

TOOLS:

- CATALYZER ORIENTATION AGENDA
- FACILITATOR GUIDE FOR CATALYZER ORIENTATION
- FACILITATORS' GUIDE TO COACHING CATALYZERS





FACILITATORS' GUIDE TO COACHING CATALYZERS

What is a coach?

A coach helps other people improve their work and do their best. A coach helps people see their potential: what they can be in the future. A good coach is not negative, and does not focus on past mistakes. The three important aspects of coaching are:

- **Strong relationships.** Coaching is an ongoing, trusting relationship. The goal is to improve performance, and help the coached person to do a better job.
- **Talking through challenges.** The coaching process helps a person understand her or his own problems, think about solutions, and select a course of action.
- **Responsibility.** The coach can support the coached person. But the responsibility for improvement lies with the coached person.

How does coaching provide support to Catalyzers?

The networks diffusion package supports Catalyzers in three ways. Think of this support as a *continuum*, and coaching as an element that begins during orientation and continues until the project's end.

- **Orientation.** During the orientation, Facilitators introduce Catalyzers to the stories and activity cards in the kit. Facilitators demonstrate the process and skills that Catalyzers will use in their groups. Catalyzers practice delivering the materials with each other; they role-play responses to difficult questions and conflicts.
- **Practicum.** During orientation, Catalyzers go with a Facilitator to practice their skills in a village. Facilitators and other Catalyzers observe a Catalyzer as she/he presents a story or leads an activity. Afterwards, Catalyzers and the Facilitator talk about the experience. The Facilitator can strengthen the Catalyzers' group engagement and problem-solving skills.
- **Continuing support.** The Facilitator will continue to coach each Catalyzer, during visits to her/his village after the orientation. The needs and skills of each Catalyzer will determine the number of coaching sessions.

What are key coaching skills?

The Facilitator should:

- 1) **Learn** the materials in the package. It is important that you be familiar with all of the stories and activities. Read through them and think about the issues they raise, so you can help the Catalyzer think through these same issues.
- 2) **Model your own comfort discussing gender and family planning.**
- 3) **Observe** how the Catalyzer interacts with the group and uses the network diffusion materials. Know the group engagement skills that Catalyzers need in each session (see 'Catalyzer Skills,' below) and use the Observation Checklist (below) to remember what to look for.
- 4) **Discuss** sensitive topics with Catalyzers. Help them learn to raise these issues with their group and be prepared to handle difficult issues.
- 5) **Listen.** Good communication combines active listening and positive feedback. Listen to the Catalyzers. Ask them how they think they are doing. Use the appreciative inquiry technique described in the text box.

- 6) **Give feedback** in a positive way and suggest how to improve things that are not working well. Help Catalyzers solve problems that they have identified. Reinforce positive aspects of the Catalyzer's performance: praise is a strong motivator. Encourage Catalyzers to support and motivate each other.

What Catalyzer skills should coaches (Facilitators) address?

Facilitators should look for these Catalyzer skills (see also *Observation Checklist*, below):

- 1) Ability to comfortably use stories/activities with his/her group
- 2) Ability to engage group in discussion
- 3) Ability to talk about sensitive issues and manage difficult conversations
- 4) Ability to share and demonstrate how themes (family planning, gender, fertility, couple communication) affect their own lives

What is a coaching session?

Any in-depth discussion between the Facilitator and Catalyzer about networks diffusion activities can be a coaching session! A session might be:

- Observation of the Catalyzer doing activities/ stories with group and providing feedback immediately afterward (this is the best kind of coaching). Don't forget to use the *Observation Checklist* (below) to remember what skills to look for.
- Meeting with an individual Catalyzer
- Meeting with more than one Catalyzer to encourage joint problem solving, learning and support among Catalyzers

During your coaching session, you can:

- Problem solve with the Catalyzer and find ways to manage difficult situations
- Prepare and plan activities
- Encourage and recognize the Catalyzer for his/her efforts

What is appreciative inquiry?

- **Appreciation** means to recognize the qualities and contributions of the people and things around us.
- **Inquiry** means to explore and discover, and be open to new ideas.

When we combine the two, we get **appreciative inquiry**. Using appreciative inquiry while coaching will help ensure that Catalyzers are encouraged to continue playing their role.

By seeing what is good in the present situation, we can learn how to create positive change for the future. Imagine that you are talking to a Catalyzer after a group session. Ask *open-ended questions* that encourage them to talk freely and think deeply about the present situation. You might ask:

"What went well?"

"Why do you think that is?"

"What was the best part?"

"What did you learn?"

"Were there instances where you didn't know how to respond?"

"What could I do to help you to do better?"

As they respond, you can provide encouragement by saying:

"Tell me more..."

"Yes, go on..."



Frequency and duration of the coaching

After the Catalyzer Orientation, during the first two months of implementation, Facilitators should observe each Catalyzer at least twice as she/he conducts activities/stories with his/her group. Coaching will occur less frequently after the first or second month, and its frequency will be tailored to need. The Facilitator will quickly understand who needs minimum coaching and who needs more frequent support. Some Catalyzers may be doing so well that you can stop coaching them, even before the end of the six-month implementation. (The Observation Checklist can help you determine if you need to keep coaching someone, or if you can stop.) When you stop coaching Catalyzers who are doing well, you can focus on those who are having more difficulty. The stronger Catalyzers can also be encouraged to support others.

Some Catalyzers may not do very well, no matter how much coaching they receive. This is okay. If you have held several coaching sessions and the Catalyzer does not seem to make progress, you will want to think about other ways to support dialogue in the community, such as pairing a weaker Catalyzer with a stronger one rather than continue to coach someone who is having difficulty.

All Catalyzers will receive a Certificate of Recognition for their contributions when the six-month implementation period ends (see Section iv). This is the only reward they will receive.

FOUR POSSIBLE COACHING SCENARIOS

Coaching while the Catalyzer prepares to lead a group activity	Coaching after the Catalyzer leads the group activity
<p>Prepare the Catalyzer to lead the activity or story:</p> <ul style="list-style-type: none"> • If the Catalyzer is unfamiliar with the story or activity, read through it together. Catalyzers are introduced to all stories/activities in their Orientation, but you may need to refresh their memory of content and process. <p>Observe the Catalyzer:</p> <ul style="list-style-type: none"> • Have the Catalyzer practice presenting the story or activity to you. Watch how she/he presents the material. Observe if she/he uses good skills such as clear voice, good eye contact, and confidence when talking about sensitive topics. <p>Talk with the Catalyzer</p> <ul style="list-style-type: none"> • Take time to discuss what the Catalyzer did well. Give specific suggestions for improvement. Be supportive, positive, and non-judgmental while giving feedback. 	<p>Observe the Catalyzer during the activity or story session with community group</p> <ul style="list-style-type: none"> • Use the <i>Observation Checklist</i> to remember what to look for and note comments. <p>Talk with Catalyzer after session using the appreciative inquiry technique.</p> <ul style="list-style-type: none"> • After the group meeting is over, sit with Catalyzer somewhere private where others cannot hear you. • Ask the Catalyzer how she/he thought the session went. Use questions like those in the text box. Give the Catalyzer a chance to speak freely, and listen closely to his/her comments. • Discuss problems that came up during the session, and help the Catalyzer think of solutions.



Coaching <i>without</i> a group meeting	Group coaching with several Catalyzers
<p>Sometimes a Facilitator will meet with a Catalyzer without observing them conducting a session, because it was not possible to schedule an observation or because the Facilitator was in the village for other reasons. In such a case, you can still coach a Catalyzer by doing one or more of the following:</p> <p>Review roles and responsibilities with the Catalyzer.</p> <ul style="list-style-type: none"> • Catalyzers conduct sessions using the Story or Activity cards, and record simple information about each session in their Catalyzer Notebook. Look at the notebook and ask appreciative inquiry-style questions about what happened during the session. <p>Review the Story and Activity cards with the Catalyzer.</p> <ul style="list-style-type: none"> • Help the Catalyzer prepare for the next group activity • Look through the materials together • Help with any translation the Catalyzer might need • Give him/her an opportunity to practice with you • Talk about the issues that can arise during the discussion, and discuss how the Catalyzer might handle them • Talk about what the pictures show, and how to use the pictures to stimulate reflection and discussion 	<p>Often, a Facilitator can address the common coaching needs of two or more Catalyzers at the same time: they can review preparation, materials and roles as in the other three scenarios. But a group coaching session is also an opportunity for Catalyzers to learn from each other, and to build mutual support. Catalyzers can continue this mutual assistance after implementation ends.</p> <p>Group coaching with Catalyzers may follow these steps:</p> <p>Ask Catalyzers to share their experiences about sessions they have conducted with the others.</p> <p>Tell Catalyzers that they will be able to give feedback to each other, after you have asked a few questions.</p> <p>Give each Catalyzer a chance to share, if they do not want to share, they may just listen to the others.</p> <p>Ask about what happened during the session, using appreciative inquiry technique.</p> <p>Ask for comments and suggestions after the Catalyzers have shared.</p> <p>Remind them that this is an opportunity to help each other with challenges and give useful suggestions.</p> <p>Problem solve one or more difficult situations that Catalyzers have experienced. Identify who (such as an Influential) can help them mediate if community members get upset.</p> <p>Lead the discussion between the Catalyzers. Make sure everyone gets a chance to speak. Mediate if anyone starts being critical or taking over the conversation.</p> <p>Finish the conversation by highlighting the most useful suggestions and positive ideas.</p> <p>Thank everyone for participating. Encourage them to support each other whenever possible.</p>



Coaching Observation Checklist

Directions: This tool is designed to help Facilitators remember what to look for when observing Catalyzers' activities with their groups. As you observe the Catalyzer, tick off the items yes or no, and note any comments you may want to remember when coaching the Catalyzer and giving feedback. Remember that this checklist is for the Facilitator's use only: do not show it to the Catalyzer.

Catalyzer Name _____

Facilitator Name _____

Skill	Yes	No	Comments for feedback to Catalyzer
Able to comfortably use stories/activities with group			
Uses open questions			
Uses simple language/ translation			
Speaks clearly, loudly			
Uses welcoming body language and facial expressions, makes eye contact			
Positions self in group so all can see/hear			
Uses appropriate reflective dialogue facilitation skills			
Is familiar with tool and uses it as guide			
Creates reflective discussion in group			
Makes a call to action			
Respects time			



Able to talk about sensitive issues			
Encourages quiet people to speak			
Can talk about sensitive subjects and manage difficult conversations			
Encourages responses on sensitive issues			
Is able to respond to participants without value judgments			
Able to share/demonstrate how themes affect own life			
Expresses own feelings with regard to gender norms and family planning			
Encourages women and men equally to express views			
Guides discussion and draws conclusions			