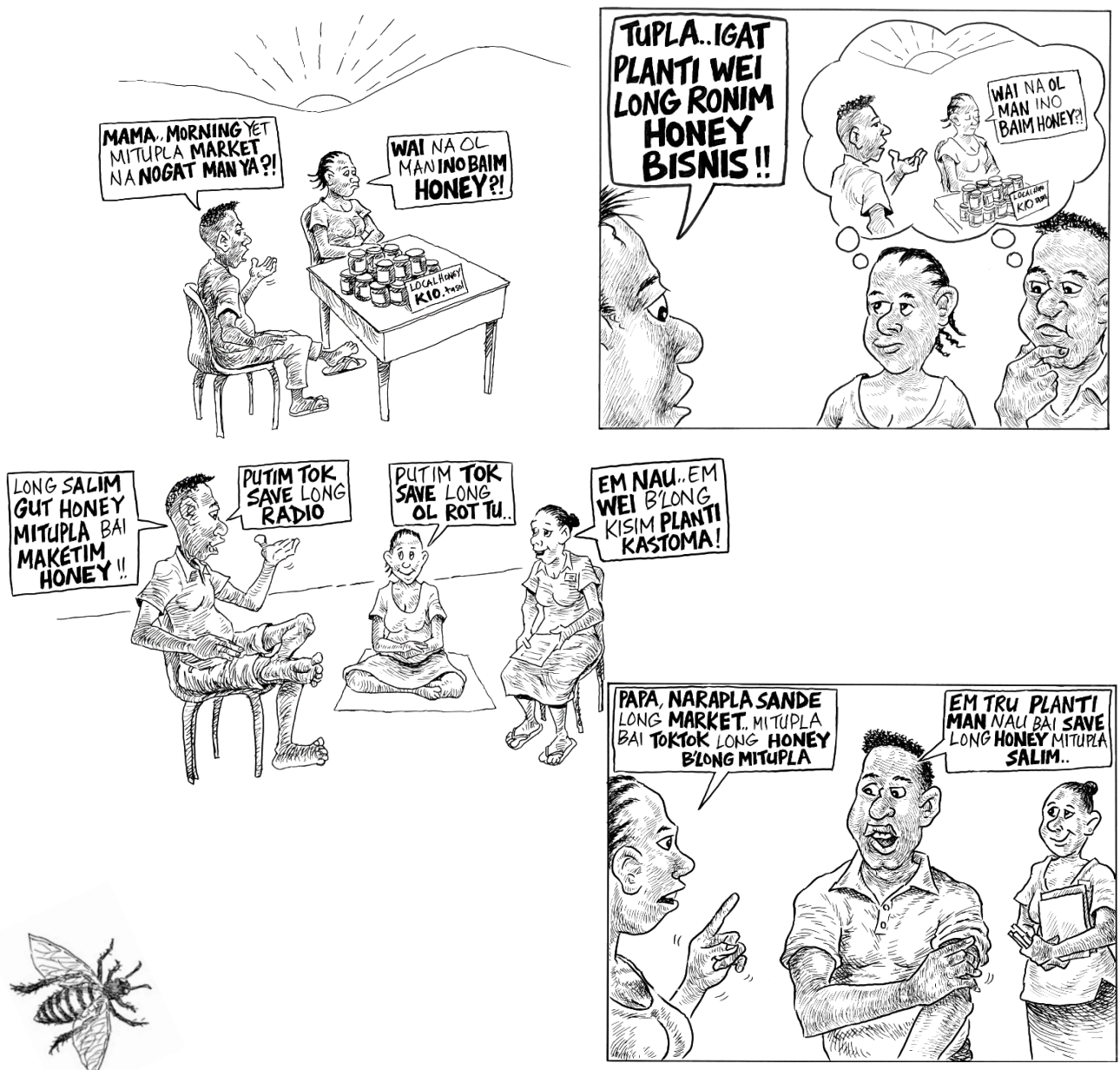


2. Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice

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This wok mak is a model for doing mentoring. Start, middle, end. Do the following:

- ✓ **Start the mentoring by assisting the mentees to reflect on what they are doing.**
Halavim ol long go pas long glasim na skelim wok bilong ol. Wanem gutpela na wanem nogut long en. Na sapos yu gat tingting long givim ol em tu orait. Wok bilong yu.
- ✓ **Next, assist the mentees to learn lessons.**
Halavim ol long go pas long lainim lesen. Hau long daunim o stretim hevi. Hau long strongim gutpela long en. Na sapos yu gat tingting long givim ol o yu laik lainim ol long sampela samting em tu orait. Yu save.
- ✓ **End the mentoring by assisting the mentees to plan how to put the lessons into practice.**
Oli lainim lesen pinis, orait halavim ol long go pas long setim niupela wokabout bilong ol. Wokim plen. Na sapos yu gat tingting long givim ol em tu orait. Wok bilong yu.

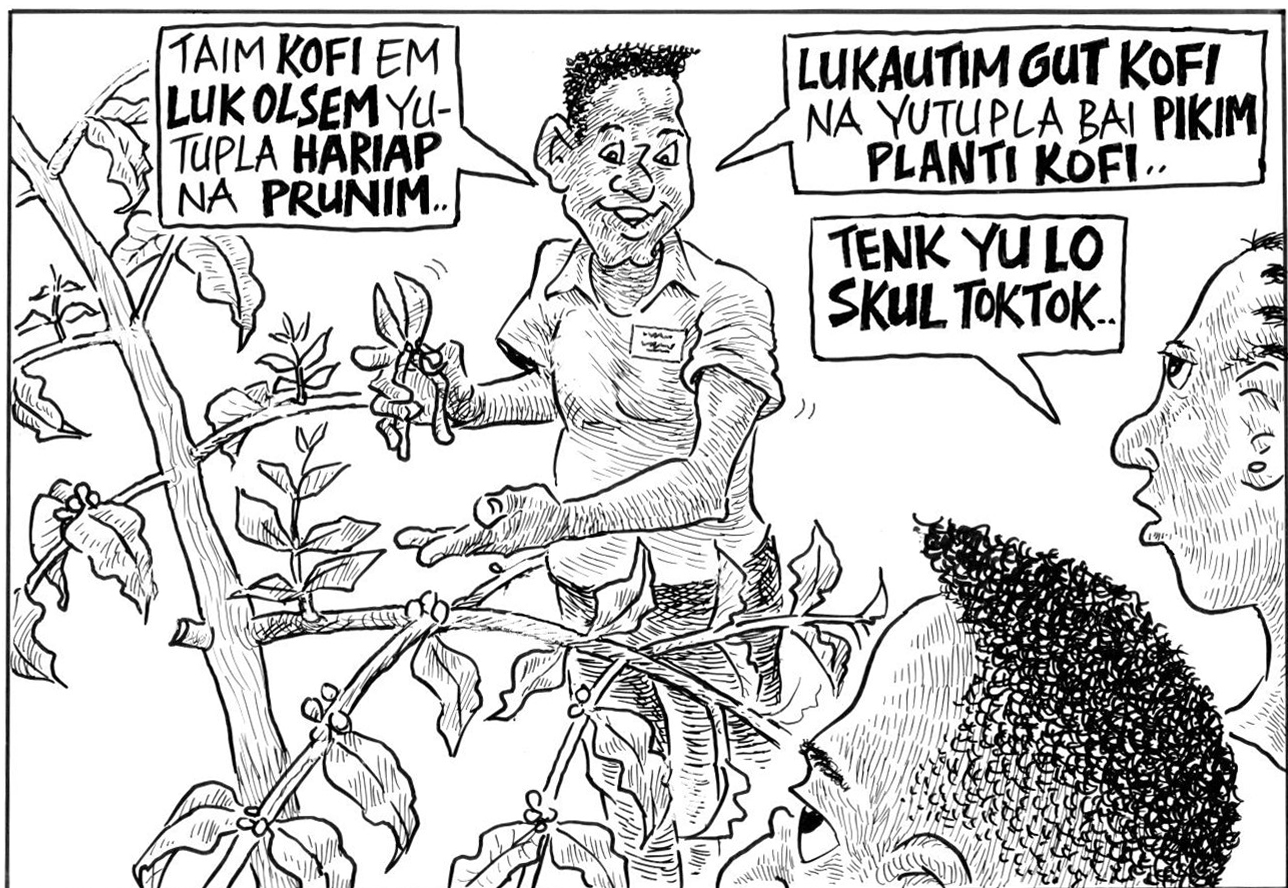


3. Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees

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Luk olsem the mentees are adults. Adults don't learn in the same way that children learn. When you help the mentees to learn, *tingim ol pasin bilong lainim bilong ol bikpela manmeri*. In *tok inglis ol pasin bilong lainim bilong ol bikpela manmeri* are called 'principles of adult learning'.

- ✓ Adults learn better if what they learn helps solve a problem they are facing. *Tingim*. Help the mentees to think about what problems they are having – and what they need to do or learn to fix their problems.
- ✓ Adults learn better if they help decide what they need to learn. *Tingim*. Ask the mentees to tell you what they want to learn.
- ✓ Adults learn better when they feel comfortable, confident, and respected. *Tingim*. Try and help the mentees to feel comfortable, confident, and respected.
- ✓ Adults learn better in the place where they will use what they learn. *Tingim*. Do the mentoring *long ples bilong ol*. For example, if you are mentoring them to prune coffee, do it in their coffee garden.
- ✓ Adults learn better if what they are learning connects to what they already know and do. *Tingim*. Use language and stories and examples that the mentees are familiar with.
- ✓ Adults learn better if they use both their eyes and their ears to learn. *Tingim*. Don't just tell the mentees what to do – show them and tell them (so they use both their eyes and ears to learn).
- ✓ Adults learn better if they use what they learn to do something. *Tingim*. After you show and tell the mentees what to do, give them a chance to have a go at doing something with what they have learned. *Yu mekim olsem em bai pas gut insait long kru pamkin bilong ol*.



4. Use effective methods or techniques to mentor the mentees

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The following methods or techniques are good tools to use to provide mentoring. You don't need to use them all *em bai hat*. But if you can use some or most then you are doing a good job:

- ✓ **Goal setting.** Help the mentees work out what their goals are and how they want to get there. *Wanem longwe hap ol laik kam kamap long en, na wanem ol rot ol laik bihainim long kam kamap long en.*
- ✓ **Strengths and weaknesses audit.** Help the mentees to think about their strengths (*ol samting igat o istap o bai ihalavim*) and their weaknesses (*ol samting ino yet o ino stap o bai imekim hat*).
- ✓ **Listening skills.** The help and advice you give will be much better if you listen carefully to the mentees.
- ✓ **Use open questions.** Don't ask questions that only have a "yes" or "no" answer *ol bai no inap stori gut*. Instead ask questions that begin with "why" or "how" or "what". These questions open the conversation.
- ✓ **Building trust.** If the mentees trust you then the mentoring will go well. How will you build trust?
- ✓ **Building confidence.** The mentees need to feel confident that they can do it. Praise them.
- ✓ **Honest feedback.** *Tok stret tok klia tok aut*. You need to find a balance between praise and honest correction. About three praises *o kain olsem* for every honest correction is about the right balance.
- ✓ **Presenting a lesson.** When you teach the mentees a lesson, follow a lesson plan (like in the picture below).
- ✓ **Problem analysis.** If the mentees identify a problem they are having, help them think deeply about their problem. What are the causes? What are the effects of the problem? What could be the solutions?
- ✓ **Planning.** The mentees need to put into practice what they learn from the mentoring. Help them plan what they want to do. Who will do what, how, and when? *Brukim igo daun liklik. Setim wokabout.*



MENTORS' LESSON PLAN

Introduce: (1) Why honey on a cut helps stop infection, (2) How to put honey on a cut

Explain: Tell the mentees why honey on a cut helps stop infection and show them doctors' picture of a cut.

Do: Ask the mentees to do a role play where they explain to someone else why honey on a cut helps stop infection

Explain: Show and tell the mentees how to put honey on a cut

Do: Get the mentees to have a go at putting honey on a cut

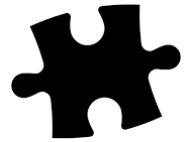
Review: Go back over (1) why honey on cut helps stop infection, (2) how to put honey on a cut

5. Adapt the mentoring to the mentees' situation

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When you mentor the mentees, *fitim ples bilong ol na wei bilong ol na level bilong ol*. To adapt (connect) the mentoring to the mentees situations, try some of the following:

- ✓ Provide mentoring in the mentees own community (where they will use what they learn).
- ✓ Find out from leaders what the mentees situation is like. *Sindaun bilong ol istap olsem wanem?*
- ✓ Find out the mentees education level *na mekim long level bilong ol*.
- ✓ Never ever use 'expensive' English. *Noken bikhet na mekim*. Be humble.
- ✓ Use examples or stories that will be familiar to the mentees.
- ✓ Find out what language the mentees like to use. This means you might need to use a translator.
- ✓ Listen carefully, observe, and ask open questions to find out what the mentees situation is like.
- ✓ Make sure the mentees take the lead as much as possible. *Halavim ol long go pas*.
- ✓ When you give help or advice, ask the mentees how they can use it in their situation and what problems or challenges they might face (and what they can do about it).



6. Support and encourage effective participation and inclusion while mentoring the mentees

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When you mentor the mentees, try and do the following:

- ✓ **Support and encourage effective participation.** The mentees need to participate. This means they need to be actively involved and taking the lead. *Halavim na strongim ol long kirap na go pas long mekim.*
- ✓ **Support and encourage effective inclusion.** In every country in the world, there are groups of people who are not included *ino asua bilong ol. Ol tarangu na ol lain we yumi yet save misimaut.* In PNG the three groups of people who are often not included are women, people living with a disability, and youth. They are being left behind. If you mentor people from these groups, they will need extra support and encouragement (to help them catch up and be included). *Givim moa halavim na strongim long ol.*



The kumul needs two wings to fly
People with disabilities need the chance to fly
The next generation needs to learn how to fly

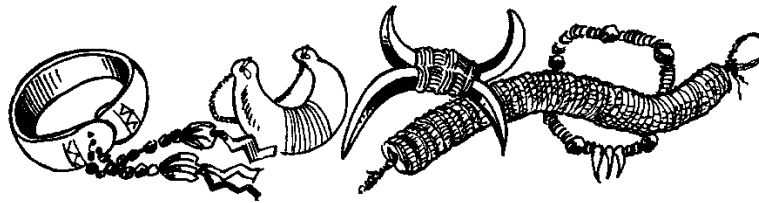


7. Work in a way that is appropriate to local culture while mentoring the mentees

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PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for *kastom*. *Dispela wok mak ino hat long yumi PNG.*

- ✓ **Prepare for the mentoring properly.** This shows respect for local culture. *Noken as nating na mekim.*
- ✓ **Do community entry properly.** This shows respect for local culture. Community entry is what you do when you first enter a community. *Sindaun gut wantaim ol lida pastaim noken hariap na statim. Pasin.*
- ✓ **Yu husat?** Put yourself in their shoes and think about how they will see you. Are you male or female? Younger or older? Married or single? *Taun man o ples man?* Dressed-up or casual? *Nambis o hailans?* If you know how they will see you, it is easier for you to work in a way that is appropriate to local culture.
- ✓ **Show respect.** If you respect the mentees (and everyone else in the community), they will respect you.



8. Communicate effectively and with respect while mentoring the mentees

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To communicate effectively and with respect, try some of the following:

- ✓ Take turns to talk and listen. Two-way communication. Some mentors talk and never listen.
- ✓ Never ever use 'expensive' English
- ✓ Use examples or stories that will be familiar to the mentees.
- ✓ Use a translator if necessary
- ✓ Use suitable materials (that the mentees will understand)
- ✓ Ask and encourage questions
- ✓ Be careful of your non-verbal communication (non-verbal means 'without words').
- ✓ Observe the mentees' non-verbal communication. People can say more without words. *Tingim*.
- ✓ Don't stand up with the mentees sitting on the ground in front of you. You are not a schoolteacher.
- ✓ Dress in a way that makes the mentees feel equal. Don't wear a necktie and suit (unless they are).
- ✓ Ask the mentees to give you help and advice. This makes them feel important. *Ol tu kaksi*.
- ✓ When the mentees talk, let them finish. *Noken katim tok tok*.
- ✓ Don't show off your new mobile or your *stail sanglas*. They will feel like they are *manmeri nating*.
- ✓ Apologise. Apologising to someone shows you treat them as equals
- ✓ After the mentees say something or give an opinion, re-say the main thing they said. "Thanks David yu tok osem binatang wok long kaikaim kaukau lip". This makes the mentee feel important. *Ol tu kaksi*.



9. Respond to any misunderstanding or confusion while mentoring the mentees

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When you mentor the mentees, try and find out if mentees are confused:

- ✓ Ask the mentees if they are confused. Don't forget to ask open questions. If you are mentoring more than one mentee, you might need to quietly ask them separately.
- ✓ Ask the mentees questions about the topic. Don't forget to ask open questions. And if you are mentoring more than one mentee, you might need to quietly ask them separately.
- ✓ Check their non-verbal communication. Experienced mentors can see (and hear) quickly if mentees misunderstand or are confused by their non-verbal communication.
- ✓ Tell the mentees that they can approach you or contact you any time. Remind the mentees that your role is to help them understand. "*Plis sapos yu no klia tok save long mi na mi bai hamamas long kliarim*".
- ✓ But best of all, help the mentees feel comfortable, confident, and respected. Mentees that feel comfortable, confident, and respected will be more likely to share if they misunderstand or are confused

And if the mentees are confused, never make them feel ashamed or embarrassed. *Kliarim ol*:

- ✓ If you are mentoring more than one mentee, first see if one of the mentees can *kliarim*.
- ✓ Use a different language and it again (you may need to get a translator to help you)
- ✓ Change your explanation or use different examples, stories, *tok piksa* or *tok bokis*
- ✓ Go back and briefly explain everything again from the start – and just focus on key points *noken sait sait*. Seeing the whole picture again helps people understand how each piece of the puzzle fits together.

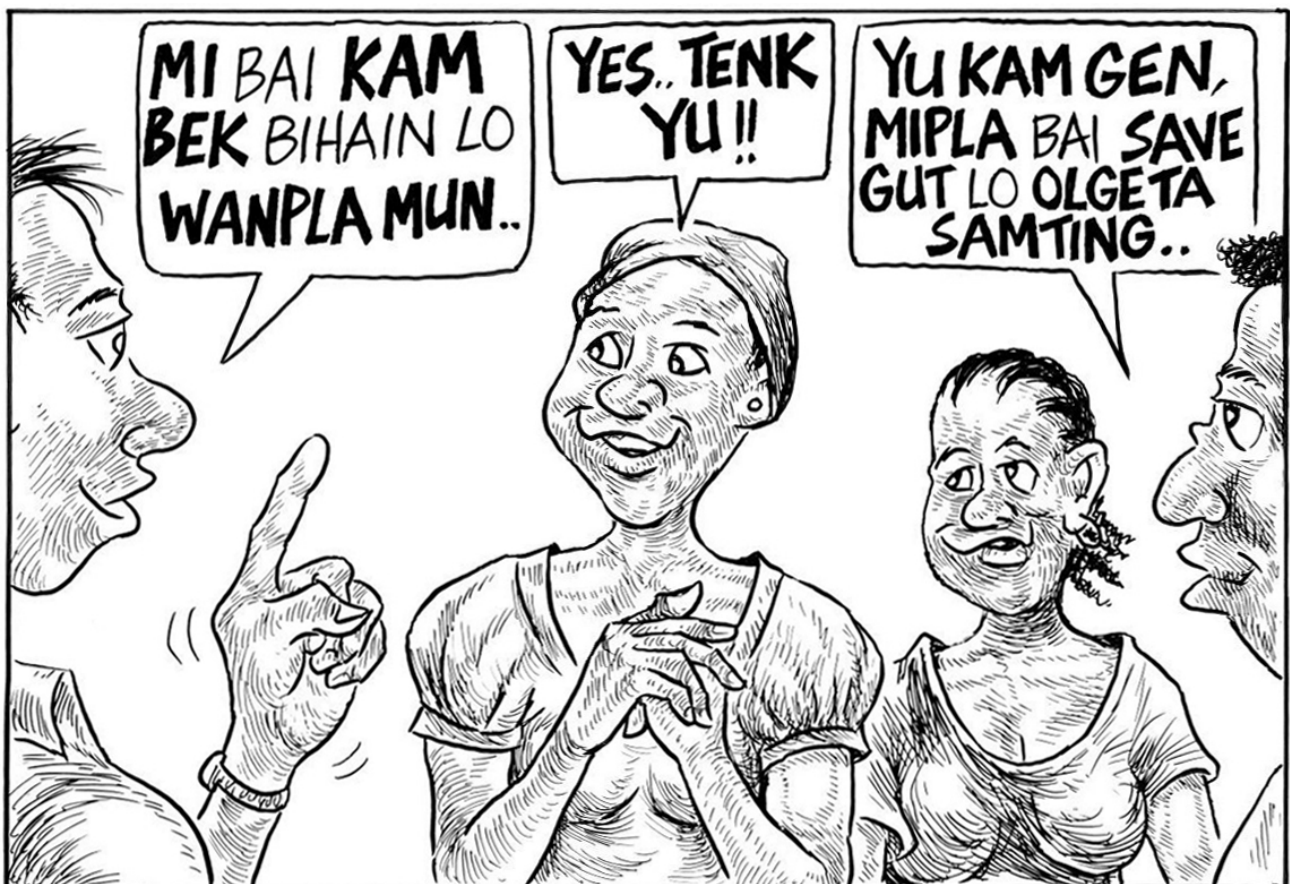


10. Discuss what the next steps following the visit will be, and who to contact for further support or advice

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At the end of the mentoring, you need to discuss with the mentees what happens next.

- ✓ The mentees should have a plan for how to put the lessons they learned into practice. It is a good idea to talk about who will do what and when to put the plan into practice. *Nogut plen bilong ol kapsait nating yu save.*
- ✓ Discuss when you will be coming back for another mentoring visit (hopefully). If the mentees know you will be coming back it will motivate them – and when you come back, you can check how their plan is going.
- ✓ And finally, to work in a way that meets the Standard you need to discuss who the mentees can contact for further support or advice.








11. Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved

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At the end of the mentoring, you need to discuss whether the visit achieved its purpose, and ways it could be improved. Knowing this will make you a better mentor. Try the following:

- ✓ Ask the mentees to *skelim* the mentoring visit. *Yumi inapim mak bilong en o nogat? Yumi inapim as tingting o nogat?* Write down what they say. Even better, find out how well the mentoring achieved its purpose. To do this, use a 5-level rating scale like the one below. Ask the mentees to indicate which smiley face lines up with how well (how strongly) they think the purpose of the visit was achieved.

				
Liklik stret (E)	Liklik (D)	Namel (hap hap) (C)	Inapim (B)	Inapim stret (A)

- ✓ Next, ask the mentees three questions and write down their answers:
 1. **What was good?** *Wanem gutpela long en?*
 2. **What was not good?** *Wanem nogut long en?*
 3. **How could it be improved?** *Wanem bai i mekim gutpela moa?*



If you are mentoring more than one mentee, don't forget to ask both mentees what they think (about whether the visit achieved its purpose, and ways it could be improved). This is very important if one of the mentees is a woman or a person living with a disability or a youth – this is because you need to know if they got the extra support and encouragement they needed to help them catch-up and be included (effective inclusion).



12. Thank the mentees, without rushing, and explain again what the visit has been for

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At the end of the mentoring, the final *wok mak* you need to *inapim* is easy (but very important):

- ✓ **Thank the mentees, without rushing.** *Lusim ol wantaim gutpela pasin.*
- ✓ **And explain again what the visit has been for.** *Lusim ol wantaim klia tingting.*



The kumul needs two wings to fly

1

A husband is blind to some things. A wife is blind to some things. If you have a husband and wife together *ai op i stap* then you have the full story. *Tingim gaden. Sapos mama tasol wok long glasim gaden em bai lus tingting long ol wok gaden bilong man. Sapos papa tasol glasim gaden em bai lus tinging long pat bilong meri. Long glasim gut gaden tupela marit mas sanap ai op i stap.*

2

To *stretim sindaun bilong femili* both husband and wife need to support each other. *Sapot Sapot. Yu wan yu laik kirapim senis em save hat. Holim han na wokabout wantaim marit bilong yu long mekim senis i kirap.*

3

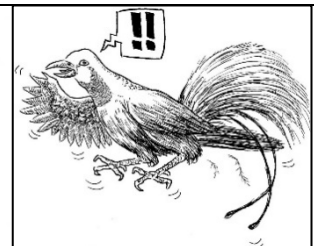
To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu bai panim hat luk olsem.* Women do not have the same choices and opportunities to fly. They get held back. We need to help women fly. And to help women fly they need to be involved whenever decisions are made because only women know best what will help women and girls to fly.

1

Look at the two married couples below. *Tingim nau PNG.* Which married couple will be more successful? Why? *Skelim gut*

2

Look at the two married couples below. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why? *Skelim gut.*



Luk olsem a successful married couple is a 'team'. Igat tripela mak bilong soim klia tupela marit stap olsem 'tim'. Wan they both have their eyes open. Tu they are holding hands sapot sapot. Na tri they are both flying.