

# TRAINING REPORT ON COACHING/MENTORING SKILLS TRAINING FOR CONCERN WORLDWIDE STAFF

ADDIS ABABA, ETHIOPIA

JUNE 11-13, 2019

TRAINING LOCATION: CONCERN WORLDWIDE OFFICES, ADDIS ABABA, ETHIOPIA

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Participants doing an exercise on effective communication skills

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## Acknowledgements

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## Introduction

Concern Worldwide has been working in Ethiopia since 1973 providing emergency response, and currently long-term development and resilience building programmes, targeted at the extreme poor in selected woredas in up to eight of the nine regions of the country among which is health systems strengthening (HSS) for the nutrition sector. One such project is the CMAM Surge pilot project and working with Government health workers to identify key bottlenecks in systems. There is a tendency to resolve system problems with NGO staff or funds and to not look at local problem solving or more sustainable solutions. This shows that there is still need to shift more from a “substituting” to “supporting” and ultimately “strengthening” approach as outlined in HSS guides.

One of the strengths of Concern is the committed and experienced staff with a diverse array of skills and competences. To fulfil the current Country Strategic Plan, Concern recognizes the need to continue to enhance the capacities of staff through training and development opportunities to increase their ability to support local problem solving through improving mentoring and coaching skills. In 2017 the Concern emergency team facilitated bringing one expert from the Technical Rapid Response Team (Tech RTT) to conduct a needs assessment followed by a Trainer of Trainers in coaching skills. The training methodology was highly appreciated by trainees, by regional counterparts who participated and by federal counterparts during debriefings, but was never cascaded on to partners due to various logistical and security constraints. In addition, the CMAM surge work also led to the recommendation to “*strengthen mentoring to reinforce capacity and encourage continuous learning*” during an external midterm review conducted by the Centre for Humanitarian Change (CHC).

## Objectives of the training

The **overall objective** of coaching skills training was to build the capacity of key technical staff of Concern Worldwide Ethiopia on effective coaching/mentoring skills that are to be incorporated into routine supervision and facilitate the cascading of the training in the different regions.

The **specific objectives** of coaching include:

- Better understand the concepts of coaching and how to incorporate them into supervision visits
- Identify learning resources and tools that can be used during coaching and action plan development at facility level
- Learn the 4-step coaching process and how to implement each step
- Develop effective communication skills for conducting supervision and coaching
- Develop an implementation plan at individual and team level of the skills learned.

The **expected outcome** of the training was to ensure effective transfer of knowledge on coaching skills so as to have technical staff members that are confident and competent to support and improve the quality of CMAM services and increase their ability to support local problems solving through sustainable approaches. This was the first of 3 trainings planned. The remaining 2 trainings will be carried out at regional level.

## Participants

There were 12 participants of whom 10 were male and 2 were female from Concern Worldwide (one participant was from International Medical Corps (IMC)). The participants included those from the nutrition and WASH programmes based at Addis Ababa and regional levels as shown in the table below.

#	Name of participant	Position
1	Solomon Belete Tsegaye	CMAM Surge Officer - Amhara
2	Belachew Adugna Debele	Community Preparedness for Acute Malnutrition in Amhara (CPAMA) Project Manager
3	Desta Zeweldi Ngusse	Nutrition Project Manager - Tigray
4	Solomon Assresie Chanyalew	CPAMA Project Manager - Delanta, Amhara
5	Gebeyehu Moges Shumeti	CPAMA Project Manager- Dessie Zuria, Amhara
6	Wondwosen Admasu Fantaye	WASH Project Manager - Amhara
7	Nazrawit Yohannes Mamo	Health and Nutrition Coordinator - IMC
8	Zewdu Woldemariam Kelbe	Nutrition Project Manager - Gambella
9	Sosina Kassie Tessema	IYCF Team Leader - Gambella
10	Abdi Yusuf Ahmed	Nutrition, Monitoring and Surveys Technical Officer
11	Ayalnesh Megra Hunde	IYCF, SBCC Specialist
12	Demisachew Getahun	WASH Coordinator

## Training methods

Various methods were used. To engage the participants, many of the sessions were participant-led with a lot of group work, brainstorming, role plays, individual sessions, small groups discussions and plenaries. The programme's strengths and weaknesses discussion was facilitated by one of the participants who had attended the first training in 2017 (Abdi). Case studies were utilized to bring the learning closer to what is really experienced in the field. The video on coaching shown at the beginning of day 1 was an eye opener and set the tone for what knowledge each participant was looking out for throughout the training. The PowerPoint presentations were done to affirm the already suggested answers and discussion on each session. A mock-up Outpatient Therapeutic Programme (OTP) session was arranged in place of a field practical to enable participants to exercise the 4-step coaching process and in all the case studies the participants had to review and come up with the strengths and challenges, action plan and a way for commitment and follow-up.

## Scope of the training

The training took place in 3 days (11-13 June 2019) with activities beginning by 8:30am and ending at 5:00pm. The training began with introductions and setting the pace for the training and expectations from the participants and a presentation from the nutrition advisor on how the training is key to the on-going projects.

### Day 1

Day 1 entailed: introductions to the training, introduction to coaching, current programme strengths and challenges, benefits of coaching, coaching techniques and the introduction to the coaching process in addition to facilitation skills.

- ❖ During the discussion on programme strengths and challenges the following was the outcome:

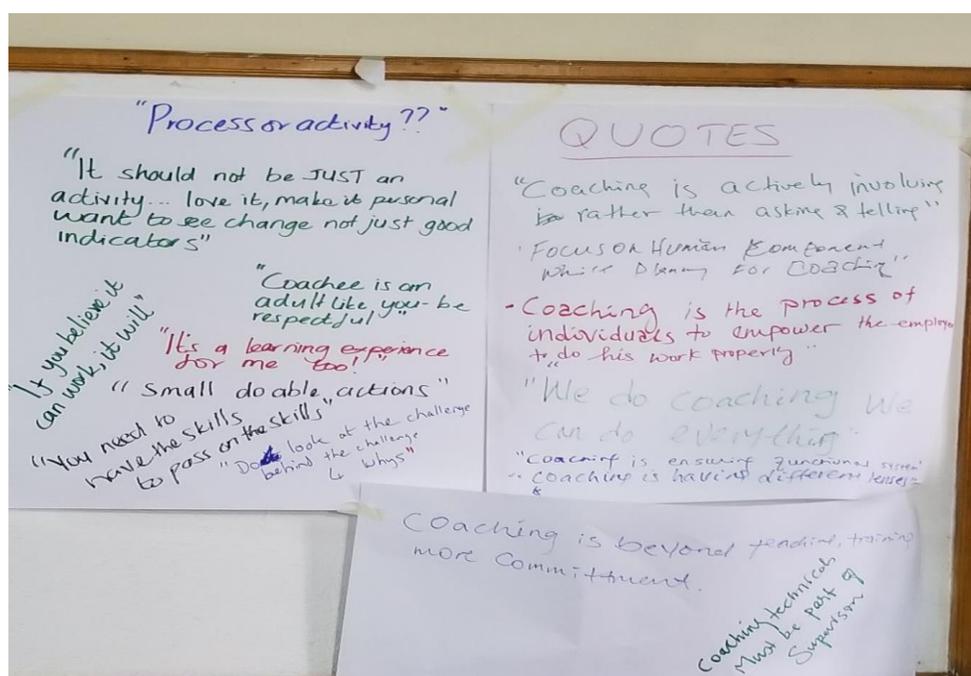
## Strengths

- Acceptability of the services
- Coverage
- Commitment from the staff
- Timely submission of reports
- Standard reporting formats
- Following the national protocols and
- Knowledge of WASH

## Challenges

- Limited staffing
- Shortage of nutrition supplies-inconsistency, transportation etc.

The group work and plenary on the definition of coaching and supervision brought out key points as shown in the picture below; supervision is complete if coaching is done, supervision involves a human touch.



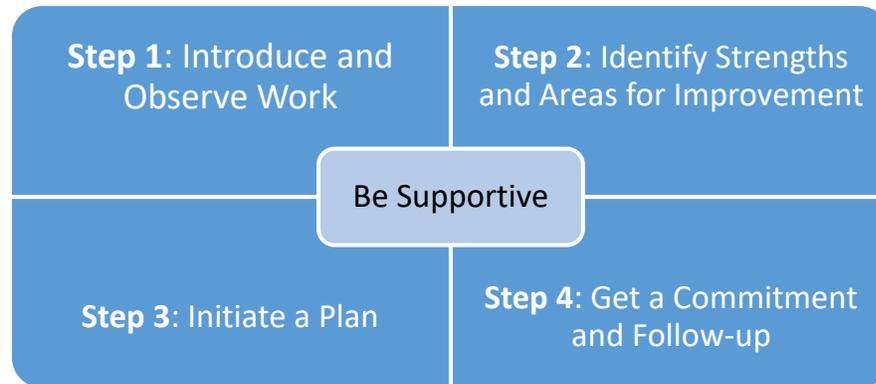
Reflections from the participants about their understanding of coaching

- ❖ Overall the participants were able to learn (and shared real experiences):
  - Coaching is aimed at empowering individuals to do their best, is about engaging with the person being supervised and there has to be an actionable plan
  - Supervision as is done is usually just an activity to see if everything is done correctly and realized that most of the time what is done is fault finding
  - When coaching is done as part of supervision, actions are planned to address challenges
  - The qualities of a good facilitator. In addition to those presented, they mentioned qualities including motivation, communication skills, innovation, positive attitude, ability to delegate, understanding, willingness to share knowledge, open discussions etc.
  - Coaching techniques: one of the participants mentioned that the best way to recall these is to know that all the human senses have to be utilized (see, hear, do, say, read, write)
  - The benefits of coaching are to the health worker and the supervisor and noted that coaching also benefits the supporting organization

## Day 2

Day 2 included the coaching process, adult learning skills and effective communication, case studies and the OTP mock-up.

- ❖ The 4-step coaching process was the main focus on this day. Participants were shown the 4 steps and received explanation with examples on each step. Case studies of various scenarios were practiced as a whole group, in smaller groups and individually. The 4-step process is explained below in detail.



*4-Step Coaching Model*

### **Step 1: Introduce Yourself and Observe Work**

- **Purpose:** Create an understanding between the team and the coach about what is happening
- **Take time:** Spend time following the flow of work in the health facility look at the patients and their files, observe a feeding, observe the environment

### **Step 2: Identify Strengths and Areas for Improvement**

- Look at what is working well and encourage the team to continue the good work
- Note the areas of improvement that you have observed
- Fill out “Strengths and Areas for Improvement” sheet

### **Step 3: Initiate a Plan**

- Work with the team to discuss solutions to the challenges
- Apply tactics to improve performance using tools, policies and procedures as methods of coaching
- Work with the team to complete the “On the Job Coaching Action Plan” Sheet
- Turn challenges into actions
  - **Challenge:** hardship or problem; needing effort or skill to overcome
  - **Goal:** The desired result
  - **Action:** the process of doing something to achieve the goal
  - **Look at the challenge**
    - What change do we want to see?
    - What steps need to be taken to see that change?

### **Step 4: Get a Commitment and Follow-up**

- Just because a plan is developed doesn't mean the team will follow through
- Initiate the first step with the team
- Set a follow-up meeting and schedule telephone check in
- Make yourself available for follow up and any questions that arise
- Be persistent, put in the time needed and follow through on what you say you will do (establish Confidence)

- ❖ The **adult learning session** looked at the definition of adult learning, principles, the adult learning process and common barriers to adult learning. Though group work, the participants were able to contextualize the barriers to adult learning and suggest solutions on how they can be overcome.
- ❖ Using the **origami game** (where a piece of paper was given to each participant and asked to fold it based on instructions for the facilitator with their eyes closed and then asked to open their eyes afterwards and realize that each came up with a different shape) paved the way for a discussion on effective communication. This resulted in the understanding that effective communication occurs when the coach/facilitator listens, observes, questions, clarifies and gives feedback. The cone of learning emphasized the need to utilize the various coaching techniques.
- ❖ Two scenarios were played out during the **OTP mock-up exercise**. One where the OTP staff were not welcoming and receptive and the OTP was dirty and lacked the basic items to run an OTP and another where the staff were welcoming and had the basic items for the OTP. The volunteering supervisor had to go through the whole 4-step process. In the plenary, the participants had many observations including:
  - The need for proper planning prior to the visit
  - Discussion with the health worker is better than telling him what to do
  - A good introduction creates rapport thus making the process easier and more engaging
  - To go through all the steps requires time
  - It is better to prioritize the challenges and focus on those where change can be seen easily
  - Follow up is important
  - Challenges that may not be addressed immediately should also be followed up.

### Day 3

The third and final day entailed facilitation skills, more case studies, review of the whole training and developing a plan with emphasis on what each participant would do based on what they had learned.

- ❖ The **facilitation skills session** focused on understanding of the qualities of a good facilitator, how to be a good public speaker, leading a discussion and dealing with the different types of participants. Through the questions, the presentation, experience sharing and group work; participants received and learned the following:
  - Definition is about helping "to make easy" or "ease a process", guiding and ensuring full participation
  - Focus is on the group not the facilitator
  - Good facilitation skills ensure that coaching is effective
  - The public speaking practice showed the importance for preparation, engagement of the people through gestures, intonation and clarity
  - During the session on leading a discussion, participants practiced how to ask open-ended instead of close-ended questions, give feedback and seeking clarity
  - In groups, participants discussed the different types of challenging participants- the quiet, dominant, experts, rambling, the clown and distracted. The discussion looked at the definition of each type and how to deal with them.
- ❖ As a culmination of the training, participants grouped themselves according to project and region supported and agreed on some actions to implement as soon as possible as indicated in the table.

Area	Possible actions for implementation	Timelines	Support needed
Gambella	Train 21 staff-formal 2-day training	July 19	Training tools, facilitators from the team trained today
Amhara	1-day orientation to the staff on coaching/mentoring skills Share the necessary ppt and other documents with key staff-officers and managers that did not attend the training	End of June 19  End of June 19	The training tools
Tigray	Integrate some aspects of the coaching/mentoring training into the planned nutrition-sensitive training and the gender training	July 19?	Tech RRT to review the presentations/aspects on coaching incorporated into the nutrition-sensitive training package
Somali	1-day orientation on coaching/mentoring skills Abdi/ Annie/Demisachew to review coaching tools for the team in Somali region	To be decided	Orientation training to be provided by Tech RTT with nutrition advisor

## Conclusion

The training ended successfully and the participants appreciated the training with most scoring the training on a scale of 0 to 5, at 5 or “very satisfied” and a few at 4 for “satisfied”. Participants found all parts of the training interesting with most appreciating the 4-step coaching, adult learning skills, the case studies and training approach. Some participants mentioned that the adult education session needs to be refined to be broader and more participatory and more details added to the topics. All participants said they had learned something new and would apply what they had learnt including allocating more time during supervision so as to do coaching, commitment and follow-up, direct application of all the 4 steps, further reading and orientation to the staff on the ground. Results from the training evaluation are in the table below:

Aspect evaluated	Score
Overall satisfaction with the training	83% very satisfied, 17% satisfied
Clear definition of the training objectives	92% very satisfied, 8 % satisfied
Context organization and ease to follow	92% very satisfied, 8 % satisfied
Sufficiency of time allocated	67% very satisfied, 16.5% satisfied, 16.5% somewhat satisfied
Allowing participants to ask question	83% very satisfied, 17% satisfied

The Nutrition Advisor received a draft guide for quick orientation on coaching skills to be used in cases where it is not possible to do a full training. In addition, a 2 days training package that includes presentation, cases, handouts and the agenda were provided and these are to be shared among the participants.

## Annexes

### Annex 1: Training agenda (3-day)

**On-the-Job Coaching Training Agenda**  
**Dates: 11 to 13 June 2019**  
**Addis Ababa, Ethiopia**

Hour	Topic
<b>Day 1</b>	
8:30-9:00	<b>Session 1:</b> Opening, Introductions and Ice Breaker
9:00-9:15	<b>Session 2:</b> CMAM Services: Strengths and Challenges
9:15-9:45	<b>Session 3:</b> Introduction to On-the-job Coaching
9:45-10:00	<b>Session 4:</b> Characteristics of a Good Coach
10:00-10:30	<b>BREAK</b>
10:30-10:45	<b>Session 5:</b> Benefits of Coaching
10:45-11:00	<b>Session 6:</b> Overview of the 4-step Coaching Process
11:00-11:15	<b>Session 7:</b> Effective Communication
11:15-12:30	<b>Session 8:</b> Coaching Techniques
12:30- 1:30	<b>LUNCH</b>
1:30- 2:00	<b>Session 9:</b> Coaching Process: Step 1: Introduction and observe work
2:00-2:15	<b>Session 10:</b> Coaching Process: Step 2: Identify strengths and challenges
2:15-3:15	<b>Session 11:</b> Coaching Process: Step 3: Developing a plan
3:15-3:30	<b>Session 12:</b> Coaching Process: Step 4: Get a commitment and follow-up
3:30-4:30	<b>Session 13:</b> Case Studies
4:30-5:00	<b>Wrap up</b>
<b>Day 2</b>	
8:30-9:00	<b>Recap of day 1</b>
9:00: 10:00	<b>Session 1:</b> Adult Learning Skills and Continue Effective Communication
10:00-10:30	<b>BREAK</b>
9:30-12:30	<b>Session 2:</b> OTP Mock-up
12:30-1:30	<b>LUNCH</b>
1:30-2:30	<b>Session 3:</b> Review of Some Supervisions (previously done)
2:30-3:15	<b>Session 4:</b> Developing a Coaching Plan and Coaching checklist
3:15-4:00	<b>Session 5:</b> Wrap-up and Closing Remarks

### Annex 2: list of tools and handouts needed for the training:

- Cases studies 1-5
- Video on coaching (*in introduction powerpoint*)
- Presentations: Sessions 1-15
- Handout 1: Strengths and challenges
- Handout 2: Action plan
- Handout 3: Coaching techniques
- Facilitators guide