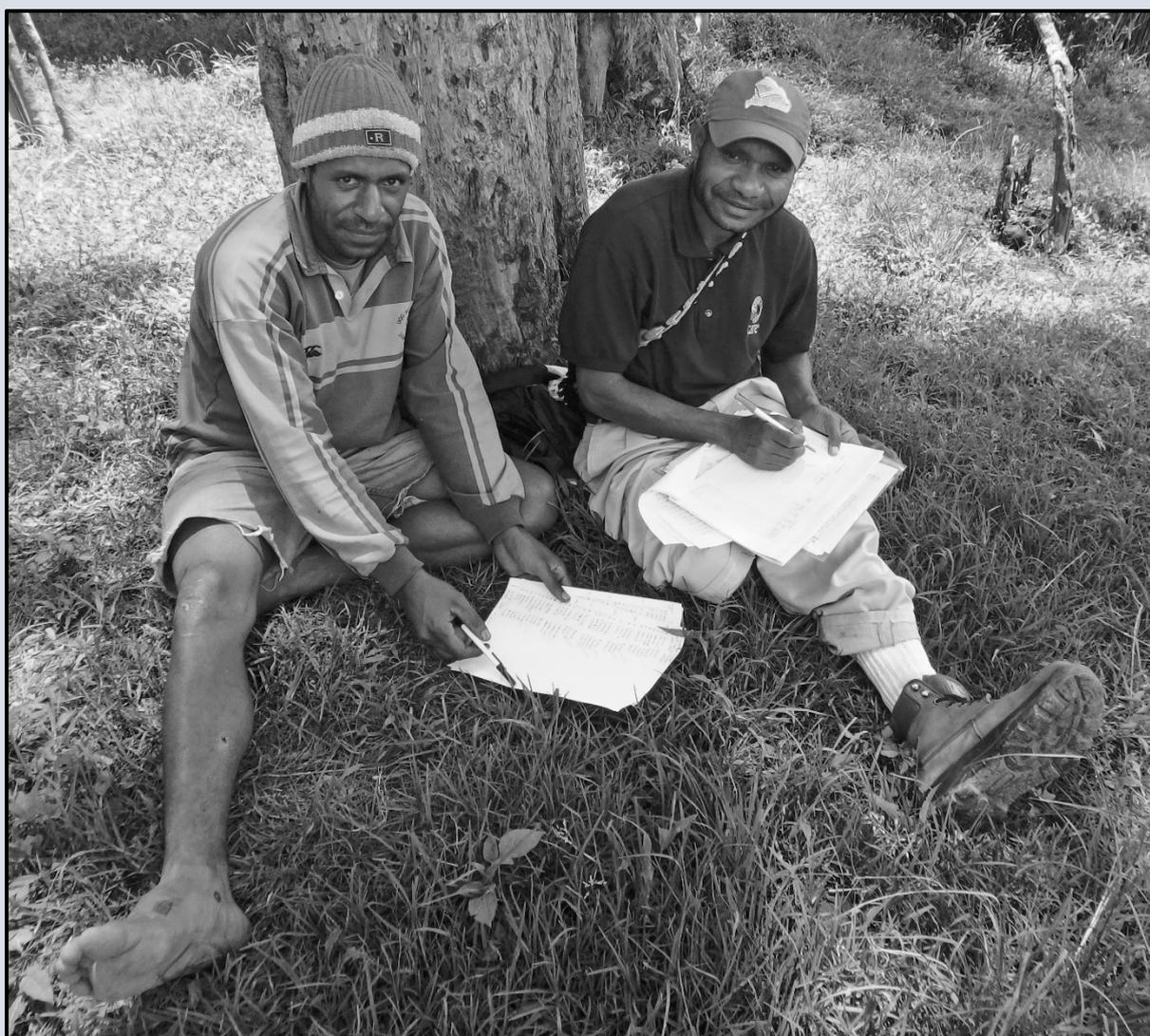


# **COMMUNITY DEVELOPMENT WORKER COURSEBOOK 6**



**Provide Mentoring  
CDW C09**

A Community Development Worker (CDW) is someone who helps communities, groups, families and people *in their community*. CDWs support community-led development, participatory development, inclusive development, and building local capacity.

CDWs might be people from *inside* the community. For example, Ward Development Committee or Community Government representatives, grade-12 leavers, youth leaders, Pastors, community volunteers, community educators, women leaders, village liaison officers, and community rangers. CDWs might be people from *outside* the community. For example, agriculture extension officers, District officers, business development officers, NGO field workers, community affairs officers, or company extension officers. Often CDWs will also have other expert skills. For example, an agriculture extension officer might be an expert on farming systems (a *didiman*) and also someone who works with communities and groups and families to help them develop (a CDW).

This series of seven coursebooks targets the performance criteria (*wok mak*) from the PNG National Standard for Community Development Workers. Developed by leading PNG CDWs, the National Standard was endorsed by the PNG Government in 2006, under the auspices of the National Apprenticeships and Trade Testing Board (NATTB). The National Standard identifies key jobs and duties that CDWs have, then it lists the *wok mak* CDWs need to put into practice if they want to perform those jobs and duties in a way that meets the Standard. For more information on the National Standard visit the website [pngcdwstandard.com](http://pngcdwstandard.com)

1 Make preparations, conduct community entry, and prepare a report	
2 Conduct community training and awareness	
3 Assist group to analyse their development situation and identify priorities Assist group to develop a project plan for a community activity	Step 1 of project cycle Step 2 of project cycle
4 Facilitate agreements for a community activity Facilitate the start-up of a community activity	Step 3 of project cycle Step 4 of project cycle
5 Monitor community activity Evaluate community activity outcomes	Step 5 of project cycle Step 6 of project cycle
6 Provide mentoring	
7 Facilitate a specialist's visit	
<b>COURSE FACILITATOR GUIDE</b>	

The series of seven coursebooks (above) were prepared by Christopher Gard, with support from Santos Ltd. and the Australian Centre for International Agricultural Research. Permission is given to use these coursebooks in part or in full, provided the coursebooks are not sold for profit, and so long as the source is acknowledged. Thanks also to CARE PNG, the PNG-Australia Partnership, the World Bank, and the Autonomous Bougainville Government.

The series of seven CDW coursebooks can be downloaded from the website [pngcdwstandard.com](http://pngcdwstandard.com), along with other training and resources for CDWs to use.



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**Luk save there are no page numbers included in this table of contents. Instead, the topic title is written at the top of each page in the topic. Use the title (at the top of each page) to find the topic you want. Easy.**

Attachments	The <i>kumul</i> needs two wings to fly
	Pamphlet on the National Standard for Community Development Workers

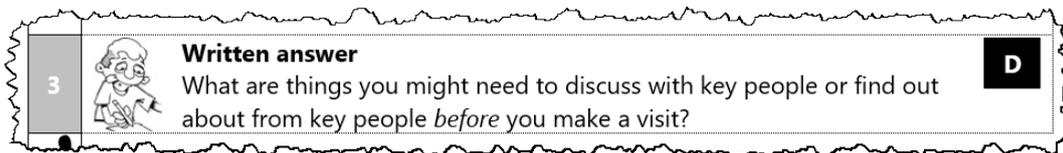


This series of coursebooks can be used as training handbooks, with trainers to 'train' you how to do it. If you have good trainers, then this is the best way for you to learn how to be a Community Development Worker. However, it is hard to organise training, and it can be hard to find good trainers. This series of coursebooks is also designed for learners to use themselves, with their colleagues, at their own pace, and without the need to organise training or find good trainers. This is called a workbook approach.

### HOW TO USE THE COURSEBOOKS USING THE WORKBOOK APPROACH



Get together with your colleagues. Look at the coursebook. A good idea is to agree with your colleagues what topics you want to complete by the end of the month (or by the end of the quarter). If a colleague is unavailable, then continue without them (but let them know what they need to cover to catch up). If you don't have one or more colleagues to work with, then no problem. When the coursebook says to work with your colleagues just do it yourself. *Nogat samting*. In each coursebook, there are key questions that each learner will need to answer in their course exercise book. You will know if the question is one that you need to answer in your exercise book because it will have a letter (A-Z) in the top right corner (like in the example below). Your exercise book (or emailed answers) will be used by the course facilitator to check that you are on track.



The course facilitator will normally be a senior officer from your organisation (or a partner organisation) with experience as a Community Development Worker. The course facilitator is NOT AN ASSESSOR. Their role is to guide you and encourage you. They will use your answers to the key questions to check that you have completed the requirements for the coursebook and to check if you are eligible to receive a course completion certificate. Getting a course completion certificate DOES NOT MEAN THAT YOU ARE COMPETENT. It just shows that you have completed the course. To become competent, you have to put what you have learned in this course into practice when you do your work. If you work for an organisation, then they should help you to do it. If you believe you can work in a way that meets the National Standard, then there is also the option for workplace assessment, leading to accreditation. For more information on how assessment and accreditation work, refer to the Community Development Worker Workplace Assessment Handbook or ask the course facilitator.

**HOW EACH TOPIC IS SET OUT** Each topic is a *wok mak* from the National Standard, but the topic title has "How to" written in front of the *wok mak*. The topic title is written at the top of every page in the topic, along with other tracking information. This means you can use the information at the top of each page to find the topic you want.

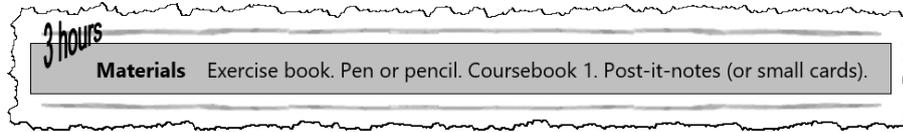
Luksave:

**Element 1 | How to find out information about the  
Topic 1.1 | place and people to be visited**

## Information for the learner

At the start of each topic, there is also a list of the materials you will need for the topic. In the top left-hand corner, there is also an estimate of the time it should take to complete the topic. However, don't rush. Take whatever time you need. The purpose of this course is to learn how to meet the Standard – it doesn't really matter how long you take to do it.

*Luksave:*

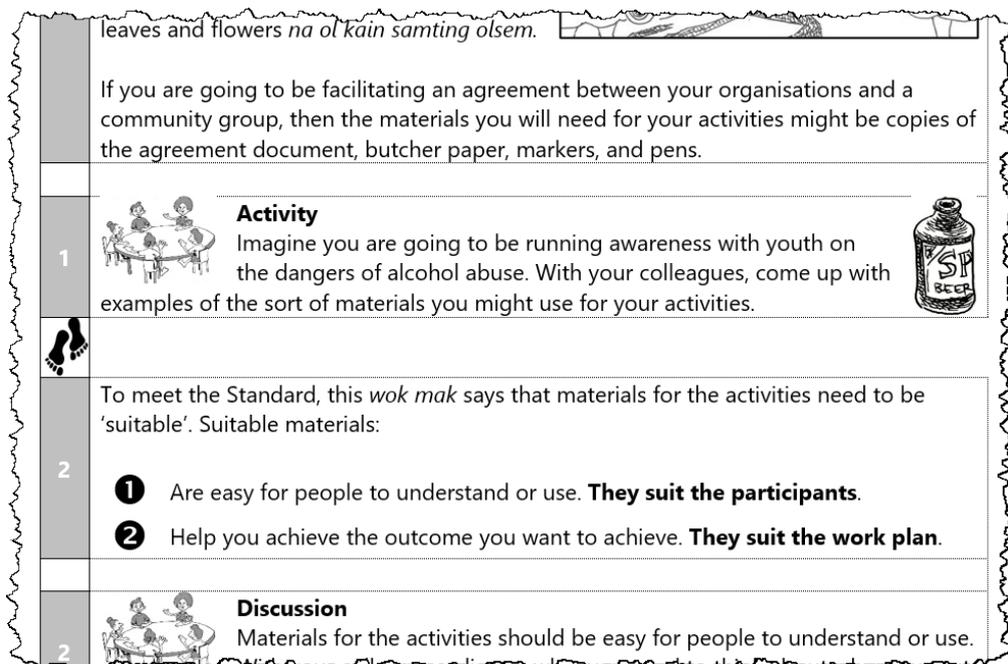


Next is the information you need to learn. You will notice that there are numbers on the left-hand side. These are the steps. Each topic is broken into steps. Step 1, step 2, step 3 *igo igo*. A step groups together information that is about the same sub-topic. In between each step, there is a footprint to show that one step has finished, and the next step is beginning.

The information within each step is also broken down into smaller steps. *Hap step*. In between each *hap step*, there is a discussion or activity or written answer where you and your colleagues will need to do something with the information you have just learned (or discuss something that you are about to learn).

You will also notice that sometimes there is a box (like this one) with extra information for you and your colleagues

*Luksave:*



leaves and flowers *na ol kain samting olsem*. 

If you are going to be facilitating an agreement between your organisations and a community group, then the materials you will need for your activities might be copies of the agreement document, butcher paper, markers, and pens.

**1**  **Activity**  
Imagine you are going to be running awareness with youth on the dangers of alcohol abuse. With your colleagues, come up with examples of the sort of materials you might use for your activities. 

 To meet the Standard, this *wok mak* says that materials for the activities need to be 'suitable'. Suitable materials:

**2**

- 1** Are easy for people to understand or use. **They suit the participants.**
- 2** Help you achieve the outcome you want to achieve. **They suit the work plan.**

**2**  **Discussion**  
Materials for the activities should be easy for people to understand or use.

When you come to the end of the information in a topic, there is a final revision discussion to help you and your colleagues go back over (review) what you have learned in the topic.

At the end of each Element (you will learn what this means *olsem na stap isi pastaim*) there is also a summary of the Element, and a revision exercise that covers all of the *wok mak* in the Element. Don't skip this revision exercise. Revision is very important.

Make sure you and your colleagues have a good place to meet to go through the coursebook. Quiet. Comfortable. Relaxing. *Sindaun wantaim wanpela naispela kap ti na mekim.* If everyone gets tired, then go outside for a walk or take a break. Don't just read through the information in the coursebook together quietly – it is much better to also read it out aloud as you go. This will help you learn. And when you meet with your colleagues, it is also a good idea to do a revision exercise first to go over what you learned last time. *Kirapim bek tingting.* Start the revision by taking 30 minutes to go back over what you have covered so far in the coursebook. The purpose of doing this is to come up with two or three good questions about what you have done so far that you can ask your colleagues in the 'revision ball' exercise (below).



### 'Revision ball'

Get a ball (or just crumple up a piece of paper). Stand in a rough circle. The person holding the ball begins. Ask one question about anything from the coursebook so far, and then throw the ball to one of your colleagues to answer the question. After they answer the question, they need to ask their own question and then throw the ball to someone else. Keep doing this until everyone has had a few turns (or until no one can think of any more questions). If someone can't answer a question, then no worries. Anyone else can help them. This is not a test. This is revision. *Kirapim bek tingting.*



### HOW LONG SHOULD IT TAKE TO COMPLETE THE COURSEBOOKS?

There are seven Community Development Worker coursebooks. Complete them IN ORDER. How long it takes to complete each coursebook depends on how often you meet with your colleagues to go through it – and how often you can meet with your course facilitator. Completing one coursebook every month or every quarter is a good goal. But you can go through them quicker or slower depending on your workplace requirements. *Yupela yet.* This is flexible learning. Go faster when you have the opportunity and slower when you have other commitments that make it hard. Good luck. *Stap wantaim yupela*

### HOW TO USE THE COURSEBOOKS AS TRAINING HANDBOOKS

You can also use these coursebooks as training handbooks. The course facilitator can be with you face-to-face to 'train' you how to do it. The trainer explains the information in each step, and then you and your colleagues complete the discussion or activity or written answer in between each *hap step*. If you are using this coursebook as training handbooks, then participants don't need to write down their answers to the key questions (A-Z) in their course exercise book – instead, just get participants to discuss their answers in small groups. If you run these courses as full-time training, it takes between 4 and 5 days to complete each coursebook, starting at 8.30 in the morning and finishing at about 4 pm. If you run these courses as face-to-face training, then don't have more than 20 participants, and it is better to have two trainers (co-trainers) so they can take turns teaching each step. If you can organise face-to-face training (and find good trainers), then this is the best way for people to learn.

# Introduction | The PNG National Standard for Community Development Workers

2 hours

**Materials** Exercise book. Pen or pencil. Coursebook 1. PowerPoint on the National Standard for Community Development Workers which you can download from [pngcdwstandard.com](http://pngcdwstandard.com) (but if you don't have a copy don't worry).

If you will be using the workbook approach (see page 4), then go through this coursebook with one or more colleagues *together*. If you don't have colleagues, then don't worry. You can go through this course on your own. If this is the case, then when the coursebook says to do something with your colleagues, just do it yourself.

You will need an exercise book to use for making notes and writing your answers. Use a new exercise book for each coursebook. On the cover write the name of the coursebook and your name. Then start going through the coursebook. Feel free to write notes and comments. **If there is a question that you need to answer in your exercise book, you will see the letter (A-Z) in a black box on the right.** You need to write down the letter and then write down your answer.



It is a good idea to use the last page in your exercise book to write down words that you are unclear about, or questions that you have. Your course facilitator will arrange to have semi-regular meetings with you and your colleagues to go through what you have covered since the last meeting, and to go through the answers in your exercise book. This is a good time to ask them to explain any words that you are unclear about, or questions that you have.

But feel free to contact your course facilitator any time you need help.

1		<p><b>Discussion</b></p> <p>What is a Community Development Worker?</p> <p>Discuss this with your colleagues.</p>	<p>If this course is being run as a training by a trainer, then many of these discussion activities will be run as general discussions.</p>
1	<p>A <b>Community Development Worker</b> is someone who helps people, groups, and families <i>in the community</i>. <i>Ol save tok 'CDW'</i>.</p> <p>CDWs support development that is community-led, participatory, inclusive, and builds local capacity (you will learn what all these 'expensive' words mean <i>olsem na stap isi</i>).</p> <p>A CDW might be someone who is from <i>outside</i> a community who makes visits to help communities and groups and families (and people). An agriculture extension officer or a community liaison officer or a health worker or a field worker or an NGO worker or a District officer or a loans officer <i>o kain olsem</i>.</p>		

# Introduction | The PNG National Standard for Community Development Workers

A CDW can also be someone from *inside* a community who works with communities and groups and families (and people) to help them develop. Community volunteers or Grade 12 leavers or Pastors or Women's leaders or Youth leaders or Ward Development Committee members *o kain olsem*.



Often a Community Development Worker will also have other expert skills. For example, an agriculture extension officer might be an expert on farming



systems (a *didiman*) and also someone who works with communities, groups, families and people to help them develop (a CDW). They wear two hats at the same time. Great.

**A CDW has the most important job in development.** In most parts of PNG, education levels are low, but we need to start developing modern PNG now. We can't wait.

1



## Discussion

What is community-led development? Discuss this with your colleagues.

1

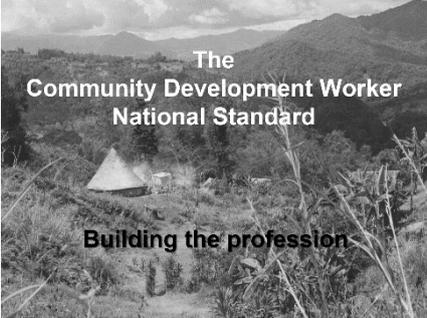
The job of a CDW is to support community-led development.

Sometimes the job of a CDW is to help the Government or other organisations listen to what the community or group says they need. The CDW has done this well if the community or group feels they have been listened to (even if someone else does the work). The community or group has led the development. Community-led development.

Sometimes the job of a CDW is to help a community or group to plan their own development first. This is *trutru* community-led development. The community or group decides what they want to do, and either does the work themselves or works closely with whoever is doing the work. When the work is over, if the community or group points to what was done and says *mipela yet papa bilong en*, then the CDW has done a good job. Even better, when the work is over, if the community or group decides to keep doing their own planning to *strongim sindaun*, and to keep leading their own development, then this is real capacity building. Best.



# Introduction | The PNG National Standard for Community Development Workers

<p>1</p>	 <p><b>Discussion</b> What is the PNG National Standard for Community Development Workers? Discuss this with your colleagues.</p>
<p>1</p>	<p>The PNG Government worked with expert PNG CDWs to set up the PNG National Standard for Community Development Workers.</p> <p>They set up the National Standard to give CDWs <i>inside</i> and <i>outside</i> the community the key skills and knowledge they need. They set it up to give professional development opportunities to CDWs. They set it up to give CDWs and the organisations they work for a way to build the profession. And they did all of this so that in the end, communities, groups, families and people in PNG get the development assistance that they need.</p>   <p>National Standards are always set at the lowest possible level (the <i>minimum</i> level) required to perform the job to an acceptable level. The high jump bar is not set too high (so that no one can jump over it). Instead, the high jump bar is set lower down so that any Community Development Worker who tries should be able to clear the mark.</p>
<p>2</p>	 <p><b>Discussion</b> What is the difference between awareness (or training) and mentoring? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting</i>.</p> 

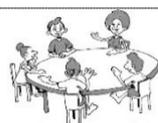
# Introduction | The PNG National Standard for Community Development Workers

Mentoring is different to awareness (or training) – where the CDW knows and plans in advance how and what to teach the participants.

Mentoring involves one person (called the 'mentor') helping one or two or sometimes a few people (called the 'mentees') to learn skills and knowledge on-the-job.

2

For example, the mentees might be mentored (by a mentor) to prune coffee or split a bee hive or implement hygiene training or do a budget or build a VIP toilet or be a leader or catch a fish or make soap or be a Community Development Worker. *Kain kain.*

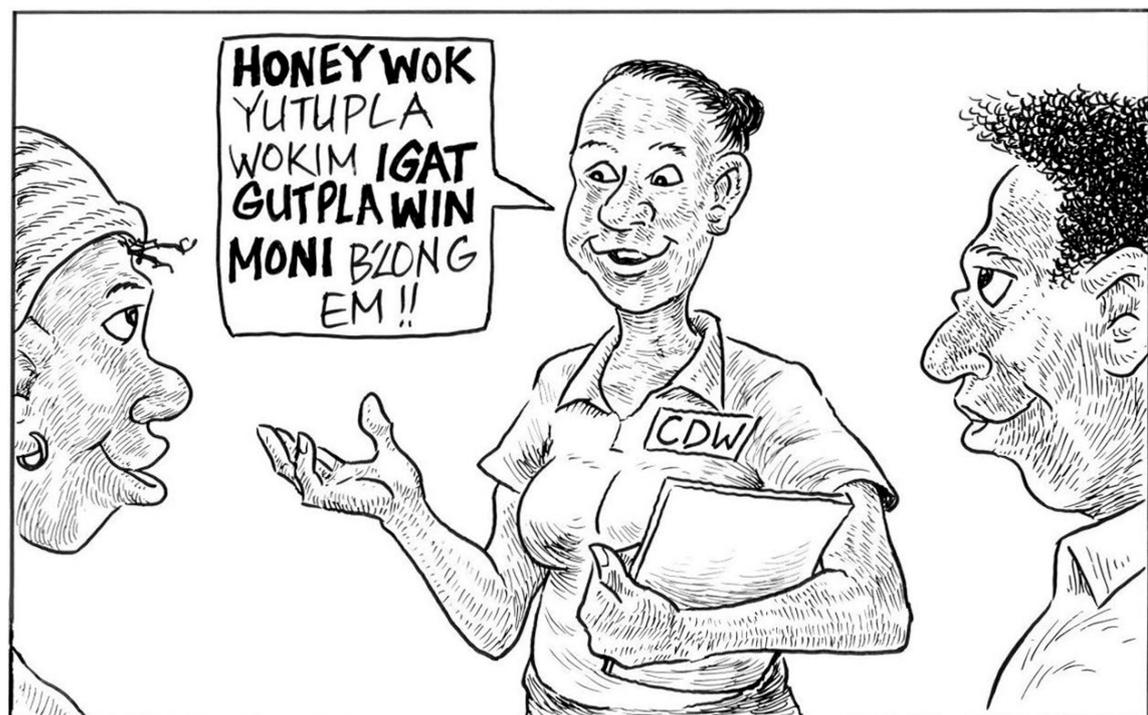


## Activity

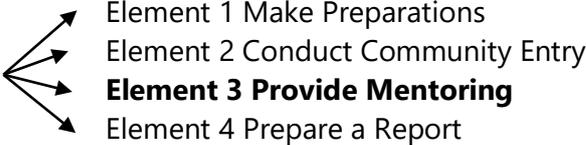
With your colleagues, read the pamphlet on the PNG National Standard for CDWs (at the end of this coursebook). You should have already looked at this pamphlet in another CDW coursebook. Go through it again *long kirapim bek tingting*. Make sure you can answer the following questions:

1. What does it mean if you are 'competent'?
2. What are the ten CDW Core Units?
3. Which of the ten CDW Core Units sets the Standard for helping one or two or sometimes a few people to learn skills and knowledge on-the-job?
4. Which three Elements (duties) are exactly the same in each CDW Core Unit?
5. Which Element is different in each CDW Core Unit?

2



# Introduction | The PNG National Standard for Community Development Workers

2	<p>It is important to be very clear that Element 1, Element 2 and Element 4 are exactly the same in each of the ten Core Units. What changes each time is Element 3. For this reason, Element 3 is called the 'critical Element'. For example:</p> <div style="display: flex; align-items: center; margin-left: 40px;"> <div style="margin-right: 20px;"> <p>Unit C09 Provide Mentoring</p> </div>  </div> <p>To mentor mentees in a way that meets the Standard you have to put into practice the <i>wok mak</i> from Unit C09 Provide Mentoring from the PNG National Standard for Community Development Workers.</p> <p>In this coursebook, you will learn how (and why) to put into practice the <i>wok mak</i> from Unit C09 Provide Mentoring (Element 3). Mentoring mentees is an everyday job for a CDW. <i>Em olsem kaikai bilong yupela. Lainim gut.</i></p>
2	 <p><b>Activity</b></p> <p>On the next page are the <i>wok mak</i> for Unit C09 Provide Mentoring. With your colleagues, have a look at the <i>wok mak</i> for Element 3. <i>Kisim piksa pisin lukluk kam daun.</i> The <i>wok mak</i> in Element 3 are what you need to <i>inapim</i> when you provide mentoring to mentees. In this coursebook, we will go through each <i>wok mak</i> one-by-one so you learn how (and why) to do it.</p>
2	<p><i>Las tok.</i> The PNG National Standard for CDWs is not a recipe to follow. It does not replace your workplace practice or what you like to do based on your own experience.</p> <p>The National Standard only lists the key skills and knowledge (the key ingredients) that need to be in your recipe if you want to provide mentoring in a way that meets the Standard.</p> 
2	 <p><b>Written answer</b></p> <p>With your colleagues, write the coursebook objective on a poster <i>na putim long ples klia</i>. Leave it <i>long ples klia</i> until you complete this coursebook. For CDW coursebook 6 (this coursebook) the objective is to <b>Understand how to provide mentoring in a way that meets the Standard</b>. Next, in your exercise book, write the coursebook objective and underline it (or circle it).</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; font-weight: bold; font-size: 1.2em;">A</div>



## Revision discussion

What is the difference between awareness (or training) and mentoring? Discuss this with your colleagues.

**Wok mak from the PNG National Standard for Community Development Workers for CDW C09 Provide Mentoring**

<b>Elements</b>	<b>Performance criteria</b>
<b>1</b> <b>Make preparations</b>	1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit
<b>2</b> <b>Conduct community entry</b>	2.1 Confirm who the key people are and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities
<b>3</b> <b>Provide mentoring</b>	3.1 Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement 3.2 Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice 3.3 Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees 3.4 Use effective methods or techniques to mentor the mentees 3.5 Adapt the mentoring to the mentees' situation 3.6 Support and encourage effective participation and inclusion during the activities 3.7 Work in a way that is appropriate to local culture during the activities 3.8 Communicate effectively and respectfully during the activities 3.9 Respond to any misunderstanding or confusion while mentoring the mentees 3.10 Discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice 3.11 Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved 3.12 Thank the mentees, without rushing, and explain again the purpose of the visit
<b>4</b> <b>Prepare a report</b>	4.1 Keep a record of activities and movements according to workplace practices 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations 4.3 Report outcomes clearly 4.4 Provide an analysis of outcomes 4.5 Provide recommendations for future action based on analysis

3 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	<p>The first <i>wok mak</i> to put into practice if you want to provide mentoring in a way that meets the Standard is <b>discuss the purpose of the visit, roles, expectations, and review any mentoring agreement</b>.</p> <p><i>Longpela wok mak liklik. But it's simple really. This wok mak is all about putting olgeta toktok out in the open before beginning to mentor the mentees.</i></p> <p><i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></p>
1	<div data-bbox="256 786 405 902" data-label="Image"> </div> <p><b>Discussion</b> Imagine you are going to cook a meal with a friend. How would it help to <i>putim olgeta toktok long ples klia</i> before beginning to cook the meal?</p> <div data-bbox="344 947 1310 1675" data-label="Image"> </div>
	
2	<div data-bbox="256 1765 405 1883" data-label="Image"> </div> <p><b>Discussion</b> What are examples of things that mentees might be mentored to do? Discuss this with your colleagues. <i>Troimwe tingting.</i></p>
2	<p>This <i>wok mak</i> is <b>discuss the purpose of the visit, roles, expectations, and review any mentoring agreement</b>. <i>Em nau yu klia pinis.</i></p>

	<p>The first part of the <i>wok mak</i> says "Discuss the purpose of the visit".</p> <p>The purpose of the visit might be to mentor mentees to prune coffee or split a bee hive or put hygiene training into practice or do a budget or build a VIP toilet or be a leader or catch a fish or make soap or be a Community Development Worker. <i>Kain kain.</i></p> <p>Before you begin to mentor the mentees <i>putim long ples klia wanem as bilong wokim.</i> You know already. The mentees know already <i>luk olsem. Tasol putim long ples klia.</i></p> <p><i>Set gut. Statim wantaim klia tingting.</i></p>
	
<p>3</p>	<p>This <i>wok mak</i> is <b>discuss the purpose of the visit, roles, expectations, and review any mentoring agreement.</b> <i>Em nau yupela klia pinis.</i></p> <p>The second part of the <i>wok mak</i> says you need to discuss "roles".</p> <p>The mentor has a role to play. The mentees have a role to play. <i>Putim olgeta toktok long ples klia. Set gut. Statim wantaim klia tingting.</i></p>
<p>3</p>	<div data-bbox="256 1039 408 1155">  </div> <p><b>Discussion</b></p> <p>What is the role of the mentor? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>
<p>3</p>	<p>The role of a mentor is to:</p> <div data-bbox="288 1272 1374 1435" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The role of a mentor is to <b>provide advice, guidance, feedback, and support</b> to the mentees.</p> </div> <div data-bbox="1209 1272 1374 1435">  </div> <p>Your role is to provide advice, guidance, feedback, and support so the mentees:</p> <ol style="list-style-type: none"> <li data-bbox="256 1554 1415 1787"> <p><b>1 Learn the skills and knowledge to do the job.</b> A good mentor needs to know how to do the job themselves. <i>Em klia.</i> But you do not need to be an expert. The best mentors are normally not the people who are the best at a job. The best mentors are the people who are best at mentoring. Mentors who struggled themselves to learn how to do the job are often the best mentors, because they know what it felt like to struggle and what help them overcome the struggle.</p> </li> <li data-bbox="256 1832 1415 2016"> <p>And your role is to provide advice, guidance, feedback, and support so the mentees:</p> <p><b>2 Learn how to solve their own problems and challenges themselves.</b> In the end, your role as a mentor is to not be needed. This means you need to show the mentees how to solve their own problems and challenges themselves</p> </li> </ol>

	<p>(without a mentor). A good mentor shows mentees how to go through their own learning from experience cycle. We will learn how to help the mentees to go through their own learning from experience cycle in the next topic <i>olsem na stap isi pastaim</i>.</p>	
3		<p><b>Discussion</b> What is the role of the mentees? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting</i>.</p> 
3		<p>The role of the mentees is to <b>be ready to learn, motivated, honest, open, and committed</b>.</p>
3		<p><b>Written answer</b> With your colleagues, discuss the role of the mentor and the role of the mentees. Next, in your exercise book, do the following:</p> <ol style="list-style-type: none"> <li>1. Write down the role of a mentor.</li> <li>2. Write down the role of the mentees.</li> </ol> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div data-bbox="256 1760 743 1845" style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The role of a mentor is to <b>provide advice, guidance, feedback, and support</b> to the mentees.</p> </div> <div data-bbox="743 1760 935 1845" style="text-align: center;">  </div> <div data-bbox="935 1760 1415 1845" style="border: 1px solid black; padding: 5px; width: 45%;"> <p>The role of the mentees is to <b>be ready to learn, motivated, honest, open, and committed</b>.</p> </div> </div>
4		<p>This <i>wok mak</i> is <b>discuss the purpose of the visit, roles, expectations, and review any mentoring agreement</b>.</p>

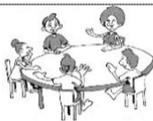
	<p>We have already looked at how (and why) to discuss the purpose of the visit and roles. The next part of the <i>wok mak</i> says you need to discuss “expectations”.</p> <p>‘Expectations’ are what you and the mentees ‘expect’ from the mentoring (and from each other). <i>Em ol samting we yupela tingim o laikim bai kamap o kamaut long en.</i></p> <p>By knowing what the mentees expectations are, you will be able to do your best to meet those expectations. And if the mentees know what your expectations are, they will be able to do their best to meet your expectations.</p>
4	 <p><b>Discussion</b></p> <p>What is the difference between ‘realistic’ expectations and ‘unrealistic expectations’? Discuss this with your colleagues. <i>Troimwe tingting.</i></p>
4	<p>Often, we have ‘unrealistic’ expectations. Unrealistic expectations are what we expect will happen that is not real (not possible or not likely).</p> <p>For example, the mentees might expect that you (the mentor) will find them a job or get them a bank loan or give them tools or pay them for their time <i>o kain olsem</i>. If any of these expectations are unrealistic (not possible or not likely), it is very important to <i>kliarim na stretim tingting</i>. If you don’t do this, it will lead to disappointment and problems. Definitely.</p> <p>Or you (the mentor) might expect that the mentees will pay you money for your help and advice. If this is an unrealistic expectation, it is very important to <i>kliarim na stretim tingting</i>. If you don’t do this, it will lead to disappointment and problems. Definitely.</p> <p>The only way to <i>kliarim na stretim</i> any unrealistic expectations is for the mentor and the mentees to discuss all of their expectations at the start. This is why it is a <i>wok mak</i> in the National Standard. <i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></p> 
4	 <p><b>Discussion</b></p> <p>What sort of problems can ‘unrealistic’ expectations lead to? Share any examples from your own experience with your colleagues.</p>
5	 <p>This <i>wok mak</i> is <b>discuss the purpose of the visit, roles, expectations, and review any mentoring agreement</b>.</p> <p>We have already looked at how (and why) to discuss the purpose of the visit and roles. There is one final part of the <i>wok mak</i>. The final part of the <i>wok mak</i> says you need to “review any mentoring agreement”.</p> <p>Hopefully, before you began to mentor the mentees, you developed a mentoring</p>

agreement with them. But you don't need to have a mentoring agreement in place to meet the National Standard – this is why the *wok mak* says 'review any mentoring agreement' instead of 'review the mentoring agreement'. But it is strongly recommended that you do so.

If you have a mentoring agreement, then every time you make a mentoring visit to mentor the mentees, go through (review) the mentoring agreement with them. *Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.*



5



**Discussion**

Why is it a good idea to develop a mentoring agreement with the mentees before you begin to mentor them? Discuss this with your colleagues. *Troimwe tingting.*

5

It is okay to talk about what you agree to, and what the mentees agree to. *Tok tasol.* This is called a verbal agreement. A verbal agreement is better than nothing.

But the problem with a verbal agreement is that people forget or misunderstand what they agreed to.

It is much better to have a written agreement. Then everything is clear. And because it is written down, it is easier to "review the mentoring agreement" again when you make another visit. *Tingim wok mak.*



5



**Discussion**

What sort of things could you put into a mentoring agreement with the mentees? Discuss this with your colleagues. *Troimwe tingting.*

5

If you need to write a mentoring agreement, it helps to know what should be included in a good written agreement. If you do the following things, then the agreement you prepare should be a good written agreement.

## How to discuss the purpose of the visit, roles, expectations, and review any mentoring agreement



Write who the agreement is between (the sides or 'parties' to the agreement) at the start of the agreement.



Next, write what the sides to the agreement want to do together (what the agreement is for). The purpose of the agreement.



Next, include the period the agreement covers (when the agreement starts and ends).



Next, write the terms and conditions of the agreement. This is the meat of the agreement. Write down *ol hap tok* that explains what each side in the agreement will do and how they will work together. Make sure you clearly explain what happens to each side if they don't follow the agreement.



Next, the sides to the agreement sign (and date) to show they agree. Include the statement "By signing, I agree to implement the agreement". If leaders sign on behalf of a group, then the statement should say "By signing, I agree to implement the agreement on behalf of [name of group]".



Finally, the official witnesses to the agreement sign (and date) to show that the agreement is valid (*trutru*). Include the statement "By signing, I have witnessed that all the sides to this agreement understand it and the correct people have signed".



### Activity

5

Below is an example of a mentoring agreement between Jackie (the mentor) and the mentees (David and Donna). Jackie will be mentoring David and Donna to make a cup of tea. Jackie is from Finschaffan (*ol Fins ol lain bilong dring ti olsem na Jackie em i kaksmeri stret*). With your colleague, look through the agreement. Discuss whether you think it is a good written agreement?

# How to discuss the purpose of the visit, roles, expectations, and review any mentoring agreement

## Mentoring agreement

**Between:** Jackie (the mentor) and David and Donna (the mentees)

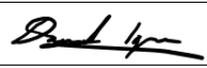
**The purpose of the agreement:** Jackie will mentor David and Donna to make a cup of tea.

**The period of the agreement:** This mentoring agreement starts on April 1<sup>st</sup> and finishes on June 30<sup>th</sup>.

**The terms and conditions of the agreement:**

- Jackie will provide advice, guidance, feedback, and support to help David and Donna to:
  1. Boil water correctly
  2. Choose ingredients and equipment
  3. Make the tea
  4. Be safe while making a cup of tea
  5. How to go through a learning from experience cycle
- Jackie will make 3 mentoring visits, at times suitable to both David and Donna.
- Jackie will provide mentoring in a way that meets the National Standard for mentoring (*wok mak* from the National Standard to be given to David and Donna).
- Jackie will provide a health and safety talk before beginning any activities
- Jackie will provide a certificate to both David and Donna if they are successful
- David and Donna will be ready to learn, motivated, honest, open, and committed
- David and Donna will look after Jackie when she is making the visit
- David and Donna will notify Jackie before she makes a visit if the timing needs to change
- David and Donna will not hold Jackie responsible for any accidents during the mentoring visit
- This agreement will be reviewed at the start of each mentoring visit
- If this agreement is changed, the changes made need to be initialled by all parties
- If Jackie breaks this agreement, David and Donna will notify her Manager (Judy) on 7675432
- If David and Donna break this agreement, Jackie can end the agreement
- Jackie, David, and Donna will each receive a copy of the signed agreement

"By signing below I agree to implement the agreement"

Jackie Mack (mentor)	Donna Igio (mentee)	David Igio (mentee)
Mobile: 726 4913	Mobile: 7911154	Mobile: 7448293
Signature: 	Signature: 	Signature: 
Date: 1/4/2022	Date: 1/4/2022	Date: 1/4/2022

"By signing below, I have witnessed that all the sides to this agreement understand it and the correct people have signed"

Name and position of witness:	JACK SAND (PASTOR)
Mobile:	7324915
Signature:	JACK X
Date:	1/4/2022

There are always more things you can add into an agreement. You could add more to this agreement. But it is still a good mentoring agreement. *Em inap.*

5

The big thing to be careful of when you write a mentoring agreement is jargon and 'expensive' English. Jargon is technical or expert language – language that you might know but you can't expect other people to know. For example, agreements are often full of lawyer jargon. *Tok loia em i narapela kain gen.* 'Expensive' English are words that you might know (or think you know) but you can't expect *ol lain long ples* to know.

Be aware. In CDW Coursebook 4 (Facilitate Agreements and Project Start-Up) we learned that any agreement that is made where one side doesn't fully understand the agreement is not a valid agreement. *Ino trutru wanbel.* Be aware.

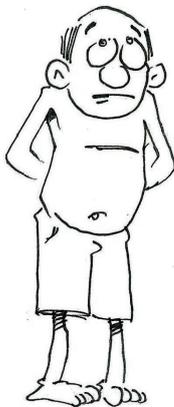
And be aware that if you use jargon and 'expensive' English with the mentees, then *yu bai bagarapim sindaun namel long yupela.* Using jargon and 'expensive' English makes the mentees feel like they know nothing. It makes the mentees feel like it is all too hard. And it doesn't show respect. Be aware.

*Tok save* if you are given a mentoring agreement to use that is full of jargon and 'expensive' English, then give it back to whoever gave it to you and ask them to make it easier to understand – or ask them to prepare a summary version *sais bilong ol lain long ples* that can be signed alongside the official agreement.



**Discussion**

With your colleagues, brainstorm examples of lawyer jargon and 'expensive' English that are often used in agreements.



5



At the end of CDW Coursebook 4 there is a section called 'lawyer jargon'. If you come across lawyer jargon in a mentoring agreement, then go back and read through this section at the end of CDW Coursebook 4 *nogat em bai kliarim yupela.*

5	<p>It is a good idea to start keeping copies of good mentoring agreements that you come across because you can adapt them when you make an agreement with the mentees.</p>  <p>This <i>wok mak</i> says “review any mentoring agreement”. It doesn’t say ‘make a mentoring agreement’.</p> <p>Whether you make a mentoring agreement with the mentees is up to you (and your workplace practice).</p> <p>But it is strongly recommended that you facilitate an agreement each time you begin to mentor new mentees. This is because the agreement will have power. You can make sure the mentees understand everything <i>em wan</i>. <i>Na tu</i>, you and the mentees will own the agreement <i>na ol hap tok i stap insait</i>.</p>			
5	 <p><b>Activity</b></p> <p>In CDW Coursebook 4 (Facilitate Agreement and Project Start-Up) you looked at the <i>wok mak</i> that you need to put into practice if you want to develop (facilitate) an agreement that meets the Standard. <i>Tingim</i>. Look at the <i>wok mak</i> (below) for CDW Unit C04 Facilitate agreements for a community activity (Element 3). If you facilitate a mentoring agreement with mentees, then you are doing this job. Go through each <i>wok mak</i> with your colleagues and discuss how to put it into practice when you facilitate a mentoring agreement with mentees? <i>Tok save</i> if it is a mentoring agreement, then when the <i>wok mak</i> says ‘group’ it means ‘the mentees’.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #cccccc; text-align: center; vertical-align: middle;"><b>3</b></td> <td style="background-color: #cccccc; padding: 5px;"> <p><b>Facilitate agreement discussion</b></p> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>3.1 Support and encourage effective participation and inclusion during the activities</li> <li>3.2 Encourage key people to take the lead during the activities</li> <li>3.3 Communicate effectively and respectfully during the activities</li> <li>3.4 Work in a way that is appropriate to local culture during the activities</li> <li>3.5 Confirm that people necessary to reach a valid agreement are involved</li> <li>3.6 Explain the purpose of the visit and why it is important that everyone in the group participates to make agreements for a community activity</li> <li>3.7 Work with the group to discuss the purpose and content of the agreement</li> <li>3.8 Work with group to identify and address any concerns to help reach agreement</li> <li>3.9 Work with the group to see if a valid agreement can be reached, and if not discuss what should be done next.</li> <li>3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen</li> <li>3.11 Discuss how or if the visit has been useful, and ways it could be improved</li> <li>3.12 Thank the group, without rushing, and explain again the purpose of the visit</li> </ul> </td> </tr> </table>	<b>3</b>	<p><b>Facilitate agreement discussion</b></p>	<ul style="list-style-type: none"> <li>3.1 Support and encourage effective participation and inclusion during the activities</li> <li>3.2 Encourage key people to take the lead during the activities</li> <li>3.3 Communicate effectively and respectfully during the activities</li> <li>3.4 Work in a way that is appropriate to local culture during the activities</li> <li>3.5 Confirm that people necessary to reach a valid agreement are involved</li> <li>3.6 Explain the purpose of the visit and why it is important that everyone in the group participates to make agreements for a community activity</li> <li>3.7 Work with the group to discuss the purpose and content of the agreement</li> <li>3.8 Work with group to identify and address any concerns to help reach agreement</li> <li>3.9 Work with the group to see if a valid agreement can be reached, and if not discuss what should be done next.</li> <li>3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen</li> <li>3.11 Discuss how or if the visit has been useful, and ways it could be improved</li> <li>3.12 Thank the group, without rushing, and explain again the purpose of the visit</li> </ul>
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5	<p><i>Longpela wokabout liklik tasol kam bek gen.</i></p>  <p>This <i>wok mak</i> says “review any mentoring agreement”. This means that if there is a mentoring agreement, you need to go through the agreement with the mentees before beginning to mentor them.</p> <p><i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></p>			

5	 <p><b>Written answer</b></p> <p>With your colleagues, have a go at writing a mentoring agreement between Sally (the mentor) and Robert (the mentee). Sally will be mentoring Robert so he knows how (and why) to brush his teeth properly. Keep it simple and make it easy to understand. <i>Em bilong kisim aidia tasol.</i> When you have finished, put a copy of the mentoring agreement in your exercise book.</p>	<b>C</b>
6	 <p><b>Activity</b></p> <p>With your colleagues, do a role play. Pretend you are Jackie (the mentor) who is mentoring David and Donna to make a cup of tea. If you don't have a colleague, then ask a friend to help. When you do the role play, just demonstrate how to put this <i>wok mak</i> into practice – discuss the purpose of the visit, roles, expectations, and review any mentoring agreement. Do 4 things:</p> <ol style="list-style-type: none"> <li>1. Start by discussing the purpose of the visit. <i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></li> <li>2. Next, discuss your roles. The mentor has a role to play. The mentees have a role to play. <i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></li> <li>3. Next, discuss expectations. Ask the mentees what their expectations are and make sure they are realistic. Then the mentor needs to say what their expectations are – and make sure the mentees agree they are realistic. <i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></li> <li>4. Finally, review the mentoring agreement (use the mentoring agreement between Jackie and David and Donna that we looked at earlier in the topic). <i>Putim olgeta toktok long ples klia pastaim. Set gut. Statim wantaim klia tingting.</i></li> </ol>	
6	<p><i>Las tok.</i> When you discuss your role with the mentees, it is a good idea to explain each of the <i>wok mak</i> that you need to put into practice to provide mentoring in a way that meets the standard. <i>Ples klia.</i></p> <p>Some Community Development Workers also put into the mentoring agreement a statement which says they will provide mentoring in a way that meets the PNG National Standard for Community Development Workers – and then they list the <i>wok mak</i>. Nice.</p> <p>If you do this, then when the mentoring agreement ends, you can also ask the mentees whether <i>yu bin inapim wanwan wok mak o nogat</i>. This will help you be a better mentor – and it provides evidence that you are trying to work in a way that meets the standard.</p>	



**Revision discussion**

How would you explain the role of the mentor and the role of the mentees in *tok pisin* or *tok motu*?

3 hours

**Materials** Exercise book. Pen or pencil.

1



**Discussion**

With your colleagues, share stories about a good sporting coach you have had. What made them a good coach?

**The learning from experience cycle**

Experience is the best teacher but only if we learn from it. We only learn from our experiences when we REFLECT upon the experience, LEARN LESSONS, and PLAN how to put those lessons learned into practice next time.

This is called the **learning from experience cycle**. You learned about the learning from experience cycle in other CDW coursebooks. *Tingim. Ino niupela samting long yupela.*

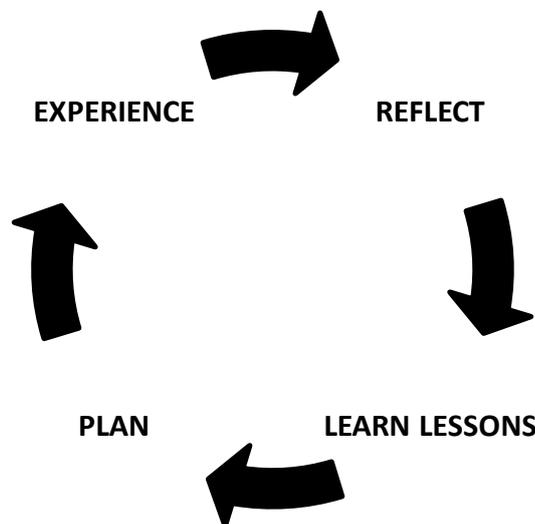
We learn even better from experience if we go through the learning from experience cycle with a good coach.

A good coach doesn't have to be the best player or even someone with the most experience – a good coach is someone who:

- ✓ Helps you reflect - *glasim*
- ✓ Helps you learn lessons – *lainim*
- ✓ Helps you plan how to put lessons learned into practice next time – *setim wokabaut*
- ✓ Sticks around and follows your progress *ino wan raun na pinis*



*Luk olsem* a good mentor is the same as a good coach. *Wankain samting.*



1	 <p><b>Discussion</b> Why is the learning from experience cycle called a 'cycle'? Discuss this with your colleagues.</p>
1	<p>For example, think about a game of soccer. Playing soccer is the EXPERIENCE. After the game (or at half time) you need to REFLECT on how well you are playing and LEARN LESSONS to improve your game. Finally, you need to PLAN how to put those lessons into action next time you play soccer. This is the learning from experience cycle.</p> <p>It is called a 'cycle' because next time you play soccer, the whole learning from experience cycle starts again. The more you go through the learning from experience cycle when you play soccer (or cook dinner or be a father or make a garden or catch fish or do beekeeping) then the better you become. <i>Em sapos olsem.</i></p>
1	 <p><b>Activity</b> With your colleagues, look at the picture below. It shows the learning from experience cycle (but as a road to follow not a cycle). <i>Wankain samting.</i> If you followed this same road every time you played soccer or made a garden or ran a business, do you think you would get better and better at the job (even without a coach or mentor to help you)?</p> <div style="text-align: center;"> <p><b>WOKIM → GLASIM → LAINIM → SETIM WOKABAUT</b></p> <p><b>SETIM WOKABAUT ← LAINIM ← GLASIM ← WOKIM GEN</b></p> <p><b>WOKIM GEN → GLASIM → LAINIM → SETIM WOKABAUT</b></p> <p><b>SETIM WOKABAUT ← LAINIM ← GLASIM ← WOKIM GEN</b></p> <p><b>IGO IGO YU SAVE</b> </p> </div> 
1	<p>This <i>wok mak</i> is assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice.</p> <p><i>Luk olsem</i> what this <i>wok mak</i> is saying is assist the mentees to go through a learning from experience cycle.</p> <p><b>Assist the mentees to go through a learning from experience cycle</b></p> <p>Assisting the mentees to go through a learning from experience cycle is a good model for mentoring. Start by helping the mentees REFLECT on what they are doing. Then help the mentees to LEARN LESSONS – you might need to present a lesson to help them learn lessons <i>em orait em wok bilong yu.</i> Finally, you need to help the mentees to think about (PLAN) how to put the lessons learned into practice.</p>



2	<p>It is very important when you help the mentees to go through a learning from experience cycle, that they take the lead.</p> <p>If the mentees take the lead to REFLECT and LEARN LESSONS and PLAN, then they will learn better <i>em wan</i>.</p> <p><i>Na tu</i> if the mentees take the lead to REFLECT and LEARN LESSONS and PLAN, then they are learning how to go through a learning from experience cycle on their own (without the help of a mentor).</p> <p>A mentor normally makes more than one visit. Definitely. Like a good coach, you need to follow the mentee's progress <i>ino wan raun na pinis</i>. But in the end your role is to not be needed. This means you need to show the mentees how to solve their own problems (without a mentor) by going through a learning from experience cycle themselves.</p>
2	 <p><b>Discussion</b></p> <p>If you play soccer, and you go through a learning from experience cycle, can you learn even more if everyone in the team works together to REFLECT and LEARN LESSONS and PLAN? Discuss this with your colleagues.</p>
2	<p><i>Luk olsem</i> yes. Experience is the best teacher but only if we learn from it. We learn even better from experience if we go through the learning from experience cycle with a coach or mentor <i>em nau yumi lukim pinis</i>.</p> <p>And we learn even better from experience if we go through the learning from experience cycle with everyone in our team. This is because other people in the team will have a different point of view. If everyone on the team helps REFLECT and LEARN LESSONS and PLAN, then you will have the full story <i>em wan</i>. <i>Na tu</i> you will have the full support and help of everyone on the team to put the lessons learned into practice.</p> <p>Often, when you mentor mentees, there is only one mentee. Fine. This is normal.</p> <p>But if the mentee is being mentored to do something where they work closely with another person – for example, their wife or husband – then it is a good idea for them both to go through the learning from experience cycle together. This means you should mentor both of them together.</p> 
2	 <p><b>Discussion</b></p> <p>Imagine you are mentoring a family to grow vegetables as a cash crop. How would it help to mentor both the husband and wife together (instead of just the wife or just the husband)? Discuss this with your colleagues.</p>

## How to assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice

Imagine you are mentoring a family to grow vegetables as a cash crop. You need both the husband and wife to be involved together to have the full story. *Mama tasol mekim em bai lus tingting long ol wok gaden bilong man. Sapos man tasol mekim em bai lus tingting long pat bilong meri.*

If *tupela marit* together REFLECT on what they are doing, LEARN LESSONS, and PLAN how to put those lessons into practice next time they go through the EXPERIENCE of growing vegetables as a cash-crop, it is more likely they will identify the right things they need to learn – and it is more likely they will identify the right problems they are facing (and the right solutions to those problems).

And if *tupela marit* are involved then it is more likely that they will support each other when they put the lessons they learn into practice. *Sapot sapot.*

2



As we go through this coursebook, you will learn more about how to help the mentees to go through a learning from experience cycle.

3

You will learn how to help the mentees REFLECT on what they are doing, LEARN LESSONS, and PLAN how to put those lessons into practice.

The learning from experience cycle is a model for providing mentoring – and it is a model that you need to help the mentees learn so that they can go through it again themselves (without the help of a mentor).

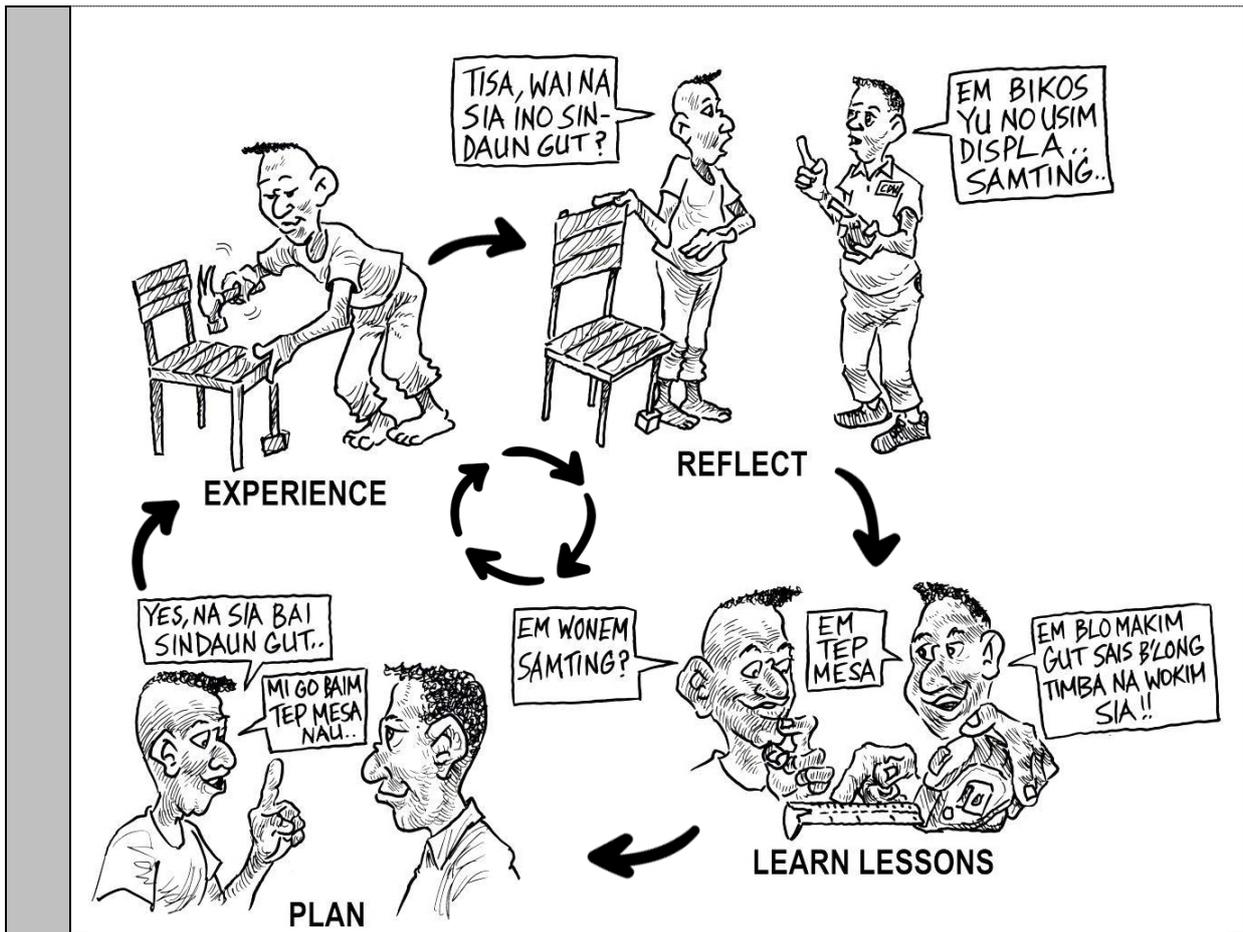
3



### Activity

Look at the cartoon below. Is this mentor being a good coach? Discuss this with your colleagues.

# How to assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice



*Las tok.* Don't forget, a good coach sticks around and follows your progress *ino wan raun na pinis*. A good mentor does the same.

3

If the mentees know you will keep helping them *ino wan raun na pinis* then they will be more confident, they will trust you, and they will be more likely to action their plans (because they know you will come back and check on their progress).

It is normal for mentors to make more than one mentoring visit (and help the mentees to go through more than one learning from experience cycle). *Wokabout wantaim ol.*

3



### Written answer

Assisting the mentees to go through a learning from experience cycle is a good model for mentoring. With your colleagues, discuss how to help mentees to go through a learning from experience cycle. When you finish, write this *wok mak* in your exercise book and copy the learning from experience cycle below it.

D



### Revision discussion

How would making more than one mentoring visit help to motivate the mentees that you are mentoring? Share your thoughts with your colleagues.

3 hours

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

You can't treat adults like children. You can't control adults from *outside* and tell them what to do. Adults have to want to learn themselves from the *inside*. *Ol yet.*



1



**Discussion**

In CDW Coursebook 2 (Awareness and Training) we looked at principles of adult learning that help you conduct training (and awareness). What are some principles of adult learning that help you conduct training (or awareness)? Discuss this with your colleagues. *Kirapim bek tingting.*

1

In CDW Coursebook 2 you learned seven principles of adult learning that will help you conduct training or awareness. The seven principles you learned to help you conduct training or awareness should also help you provide mentoring. *Luk olsem.*

**BUT** 

But mentoring is different to training and awareness. In this topic, we will look at 7 principles of adult learning that will help you provide mentoring.

1

As you become a more experienced Community Development Worker, you will learn other principles to help you provide mentoring - but these 7 principles are a great start. If you can put some or most of these 7 principles of adult learning into practice when you provide mentoring, then you will meet the Standard. *Yu bai inapim. Yu bai inapim stret.*

**7**



If you help mentees to go through a learning from experience cycle, then when they REFLECT on what they are doing, they will probably identify weaknesses and challenges.



2

This is good news because the first principle of adult learning you need to know is that adults learn better if what they need to learn will help solve a problem they are facing.

If adults know that by learning something it will help solve a problem they are facing, then they will be very motivated and determined to learn it.

**PRINCIPLE 1**

**Adults learn better if it helps solve a problem they are facing (problem-solving learning)**

*Save moa yet. Problem-solving learning is sometimes called 'problem-centred learning' or 'learning for action' or 'critical-learning'. Tok inglis igat kain kain.*

2



**Discussion**

With your colleagues, talk about a situation where you found something easy to learn because it helped solve a problem you were facing?

2

*Luk olsem* the best way to put this principle of adult learning into practice when you provide mentoring is to help the mentees REFLECT on what they are doing so they identify their problems. Help them to go through a learning from experience cycle.

	<p><b>BUT</b>  But people don't know what they don't know. Mentees might not know what problems they are facing. A good mentor also helps the mentees identify problems.</p>
2	<p> <b>Written answer</b> <span style="float: right;"><b>E</b></span> With your colleagues, discuss what you can do to put principle 1 into practice (adults learn better if it helps solve a problem they are facing). When you have finished, write this principle (principle 1) in your exercise book, and then write down how helping the mentees to go through a learning from experience cycle will help you to put this principle of adult learning into practice.</p>
3	<p> The next principle of adult learning that you need to know is that adults learn better if they identify what they need to learn.</p> <p>If you help mentees to go through a learning from experience cycle, then after they REFLECT on what they are doing, help them to LEARN LESSONS. Find out what the mentees think the lessons are that they need to learn. This might be lessons to do with solving their problems, or lessons to build on their strengths or take advantage of opportunities.</p> <p>If adults identify what they need to learn, they know why they need to learn it, and they will be very motivated and determined to learn it. If you know 'why' then 'how' is easy.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>PRINCIPLE 2</b> Adults learn better if they help decide what they need to learn (learner-led learning)</p> </div> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>Learner-led learning is sometimes called 'self-directed learning'. <i>Wankain samting.</i></p> </div> <p style="text-align: right;"></p>
3	<p> <b>Discussion</b> With your colleagues, talk about a situation where you got to choose what you learned. Where you more motivated to learn it?</p>
3	<p><i>Luk olsem</i> the best way to put this principle of adult learning into practice when you provide mentoring is to help the mentees LEARN LESSONS from their experience. Help them to go through a learning from experience cycle.</p> <p><b>BUT</b>  But people don't know what they don't know. Mentees might not know what lessons they need to learn. A good mentor also helps the mentees identify lessons to learn.</p>

3	 <p><b>Written answer</b></p> <p>With your colleagues, discuss what you can do to put principle 2 into practice (adults learn better if they help decide what they need to learn). When you have finished, write this principle in your exercise book, and then write down how helping the mentees to go through a learning from experience cycle will help you to put this principle of adult learning into practice.</p>
4	 <p>Another principle of adult learning is that adults learn better if they feel comfortable, confident, and respected (learning as equals).</p> <p><b>PRINCIPLE 3</b> Adults learn better if they feel comfortable, confident, and respected (learning as equals)</p> <p>If you feel comfortable, confident, and respected then you feel good about yourself. If you feel comfortable, confident, and respected then:</p> <ul style="list-style-type: none"> <li>You feel motivated</li> <li>You feel determined</li> <li>You feel capable</li> <li>You feel powerful</li> <li>You feel more generous to others</li> <li>You have more energy</li> </ul> <p><i>Tinging save op kru pamkin save pairap</i></p> 
4	 <p><b>Discussion</b></p> <p>What things should a mentor check on to make sure the mentees feel <b>comfortable</b>? Discuss this with your colleagues. <i>Troimwe tingting.</i></p> <h1 style="text-align: center;">Comfortable</h1>
4	 <p>A Community Development Worker needs to make sure the mentees feel comfortable when they provide mentoring. They should check to make sure that no one feels hungry, thirsty, tired, hot, cold, unsafe, or needs the toilet</p> <p>The best way to make sure that mentees feel comfortable is to provide mentoring in the place they feel most comfortable – in their own community. Always try and provide mentoring <i>long ples bilong ol</i>. This is where the mentees will feel most comfortable.</p> <p>And because <i>yu stap long ples bilong ol</i>, if someone feels hungry, thirsty, tired, hot or cold, unsafe, or needs the toilet, it is the mentees own responsibility to do something about it (not yours). All you can do as a mentor is check that the mentees are comfortable, and if not then ask them what to do about it.</p>

Whereas if you bring people out of their community to mentor them, then anything that goes wrong becomes your responsibility. *Het pein.*

4



**Discussion**

What are some different ways to help adults feel **confident**? Discuss this with your colleagues. Brainstorm. *Troimwe tingting.*

# Confident

As a mentor, you also need to do what you can to help the mentees feel confident. Some ways to help the mentees feel confident are:

4

- ✓ Give praise
- ✓ Never ever say what they are doing or saying is silly. Instead of saying they are wrong, say "another way to do it is" or "*gutpela tasol mi gat narapela tingting gen*"
- ✓ Point out their successes and achievements. These might be successes and achievements to do with what you are mentoring them to do or other things in their lives that they do well. They might have a fantastic garden or have polite children or soccer trophies or make great *bilums*.
- ✓ Get them to tell you about what they are proud of
- ✓ Use local materials whenever you can because they will be familiar with them
- ✓ Don't use jargon and 'expensive' English
- ✓ Ask what the mentees think, and thank them, before you say what you think
- ✓ Don't be a *bikhet*. Be humble.
- ✓ Remind them you will come back and mentor them again *ino wan raun tasol*
- ✓ Show interest in their experience and learn from them
- ✓ Providing mentoring in their community, where they are the experts.
- ✓ Smile and be friendly
- ✓ Be careful of your body language
- ✓ Focus on the things they say that are right (and not on what they say that is wrong)
- ✓ Tell them that it is okay to make mistakes (we learn the best lessons from mistakes)
- ✓ Be happy to make mistakes yourself
- ✓ Use an icebreaker at the start



4



**Discussion**

What is an icebreaker? Discuss this with your colleagues. Brainstorm. *Troimwe tingting.*

Mentees (and mentors) often start with lots of anxiety. This is normal.



A good idea is to begin mentoring by doing something with the mentees to help them relax. An 'icebreaker' is a technique you can use at the start of mentoring to break the ice (break the anxiety). If you break the ice with the mentees, you build their confidence (and yours). Chew some *buai* and talk about your life and experiences. Or tell a funny joke. Or ask the mentees to tell a story. Or talk about something you are all interested in – like rugby league or flowers. Get to know each other as friends first before you begin.



#### Discussion

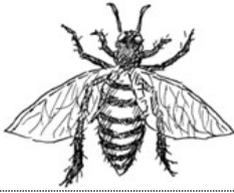
What are some different ways to help adults feel **respected**? Discuss this with your colleagues. Brainstorm. *Troimwe tingting.*

# Respected

As a mentor, you also need to show respect to the mentees. Adults who feel respected learn better. Some ways to help the mentees to feel respected are:

- ✓ Make sure the mentees feel comfortable
- ✓ Help the mentees feel confident
- ✓ Apologise
- ✓ Say thankyou
- ✓ Empathise and show interest
- ✓ Smile and be friendly
- ✓ Don't use jargon and 'expensive' English
- ✓ Use a translator if necessary
- ✓ Respect local culture (we will learn about this later *olsem na stap isi pastaim*)
- ✓ Listen carefully to what the mentees say – and always respond
- ✓ Providing the mentoring in their *ples*. *Go long haus doa bilong ol ino liklik samting.*
- ✓ Ask the mentees to give you help and advice.



4	 <p><b>Activity</b> Imagine you are a mentor, and your colleagues are mentees (if you don't have colleagues then ask a friend to help you). Imagine you are mentoring the mentees to grow vegetables. Perform a role play where <u>you don't show respect</u> to the mentees. Have fun. After you finish, discuss with your colleagues whether not showing respect to the mentees would make it harder for them to learn.</p>
4	 <p><b>Written answer</b> With your colleagues, discuss what you can do to put principle 3 into practice (adults learn better if they feel comfortable, confident and respected). When you finish, write this principle in your exercise book, and then write down 10 things you can do when you provide mentoring to put this principle into practice.</p>
	
5	<p>Another principle of adult learning is that adults learn better in the place where they will use what they learn (situated learning).</p> <p><b>PRINCIPLE 4</b> <b>Adults learn better in the place where they will use what they learn (situated learning)</b></p> <p>We just learned that you should always try and provide mentoring in the place the mentees feel most comfortable. <i>Luk olsem long ples bilong ol.</i> In their own community.</p> <p>But there is another reason why you should always try and provide mentoring in the mentees own community – because it is where they use what they learn. It will be easier for the mentees to REFLECT and LEARN LESSONS and PLAN because they can see (and hear and touch and taste and smell) what they are trying to do.</p>
5	 <p><b>Discussion</b> If you were mentoring a husband and wife to look after honeybees, what would happen if you provided the mentoring in town instead of <i>long ples bilong ol</i>? Discuss this with your colleagues. <i>Troimwe tingting.</i></p> 
5	 <p>Imagine you are mentoring a husband and wife to grow vegetables. The best place to mentor them is in their garden – where they can see (and hear and touch and taste and smell) what they are doing. They can see which parts of their garden <i>nogat gutpela gris</i>, where pigs are getting in, which crops are not growing well. <i>Kain kain.</i></p> <p>If you mentored them in town <i>ol bai lus tinging long planti samting. Ai bai pas. Tingting bai pas. Toktok bai pas.</i> The mentoring won't be effective. <i>Tingim.</i></p>

<p>5</p>	 <p><b>Written answer</b></p> <p>With your colleagues, discuss what you can do to put principle 4 into practice (adults learn better in the place where they will use what they learn). When you have finished, write this principle in your exercise book, and then write down 1 thing you can do when you provide mentoring to put this principle into practice.</p>
 <p>6</p>	<p>Another principle of adult learning is that adults learn better if it connects to what they already know and do.</p> <p><b>PRINCIPLE 5</b> Adults learn better if it connects to what they already know and do (connected learning)</p> <p>We learned earlier that you should always try and provide mentoring in the place the mentees feel most comfortable. <i>Luk olsem long ples bilong ol.</i> In their own community.</p> <p>We just learned that another reason why you should always provide mentoring in the mentees own community is that it is where they will use what they learn. It will be easier for the mentees to REFLECT and LEARN LESSONS and PLAN because they can see (and hear and touch and taste and smell) what they are trying to do.</p> <p>Another reason why you should always provide mentoring in the mentees own community is that it is easier for the mentor to make sure that the help and advice they give connects to what the mentees already know and do.</p> 
<p>6</p>	 <p><b>Activity</b></p> <p>Look at the two pictures below with your colleagues. If each picture was jumbled up (in pieces) which picture (the first or the second) would be easiest for <i>ol lain</i> Port Moresby to put together? Which picture (the first or the second) would be easiest for <i>ol lain</i> Madang to put together? Why?</p>

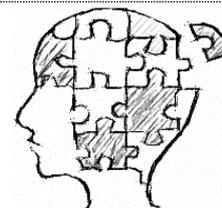


*Luk olsem ol lain* Madang would find the first picture easiest to put together because they are more familiar with the situation. *Ol lain* Port Moresby would find the second picture easier to put together because they are more familiar with the situation.

6 We have millions of different jigsaw pictures in our brain. *Ino olsem tasol wankain*. We get all of these pictures from our experiences, and if you dig down, from our *kastom*.  
In *tok* science these jigsaw pictures in our heads are called 'schemas'.

## How to demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees

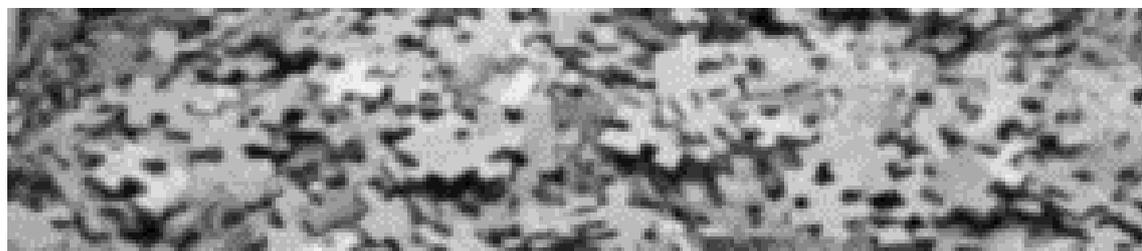
When we learn new information, we try and fit the new information into one of the jigsaw pictures already in our brain. If it fits then it makes sense, it is more interesting, it feels good, and it is easier to remember. It is easy for our brain to add new pieces of information if it fits into other information already stored in our brain.



But if new information doesn't fit into other information already in our brain, then the brain doesn't know what to do. Your brain throws the piece of the puzzle away.

The easiest and best way for adults to learn new information is for the new information to fit into one of the pictures already in their brain.

If you always try and provide mentoring in the mentee's own community, it will be much easier to find out about the mentees and their situation, and it will be much easier to make sure the help or advice you give fits into a picture that is already in their heads. If it doesn't fit, then their brain might throw the help or advice away. *Kapsait nating.*



6



### Discussion

What can you do to make sure the help and advice you give to the mentees connects to what they already know and do? Discuss this with your colleagues. *Troimwe tingting.*

6

To try and make sure the help or advice you give connects to what the mentees already know and do, try the following:

- ✓ Always try and provide mentoring in the mentees community. Definitely.
- ✓ Listen carefully and observe what is around you
- ✓ Ask key people in the community to get background information
- ✓ Use examples or stories or *tok piksa o tok bokis* that will be familiar to the mentees
- ✓ Use language they will understand (don't use jargon or 'expensive' English)
- ✓ When you give help or advice, ask the mentees how they can use it and what problems or challenges they might face (and what they can do about it).

*Las tok.* You can also challenge the picture of the world that is in the mentees heads. If the mentees are thinking about what they know and do, for example how they make decisions in their family, then information that challenges their picture of the world can sometimes be even easier for adults to learn and remember (because it stands out).

6	 <p><b>Written answer</b> With your colleagues, discuss what you can do to put principle 5 into practice (adults learn better if it connects to what they already know and do). When you have finished, write this principle in your exercise book, and then write down 3 things you can do when you provide mentoring to put this principle into practice.</p>
	
7	<p>Another principle of adult learning is that adults learn better if they use more than one of their senses (multi-sensory learning).</p> <p><b>PRINCIPLE 6</b> Adults learn better if they use more than one of their senses (multi-sensory learning)</p>
7	 <p><b>Discussion</b> In primary school, students do something called "SHOW and TELL". They bring in something from home to SHOW their classmates, and they also TELL their classmates about it. If you did this when you were at school, share your memories of it with your colleagues.</p> 
7	<p>When mentees listen to a mentor, then the way the new information gets to their brain is through their ears. They hear it and learn through their ears. But if you can SHOW them the new information as well, so that they learn through both their eyes and their ears, then it will be easier for them to learn and remember.</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>✓ As you TELL new information to mentees, you could write key points on paper (or get them to write the key points) so they can also SEE and learn with their eyes.</li> <li>✓ As you TELL new information to mentees, you could ask them to look at a poster or a picture or point at something so they can also SEE and learn with their eyes.</li> <li>✓ As you TELL new information to mentees, you could use body language to emphasise key points, so they also SEE and learn with their eyes.</li> <li>✓ As you TELL new information to mentees, you could do a practical demonstration, so they also SEE and learn with their eyes.</li> </ul>
7	 <p><b>Activity</b> With your colleagues, look at the table below. What does it say about why it is important to explain information by SHOW and TELL?</p>

**Percentage of information retained:**

	After 3 hours	After 3 days
TELL ONLY	70%	10%
SHOW ONLY	72%	20%
SHOW & TELL	85%	65%

*Luk olsem* if you explain information by both showing participants and telling them about it (show and tell), they are more likely to remember it after 3 hours, and MUCH MORE likely to remember it after 3 days. This is why principle 6 is so important.

7



Really great public speakers can create a picture of what they are saying in the listener's mind.

*Tok piksa em olsem.*

When you TELL new information to mentees, try and use *tok piksa* to create a picture of what you are saying in their minds. The mentees will SEE what you are saying (in their mind's eye).



7



**Discussion**

Often the strongest memories we have (the things we have learned best) are those we remember when we taste or touch or smell something.

Tasting or touching or smelling something brings back the memory. If you have an example of this, share it with your colleagues.

7

TELL is your ears. SHOW is your eyes. *Em inap*. But you can also learn by TASTE, TOUCH and SMELL. These five things are called your 'senses'. They are the five ways that new information gets into your brain. If you learn new information through more than one of your 5 senses, you are more likely to remember it. This is called multi-sensory learning. "Multi" means more than one. *Tok inglis igat kain kain.*



Save moa yet. Our 5 senses are sight, touch, taste, hearing, and smell. Our brain learns information through these 5 senses. But there are two more senses (and maybe more). Another sense we have is 'balance' – this sense helps us stay upright when we sit, stand, and walk. If you close your eyes, you still know you are upright (and not upside down) even though you can't see or touch or taste or hear or smell that you are upright. Another sense is 'body awareness' – close your eyes and hold out your hands. Move your arms and hands around. You can tell how far or close your hands are from your body (even though you can't see or touch or taste or hear or smell your hands).

7



**Written answer**

With your colleagues, discuss what you can do to put principle 6 into practice (adults learn better if they use more than one of their senses). When you have finished, write this principle in your exercise book, and then write down 3 things you can do when you provide mentoring to put this principle into practice.

J

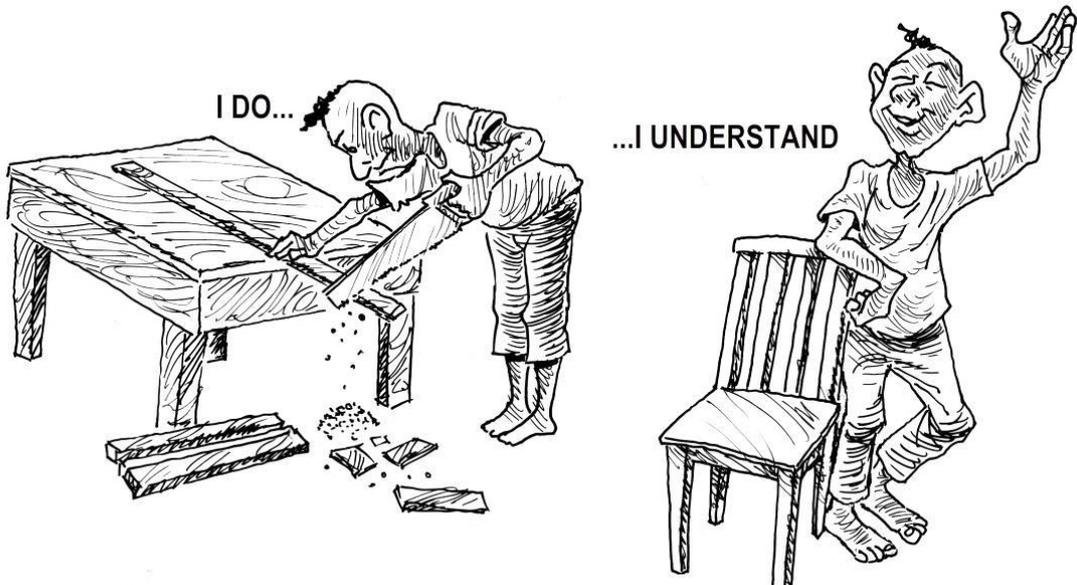
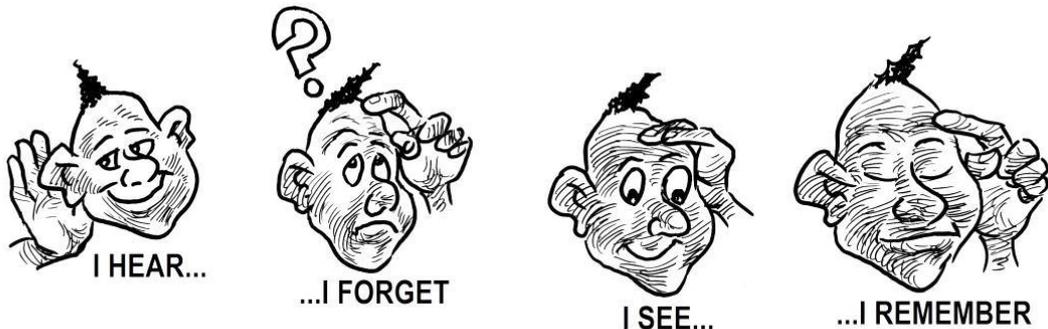


8



**Activity**

With your colleagues, look at the picture below. Is this your experience of how most adults learn?



<p>8</p>	<p>The final principle of adult learning that will help you provide mentoring is that adults learn better if they use what they learn to do something.</p> <p><b>PRINCIPLE 7</b> Adults learn better if they use what they learn to do something (learning by doing)</p> <p>There are 3 main ways that adults learn:</p> <ol style="list-style-type: none"> <li><b>1. Listening learners</b> – Listening learners learn by hearing someone TELL them</li> <li><b>2. Seeing learners</b> – Seeing learners watch someone SHOW them</li> <li><b>3. Experience learners</b> – Experience learners learn by DOING it</li> </ol> <p>No one way of learning is better than the others. In fact, most adults use a combination of all three ways that adults learn.</p> <div style="text-align: center;">  </div>
<p>8</p>	<div style="display: flex; align-items: center;">  <p><b>Discussion</b> How would a listening learner learn not to put their hand in the fire? How would a seeing learner learn not to put their hand in the fire? How would an experience learner learn not to put their hand in the fire? How would a learner who uses a combination of all three main ways learn not to put their hand in the fire?</p> </div>
<p>8</p>	<p>If the Community Development Worker explains something by using SHOW and TELL, then they are helping listening learners and seeing learners to learn.</p> <p>But what about experience learners? And what about learners who use a combination of all three ways to learn?</p> <p>Almost all adults learn better if they get a chance to use their new learning to DO something. If they use their new learning to DO something, then it all starts to make sense.</p> <p>This is called 'learning by doing'.</p> <div style="text-align: right;">  </div>
<p>8</p>	<div style="display: flex; align-items: center;">  <p><b>Discussion</b> What are some different ways that adults can DO something with what they learn? Discuss this with your colleagues. <i>Troimwe tingting.</i></p> </div>

To help the mentees to use what they learn to DO something, try the following:

- ✓ After they learn something, get the mentees to do a practical activity. Getting the mentees to do a practical activity is the best way to help them use what they have learned. And if you are mentoring them in the place where they will use what they learn (*luk olsem long ples*) then they can do the practical activity in their own situation, so it makes more sense. Best.
- ✓ After they learn something, ask the mentees a question about what they learned. Don't ask closed questions (where the mentees answer by saying "yes" or "no" or by giving a one-word answer). The mentees don't need to use their brains to answer closed questions. Questions that require the mentees to apply what they have learned are best. These are called **application questions**. For example, if the mentees have identified that they need to solve a problem (unclean water) by learning how to boil water properly, then after you explain to the mentees how to boil water properly, you could ask application questions like:

*How will knowing how to boil water properly help you?*

*What other things can you do with this skill?*

*What are you still not sure about?*

*What are problems or challenges that you might face when you boil water?*

*What tools or equipment or resources will you need to boil water properly?*

*What health and safety issues do you need to think about when you boil water?*

*How could you teach other people to boil water properly?*

*What do you think is the most difficult part of boiling water properly?*

*What changes would you see if everyone boiled water properly?*

- ✓ After they learn something, get the mentees to write down what they learned *in their own words* or a different language. If you just ask them to copy something down they don't need to use their brain. This is why you need to ask them to write it down in their own words or *tainim igo long tok ples o tok pisin*.
- ✓ After they learn something, get the mentees to create something from what they learned - like performing a role-play or drawing a picture or singing a song. For example, they could perform a role-play of someone not boiling water properly, or draw pictures to show the steps you need to take to boil water.



8

8



**Written answer**

With your colleagues, discuss what you can do to put principle 7 into practice (adults learn better if they use what they learn to do something). When you have finished, write this principle in your exercise book, and then write down 3 things you can do when you provide mentoring to put this principle into practice.

K

*Save moa yet.* This 'written answer' question is principle 7 in action. *Tingim.* In this coursebook (and in all the CDW coursebooks), you will notice that the information you need to learn is broken up into steps (for example, the number on the left shows that this is step 8) and each step is broken further into *hap step*. Two or three short paragraphs of information *o kain olsem*. After each *hap step* there is normally a discussion or activity or written answer (like this one) where you need to do something with the information you have just learned in the *hap step*. This is principle 7 in action – getting you to use what you have just learned to do something.



This *wok mak* says that you need to demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees. As you become a more experienced Community Development Worker, you will learn other principles to help you provide mentoring - but these 7 principles are a great start.

7

If you can put some or most of these 7 principles of adult learning into practice when you provide mentoring, then you will meet the Standard. *Yu bai inapim. Yu bai inapim stret.*

9

**PRINCIPLE 1**

**Adults learn better if it helps solve a problem they are facing (problem-solving learning)**

**PRINCIPLE 2**

**Adults learn better if they help decide what they need to learn (learner-led learning)**

**PRINCIPLE 3**

**Adults learn better if they feel comfortable, confident, and respected (learning as equals)**

**PRINCIPLE 4**

**Adults learn better in the place where they will use what they learn (situated learning)**

**PRINCIPLE 5**

**Adults learn better if it connects to what they already know and do (connected learning)**

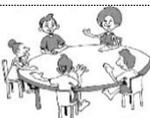
**PRINCIPLE 6**

**Adults learn better if they use more than one of their senses (multi-sensory learning)**

**PRINCIPLE 7**

**Adults learn better if they use what they learn to do something (learning by doing)**

9



**Activity**

With your colleagues, read the following two scenarios. Which mentoring (Samo's or Judy's) is more likely to be successful? Why?

### Scenario one:

- Judy is mentoring Robert and Cathy from Ndrasai village on the importance of a healthy diet. The mentoring was mostly held in their food garden, in Ndrasai village.
- Judy started mentoring by discussing the purpose of the visit, roles, and expectations. Judy also developed a mentoring agreement with Robert and Cathy, and went through it with them to make sure everything was clear.
- Judy then asked Robert and Cathy to reflect on their health and what they were eating. Robert and Cathy said that a problem they were having was high blood pressure. Judy was able to give help and advice to help them learn how eating more garden foods helps improve health (and lowers high blood pressure).
- Robert and Cathy said they wanted to learn more about which foods are healthy or unhealthy. Judy presented a lesson to Robert and Cathy to help them learn about healthy and unhealthy foods. Judy collected examples of healthy and unhealthy foods that were available locally, and then she showed Robert and Cathy each food and explained why it was healthy or unhealthy. When she finished, Judy put all the foods in a pile and asked Robert and Cathy to group them into 'healthy' or 'unhealthy'.
- Judy asked Robert and Cathy to identify which healthy foods they could grow in their garden. Judy then helped Robert and Cathy to plan how they could grow and eat more garden foods to improve their health.
- Judy thanked Robert and Cathy. She said she would return in one month to see how they were going. Robert and Cathy thanked Judy and asked if next time it would be possible for Judy to bring some seeds for plants that they wanted to grow and if next time she could show them some healthy recipes.



### Scenario two:

- Samo is mentoring Billy from Haiyaru village on the importance of a healthy diet. Samo asked Billy to come to his office at the District centre.
- When Billy arrived, Samo asked him to sit at a desk. Samo gave him a book from Australia to read about healthy food. Samo went and had a smoke.
- After 20 minutes, Samo asked Billy if he had any questions. Billy said "No". Samo then told Billy that he needed to eat more tomatoes and sweet potato and to cut down on eating lamb flaps and drinking soft drinks.
- Samo thanked Billy for coming to the District centre and said goodbye.

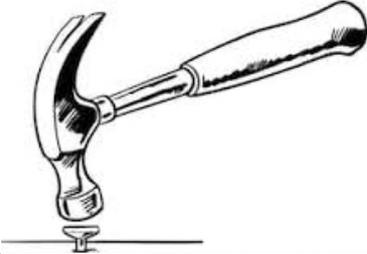


### Revision discussion

Think about how you yourself learn. Which of the 7 principles of adult learning would help you best if you were being mentored to do something?

**2 hours**

**Materials** Exercise book. Pen or pencil. You also need CDW coursebook 1.

1	<p>Methods or techniques are the different tools that a Community Development Worker uses when they provide mentoring.</p> <p>Just as a carpenter has tools like a hammer or a saw to do their job, a Community Development Worker uses different methods or techniques to help them do the job of mentoring. In this topic, we will look at some of the most common methods or techniques that mentors use to provide mentoring.</p>	
1	<p><b>Discussion</b></p> <p>What are some different techniques or methods you can use to provide mentoring? Brainstorm. <i>Troimwe tingting.</i></p>	
1	<p>There are lots of different methods and techniques you can use to provide mentoring. As you get more experienced, you will find different methods or techniques that you like to use – or you will invent your own. Below are 10 methods or techniques that should help you to do the job of mentoring.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p><b>Goal setting</b></p> <p><b>Strengths and weaknesses audit</b></p> <p><b>Listening skills</b></p> <p><b>Open questions</b></p> <p><b>Building trust</b></p> <p><b>Building confidence</b></p> <p><b>Honest feedback</b></p> <p><b>Presenting a lesson</b></p> <p><b>Problem analysis</b></p> <p><b>Planning</b></p> </div> </div>	
2	<p><b>Goal setting</b></p> <p>A very important method or technique for a mentor is helping the mentees to set goals. Help them throw the spear long - to their goal or purpose or dream or vision or objective or target - and then help them work out how to get there.</p>	

	<p>Goal setting is a good way to start mentoring mentees.</p> <p>Keeping the mentees focussed on their goal, and what they need to do to get there, helps them (and you) focus on what is most important during the mentoring visit.</p>
2	 <p><b>Activity</b> What is a vision? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
2	<p>A goal is sometimes called a 'vision'. The mentees vision is <i>wanem longwe hap ol laik kam kamap long en.</i></p> <p>For example, maybe the reason that David and Donna want to learn how to make a cup of tea is because they want to open a tea shop. Their vision is to open a tea shop.</p>  <p>But a better vision for David and Donna would say how opening a tea shop will improve their lives. "More money for the family" <i>o kain olsem.</i> If David and Donna said their vision is "open a tea shop" then a good mentor would ask them "<i>bilong wanem?</i>" "<i>Em bai strongim sindaun olsem wanem?</i>". A good mentor would help David and Donna see that <i>luk olsem</i> their real vision is "more money for the family".</p> <p>When you mentor the mentees, find out what their vision is. Help them to set a good vision that says clearly how they want their lives to improve.</p>
2	 <p><b>Activity</b> Below are visions that mentees have identified. What your colleagues, discuss whether these are good visions? <i>Em inap o nogat?</i></p> <ol style="list-style-type: none"> <li>1. "<i>Kamapim moa moni long strongim femili</i>" (a married couple who are being mentored by a <i>didimeri</i> to grow vegetables to sell at the market)</li> <li>2. "<i>Improve health and hygiene in Ward 23</i>" (a young volunteer who is being mentored by a health worker to improve health and hygiene in her community)</li> <li>3. <i>Strongim pasin lotu</i> (a pastor who is being mentored by another pastor)</li> <li>4. <i>Kamapim moa kopi</i> (a married couple who are being mentored by a <i>didiman</i> to improve their coffee garden)</li> </ol> <div style="border: 1px solid gray; border-radius: 15px; padding: 10px; margin-top: 10px;"> <p><i>Luk olsem</i> they are all okay. However, the last vision might be better if it instead said how growing more coffee would improve their lives - "have more money for our family" <i>o kain olsem.</i> Don't worry too much if the mentees still decide that "Grow more coffee" is their vision <i>em orait nogat samting</i> (it is their vision not yours).</p> </div>

The different things the mentees need to do to achieve their vision are their 'missions'.  
*Wanem ol rot long bihainim long kam kamap long driaman bilong ol.*

For example, David and Donna might have the vision "more money for the family". What they say they need to do to achieve this is (1) start a tea shop, and (2) manage their money better, and (3) work together better as a family. These are their missions.

2 The reason it is a good idea if the mentee's vision is about how they want their lives to be improved (*nau tasol yumi lukim*) is that it will be easier for the mentees to identify good missions. Because David and Donna's vision was "more money for the family" (instead of just "start a tea shop"), it helped David and Donna come up with things they need to do (missions) that will really help improve their lives.

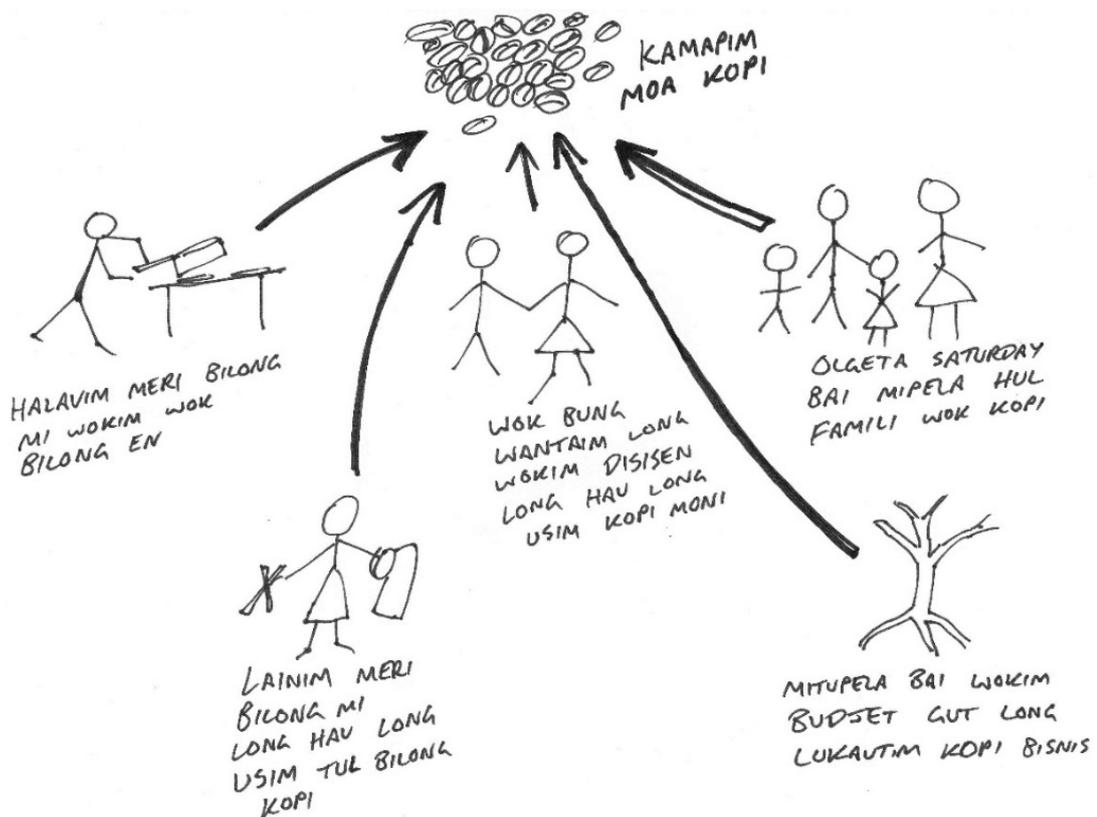
Tell the mentees not to have too many missions. Five or less is a good number. They can't do everything. If the mentees have too many missions, it will be hard for them to make progress. They can always add more missions or change their missions later.



**Activity**

Imagine you are mentoring a married couple who want to grow more coffee. Do you think their vision and missions are okay?

2



*Luk olsem they are all okay. The vision and missions can be improved. But don't worry too much it is their vision and missions (not yours). Em inap.*

2		<p>A good time to help the mentees think about their goals is during the REFLECT step of the learning from experience cycle.</p> <p>Help them to REFLECT on what they are trying to achieve and how it is going.</p> <p>Are they on track? Are they making progress? What do they need to spend more time on? Do they need to change anything?</p>
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## Strengths and weaknesses audit

Once the mentees have set a goal for what they are doing – and what they need to do to get there – it is a good idea to help them think about what their strengths and weaknesses are.



A good way to do this is a **strengths and weaknesses audit**.

**Strengths** are the skills, knowledge, resources, assets, and relationships the mentees already have that will make it easier for them to achieve their goals – *ol strong mipela igat pinis bai i halivim long inapim driaman*.

**Weaknesses** are the skills, knowledge, resources, assets, and relationships the mentees don't yet have that will make it harder for them to achieve their goals – *ol strong mipela isot o inogat bai i mekim hat long inapim driaman*.

If the mentees know what their strengths and weaknesses are, then it helps the mentees (and the mentor) to know what they need to learn and do to reach their goals. You can take advantage of strengths, and you can work out how to fix or overcome weaknesses.



You can do a strengths and weaknesses audit with the mentees even if they can't read or write well. Just discuss it (and you take notes). *Em orait*. Nice.

3		<p><b>Activity</b></p> <p>Look at the strengths and weaknesses audit below. This was done by a mentor working with a married couple to help them farm honey. The mentees' goal (vision) is 'make more money from honey' and their missions are (1) use our money better, (2) cooperate more in the family, (3) have more hives, (4) sell more honey. Do you think this strengths and weaknesses audit will help the married couple (and the mentor)? Would it be even better if the married couple did a separate strengths and weaknesses audit for each of their 4 missions?</p>
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"Our goal is to make more money from honey. To do this we will: (1) use our money better (2) cooperate more in the family (3) have more hives (4) sell more honey".



***Ol strong mipela igat pinis bai i halivim long inapim driaman.***



Know how to look after bees  
Benny is good at maths  
Betty emi fit long kirapim bel bilong ol narapela  
We have done a CIC honey farmer course  
We are hard-working  
Benny can fix machines  
Betty's sister lives in town  
We have generator  
There are lots of customers in town  
Stores in town want to buy local honey  
The District has a new loan scheme  
We have lots of gardens and flowers  
Jenny is mentoring us

***Ol samting mipela isot o inogat bai i mekim hat long inapim driaman.***



Don't know how to split hives  
Don't know about pests and diseases  
Using banks is hard for us  
Adding up is hard for us  
Where to get hives from  
Long way to town and road condition  
Not many people come to our local market  
Local people don't use much honey

Save moa yet. You can help the mentees to do a separate strengths and weaknesses audit for each of their missions, instead of just for their vision. *Laik bilong yu.* If you do this, then it might help the mentees to go deep *na tingim gut.*

3

When you help the mentees to think about their strengths, also get them to think about their **opportunities**. Opportunities are the things the mentees don't directly control but that they can take advantage of to achieve their goals. *Sans.*

And when you help the mentees to think about their weaknesses, make sure you also get them to think about their **challenges**. Challenges are the things the mentees don't directly control, but that they will need to manage or overcome to achieve their goals.

3



**Activity**

Look at the strengths and weaknesses audit again (above). Which strengths that the honey farmers identified are really outside opportunities they can take advantage of? Which weaknesses that the honey farmers identified are really outside challenges that they will need to manage or overcome?



	<p><i>Luk olsem</i> the opportunities are Betty's sister lives in town; there are lots of customers in town; stores in town want to buy local honey; the District has a new loan scheme. <i>Luk olsem</i> the challenges are long way to town and road condition; not many people come to our local market; local people don't use much honey.</p>
	
<p>4</p>	<div data-bbox="252 521 406 638">  </div> <p><b>Discussion</b> People say “<b>We have two ears but only one mouth</b>”. What do you think this expression is trying to tell us? Brainstorm. <i>Troimwe tingting</i>.</p> <div data-bbox="359 678 1295 766" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><i>Luk olsem</i> it is telling us that we should listen twice as much as we speak.</p> </div>
<p>4</p>	<p><b>Listening skills</b></p> <p>A very important method or technique for a mentor to use is good listening. Good listening means you need to stop talking and start listening. <i>Pasim maus na putim ia gut.</i></p> <div data-bbox="1193 815 1394 1124" style="float: right;">  </div>
<p>4</p>	<div data-bbox="252 1171 406 1288">  </div> <p><b>Activity</b> Look at the principles of adult learning from the last topic (below). With your colleagues, go through the 7 principles of adult learning we learned about in the last topic and discuss how it would make it easier to put each principle of adult learning into practice if you were a good listener?</p> <ul style="list-style-type: none"> <li data-bbox="304 1402 1353 1480" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 1</b> Adults learn better if it helps solve a problem they are facing (problem-solving learning)</li> <li data-bbox="304 1491 1353 1570" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 2</b> Adults learn better if they help decide what they need to learn (learner-led learning)</li> <li data-bbox="304 1581 1353 1659" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 3</b> Adults learn better if they feel comfortable, confident, and respected (learning as equals)</li> <li data-bbox="304 1671 1353 1749" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 4</b> Adults learn better in the place where they will use what they learn (situated learning)</li> <li data-bbox="304 1760 1353 1839" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 5</b> Adults learn better if it connects to what they already know and do (connected learning)</li> <li data-bbox="304 1850 1353 1928" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 6</b> Adults learn better if they use more than one of their senses (multi-sensory learning)</li> <li data-bbox="304 1939 1353 2018" style="background-color: #f0f0f0; padding: 5px;"><b>PRINCIPLE 7</b> Adults learn better if they use what they learn to do something (learning by doing)</li> </ul>

*Luk olsem* being a good listener will help you to put into practice all of the principles of adult learning. Sometimes the mentees will tell you directly what you need to know. Sometimes it will be indirect (you need to interpret what the mentees are saying).



To improve your listening skills, try the following ideas:

1

When the mentees are talking, be interested in what they are saying. *Putim ia gut*. Say “thankyou” after they speak and use responses such as “that sounds interesting” and “*gutpela tingting*”.



2

When you listen, use non-verbal communication. Make eye contact, nod your head, lean closer (but not too close), frown, smile. And learn from the mentees non-verbal communication – people say a lot without words. We will learn more about non-verbal communication later in the coursebook.

3

Try not to interrupt the mentees when they are talking. *Noken katim toktok bilong ol*. Letting people finish what they are saying shows respect. And pause before you start to respond to what they have said because it shows you have thought about what they have said first.

4

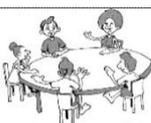
Ask the mentees about things they talked about before (yesterday or last visit *o kain olsem*). “Last time you said you were having problems with your *tambu* – how is it going?” This shows you listened carefully last time.

5

Don’t jump in with solutions to any problems. Give time for the mentees to talk about what their solutions might be (or prompt them by asking a question). Normally, people explain their problem first before they talk about what they think the solutions are – so give them time to finish.

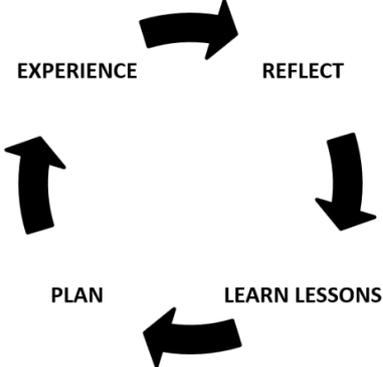
6

Try and avoid turning the conversation around to your own experiences and opinions. When the mentees have finished talking, don’t take over the conversation by talking about what happened to you or what you think. Instead, ask them a follow-up question to find out more from them.

4	 <p><b>Activity</b> Ask your colleague (or a friend) to talk about something. Ask questions if you need to. When they are talking, practice the 6 ideas to improve your listening skills (above).</p>
	
5	 <h2 style="text-align: center;">Open questions</h2> <p>Another important method or technique to use when you provide mentoring is asking open questions.</p> <p>Open questions are questions that need more than a 'yes' or 'no' or single word answer. Questions that only need a 'yes' or 'no' or single word answer are called closed questions - they close the conversation.</p> <p>It is much better to start your question with "why", "how", or "what". Questions that start with "why", "how", or "what" are called open questions because they open the conversation. To <i>bekim</i> an open question, a mentee needs to <i>stori gut</i>. Open questions will tell you what the mentees really think or know.</p>
5	 <p><b>Activity</b> Look at the three pairs of questions below. With your colleagues, discuss which way of asking a mentee each question (the first way or the second way) is better? Why?</p> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Do you understand what I said?</b> <b>What did you not understand about what I said?</b></p> </div> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p><b>Is the new method of pruning good?</b> <b>What was good about the new method of pruning?</b></p> </div> <div style="background-color: black; color: white; padding: 5px; text-align: center;"> <p><b><i>Yu klia pinis o?</i></b> <b><i>Wanem samting ino klia yet long yu?</i></b></p> </div> 
5	 <p>Mentoring is all about encouraging the mentees to talk more – to reflect on what they are doing, learn lessons, and put those lessons into practice. The mentor can help the mentees and give advice. Definitely. But the more the mentees talk the better.</p> <p>Asking open questions will help the mentees talk more – and it will help you to find out what they think or know so that you can give better help and advice.</p>

5	 <p><b>Activity</b> Practice using open questions. Have a conversation with your colleague (or a friend) about what they did yesterday. The first time, ask closed questions. Then repeat the conversation and this time ask open questions. Which way is more effective, open or closed questions? Why?</p>
	
6	<p><b>Building trust</b></p> <p>A very important method or technique for a mentor is building trust. The more the mentees trust you the more motivated they will be.</p> <p>Trust develops over time. Trust must come from inside the mentees – it can't come from outside by just telling the mentees to trust you.</p> 
6	 <p><b>Activity</b> What are different ways to build someone's trust? Discuss this with your colleagues. Brainstorm. <i>Troimwe tinging.</i></p>
6	<p>1 The mentees will start to trust you if they think you know what you are talking about. But this doesn't mean you have to know everything. Admit when you don't know something. If you admit when you don't know something, then when you do say something, the mentees will trust what you say.</p> <p>2 The mentees will start to trust you if you don't gossip. Don't gossip about other people to the mentees because <i>ol bai luksave long pasin bilong yu.</i> And definitely don't gossip to other people about what the mentees tell you. <i>Bagarap olgeta.</i></p> <p>3 The mentees will start to trust you if you follow through on what you say you will do. If you say "I will find out and get back to you" then make sure you do it.</p> <p>4 The mentees will start to trust you if you don't over-promise. If you over-promise the mentees will know it. It smells bad. They will trust you less and less.</p> <p>5 The mentees will start to trust you if you are honest with them. Tell the mentees when something is not right – but do so in a way that doesn't make it personal. Don't say "you are wrong" instead say "what you did was wrong".</p> <p>6 The mentees will start to trust you if you are honest about yourself. Talk about your own problems and challenges. We all have problems and challenges. If you do this then the mentees will trust you more and more – and they are more likely to be honest with you.</p>

	<p>1 The mentees will start to trust you if you don't use jargon and 'expensive' English. If you speak in jargon and 'expensive' English then mentees will know that you are either a <i>bikhet</i> or you don't really know what you are talking about.</p>
	<p>8 The mentees will start to trust you if you trust them. Ask the mentees to give you help and advice. This shows you trust them (and respect them).</p>
	
<p>7</p>	<p> <b>Discussion</b> What is the difference between internal (inside) and external (outside) motivation? Discuss this with your colleagues.</p>
<p>7</p>	<p><b>Building confidence</b></p> <p>Young children often need to be told what to do. Telling children what to do is external motivation – it comes from outside (external).</p> <p>But if adults need to be motivated from outside then it is a problem, because if the person who tells them what to do is not around to tell them what to do, then there is no motivation. <i>Tingim</i>.</p> <p>As you grow up your motivation should mostly come from inside. For a mentee to be motivated from the inside, they need to have the confidence to make their own decisions about what to do (even if sometimes they are the wrong decisions).</p> <p>A very important method or technique for a mentor is building the confidence of mentees to make their own decisions about what to do. <i>Kirapim bel</i>.</p> 
<p>7</p>	<p> <b>Activity</b> Get a glass or clear bottle and fill it up halfway with water (or just look at the picture on the right). Discuss with your colleagues whether the glass is half-full or half-empty?</p> 
<p>7</p>	<p>Most people see the glass as half-empty. <i>Sik bilong man long olgeta hap long wol em long lukluk long hap empti na lus tinging long hap pulap</i>. People who only see what they can't do or what they don't have in the end give up. <i>Maski. Hat tumas. Mi les</i>.</p> <p>But the truth is the glass is also half-full.</p> <p>To build the confidence of mentees, get them to think about what is half-full about their lives. Get them to think about what they have already that is good and what they are doing well. If you think you are doing well, then you will try and do even better.</p>

	 <p>To build the confidence of mentees, point out good decisions they have made. If the mentees think they have made good decisions, then they will be more confident to keep making decisions.</p> <p>To build the confidence of mentees, sometimes it is best to go with what they think (even though you think it is wrong). You will need to use your judgement about whether the consequence of a wrong decision is worse than the benefit of building their confidence.</p> <p>Praise the mentees. Praise their skills and their <i>save</i> and their <i>pasin</i>.</p>
7	 <p><b>Discussion</b></p> <p>Imagine you are mentoring someone to make a cup of tea. You need to look for things to praise mentees. What are some (1) skills, (2) <i>save</i>, and (3) <i>pasin</i> that you might be able to praise them for when they make a cup of tea?</p>
7	<p>For adults to be motivated from the inside (internal motivation), they need the confidence to make their own decisions about what to do. <i>Em nau yupela save pinis</i>.</p> <p>If you show mentees how to go through a learning from experience cycle themselves, then you are showing them a good way to make their own decisions. If mentees learn how to go through a learning from experience cycle themselves, then this will give them confidence to make decisions even if you (the mentor) are not around.</p> <p>There is one more thing that adults need to build internal motivation. Adults need to know WHY – <i>wanem as trutru bilong mekim senis</i> – not just WHAT they need to do.</p> <p>If you know WHY then it builds internal motivation. <i>Tingim</i>. When you provide mentoring, always make sure the mentees know WHY. A great way for mentees to learn WHY they need to do something is to help them go through a learning from experience cycle. This is because they will see for themselves <i>wanem as trutru bilong mekim senis</i>.</p> 
	
8	<p><b>Honest feedback</b></p> <p>A very important method or technique for a mentor is giving honest feedback. It can be hard for a mentor to provide honest feedback. But it is better they hear honest feedback than not hear it – and it is better they hear it from you instead of someone else (who might not provide mentoring in a way that meets the Standard).</p> 

8	 <p><b>Discussion</b> What can happen if you only give praise, instead of also giving honest feedback? Discuss this with your colleagues.</p>
8	<p>When you praise the mentees, make sure you don't overdo it. If you overdo praise, then the mentees will start to suspect that you <i>wok long grisim ol nating</i>.</p> <p>If the mentees think that <i>yu wok long grisim ol nating</i> then it can destroy their confidence (and their trust) because they will start to think that everything you have ever said to encourage them was also <i>maus wara nating</i>.</p> <p>Three praises <i>o kain olsem</i> for every honest correction is about the right amount of praise (and honest correction) to build the mentees confidence without overdoing it.</p> <p>"You did that well". "You are a good listener". "You are really dedicated". "Next time you should sharpen your tools". Three praises <i>o kain olsem</i> for every honest correction.</p> 
8	 <p><b>Activity</b> Practice doing three praises for every honest correction. Imagine you are mentoring your colleague to read. Ask your colleague to read what you are reading now (this activity) out loud. Praise them three times first for their skills or <i>save</i> or <i>pasin</i>, and then follow-up with an honest correction. When you have finished, swap roles. How did it feel for the mentor? How did it feel for the mentee?</p>
8	<p>To provide honest correction to the mentees, try the following:</p> <ul style="list-style-type: none"> <li>✓ Praise the mentors first before you provide any honest correction</li> <li>✓ Give honest feedback in private (so that other people can't hear)</li> <li>✓ Be clear and direct. Don't beat around the bush. <i>Noken sait sait. Tok stret na tok klia.</i></li> <li>✓ Give the honest feedback as soon as possible (don't delay). It helps the mentees if you do this because what they did or said that needs honest feedback will still be fresh in their minds.</li> <li>✓ Before you give honest feedback to the mentees, first ask the mentees what they think could be improved. If they give a good suggestion then fantastic – just agree with them. This is the best way to give honest feedback because you are also building the confidence of the mentees to make their own decisions.</li> </ul>

✓ If you first ask the mentees what they think could be improved, it also makes it easier for you to follow up with your own honest feedback. This is because *luk olsem* the mentees have already acknowledged that help or advice is needed.



At the start of the mentoring visit, when you discuss the purpose of the visit, roles, expectations, and review any mentoring agreement (*wok mak 3.1*), it is a good idea to also ask the mentees if they want you to give them honest feedback. *Luk olsem* they will say "yes" - but hearing it from them makes it easier for you when the time comes.



## Presenting a lesson

To help the mentees learn lessons, the mentor normally needs to present a lesson to the mentees to help them learn something.

Sometimes you will already have a lesson in mind to present to the mentees when you begin. It might be that during the last mentoring visit you and the mentees agreed that in the next visit you would teach them about how to prune their trees or how to pack fruit in a box or how to write prices on labels *o kain olsem*. If this is the case, then you can prepare a lesson (and a lesson plan) in advance.



However, often the lesson you present will be more informal and on-the-job. This is because you need to respond straight away to what the mentees find they need to learn. Even if you need to think on your feet, you should still follow a lesson plan.

9

9



### Discussion

In CDW Coursebook 2 (Awareness and Training) you learned about a four-step lesson plan. What is the four-step lesson plan? Discuss this with your colleagues. *Nogut yupela tingim yet.*

9

You can use the four-step lesson plan to present a lesson during mentoring:



The first step in the four-step lesson plan is:

**1 INTRODUCE** the mentees to what they will be learning

Adults learn better when they know what they are supposed to be learning before they learn it. This is a principle of adult learning that we learned about in CDW coursebook 2 (Training and Awareness). *Tingim*. If the mentees know what they are supposed to be learning it will help them focus on what is important during the lesson.

It is a good idea to do a short introduction at the start of your lesson where you summarise *pisin lukluk kam daun* the key things you are going to cover.

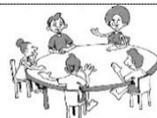


Even better, if the mentees can read and write, then write down the key things they are going to learn *na putim long ples klia*. If you do this, at the end the mentees can keep the list of the key things (and they can use it for revision later). A recipe *o kain olsem*.



Some Community Development Workers like to *putim long ples klia* two or three key questions that they expect the mentees to be able to answer by the end of the lesson. This is a great way to help the mentees focus on what is important – and it motivates them to learn if they think they will be asked a question at the end. *Tasol yu yet*.

9



### Activity

Imagine you are going to present a lesson to teach mentees how to make a cup of tea. With your colleagues, identify what key things you might want the mentees to learn from the lesson?



## 2 EXPLAIN the skill or knowledge to the mentees

A principle of adult learning that we learned about in the last topic is 'adults learn better if they use more than one of their senses'. *Tingim*.

When mentees listen to a mentor, then the way the new information gets to their brain is through their ears. They hear it and learn through their ears. But if you can SHOW them the new information as well, so that they learn through both their eyes and their ears, then it will be easier for them to learn and remember.

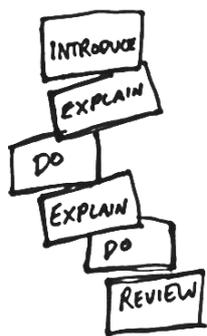


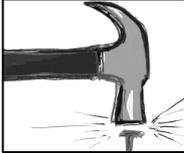
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- ✓ As you TELL new information to mentees, you could write key points on paper (or get them to write the key points) so they can also SEE and learn with their eyes.
- ✓ As you TELL new information to mentees, you could ask them to look at a poster or a picture or point at something so they can also SEE and learn with their eyes.
- ✓ As you TELL new information to mentees, you could use body language to emphasise key points, so they also SEE and learn with their eyes.
- ✓ As you TELL new information to mentees, you could do a practical demonstration, so they also SEE and learn with their eyes.

	<p>TELL is your ears. SHOW is your eyes. But you can also learn by TASTE, TOUCH and SMELL. These five things are called your 'senses'. <i>Em nau yupela klia pinis.</i> Show and tell is normally enough, but if you get the chance then also help the mentees learn through taste, touch or smell. The more senses they use the better they will learn and remember.</p>
<p>9</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;">  <p><b>Activity</b></p> <p>With your colleagues, look at the picture on the right. It shows a <i>didiman</i> (David) explaining to Rebecca when to pick coffee. How many senses do you think Rebecca is using? Do you think Rebecca will learn and remember what David is explaining?</p> </div> <div style="width: 60%; text-align: right;">  </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>
<p>9</p>	<div style="display: flex; align-items: center;">  <p>And don't forget, when you explain the skill or knowledge to the mentees, always try and make sure the information you want the mentees to learn connects to what they already know and do. This is a principle of adult learning that we learned about in the last topic ('adults learn better if it connects to what they already know and do'). <i>Tingim.</i></p> </div>
<p>9</p>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;">  <p><b>Activity</b></p> <p>Imagine you are going to present a lesson to teach mentees how to make a cup of tea. In the last activity, you came up with the key things you want the mentees to learn from the lesson.</p> </div> <div style="width: 60%; text-align: right;">  </div> </div> <p>Now, identify what you could do so that the mentees don't just hear you TELL them. A good idea is to look at each of the key things you want the mentees to learn, and for each key thing make sure that the mentees can also learn it by seeing (SHOW), TASTE, TOUCH or SMELL. The more senses they use the better they will learn and remember.</p> <div style="display: flex; align-items: center; margin-top: 20px;">  <p>Next, discuss with your colleagues how you could make the lesson connect to what they already know and do. A good idea is to look at each of the key things that you want the mentees to learn, and for each key thing think about how you can make it connect to what the mentees already know and do.</p> </div>
<p>9</p>	<p><b>3 DO Get the mentees to use what they learned to do something</b></p> <p>A principle of adult learning that will help you to mentor adults is 'adults learn better if they use what they learned to do something'. <i>Tingim.</i> After you explain the skill or knowledge to the mentees, the next thing to do is give the mentees a chance to use their new learning to DO something. If they use their new learning to DO something, then it all starts to make sense. Learning by doing.</p>

9	 <p><b>Discussion</b> What are some different ways that adults can DO something with what they learn? You looked at this in the last topic. <i>Kirapim bek tingting.</i></p>
9	<p>To help the mentees to use what they learn to DO something, try the following:</p> <ul style="list-style-type: none"> <li>✓ After they learn something, get the mentees to do a practical activity. Getting the mentees to do a practical activity is the best way to help them use what they have learned. And if you are mentoring them in the place where they will use what they learn (<i>luk olsem long ples</i>) then they can do the practical activity in their own situation, so it makes more sense. Best.</li> <li>✓ After they learn something, ask the mentees a question about what they learned. Don't ask closed questions (where the mentees answer by saying "yes" or "no" or by giving a one-word answer). The mentees don't need to use their brains to answer closed questions. Questions that require the mentees to apply what they have learned are best. These are called <b>application questions</b>. For example, if the mentees have identified that they need to solve a problem (unclean water) by learning how to boil water properly, then after you explain to the mentees how to boil water properly, you could ask application questions like: <ul style="list-style-type: none"> <li><i>How will knowing how to boil water properly help you?</i></li> <li><i>What other things can you do with this skill?</i></li> <li><i>What are you still not sure about?</i></li> <li><i>What are problems or challenges that you might face when you boil water?</i></li> <li><i>What tools or equipment or resources will you need to boil water properly?</i></li> <li><i>What health and safety issues do you need to think about when you boil water?</i></li> <li><i>How could you teach other people to boil water properly?</i></li> <li><i>What do you think is the most difficult part of boiling water properly?</i></li> <li><i>What changes would you see if everyone boiled water properly?</i></li> </ul> </li> <li>✓ After they learn something, get the mentees to write down what they learned <i>in their own words</i> or a different language. If you just ask them to copy something down they don't need to use their brain. This is why you need to ask them to write it down in their own words or <i>tainim igo long tok ples o tok pisin</i>.</li> <li>✓ After they learn something, get the mentees to create something from what they learned - like performing a role-play or drawing a picture or singing a song. For example, they could perform a role-play of someone not boiling water properly, or draw pictures to show the steps you need to take to boil water.</li> </ul> 

9	 <p><b>Activity</b></p> <p>Imagine you are going to present a lesson to teach mentees how to make a cup of tea. How would you get the mentees to DO something with what they learned? A good idea is to look at each of the key things are that you want the mentees to learn, and for each key thing, make sure the mentees also learn it by DOING.</p>
9	<div style="background-color: black; color: white; padding: 5px; border-radius: 5px;"> <p><b>4 REVIEW</b> Remind the mentees of what they were supposed to learn (revision)</p> </div>  <p>Adults learn better when they get to go back over what they have learned at the end. This is a principle of adult learning that we learned about in CDW coursebook 2 (Training and Awareness). <i>Tingim</i>. If the mentees get a chance to REVIEW what they learned at the end of the lesson, <i>em bai pas gut insait long kru pamkin bilong ol</i>.</p> <p>After you present your lesson, at the end ask the mentees to think about what they just learned. Remind them of the key things you covered. If you had key questions for them to answer, then now is a good time to ask them to see if they learned what you hoped they would learn. <i>Pinisim</i>.</p>
9	 <p><b>Written answer</b></p> <p>With your colleagues, discuss the four-step lesson plan. When you have finished, copy the four-step lesson plan into your exercise book. When you do this, write it in your own words or <i>tok ples o tok pisin o tok motu</i>.</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 5px; font-weight: bold;">L</div> <h2 style="text-align: center; margin-top: 20px;">The four-step lesson plan</h2> <div style="text-align: center; margin-top: 20px;">  </div>
9	<p><i>Las tok</i>. Each EXPLAIN step should be less than 5 minutes – and shorter is better.</p> <p>If you need more than 5 minutes to explain the information to the mentees, then break it up into <i>hap step</i> and after each <i>hap step</i> get the mentees to DO something with what they have learned.</p> <p>But if there are too many EXPLAIN DO steps then the mentees will go off track and forget what they are supposed to be learning. If you think there will be too many EXPLAIN DO steps then break it into separate topics – each with a separate INTRODUCTION and REVIEW. Nice.</p> 

	 <p>And always focus on the key things you want the mentees to learn. Keep hitting the nail on the head. You can't expect people to remember everything, but if you keep hitting the key points during your lesson, they will remember the key points. Nice.</p> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p><i>Luksave</i> each topic in this coursebook is really just a four-step lesson plan. Each topic starts with an INTRODUCTION. Then each <i>hap step</i> is where the coursebook EXPLAINS what you need to know. And between each <i>hap step</i> is a DO discussion or activity or written answer. And at the end of the topic, you REVIEW what you did in the topic.</p> </div>			
<p>9</p>	 <p><b>Activity</b> Time to have a go at coming up with your own four-step lesson plan. Imagine you are mentoring a husband and wife to make a cup of tea. With your colleagues, prepare a lesson by using the four-step lesson plan. You don't need to write it down (but you can if you want) – just discuss what you would do to provide the lesson on how to make a cup of tea. <i>Tok save</i> you will probably need to add more EXPLAIN DO steps – or even break it into separate topics – each with a separate INTRODUCTION and REVIEW. <i>Yupela yet.</i></p> <div style="border: 1px solid gray; padding: 10px; margin-top: 10px;"> <p>If this course is being run as a training by a trainer, they might ask you to perform your lesson plan as a role-play.</p> </div>			
 <p>10</p>	<p><b>Problem analysis</b></p> <p>When the mentees REFLECT on what they are doing (with your help and advice) it often shows that there is a problem – a challenge to overcome. If there is a problem, then a good mentor helps the mentees to analyse their problem.</p>  <p>If the mentees go deep to analyse their problem, then it helps them to find deep solutions. The best solutions are always deep solutions. Dig down. But don't dig down for them. You should always try and hand over the skills and knowledge, so they know how to do their own problem-solving.</p> <p>To help the mentees dig down, there are 3 tools that can help.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> <b>1. Causes and effects maps</b></td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> <b>2. Identify solutions</b></td> </tr> <tr> <td style="padding: 5px;"><input checked="" type="checkbox"/> <b>3. Strengths and weaknesses audit</b></td> </tr> </table>	<input checked="" type="checkbox"/> <b>1. Causes and effects maps</b>	<input checked="" type="checkbox"/> <b>2. Identify solutions</b>	<input checked="" type="checkbox"/> <b>3. Strengths and weaknesses audit</b>
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<input checked="" type="checkbox"/> <b>3. Strengths and weaknesses audit</b>				
<p>10</p>	 <p><b>Discussion</b> What is the difference between 'causes' and 'effects'? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>			

✓ 1. Causes and effects maps

Start with the causes map. Help the mentees go deep to look at the real (deep) causes of the problem. This tool works best if you can draw the causes map on a poster. This is because the mentees can keep it and refer to it again. But if you can't draw the causes map (or the mentees can't read or write well) then *nogat samting*. You can just discuss the causes of the problem *em tu orait*.



How to do a CAUSES MAP

1. Write the problem at the top of a sheet of poster paper.
2. Start with the **causes**. Ask the mentees to brainstorm the causes of the problem.  
*Wanem ol as bilong hevi?*
3. Write the different causes the mentees come up with beneath the problem. These are the immediate causes – the causes that the mentees think of first.
4. Then for each cause that is suggested, ask the mentees what causes it. Go deep to look at the roots of each immediate cause. The roots of each immediate cause are called the underlying causes – the roots of the problem. Use arrows to show the roots. Use lines to connect ideas that are similar. Circle the important points. Don't worry if it gets messy. Start again if you need to.
5. As you dig down and look at the roots of the problem, also discuss what the solutions might be. The causes map also shows that normally you need to do more than one thing to solve a problem – most problems have more than one cause (and more than one solution).

For example, if the problem the mentees have is “not enough people buy our honey” then an immediate cause might be “people aren't used to eating honey”. Good. But ask the mentees to dig deeper. Why aren't people used to eating honey? The mentees might say “they don't know about honey it's a new thing for them” but then ask the mentees to dig deeper. Why don't they know about your honey? *Igo igo*. The mentees might discover that there is something they can do about their problem – maybe they need to do more advertising to explain the benefits of honey.



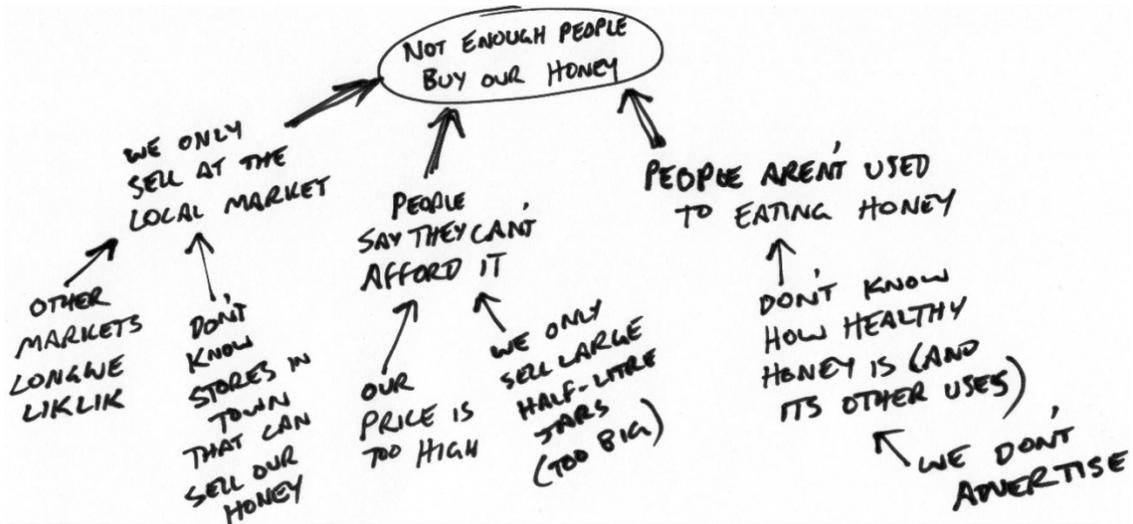


**Activity**

Below is the causes map which Jenny used to help Betty and Benny analyse a problem. Jenny is a *didimeri*, and she is mentoring Betty and Benny who are honeybee farmers. Do you think this causes map would help Betty and Benny to dig deep and think about the causes of their problem (and identify solutions)?



10



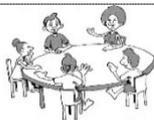
When you finish the causes map, do the effects map. An effects map is a great tool for helping the mentees to look at the effects or consequences of the problem.

The effects map works best if you can draw it on poster paper because the mentees can keep it and refer to it again. But if you can't draw the effects map (or the mentees can't read or write well) then *nogat samting*. Just discuss the effects *em tu orait*.

10

**How to do an EFFECTS MAP**

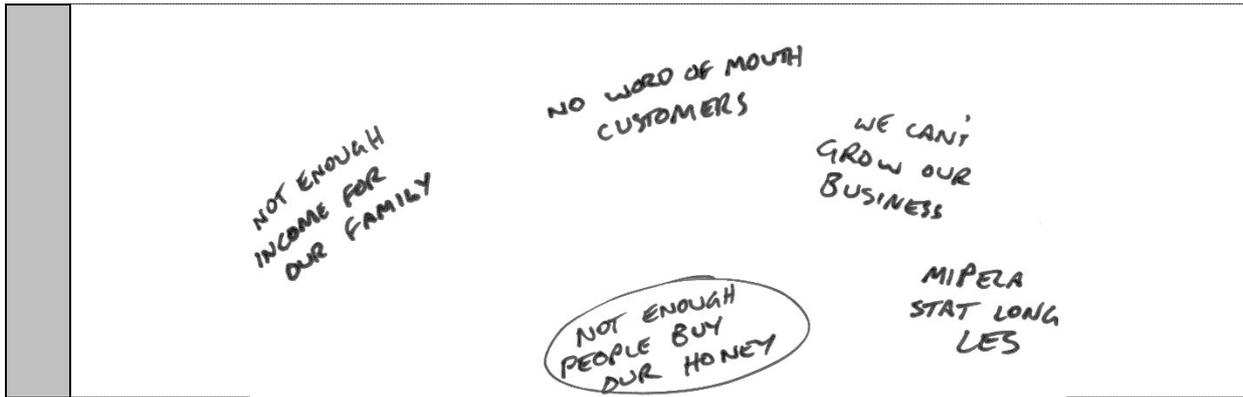
1. Write the problem at the bottom of a sheet of poster paper.
2. Ask the mentees to brainstorm the effects of the problem. *Hevi givim wanem ol birua or bagarap long yupela?*
3. Write the different effects that the mentees come up with above the problem. *Em olsem ol kaikai nogut we em kamaut long hevi bilong ol.* Ask the mentees open questions to explore each effect. *Toktok gut. Brukim tingting.*



**Activity**

Below is the effects map which Jenny used to help Betty and Benny analyse a problem (not enough people buy our honey). Jenny is a *didimeri*, and she is mentoring Betty and Benny who are honeybee farmers. Do you think this effects map would help Betty and Benny to think about the effects of the problem (and whether it is worth the effort to tackle the problem)? Discuss this with your colleagues.

10



**EFFECTS**

**CAUSES**

Finally, many mentors combine the causes map and the effects map by placing the two sheets of poster paper together – put the effects map on top and the causes map beneath. If you do this, then it is a whole picture of the problem – beneath are the roots of the problem – and above are the effects – *kaikai nogut bilong en*. It is like a fruit tree. *Tingim. Wanwan rut givim sik long diwai nau diwai bai karim kaikai nogut.*

Encourage the mentees to think about what the benefits would be if they did something to try and tackle the problem. Is it worth the effort? Maybe another problem would be easier to tackle (or have greater benefits?)

10

If the mentees know the real (deep) **causes** of the problem, they will know what needs to be done to tackle the problem. And if the mentees know the **effects** of the problem, then they also know what difference it would make if they tried to tackle the problem.

Knowing all of the causes of a problem gives you the full story. If you don't know the full story your head is in the sand. The mentees might not be able to find solutions to some of the causes themselves (even with your help and advice). Some causes might be too hard to tackle (at the moment), but it is good to recognise them and know what needs to be done.

**2. Identify solutions**

When you helped the mentees to dig down to look at the causes of their problem, you should have also helped them to discuss different solutions. *Tingim.*

10

After the mentees finish their causes and effects maps, they should have a good idea about what it will take to fix their problem (and which problem would be the best one to try and tackle first).

You can give the mentees help and advice to identify the solutions to their problem. But never ever choose a solution for them. If you do choose their solution, and something goes wrong, they will point fingers at you. *Tingim.* The skill of a mentor is to guide the mentees to decide themselves which solution or solutions are best.



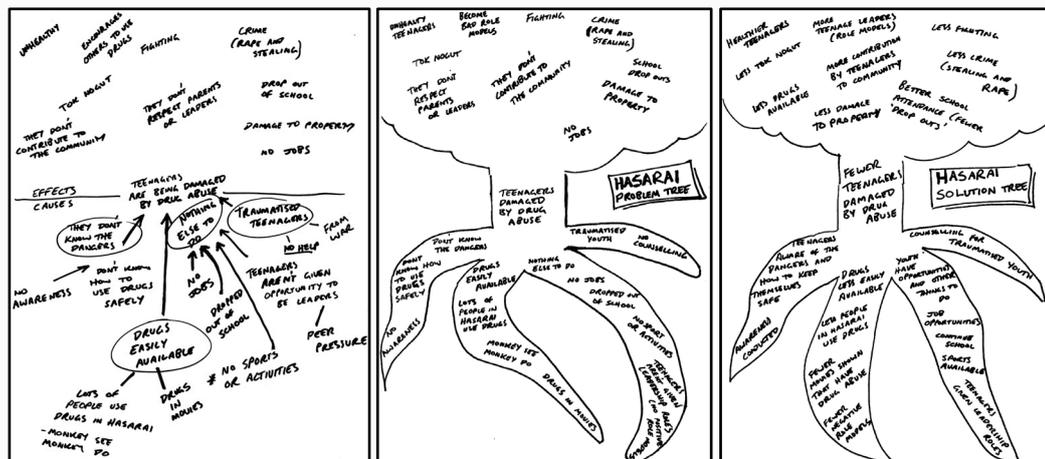
**Discussion**

To help the mentees identify the solutions, some mentors like to turn the causes from the causes and effects map into solutions. You can do this by changing the negative language from the causes into positive language (and solutions). This gives the mentees a picture of the solutions. With your colleagues, look at the solutions map below. *Luksave tasol.*



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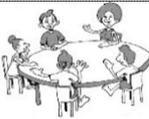
Save moa yet. In CDW coursebook 4 (Participatory Planning) you learned how to turn a causes and effects map into a problem tree – and then into a solution tree. *Tingim.* When you mentor, you don't need to do this – but you can if you want to. *Yu yet.*



**3. Strengths and weaknesses audit**

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Finally, once the mentees have a solution or solutions in mind, do a strengths and weaknesses audit for the solutions. We learned how to do this earlier in the topic.

	<p>Doing a strengths and weaknesses audit for their solutions will show the mentees (and the mentor) their strengths (and opportunities) and their weaknesses (and challenges). It will also show the mentees (and the mentor) which solution will be easier or harder.</p>   <p><i>Las tok.</i> you can do a strengths and weaknesses audit with the mentees even if they can't read or write well. Just discuss what their strengths and weaknesses are instead (and you take notes). <i>Em orait.</i> Nice.</p>		
10	<p><b>Activity</b></p> <p>One of the solutions Betty and Benny decided to try and tackle to help solve their problem (not enough people buying our honey) was to do more advertising. Jenny used the strengths and weaknesses audit tool to help Betty and Benny think about this solution. Below is what Betty and Benny came up with. How would this help Betty and Benny? Discuss this with your colleagues.</p>  <p>"One problem we are having is that not enough people are buying our honey. One solution to the problem is for us to do more advertising".</p>  <table border="1" data-bbox="256 965 1401 1464"> <tr> <td data-bbox="256 965 826 1464"> <p><b><i>Ol strong mipela igat pinis bai i halivim long inapim driaman.</i></b></p>  <p>Betty is good at drawing We have a church notice board Our local health worker says honey is healthy – maybe she can help Benny knows a printer in town</p> </td> <td data-bbox="826 965 1401 1464"> <p><b><i>Ol samting mipela isot o inogat bai i mekim hat long inapim driaman.</i></b></p>  <p>Don't know much about how to advertise (can Jenny help?) Can't afford to do advertising People in our community don't read much Don't know enough about what to say about how honey is healthy</p> </td> </tr> </table>	<p><b><i>Ol strong mipela igat pinis bai i halivim long inapim driaman.</i></b></p>  <p>Betty is good at drawing We have a church notice board Our local health worker says honey is healthy – maybe she can help Benny knows a printer in town</p>	<p><b><i>Ol samting mipela isot o inogat bai i mekim hat long inapim driaman.</i></b></p>  <p>Don't know much about how to advertise (can Jenny help?) Can't afford to do advertising People in our community don't read much Don't know enough about what to say about how honey is healthy</p>
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10	<p><i>Las tok.</i> If there is more than one mentee, then <i>luk olsem</i> they will need to agree on which solution is best (and if there is more than one problem, they will also need to decide which problem to try and tackle first).</p> <p>The best way to do this is through discussion and talking. <i>Kamapim wanbel.</i> <i>Tok tok</i> until the mentees agree on which problem and what solutions to try and tackle.</p>		
11	 <p><b>Planning</b></p> <p>The final method or technique we are going to look at is planning. Once the mentees have decided on a solution or course of action, then it helps to plan how to take action. Planning is easy. <i>Ino hatpela samting.</i> But if you fail to plan then you are planning to fail.</p>		

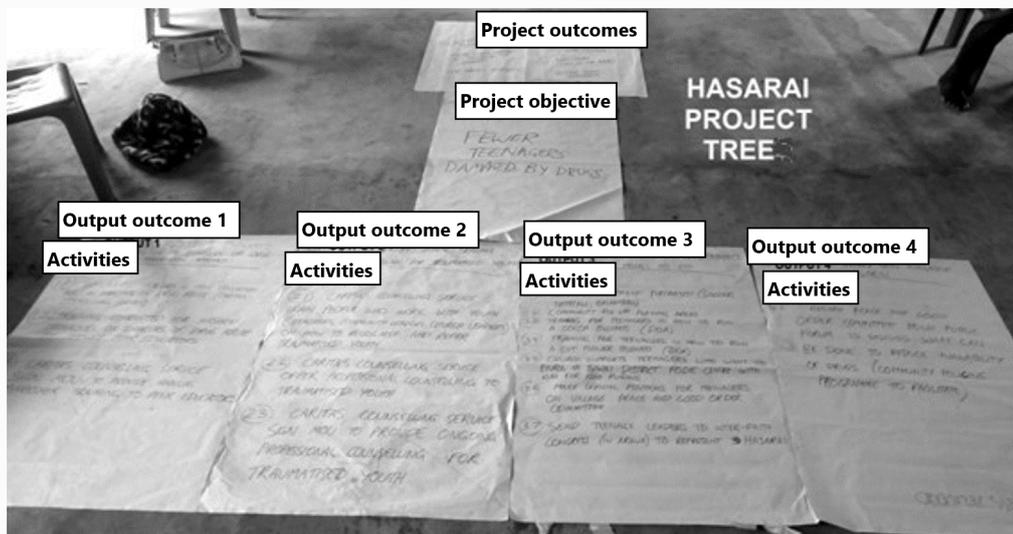
11	 <p><b>Discussion</b> What needs to go into a plan for an activity? Discuss this with your colleagues.</p>
11	<p>If the mentees can read and write, then it is always better if you can write the plan down – so that no one forgets what is in the plan. But even if the mentees can't read and write, you should still discuss how they plan to put their solution or course of action into practice. <i>Bai yupela wokabout na mekim olsem wanem?</i></p> <p>A good plan has the answers to 6 questions. The 6 'W's of good planning:</p> <h2 style="text-align: center;">The 6 'W's of good planning</h2> <ol style="list-style-type: none"> <li>1 <b>Why?</b> The aim or objective or expected outcomes. <i>Wanem as bilong mekim?</i></li> <li>2 <b>What?</b> What work needs to be done? (the activities)? <i>Ol hap wok long mekim.</i></li> <li>3 <b>With?</b> What resources (including money) will you need for each <i>hap wok</i>?</li> <li>4 <b>Who?</b> Who is responsible for each activity (who will do it or take the lead)?</li> <li>5 <b>When?</b> When is a good time to do each <i>hap wok</i>?</li> <li>6 <b>Wari?</b> Look at each <i>hap wok</i>. What is the risk? What can go wrong? Then think about how to stop it going wrong or manage the damage if it does go wrong.</li> </ol>
11	 <p><b>Activity</b> With your colleagues, do a plan for making dinner (or something similar that you need to do). Discuss the five things above. Write your plan down. It is always better to write a plan down – so that no one forgets what is in the plan.</p> 
11	<p>You can give help and advice to help the mentees develop their plan. Definitely. You might even be involved with helping to put the plan into practice. And next time you make a mentoring visit you can check on their progress.</p>

# BUT

But try your best to help the mentees learn how to do their own planning. Let them take the lead. A Community Development Workers job is to not have a job. *Tingim*.

In CDW Coursebook 4 (Participatory Planning) you learned how to turn a causes and effects map into a problem tree and then into a solution tree and then into a project tree. *Tingim*. A project tree is the bones of a project plan. If the mentees are trying to get funding for what they are trying to do (from the District or a Bank or an NGO), and they need to submit a project plan, then you could help them to do it. If this is the case, then go back to CDW Coursebook 4 *na kirapim bek tingim*.

And if you are helping them to develop a project plan to submit to an outside organisation, then make sure you include the mentees vision and missions as an attachment – because any outside organisation that is interested in supporting their project plan will want to see how it helps the mentees to achieve their goals.

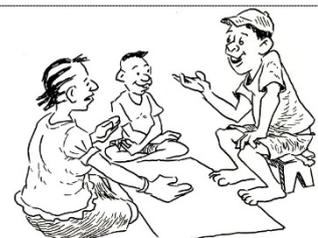


12



### Discussion

In this topic, we have looked at 10 different methods or techniques that will help you provide mentoring in a way that meets the Standard. If you know any other methods or techniques you can use to help you provide mentoring, then share them with your colleagues.



12

*Las tok*. You don't need to use all the different methods or techniques each time you provide mentoring – it will all depend on what you are doing and who the mentees are – but if you know how to use the methods or techniques we have looked at in this topic, then when the time comes you will be ready to use them. Fit CDW!



Goal setting  
Strengths and weaknesses audit  
Listening skills  
Open questions  
Building trust  
Building confidence  
Honest feedback  
Presenting a lesson  
Problem analysis  
Planning



**Written answer**

With your colleagues, go through each of the 10 methods or techniques (above). Make sure you are clear on how to use them. When you have finished, write down this *wok mak* in your exercise book, and then write down the 10 methods or techniques. If you know any other methods or techniques, then add them to the list.

M

12



**Revision discussion**

Which of the methods or techniques that we looked at in this topic is the most useful for helping to provide mentoring? Discuss this with your colleagues.



5 hours

**Materials** Exercise book. Pen or pencil.

Think about what we learned earlier in this coursebook about how we have millions of different jigsaw pictures in our brain. *Ino olsem tasol wankain.* We get all of these pictures from our experiences, and if you dig down, from our *kastom*. In *tok science* the jigsaw pictures in our heads are called 'schemas'. *Tok saiens igat kain kain.*

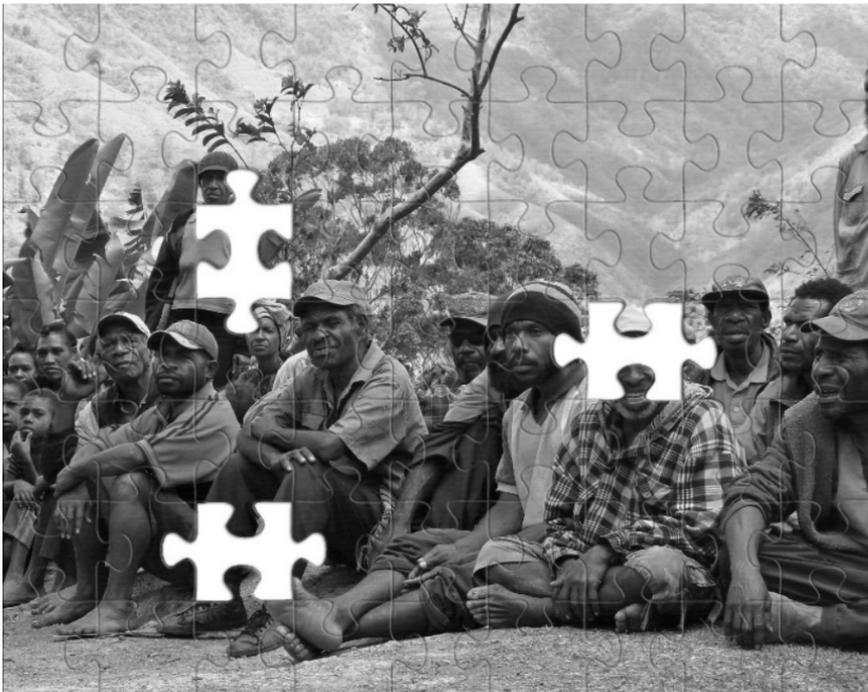


It makes it easier for adults to learn new information if the new information connects to one of these 'schemas'. This is a principle of adult learning that will help you provide mentoring. *Em nau yupela klia pinis.*

**PRINCIPLE 5** Adults learn better if it connects to what they already know and do (connected learning)

*Luk olsem* this principle of adult learning is so important that it is a *wok mak* in the National Standard. This *wok mak* is **adapt the mentoring to the mentees' situation**. Another way to say this is 'connect' the mentoring to the mentees' situation. What this *wok mak* is really saying is, you need to connect the mentoring to what the mentees already know and do. *Em tasol. Ino niupela samting long yupela.*

1

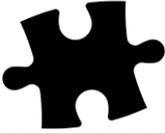


1



**Discussion**

If you mentor the mentees in their own community, will it be easier to put this *wok mak* into practice? Discuss this with your colleagues.

1	<p>Yes. Definitely. If you mentor the mentees <i>long ples bilong ol</i> then it will be easier to make sure the mentoring connects to what the mentees already know and do. <i>Tok i dai.</i></p> <p>If you mentor the mentees <i>long ples bilong ol</i> it will be much easier for them to go through a learning from experience cycle. It will be easier for them to REFLECT, LEARN LESSONS and PLAN. This is because <i>long ples</i> is where they have their EXPERIENCE.</p> <p>And if you mentor the mentees <i>long ples bilong ol</i> then it will be much easier to put all of the principles of adult learning into practice <i>tok i dai.</i></p>
1	<div style="display: flex; align-items: center;">  <div> <p><b>Discussion</b></p> <p>If you are in the mentees community, what can you do to adapt (connect) the mentoring to what the mentees already know and do? Discuss this with your colleagues. <i>Troimwe tingting.</i></p> </div>  </div>
1	<p>To adapt the mentoring to the mentees' situation, try the following:</p> <ol style="list-style-type: none"> <li>1. Provide mentoring in the mentees own community (where they will use what they learn). <i>Em nau yupela klia pinis.</i></li> <li>2. During community entry, find out from the key people what the mentees situation is like. <i>Sindaun bilong ol istap olsem wanem?</i></li> <li>3. Find out the mentees education level, so that when you provide mentoring you <i>mekim long level bilong ol.</i> Never ever use jargon or 'expensive' English.</li> <li>4. Find out the language that the mentees like to use, so that when you provide mentoring you can do the mentoring in the right language. This might mean you will need to use a translator <i>long tainim tok.</i></li> <li>5. Use good listening and good observation and ask open questions to find out from the mentees what their situation is like. <i>Sindaun stap olsem wanem?</i></li> <li>6. Use examples or stories or <i>tok piksa o tok bokis</i> that will be familiar to the mentees</li> <li>7. Help the mentees to go through a learning from experience cycle. Focus on their own EXPERIENCE when you help them REFLECT and LEARN LESSONS and PLAN.</li> <li>8. 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).</li> </ol>
1	<div style="display: flex; align-items: center;">  <div> <p><b>Written answer</b></p> <p>With your colleagues, discuss what you can do to adapt the mentoring to the mentee's situation. Next, in your exercise book, write down this <i>wok mak</i>, and then write down the 8 things you can do to put this <i>wok mak</i> into practice (above).</p> </div> <div style="background-color: black; color: white; padding: 5px; margin-left: 20px; font-weight: bold;">N</div> </div>



**Revision discussion**

Think about when you have been trained or mentored in the past. Did the trainer or mentor adapt it to your situation? Discuss this with your colleagues.

2 hours

Materials Exercise book. Pen or pencil.

1	<p>This <i>wok mak</i> from the National Standard is <b>support and encourage effective participation and inclusion during the activities</b>.</p> 
1	 <p><b>Discussion</b> What is the principle of participation? You learned this in other CDW coursebooks. Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
1	<p>The first part of this <i>wok mak</i> is <b>support and encourage effective participation...during the activities</b>.</p> <p>Participation by the mentees must be 'effective'. Effective participation is when the mentees are actively involved and taking the lead. <i>Nogut oli sindaun nating.</i> If the mentor does everything and tells the mentees what to do, then they are not working in a way that meets the Standard. <i>Tok klia na tok stret.</i></p> <p><b>Effective participation is when the mentees are actively involved and taking the lead</b></p>
1	 <p><b>Discussion</b> What can you do to support and encourage the mentees, so they are actively involved and taking the lead? Discuss this with your colleagues.</p>
1	<p>Earlier in this coursebook, you learned that adults learn better if they are comfortable, confident and respected. It is a principle of adult learning. <i>Tingim.</i></p> <p><b>Comfortable Confident Respected</b></p>  <p>And when you learned how to put this principle of adult learning into practice, you looked at different ways to support and encourage the mentees to feel comfortable, confident, and respected.</p> <p>If you put this principle of adult learning into practice when you provide mentoring, you will be doing all you can to support and encourage the mentees to participate effectively.</p>

1	 <p><b>Activity</b> With your colleagues, turn back to topic 3.3 and read back over what you can do to put principle 3 into practice (adults learn better if they feel comfortable, confident and respected). And check your exercise book because you were asked to write down 10 things you can do when you provide mentoring to help the mentees feel comfortable, confident and respected. <i>Kirapim bek tingting.</i></p> <p><b>PRINCIPLE 3</b> Adults learn better if they feel comfortable, confident and respected (learning as equals)</p>
1	<p>Sometimes it won't be easy. Some mentees will need a lot of support and encouragement. <i>Em orait. Em nomal.</i> Just try your best.</p> <ul style="list-style-type: none"> <li>↯ Some people have had bad experiences in training or at school</li> <li>↯ Some people are just quiet and shy</li> <li>↯ Some people have disabilities that make it harder for them to participate</li> <li>↯ Some people don't feel they have the power or the right to speak up</li> <li>↯ Some people are used to being yelled at or told to <i>pasim maus</i></li> <li>↯ Some people feel unsure about getting involved or think it's not cool</li> <li>↯ Some people are scared that the mentor will think they are stupid</li> </ul>
1	 <p><b>Discussion</b> How does mentoring the mentees <i>long ples bilong ol</i> help you to support and encourage effective participation? Discuss this with your colleagues.</p>
1	<p>It will be easier for all the mentees to be involved <i>em wan. Tingim tupela marit</i> – if you did the mentoring <i>long taun</i> then it might only be the husband who is involved.</p> <p><i>Na tu</i> the mentees will feel more comfortable, confident and respected – this will make it easier for you to support and encourage them to get involved and take the lead. Mentoring the mentees <i>long ples bilong ol igat kain kain gutpela kaikai long en.</i></p>
	
2	 <p><b>Discussion</b> What is the principle of inclusion? You learned this in the other CDW coursebooks. Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
2	<p>The second part of this <i>wok mak</i> is <b>support and encourage effective...inclusion during the activities.</b></p> <p>Inclusion is a principle of good governance that the Government wants every family and every <i>grup long ples igo antap long Gavman</i> to make a part of their <i>kastom</i>. The principle of inclusion (equality) is <i>pasin bilong halavim na sindaun wantaim ol lain we yumi save abrusim long inapim ol wankain olsem narapela.</i></p>



### Activity

With your colleagues, do the following activity. Start by getting 13 post-it notes (or small cards). Below are 13 characters from a remote village in Simbu Province. Write one of the characters on each of the 13 post-it notes and then put them in a line like in the photo below. Imagine these 13 characters from the remote village are standing in a line. They can step forward. Or they can step backwards.

1. 35-year old woman living with AIDS
2. Old married woman aged 70
3. Deaf 25-year old man not married
4. Chief of the village
5. Young mother aged 25 from Morobe
6. Father aged 35
7. Young married man aged 25
8. Female school teacher
9. 23-year old woman with crutches
10. 18-year old unmarried girl who never went to school
11. Male health worker aged 25
12. Female school 'drop-out' who everyone says is a failure
13. Widow aged 45 with no children living near-by



2

Below are 13 questions. Read the first question. If the first character (the first post-it-note) would probably answer 'yes' to the question, then the character needs to step forward (move the post-it-note forwards). However, if the first character would probably answer 'no' to the question, then the character needs to step backwards (move the post-it-note backwards). Next, do the same thing for the remaining 12 characters. You must decide for each character – forwards or backwards (don't leave them in the same spot). When you have finished the first question (and moved all 13 characters forwards or backwards), then do exactly the same thing for the remaining 12 questions.

1. Are you confident to seek police support if you need it?
2. Can you get money when you need it?
3. Do you help decide how household income is spent?
4. Can you leave your spouse if they hit you or abuse you?
5. Can you get to the Health Centre whenever you need to?
6. Can you travel to Kundiawa when you need to?
7. Can you speak out in village meetings?
8. Can you drive a car?
9. Do you read the newspaper?
10. Can you get top-up for your mobile phone when you need to?
11. Do you live near or with your own family – *ol lain bilong yu stret?*
12. Are you free to raise concerns or issues with your Ward representatives?
13. Can you apply for a bank account?

When you have finished, you should have something like the photo below (but it will depend on *hau yupela bin skelim*).

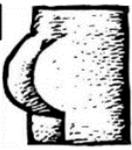


Finally, with your colleagues, answer the following questions:

1. Which characters have been stepping forward? Why?
2. Which characters are being left behind? Why?

If this course is being run as a training by a trainer, then this activity can also be done as a role-play. Get everyone to go outside and stand in a line. Give each person one of the 13 characters (if you have more than 13 people just give the same character to more than one person). Next, when you ask the 13 questions, get the participants to step forwards or backwards.



2	<p>Some people don't benefit equally from development - not because they don't have the ability - but because they have less choices and options.</p> <p>People can have less choices and options because they are poorly educated or from a remote area or sick or disabled or elderly. <i>Kain kain</i>. As PNG develops, these people should get more choices and options.</p> <p><b>BUT</b>  Some people have less choices and options for <i>kastom</i> reasons. <i>Kastom</i> stops them from benefitting equally from development. <i>Kastom</i> can give people fewer choices and options for all sorts of reasons:</p> <p>Because they are a woman - "<i>meri tasol na ol meri no inap</i>"          Because of a sickness they have - "<i>em kisim sik long koap olsem na em mas rabis man</i>"          Because they are young - "<i>ol yut nogat save</i>"          Because they are old - "<i>ol lapun ol ino fit</i>"          Because they 'failed' at school or didn't go to school - "<i>yu no skul meri pasim maus</i>"          Because they have a disability - "<i>ol disabel ol ino inap</i>"          Because they are poor - "<i>man nating</i>"          Because of their religion - "<i>ol lain bilong narapela lotu maski</i>"          Because of their language or clan or <i>ples</i> - "<i>ol i narapela lain gen na lusim ol</i>"          Because they are from somewhere else - "<i>ol kam lain olsem na noken bisi long ol</i>"          Because of the political party they support - "<i>ol i no givim vot long mipela wari bilong ol</i>"</p>
2	<p> <b>Discussion</b></p> <p>With your colleagues, discuss why it matters if some people have less choices and options? Why does it matter if some people are left behind?</p>
2	<p>There are three big reasons why it matters if some people are being left behind:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> It matters because it's not fair. <i>Tarangu. Wari. Tok bilong Jisas</i>. Have a heart. <i>Mi sori long ol</i>. Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. <i>Em wan</i>.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2</b> <i>Na tu</i>, it matters because <i>bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem</i>. People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. <i>Hangre tu save mekim</i>. They can become dependent on other people and the Government. <i>Yumi ol lain long fran bai yumi yet kisim bagarap</i>.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>3</b> <i>Na tri</i>, it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.</p> </div>

<p>2</p>	<p>Effective inclusion is when any mentees who are from groups that are normally left behind or excluded are given <b>extra support and encouragement</b> (to help them catch up). People who are stepping backwards need more support and encouragement to help them step forward and catch up. <i>Ol kaikai wankain kaikai bai ol ino inap katsup.</i></p> <p>If the mentor doesn't do all they can to help <i>ol tarangu na ol lain we yumi yet save misimaut</i> to step forward, so they have the same choices and opportunities, then they are not working in a way that meets the Standard. <i>Tok klia na not stret.</i></p> <p style="text-align: center;"><b>Effective inclusion is when any mentees who are from groups that are normally left behind or excluded are given extra support and encouragement (to help them catch up)</b></p>
	
<p>3</p>	<p>There are three groups of people that our government wants Community Development Workers to <i>givim bikpela luksave long en</i> to help them step forward. Women, people living with disabilities, and youth.</p> <p>If women catch up then we all benefit. If men and women walk together and make decisions together then families and organisations and communities and PNG gets stronger. The <i>kumul</i> needs two wings to fly. Definitely.</p> <div style="text-align: right;">  </div> <p>If people living with disabilities catch up then we all benefit. There are great lawyers and leaders and musicians and pastors and sportsmen and sportswomen who are living with a disability. But only if they get the chance to fly.</p> <p>If youth catch up then we all benefit. We have a lot of youth now in PNG. They are a golden opportunity for our country. They are the golden generation. But only if we help them to fly. The next generation needs to learn how to fly. <i>Senis bilong yumi.</i></p> <p style="text-align: center;"><b>The kumul needs two wings to fly People with disabilities need the chance to fly The next generation needs to learn how to fly</b></p>
<p>3</p>	<div style="display: flex; align-items: flex-start;">  <div> <p><b>Activity</b></p> <p>In CDW Coursebook 1 we looked at how to prepare for a visit (Element 1) and how to conduct community entry (Element 2) in a way that meets the Standard. With your colleagues, look at the performance criteria for Element 1 and Element 2 (below). What can you do when you make preparations (Element 1) and</p> </div> </div>

during community entry (Element 2) so that the leaders and key people agree that you should also mentor people who are often left behind or excluded?

Wok mak from the PNG National Standard for Community Development Workers for CDW C09 Provide Mentoring	
Elements	Performance criteria
<p><b>1</b> Make preparations</p>	<p>1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit</p>
<p><b>2</b> Conduct community entry</p>	<p>2.1 Confirm who the key people are and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities</p>

When you prepared for the mentoring visit, and when you did community entry, you should have worked with leaders and key people to identify mentees to mentor. Hopefully, they agreed that you should also mentor people who are often left behind or excluded. *Nogut developmin pundaun tasol antap long het bilong ol lain long fran.*

This might mean that when you made preparations and conducted community entry, you needed to discuss with the leaders and key people why it is important to include people who are stepping back. We learned how to do this in CDW Coursebook 1 (Make Preparations, Conduct Community Entry, and Prepare a Report). Before you provide mentoring, it is a good idea to read CDW Coursebook 1 again. *Tok save tasol.*

3

**1** It matters because it's not fair. *Tarangu. Wari. Tok bilong Jisas. Have a heart. Mi sori long ol. Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Em wan.*

**2** *Na tu, it matters because bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem. People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. Hangre tu save mekim. They can become dependent on other people and the Government. Yumi ol lain long fran bai yumi yet kisim bagarap.*

**3** *Na tri, it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view (remember the elephant) and we miss out on what they could do if they were able. There are great doctors and leaders and musicians and pastors amongst the people who are stepping back – but we are not helping them step forward.*



3



**Discussion**

With your colleagues, discuss what you can do to give women the extra support and encouragement they need to help them during mentoring?

Hopefully, when you start to provide mentoring, you will also be mentoring people who are left behind or excluded. But this will depend on the work you are doing, and how you made preparations and did community entry.

When you go ahead and provide mentoring, there are some other things you can do to give women the extra support and encouragement they need to help them during mentoring:



3

- ✓ **Help women to feel comfortable, confident and respected.** This is a principle of adult learning. *Em nau yupela save pinis.* You always need to help mentees feel comfortable, confident and respected.
- ✓ **When you prepare, think about how women might benefit.** Women and men and youth and people living with a disability might all benefit in different ways.
- ✓ **Have a woman mentor.** If women are mentored by women (and youth are mentored by youth, and people with a disability are mentored by people with a disability) then they should feel more comfortable, confident and respected.
- ✓ **Make sure the timing suits women.** Women have many responsibilities (just like men) so it is important to make sure the timing is suitable.
- ✓ **Welcome babies and children.** Make sure babies and children are welcome so that their mothers don't feel anxious. And make sure women feel comfortable to leave if they need to look after their needs. Or try and provide a babysitter to look after babies and children so mothers (and fathers) can concentrate.
- ✓ **Select an appropriate venue.** If you mentor the mentees in a traditional place, then women and men may act in the way that *kastom* tells them to act. It is best to mentor the mentees in the place where they will use what they learn, but if this is a traditional place then be aware *nogut kastom mekim.*
- ✓ **Use inclusive language.** *Noken tok "man", tok "manmeri"* – so it is clear to women that they also belong at the mentoring.
- ✓ **Get leaders and key people to help.** Leaders and key people can help you to give extra support and encouragement to women (or youth or people with a disability).

3



**Written answer**

In your exercise book, write down this *wok mak*, and then write down 5 things you want to do next time you mentor women to give them the extra support and encouragement they need.

o



4



**Discussion**

What are some challenges you might face when you mentor women? Discuss this with your colleagues.

<p>4</p>	<p><i>Tok save</i> if you are a male mentor who is mentoring a female mentee, or if you are a female mentor who is mentoring a male mentee, then you need to work in a way that is appropriate to local culture. This is a challenge. We will learn about how to work in a way that is appropriate to local culture in the next topic <i>olsem na stap isi pastaim</i>.</p> <p>But there are some more challenges that you might not think of when you mentor women. There are three big challenges:</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>1</b> If you are mentoring a woman, they may feel that they can't or shouldn't step forward. <i>"Mi no inap mi meri tasol"</i>.</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p><b>2</b> If you are mentoring a woman and a male mentee together, the man may feel that woman can't or shouldn't step forward. <i>"Ol meri no inap meri tasol"</i>.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p><b>3</b> If you are mentoring a woman, you the mentor may not realise that you also think that women can't or shouldn't step forward.</p> </div> <div style="text-align: right;">  </div>
<p>4</p>	<div style="display: flex; align-items: center;">  <div> <p><b>Discussion</b></p> <p>If you are mentoring a woman, they may feel that they can't or shouldn't step forward. <i>Mi no inap mekim mi meri tasol</i>. Discuss with your colleagues what you can do to try and overcome this challenge.</p> </div>  </div>
<p>4</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>1</b> If you are mentoring a woman, they may feel that they can't or shouldn't step forward. <i>"Mi no inap mi meri tasol"</i>.</p> </div> <p>To overcome challenge 1 is not easy. Try the following:</p> <ul style="list-style-type: none"> <li style="margin-bottom: 10px;">  If you have made preparations (Element 1) and done community entry (Element 2) in a way that meets the Standard, then hopefully the leaders and key people support women to be involved in the mentoring and want women to step forward. Make sure women mentees know that their leaders and key people support them.         </li> <li style="margin-bottom: 10px;">  Make sure women mentees know they have a right to step forward. It is a human right. The PNG Government wants the <i>kumul</i> to fly with two wings.         </li> <li style="margin-bottom: 10px;">  Make it clear that mentoring works best if the mentees are involved and take the lead <i>ino mata yu man o meri</i>.         </li> <li style="margin-bottom: 10px;">  Share stories where women have stepped forward – so that the woman mentees know that women can do it. For example, if you are mentoring a woman to be a businesswoman, then share stories of successful businesswomen.         </li> </ul>

- 6 Even if women are involved and take the lead when you provide mentoring, to put into practice what they PLAN to do afterwards *emi narapela samting gen*. To make this easier for women, it can help to involve the leaders and key people again at the end to hear what women plan to do, so they can help and support them.
- 6 If the woman's husband is not involved in the mentoring, then before you begin meet the husband and wife together (with the leaders and key people). Explain what will happen and why. Hopefully, the husband agrees to support his wife.
- 1 And if the woman's husband is not involved in the mentoring, then it can help to involve the husband again at the end to hear what his wife plans to do and to discuss how he can help and support his wife to put the plan into practice.



Be aware, women who try and step forward are sometimes pulled back – sometimes with violence. As a mentor, you have a duty of care. If women mentees aren't supported, or they plan to do something that you think may cause them harm, make sure it is their choice (and not yours), and get them to think about what could happen and ways to reduce what could go wrong. Do no harm!



5



**Discussion**

If you are mentoring a husband and wife together, the husband may feel that his wife can't or shouldn't step forward. *Ol meri no inap mekim meri tasol*. Discuss with your colleagues what you can do to try and overcome this challenge.



2

If you are mentoring a woman and a male mentee together, the man may feel that woman can't or shouldn't step forward. *"Ol meri no inap meri tasol"*.

To overcome challenge 2 is not easy. Try the following:

5



If you have made preparations (Element 1) and done community entry (Element 2) in a way that meets the Standard, then hopefully the leaders and key people support women to be involved in the mentoring and want women to step forward. Make sure that *tupela marit* both know this.



Make sure the husband knows that women have a right to step forward. It is a human right. The PNG Government wants the *kumul* to fly with two wings.

	<ul style="list-style-type: none"> <li> Make it clear that mentoring works best if the mentees are involved and take the lead <i>ino mata yu man o meri</i>.</li> <li> Share stories where husbands and wives have worked together and made decisions together, and how this has helped them to <i>strongim sindaun</i>.</li> <li> If <i>tupela marit</i> decide to work together and make decisions together to put into practice what you are mentoring them to do (nice) then it can help to involve the leaders and key people again to hear what <i>tupela marit</i> plan to do, so the leaders and key people can help and support them.</li> <li> The most important thing is make sure the husband (and their wife) knows why the <i>kumul</i> needs to fly with two wings. <i>Em bai strongim sindaun olsem wanem?</i></li> </ul>
5	 <p><b>Activity</b> It is common for Community Development Workers to mentor a husband and wife together. Mentors from CIC (Coffee Industry Corporation) and DAL (Department of Agriculture and Livestock) are helping husbands and wives to run their honey farming businesses. At the end of this coursebook, there is a section called 'the <i>kumul</i> needs two wings to fly'. This is an information sheet that the mentors use to help the husband (and their wife) to know why the <i>kumul</i> needs to fly with two wings. Go through this information sheet with your colleagues. If you explained this information to <i>tupela marit</i>, would it help to overcome challenge 1 and challenge 2?</p>
6	 <p>The final challenge to overcome when you mentor women is the hardest – because the finger comes back to you. You the mentor may not realise that you also think that women can't or shouldn't step forward.</p>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>3</b> If you are mentoring a woman, you the mentor may not realise that you also think that women can't or shouldn't step forward.</p> </div>
6	 <p><b>Discussion</b> What could happen if a mentor didn't realise that they also thought that women can't or shouldn't step forward? Discuss this with your colleagues.</p>
6	<p>We have millions of different jigsaw pictures in our brain. <i>Ino olsem tasol wankain</i>. We get all of these pictures from our experiences, and if you dig down, from our <i>kastom</i>.</p> <p>When we learn new information, we try and fit the new information into one of the jigsaw pictures already in our brain. If it fits then it makes sense, it is more interesting, it feels good, and it is easier to remember. It is easy for our brain to add new pieces of information if it fits into other information already stored in our brain.</p> <p><b>But there is a problem. <i>Igat gutpela na nogut long en.</i></b></p>

The good side for a mentor is that you can use this to help the mentees to learn. Adults learn better if what they learn connects to what they already know and do. This is a principle of adult learning. *Em nau yupela klia pinis.*

But mentors also connect what they are learning (about the mentees) to what they already know and do. It goes both ways. And this can be a problem because mentors may not realise that they also think that women can't or shouldn't step forward.



*Luk olsem kastom mekim.* The roots of our *kastom* go deep. *Kastom save stap strong.*  
*Nogut yumi haidim.* We all have things we think we know that *ino olsem.*

6



**Discussion**

What are examples of things people think they know that *ino olsem*? Discuss this with your colleagues.

*Ol lain long taun* think they know that *ol lain long ples nogat gutpela save*  
Men think they know they are better are making decisions than women  
Women might also think that women can't make decisions  
Adults think they know that young people aren't responsible  
Young people might also think that *ol yut no inap*

6 *Ol lain nambis* think they know that *ol lain hailans ol lain bilong pait na bel kros hariap*  
*Ol lain hailans* think they know that *ol lain nambis ol lain bilong sindaun nating*  
*Ol abel lain* think they know that *ol lain disabel ol ino inap*  
*Ol disabel* might also think that people living with a disability can't do it

You might think you know things – but sometimes what we think we know *ino olsem.*

6



**Discussion**

What can a mentor do to try and overcome challenge 3? Discuss this with your colleagues.



If you are mentoring a woman, you the mentor may not realise that you also think that women can't or shouldn't step forward.

6

To overcome challenge 3 is not easy. Try the following:



When you provide mentoring, try your best to not be influenced by what you already think you know. *Ino isi. Hatpela samting.* It is impossible to not connect what you are learning (about the mentees) to what you already think you know. All you can do is recognise what is happening and try your best to not be influenced by what you think you know. Our *kastom* is starting to change. Future generations will say thank you because helping women step forward will help us all to fly.

- 1 Try and complete Gender Equity and Diversity training (GED). It will help you to recognise when you are being influenced by things you think you know that *ino olsem* – and what to do about it.
- 2 And don't be embarrassed or get cross if someone else points out that what you think you know *ino olsem*. *Ino asua bilong yu. Yumi olgeta.*

**6**  **Activity**  
At the end of CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) is a 'Gender Equity and Diversity (GED)' module. *Tingim*. If you haven't yet completed the module, or if you want a refresher, then now would be a good time to get a copy of CDW Coursebook 1 and go back over the GED module with your colleagues.




**7**  **Written answer** **P**  
With your colleagues, discuss what you can do to overcome the three big challenges you might not think of when you mentor women (below). In your exercise book, write down the three big challenges, and then for each challenge, write down two things you can do to overcome each challenge.

**1** If you are mentoring a woman, they may feel that they can't or shouldn't step forward. *"Mi no inap mi meri tasol"*.

**2** If you are mentoring a woman and a male mentee together, the man may feel that woman can't or shouldn't step forward. *"Ol meri no inap meri tasol"*.

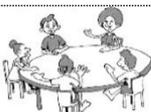
**3** If you are mentoring a woman, you the mentor may not realise that you also think that women can't or shouldn't step forward.

 **Revision discussion**  
How will it help PNG if women and men both have the choice and the opportunity to step forward? Discuss this with your colleagues.



2 hours

**Materials** Exercise book. Pen or pencil. CDW coursebook 1.

1	 <p><b>Discussion</b> <i>Tingim ples bilong yu.</i> What are examples of <i>kastom</i> in your own <i>ples</i> that a Community Development Worker would need to fit in with if they came to provide mentoring in your <i>ples</i>? Share your thoughts with your colleagues.</p>								
1	<p><i>Kastom</i> doesn't just mean <i>pasin tumbuna</i>. <i>Kastom</i> also includes the everyday beliefs and behaviour that people consider normal. <i>Kastom</i> includes things like:</p> <ul style="list-style-type: none"> <li>↪ Who can talk to whom</li> <li>↪ What you eat, how you eat and what time you eat</li> <li>↪ Who looks after children</li> <li>↪ How to dress</li> <li>↪ What women are responsible for doing</li> <li>↪ What men are responsible for doing</li> <li>↪ Who sits where in church</li> <li>↪ How to make a garden</li> </ul> 								
1	 <p><b>Activity</b> In CDW Coursebook 1 we looked at how to prepare for a visit (Element 1) and how to conduct community entry (Element 2) in a way that meets the Standard. Look at the performance criteria for Element 1 and Element 2 (below). If you put these <i>wok mak</i> into practice, would it show respect for local culture?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: black; color: white; text-align: center;"><b>Wok mak from the PNG National Standard for Community Development Workers for CDW C09 Provide Mentoring</b></th> </tr> <tr> <th style="text-align: center;">Elements</th> <th style="text-align: center;">Performance criteria</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;"> <b>1</b> Make preparations                 </td> <td>                     1.1 Find out information about the place and people to be visited                      1.2 Communicate effectively and respectfully with key people from the place to be visited                      1.3 Prepare a suitable work plan                      1.4 Put together suitable materials for the activities                      1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit                 </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;"> <b>2</b> Conduct community entry                 </td> <td>                     2.1 Confirm who the key people are and work with them to make arrangements for the visit                      2.2 Discuss roles, expectations, and the purpose of the visit with key people                      2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities                      2.4 Communicate effectively and respectfully with key people                      2.5 Show respect for local culture and be sensitive to gender roles                      2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes                      2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities                 </td> </tr> </tbody> </table>	<b>Wok mak from the PNG National Standard for Community Development Workers for CDW C09 Provide Mentoring</b>		Elements	Performance criteria	<b>1</b> Make preparations	1.1 Find out information about the place and people to be visited 1.2 Communicate effectively and respectfully with key people from the place to be visited 1.3 Prepare a suitable work plan 1.4 Put together suitable materials for the activities 1.5 Follow workplace health and safety practices and other workplace policies while preparing for a visit	<b>2</b> Conduct community entry	2.1 Confirm who the key people are and work with them to make arrangements for the visit 2.2 Discuss roles, expectations, and the purpose of the visit with key people 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities 2.4 Communicate effectively and respectfully with key people 2.5 Show respect for local culture and be sensitive to gender roles 2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities
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1	<p>It is important that a Community Development Worker does all they can to try and fit in with local <i>kastom</i> whenever they work in a community. By working in a way that fits in with local <i>kastom</i> you will earn the mentee's respect (and everyone else in the community) and your work will go better. <i>Tok i dai.</i></p> <p>Hopefully, you prepared for the mentoring visit properly. Preparing in a way that meets the Standard shows respect for local culture.</p> <p>Hopefully, you did community entry properly before you started the work that you came to do. Doing community entry in a way that meets the Standard shows respect for local culture.</p>	
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2		
	<p>When you go ahead and start to provide mentoring, you also need to try and fit in with local <i>kastom</i>. <i>Em klia. Wok mak tok olsem.</i></p> <p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. The people you are working with will respect you no matter who you are – as long as you show respect to them.</p>	
	<p>The best thing to do is put yourself in their shoes, and think about how they will see you. <i>Yu husat?</i></p>	<div style="text-align: center;">  </div> <p>Male or female? Younger or older? Married or single? Dressed-up or casual? <i>Nambis o hailans?</i></p>

2		<p><b>Discussion</b></p> <p><i>Tingim gen ples bilong yu.</i> Go through the list on the right and think about how each of these things would make a difference to how your <i>ples lain</i> would see the mentor. Put yourself in their shoes. In each case, what should the mentor do to work in a way that is appropriate to local culture? Share your thoughts with your colleagues.</p>	<p><b>Male</b> <b>Female</b> <b>Younger</b> <b>Older</b> <b>Married</b> <b>Single</b> <b>Dressed-up</b> <b>Casual</b> <b>Nambis</b> <b>Hailans</b></p>
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2	<p>If you are doing one-on-one mentoring, then it is always best if men mentor men, and women mentor women. This is best for all sorts of reasons. But one big reason is that it will be easier to mentor the mentee in a way that is appropriate to local culture.</p>
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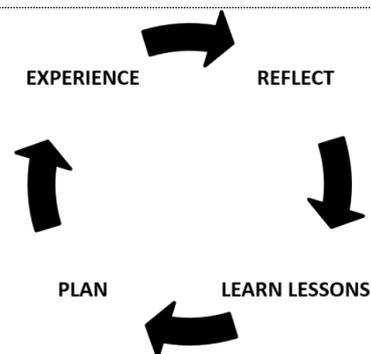
	<p>But it is likely that at some point, you will need to mentor someone of the opposite sex. If you mentor someone of the opposite sex, you need to think very carefully about how to work in a way that is appropriate to local culture. <i>Em klia.</i></p>
<p>2</p>	<p> <b>Discussion</b> <i>Tingim gen ples bilong yu.</i> What would a male mentor need to do to work in a way that is appropriate to local culture if they mentored a woman? What would a female mentor need to do to work in a way that is appropriate to local culture if they mentored a man? Share your thoughts with your colleagues.</p>
<p>2</p>	<p>If you need to mentor someone of the opposite sex, then when you make preparations (Element 1) and when you do community entry (Element 2), ask the leaders and key people what to do.</p> <p>The leaders and key people might suggest that the mentee has someone from their family present at all times. Nice. Or they might say that you can't mentor someone of the opposite sex at all. You need to respect what they say. Definitely.</p> 
<p></p> <p>3</p>	<p>PNG has more different cultures than any other country in the world. We are the best people in the world at showing respect for <i>kastom</i>. But because we are so good at respecting different cultures, we find it so hard to help people think about changing parts of their culture that may no longer be helping them.</p> <p>You can respect a different culture without agreeing with it – in the same way that you might respect your father or mother, but disagree with them, or respect the religious views of a friend but not believe in them yourself.</p>

	<p>Culture (including the different roles of men and women) has developed over a very long history. But a healthy culture also changes as the world changes.</p> <p>Helping mentees to challenge or test their culture while also being respectful can be one of the most difficult things for a mentor to do.</p>
3	 <p><b>Discussion</b></p> <p>What are examples where a mentor might need to help the mentees challenge or test local culture? Brainstorm. <i>Troimwe tingting.</i></p>
3	<p>As a mentor, you will probably face a situation where you need to help the mentees you are working with to question the way they do things – including questioning their culture. For example:</p> <ul style="list-style-type: none"> <li>✎ If you are mentoring mentees to run a family business, you may need to help the husband and wife to question how they make decisions.</li> <li>✎ If you are mentoring <i>tupela marit</i> about family planning, you may need to help them question the belief that powerful men need to have lots of children.</li> <li>✎ If you are mentoring the leaders of a <i>grup long ples</i> to improve governance, you may need to help the leaders question traditional ways to run an organisation.</li> <li>✎ If you are mentoring the managers of an organisation, you may need to help the managers question how transparent they are.</li> <li>✎ If you are mentoring <i>tupela marit</i> about domestic violence, you may need to challenge the idea that men own women or that women have to be controlled.</li> <li>✎ If you are mentoring a family to look after a disabled child, you may need to help them question <i>kastom</i> to do with disability</li> <li>✎ If you are mentoring teachers, you might need to challenge their belief that girls can't learn as well as boys or that girls shouldn't be in school.</li> <li>✎ If you are mentoring a community health volunteer, you may need to help them question their beliefs about witchcraft or their opposition to vaccination.</li> </ul>
3	<p>If you think the mentoring you provide will involve helping the mentees to question local culture, then you should definitely discuss this with the leaders and key people when you make preparations for the visit (before you arrive in the community).</p> <p>If you think the mentoring you provide will involve helping the mentees to question local culture, you should definitely discuss it again with the leaders and key people during community entry (after you arrive in the community but before you begin to provide mentoring). In CDW Coursebook 1 (Make preparations, conduct community entry, and prepare a report) you learned what to do during community entry if you think what you will be doing might challenge or test local culture. You learned it in topic 2.4 "How to show respect for local culture and be sensitive to gender roles". <i>Tingim.</i></p>



4

When you help the mentees REFLECT on what they are doing, if they themselves *luksave* that they need to question the way they do things, then it makes it easier for you (the mentor) to help them LEARN LESSONS that might challenge or test local culture.



In fact, unless the mentees see the need to question the way they do things, there is not much chance that they will consider doing things differently anyway. *Tingim*.

4



**Discussion**

When some organisations deliver mentoring to a number of different people in a community, afterwards they organise a *kibung* and ask the mentees to share their lessons learned with each other and with the rest of the community. Is this a good idea? Discuss this with your colleagues.

4



Even if the mentees decide they need to do things differently, they can't change local culture on their own.

Culture is decided by a community of people.

If you are providing mentoring to a number of different mentees in a community, then it is a good idea afterwards for you (and the key people) to help the mentees share their lessons learned. This is a good idea because the community will be more likely to support the mentees to put their lessons learned into practice.

And it is a good idea because if the mentees all learned similar lessons, then there is a chance that their community will also learn the same lessons – especially if enough people in the community *luksave* that when the mentees put their lessons learned into practice it helped to *strongim sindaun*. Culture is decided by a community of people.



4



**Written answer**

In your exercise book, write down this *wok mak*. Next, discuss with your colleagues what you should do to work in a way that is appropriate to local culture if you need to mentor someone of the opposite sex. When you have finished, write your answer in your exercise book.



**Revision discussion**

To work in a way that meets the Standard, mentors need to work in a way that is appropriate to local culture. Do you and your colleagues agree? Why?

4 hours

**Materials** Exercise book. Pen or pencil.



**Discussion**

Share a story or a joke with your colleagues about miscommunication (communication that has been misunderstood). For example:

1

A white meri from Port Moresby wanted to conduct HIV awareness with a community from Maprik, but the white meri only spoke English. When she arrived in Maprik she asked someone to be a translator, but he didn't speak English well. The white meri did the HIV awareness in the community, and the translator did his best to translate what she said into pidgin. At the end of the awareness the white meri said "do you understand?" to the audience. But the translator didn't really know how to translate "do you understand". The audience got impatient. They said "tainim hariap." The translator thought for a while about how to translate "do you understand". In the end the translator said: "Wait meri tok olsem – ananit bilong yupela sanap o nogat?"

1



For a mentor to do their job in a way that meets the Standard they need to **communicate effectively and respectfully**.

You are communicating effectively if the mentees understand you and you understand them.

You are communicating respectfully if the mentees feel they are equals.

**You are communicating EFFECTIVELY if the mentees understand you and you understand them**



**You are communicating RESPECTFULLY if the mentees feel they are equals**

1



**Written answer**

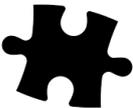
In your exercise book, write down this *wok mak*. Next, write down what it means to communicate effectively and respectfully.

**R**

1	<p>You are communicating effectively if the mentees understand you and you understand them. To communicate effectively, try the following:</p> <ul style="list-style-type: none"> <li>✓ Take turns to talk. Two-way communication.</li> <li>✓ Listen carefully</li> <li>✓ Make the message clear and easy to understand. Don't use jargon or 'expensive' English. Use examples, stories, <i>tok piksa na tok bokis</i>. Use a translator if necessary.</li> <li>✓ Use suitable materials if they will help you communicate your message</li> <li>✓ Ask and encourage questions</li> <li>✓ Use good non-verbal communication and observe the mentees' non-verbal communication. Non-verbal communication is communication without words.</li> </ul>	
		
2		<p><b>Discussion</b> What is two-way communication? You learned this in other CDW Coursebooks. Discuss this with your colleagues. <i>Kirapim bek tingting.</i></p>
2	<p>✓ Take turns to talk. Two-way communication.</p> <p>Effective communication is like a good conversation – both people need a turn to be speakers and listeners. If both people take turns to be speakers and listeners, it is called two-way communication.</p> <p>If you don't give the mentees a turn to speak, you won't know if the mentees understand you and you understand them.</p> <p>If you don't give the mentees a turn to be speaker <i>ino long taim ol bai les long nek bilong yu.</i></p> <p>If you don't give the mentees a turn to be speaker, they won't feel comfortable, confident, or respected.</p> <p>If you don't give the mentees a turn to be speaker, how can they get involved and take the lead? How can you support and encourage effective participation and inclusion?</p>	
2		<p><b>Activity</b> With your colleagues (or a friend) practice having a two-way conversation. Talk about something (anything) but try to make sure you take turns to speak and listen. Two-way communication.</p>

2	<div data-bbox="261 226 1401 286" style="border: 1px solid black; padding: 5px;"> <p>✓ Listen carefully</p> </div> <p>To communicate effectively means you need to get your message across to the mentees (and the mentees need to get their message across to you).</p> <p>If you listen carefully to what the mentees say, you will know if you have got your message across to the mentees.</p> <p>And if you listen carefully to what the mentees say you will know what message the mentees are trying to get across to you.</p> <div data-bbox="1251 398 1401 638" style="float: right;">  </div>
2	<div data-bbox="261 680 405 792" style="float: left;">  </div> <p><b>Discussion</b></p> <p>Earlier in this coursebook, you learned some methods or techniques to use when you provide mentoring (topic 3.4). One of these methods or techniques was <b>listening</b>. <i>Tingim</i>. With your colleagues, turn back to topic 3.4 and read through the section again on <b>listening</b>. <i>Kirapim bek tingting</i>.</p>
	
3	<div data-bbox="261 958 1401 1061" style="border: 1px solid black; padding: 5px;"> <p>✓ Make the message clear and easy to understand. Don't use jargon or 'expensive' English. Use examples, stories, <i>tok piksa na tok bokis</i>. Use a translator if necessary.</p> </div> <p>To communicate effectively means you need to get your message across to the mentees (and the mentees need to get their message across to you).</p> <p>It is more likely you will get your message across to the mentees if the message is clear and easy to understand. Don't use jargon or 'expensive' English. Use examples, stories, <i>tok piksa na tok bokis</i>. Use a translator if necessary.</p>
3	<div data-bbox="261 1375 405 1487" style="float: left;">  </div> <p><b>Discussion</b></p> <p>What is jargon or 'expensive' English? You learned this earlier in the coursebook. Discuss this with your colleagues. <i>Kirapim bek tingting</i>.</p>
3	<p>Jargon is technical or expert language – language that you might know but you can't expect other people to know. 'Expensive' English is words that you might know (or think you know) but you can't expect <i>ol lain long ples</i> to know.</p> <p>People who use jargon and 'expensive' English when they know that other people won't understand them are either <i>bik het</i> – or they are hiding behind jargon and 'expensive' English because they don't really know what they are talking about.</p> <div data-bbox="1198 1653 1401 1868" style="float: right;">  </div> <p>When you provide mentoring, make an effort to use words that the mentees will understand. If mentees have to use their <i>kru pamkin</i> to understand your words then they are not using their <i>kru pamkin</i> to understand what you are talking about. You won't get your message across to the mentees. You won't be communicating effectively.</p>

3	 <p><b>Discussion</b> Have you ever met someone who uses jargon and 'expensive' English? Share with your colleagues how it made you feel. <i>Stori gut.</i></p>
3	 <p><i>Bikpela tok.</i> If you are ever given information to use when you provide mentoring, and it is full of jargon and 'expensive' English, then give it back to whoever gave it to you and ask them to make it easier to understand. And when you give it back to them, point to this <i>wok mak</i> from the National Standard <i>long strongim tok bilong yu.</i></p> <p>In PNG there is a big gap opening up between formally educated elites who know the jargon and 'expensive' English (and like to show it) and the majority of people who don't. You can help to close this gap by not using jargon and 'expensive' English.</p>
3	 <p><b>Discussion</b> Have you ever used a translator before (or had someone translate to you)? What was good? What was not so good. Share your experiences.</p>
3	<p>Sometimes, when you provide mentoring, you will need to use a translator.</p> <ul style="list-style-type: none"> <li>✓ If you need to use a translator, ask the leaders and key people during community entry who would be a good translator.</li> <li>✓ Meet with the translator beforehand and go through what you want them to do.</li> <li>✓ Don't talk for too long and then ask the translator <i>long tainim. Em bai lus tingting.</i> Talk for a short time, emphasise key points, and then ask the translator <i>long tainim.</i></li> </ul>
4	 <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Use suitable materials if they will help you communicate your message</p> </div> <p>You may not need to use materials to help you communicate your message. Fine. <i>Em orait. Nogat samting.</i> But sometimes you may want to use posters or pamphlets or draw pictures or show a video or make a map or use ingredients.</p> <p>If you want to use materials to help communicate your message, make sure they are suitable.</p>  <p><b>Suitable materials suit the mentees.</b> They are easy for mentees to understand or use. <b>Suitable materials suit the message.</b> They help you communicate your message.</p>

4	 <p><b>Discussion</b> With your colleagues, discuss why it is a good idea to use local materials wherever possible?</p>
4	<p>The most suitable materials to use to help you communicate your message are local materials. This is because local materials:</p> <ul style="list-style-type: none"> <li>✓ Don't require transport</li> <li>✓ Are free (hopefully)</li> <li>✓ Should be familiar to the mentees</li> <li>✓ Often don't need to be prepared in advance</li> <li>✓ Are easy for the mentees to use again to show other people what to do</li> </ul> <p> Adults learn better if what they learn connects to what they already know and do. This is a principle of adult learning. <i>Em nau yupela klia pinis.</i> If you need to use materials, then using local materials will make it easier to connect your message to what the mentees already know and do. <i>Em wan.</i></p> <p><i>Na tu</i> using local materials makes the mentees feel comfortable, confident and relaxed. This is also a principle of adult learning. <i>Luk olsem</i> using local materials <i>igat kain kain gutpela kaikai long en.</i></p>  
	
5	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>✓ Ask and encourage questions</p> </div> <p>To communicate effectively means you need to get your message across to the mentees (and the mentees need to get their message across to you). Asking and encouraging questions will help you find out if you have got your message across to the mentees and will help you find out what message the mentees are trying to get across to you.</p>
5	 <p><b>Discussion</b> What are open questions? You learned this earlier in the coursebook. <i>Tingim yet.</i></p>
5	<p>There are some things you can do to improve how you ask and encourage questions:</p> <ul style="list-style-type: none"> <li> Try and ask open questions whenever possible. You learned about open questions earlier in the coursebook. <i>Tingim.</i> Open questions start with "why", "how", or "what". Open questions 'open' the conversation. To <i>bekim</i> an open question, a mentee needs to <i>stori gut.</i></li> <li> If you ask the mentees a question, then expect a minute of silence. Don't rush because some people take time to get their mouths around what they want to say.</li> </ul>

- ↗ When a mentee answers your question, always show respect for what they say – even if you disagree with it. Showing respect when someone says something encourages them (and anyone else) to speak their mind.
- ↗ Don't forget to ask the mentees if they have any questions to ask you.
- ↗ Be careful of your body language because *bodi tu save gat toktok*. We will learn more about body language next *olsem na stap isi pastaim*.

**Activity**

With your colleagues, have a look at the four pictures below showing a mentor providing mentoring. In each picture what is being communicated to the mentees? How would this make the mentees feel?

- ✓ Use good non-verbal communication and observe the mentees' non-verbal communication. Non-verbal communication is communication without words.
- Communication can be verbal (with words), and it can be non-verbal (without words).
- To communicate effectively, it is important for mentors to have good non-verbal communication skills:
- ↗ Use eye contact
  - ↗ Face the mentees when you talk to them. *Noken givim beksait long ol.*
  - ↗ Move close to the mentees when you talk to them (but not too close)
  - ↗ Don't slouch with your hands in your pockets
  - ↗ Use friendly hand gestures
  - ↗ Observe the mentees non-verbal communication
  - ↗ Smile (or frown) to show you understand the message the mentees are trying to get across to you

5	 <p><b>Activity</b>          With your colleagues (or a friend), prepare a role-play to show a mentor that has poor non-verbal communication skills. Have fun. Laugh. When you have finished, do the role-play again and this time shows a mentor that has good non-verbal communication skills.</p> 
6	 <p><b>Discussion</b>          To communicate with respect means you need to treat the mentees as equals. What are some ways to make sure you treat the mentees as equals? Discuss this with your colleagues. Brainstorm. <i>Troimwe tingting.</i></p>
6	<p>This <i>wok mak</i> is <b>communicate effectively and respectfully while mentoring the mentees</b>. We have already looked at how to communicate effectively. If you want to work in a way that meets the Standard when you provide mentoring, you also need to communicate respectfully.</p> <p><b>To communicate RESPECTFULLY means you need to treat the mentees as equals</b></p> <p>In PNG there is a big gap opening up between formally educated elites, and the majority of people who are not formally educated or don't have access to information.</p> <p>You can help to close this gap by talking to adults as equals. Don't talk down to other adults no matter who they are. <i>Yumi olgeta stap wankain olsem narapela.</i></p>
6	 <p><b>Activity</b>          With your colleagues, look at the picture below. Is this person talking to the adults as equals? How would it make you feel listening to this person?</p> 

6	<p>To treat the mentees as equals, try the following:</p> <ul style="list-style-type: none"> <li>✓ Don't stand up with the mentees sitting on the ground in front of you. You are not a schoolteacher. Sit with the mentees.</li> <li>✓ Dress in a way that makes the mentees feel equal. Don't wear a necktie and suit (unless the mentees are).</li> <li>✓ Ask the mentees to give you help and advice. <i>Ol tu kaksi.</i></li> <li>✓ When the mentees talk, let them finish. <i>Noken katim tok tok.</i></li> <li>✓ Don't show off your new mobile or your <i>stail sanglas</i>. People might be impressed. <i>Bikman tru.</i> But this makes them feel like they are <i>man nating</i>.</li> <li>✓ Don't use jargon and 'expensive' English. <i>Em nau yupela save pinis.</i></li> <li>✓ Mentor them <i>long ples bilong ol</i>. You go to them.</li> <li>✓ Apologise. Apologising to someone shows you treat them as equals</li> <li>✓ Use paraphrasing</li> </ul>
6	 <p><b>Discussion</b> What is paraphrasing? Discuss this with your colleagues. <i>Nogut yupela klia pinis.</i></p>
6	<p>A good way to show respect for the mentees is to re-say the main thing they said.</p> <p>This is called paraphrasing.</p> <p>"Thanks David <i>yu tok olsem bikpela wari bilong yu em long sait bilong moni</i>". "Interesting point Mary <i>yu tok olsem binatang save kaikaim kaukau bilong yu</i>"</p> <p>Paraphrasing shows you understand what message the mentees are trying to get across to you, it allows you to highlight key points they made, and it shows that you respect their point of view.</p> <p>Paraphrasing what a mentee says makes them the expert.</p> 
6	 <p><b>Activity</b> Practice paraphrasing. Have a conversation with your colleague (or a friend) about what they did yesterday. Use open questions. And when they respond, practice paraphrasing (re-say the key points they made). When you have finished, swap roles so everyone gets a turn at paraphrasing.</p>



**Revision discussion**

Share an example with your colleagues of when you have not been treated as an equal. How did this make you feel?

1 hour

**Materials** Exercise book. Pen or pencil.

1	<p>When you provide mentoring, it is your responsibility to try and find out if the mentees have understood. And if the mentees do not understand or are confused, then you need to try your best to do something about it.</p> <p>People often say they understand when they don't. And people don't know what they don't know. This can make it very hard for a mentor to find out what mentees are confused about. <i>Tingim.</i></p> <p>But if you don't make an effort to find out if the mentees have understood or are confused, and if you don't try your best to do something about it, then you are not working in a way that meets the Standard. <i>Tok stret na tok klia.</i></p>	
2	<p> <b>Discussion</b></p> <p> What are ways to find out if mentees have misunderstood or are confused? Discuss this with your colleagues.</p>	
2	<p>To try and find out if mentees are confused there are some things you can do:</p> <ol style="list-style-type: none"> <li><b>1 Ask the mentees if they are confused.</b> But don't forget to ask open questions so that the mentees have to think about their answers. If you are mentoring more than one mentee, you might need to quietly ask the mentees separately.</li> <li><b>2 Ask the mentees some questions about the topic.</b> But don't forget to ask open questions. And if you are mentoring more than one mentee, you might need to quietly ask them separately <i>em nau yu save pinis.</i></li> <li><b>3 Check their non-verbal communication.</b> Experienced mentors can see (and hear) quickly if mentees misunderstand or are confused by their non-verbal communication.</li> <li><b>4 Tell the mentees that they can approach you or contact you any time.</b> Remind the mentees that your role is to help them understand. <i>"Plis sapos yu no klia long sampela samting tok save long mi na mi bai hamamas long kliarim".</i></li> <li><b>5 But best of all, help the mentees feel comfortable, confident and respected.</b> Mentees that feel comfortable, confident and respected will be more likely to share if they misunderstand or are confused</li> </ol>	
2	<p> <b>Written answer</b></p> <p>In your exercise book, write down this <i>wok mak</i>. Next, write down five ways to find out if the mentees misunderstand or are confused.</p>	<div style="background-color: black; color: white; padding: 5px; display: inline-block;">S</div>



To meet the Standard when you provide mentoring, you need to make an effort to find out if the mentees have understood *em wan*. *Na tu* you need to do something about it to try and help them understand. You need to try your best to *kliarim ol*.

- 3 If a mentee has misunderstood or is confused, then don't blame them for not understanding. The golden rule when responding to any misunderstanding or confusion is to never ever make the person feel ashamed or embarrassed. And be careful of your own non-verbal communication. Your own non-verbal communication can make a mentee feel ashamed or embarrassed as easily as words.



**Activity**

With your colleagues, look at the pictures below. They show bad ways for a mentor to respond to a mentee. If a mentor responds to a mentee in these ways, how would it make the mentee feel?

3



3

To help the mentees understand something they are confused about, try the following:

- ✓ If you are mentoring more than one mentee, see if one of the mentees can explain it first. They may know a better way to explain it.
- ✓ Use a different language to explain it (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 – seeing the whole picture again helps people understand how each piece of the puzzle fits together. And when you do this make sure you focus on what is important. Hit the nail on the head. *Noken sait sait.*



Finally, after you explain the point again to the mentees, don't forget to check again to see if they now understand. If they still don't understand, then try again.

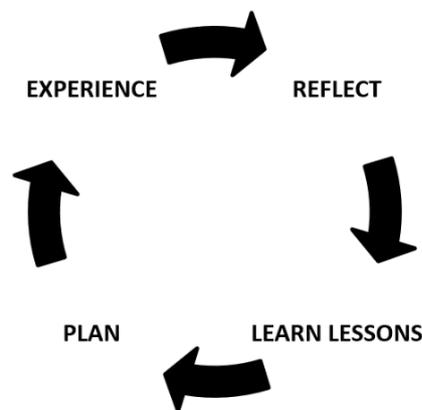


4

Most misunderstanding or confusion is simply a matter of the mentees missing the point or not hearing what you said.

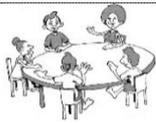
But sometimes when mentees misunderstand or are confused you won't know why. To find out why you will need to learn from experience. Mentors also need to go through a learning from experience cycle every time they provide mentoring (just like the mentees).

It is very important for a mentor to take the time to REFLECT on their experience, LEARN LESSONS, and PLAN how to put the lessons into practice next time.



At the end of the day, or when you have a break, think about what you are doing and what can be improved. As you get more experienced you will find that you don't need to wait for a break – you will find that you are constantly turning the learning from experience cycle around in your head. This is called thinking on your feet.

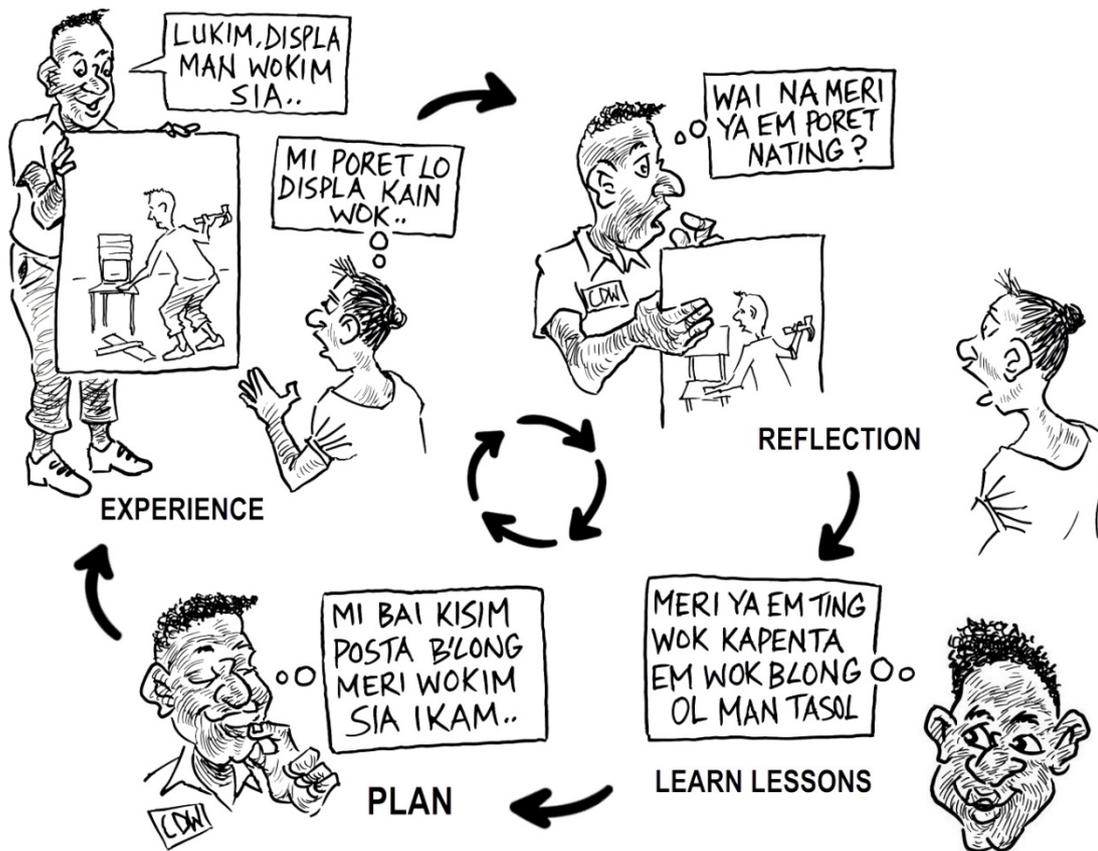




**Activity**

With your colleagues, look at the picture below. After going through a learning from experience cycle, what should be different next time this mentor has the EXPERIENCE of mentoring a woman to make a chair?

4

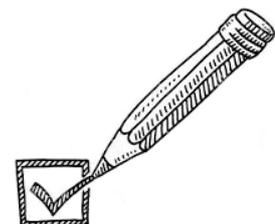


*Luk olsem* next time this mentor has the EXPERIENCE of mentoring a woman to make a chair, she should use a poster that shows a woman making a chair.

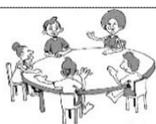
4

The hardest part of the learning from experience cycle is what lessons to learn.

To help you learn lessons when you reflect on what you are doing, use the *wok mak* from the National Standard as a checklist. Chances are that if there has been misunderstanding or confusion – if something has gone wrong – then going through this checklist will show you where the problem lies. *Em bai soim long ples klia wanem samting yupela abrus long en.*



4



**Activity**

Below is a checklist that a mentor can use to help them learn lessons. This checklist uses *wok mak* from the National Standard. With your colleagues, discuss whether you think this checklist would help you improve your mentoring?

# Mentoring Checklist

- Did I discuss the purpose of the visit, roles, expectations, and review any mentoring agreement? (*wok mak 3.1*)
- Did I assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice? (*wok mak 3.2*)
- Did I demonstrate understanding of how people learn (principles of adult learning)? (*wok mak 3.3*)

For  
example

Did the mentoring help solve a problem they are facing? (principle 1)  
Did the mentees help decide what they need to learn? (principle 2)  
Did I help the mentees feel comfortable, confident and respected? (principle 3)  
Did I mentor them in the place they will use what they learn? (principle 4)  
Did the mentoring connect to what they already know and do? (principle 5)  
Did they learn by using more than one of their senses? (principle 6)  
Did they get a chance to use what they learned to do something? (principle 7)

- Did I use effective methods or techniques? (*wok mak 3.4*)

For  
example

Did I help them set goals?  
Did I help them think about their strengths and weaknesses?  
Did I use good listening skills?  
Did I ask open questions?  
Did I build trust?  
Did I build confidence?  
Did I provide honest feedback?  
Did I present lessons properly?  
Did I help them analyse their problems?  
Did I help them plan?

- Did I adapt the mentoring information to the mentees' situation? (*wok mak 3.5*)
- Did I support and encourage effective participation and inclusion (*wok mak 3.6*)
- Did I communicate effectively and respectfully? (*wok mak 3.7*)
- Did I work in a way that was appropriate to local culture? (*wok mak 3.8*)
- Did I respond to any misunderstanding or confusion? (*wok mak 3.9*)
- Did I discuss what the next steps following the visit will be, and who to contact if further advice or support is needed? (*wok mak 3.10*)
- Did I discuss with the mentees whether the visit achieved its purpose, if it was useful, and ways it could be improved? (*wok mak 3.11*)
- Did I thank the mentees, without rushing, and explain again the purpose of the visit? (*wok mak 3.12*)

In order to learn from experience, it also helps to keep a record of your experience. When you provide mentoring, make sure you keep a diary or journal of what you did and what worked or what didn't work. Use this diary or journal to help you learn lessons – and to help you write your report.

4



Remember CDW Coursebook 1. Keeping a diary or journal is a *wok mak* that all Community Development Workers need to *inapim* if they want to prepare a report (Element 4) in a way that meets the Standard. *Tingim*.



### Activity

This *wok mak* is 'respond to any misunderstanding or confusion while mentoring the mentees'. To put this *wok mak* into practice you need to make an effort to find out if the mentees have understood *em wan*. *Na tu* you need to do something about it to try and help them understand.

5



Time to have some fun. With your colleagues (or a friend) do a role-play to show a mentor responding badly to a mentee who is confused about something (you choose). Next, redo the role-play, but this time show the mentor responding in a way that meets the Standard.

*Las tok.* There is no point going through the learning from experience cycle unless you put the lessons you learned into practice. This is the final step of the learning from experience cycle. PLAN how to improve next time you provide mentoring by changing what you do based on the lessons you have learned.

*Mak bilong trutru CDW.*

Don't be afraid to try new things. Some people never try new things – they keep their heads down and just keep doing what they learned to do at school or when they first started the job. They are stuck in the past.

The mark of a great Community Development Worker is that they always try new things. Sometimes when you try new things it fails. Fine. As long as you learn lessons. We learn more lessons from our mistakes. If wisdom is the sum of all the lessons that you have learned in your life – and we learn more lessons from our mistakes – then the more mistakes you make in your life the wiser you will be (as long as you learn lessons along the way).



5



#### Revision discussion

Share examples with your colleagues of when you have improved how you do something because you made changes based on lessons learned.



# How to discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice

1 hour

**Materials** Exercise book. Pen or pencil.

1	<p>Before you end the mentoring visit, you need to discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice. <i>Wok mak em olsem.</i></p> 
1	 <p><b>Discussion</b> With your colleagues, brainstorm what the next steps could be for the mentees following a mentoring visit? <i>Troimwe tingting.</i></p>
1	<p>The mentees will have next steps following a mentoring visit. <i>Luk olsem.</i></p> <p>The big thing the mentees will need to do after a mentoring visit is put into practice what they learned during the mentoring visit. The mentees should have a PLAN for how to put into practice their lessons learned.</p> <p>Discuss with the mentees who will do what and when to put their PLAN into practice.</p>
1	 <p><b>Discussion</b> With your colleagues, brainstorm what the next steps could be for a mentor following a mentoring visit? <i>Troimwe tingting.</i></p>
1	<p>The mentor will have next steps following a mentoring visit. <i>Luk olsem.</i></p> <p>Sometimes the mentor will need to do something to help the mentees put their PLAN into practice. Discuss with the mentees what you will do to help them and when.</p> <p>Sometimes the mentor will need to follow up on questions that the mentees had. Discuss what you will follow up on (and when you will get back to them).</p>

## How to discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice

	<p>Normally, the mentor will need to prepare a report. In CDW Coursebook 1 you learned how to prepare a report (Element 4) in a way that meets the Standard. <i>Tingim</i>. Let the mentees know that you will do this. <i>Putim long ples klia</i>.</p> <p>Normally, the mentor will return to mentor the mentees again. A good coach sticks around and follows your progress <i>ino wan raun na pinis</i>. A good mentor does the same. If the mentees know you will keep helping them <i>ino wan raun na pinis</i> then they will be more confident, they will trust you, and they will be more likely to put the lessons they learned into practice (because you will come back and check on their progress).</p>
	
<p>2</p>	<p> <b>Discussion</b></p> <p>Why is it important to discuss with the mentees who they can contact for further support or advice? Discuss this with your colleagues.</p>
<p>2</p>	<p>This <i>wok mak</i> also says <b>discuss...who to contact for further support or advice</b>.</p> <p>Hopefully, you will return to mentor the mentees again. But there will also be other people and organisations who can provide further support or advice. The mentees will want to know how to contact them. <i>Luk olsem</i>.</p> <p>When you make preparations for the mentoring visit, it is a good idea to think about who else can provide support and advice to the mentees, and make sure you collect their contact details so that you can give them to the mentees. Prepare!</p> <p>Sometimes, you won't know what sort of help or advice the mentees will need when you make preparations for the mentoring visit. Instead, after you make the visit, you will need to find out the contact details of other people and organisations who can provide the support or advice they need. If you do this, then make sure you get back to the mentees with the contact details they need.</p> <p>And make sure you and the mentees have each other's contact details. Definitely.</p> 
<p>2</p>	<p> <b>Written answer</b></p> <p>With your colleagues, discuss what you need to do to put this <i>wok mak</i> into practice. Next, in your exercise book, write down this <i>wok mak</i>.</p> <div style="text-align: right; background-color: black; color: white; padding: 2px 10px; font-weight: bold;">T</div>



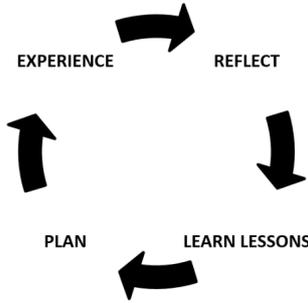
### Revision discussion

What can go wrong if you don't put this *wok mak* into practice? Discuss this with your colleagues.

1 hour

**Materials** Exercise book. Pen or pencil.

This *wok mak* is discuss with the mentees whether the visit achieved its purpose, and ways it could be improved. *Em inapim mak bilong en o nogat? Wanem gutpela na wanem nogut long en?*



Learning from experience is the best teacher, but only if you make the effort to REFLECT on the experience, LEARN LESSONS, and PLAN how to put the lessons into practice next time you have the experience.

This is called the learning from experience cycle. *Em nau yupela klia pinis.*

If you discuss with the mentees whether the visit achieved its purpose, and ways it could be improved, then you are reflecting on the visit with them.

And what you find out will help you to learn lessons.



**Discussion**

One reason for discussing with the mentees whether the visit achieved its purpose, and ways it could be improved, is to help you the mentor to go through your own learning from experience cycle. So that you become a better mentor.

What are some other reasons for finding out whether the visit achieved its purpose, and ways it could be improved? Discuss this with your colleagues. *Troimwe tingting.*

This *wok mak* is important for many reasons:

- ✓ It helps you (the mentor) to go through your own learning from experience cycle. So that you become a better mentor (and a better Community Development Worker).
- ✓ The mentees get the chance to *autim tingting na bel bilong ol*. Giving the mentees a chance to *autim bel* shows that you respect them.
- ✓ Your organisation can learn lessons to improve how they do mentoring (as long as you prepare a report and give it to them)
- ✓ You can see if the mentees learned what they needed to learn – and what you might need to follow up on or focus on during your next mentoring visit

## How to discuss with the mentees whether the visit achieved its purpose, and ways it could be improved

- ✓ You can include what the mentees thought (the evidence) in your report
- ✓ Any organisations that helped fund the mentoring can see if *em karim kaikai* (as long as you prepare a report and give it to them)
- ✓ The mentees also REFLECT on what happened during the mentoring visit. This helps them to learn their own lessons.
- ✓ Going back over what the mentees did during the mentoring visit is also revision. Revision helps the mentees to learn what they were supposed to learn.



This *wok mak* is **discuss with the mentees whether the visit achieved its purpose, and ways it could be improved.**

The mentees should know what the purpose of the visit was because you discussed it with them at the start. The first *wok mak* in the National Standard that you need to *inapim* when you provide mentoring is 'Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement'. *Tingim*.

To find out if the mentoring achieved its purpose, remind the mentees what the purpose of the visit was. If they can read and write, write the purpose on paper or a poster so the mentees can SEE and HEAR what the purpose of the visit was.

Next, ask them to *skelim* the mentoring visit. *Yumi inapim mak bilong en o nogat? Yumi inapim as tingting o nogat?* Write down what they say in your diary or journal.

It is a good idea to also find out how well the mentoring visit 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) the purpose of the visit was achieved.

2

				
<i>Liklik stret</i> (E)	<i>Liklik</i> (D)	<i>Namel (hap hap)</i> (C)	<i>Inapim</i> (B)	<i>Inapim stret</i> (A)

*Save moa yet.* Some Community Development Workers like to use mobile phone bars as a five-level rating scale. *Em tu nais.*

				
<i>Liklik stret</i> (E)	<i>Liklik</i> (D)	<i>Namel (hap hap)</i> (C)	<i>Inapim</i> (B)	<i>Inapim stret</i> (A)

# How to discuss with the mentees whether the visit achieved its purpose, and ways it could be improved



### Activity

If you presented lessons during the mentoring, and you want to find out how well the mentees understood each lesson, you can use the same 5-level rating scale to find out how well each lesson achieved its purpose. Great.

Billy has just finished mentoring Sam to build a canoe. He presented lessons to show Sam how to get the right materials to build a canoe, how to build it, how to decorate it, and how to test the canoe. At the end of the mentoring visit, Billy used a 5-level rating scale to find out how well Sam understood each lesson, and how well the purpose of the visit had been achieved. Have a look at the information Billy collected from Sam (below). Which lesson does Sam need more help and support to learn? Does Sam feel the mentoring visit achieved its purpose? Discuss this with your colleagues.

2

	 E	 D	 C	 B	 A
Lesson 1: Get the right materials to build a canoe	✓				
Lesson 2: Build a canoe				✓	
Lesson 3: Decorate a canoe				✓	
Lesson 4: Test a canoe			✓		
Purpose of the visit: Understand how to build a canoe				✓	



This *wok mak* is **discuss with the mentees whether the visit achieved its purpose, and ways it could be improved.**

We have just looked at how to discuss whether the visit achieved its purpose. The next thing you need to do to *inapim* this *wok mak* is discuss with the mentees ways the mentoring visit could be improved.

3



	<p>The easiest way to <i>inapim</i> this <i>wok mak</i> is ask the mentees. Three good open questions you can ask the mentees to find out ways the mentoring visit could be improved are:</p> <ol style="list-style-type: none"> <li>1. <b>What was good?</b> <i>Wanem gutpela long en?</i></li> <li>2. <b>What was not good?</b> <i>Wanem nogut long en?</i></li> <li>3. <b>How could it be improved?</b> <i>Wanem bai i mekim gutpela moa?</i></li> </ol>
3	 <p><b>Discussion</b> This <i>wok mak</i> is <b>discuss with the mentees whether the visit achieved its purpose, and ways it could be improved.</b> If you are mentoring more than one mentee at the same time (for example, a husband and wife, or a person living with a disability and their carer), should you find out what they think separately? Discuss this with your colleagues. <i>Troimwe tingting.</i></p>
3	<p>If you are mentoring two (or more) mentees at the same time, then find out what they think separately (about whether the visit achieved its purpose, and ways it could be improved). This is especially important if one of the mentees is a woman or a youth or a person living with a disability.</p> <p>This will help you make sure the way you provide mentoring is also helping women and youth and people living with a disability. Did you give them the extra support and encouragement they needed to help them step forward? Don't forget, to meet the National Standard you need to support and encourage inclusion.</p> <p style="text-align: center;"><b>Effective inclusion is when any mentees who are from groups that are normally left behind or excluded are given extra support and encouragement (to help them catch up)</b></p>
4	 <p>You need to think about your report during your visit because the first <i>wok mak</i> in Element 4 (Prepare a Report) says you need to maintain a diary (journal) of activities and movements. In CDW Coursebook 1 you learned how to prepare a report in a way that meets the Standard. <i>Tingim.</i></p> <p>By the end of the mentoring visit you should have good notes in your diary about:</p> <ul style="list-style-type: none"> <li>↪ How community entry was conducted. When, who, what was done?</li> <li>↪ How the mentoring was done. What happened and when?</li> <li>↪ How many people were mentored? How many women? How many men?</li> <li>↪ Any observations you made or issues that arose or lessons learned</li> <li>↪ Photos. Photos make your report come alive.</li> </ul>

## How to discuss with the mentees whether the visit achieved its purpose, and ways it could be improved

- The mentees plan to put their lessons learned into practice (take a photo if it was written down or write down what was discussed). If you have a copy of the mentees plan, it will be easier to go through what they planned to do during the next mentoring visit.
- Whether the mentoring visit achieved its purpose and how it could be improved.



### Activity

In CDW Coursebook 1 you learned how to prepare a report (Element 4) in a way that meets the Standard. The *wok mak* for Element 4 are shown below. With your colleagues, go through the *wok mak long kirapim bek tinging*. How will discussing with the mentees whether the visit achieved its purpose, and ways it could be improved (this *wok mak*) help you prepare your report?

4

<p><b>4</b> <b>Prepare a report</b></p>	<p>4.1 Keep a record of activities and movements according to workplace practices</p> <p>4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations</p> <p>4.3 Report outcomes clearly</p> <p>4.4 Provide an analysis of outcomes</p> <p>4.5 Provide recommendations for future action based on analysis</p>
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You now should have all the information and evidence you need to write a report about your mentoring visit that meets the Standard.



When you report what was done during the visit, make sure you include your results from the 5-level rating scale (that show what the mentees felt about whether the visit achieved its purpose). This is relevant measurable information (*wok mak* 4.2).

4



Next, report outcomes clearly (*wok mak* 4.3). Outcomes are the expected and unexpected results or effects of the mentoring visit. By looking at the information you collected about whether the visit achieved its purpose, and ways it could be improved, you can report outcomes like the following:

- (1) The mentees learned what they were supposed to learn**
- (2) Getting the right materials to build a canoe (lesson 1) was the hardest**
- (3) Sam found the most useful thing to learn was how to decorate a canoe**

## How to discuss with the mentees whether the visit achieved its purpose, and ways it could be improved

And when you report these outcomes, don't forget to explain how the evidence supports what you say. For example, an outcome might be that **Getting the right materials to build a canoe (lesson 1) was the hardest** – the evidence that supports what you say is that Sam gave this lesson a ranking of E, whereas the rest of the lessons were ranked as C or higher.



And when you report outcomes, also explain why the outcome happened or what it means. This is your analysis (*wok mak* 4.4). For example, explain why you think Sam struggled to learn how to get the right materials to build a canoe – and what the lessons learned are. *Brukim tingting*.



And finally, you need to provide recommendations based on the analysis (*wok mak* 4.5). For example, a recommendation might be (1) Spend more time showing the mentees how to get the right materials to build a canoe.



*Last tok*. At the end of a monitoring visit, it is also a good idea to find out what the leaders and key people from the community thought about the mentoring visit.

When you prepared for the visit, and during community entry, you worked with the leaders and key people to make arrangements. You need to do this to work in a way that meets the Standard. At the end of the visit, it would also be good to find out what they think about the mentoring visit. Do they think the visit achieved its purpose? How could it be improved? This will give you valuable information. It also shows respect.

5



5



### Written answer

With your colleagues, discuss what to do to put this *wok mak* into practice. Next, in your exercise book write down this *wok mak*. Next, write down two reasons why you think this *wok mak* is important to put into practice.

U



### Revision discussion

What lessons could the mentees learn when you discuss with them whether the visit achieved its purpose, and ways it could be improved?

1 hour

Materials Exercise book. Pen or pencil.

The final *wok mak* you need to *inapim* if you want to provide mentoring in a way that meets the Standard is obvious - yet it is often done poorly.

By thanking the mentees, without rushing, and explaining again what the visit has been for, you exit on a good note. You will be welcome to come back, and the mentees will value what you did with them more highly. *Pasin tasol.*

1



1



**Written answer**

In your exercise book, write down the final *wok mak* you need to *inapim* if you want to provide mentoring in a way that meets the Standard.

V



**Revision discussion**

Some Community Development Workers say that community exit is just as important as community entry. What do you and your colleagues think?



## Revision | Provide mentoring



### Activity

With your colleagues (or a friend), practice being a mentor. Mentor them to do something small (like how to make a cup of tea). When you mentor the mentees, help them to go through a learning from experience cycle. And if you need to present a lesson, use the four-step lesson plan. Go through each *wok mak* in the National Standard and try and do one or two things to put each *wok mak* into practice. Just a taste. Try and demonstrate some of the principles of adult learning. Try and use some of the methods or techniques we looked at. *Yu save*. You can't do everything. Do your best. Your course facilitator may ask you to video what you do, and to show it to them when you meet.



- 3.1 Discuss the purpose of the visit, roles, expectations, and review any mentoring agreement
- 3.2 Assist the mentees to reflect on what they are doing, learn lessons, and plan how to put the lessons into practice
- 3.3 Demonstrate understanding of how people learn (principles of adult learning) while mentoring the mentees
- 3.4 Use effective methods or techniques to mentor the mentees
- 3.5 Adapt the mentoring information to the mentees' situation
- 3.6 Support and encourage effective participation and inclusion during the activities
- 3.7 Work in a way that is appropriate to local culture during the activities
- 3.8 Communicate effectively and respectfully during the activities
- 3.9 Respond to any misunderstanding or confusion while mentoring the mentees
- 3.10 Discuss what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for further support or advice
- 3.11 Discuss with the mentees whether the visit achieved its purpose, and ways it could be improved
- 3.12 Thank the mentees, without rushing, and explain again the purpose of the visit

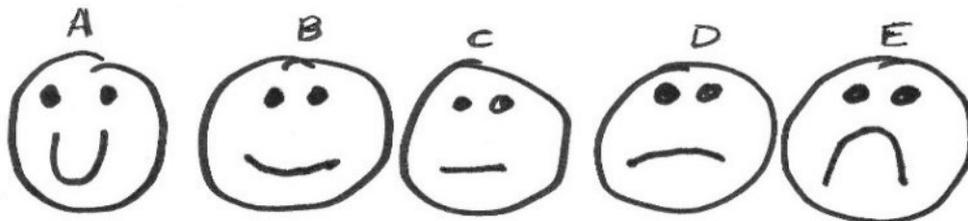


## Written answer

W

Congratulations. You have finished CDW Coursebook 6. Time to evaluate CDW Coursebook 6. This is not a test. The purpose of these questions is for you (and your organisation and the course facilitator) to evaluate the learning experience that you have been through. With your colleagues, answer the questions below. Don't forget to write your answers in your exercise book.

1. Which *wok mak* from CDW Unit C09 (Provide Mentoring) are you most confused about? What are you confused about?
2. What topic in the coursebook did you find the most useful? Why?
3. What change do you recommend to improve the course or the coursebook?
4. What advice can you give to the course facilitator to help them learn lessons?
5. What more support do you need from your organisation (or the course facilitator) to help you put what you have learned into practice?
6. Any other comments?
7. Use the rating scale below to rate overall how well you understand how to provide mentoring in a way that meets the National Standard? Decide which face lines up with how you feel, then look at the letter above that face (A, B, C, D, or E), and write that letter as your answer.



# The kumul needs two wings to fly



## 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 wokabaut wantaim marit bilong yu long mekim senis i kirap.*

3

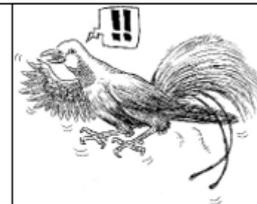
To *stretim sindaun bilong femili* you have to *stretim sindaun bilong mama*. *Yu stretim sindaun bilong mama, bai yu stretim sindaun bilong femili tupela wantaim.* In PNG, many families and groups and communities are flying with one wing. *Papa em flai pinis. Planti mama painim hat. Pikanini gel tu 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? *Skelm gut*

②

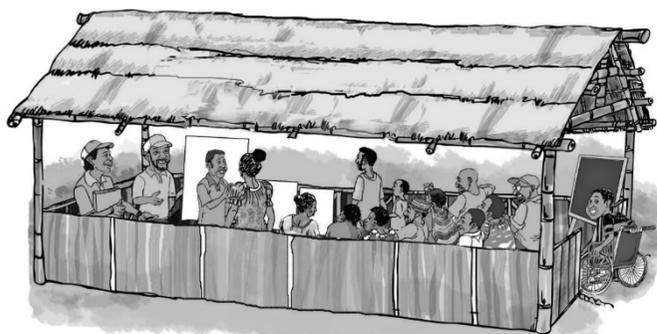
Look at the two married couples below. Which married couple will have sons and daughters that grow up to be more successful in future PNG? Why? *Selim gut.*



**Luk olsem a successful married couple is a 'team'. Igat tripela mak bilong soim kliia 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.**

## NATIONAL OCCUPATIONAL SKILLS STANDARDS

# Community Development Worker



### What is the National Standard for Community Development Workers?

The National Standard for Community Development Workers (CDWs) has been developed by experienced CDWs in Papua New Guinea and has been endorsed by the National Apprenticeship & Trade Testing Board (NATTB), a government body.

The National Standard can be used by CDWs, organisations that employ or engage CDWs, and training institutions that provide CDW training.

The National Standard for CDWs is currently made up of ten Units. Each Unit is a job that is commonly done by CDWs. The National Standard sets benchmarks for performance for each of the ten Units. These are the essential ingredients for how to do each of the jobs that CDWs normally do. You can't make the cake unless these ingredients are in the mix – although you can add extra ingredients *laik bilong yu*. The following table shows the 12 Units that currently make up the National Standard:

Conduct community awareness	Conduct community training	Assist group to analyse their development situation and identify priorities	Assist group to develop a project plan for a community activity	Facilitate agreements for a community activity
Facilitate the start-up of a community activity	Monitor community activity	Evaluate community activity outcomes	Provide mentoring	Facilitate a specialist's visit
Train trainers	CDW Workplace Assessor			

### The format for the National Standard

Units are broken down into parts or **Elements**. Elements are the things the CDW should be able to do (the duties or tasks) in order to demonstrate that they can do the job described in the Unit. For example, the Elements for the Unit 'Conduct community awareness' are:

- Element 1 - Make preparations
- Element 2 - Conduct community entry
- Element 3 - Conduct the awareness
- Element 4 - Prepare a report

For each Element there are **Performance Criteria**. Performance Criteria list the skills and knowledge that a CDW will need to perform (in any order) when they do each Element. Performance Criteria are the benchmarks that are assessed. For example, the Performance Criteria for Element 1 'Make preparations' are:

- 1.1. Find out information about the place and people to be visited
- 1.2. Communicate effectively and respectfully with key people from the place to be visited
- 1.3. Prepare a suitable work plan
- 1.4. Put together suitable materials for the activities
- 1.5. Follow workplace health and safety practices and other workplace policies while preparing for a visit.

Element 1, Element 2 and Element 4 are exactly the same for each of the CDW Core Units. This means the Performance Criteria are also exactly the same. However, Element 3 is different in each of the Core Units. Element 3 is the job (the Core Unit) you have come to do. Element 3 is called 'the critical Element'.

### How can the National Standard be used?

The National Standard can be used by CDWs, organisations that employ or engage CDWs, and training institutions that provide CDW training. Each Unit is a job task that is commonly done by CDWs. Whether all the Units are relevant to your organisation will depend upon the work that your organisation does. For example, an organisation that uses theatre to do HIV awareness may just focus on providing an opportunity for their CDWs to be assessed for the Unit 'Conduct Community Awareness'. Other organisations may want to target all of the Units.

The National Standard helps CDWs and the organisations they work for by providing:

- ✓ A basis for CDW duty statements
- ✓ A basis for CDW training courses
- ✓ Benchmarks for CDW assessment
- ✓ Recognition of skills held by people in both formal and informal employment
- ✓ A portfolio of evidence about a CDWs competence
- ✓ A basis for in-house accreditation
- ✓ The option of NATTB accreditation
- ✓ A common standard for CDWs in PNG. Over time the bar will be raised and lead to higher standards.



## Steps for organisations that use CDWs

**STEP 1** Visit the NATTB at [nattb.org](http://nattb.org) and the PNG CDW ITC at [pngcdwstandard.com](http://pngcdwstandard.com). Read the *CDW Workplace Assessment Handbook*, available for download at [pngcdwstandard.com](http://pngcdwstandard.com).



**STEP 2** Identify the Units from the National Standard that apply to your organisation's workplace practice. A good idea is to include the performance criteria from these Units in CDW duty statements (you can download an example at [pngcdwstandard.com](http://pngcdwstandard.com)). You should also include your own performance criteria specific to your workplace practice.



**STEP 3** Ensure that the CDWs in your organisation understand and perform the performance criteria from the National Standard (and your own performance criteria specific to your workplace practice). Normally this means delivering training and/or mentoring. If needed, training packages have been developed for all the CDW Units and are available for download at [pngcdwstandard.com](http://pngcdwstandard.com).



**STEP 4** For many organisations, ensuring their CDWs are trained and work in way that meets the National Standard is enough. Other organisations will want to help CDWs to be assessed and accredited. To set up CDW assessment and accreditation in your organisation, you will need to identify a leading CDW to become your CDW Workplace Assessor (this CDW can also be your CDW trainer and mentor). Large organisations should have more than one CDW Workplace Assessor, to reduce the potential for conflict of interest. Your CDW Workplace Assessor candidate then needs to complete NATTB assessor training. In future, only a CDW who has been assessed as competent for the CDW Level 3 Unit 'CDW Workplace Assessor' will be eligible to become a CDW Workplace Assessor. But for the time being, NATTB is allowing organisations to nominate an experienced CDW to become their CDW Workplace Assessor even if they have no CDW accreditation (otherwise there would be no one to assess CDWs).



**STEP 5** When a CDW candidate feels confident that they can perform the performance criteria for a Unit from the National Standard, your CDW Workplace Assessor can conduct an assessment (on behalf of NATTB). NATTB requires that candidates have at least two years of experience as a CDW before being assessed. CDW workplace assessors are able to download the official NATTB assessment instruments from [pngcdwstandard.com](http://pngcdwstandard.com). There is no need for these assessment instruments to be kept confidential, as a candidate cannot be found 'competent' unless they actually perform or demonstrate the critical performance criteria *in front of the CDW Workplace Assessor*.



**STEP 5** The assessment is conducted. Assessment of CDWs is always 'on-the-job'. The CDW Workplace Assessor, the candidate, and the candidate's organisation need to follow the steps described in the CDW Workplace Assessment Handbook ([pngcdwstandard.com](http://pngcdwstandard.com)). After the assessment, the completed assessment instrument and attachments (the evidence) is placed in the candidate's portfolio. If the candidate is found to be 'not yet competent' then they can be re-assessed by the CDW Workplace Assessor. If the candidate is found to be 'competent' then your organisation can issue *its own accreditation* to the CDW (note that this is not yet NATTB accreditation).



**STEP 6** When a candidate believes they have completed the requirements for a full CDW Level (Level 1, 2 or 3), they can submit their portfolio to NATTB for NATTB accreditation. To do this they need to complete a NATTB application form and pay the assessment fee, then submit a copy of their portfolio to NATTB (uploaded to the NATTB website or by mail). The NATTB officer will inspect the assessment instruments and attachments in the candidate's portfolio. If the NATTB officer agrees that the evidence demonstrates that the candidate is competent, then the candidate will receive a statement of attainment and a CDW Level 1, 2, or 3 certificate. If the NATTB officer does not agree that the candidate is competent, then the candidate will receive a statement of results that says 'not yet competent'. The candidate can then be re-assessed by their CDW Workplace Assessor. A database of results for each CDW candidate will be kept by NATTB.

## NATTB accreditation

After a NATTB officer examines the candidate's portfolio, the candidate will receive a **Statement of Results**. If NATTB agrees that the evidence shows that the candidate is 'competent' for a Unit, then the Statement of Results will include a **Statement of Attainment** for the Unit.

NATTB will issue a **CDW (Level 1)** certificate if the candidate's portfolio evidence demonstrates they are competent for all four elements from any one Core Unit. If a candidate has a CDW Level 1 certificate, then next time they are assessed for a Core Unit it only needs to be for Element 3 (the 'critical Element'). This is because Element 1, 2 and 4 are exactly the same in each Core Unit, and the candidate has already demonstrated they are competent.

NATTB will issue a **CDW (Level 2)** certificate if the candidate's portfolio evidence demonstrates they are competent in four Core Units in total (the CDW Level 1 Unit and then three more Core Units). However, one of the four Core units must be CDW C07 'Assist group to analyse their development situation and identify priorities'. The unit CDW C07 is a compulsory unit if you want to become accredited as a CDW Level 2. Please note: To be eligible for NATTB accreditation for a Level 2 Unit you must already have a CDW Level 1 certificate.

NATTB will issue the candidate a **CDW (Level 3)** certificate if they have been assessed as competent for a Level 3 Unit. For example, if you are competent for 'Train Trainers' you will receive a 'CDW (Level 3) (CDW Unit 301 Train Trainers)' certificate. Please note: To be eligible for NATTB accreditation for a Level 3 Unit you must already have a CDW Level 2 certificate. Level 3 Units require advanced skills and knowledge, and extensive experience.



For more information visit [pngcdwstandard.com](http://pngcdwstandard.com) or phone the NATTB CDW Trade Test Coordinator on 3017631 or visit [nattb.org](http://nattb.org)