



Mentoring Other Activists

(1 hour 30 minutes)



Training and Mentoring Skills Series
Staff Skill Building Library
Raising Voices



This module is part of a *Staff Skill Building Library* developed by Raising Voices. The *Library* consists of competency based training modules designed to strengthen skills of staff implementing or supporting community-based violence against women (VAW) prevention programs. The *Library* is designed for organizations using *SASA! An Activist Kit for Preventing Violence against Women and HIV* but can be used by anyone working to mobilize their community to prevent VAW. If you are not using *SASA!*, simply replace the word *SASA!* wherever you see it in the text with the name of your methodology.

This module is part of the *Training and Mentoring Skills* series in the *Staff Skill Building Library*.

All materials in the *Library* can be downloaded at www.raisingvoices.org/staffskills.php or requested at info@raisingvoices.org. The *SASA! Activist Kit* can be downloaded at www.raisingvoices.org



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Objective

- Use practical techniques to begin to build the mentoring relationship with activists.

Competencies

By the end of this session, participants will be able to:

- Name at least 1 technique staff can use to mentor community activists.
- Describe rationale for personalized mentoring and relationship building with activists.
- Demonstrate ways to build relationships with activists to get to know their motivation better and build the mentoring relationship.

Preparations

- Bring ball to use as “hot potato” (or crumpled piece of paper with tape around it)
- Card with the word “Next!” on it



Steps

1. Ask everyone to stand in a circle, with a ball or small, light, throw-able object as the “hot potato”.
2. Ask people to think of answers to the question: *Who are some of the types of people we might mentor in our work?*
3. Explain: *When you get the “hot potato” thrown to you, you should try to answer some type of mentor that has not yet been said, then throw the potato to someone who has not yet had it.*
 - Possible answers: Other staff, community activists (CA’s), journalists, community action groups, religious leaders, *SASA* activists, etc.
4. Start the game. After ideas seem to have been exhausted, stop the game and thank people for participating and ask them to take their seats.
5. Ask: *Who has had success at building a good mentoring relationship with a key community member, in your past work?*

6. Ask for a show of hands.
7. Ask: *What did you do?*



8. Invite a few participants to explain briefly, in 1-2 sentences each.
9. Summarize answers on flip chart, and include:

- Be present at activities they conduct, help them reflect, and give feedback
- Conduct bi-monthly sessions for CAs, and continued training opportunities for others
- Take the leaders around with you to show them how to do certain of your job functions, and let them practice
- Link activists with each other to foster team work
- Encourage activists to mentor each other in areas where they are strong—emphasizing that everyone has something to teach and something to learn
- Recognize and appreciate the good work of the activists
- Build a relationship with the person
- Etc.



10. Explain: *In next section, we will practice ways of spending time with activists to get to know them and their motivations for their activism to prevent violence against women (VAW) and HIV.*
11. Ask: *Why is relationship building critical to mentoring?*
12. Summarize responses, briefly: Without relationships, we cannot mentor!
13. Explain: *As a large group, we are going to create a drama about relationship development with a CA.*
14. Ask: *Who will volunteer to play our community member/ mentee?*
15. Invite the person to come forward, and offer them a chair.
16. Explain:
 - *While each of us will likely have specific people we focus on mentoring, we are also all responsible for the development of each CA's activist potential.*
 - *For this role play, our volunteer will take on the role of a new CA in your community who plans for but then does not actually conduct activities—s/he always comes up with some excuse. You want to build a relationship with the person and help them strengthen their activism.*
 - *Each of us will act as ourselves in the role play—staff—and will jump into this scenario at different times. Look at the list we have just made and think about your success stories in the past that relate to these, as you watch other people.*
 - *Think about the process of getting to know someone, and getting to know what motivates this CA and getting to know what is stopping her/ him from doing activities.*
 - *The CA will continue along with her same story. After a few minutes, I will hold up this card that says "Next!" and that is the cue that the staff member will sit back down and watch the role play, and another volunteer will take her/ his place and take it to the next step with that same CA.*
 - *The CA will continue on as though it were the same meeting, responding in a realistic way to the mentors that come to her.*
17. Clarify any questions or confusions
18. Invite a first volunteer staff member to come forward and approach the CA and try out some techniques for relationship building to help figure out the problem of why they are not implementing activities and help them to build their activist potential.
19. Ask the CA and first mentor volunteer to start role play.



20. After a few minutes or at a convenient breaking point, hold up the “Next!” card and get another volunteer to do what they think would come next (in the same meeting, or a next meeting with this CA).



21. After about 10 minutes or at a natural ending point, stop the role play and thank the participants.
22. Ask: *What techniques seemed particularly helpful? Any that seemed confusing? (Solicit feedback about the role play.)*
23. Ask: *Now, what do we know about this CA?*
24. Write responses on flip chart, and be sure following is included:
- Personal information
 - Are they married?
 - Do they have kids? what is their family environment like?
 - What else do they like to do when they're not busy doing *SASA!* activism,
 - Etc.
 - What are they excited about?
 - What do they feel confident in?
 - What about the person makes others listen to them/ have strong relationships with them?
 - What motivates them to do this work (not material rewards)?
 - What are their strengths as a person?
 - What are their challenges as a person/ challenges in getting them to take on more leadership/do activities in the community?



25. Ask: *What could we have done or asked to get to know the CA better? E.g.*

- Visit the person's home
- Ask about the person's family
- Ask about the person's other interests/ activities (religious groups, other volunteering, sports, etc)
- Find interests in common, beyond the work
- Spend time informally with the person and share a little bit about yourself and your background as well
- Show respect to the person. Treat them as a colleague even if they have a very different educational or economic background
- Laugh and have fun – everything doesn't have to be serious and about the work
- Find and focus on their strengths and build on those—encourage them and help them to believe in themselves
- Persistence and persistent! Continuous engagement is the key!
- Be genuine and act as equals

26. Explain: *Now, let's practice again.*

27. Invite participants to use the techniques brainstormed to practice what has been suggested as relationship development techniques.

28. Conduct another group role play, switching staff as needed.

29. After another 10-15 minutes, call stop!

30. Ask: *What was different in this role play than the first role play?*

31. Summarize responses and thank participants.

Validation Option: Facilitator's Note

This activity allows for group validation of the competency:

- Demonstrate ways to build relationships with activists to get to know their motivation better and build the mentoring relationship.

During the group drama, are participants able to ask about participants' lives, interests, and motivations? Do they genuinely begin to build a relationship with the activist they are speaking with? Do they use the questions and techniques discussed in Steps No. 24-25? If so, then they as a group have demonstrated the competency. If not, further training is recommended.





Validation Options

Validation is another way to say “assessment” or “pre/post-test”. It is used to determine whether the participants in a training learned what the facilitator intended for them to learn. Instructions for how to use each validation method can be found in *Training Validation Methods: A how-to guide for assessing participant learning* downloadable at www.raisingvoices.org/staffskills.php

Select validation methods for each competency using the table below:

1. Choose whether the competency (specific skill) needs to be validated at a group or individual level.
2. Looking at the validation methods listed in that category (group or individual), select only **one** of the validation methods marked with and ‘X’ for each competency.
3. Plan a time in the training agenda to use the validation method you’ve chosen to test each competency.

Competency (Specific skill)	Suggested Validation Methods									
	Group Validation <i>Use if it is sufficient for the group, as a whole, to demonstrate the competency</i>					Individual Validation <i>Use if essential for each participant to demonstrate the competency her/himself</i>				
	Activity in Training*	Game Show	Card Game	Answers Bingo	Pick and Play	Activity in Training*	Exit Interview/ Role Play	Game Show (All Play)	Written Quiz	
Name at least 2 techniques staff can use to mentor community activists**		X	X	X	X		X	X	X	
Describe rationale for personalized mentoring and relationship building with activists**		X	X	X	X		X	X	X	
Demonstrate ways they can build relationships with activists to get to know their motivation better and build the mentoring relationship**	X	X	X	X	X		X	X	X	

*Activity in Training includes many possibilities, depending on the module, including brainstorming, group practices, debates, agree/disagree/not sure exercise, and others. The *Teach Back* series can also be considered as an Activity in Training.

**See Validation Questions for this competency, to be used in Game Show, Card Game, Answers Bingo or Pick and Play methods, on next page.



Validation Questions

What is one thing you can do to mentor community activists?



What is one thing you would ask a community activist to get to know more about them and what motivates them to work to prevent violence against women and HIV?



If you want to mentor someone, why is it important to build a relationship with them?

Facilitator's Note: Find out what the participants really learned! These cards can be cut out and used with Game Show, Card Game, Answers Bingo or Pick and Play validation methods.

Full descriptions of how to use each of these validation methods are available in the *Staff Skill Building Library*. Download at: www.raisingvoices.org/staffskills.php and go to *Training Validation Methods: A how-to guide for assessing participant learning*.

