**Facilitators Guide**

**On-The-Job Coaching Training**

**December 2017**

**How to use this facilitators guide for training of on-the-job Coaches**

This two-day coaching curriculum is designed for approximately 15-20 participants. Participants should be previously trained in CMAM. Facilitators can use the material and exercises in this guide when conducting on-the-job-coaching training.

The exercises that follow may also be used in CMAM or IYCF trainings to incorporate coaching techniques into routine supervision and training for those who provide technical support to nutrition activities.

The topics and techniques in this curriculum are accompanied by a coaching toolkit that contains all the materials necessary to conduct the coaching training.

The **overall objective** of coachingis to build the capacity of those implementing CMAM services by training Zonal and Woreda CMAM supervisors on effective coaching techniques that can be incorporated into routine supervision in each zone in the Somali region.

The **specific objectives** of on-the-job 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
* Create feedback loops to ensure action plans developed during coaching are followed and effective
* Develop annual supervision/coaching plans with each zonal/woreda nutrition focal point

The **expected outcome** of this training is the development of confident, competent coaches with the skills to provide technical support and improve the quality of CMAM service delivery at health facility level.

The **expected time** needed for this training is two days. Topics and exercises presented here are organized into day long sessions. Facilitators should review the material ahead of time and plan the amount of time necessary for the group they are training.

**The workshop agenda: an overview**

**Day 1**

**Session 1**: Ice Breaker

**Session 2:** CMAM services: strengths and challenges

**Session 3:** Introduction to on-the-job coaching

**Session 4:** Characteristics of a good coach

**Session 5:** Benefits of Coaching

**Session 6:** Overview of the 4-step Coaching Process

**Session 7:** Effective Communication

**Session 8:** Coaching Techniques

**Session 9**: Coaching Process: Step 1: Introduction and observe work

**Session 10:** Coaching Process: Step 2: Identify strengths and challenges

**Session 11**: Coaching Process: Step 3: Developing a plan

**Session 12:** Coaching Process: Step 4: Get a commitment and follow-up

**Session 13:** Case Studies

**Day 2**

**Session 1**: Review of day-1 and overview of day-2

**Session 2**: Excursion: OTP site visit to practice coaching

**Session 3**: Debriefing on Excursion

**Session 4**: Developing a coaching plan

**Session 5**: Wrap-up and closing remarks

**Annex and Handouts included in this guide:**

* Annex 1: Agenda
* Handout 1: Strengths and Challenges
* Handout 2: Action Plan
* Handout 3: Coaching Techniques
* Handout 4: Coaching Plan
* Handout 5: Trained Coaches Contact List

**Training Day 1**

**Getting Started (PowerPoint slides: 1-4)**

**Training opening**

The workshop starts with welcoming remarks to explain the purpose of the workshop and to give the participants any additional information about the training sessions or about special arrangements and housekeeping issues (for example, accommodations, meals, or excursions).

**Introduction of trainers and participants**

Members of the training team should introduce themselves and briefly tell the participants about their background and training, emphasizing their enthusiasm for the opportunity to facilitate this training. Participants should each be invited to introduce themselves to the whole group, stating their names, position and zone/woreda they cover.

**Overview of training objectives and agenda**

The facilitator explains the interactive and participatory training methods that will be used during the 2-day training. The facilitators should review the objectives on Slide 2. Then hand out the agenda and review it with the participants. The participants are then given the opportunity to ask any questions or speak about their expectations.

**Setting the ground rules**

As a group, it’s important to make certain rules that everyone is expected to follow during the training, facilitators and participants alike. Ask the participants for a list of rules and write them on a piece of flip chart paper and hang on a wall so you can refer to the rules throughout the training.

Rules can include: Turning off cell phones, being on-time, respecting others, raising hands to speak, active participation, listening to others, etc.

**Session 1**

**Ice Breaker**

**Icebreakers** are activities that are undertaken at the beginning of an exercise to help people feel at ease.

**Energizers** are activities used to stimulate and motivate participants during training sessions.

The icebreaker below can be used at the beginning of the session. Energizers can be used whenever the participants seem to have difficulty paying attention or seem tired.

**Exercise:** The Human Knot **Time:** 10-15 minutes

**Objective of the session**: Ice Breaker, team building, communication

**Materials:** A room in which participants can move around comfortably (PowerPoint Slide: 5-6)

**Process:**

Clear a space in which to form a circle of eight to ten people. Multiple circles may be needed depending on the number of participants. Explain that for this exercise, it is very important to follow instructions and listen to each other carefully so that no one gets hurt.

Explain that everyone will stand in a circle, reach into the middle of the circle with both hands, and join hands with two other people. Their job will be to untangle the resulting ‘rope’ without letting go, and form a circle again.

Now, tell the participants to take the right hand of one person and the left hand  
of another person. Next, ask them to try − slowly and carefully − to unravel until they can form a circle without letting go of the hands they are holding.

**Closure:**

Once the group has finished, ask the participants what they noticed about the exercise. Ask if this exercise was easy or hard and what made it easy or difficult. The main goal of this exercise is learning to work together and communicating.

**Video:** After the ice breaker is complete, have the participants return to their seats and show the video on slide 6. After the video has finish ask the participants what they observed about the video.

Questions to guide this discussion are: Who was the coach and who was the coachee? What did you notice about the coach?

The important points to note are that the coach provided tools and guidance, but the coachee came up with solutions on their own which facilitated their learning and ultimately their success.

State to participants that this is what they will be learning today, how to guide HEW to perform at their best level and offer high quality CMAM services to the community.

**Session 2**

**CMAM Services: Strengths and Challenges (slide 7)**

**Objectives of the session**

To get participants thinking about the strengths and challenges they might come across when they are conducting on-the-job coaching.

**Exercise:** Brainstorming the strengths and challenges in an OTP program **Time:** 15 minutes

**Materials:** Flip Chart and markers

**Process:** Ask participants to think about the OTP’s they visit. Ask them to think of what works well at the OTP, the strengths. Have participants raise their hand and give a strength. As they give strengths, write them down on the flip chart paper.

Next, ask participants what challenges they see in the OTPs they visit. What makes it difficult for Health Extension Workers (HEW) to do their job? What errors or mistakes do they routinely see when they are visiting OTP sites? Write the answers on a flip chart paper.

Note: Responses will vary based on the participants and their level of knowledge of OTP services in their area. If participants are having a hard time coming up with strengths and challenges, you can ask leading questions such as: Are the admission and discharge criteria always respected? Do HEW take anthropometric measurements correctly? Is the appetite test conducted well? Are monthly reports submitted timely and accurately? Is the stock managed well?

**Closure**

Thank participants for their response. Hang flip chart paper with responses on the wall and tell the participants we will return to these later in the training.

**Session 3**

**Introduction to on-the-job-coaching (slides 8-11)**

**Objectives of the session**

To ensure participants have a solid understanding on-the-job coaching and how it is different yet complementary to supervision. The goal is to incorporate on-the-job coaching into routine supervision.

**Exercise 1**: What is Coaching?     **Time**: 30 minutes

**Materials**: Flip chart and markers

**Process:** Ask the participants to divide into 2 groups. Ask each group to define coaching and supervision and to state the difference between them. Give the groups 10 minutes to work on this and then allow each group 5-minutes to present their results.

**Coach**: The person doing the coaching

**Coachee**: the person or team members receiving coaching

Thank the participants for their work. Present the content of slides 9-10. The key messages from these slides are to make sure the participants understand that coaching is really directed by the coachee. Like we saw in the video, the coach provides, guidance, tools and knowledge, but it’s the coachee that performs the tasks, thinks of solutions to problems. Coaching empowers the coachee to perform at a higher level.

**Closing**

Review slide 11 and go back to the answers the participants gave in the previous exercise. Did they understand the difference between coaching and supervision? How do they work together?

**Session 4**

**Characteristics of a good coach** **(slide 12)**

**Objectives of the session**

To help participants understand and embody the qualities of a good coach by thinking back to teachers and coaches they had in the past.

**Exercise:**Effective vs. Poor coaching skills    **Time**: 20 minutes

**Materials**: Pen, notebook, flip chart paper and marker

**Process:**

This is an individual exercise. Have participants think of a person who did a good job teaching them something. Ask them to write down three things that made their teacher or coach successful.

Next, ask participants to think of a person who did a poor job teaching them something. Ask them to write down three things that person did that made them a poor coach or teacher.

Once participants have finished, ask them to share some of the qualities that made their former teachers or coaches successful. Write these answers down on a flip chart paper. Next ask them to list the qualities that made their former teachers or coaches not so successful. Write these down on a flip chart paper.

**Closure**

It’s easy to see the qualities that help people learn. It’s important when conducting coaching to embody those qualities of a successful teacher or coach. Sometimes it may seem frustrating as a coach, but ultimately, coaches who embody the positive qualities have the best outcomes.

**Session 5**

**Benefits of coaching (slide 13-14)**

**Objectives of the session**

To identify the benefits of on-the-job coaching for those receiving coaching, the health facility and the person doing the coaching.

**Exercise**: Group discussion     **Time**: 15 minutes

**Materials**: Flip chart paper and markers

**Process**

Tell the participants that there are many benefits of coaching that reach beyond the person receiving the coaching. The benefits extend to the health facility and also to the person conducting the coaching. Take out a flip chart paper and make two columns. Ask participants to list the benefits of coaching for the person receiving coaching and their health facility. Write the answers on the flip chart. Next, ask participants the benefits of coaching for the person doing the coaching. Write the answers on a flip chart.

**Closure**

Review the answers from the participants and then present the information on Slide 14. Thank the participants for their answers and note how beneficial coaching is for everyone involved.

**Session 6**

**Overview of the 4-Step Coaching Process (slides 15-16)**

**Objectives of the session**

This session will provide a brief overview of the 4-step coaching process. Subsequent sessions look at each step in more detail.

**Exercise**: Overview of the 4-step coaching process **Time:** 15 minutes

**Materials**: PowerPoint presentation slide 15-16

**Process:**

Present slide 16 and give a brief overview of the 4-step coaching process. Remember, sessions 9-12 will review each step in detail, this section is just an overview and should be brief.

**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 SC, look at the patients and their files, observe a feeding, observe the environment

**TFP Score Card:** It this is a supervision visit, use the TFP score card per usual and then note the strengths and challenges and continue with the

**Step 2: Identify Strengths and Challenges**

* 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

**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)

**Closure:**

Now that you know the 4-steps of coaching, we are going to look at some techniques you can use when you are coaching. We will then return to this and discuss each caching step in more detail.

**Session 7**

**Effective Communication (slide 17-18)**

**Objectives of the session**

To learn how the same instructions are interpreted differently by different people and highlight the importance of clear communication

**Exercise:** Communication Origamiand Effective Communication **Time:** 20 minutes

**Process**

* Give one sheet of letter size/A4 paper to each
* Tell the group that you will start giving them all instructions on how to fold the paper to create an origami shape.
* Tell the group that while you give them the instructions, they must keep their eyes closed and cannot ask any questions
* Start giving the group several instructions to fold and rip their paper several times then ask them to unfold their paper and compare how it looks like.

Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

Ask the group if you think the results would have been better if they kept their eyes open or were allowed to ask questions

Communicating clearly is not easy, we all interpret the information we get differently that’s why it’s very important to ask questions and confirm understanding to ensure the communicated message is not distorted.

Present the information on Slide 18. Listening, observing, questioning and rephrasing are effective communication tactics. When coaching it’s important for the coach and the trainee to understand each other and collaborate together as equals.

**Steps to establish effective communication:**

* **Listening** It is important to focus on what the trainee is saying in order to understand his or her perspective.
* **Observing** Coaching involves watching. Sometimes a trainee’s body language may tell a lot about what he or she feels or understands.
* **Questioning** Ask questions to find out what is important to the trainee. Be careful to ask questions in a constructive way.
* **Rephrasing** After a trainee makes a statement, it is sometimes useful to restate what you think the trainee meant. This clarifies the trainee’s ideas or feelings and shows you are listening.

**Closure:**

Coaching is about establishing a relationship with the person you are coaching. Communication and listening skills will help establish that relationship**.**

**Session 8**

**Coaching Techniques (slides 19-22)**

**Objectives of the session**

To learn the cone of learning and how to incorporate those characteristics into coaching sessions

**Exercise:** Cone of learning and coaching strategies **Time:** 1 hour

**Process**

Learners retain more information by what they “do” as opposed to what is “heard”, “read” or “observed”. The cone of learning shows how much people remember based on what learning technique is used. Go over the cone of learning with the participants.

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After reviewing the cone of learning, ask participants what methods have been used so far in this training. Pass around the handout ‘Coaching Techniques’. Have participants divide into teams of two and write notes about how they will incorporate these characteristics into coaching. Allow 15 minutes to complete this task. When finished, have each group present. One they have finished, present slide 22: coaching techniques.

**Closure:**

There are many techniques that can be used to help those receiving coaching to learn and remember how to do things. Employing more than one of these techniques will help HEW learn and remember what they are taught.

**Session 9**

**Step 1 of the coaching process: Introductions and observe work (slide 23-24)**

**Objectives of the session**

To allow participants to understand the first step of the coaching process. To practice introductions and be able to communicate what on the job coaching is and why on-the-job coaching will be conducted.

**Exercise:** Practice introductions **Time:** 15 Minutes

**Materials**: PowerPoint slide 23-24

**Process**

Present slide number 23. Tell the participants they have learned in detail about coaching and its benefits. Ask one participant if they can give an example of an introduction they would use as if they were arriving in a health Center for a coaching session.

Once finished, ask the other participants what they thought of the introduction. If the introduction was not complete, ask another participant to try and repeat the process.

The sample introduction below is an example of the items that should be included in the introduction to guide the facilitator in this exercise.

Sample Introduction: ‘Hi! My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I’m work for (*state position*) and I am here today to work with you and the team to conduct coaching. For this session, we will work together see the work in this OTP and discuss the strengths and some of the things you find challenging about the job. Once we do this, we will work together to develop a plan to address the challenges.

**Closure**

Thank the volunteer and ensure all participants understand the importance of the introduction.

**Session 10**

**Step 2 of the Coaching Process: Identify strengths and challenges (slide 25-26)**

**Objective of the session**

Learn to identify strengths and challenges in CMAM services and identify ‘why’ the challenges are important to address.

**Exercise**: Use a case study to identify strengths and challenges **Time**: 30 minutes

**Materials**: Case study and PowerPoint slide 25-26, Handout 1: strength and challenges

**Process**:

Present Slide 25 on identifying the strengths and challenges. If coaching is being conducted jointly with supervision visits, note that the coaches will fill out the TFP score cards while they observe the work of the HEW.

For the coach and the coachee it’s important to understand why solutions need to be found for the challenges. For example, if one of the challenges is not respecting the discharge criteria, this results in children staying in the program too long and overuse of RUTF, which can reduce the supply of RUTF for other children who need it. Learning is improved if there is a reason behind the task.

Pass out the group case study and show slide 26. Ask a volunteer to read the first paragraph. Once they have finished, ask another volunteer to read the second paragraph.

Have participants take 10 minutes to write down the strengths and challenges they see in the case study. Once they are done, ask for volunteers tell the class the strengths and challenges they found in the case study.

Have participants look at the challenges they have listed from the case study. Ask **why** each one is important to address.

Note: When in a health center or health post, coaches should prioritize a maximum of 5 challenges to address in each coaching session. More than 5 will be too much information.

**Closure**

Ask participants if they are comfortable determining the strengths and challenges

**Session 11**

**Step 3: Develop a Plan (slides 27-31)**

**Objectives of the session**

Learn how to develop a plan to address the challenges identified using the coaching techniques discussed in session 8. Participants will learn how to develop action plans to address each challenge

**Exercise:** Turning Challenges into Actions **Time**: 1 hour

**Materials:** MUAC tape, Child (or volunteer from the audience if no children are around)**,** Markers, flip chart paper, Handout 2: Action Plan and Handout 3: Coaching Techniques

**Process**

Present PowerPoint Slide 27

Developing a plan with the coachee will result in improved quality of CMAM services. Remember from the coaching video, the coach provides the tools and the coachee comes up with the solutions. When developing a plan, coaches sit with the HEW, congratulate them on the strengths and discuss the challenges they have observed. This is an opportunity to give the coachee the time to talk and discuss what makes things challenging for them.

A **challenge** is a hardship or problem that needs effort or skill to overcome. A **goal** is the desired result. Looking at the challenges we identified at the beginning of this training for OTP services, what is the desired goal for each of these challenges?

Present slide 28 with the example provided. The challenge observed at an OTP was improper measurement of MUAC. The goal or ideal outcome will be to have the HEW correctly measure MUAC. Ask the group WHY taking accurate MUAC measurements is important?

**WHY:** MUAC determines admission criteria. Improper measurement can result in admitting children who don’t meet admission criteria or missing children who do meet admission criteria.

Then ask the group to think back to the coaching techniques we learned in the previous session. What are some actions they can take to ensure HEW are measuring MUAC correctly? Have participants give the answers. Actions can include:

* + Review MUAC measurement techniques in protocol
  + Demonstrate how to take MUAC for the Coachee
  + Have each coachee take the MUAC and assist them as they practice

**Role Play: Two examples of coaching** **Time:** 10 Minutes

If time permits, this is a good time for facilitators to demonstrate some coaching techniques. The Facilitators should have a demonstration MUAC. If there are no children around, ask for a volunteer from the audience to play the role of the child. One facilitator should demonstrate how to take the MUAC and squeeze the tape too tightly. The first time this is done, the facilitator acting as the coach should say ‘no, you are squeezing too tightly, remember not too tight or too loose’. Ask the audience what they observed.

Conduct the exact same demonstration again. This time when the MUAC tape is squeezed too tightly, the facilitator acting as a coach should say ‘See how the MUAC is pulled tightly? What happens when the MUAC is pulled this tight?’. The facilitator taking the measurement should say, ‘the measurement is not accurate’ and then the coachee loosens the MUAC so it is snug around the arm but not squeezing.

Once the role plays are complete, ask participants if they noticed a difference in each role play. The second scenario is the ideal way to conduct coaching because the coach asked a question as opposed to telling the answer.

**Group Discussion** **Time**: 20 minutes

Have participants start with the first challenge they listed at the beginning of the training when they listed OTP strengths and challenges on the flip chart paper. They should work together to come up with the desired goal or outcome. For each challenge have the participants list the goal and write it on a flip chart.

**Individual Work Time:** 15 Minutes

Have participants turn back to the case study and their Strength and Challenges Handout as well as their action plan handout. Have them list the goal for each Challenge and 1-2 actions they can do to help realize the goal or desired outcome. Once participants have finished, ask for 2-3 volunteers to share their action plans.

Present slide 32 with Group Case Study results to ensure participants understand how to identify strengths, challenges, set goals and make action plans to achieve goals.

**Session 12**

**Step 4: Get a commitment and follow up (slide 33)**

**Objectives of the session**

Understand the importance of a follow-up plan

**Exercise:**Lecture and practice     **Time:** 15 minutes

**Materials**: PowerPoint slide 33 and Handout 3: Coaching Action Plan

**Process**

Present slide 33. Creating an action plan is only useful if the coach and coachee commit to implementing the action plan. For each action, there should be a realistic target date set for the coachee to complete the task. Coaches should work with HEW to set the target dates. Once the action is complete, the coachee should write ‘complete’ in the status column. Coaches should work together with the coachee to determine and set realistic target dates on the action plan. For coaching to be effective there needs to be follow-up. The coachee will commit to completing the action plan on the specific follow up date and the coach will also commit a date for a return visit. At some point before the return visit, there should be a follow-up phone call between the coach and coachee to check on the progress of the action plan and address any outstanding issues. Once the action plan is complete, it should be hung on the wall of the health center/post.

**Closure**

Lead a discussion asking how people feel about the 4-step coaching process. Ask if participants have any concerns about it and make sure they understand each step of the process.

**Session 13**

**Case Studies (slides 34-43)**

**Objectives of the session**

Ensure participants understand the 4-step coaching process by practicing each step

**Exercise**: Group Work: Practice coaching with Case studies     **Time:** 1 hour

**Materials:** Case studies, blank strength and challenges and action plan sheets

**Process:**

Divide participants into 4 groups (each group should have 3-4 participants). Give each group a case study and a blank strength and challenges and action plan sheet (they can also use their notebooks). Allow each group to take 20 minutes to read through their case studies and complete the worksheets. After each group has finished, they will present their case study to the group. Use PowerPoint slides 35-41 to present each case study to the class and the corresponding answers after each group has finished presenting their work.

Note: Answers and actions in the PowerPoint slides are suggestions, participants will come up with their own actions, but if they struggle use the slides to guide them.

**Closure:**

After the last group has presented, say, *‘I hope these case studies were realistic and helped you think about the coaching strategies we discussed and ways you can apply these strategies when you do supervision and coaching in your zones.’.*

Present slide 43. Ask if everyone feels comfortable with the 4-step coaching process. Ask if they have any feedback or concerns. Tell them tomorrow we will visit an OTP program nearby and as a group practice the 4-step coaching process. Thank them for coming and remind them of the start time for day 2 of the workshop.

**Training Day 2**

**Getting started (slide 44)**

Welcome participants back to the training and invite one of them to lead an energizer for the group. Examples can be leading stretching or any sort of warm up activity.

**Session 1**

**Review of Day 1 (slide 45-46)**

Ask participants what they learned on day 1 of the training. They should be able to answer all of the following questions:

* What is Coaching?
* What are the qualities of a good coach?
* What are the benefits of coaching?
* What are some techniques and resources we can use during coaching?
* What is the 4-step coaching process?
* How do you create an Action Plan?

**Overview of the agenda for Day-2**

Present the agenda for day 2 and remind participants this is the day of the excursion to a health facility to practice coaching. Following the practice session, participants will return to the training hall to debrief and create a coaching/supervision plan for themselves.

**Session 2**

**Excursion: OTP site to practice the 4-step coaching process (slide 47)**

**Objectives of the session**

Ensure participants are able to conduct coaching by practicing at an OTP site

**Exercise**: Group coaching at an OTP site **Time**: 3 hours

**Materials**: Coaching documents (Handout 1: strength and challenges, Handout 2: action plan and Handout 3 coaching techniques *Note: Handout 3 should have been completed by participants the previous day*)

**Process**:

Prior to going to the OTP site, designate 2 leaders who will conduct the coaching. The rest of the team will fill out the forms and observe.

Who will do the introduction? Ask for a volunteer who wants to introduce the team and the purpose of the visit. Have them practice for the group.

Travel to the health center and have the volunteer make the introductions and explain why everyone is here. Make sure they explain that this is a practice session and tell the HEW they should feel at ease.

Next, have all participants take out their strengths and challenges sheet. They should spend at least 1 hour observing the work of the HEW. This activity works best if it’s OTP day or if children are present in the health center. Even if there are no kids present at the OTP, coaches should ask to see the individual cards, look at the stock room, review the monthly report and the resister to make sure they match and the information in them is correct, find a child and have the health extension worker show how they take the anthropometric measurements. Allow at least 1 hour for participants to observe the work. Note that if coaching is being done jointly with supervision, this is when the TFP score card would be completed, though the TFP score card will not be used during this training.

Once all participants have finished observing and completing the strength and challenges sheet, call all participants to meet in a separate area of the OTP site (under a tree or away from the HEW). Have participants list the strengths they discovered. The facilitator should make a master list of strengths. Next ask what challenges were identified. The facilitator should make a master list of challenges.

Now ask for 2 volunteers who will conduct the coaching. Give them the master strength and challenge sheet. These volunteers will now go back into the OTP and develop a plan with the HEW to improve upon the challenges. The 2 volunteers will be the only ones talking to the HEW, the rest of the participants should observe and take notes.

Once the team is back in the OTP, the 2 volunteers should congratulate the HEW on the strengths they noticed. Then the volunteers should note the main challenges that were observed. Now the coaching process can begin. Have the volunteers start with the first challenge and ask questions of the HEW to determine why it’s difficult and to see if they know the goal or desired outcome for the challenging areas. Note the goal on the action plan sheet. The volunteer (coach) then works with the HEW (coachee) to determine some actions that will help overcome the challenges. Continue to make actions for every challenge. Once this is finished, the coach will initiate some of the action plan with the HEW. It could be doing demonstrations, looking up things in the protocol, creating wall sheets. Sometimes these might even involve working with hospital or health center leaders to address ongoing issues or even helping teams rearrange a stock room or OTP room.

Once the coach has helped the HEW complete a few of the actions, the coach should make a follow-up plan with the HEW and provide their phone number in case they have any questions. When the plan is complete have the HEW hang it on the wall.

Note: The facilitators should take an active role in directing this process. It is the first time for the coaches do this work, so they will most likely need guidance. As a facilitator, try to provide guidance while allowing the coaches to think through the process and come up with answers themselves.

**Closure:**

Once this process if finished, thank the HEW and return to the training venue.

**Session 3**

**Closure: Debriefing on Excursion (slide 48)**

**Objectives of the session**

Discuss the practice coaching session at the OTP

**Exercise**: Group Discussion **Time**: 1 hour

**Materials**: Sheets from coaching session

**Process**:

Ask the participants to take a moment and reflect on the experience coaching at the OTP site. Did they find it helpful in directing their coaching efforts? What did they find challenging? This is the time to address any questions or concerns the participants have about the coaching process.

**Closure**

Congratulate the participants for the good work they did at the OTP site. Make sure all participants feel comfortable with the coaching process.

**Session 4**

**Develop a coaching plan (slide 49)**

**Objectives of the session**

Now that participants have the skills to conduct on-the-job coaching, they need to develop a realistic plan to conduct coaching in their Zone/Woreda.

**Exercise:** Develop a coaching plan **Time:** 45 Minutes

**Materials**: Handout 4: Coaching Plan

**Process:**

Present slide 48. Pass out the coaching planning sheet. Explain the following: This is a one-year plan for Zonal and Woreda nutrition focal points to determine when they are able to visit each health center and health post over the course of a year. On-the-job coaching works best with at least two visits, one to create the plan and one to follow up on the plan. If supervision plans already exist, they can integrate coaching with those plans. Allow each participant time to think through their schedule and annual priorities and then check what month they will visit each health facility. They will have to write the Woreda and all the Health Centers and Health Posts in the planning sheet.

**Closure**

Making the plan is only the first part of the process. Implementing the plan is key to ensure coaching takes place. There are many road blocks to conducting supervision/coaching visits such as lack of transport or high workload. Discuss with participants how they can avoid or reduce some of these roadblocks.

**Session 4**

**Wrap up and Closing Remarks (slide 50)**

**What we have covered**

The lead facilitator invites the participants to sum up what has been covered in the past two days. Looking back at the initial expectations of the group, and also at the many flip chart sheets which cover the walls of the training room, the facilitator adds important points not mentioned. Participants provide feedback on what they view as the highlights of this training and what topics require further training. Lastly, it’s very important to keep a data base of people who have completed the coaching training. **Ensure all participants complete Handout 5: Trained Coaches Contact Sheet.** Enter this information into the database so a record of those trained as coaches can be easily referenced

**Closing ceremony and distribution of certificates**

Allow enough time for closing remarks, which should include a congratulatory speech by the facilitators, as well as time for the participants to express themselves. In addition, ensure certificates of completion are distributed.