

# Regional Induction Part 3

## TL Project Delivery

Updated: 23 September 2013



### Overview

This document outlines guidelines for the induction of new regional team members. These guidelines and accompanying resources present simple exercises and discussions that Regional Coordinators can conduct for any new team member: Project Officers, Field Office Administrators, Field Officers, Drivers and so on.

All of these team members are employed by Cardno Emerging Markets to work with the Tingim Laip project, and they are required to receive a comprehensive induction to introduce them to all policies and procedures of the project.

The Regional Induction is made up of three parts:

1. Part 1: Contract and HR Documents
2. Part 2: TL Overview, Cardno, Policies and Procedures
3. Part 3: TL Project Delivery

These sessions should be delivered in order and within the first month of the new team member starting their contract.

The main objective of the induction is to provide new team members with information. There is a lot of information in these sessions and it is a lot for a new team member to learn in a short amount of time. Unfortunately, this often means that there will be a lot of sessions that are not very participatory or active - try to remember this and to give lots of opportunities for questions as you move throughout the sessions. Also, feel free to be creative and think of different ways that you can make sessions more interactive and fun. If possible, try to run the session for at least 2 – 3 new staff members at a time – you will get more questions and this will help to encourage discussion.

TL will organize a centralised in-depth induction for all new staff once every 6 months to complement this process.

### **Part 3: TL Project Delivery**

Approximate Duration: 2 days

Resource Materials: Powerpoint presentation  
Operations Manual  
Strategy Document  
Butcher paper with TL Goal, Objectives, and Components  
M&E Form B Scenarios

#### **Objectives:**

- To introduce TL Goal and Objectives
- To introduce working with key affected populations
- To introduce TL Components
  - TL Approach – peer-led interventions and STEPs model
- To introduce TL workforce, roles and targets
- To introduce M&E and reporting
- To introduce environment of risk and TL interventions in your area

#### **Introduction and Overview [5 minutes]**

- The aim of this session is to review/ introduce basic ideas about TL so that everyone is familiar with these
- If we all have the same understanding of the project, this will help us to work together as a team to achieve the same things
- This session will also help people to understand ‘where they fit’ in the project – how what they do, contributes to TL achieving its goals. This is important – people like to know that what they do has a purpose and that it is part of something. Sometimes it can be difficult to understand, how for example someone in the national office in Madang is helping someone in Daru to know their HIV status and get better care and support if they find they are living with HIV. By the end of this session this will be clear.

#### **Session One: TL Goal and Objectives [1 hour]**

- This session is designed to be conducted as series of guided small group discussions
- Divide participants into small groups
- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

#### **Ice breaker/ Energiser of your choice**

## **Session Two: Working with KAPs [45 minutes]**

- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

### ***Value Walk***

#### Objectives:

- To explore participants values and attitudes related to STIs, HIV, condoms, sex, working with people who are most at risk and being HIV+
- To understand society's attitudes to HIV and STI prevention and care

#### Materials and preparation:

- Two cards; Card 1- AGREE, Card 2- Disagree

*Time: 30 minutes*

#### Value Statements

- Pigs are very important in the PNG culture
- It's the man's job to make decisions at home
- It's a woman's job to wash, cook and iron clothes
- It's OK for men to beat up their partners
- It's OK for men and boys to carry and use condoms
- It's OK for women and girls to carry and use condoms
- I would accept a friend who is homosexual
- I would accept my brother or sister if he or she were homosexual
- People infected with HIV have only themselves to blame
- Sex work (prostitution) should be banned to prevent the spread of HIV
- A schoolteacher who gets infected with HIV should stop teaching in schools
- The names of all people with HIV should be shared with everyone
- People with HIV should not prepare food for other people
- It is OK for a boy to have sex before marriage
- It is OK for a girl to have sex before marriage
- A woman or man who carries condoms around with them is just looking for sex
- Using a condom is a sign that you do not trust your partner

- Step 1: Introduce this session by asking participants if they believe that people in their communities discriminate against or are prejudiced against anyone. Are some people stigmatized? For example, people who have physical or mental handicaps? People who are old? People who are different in any way (fat or thin)? People thought to have an STI or HIV infection? Ask for examples from their communities.
- Step 3: Put the two laminated cards (AGREE; DISAGREE) on opposite sides of the floor in the room. Ask all participants to stand together in the middle of the room.
- Step 4: Explain that you will read aloud some statements and participants have to move and stand around the “agree” card or “disagree” card. They should take their place on the imaginary line according to how much they agree or disagree with the statement.
- Step 5: Ask participants to explain why he or she is standing there. Encourage participants to give their viewpoints.
- Step 6: Tell participants that if their opinion has changed, they may move along the line. This movement shows that they are willing to consider new information and ideas.
- Step 7: Facilitator reads the next statement. Be sure to leave enough time for discussion particularly for those statements where there is a lot of disagreement. Even if all the participants have the same attitude (i.e. they all stand in the same position), ask them what other people in their communities believe about the statement.

*Trainers Note: This exercise gives an opportunity for participants to realize that many people, perhaps even themselves, may hold some stigmatizing attitudes without realizing it. It is good to think about their own attitudes/values/beliefs so that they can recognize and overcome any stigmatizing attitudes that they hold. This is important because it will affect the way they provide information and referral support when conducting peer education outreach.*

*Remind them that other people in their community may be unwilling to discuss their opinions and values if people openly challenge them. But, if they are aware of a person’s stigmatizing attitude or belief, someone may be able to carefully explain to the person why their attitudes can be damaging or have unintended consequences in the way people access and use condoms, have an HIV test, being HIV+, etc.*

### **Session Three: TL Components and Approach [2 hours]**

- This session is designed to be conducted as series of guided small group discussions as above – it is really a continuation of the first session
- Divide participants into small groups – they don't need to be the same as for the previous session
- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

#### **Session Four: TL workforce, roles and targets [1 hour]**

- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

#### **Session Five: Monitoring and Reporting [1 hour]**

- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

#### **Session Six: Your location [1 hour]**

- Refer to powerpoint presentation for remainder of session.
  - Where detailed notes are not provided, you should be able to provide necessary explanation.
  - If you get stuck, please call DPM, PM or HR for assistance and clarification (and we will amend this document and resource package accordingly).

#### **Summary and wrap up**

- Congratulate the group on completing the third portion of their induction.
- This is the start of their experience with Tingim Laip, and there will still be a lot to learn in coming months.
- We hope that the induction process have given new members of the TL team a general overview and good introduction.