



# LIVING IT

## Mission 2:

Engaging your Host Community



# PALMS MISSION OBJECTIVES

We will revisit Cross Cultural and Development theories and Palms Approach to consider plans that fulfil Palms Mission 'In Placement'

1. Develop a plan for the first 180 Days that includes:
  - I. a personal safety and security plan;
  - II. building relationships;
  - III. learning language;
  - IV. identifying strengths in an assets register;
  - V. building a network.
  
2. Consider what would be included in a plan to promote skill exchange including:
  - I. How adults learn
  - II. The theories of Paulo Freire;
  - III. Mentoring and
  - IV. How we measure & evaluate outcomes.



<b>GOAL:</b>	Participate in an exchange of knowledge and skills to meet the requests of communities seeking to reduce poverty by developing the capacities of their people and organisations.
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<b>OBJECTIVES/ OUTCOMES:</b> SPECIFIC MEASURABLE ACHIEVABLE RELEVANT TIMELY	<p>In the first 180 days:</p> <ul style="list-style-type: none"> <li>A. Ensure my personal security plan is completed and returned to the Palms office within the first seven days.</li> <li>B. Prioritise activities that assist to develop challenging relationships of understanding, acceptance and care both in the workplace and the local community.</li> <li>C. Make arrangements for learning language progressively so that by the end of 180 days communication is only in local language.</li> <li>D. Complete a SWOT of the organisation and community including a comprehensive register of personnel (brain net) and material assets that might contribute to the developments which you have been engaged to assist.</li> <li>E. Look for opportunities to develop personal and professional networks</li> </ul>
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CRITICAL SUCCESS FACTORS	BARRIERS TO OVERCOME
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<b>STRATEGIES: -</b> TO SUPPORT ACHIEVEMENT OF OBJECTIVES TAKING ACCOUNT OF CRITICAL SUCCESS FACTORS AND BARRIERS	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
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# Implementation Plan



Strategy No: \_\_\_\_\_

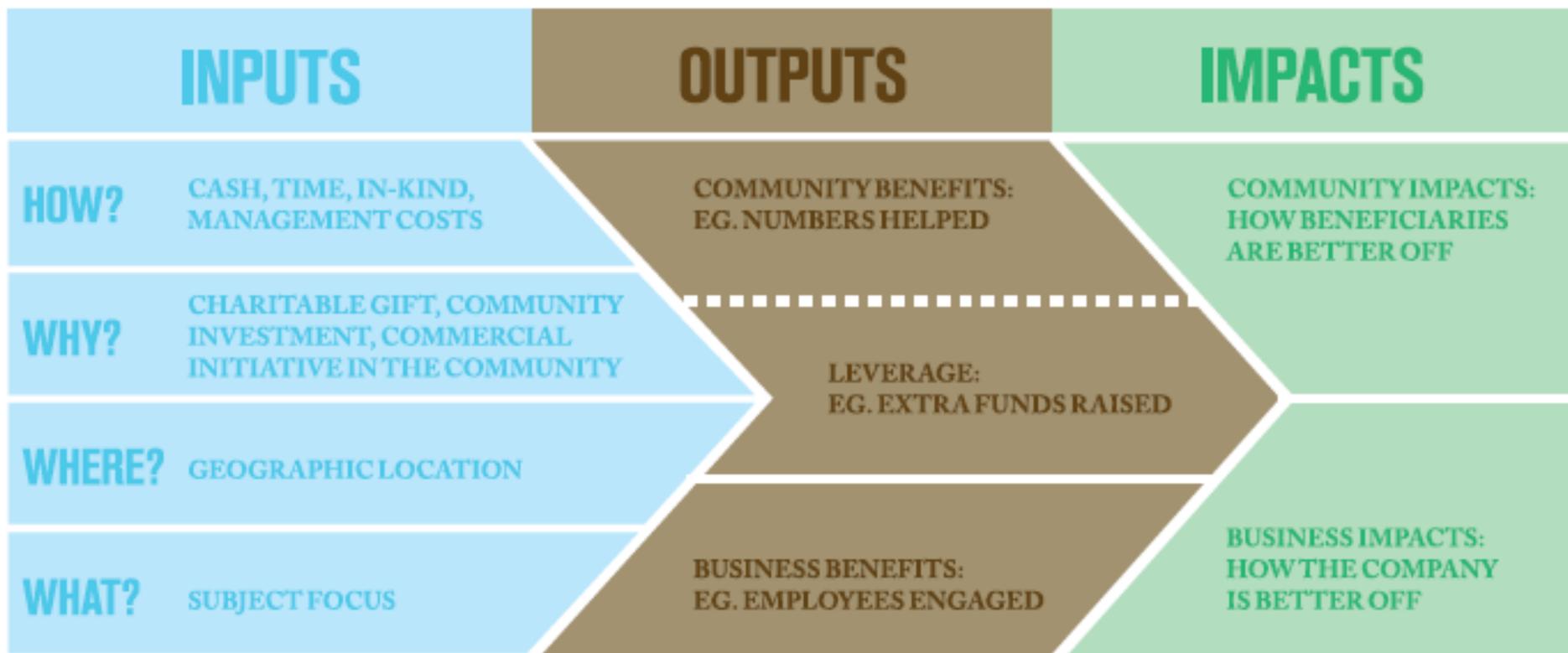
<b>Deliverables (outputs):</b>	
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Activity Detail		By Who	By When
1			
2			
3			
4			
5			
6			



# THE LGB MODEL

## THE LGB MODEL





# I. PERSONAL SECURITY PLAN

The first requirement that will enable one to effectively participate in achieving the development objectives is to be safe and healthy.

## Risk Matrix

N.B. For more details regarding use of this matrix / definitions refer to final page of this document

## Likelihood

Consequence

	Rare	Unlikely	Possible	Likely	Almost Certain
<b>Severe</b> <i>Eg. Potential Fatality or Injury or Illness with permanent disability</i>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>	<b>EXTREME</b>	<b>EXTREME</b>
<b>Major</b> <i>Eg. Potential Lost Time Injury (but non-permanent disability)</i>	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>	<b>EXTREME</b>
<b>Moderate</b> <i>Eg. Potential Medical Treatment injury or illness (but no lost time)</i>	<b>LOW</b>	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>	<b>HIGH</b>
<b>Minor</b> <i>Eg. Potential First Aid injury</i>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>MEDIUM</b>	<b>MEDIUM</b>
<b>Minimal</b> <i>Eg. Hazard or near miss requiring reporting and follow up action</i>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>	<b>LOW</b>



## II. BUILDING RELATIONSHIPS

Recall the advice of Schroeder, Gittins, Halley and others on “building challenging relationships of understanding, acceptance and care with people of a culture different from ones own”

Each read one of the **eight Principles of Interfaith Relations from President Obama**. Explain how it might be achieved in placement.





# D. STRENGTHS ~~WEAKNESSES~~ OPPORTUNITIES ~~THREATS~~:

We could focus on what you haven't got...

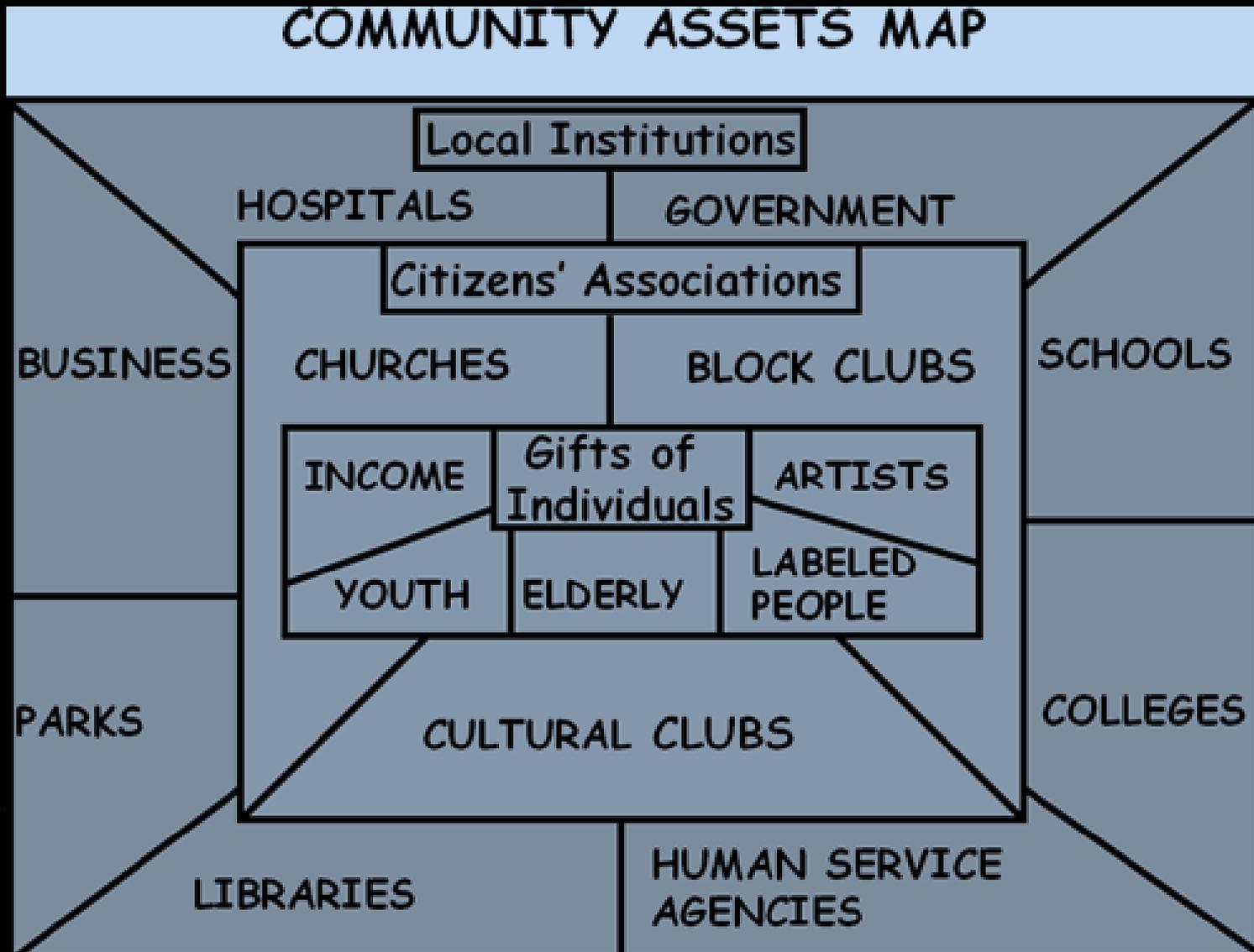


or we could build on what you have!





# IV. IDENTIFYING STRENGTHS





# IDENTIFY STRENGTHS: Yours and the Community

Apply the Brain Net from Preparation Program Unit 4

Ask questions - Practitioner's Handbook (p.80)

Consider strengths of individuals such as:

- Abilities
- Skills
- Understandings
- Attitudes and Values
- Confidence
- Relationships
- Behaviours
- Motivations
- Resources
- Ability to influence cultural rules.

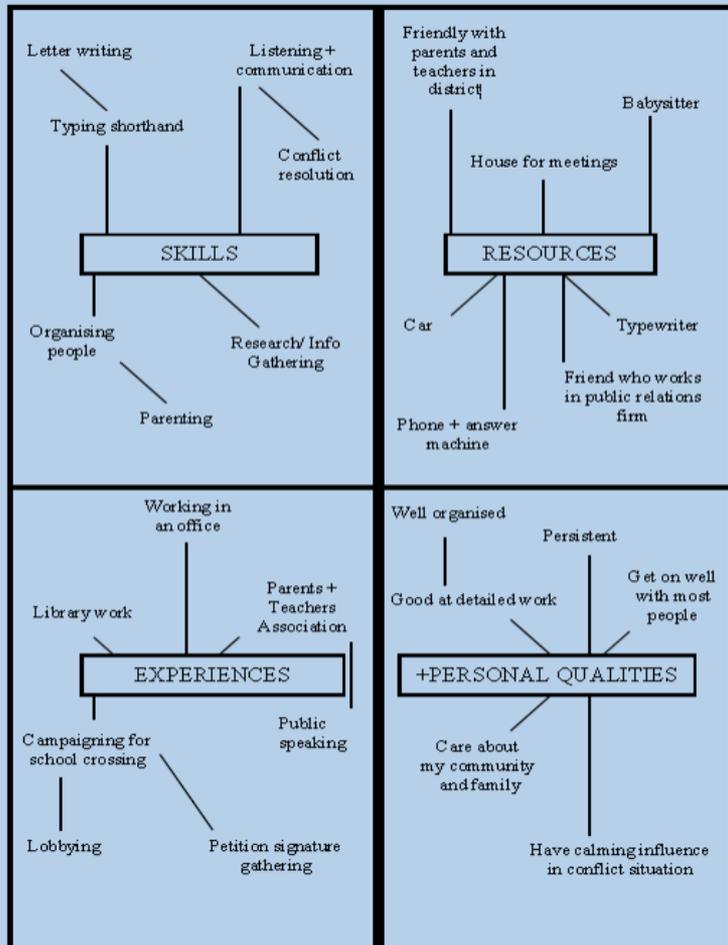
And the organisations' capability to:

- Commit and Engage
- Carry out technical, service delivery and logistical tasks
- Relate to and to attract resources and support
- Adapt and self-renew
- Balance diversity and coherence
- Network within the sector

Look at structure, systems, style, staff, skills, strategy.

NB: Never forget that initial assessments are hard for outsiders in a different cultural context. Listen, Listen, Listen, and Review continuously over the first 180 days.

EXAMPLE OF A BRAIN NET:





# V. BUILDING A NETWORK



- I don't need to reinvent .... Who else is doing or has done this? Where?
- Staying sane ... Who do I need in my personal support network? Here and at Home.
- How and when do I consult with my networks?



## PART 2: SKILL EXCHANGE –



- I. How do we learn as adults
- II. The Paulo Freire Philosophy
- III. Mentoring
- IV. Monitoring & Evaluation



# I. HOW DO WE LEARN AS ADULTS ? (ANDRAGOGY)

- 👉 When do you learn best?
- 👉 What have been your most successful learning experiences?
- 👉 What helps most?



## II. THE PAULO FREIRE PHILOSOPHY

Freire philosophy begins from a deep respect and humility before poor and oppressed people and a respect for their understanding of the world they inhabit.

Participants explore generative themes which are of interest to them. A generative theme is a cultural or political topic of great concern or importance to participants, from which discussion can be generated.



Freire proposed a problem-posing model of education where the teacher and learner discuss and analyse their experiences, feelings and knowledge of the world together. Instead of the belief that learners' and teacher's situation in the world is fixed, this model explores problems or realities people find themselves in as something which can be transformed.

"The act of knowing involves a dialectical movement that goes from action to reflection and from reflection upon action to a new action." (Freire 1972).



### III. MENTORING



A relationship with the goal of professional and/or personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."



Mentors become trusted advisers and role models – people who have "been there" and "done that." They support and encourage their mentees by offering suggestions and knowledge, both general and specific. The goal is to help mentees improve their skills and, hopefully, advance their careers.



The relationship should be based on mutual trust and respect, and it typically offers advantages for both parties.





# MUTUAL MENTORING: A LEARNING PARTNERSHIP



Removing the Teacher-Student dichotomy so  
that each is simultaneously student and teacher.

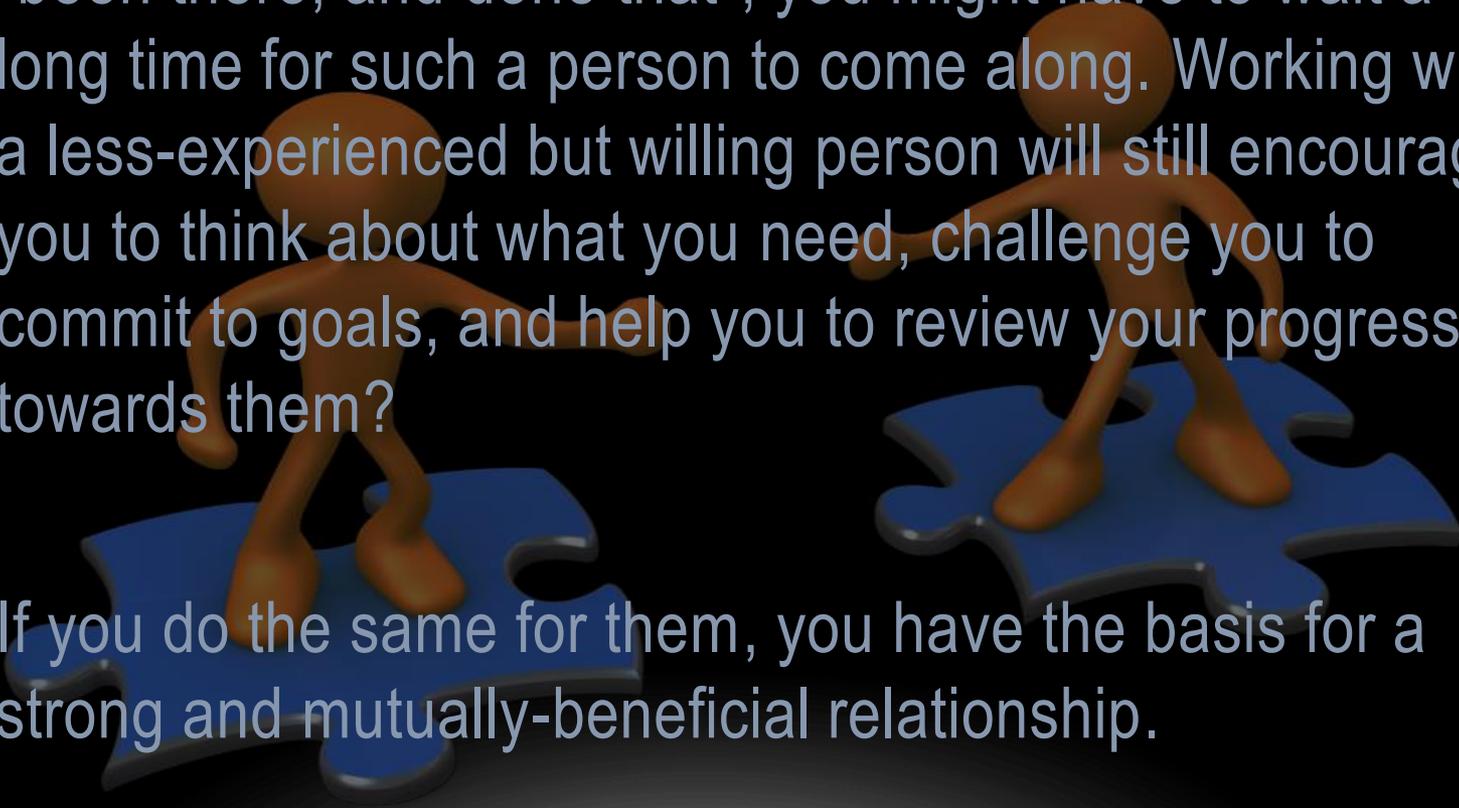
Paulo Freire



# MUTUAL MENTORING

✎ Although it is probably useful to have a mentor who has "been there, and done that", you might have to wait a long time for such a person to come along. Working with a less-experienced but willing person will still encourage you to think about what you need, challenge you to commit to goals, and help you to review your progress towards them?

✎ If you do the same for them, you have the basis for a strong and mutually-beneficial relationship.





## MUTUAL MENTORING:

A mentoring partnership can be rewarding to both people, personally and professionally. It's an opportunity to:

- 👉 develop communication skills,
- 👉 better appreciate the strengths/assets in the community
- 👉 consider new ways of approaching situations
- 👉 help people increase their effectiveness and advance their careers
- 👉 create a more productive organization. It expands the organization's skill base and helps to build strong teams. It is like an apprenticeship scheme.

Your willingness to learn will be reciprocated.



# BENEFITS TO THE MENTOR

- ✎ Enrich your life on a personal and professional level by helping you do the following:
- ✎ Improve your communication skills – Your mentee will come from a different background or environment. You may not "speak the same language." This may force you to find a way to communicate more effectively as you navigate your way through the mentoring relationship.
- ✎ Learn new perspectives – By working with someone less experienced and from a different background, you can gain a fresh perspective on things and learn a new way of thinking – which can help in your work life as well as your personal life.
- ✎ Gain personal satisfaction – Seeing your mentee succeed as result of your input is a reward in itself.



# BENEFITS TO THE MENTEE

A trusted mentor can help you do the following:

- ✎ Gain valuable advice – Mentors can offer valuable insight. They can be your guide and "sounding board" for ideas, helping you decide on the best course of action in difficult situations. You may learn shortcuts that help you work more effectively and avoid "reinventing the wheel."
- ✎ Develop your knowledge and skills – They can help you identify the skills and expertise you need to succeed. They may teach you what you need to know, or advise you on where to go for the information you need.
- ✎ Improve your communication skills – You may also learn to communicate more effectively, which can further help you at work.
- ✎ Learn new perspectives – Again, you can learn new ways of thinking from your mentor, just as your mentor can learn from you.
- ✎ Build your network – Your mentor can offer an opportunity to expand your existing network of personal and professional contacts.



# SKILLS FOR MENTORING

Effective mentors:

-  Ask questions that make the mentee do the thinking. Think of what you want to tell the mentee, and find a question that will help the mentee come to the same conclusion. Ask open questions that cannot be answered with just yes or no. Ask more direct questions that offer several answer options. Then ask the mentee why they chose that particular answer.
-  Listen actively – process everything the mentee is saying. Understand which topics are difficult for the mentee to discuss. Don't interrupt them. This requires patience, and a willingness to delay judgment.
-  Provide feedback – accurately and objectively summarizes what you've heard, but also interpret things in a way that adds value for the mentee. Use feedback to show that you understand the mentee's thinking approach. This is key to helping the mentee see a situation from another perspective.
-  Mentoring is about transferring information, competence, and experience to mentees, so that they can make good use of this and build their confidence accordingly.
-  Also remember that mentoring is about structured development – you don't tell the mentee everything you know about a subject, at every opportunity



# GUIDELINES FOR SETTING UP AND RUNNING A SUCCESSFUL MENTORING ARRANGEMENT:

- ✎ Establish some rules or a charter for the mentoring arrangement, with desired outcomes. This could be a set agenda for points to cover, or some performance goals to pursue outside of a regular appraisal structure. (A key reason for failure can be a fundamental misunderstanding about what's expected from the mentor and mentee.)
- ✎ Set regular mentoring meetings. Developing mutual trust and respect requires meeting regularly. Mentoring conversations may be informal, but treat the overall arrangement with formality and professionalism.
- ✎ When possible, conduct mentoring meetings away from the mentee's normal working environment. A change of environment might help remove everyday perspectives.



# GUIDELINES FOR SUCCESSFUL MENTORING CONT.

- Look to build sustainable improvements, not quick fixes. Don't just give or look for immediate answers to a problem. A simple answer to a problem is rarely as valuable as understanding how to approach such problems in the future.
- Use the mentoring session to exchange views, to give and receive guidance.
- Most mentoring arrangements work best when they're outside of the day-to-day line management relationship between people. Try to avoid being put in any management role despite your expertise suggesting it.

*It is not the job of the teacher to provide answers to the problems, but to help the learners achieve a form of critical thinking about the situation.  
(Freire called this conscientization).*



# MONITORING AND EVALUATION (M&E)

- 👉 For a project/program to be sustainable, there must be well designed M&E techniques (these may differ from culture to culture).
- 👉 Palms' current program is built upon 50 years of M&E. We all are benefitting from lessons learned and current insights will be shared with future volunteers.



## IV. MONITORING AND EVALUATION

 **Monitoring** = systematic collection and analysis of information as the project progresses. Aimed at improving the efficiency and effectiveness of a project's organisation.

 **Evaluation** = comparison of actual project impacts against the agreed strategic plans. Looks at what you set out to do. At what has been accomplished and how it was accomplished.



# WHY M&E IS IMPORTANT TO PALMS

- 👤 To assess progress of current program and strategies
  - 👤 To report to donors, members, etc. of the value of Palms' programs
  - 👤 To collect stories for education in Australia
  - 👤 To feed back into adjustments or 'tweaks' to current program
  - 👤 To feed back into the design of future programs
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# PRINCIPLES OF M&E

- 👤 Open-ended questions allow for clearer understanding of intent
- 👤 Quantitative tools allow aggregation of data from multiple sources
- 👤 Evaluation tools should be designed before the project starts
- 👤 Feeds back into processes and future design



# PRINCIPLES OF M&E

- ✎ Directly linked to designed objectives (PD, work plans, etc.)
  - ✎ Quantitative and Qualitative questions
  - ✎ Variety of sources of information
  - ✎ Must provide data which meets needs of the audience
-



# CHALLENGES IN M&E FOR DEVELOPMENT

- 👤 Timeliness
  - 👤 Different cultural understandings and sensitivities
  - 👤 Measuring actual impact in people's lives (Social Justice principle)
  - 👤 Ensuring a variety of viewpoints are heard (Community Development principle)
  - 👤 Including the needs of all sub-groups (Human Rights principle)
  - 👤 Already so busy with ongoing work
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## CAN YOU EVALUATE THIS?

“A priceless gift a stranger can bring to a needy community is the moral gift of solidarity. Today many communities feel abandoned by the wider world, or victims of terrible violence within their own country. They suffer physical, moral, and spiritual deprivation. A stranger may be an agent of incalculable good. To convince such people that the stranger would not want to be anywhere else, or with anyone else, is to begin to rehabilitate those with crushed self-esteem or verging on despair. When the stranger becomes recognizable as a friend and the host is able to embrace and be embraced, stranger and host have been transformed into a community of friends.”



# GROUP ACTIVITY

- 👤 Which tools are strong and weak?
  - 👤 Which aspects of the tools do you feel are most useful?  
When might you use it?
  - 👤 How might you adjust this tool to improve it?
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# GROUP ACTIVITY

- 👤 Individually, at first, list some changes resulting from this course. Think broadly.
- 👤 Highlight which one is most significant and write a brief story (4-6 sentences) about why it is significant **change**
- 👤 Share your change with others within a small group.  
Does one stand out as Most Significant? Share the MSC with the large group.



# PALMS PLACEMENT REPORTS

- 👤 Built on Palms' Mission and Approach
- 👤 Provides for Reports on volunteers' SMART Objectives
- 👤 Uses Most Significant Change technique
- 👤 Uses rating scales (1 – 5)
- 👤 Provides for comments on achievement and suggested improvements
- 👤 Should not be seen as an assessment of volunteer competency

Handout 6 month placement report



# WORKSHOPPING PALMS' PLACEMENT REPORTS

In two groups consider the merits of:

1. Palms Placement Evaluation Reports and
2. Palms Placement Quantitative Report