

GLLP Training of Trainers & Mentors Implementation Guide

Version 1, 2026

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Introduction

Laboratory directors, mid-level and senior laboratory managers and supervisors worldwide need specialized training in leadership and management. This is to help ensure laboratories can effectively play their critical role in the detection, prevention and control of diseases. With this goal in mind, six leading organizations [the Food and Agriculture Organization of the United Nations (FAO), the World Health Organization (WHO), the World Organisation for Animal Health (WOAH), the European Centre for Disease Prevention and Control (ECDC), the United States Centers for Disease Control and Prevention (U.S. CDC) and the Association of Public Health Laboratories (APHL)] have partnered to develop the Global Laboratory Leadership Programme (GLLP). The GLLP targets human and animal health laboratories, as well as laboratories with public health impact (e.g. environmental, agricultural, food or chemical laboratories). The GLLP is based on the [Laboratory Leadership Competency Framework](#)¹ that aims to harmonize and build global consensus on critical laboratory leadership competencies across human, animal, environmental, and other health-related sectors.

The GLLP is a learning and mentoring programme based on nine critical competencies that are fundamental to laboratory leadership, outlined in the Laboratory Leadership Competency Framework:

1. Laboratory system
2. Leadership
3. Management
4. Communication
5. Quality Management System
6. Biosafety and Biosecurity
7. Disease Surveillance and Outbreak Investigation
8. Emergency Preparedness, Response and Recovery
9. Research

Effective implementation of the GLLP in countries requires a team of qualified instructors and mentors. To facilitate the creation of such a team, the GLLP Partners developed the GLLP Training of Trainers (TOT) and Training of Mentors (TOM), abbreviated as GLLP Training of Trainers and Mentors (TOT&M) package. This package is a structured collection of customizable learning resources and tools that enable GLLP implementers to conduct a GLLP TOT&M tailored to their countries'/regions' needs and constraints.

Moreover, the GLLP TOT&M is particularly aligned with the GLLP values since it fosters sustainability and country ownership of the programme. By equipping national individuals with the skills and knowledge to deliver the GLLP course materials and to support GLLP participants' learning, the GLLP TOT&M package ensures that expertise remains within the country or region and, ultimately, contributes to the continued implementation of the programme as TOT&M participants train other GLLP instructors and mentors.

This package was designed using a modular approach and includes learning resources for in-person and virtual delivery modes, as well as for self-learning. Implementers can select and combine the pieces of content they need and adapt them to their country/ regional context, their priorities and to the specific needs/ level of the audience.

Purpose and target audience of this document

The GLLP TOT&M Implementation Guide provides step-by-step guidance to GLLP implementers for designing, implementing and evaluating a GLLP TOT&M adapted to the country/ regional context and specific needs.

¹ World Health Organization. Laboratory leadership competency framework. Geneva: World Health Organization. 2019. Licence: CC BY-NC-SA 3.0 IGO.

The GLLP Training of Trainers and Training of Mentors (TOT&M)

GLLP TOT&M goal

The Training of Trainers and Mentors curriculum provides instructors and mentors with the knowledge, skills and tools that will enable them to provide effective instruction and mentorship for the GLLP.

Target audience

The GLLP TOT&M targets GLLP future instructors and mentors, defined as follows:

- An instructor is a subject matter expert who adapts and delivers the learning modules to GLLP participants. “Instructor” is the preferred term but can be used interchangeably with “trainer” or “facilitator”. For clarity in this document, “instructor” is used to qualify the GLLP TOT&M target audience; “trainer” is retained as the standard term “Training of Trainers”; and “facilitators” specifically refers to those leading the GLLP TOT&M units/sessions.
- A mentor is an active partner in an ongoing relationship who provides support to a mentee in reaching their professional goals. Mentors provide individuals with guidance, advice, and expertise to help them advance their careers, enhance their education and skills, and build their networks (to learn more about the mentor’s role and mentorship in the context of the GLLP, refer to the *GLLP Mentorship Guide*).

Learning objectives

The GLLP TOT&M package is structured around generic and TOT- and TOM-specific units, which together make up the complete package. Implementers may choose to conduct two separate events for future instructors and mentors by selecting the generic plus the relevant specific units. Alternatively, the combined package is designed for a joint audience of future instructors and mentors, enabling the TOT&M participants to develop both skill sets and serve dual roles during GLLP implementation. Learning objectives are therefore organized into generic, TOT-specific, and TOM-specific categories and are summarized below.

TOT&M generic learning objectives

- Explain the objectives of the GLLP
- Describe the overall structure of the GLLP Learning Package
- Discuss the process for implementing the GLLP in countries (optional)

TOT-specific learning objectives

- Adapt GLLP content to the country context and needs
- Facilitate GLLP sessions applying adult learning principles
- Adapt and use GLLP learning assessments

TOM-specific learning objectives

- Describe mentoring skills for both mentees and mentors
- Identify and use tools needed for formalizing the mentor/mentee relationship in the context of the GLLP

Each unit’s learning objectives are listed in **APPENDIX A - Overview of the GLLP TOT&M Package didactic content**.

Expected outcomes

It is expected that at the end of the TOT&M there is a pool of national and/or regional GLLP instructors and mentors who have:

- Enhanced ability to facilitate GLLP sessions and mentor GLLP participants

- Access to peer-to-peer support to promote a culture of collaboration and learning within the GLLP community
- Skills to review and adapt the GLLP course materials to their context

Methodologies

The GLLP TOT&M will be hands-on training, engaging participants in the review, adaptation and facilitation of the actual material used to deliver GLLP. This will be achieved through a combination of didactic sessions, demonstrations and practice, group work, case scenarios, and role plays.

Evaluation

Evaluation of the GLLP TOT&M may be conducted based on Kirkpatrick's model for evaluation of training (Donald L. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, San Francisco: Berrett-Koehler Publishers, 1998), for the level 1 (Participant satisfaction) at the minimum.

Level 2 (Participant learning, addressing both technical knowledge and facilitation skills), level 3 (Behaviour change) and level 4 (Results, assessing how much the training benefited the organization/system), can be considered on a case-by-case basis.

The GLLP TOT&M package

The GLLP TOT&M package is composed of a set of learning resources meant to be selected, customized and combined by implementers to meet the specific needs of their audience. These resources are grouped into three categories listed below. These sets of materials may be used for in-person training, virtual training, homework or as self-paced eLearning modules. The GLLP TOT&M package can be accessed through the [WHO Health Security Learning Platform \(HSLP\)](#) and the [APHL Learning Center \(ALC\)](#). The content of both learning platforms is identical.

1. Didactic content

Didactic materials are grouped into eight learning units. The content of all units is available in a format designed for both in-person and virtual deliveries (presentations with detailed speaker notes, instructions for group work, homework, and debriefing notes). The content of certain units is also available for completion as self-paced eLearning modules or homework. The TOT&M course is modular and comprises TOT&M generic, TOT-specific, and TOM-specific units, allowing implementers to combine units to create a Training-of-Trainers-only, a Training-of-Mentors-only, or a combined TOT&M course. Phase 1 and Phase 2 generic materials were created for use in a combined course and require adaptation for TOT-only and TOM-only courses.

An overview of the GLLP TOT&M didactic content, including contact hours and learning objectives, is provided in **APPENDIX A - Overview of the GLLP TOT&TOM Package didactic content**.

Phase 1

An Introduction to the GLLP TOT&M

This session provides an overview of the GLLP, detailing its components, the objectives and phases of the TOT&M, and instructions for the module adaptation process assigned as pre-work for Phase 2 of the TOT&M. (This session was designed as a remote webinar but could also be presented in-person.) This session is ideally run 6 to 8 weeks prior to Phase 2 below, to allow sufficient time for pre-work.

Phase 2

Unit 1: Overview of the GLLP TOT&M

Unit 1 aims to introduce future instructors and mentors to the objectives and content of the GLLP TOT&M.

Unit 2: Introduction to GLLP

Unit 2 aims at consolidating future instructors' and mentors' understanding of the context and rationale that led to the development of the GLLP, as well as its development process. It also provides an introduction to a key foundation of the programme, the *Laboratory Leadership Competency Framework*. Finally, and optionally, this unit introduces the overall GLLP implementation process.

Unit 3: GLLP: Design and Learning Package

Unit 3 aims to consolidate future instructors' and mentors' understanding of the design of GLLP, including the target audience, goals, learning objectives, components, content, methodologies, duration, and evaluation methodologies.

Unit 4: Adult learning and facilitation skills

Unit 4 aims to enhance future instructors' and mentors' knowledge of adult learning principles and improve their facilitation skills. This is a TOT-specific unit.

Unit 5: Module content review and adaptation

Unit 5 aims to enhance future instructors' knowledge of the various technical content to be delivered, providing guidance on how to adapt module content to the country context and time to finalize the adaptation of the selected modules for facilitation. During this unit, future instructors will select and customize test questions for their assigned modules using the provided pre/posttests question banks and the corresponding answer key. This is a TOT-specific unit.

Unit 6: Practicing facilitation

Unit 6 aims to give future GLLP instructors the opportunity to practice facilitation of modules/sessions, selected or assigned, applying adult learning principles and facilitation good practices, individually or in groups of 2-3. TOT facilitators and other participants will observe and assess presenters' performance using a facilitation checklist. They will provide the presenters with constructive feedback, including strengths and suggested areas of improvement. This is a TOT-specific unit.

Unit 7: Mentoring skills

Unit 7 aims to give future GLLP mentors the opportunity to understand mentorship in the context of the GLLP. It provides a description of the necessary mentoring skills for both mentees and mentors. This is a TOM-specific unit.

Unit 8: Preparing for mentoring

Unit 8 presents the criteria for mentor-mentee pairing, outlining the mentor's support role, describing tools for formalizing the mentor-mentee relationship and presents evaluation methods for the mentorship component. During this unit, TOM participants will have the opportunity to practice their role as a future mentor through role-playing scenarios. This is a TOM-specific unit.

2. Resources for GLLP TOT&M implementers/facilitators

- GLLP TOT&M implementation guide (this guide): a guide providing step-by-step guidance and recommendations for implementation of the GLLP TOT&M.
- Pre/posttests for GLLP modules and corresponding answer key
- TOT&M Daily evaluation form template
- TOT&M Final evaluation form template

The templates include statements/questions that may be used to evaluate the GLLP TOT&M for participant satisfaction and relevance to the roles of instructors and mentors.

Supporting documents

These are key documents that support GLLP implementation but are not learning resources. They are included in the GLLP Learning Package.

- [Laboratory Leadership Competency Framework](#)
- GLLP module content summary
- Mentorship Guide and tools
- GLLP implementation roadmap
- GLLP modules

GLLP TOT&M structure and implementation

Implementation of a GLLP TOT&M can encompass the following sequence of activities:

- Pre-training: logistics and facilitator induction
- Instructional phase 1: TOT&M orientation and homework
- Instructional phase 2: delivery of the TOT&M didactic units
- Post-training: follow-up and continuous guidance

These steps, shown in Figure 1 below, may be adapted to country- or regional-specific contexts, priorities, needs, and constraints.

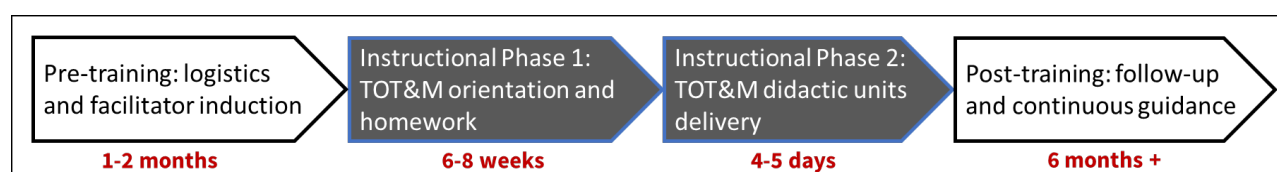


Figure 1: Recommended steps to implement the GLLP TOT&M

Pre-training: Logistics and facilitator induction

Assess/refine the needs of your audience

The GLLP TOT&M was designed to be organized during the GLLP implementation phase with instructors and mentors selected during the planning phase (refer to the *GLLP implementation roadmap* on the HSLP or ALC for an overview of GLLP implementation process). However, the TOT&M may be organized earlier in the implementation process. The audience will likely be composed of future GLLP national (or regional) instructors and mentors nominated or selected by the GLLP implementer. These instructors and mentors may be specialized and have different areas of expertise.

Ensure that you have access to a list of TOT&M participants, including names, email addresses, function and institution, sector, areas of expertise and experience. You may reach out to them to explore their learning needs with regard to the GLLP (based on the competencies and content areas the GLLP implementer decided to cover).

You also need to enquire about the capacity of the audience to access the Internet, including any constraints they may have. This may help you to make an informed decision about the delivery modes you will use during the GLLP TOT&M.

Determine your TOT&M model, including delivery modes

Phase 1 and the eight learning units in Phase 2 of the GLLP TOT&M package may be delivered virtually, in person, partially through self-paced eLearning, with or without homework, or by combining one or more delivery modes. Some learning units are available in multiple formats, allowing for greater flexibility in implementation. TOT&M implementers may decide on how to use/combine delivery modes based on the audience's needs as well as on their constraints, including time, human and financial resources, Internet accessibility limitations, etc.

While some aspects of the didactic materials may be easily delivered virtually or completed through eLearning (such as units 2 to 5, 7 and 8) without compromising the effectiveness of the learning experience, it is recommended

that future instructors have the opportunity to meet in-person to study the GLLP modules' content, practice facilitation and learn from peers. Homework may be an efficient way for participants to work on the GLLP modules' content adaptation. It may also be advantageous to have the participants practice facilitating in the delivery mode they will facilitate in the GLLP, for example, a virtual setting if the GLLP programme will be virtual.

The duration or contact hours each unit represents is variable; it will be conditioned by the audience's previous experience/expertise in each thematic area and specific needs. See **APPENDIX A** for a summary of delivery modes available for each learning unit and their estimated duration.

In terms of duration of implementation, delivery of the GLLP TOT&M may be done by phases over a period of several weeks or months, or in one workshop, i.e. through an in-person event.

Review the content of the TOT&M package and determine which units you will use

The TOT&M course comprises generic and specialized units (TOT or TOM). Organizers can customize the curriculum to deliver a standalone TOT, a standalone TOM, or a full TOT&M course. Independent of the delivery modes selected by the GLLP TOT&M implementer, it is important to note that it is recommended that all the content of the generic and TOT-specific and/or TOM-specific materials be covered or mastered. This ensures that future instructors and mentors are well prepared to fulfill their roles effectively.

TOT&M Facilitator induction

Delivering the GLLP TOT&M requires a pool of 3 to 5 facilitators. Ideally, these individuals should possess prior knowledge of the GLLP, facilitation techniques and mentorship skills. Furthermore, induction sessions covering the course structure and content should be organized to ensure all facilitators are ready for delivery.

Adapt the content of the GLLP TOT&M package to your country/regional context

All didactic session presentations start with slides labeled "Notes to facilitators" that include orientation on content areas that can or need to be customized and/or completed.

TOT&M facilitators are encouraged to consider the following when adapting the content to their national/regional context:

- The TOT&M 'model' or design selected
- The time allotted to cover each unit in the final TOT&M agenda
- The country/regional context, including cultural aspects
- The level of knowledge/awareness of the audience on topics covered in each unit
- The text highlighted in yellow within the presentations is to be replaced/completed based on regional/country-specific context or needs
- Proposed images/graphics may be replaced by images/graphics that better reflect the country/regional context and environment (ensuring you adhere to common copyright practice and provide credits for photos used).

Additional tips for adaptation of TOT&M content include:

- Existing examples can be replaced or drawn from TOT&M facilitators' own professional experience.
- Diseases in scenarios/exercises can be replaced by diseases that are more common/relevant to the country/region.
- The length of the presentations should be aligned with the time available for each unit (as an average, you may count 15-18 slides of content for a 30-minute timeslot). Be aware that exercises require debriefing, therefore plan for sufficient time once the exercise/activity is completed.
- The content may be prioritized/lightened if the presentations are too detailed or lengthy, or if the content is not relevant to the context.
- For virtual delivery, facilitators/implementers will find in the 'Notes to facilitators' orientation to online applications that may be used to enhance interactivity.

Instructional phase 1: TOT&M orientation and homework

The first phase of the instructional part of the TOT&M should be initiated 6 to 8 weeks prior to the instructional phase 2 (Figure 2). This phase includes an orientation session (see **APPENDIX A** for learning objectives and contact hours) and homework for future GLLP instructors/ mentors. During this period, TOT&M participants are introduced to the GLLP TOT&M process and content, while beginning the adaptation of selected modules to the country context. Depending on the TOT&M chosen model, the orientation session can be delivered in-person or via distance learning. If the selected TOT&M model includes phase 1 TOT&M distance learning activities (such as webinars, completion of eLearning modules or homework), plan them in advance and provide participants with clear and detailed guidance on expectations, allowing enough time for preparation. Do not forget that TOT&M participants may be professionals with busy schedules; the activities they will complete in preparation for the TOT&M will be an additional workload.

GLLP TOT&M implementers, facilitators and participants should be able to access GLLP modules on the [WHO HSLP](#), [the ALC](#) or another online learning platform chosen by the implementer.

Instructional phase 2: delivery of the TOT&M didactic units

Conduct the TOT&M phase 2 activities

The second instructional phase of the TOT&M aims to give future instructors the opportunity to master the content of selected GLLP modules and practice facilitation, applying adult learning principles and good facilitation practices in a safe environment, and to future mentors the opportunity to understand mentorship and to practice their role as a future mentor through role-playing scenarios (Figure 2). All future GLLP instructors and mentors will receive constructive feedback on their performance and will provide feedback to others.

The content of the second phase of the TOT&M is structured around eight units, each of them includes several topics. Although some of the topics may have been covered through virtual and eLearning during phase 1, it may be necessary to recall key messages and ensure all participants start the sessions with the same level of knowledge. It is strongly encouraged to schedule an end-of-the-day TOT&M facilitators' meeting to share perspectives on how the training is being delivered, review participants' feedback and, if needed, modify/adjust the agenda for the next day(s). Phase 2 of the TOT&M is the main part and is recommended to be conducted in-person. However, other modalities can be considered as explained above.

Evaluate the GLLP TOT&M

Ensure you implement daily evaluations to collect participants' feedback on activities of the day and their suggestions for improvement over the next days. It is good practice to debrief on participant feedback at the beginning of each day, including the adjustments made by the facilitation team to address any major concerns raised by participants (as applicable). At the end of phases 1 and 2, a final evaluation is also recommended to collect feedback on TOT&M participants' satisfaction and relevance of the TOT&M to their future roles as GLLP instructors and mentors.

Post-training: Follow-up and continuous guidance

Conduct post-TOT&M activities

Depending on the TOT&M model selected, you may implement post-TOT&M activities (Figure 2). These may include virtual meetings, email communications, and the setup of a platform/way to continue learning and sharing within the group. You can use the meetings or platform to also inquire how the TOT&M is or has been useful for the preparation and delivery of GLLP.

Ideally, TOT&M participants should put into practice what they have learned (i.e. acting as GLLP instructors and/or mentors) within three to four months of completing the GLLP TOT&M. If a long period separates the TOT&M from their experience as GLLP instructors and/or mentors, they may lose/forget parts of what they have learned.

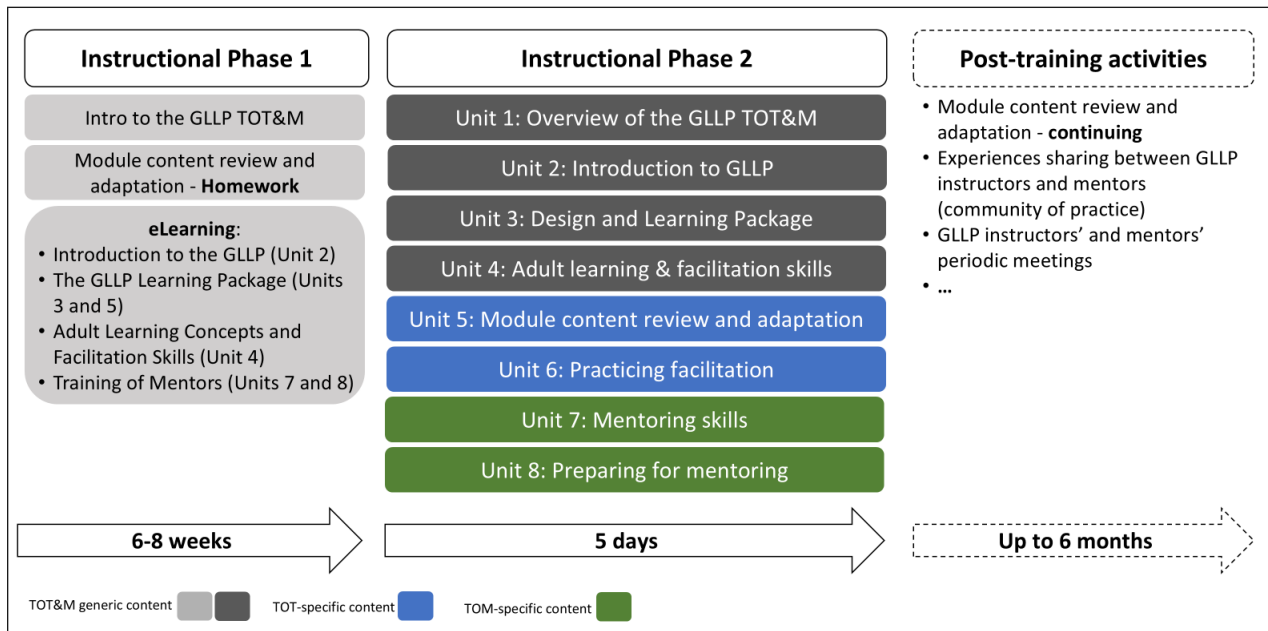


Figure 2: Two-phase learning TOT&M model that can combine in-person, virtual, eLearning and homework. In this example phase 1 activities are initiated 6 to 8 weeks prior to the in-person phase. During phase 2, participants are exposed to the eight core didactic units, covering both TOT and TOM topics. After completion of the instructional part of the TOT&M, a mechanism for group follow-up and guidance may be put in place, such as periodic virtual meetings. Post-TOT&M follow-up aims at maximizing the chances that national instructors finalize the adaptation of GLLP to their national context and needs (homework) and successfully facilitate GLLP within six months upon completion of the TOT&M. Pre-training activities are not represented in this figure and should be performed before the instructional phase 1.

APPENDIX

APPENDIX A - Overview of the GLLP TOT&M package didactic content

	Session/ Unit/ Activity	Duration	Objectives	Resources
Instructional Phase 1 (virtual or F2F)	Introduction to the GLLP TOT&M	1h30min	<ul style="list-style-type: none"> - Explain what the GLLP is and describe its four components - Explain the goal, expected outcomes and activities of the GLLP TOT&M - Describe the three phases of the GLLP TOT&M - Explain how to adapt GLLP modules to country context 	- Generic presentation slides
	Adaptation of GLLP modules (Homework)	6-8 weeks	<ul style="list-style-type: none"> - Adapt the content of modules to the country context - Prepare to facilitate selected GLLP sessions 	<ul style="list-style-type: none"> - GLLP TOT module selection/assignment - Didactic sessions pre-work - GLLP modules - GLLP module content summary
Instructional Phase 2 (virtual or F2F)	Unit 1: Overview of the GLLP TOT&M	1h	<ul style="list-style-type: none"> - Describe the regional laboratory strengthening strategy and the place of the GLLP in its implementation - Explain the goal, objectives, expected outcomes, phases and activities of the GLLP TOT&M 	- Generic presentation slides
	Unit 2: Introduction to the GLLP	30min-1h	<ul style="list-style-type: none"> - Discuss current work challenges for laboratories - Define the One Health Approach and its benefits for the laboratory system - Define national and international laboratory networks and the laboratory system - Explain how the Laboratory Leadership Competency Framework may be used - Define the GLLP vision, mission and goal - Optional: Demonstrate awareness on the overall process for implementing the GLLP - Optional: Describe the roles of key actors in GLLP implementation 	<ul style="list-style-type: none"> - Generic presentation slides - Online self-learning unit "Introduction to the GLLP"* - GLLP implementation roadmap
	Unit 3: Design and Learning Package	1h30min	<ul style="list-style-type: none"> - Explain the goal, objectives and structure of the GLLP - Describe the four GLLP components: didactic, mentorship, projects, community of practice - Discuss roles of key actors during GLLP implementation - Identify relevant tools for GLLP delivery - Explain instructors' role in supporting participants during projects development - Identify tools and methods for participant evaluation 	<ul style="list-style-type: none"> - Generic presentation slides - Online self-learning unit "The GLLP Learning Package"* - Laboratory Leadership Competency Framework
	Unit 4: Adult learning and facilitation skills	1h30min	<ul style="list-style-type: none"> - Explain basic concepts of learning theory and how they support adult learning - Identify 4 key learning styles - Explain trainers' roles - Describe facilitation good practices - Use tips for effective presentation delivery and facilitation of group activities - Identify key types of facilitation challenges and employ appropriate tactics to resolve them 	<ul style="list-style-type: none"> - TOT-specific Presentation slides - Online self-learning unit "Adult Learning Concepts and Facilitation Skills"*
	Unit 5: Module content review and adaptation	30min didactic + 6h-12h group work	<ul style="list-style-type: none"> - Identify content areas to be adapted to the audience and country context - Locate the content of GLLP modules - Adapt/finalize the adaptation of selected GLLP modules using the four-step recommended process - Update instructor and participant guides with adapted slides - Customize/select pre-posttest questions 	<ul style="list-style-type: none"> - TOT-specific presentation slides - Online self-learning unit "The GLLP Learning Package"* - GLLP modules
	Unit 6: Practicing facilitation	30min per group	<ul style="list-style-type: none"> - Apply adult learning principles to delivery of GLLP modules/sessions - Apply best practices when facilitating GLLP modules/sessions - Demonstrate mastery of technical content and presentation and facilitation skills - Demonstrate delivery and acceptance of constructive feedback from/to peers and facilitators to improve own facilitation skills. 	<ul style="list-style-type: none"> - TOT-specific presentation slides - Session evaluation feedback
	Unit 7: Mentoring skills	1h30min	<ul style="list-style-type: none"> - Define mentorship in the context of the GLLP - Describe mentoring skills for both mentees and mentors - Demonstrate critical skills for mentors 	<ul style="list-style-type: none"> - TOM-specific presentation slides - Online self-learning unit "Training of Mentors"*
	Unit 8: Preparing for mentoring	3h30min	<ul style="list-style-type: none"> - List the criteria for pairing mentors and mentees - Explain mentor's role in support of mentees throughout the GLLP - Identify and use tools needed for formalizing the mentor/mentee relationship in the context of the GLLP - Explain how to evaluate the mentoring component of the GLLP 	<ul style="list-style-type: none"> - TOM-specific presentation slides - Online self-learning unit "Training of Mentors"* - Role play scenarios bank – Unit 8 Instructor Guide - Role play scenarios bank – Unit 8 Participant Guide - Mentorship tools

*TOT&M eLearning Units are accessible on the Association of Public Health Laboratories Learning Center through the following link: [GLLP Implementation Toolbox Series - APHL Learning Center](#)