

# Mentorship Training for Experienced Women Leaders

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## SESSION GUIDE

Developed as a part of the Project

“Young Women as Drivers of Peace: Providing 360° Support to Emerging Women Leaders”

SEARCH FOR COMMON GROUND, SRI LANKA | MAY 2020

**Overall Objective:**

To prepare experienced women leaders to effectively provide mentorship support for trained young women leaders in designing and implementing community initiatives

**In Specific, at the end of the workshop participants will be able to;**

- Gain an understanding on key concepts, methodology and timeline of the project
- Be aware on key context assessment tools to be used by young women leaders in designing their community initiatives
- Sufficiently understand their role as mentors within the project and develop their skills as mentors to support young women leaders
- Come up with commonly agreed practice points (Dos & Don'ts) in performing their role as mentors for the project

**Target Participants:** Selected experienced women leaders (10 each from 4 project districts) who have sufficient exposure in peace building or/and community development initiatives and experience in working with youth.

**Course Duration:** 2 days (12, 13 September, 2020)

Previous Day - Evening

	Session	Time	Objective/s	Description	Requirements
1	Registration of participants	17.30 - 18.00	- To formally register participants and provide them with the workshop materials	Participants registration	Attendance sheet Note books, Pens, etc. U - shaped Seating Arrangement
2	Inauguration and Introduction of participants	06.00 – 06.30	- To formally welcome participants to the programme - To get to know each other and create a conducive environment for participants to ensure active engagement in training -	- Multi-Religious/Cultural rituals as appropriate - Formal Welcome and briefing on SFCG, purpose of the project and context by organizers - Brief introduction of participants	
3	Introduction to the programme	06.30 – 07.30	- To enable participants to understand the work of SFCG, purpose of the overall project and mentorship training	- SFCG to decide – Interactive way to understand about SFCG, purpose of the project and context, partners, methodology and time line	Multimedia, Slides / Flip chart with markers

Day 01

	Session	Time	Objective/s	Description	Requirements
1	Introduction to participants and Trainers	08.30 - 09.00	- To introduce participants and trainers and make the connection to the programme	Introduction circle with few activities	Name tags
2	Setting Workshop Expectations and Ethics	09.00 - 09.30	- To level participants' expectations with workshop objectives - To agree upon common ethics that will enable a participatory and constructive learning space for all.	- Issue zopp cards to participants and ask them to write 2 workshop expectations as small groups (5 members in each groups) - Display participants' expectations and introduce workshop objectives - Align workshop objectives with participants expectations. Introduce session flow briefly to the participants - Conduct a Plenary discussion on common workshop ethics and display those agreements in the place which is visible to all the participants	Zopp cards, PPP/pre prepared workshop objectives in a flip chart / PPT
3	Our role in the project	09.30 -10.45	- To understand the role of mentor against other similar roles (Teacher, Trainer/ coach) - To understand the qualities of a good mentor and the role (Dos and Don'ts) - To start creating a list of Dos and Don'ts as a mentor for the project (This will be developed throughout the workshop)	- Divide participants into 3 groups and provide them with pictures of Teacher, Trainer/ coach, Mentor (1 for each group) - Ask each group to identify the role of given resource person with reasons. - Then conduct a plenary brainstorming (can contribute as 3 groups) on a comparative analysis of each role with a key focus on mentoring role - Give group work for 3 groups – 1) Qualities of a good mentor, 2) Dos for a good mentor, 3) Don'ts for a good mentor. Rotate the group after some time so that all 3 groups could add to each aspect. Invite them to briefly present and do a plenary discussion using trainers inputs - Paste them on a board and keep on adding them throughout the workshop after each session	Pictures of Teacher, Trainer/Coach, Mentor , Flip charts/ pens
4	Tea Break	10.45 - 11.00			
5	Identity – Identity Flower	11.00– 12.00	- To encourage participants to identify and reflect on their own identity as a mirroring / contributing factor for their role in the society	- Provide them the A4 card for each participant and drawing/ writing materials - Request participants to be relaxed and reflect on the question "Who am I", to think of their identity and how they could introduce them to others - Ask participants to draw a large flower with four petals and a	A4 size white cards, markers, crayons, colour pencils

				<p>stem. It should fill the whole page so that the participants can write a word inside of the petals and centre part.</p> <ul style="list-style-type: none"> <li>- Ask them to write their most important identity in the centre of the flower and other identities that they feel as very important to them in each of four petals. Use only one word to describe each identity and they can decorate their flowers using colours.</li> <li>- Bring participants in to a circle. Ask them to hold it with their hands so that others could see it. Invite one participant after the other one step inside the circle to create 2 circles (outer &amp; inner circle) facing at each other.</li> <li>- Inform them that once facilitator claps 2 circles should move opposite directions (one circle clockwise and the other circle anticlockwise). Once the facilitator claps again all must stop and share your future identity with the one who is in front of you from the other circle. Have 2-3 rounds of sharing based on the time availability</li> <li>- Ask them to paste their Identity flowers on the designated place on the wall.</li> </ul> <p><b>De-briefing:</b></p> <ul style="list-style-type: none"> <li>- Introduce different Identity types (Inherent/chosen/aspirational) while using the written content as examples.</li> <li>- Ask from the participants whether Identity is static or ever changing</li> <li>- Emphasize that everyone's own identity is important and highlight how the identity is used in conflicting situations and how it can be used for co-existence</li> <li>- Discuss how this concept is relating to their role of mentor – Recognize and value the identity of mentees and encourage them to grow it</li> </ul>	
6	Active listening	12.00 – 13.00	<ul style="list-style-type: none"> <li>- To understand the value of listening, to practice active listening, and to learn how to check our perceptions of what the other has communicated.</li> <li>-</li> </ul>	<p><b>Step 1 :</b></p> <ul style="list-style-type: none"> <li>- Ask participants to remind 2 incidents of their life. One achievement that of their lives despite many challenges and an incident that really challenged them/ miserably failed. (Inform them to pick a failure story that could be shared with one or two participants individually.)</li> <li>- Then ask them to get into pairs and share the successful incident with the reasons. Ask listeners to listen without any verbal comments. After a few minutes they should swap roles.</li> </ul>	Open space

				<ul style="list-style-type: none"> <li>- Invite all the participants to plenary and move to the debriefing session</li> <li>- Ask what it was like as storyteller and listener.</li> <li>- Introduce the concepts on asking questions, paraphrasing, not judging etc</li> <li>- Introduce the difference of sympathy and empathy</li> </ul> <p><b>Step 2:</b></p> <ul style="list-style-type: none"> <li>- Move to the same pair / different pair and share the failure story with the reasons</li> <li>- Ensure to use the skills introduced on active listening and sharing of both the stories among them and practice the skills learned.</li> </ul> <p><b>De-briefing.</b></p> <ul style="list-style-type: none"> <li>- Ask how this round was different from the first</li> <li>- Highlight the importance of attentive listening and other key elements of active listening – Paraphrasing, questioning and summarizing</li> <li>- Emphasize the importance of active listening to perform their mentorship role (PPP on compass of mentoring)</li> <li>- Discuss on Empathy and empathy blockers</li> </ul>	
7	Lunch break	13.00 – 13.45			
8	Understanding Conflict & Human behaviour	13.45 -14.30	<ul style="list-style-type: none"> <li>- To recognize that our default reaction to conflict is often adversarial and understand the importance of being collaborative to reach win-win solution</li> <li>- To understand conflict as neutral and inevitable thing. And understand the difference between conflict and violence</li> </ul>	<p>Step 1 – Balloon Game</p> <ul style="list-style-type: none"> <li>- Give each participant a balloon. Ask them to blow up their balloons and tie a knot in it.</li> <li>- Then Give each participant a toothpick too.</li> <li>- Explain that to win, you must protect your balloon from popping during the exercise and no one is allowed to move outside the area marked.</li> <li>- Start the game,</li> <li>- After the game ask participants who won and who lost.</li> </ul> <p>Ask them, briefly, to describe what happened, let people explain what happened, who did what.</p> <p><b>Debrief</b> : Explain that it is in our human nature to be competitive. We often think that in order to win someone should lose. Explain the importance of attitudinal shift from win-lose to win –win for a collaborative action using transformation of conflict diagram. Emphasise the difference of adversarial</p> <ul style="list-style-type: none"> <li>- Collaborative and also explain the transformation process.</li> </ul>	Balloons, Tooth picks, Whistle, Board/ Zopp cards

				<p>Step 2</p> <ul style="list-style-type: none"> <li>- Create a large board and paste the word “CONFLICT” on it.</li> <li>- Provide Zopp cards to participants and ask them to write a word or a short phrase that comes in their mind when they hear the word “Conflict”.Request them to come up with their own words (Without repeating the same by another)</li> <li>- Ask participants to provide reasons on why they have written the particular word/ phrase and classify them in to 3 categories in the board – 1. Negative (violence related), 2. Neutral (natural/inevitable), 3. Positive. (make sure not to expose this categorization at the beginning and place the relevant cards for those categories and name them at the de-briefing)</li> </ul> <p>There may be no cards on the positive category but you can still keep it and ask whether there is any positive result of a conflict during the debrief</p> <ul style="list-style-type: none"> <li>- Discuss the difference between conflict and violence/ progress. Make them understand that conflict is a neutral/natural and inevitable thing and violence/progress is a result of how we react to a conflict</li> </ul>	
9	Conflict Analysis Tools – Conflict Tree	14.30 – 15.30	<ul style="list-style-type: none"> <li>- To introduce conflict tree as one of a key conflict analysis tool</li> <li>- To enhance the level of understanding and working ability on the tool (Conflict Tree) using an actual conflict identified from their own communities</li> <li>- To understand their role as mentors in performing context analysis with the support of this tools in their communities.</li> </ul>	<p><b>Introducing Conflict Analysis</b></p> <ul style="list-style-type: none"> <li>- Let participants to think why conflict analysis is needed through a simple exercise (Present a story of a mother coming home after work and see 2 of her children are fighting. Then ask them what should/would be the mothers approach to this situation)</li> <li>- Inform that from this point onwards, focus will be on conflict analysis through 3 important conflict analysis tools.</li> <li>- Discuss on the importance of a conflict analysis and the main purpose of a conflict analysis. Discuss the key principles of conflict analysis</li> </ul> <p><b>Introducing Conflict Tree</b></p> <ul style="list-style-type: none"> <li>- Introduce the tool by practicing, using a pre-identified common conflict which is relevant to all participants (Eg: family conflict, garbage disposal problem, etc)</li> <li>- Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the</li> </ul>	Boards, markers, Pens, flash cards (3 different colours)

				<p>field (10-15 minutes)</p> <ul style="list-style-type: none"> <li>- After some time inform them that this is how the tool is practiced and then complete the tree using pre-prepared cards. Inform that the end result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.</li> <li>- Briefly explain the purpose, process as well as uses and benefits of the tool</li> </ul>	
10	Tea Break	15.30 – 15.45	-		
11	Conflict Analysis Tools – Conflict Tree	15.45 – 16.45	<ul style="list-style-type: none"> <li>- To enhance the level of understanding and working ability on the tool (Conflict Tree) using an actual conflict identified from their own communities</li> <li>- To understand their role as mentors in performing context analysis with the support of this tools in their communities</li> </ul>	<p><b>Practicing conflict tree</b></p> <ul style="list-style-type: none"> <li>- Group participants into small groups of 6-8 members (ideally grouping can be based on geographic location/ organization that they are representing, so that all group members will work on a conflict which is relevant to them).</li> <li>- Ask them to select a common, known conflict to analyze. Help them to select a suitable conflict (Project team too can help them in this regard).</li> <li>- Invite groups to select 2 facilitators to lead the tool practicing exercise.</li> <li>- Ask participants to practice the tool for the identified conflict. Provide them with required materials</li> <li>- After agreed time invite groups to come in to the plenary and present a summary of their conflict tree (Conflict/ problem, Root causes and effects)and key learnings/ challenges in practicing the tool.</li> <li>-</li> <li>- <b>Debriefing</b></li> <li>- Discuss how to identify different aspects (Conflict/ problem, Root causes and effects) properly and emphasize them that the key success factors of this tool are dialogue and right questioning.</li> <li>- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.</li> <li>- Discuss the role of mentors in practicing the tool</li> </ul>	Boards, markers, Pens, flash cards (3 different colours)
12	Day closure	16.45 - 17.30	<ul style="list-style-type: none"> <li>-</li> <li>- To recap on the sessions covered for the day and summarize key learnings for participants</li> <li>- To get participants’ feedback on the</li> </ul>	<ul style="list-style-type: none"> <li>- Use Lead India – Tree video and brainstorm – (Understanding the mind-set of youth, Encourage them to innovate and owners of their own initiative)</li> <li>- Invite participants to come to a circle and do the day recap using appropriate method</li> </ul>	Video clip,

			methodology, approach, logistics etc for future improvement of the workshop/ course	Possible options - Use one word/ sentence to reflect day's experience/ Using yarn ball/ Creating sub circles of 3-4 standing together and come up with key lesson/ feedback as a group/ Press conference style – Create 2 groups (inner & outer circles)./ Debating style - Create 2 groups to share positive learning and to be improved area of the day - Make necessary agreements on the evening session and allow them to get relaxed and come back for evening session.	
13	Power Break	17.30 - 19.00			
14	Evening Session	Evening 19.00 - 20.45		Social gathering	

## DAY 02

	Session	Time	Objective/s	Description	Requirements
1	Day 01 reflection	08.30 - 9.00	- To reflect on the day 1 proceedings and participants learning points -	- Invite them to come to a circle - Use appropriate method for a short day recap Possible options - Use one word/ sentence to reflect day's experience/ Using loom ball/ Creating sub circles of 3-4 standing together and come up with key lesson/ feedback as a group/ Press conference style – Create 2 groups (inner & outer circles)./ Debating style - Create 2 groups to share positive learning and to be improved area of the day - Start the day with mind exercise – Cake cutting - Importance of being innovative/ think out of the box and encourage mentors to do so	Flip charts with marker / Presentation on day's workflow
2	Conflict Analysis tool – Dividers/ Connectors:	09.00 -10.00	- To introduce Dividers & Connectors as one of a key conflict analysis tool - To enhance the level of understanding and working ability on the tool (Connectors & Dividers) in real world scenarios - To understand their role as mentors in performing context analysis with the support of this tools in their communities.	<b>Introducing the tool – Connectors and Dividers</b> - Introduce the tool by using a pre identified common conflict which is relevant to all participants (same conflict used for the conflict tree) - Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the field (10-15 minutes) - After some time inform them on the method to practice the tool and then complete the tool using pre-prepared cards. Inform that the end	Boards, markers, Pens, flash cards

				<p>result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.</p> <ul style="list-style-type: none"> <li>- Briefly explain the purpose, process as well as uses and benefits of the tool</li> </ul> <p><b>Practicing the tool - Connectors and Dividers</b></p> <ul style="list-style-type: none"> <li>- Inform participants to, practice the tool in same groups as they did for conflict tree exercise and the analysis to be done for the same conflict identified and selected.</li> <li>- Invite groups to select 2 facilitators (2 new facilitators who did not lead the previous tool) to lead the tool practicing exercise. (After this step groups can be sent for group work with the working tea).</li> <li>- Ask participants to practice the tool for the identified conflict.</li> <li>- After agreed time invite groups to come into the plenary and present a summary of their tool and key learnings/ challenges in practicing the tool.</li> </ul> <p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>- Discuss how to identify different aspects properly (Connectors and Dividers) and emphasize them the key success factors of this tool are brainstorming and right questioning.</li> <li>- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.</li> <li>- . Discuss the role of mentors in practicing the tool</li> </ul>	
3	Tea break	10.00 – 10.15			
4	Conflict Analysis tool – Stakeholders & Influences Mapping	10.15 – 11.15	<ul style="list-style-type: none"> <li>- To introduce Stakeholders &amp; Influences Mapping as one of a key conflict analysis tool</li> <li>- To enhance the level of understanding and working ability on the tool (Stakeholders &amp; Influences Mapping) in real world scenarios.</li> <li>- To develop their skills to conduct context analysis with the support of this tools in their</li> </ul>	<p><b>Introducing the tool – Stakeholders and Influences Mapping</b></p> <ul style="list-style-type: none"> <li>- Introduce the tool by practicing the tool using a pre identified common conflict which is relevant to all participants (You may use the same conflict used for the conflict tree &amp; Connectors and Dividers tools)</li> </ul>	Boards, markers, Pens, flash cards

			communities	<ul style="list-style-type: none"> <li>- Based on time availability practice the tool based on brainstorming questions to reflect how it is practiced at the field (10-15 minutes)</li> <li>- After some time inform them that this is how the tool is practiced and then complete the tool using pre-prepared cards. Inform that the end result of the analysis would be like this. Inform them that they will be given opportunity to practice the tool deeply by themselves as small groups using actual conflicts that they have already identified.</li> <li>- Briefly explain the purpose, process as well as uses and benefits of the tool</li> </ul> <p><b>Practicing the tool - Stakeholders and Influences Mapping</b></p> <ul style="list-style-type: none"> <li>- Inform that they are going to practice this tool as same groups for previous tools and analysis will be done for the same identified conflict.</li> <li>- Invite groups to select 2 facilitators (2 new facilitators who did not lead the previous tools) to lead the tool practicing exercise.</li> <li>- Ask participants to practice the tool for the identified conflict.</li> <li>- After agreed time invite groups to come into the plenary and present a summary of their tool and key learnings/ challenges in practicing the tool.</li> </ul> <p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>- Discuss on how to identify different stakeholders and their influence levels properly. Inform them the key success factors of this tool are brainstorming and right questioning.</li> <li>- Provide facilitation tips on practicing the tool in their communities to come up with a best outcome.</li> <li>- Discuss the role of mentors in practicing the tool</li> </ul>	
5	Participatory Project Planning and implementation	11.15 – 12.30	<ul style="list-style-type: none"> <li>- To provide an understanding on practical aspects of participatory project planning and implementation with multiple parties</li> <li>- To come to a common understanding on key success factors for participatory project planning and implementation and specific role as mentors in this project</li> </ul>	<ul style="list-style-type: none"> <li>- Group participants in to 4 groups. Inform them that they are going to do an assignment separately as teams and best team would win.</li> <li>- First give each group a blank A4 sheet with pencil and eraser. Ask each group to draw a contestant for miss-Sri Lanka pageant. Picture should be a complete one (from head to foot) using the full</li> </ul>	4 flip chart holders with paper Masking tapes Pencils Market pens (support of project staff)

				<p>paper and should have the <i>Pancha Kalyaniya</i> as the contestant. (10-15 mins)</p> <ul style="list-style-type: none"> <li>- After drawing ask each group to just show their picture to others and plan for the next step.</li> <li>- Next step is to transfer the A4 size picture in to Flip chart paper with following conditions <ul style="list-style-type: none"> <li>- Everybody should participate and each team had to divide in to 4 sub-teams. Picture to be drawn by these 4 sub-teams from top to bottom.</li> <li>- Each sub team will have 2.5 mins each to go to flip chart and draw their part (flip chart is not visible to others)</li> <li>- Once a part is completed the drawn part will be covered (using masking tape &amp; paper) leaving lower most 0.5cm visible. The next group needs to start from that point.</li> <li>- After completing a part, particular sub tem can go to their own team and give instruction to the next sub-team until the board is getting ready (this will take 2-3 mins for facilitators to cover the drawn part.</li> <li>- Each group will be given limited resources - 4 markers in 4 colours (no pencils/ erasers). Once drawn it cannot be erased)</li> <li>- Teams can use their A4 draft during the drawing</li> </ul> </li> <li>- Give time for team to plan and decide on sub teams, line up them and start the drawing (2.5 mins x4 sub teams)</li> <li>- After completion remove the covers and compare each picture with originally drawn (A4 size) picture and decide the winners</li> </ul> <p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>- Link the practical aspects of participatory project planning and implementation with multi-party involvement</li> <li>- Discuss on key success factors in participatory project planning and implementation. (ie: Communication, use of skills/ distribution of responsibilities, importance of planning and contingencies, optimal use of resources, correction measures, continuous commitment &amp; teamwork, etc)</li> <li>- Link this with actual project initiatives which will be</li> </ul>	<p>will be needed to facilitate the activity)</p>
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				done by the youth and discuss how the mentors could contribute effectively to ensure its success	
6	Lunch	12.30 – 13.15			
7	Mentorship in Practice	13.15 -14.45	<ul style="list-style-type: none"> <li>- To encourage participants to think on practical scenarios/challenges that they would face in the project and come up with their approach to solve those</li> <li>- To allow participants to clarify their roles as mentors in the project</li> </ul>	<ul style="list-style-type: none"> <li>- Divide the participants into 4 group</li> <li>- Give each group a scenario/ case to reflect actual project situation and come up with how they would approach as mentors to help young women leaders.</li> <li>Cases would ideally on; <ul style="list-style-type: none"> <li>- Deciding on and intervention and designing a project</li> <li>- Effective resource utilization and monitoring</li> <li>- Networking and dealing with external stakeholders</li> <li>- Handling internal/ external conflict situations</li> </ul> </li> <li>- Ask each group to present their approach (they can use innovative mode – drama, etc)</li> <li>- Brainstorm on highlighting their points and discuss how they could approach in real life challenges</li> <li>- The open the forum to come up with existing clarifications, comments from them related to the expected role</li> </ul>	Boards, flip chars & markers (input from SFCG and partners would really help to identify specific cases/ senarios)
8	Being the role model as mentor	14.45 - 15.00	<ul style="list-style-type: none"> <li>- To understand the importance of being a role model as a mentor</li> </ul>	<ul style="list-style-type: none"> <li>- Short video &amp; brainstorming - Thai video add</li> <li>- Debriefing</li> <li>Emphasize the importance of being an example by practice as a mentor to motivate the youth</li> </ul>	Video clip,
9	Personal commitment, Evaluation and Workshop closure (With Tea)	15.00 – 16.00	<ul style="list-style-type: none"> <li>- To recap the proceedings and lessons learnt from the workshop</li> </ul>	<ul style="list-style-type: none"> <li>- Inform participants that we have come to the end of the workshop and invite them for the circle.</li> <li>- Invite participants to close their eyes and take them through the learning journey by briefing through each session with a key learning. Emphasize the List of Dos and Don't's developed throughout the workshop. Inform them that finalized list will be shared with participants to use as a guide.</li> <li>- Distribute the personal commitment cards</li> </ul>	Personal commitment cards, Evaluation forms

				<ul style="list-style-type: none"> <li>- Invite participant to think thoroughly on their role as mentors and write down one thing that you would do in person based on the learnings of the workshop.</li> <li>- Inform them that this is going to be the most precious gift for you from this workshop, A gift from your own. Inform them to keep it in a place where easily visible, look at it frequently and analyse your own efforts towards your own promise.</li> <li>- At the end open the plenary for those who wish to share their personal promise with others</li> <li>- Perform workshop evaluation (mentimeter or other appropriate tool) and open the form for verbal feedback</li> <li>- Invite organizers for vote of thanks and make necessary agreements/ notices on the next workshop</li> </ul>	
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Optional Session – Based on Time availability

	Lemon Juice: How a conflicting situation can be better managed?	14.00 -15.00	<ul style="list-style-type: none"> <li>- To enhance the understanding on conflict management / resolution in collaborative approach to reach win-win solution</li> <li>- To enhance the understanding of the role of mentors in collaborating resource/ conflict management/ resolution</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Divide the participants into 6 group</li> <li>- Each group will be given the task of preparing a good lime juice glass within 15min</li> </ul> <p>Each group will be given following item and one group will receive one of the below mentioned item.</p> <ul style="list-style-type: none"> <li>- Group A - Water</li> <li>- Group B - Lemons</li> <li>- Group C - Pepper and Salt</li> <li>- Group D - Sugar</li> <li>- Group E - Knives</li> <li>- Group F - Spoons</li> </ul> <ul style="list-style-type: none"> <li>- Movement among groups can be happened based on following conditions</li> <li>- One member from each group can go to another group and collect one item at a time. Only one member is allowed to move out from the group at</li> </ul>	<p>Following accessories are necessary to conduct this activity</p> <ul style="list-style-type: none"> <li>- 6 limes</li> <li>- sugar - 750 g</li> <li>- 6 glasses</li> <li>- 6 knives</li> <li>- Pepper - 250 g</li> <li>- Salt - 250 g</li> </ul> <p>Water - 2 L in one bottle</p>
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				<p>a time.</p> <ul style="list-style-type: none"> <li>- A member of a group is allowed to move out from the group to pick one item only once.</li> <li>- Each group will have to prepare the lime juice within 15 minutes and arrange the presentation for judgements.</li> <li>- A Person will be assigned to judge the taste of the juice and the group which makes the best lime juice will be chosen.</li> </ul> <p>De-briefing</p> <ul style="list-style-type: none"> <li>- Emphasize the importance of collaboration to positively transform a conflict situation where resources are limited.</li> <li>- Discuss the challenges of reaching a collaborating agreement and maintaining it throughout</li> <li>- Discuss how it link with their role as mentors for young women leaders within this project</li> </ul>	
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