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**FOSAPS/WAPHF's  
Capacity Building Department**



**FOASPS/ WAPHF**

Fédération Ouest Africaine du Secteur Privé de la Santé

West Africa Private Healthcare Federation

Federacao Oeste Africana do Setor Privado de Saude

# Coaching & Mentoring



This learning material is a product of the Permanent Secretariat of FOASPS/ WAPHF.

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# Opening session

- ❖ Self-introduction exercise:
  - ❖ Name and Function/ Profession
  - ❖ Country
  - ❖ This is my totem: the animal that describes me... (based on a series of animals shown on a screen share)
  - ❖ My expectation for this program



# My Totem



Deer



Llama



Ox



Dove



Goat



Shrimp



Rabbit



Bull



Turkey



Horse



Donkey



Bee



Crab



Cat



Goose



Geese



Llamas



Camels



Sheep



Cow



Parrot



Dog



Reindeer



Oxen



Fish



Pig



Lamb



Duck



Ostriches



Chicken

# Program's objectives



- **Overall objectives:**

- Strengthen the coaches' capacity of participants and equip them to become promoters of the professional growth of their supervisees and counterparts

- **Specific objectives:**

- Leverage participants' understanding in regards to the most recent theories and concepts about coaching
- Increase participants' understanding about the connections and differences between coaching and other supervisees' development tools (mentoring, counselling, training, consulting, etc.)
- Clarify the various tools and steps in a successful coaching experience
- Practice some key tools during the course of the program and after the program
- Carry out a coaching agreement with a selected coachee and produce a end of program report

# Breakdown of the program & methodology

## ❑ Pre workshop assignment, including:

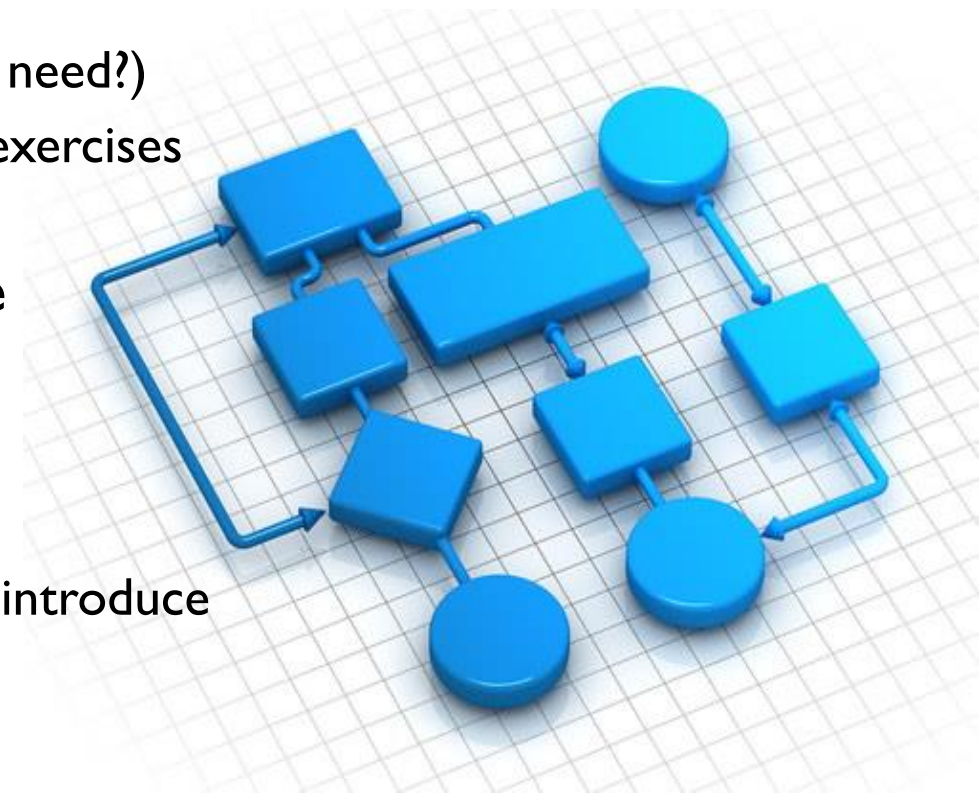
- Pre readings
- Self-tests (Emotional intelligence text, what kind of help do I need?)
- Identification of potential coaching clients to support some exercises during the program)

## ❑ Online 2/3 half days workshop built around the following conditions

- Methodology including plenary sessions and groups works,
- PPT presentation
- Utilization of various online facilitation tools (storytelling to introduce case studies, white board brainstorming's, etc.)

## ❑ Virtual one-on-one sessions:

- Objective: apply/ demonstrate some coaching skills during the experiencing component of the learning journey
- Condition: this will be done under the supervision/ coaching of Facilitators



# The certification opportunities

- **This program is designed to deliver three levels of certification**
  - **Bronze Certificate:** to all participants have completed the present program;
  - **Silver Certificate:** to those who decide to put into practice the competencies acquired during this program and conduct a six (6) months coaching program with a selected client coachee,
  - **Gold Certificate:** after an additional six (6) months and submission of a report indicating the coaching work done with two other client coachees.
  - The coaching activities will be carried out under the mentorship of your facilitator, and submission of a short report (Refer to Annex Nr. 6 from your manual)



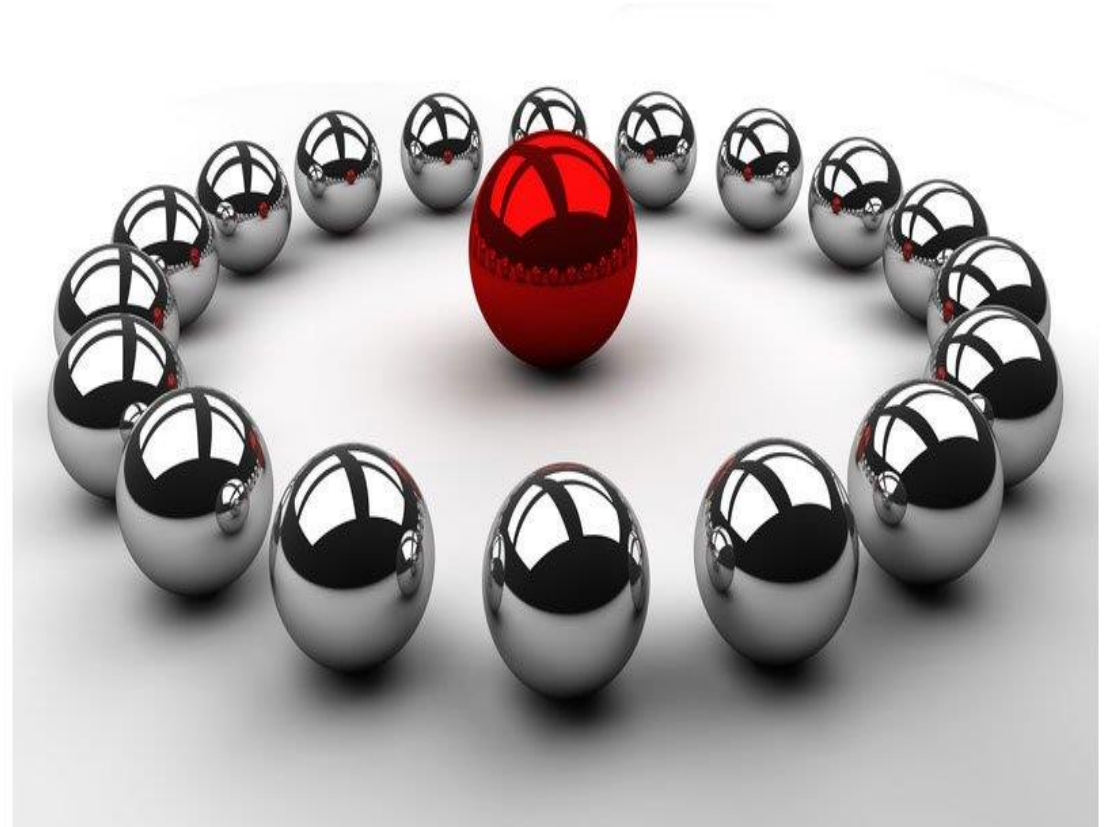
# Debriefing of the pre-workshop assignments

# Debriefing of the pre-workshop assignments

## Session's Objective

Create an opportunity for participants to share the lessons learnt when preparing the workshop and disclose their expectations for this workshop

NB: This session will combine a plenary and a group work





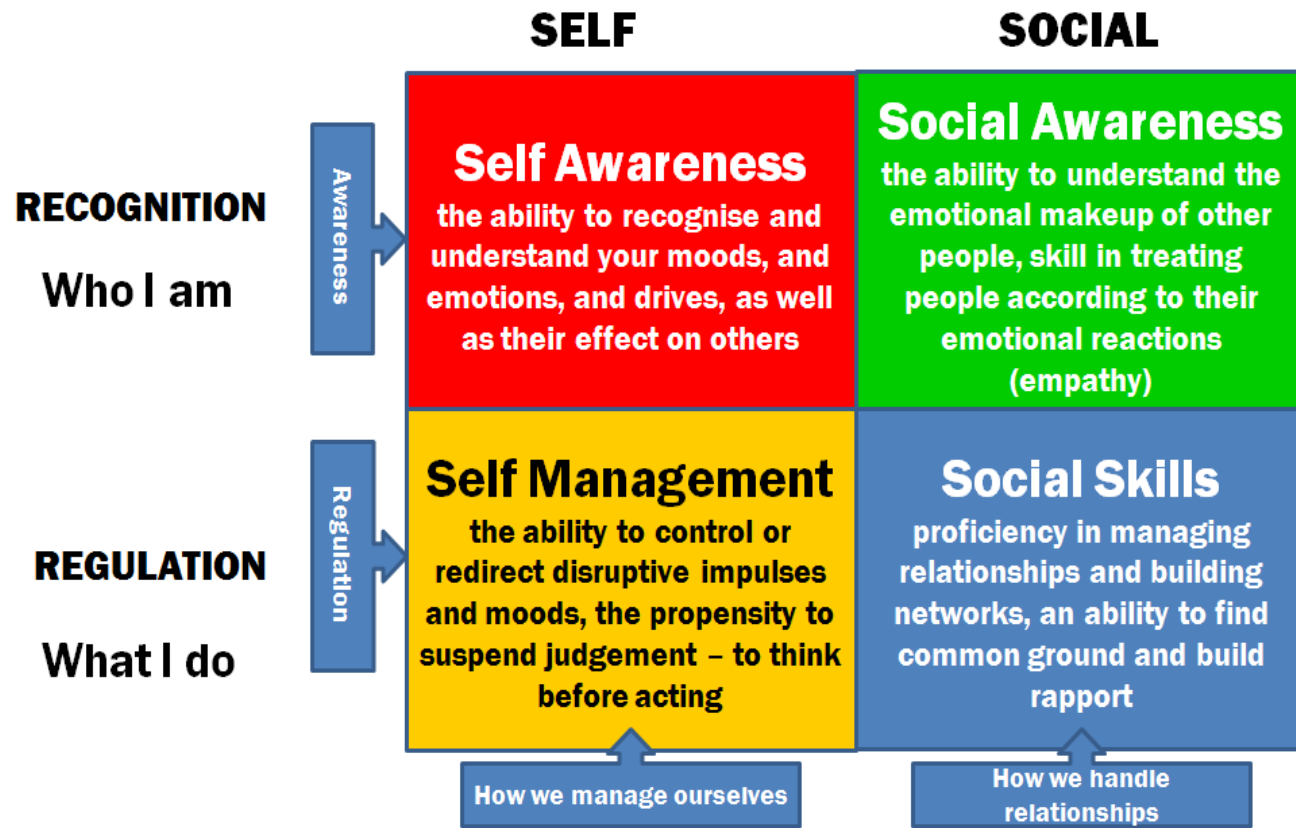
# Some debrief questions



- How was the preparation for you?
- What did you discover on yourself and on the concept of coaching?
- What lessons could you share with us?
- NB: Introduce the emotional intelligence exercise here if it had not been done during the pre-workshop

# What is Emotional intelligence?

## Emotional Intelligence



- Emotional Intelligence (EI) has been popularized by Daniel Goleman,
- Goleman defines EI as:
  - Knowing what you are feeling and being able to handle feelings without having them swamp you;
  - Being able to motivate yourself to get jobs done,
  - Be creative and perform at your peak;
  - Sensing what others are feeling,
  - Handling relationships effectively

# Why is Emotional intelligence important?

## Group Work

- **Creation of working groups**
  - According to the number of participants
- **Instructions**
  - Discuss in your working groups the following questions
    - Do you think that Emotional Intelligence is important in coaching and mentoring?
    - What are the interests for the coach in particular?
    - What are the interests for the coachee in particular?
    - What are the means to discover your coachee's EI?
  - Prepare your responses/ ideas for a presentation in plenary



# Why is Emotional intelligence important?

- Intelligence Quotient (IQ) and technical skills are important for Executive positions
- IQ and technical skills are essentially *threshold* capabilities.
- But EI is what really makes the difference for an effective manager
- They are entry level requirements for executive positions.
- EI is critical for Managers/ Supervisors when it comes to delegation and coaching
- It is a key condition to have a full control on our Intelligent Leadership



**Intelligent leadership:  
Helps to determine what  
Leadership style to apply to  
diverse supervisees**

# What is coaching and why not something else?

## Session's objective:

Give participants a space to discuss concepts, theories and perspectives about coaching and analyze its interest in the professional/career development



# What is coaching?



- The International Coaching Federation (ICF) defines coaching as *partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.*
- The results can be life changing.
- Clients often say they've created a new outlook on life - finding inspiration, courage, confidence, and answers to long-burning questions within themselves.

# What is Mentoring?

- There are many definitions of mentoring. However...
- According to PushFar, the most succinct definition of mentoring is:
- When someone shares his/her knowledge, skills, and experience to help another person to progress.
- This progression could be professional or personal, although given the work/life balance, a lot of us now, the crossover between the two is often unavoidable.



# Difference between Coaching and Mentoring

	Coach	Mentor
Definition	Provides guidance to a client on their goals and helps them reach their full potential	Shares their knowledge, skills and/or experience, to help another to develop and grow.
Duration of the exercise	Short-term. Example: A 10-15-minute conversation.	longer-term; Example: 6+ months and even years
Modality in regard to Emotional Intelligence	Non-directive. It is about asking the right questions, providing space, trust and confidence for the client to achieve more, and find capabilities within themselves.	More directive. It is about sharing one's knowledge, experience and skills, telling the mentee and guiding them through direction.
Required qualification	Qualifications are required to be considered a coach	No qualifications are required for mentoring.
Availability of trainings and courses	There are trainings in coaching skills and a lot of coaching qualifications	Mentoring training is often recommended but not required
Operational mode	Coaching is structured by line-managers or sponsors. An employee can be sent to be coached for certain skills. Formal meetings (agenda and goals) are required	Mentoring is less structured. Meetings (agenda and goals) are recommended, but it will be up to the mentee to put this together
Driven direction	Performance driven. The clients are encouraged to perform in their day-to-day roles.	Development driven. The mentee have to decide what S/He wishes to achieve and goals they have for their mentoring relationships.
Field of expertise	Does not have to be from the same field as the coachee	Has to be from the same field as the coachee



# What kind of help do I need from my experts?

	Coaching	Mentoring	Training	Consulting	Counseling or Therapy
Purpose (For client)	Engage in a personal discovery	Receive advice and guidance	Acquire skills and fill knowledge gaps	Receive expert knowledge and advice	Overcome past pain and trauma
Focus (For both the expert and the client)	On future goals and actions, self-empowered development	On mentor's Experience to support a journey to an aspired state	On development of new skills	On problem-solving and systemic changes	On past emotional issues/ emotional responses
Methods (For the expert)	Listening, questioning, actions planning, reflecting	Listening, sharing experience, planning	Instruction, teaching	Observing, analyzing, advising	Therapeutic methods, listening, reframing
Approach	Coachee as expert	Mentor as expert	Trainer as expert	Consultant as expert	Counsellor as expert
Discussion areas (The expert looks at)	Goals, behaviours, options, choices	Aspirations, feelings and actions	Knowledge and skills	What and how to improve	Clients' feeling
Outcomes (For client)	Increased confidence, awareness of behaviours and thought processes	Increased clarity on direction, career, role of life	New knowledge and competences	Organizational improvement	New insights about the self

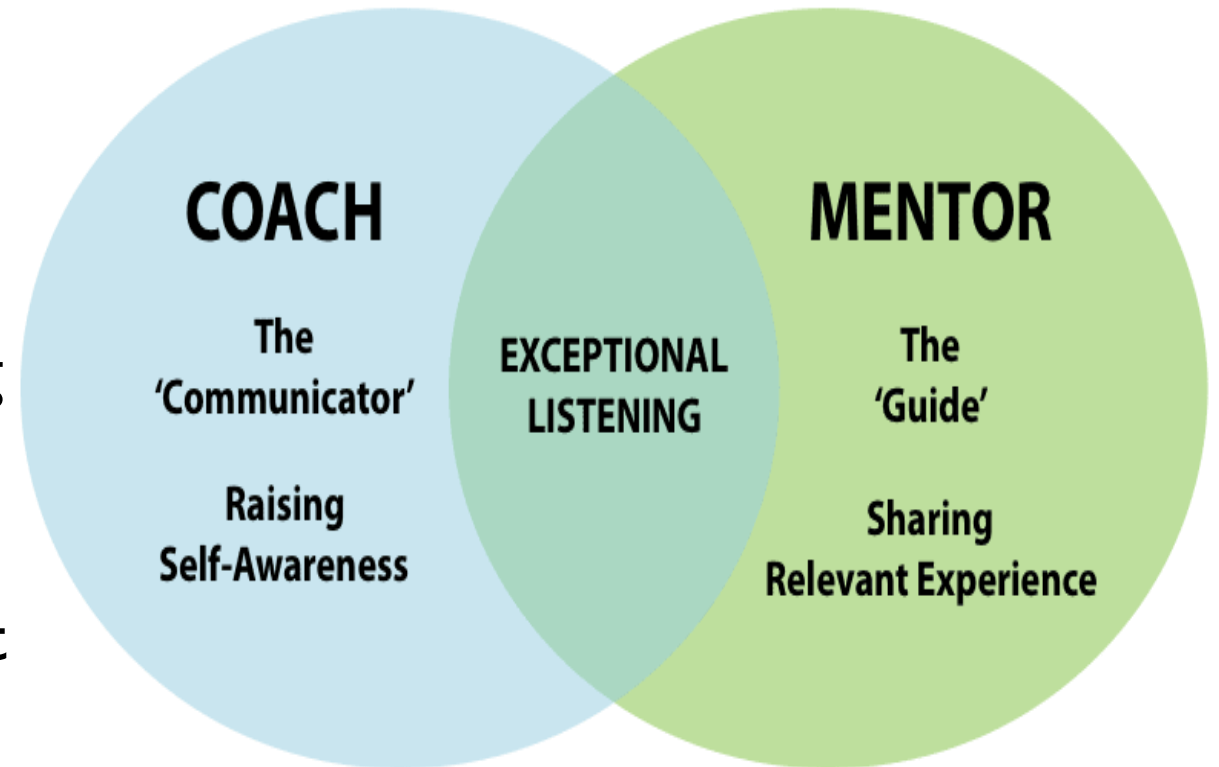
# Buzz groups or table discussions: What do I need in my work? (Coaching or Mentoring)

- In your buzz group/ Table, discuss the following questions and let one of your team member share your thought:
  - What expertise do we need in our organization? Coaching or mentoring? Or something else?
  - Why? From the perspective of the supervisor and from the perspective of the supervisee
  - You may include the specifics of a remote team...



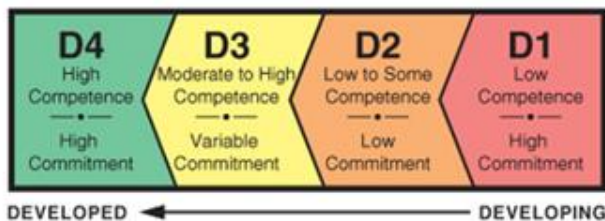
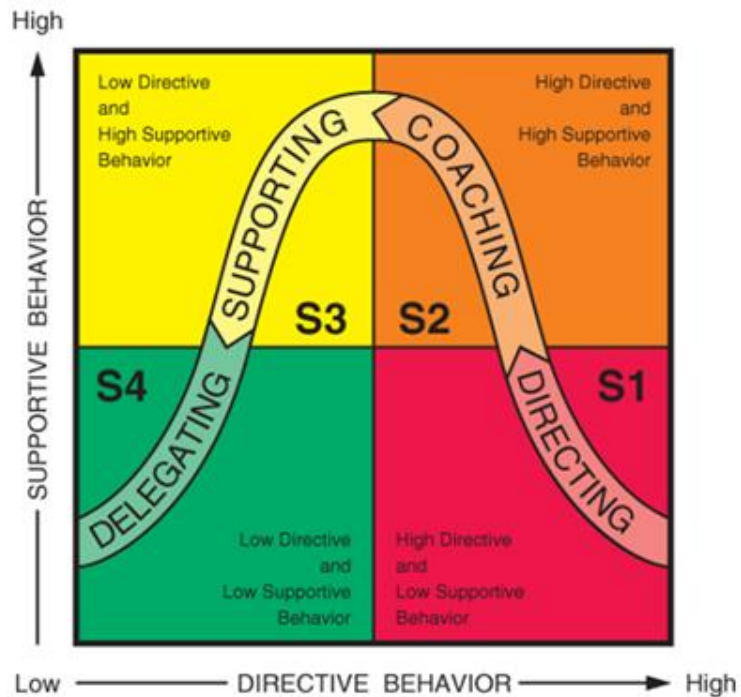
# Coaching? or Mentoring?

- For FOASPS/ WAPHF, the continuous learning agenda should be embedded in the context of a remote team at the regional level but also between the permanent secretariat and the country federations
- Only through a combination of Coaching and Mentoring supported in a culture of true Delegation, we can achieve our goal of a very professional and sustainable dynamics in Organizational Development and Advisory services
- Nevertheless, in this program we may be making a focus on coaching



# Leadership: Delegation Coaching & Mentoring

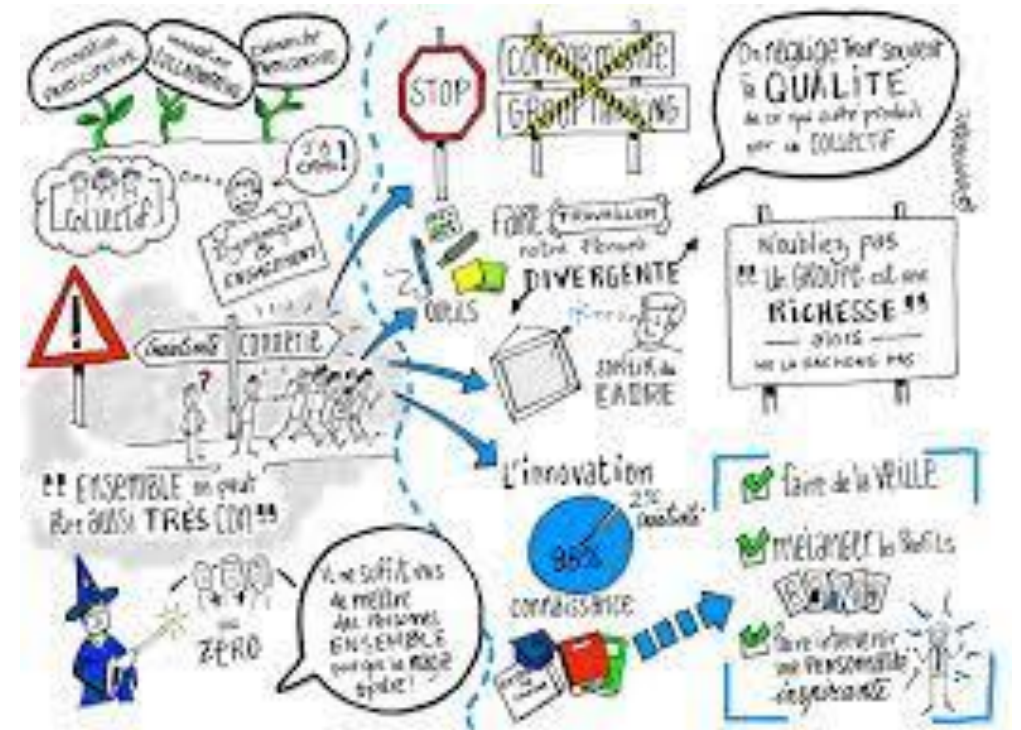
Situational Leadership® II Model



- Why Delegation Should Always Include Teaching, Coaching, and Mentoring?
- Delegating is hard sometimes due to some of our beliefs/ objections
  - We believe we will or could do it better.
  - We are concerned about the fact that we can or could do it faster than the time it takes to teach someone else.
  - We get satisfaction (and possibly recognition) from being the one who gets things done.
- The solution is in the adoption of a leadership that empower and promote staffs (Been a “On the go Leader”)
- An “On the go Leader” is always working with her/ his supervisees and colleagues as if s/he is going on retirement in few years
- S/He is a teacher, a mentor and/or coach, to prepare people for delegation and empowerment
- The Situational Leadership II Model is self explanatory in that sense

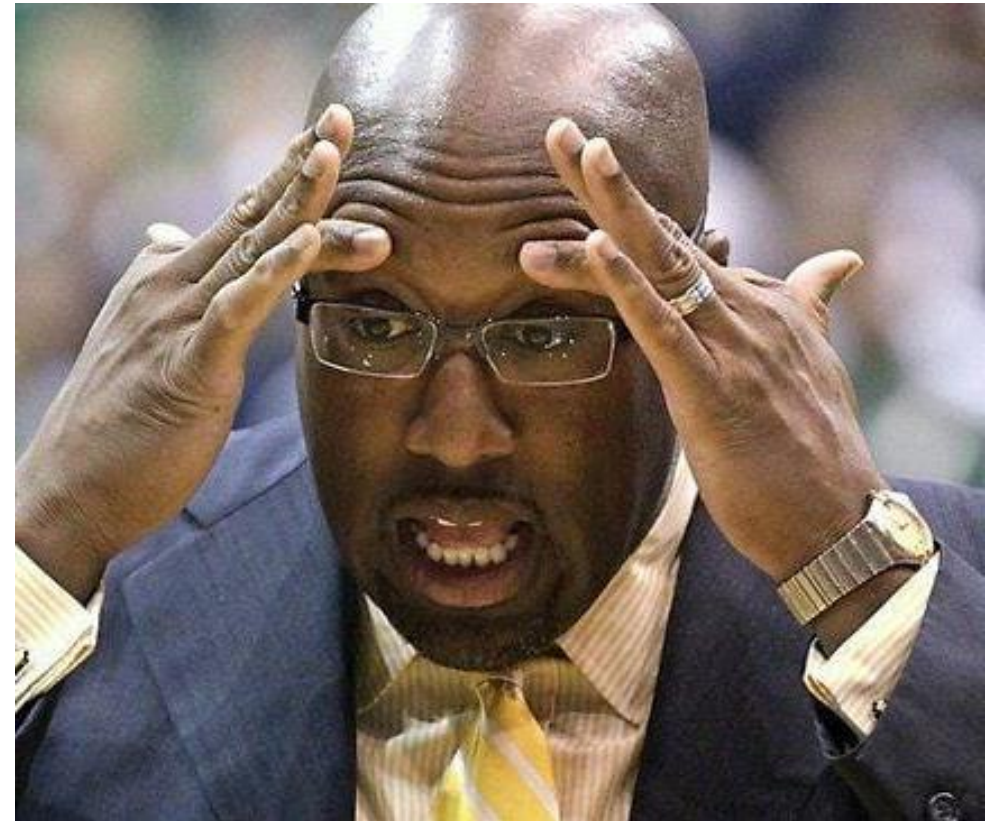
# Brainstorming session

- Take a minute to think of a supervisor you had in previous or present jobs, Somebody from whom you learnt a lot.
- Recall some of the attitudes, special ways of dealing with you and other colleagues
- After one or two minutes...
- Let's now go around the room and allow every one to provide an answer to this question:
- “What are the key characteristics of a good coach/ mentor?”



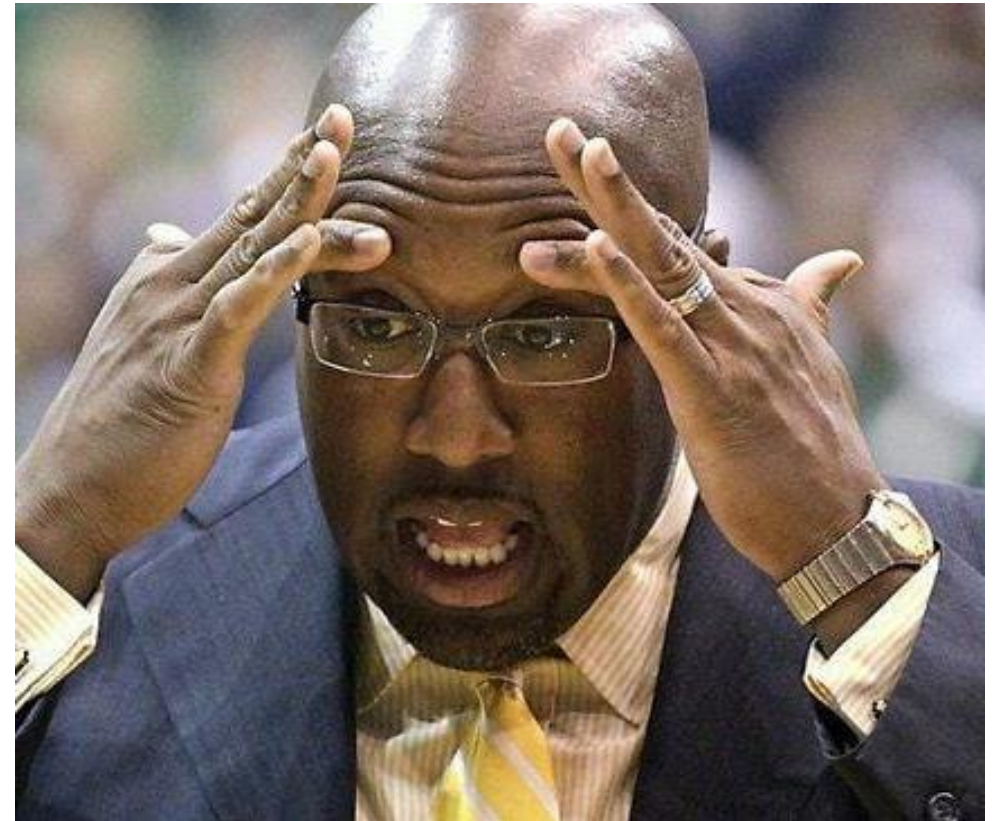
# What are the key characteristics of Good coaches and Mentors? (1/2)

- **An effective coach is:**
  - **Positive:** No matter the situation, be confident analyze options with the client
  - **Enthusiastic:** Always bring energy to every step to generate energy in return
  - **Supportive:** Encourage and provide needed resources and supports
  - **Trusting:** A priori, trust staff to be conscientious, truth teller in every situation
  - **Focused:** Avoid distractions that may hamper the attainment of set objectives
  - **Goal-oriented:** Give assignments and tasks based on clear, definable goals.



# What are the key characteristics of Good coaches and Mentors? (2/2)

- **An effective coach is:**
  - **Observant:** Beware of what said what is not, and pick up on body language
  - **Respectful:** Respect everyone's rights as employees and as human beings.
  - **Patient:** Tell them explain again and again if need be and adapt the language.
  - **Clear:** If s/he did not hear it right, maybe the supervisor did not say it right.
  - **Assertive:** A good coach does not mean you forget your manager's responsibility
  - **A good listener:** Listen with empathy and anticipation of clients needs



# **Coaching: a partnership involving many parties**



## **Session's Objective**

Helping participants to have a clear view on the various people interested in coaching experiences even the ones happening between two people



# Case study & Role play



- You are the Head Finance and Administration of FOASPS/ WAPHF and you received a message from the newly joining Administration and finance Officer for the Benin Federation
- S/He requested your coaching assistance to understand the articulations of the sub grant and improve Her/ His capacity in managing donors funded projects
- How are you going to go about it? And who will you include in the conversation? As it seems to be an emergent request, you decide to call various counterparts involved in this transaction and collect information for the next coordination meeting
- Start with an individual reflection and elaborate your ideas on who you will call. And get ready to role play the situation
- Let the volunteer role play the situation and be ready to get some other colleagues to help

# Debriefing of the role plays and Brainstorming of various partners of a coaching experience

- **In Plenary:**

- What are your comments about the three role plays that you've just witnessed?
- Based on the role plays, what are the various people you've identified as interested partners in the starting coaching experience?
- Are there some missing partners? Please announce them



# Partners in a coaching experience

- In a coaching journey, there are various level of stakeholders/ partners, namely:
  - The client's side
    - The coachee or the client
    - The coachee's supervisor (or line manager)
    - The Human Resources Officer/ Manager
  - The service provider's side
    - The coach/ The expert
    - The coach's supervisor (Or line manager)
    - The Human Resources Officer/ Manager
  - The sponsor of the coaching experience
- NB: Signing a coaching agreement aims at ensuring a common understanding about the assignment and the expected outcomes



# Coaching Agreement Template

This coaching agreement is between:

The Coach (Name & department):	Duration
--------------------------------	----------

The Coachee (Name & department):	Dates:	From ____ To _____
----------------------------------	--------	--------------------

<b>Development Objectives</b>	For the Coachee's Organization
	For the Coachee
	For the Coach
	Other pertinent objectives

Note: In the columns hereunder, please, indicate the competencies to be developed (1) and the different steps or activities to carry out to reach there (2). Then provide some success indicators (3) and the responsibilities of each party (4 and 5)

Competencies to be developed (1)	Steps / activities to carry out (2)	Success Indicators (3)	Responsibilities of the Coachee (4)	Responsibilities of the Coach (5)

**Names, dates and signature**

The Coachee	The coachee's supervisor	The coachee's HR Manager	The Coach

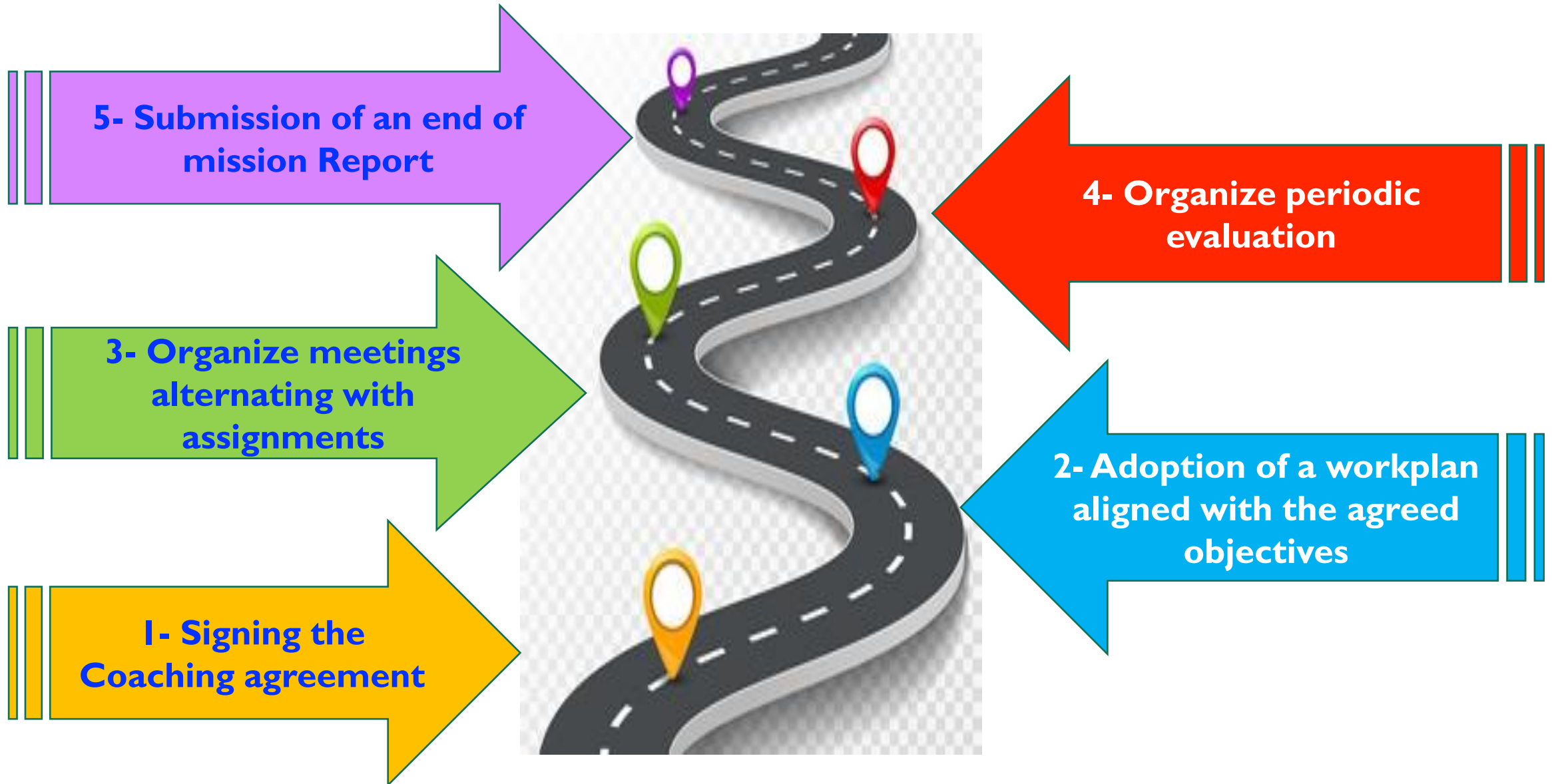
# Coaching tools and ways of proceeding

## Session's objective

Respond to the question “How do I carry out a coaching service and what are the key steps?”



# Key Steps/ “Milestones” in a coaching process



# Signing the Coaching agreement

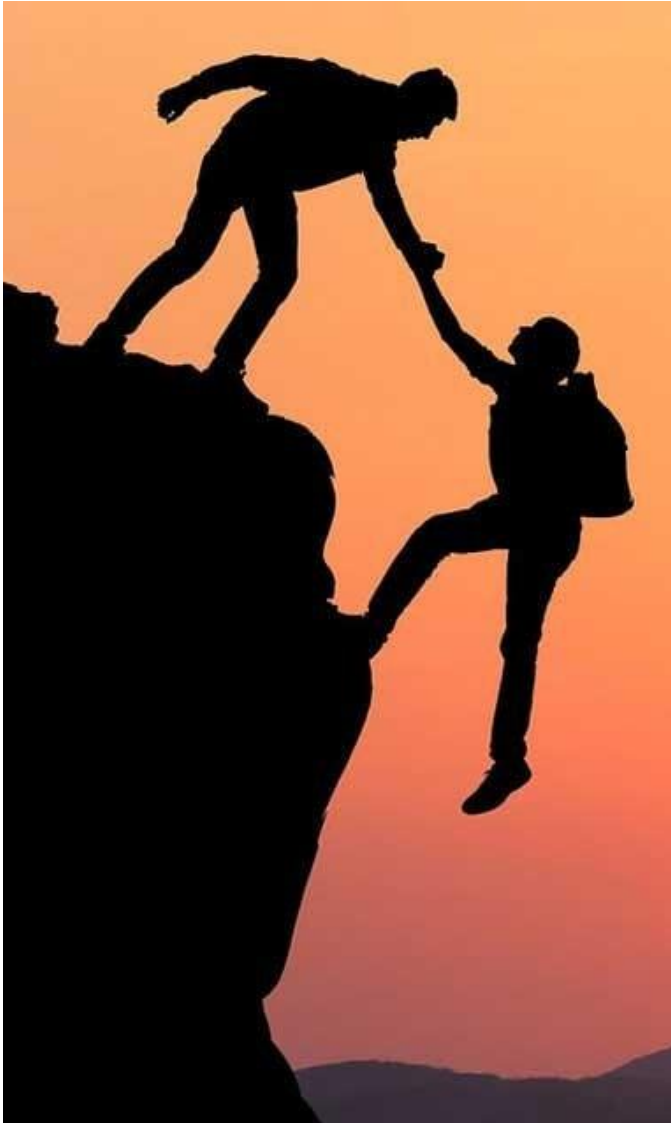
- Coaching agreement are discussed between main stakeholders to insure that direct actors and their respective organizations' interests are addressed
- The discussions is mainly about the coaching objectives and expected competences to develop by the coachee
- The duration should be agreed upon to provide enough space for the results to be created, but without becoming a long stressful business for any of the parties (Ideally 6 months). But it can be less or more







# Coaching techniques (1/2)



- ✓ The 5-minute pre-session check-in (What did we learn? What did we discover since last session? Something that happened on the job?)
- ✓ Ask open-ended questions to allow the vis-à-vis to elaborate
- ✓ Use the power of writing: Encourage the client to keep a coaching journal
- ✓ Be fully present and focused: Take 5 minutes before every session to visualize the session
- ✓ Follow-Up with the client – Use ongoing Feedback for invaluable information

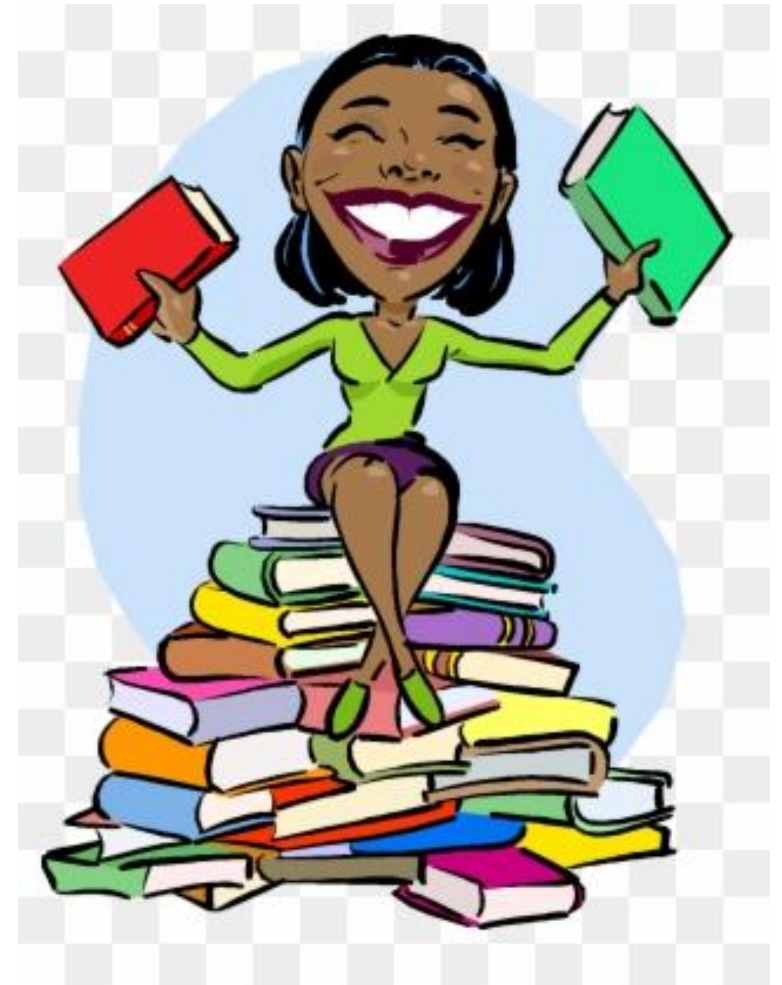
# Coaching techniques (2/2)



- ✓ Homework assignment to strengthen accountability together with a shared To-Do list
- ✓ My goal is achieved: Set before hand what will be the sign that the client's goal is achieved
- ✓ Use every session to become a better coach - Improve your skills
- ✓ Use the power of coaching software  
<https://clevermemo.com/app/en/register.xhtml;jsessionid=77c5aa44026f6660dd02a61b5d64>
- ✓ Practice active listening (reflective listening)

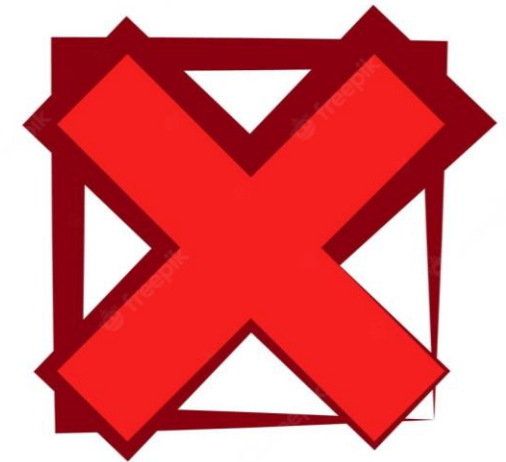
# Organize meetings alternating with assignments (For single or multiple coachees)

- The coaching is strongly based on learning by doing
- It needs from the coach, a real capacity to let the coachee do the work
- Therefore, it combines two major tools:
- Meetings:
  - Are meant for discussions, responding to the coachees' questions, give orientations.
  - Work should be seen as a co-work, co-creation, or collaborative activity
- Assignments:
  - Are meant for the coachee to work and present the result for appreciation and feedback
  - These assignment may be submitted before the schedule meetings for distance support
- The coach is encourage to use these two techniques wisely based on the coachee's emotional intelligence



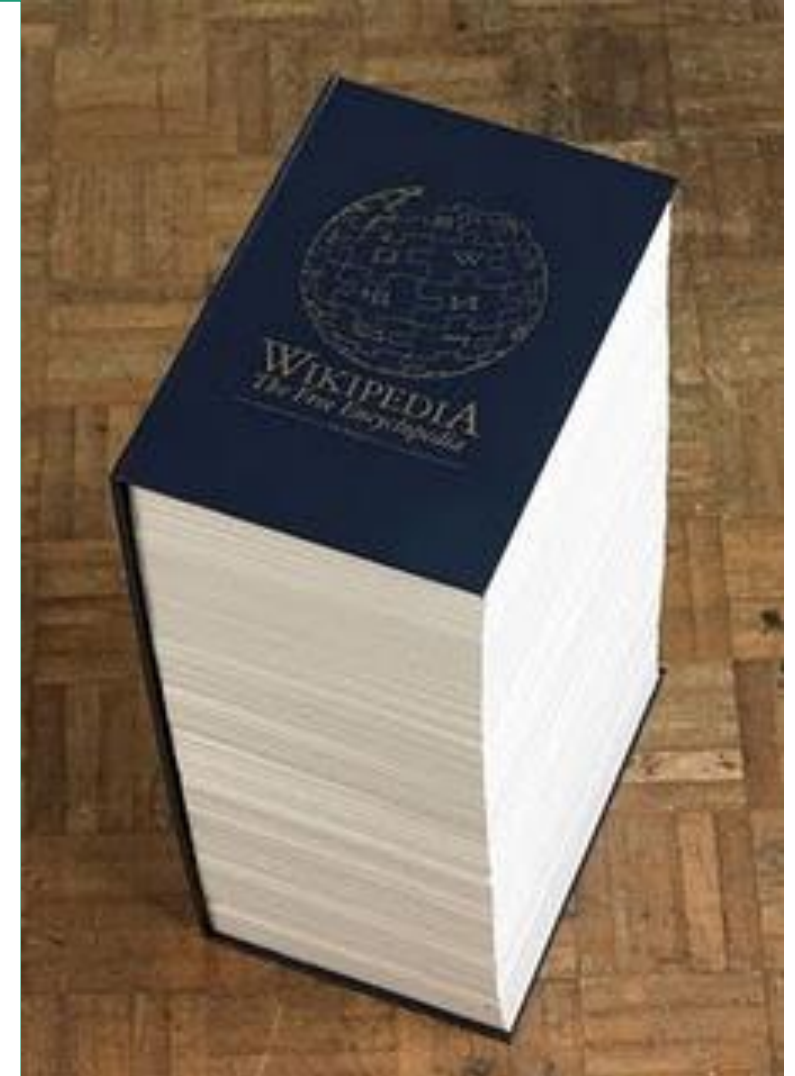
# Organize periodic evaluation

- Evaluation is used to measure the expected changes and impact of the coaching over time.
- Evaluation is important to determine
  - if our coaching is on track to meet the clients desired outcome, to understand “what works”
  - if the coaching is meeting the expected changes and impacts.
  - The periodic evaluation dates should be agreed from front in addition to the end of process evaluation
- At the end of the contract, an evaluation of the coach is also due
  - It serves the Organizations on both side to keep track of their commitments
  - It serves the coach to ensure her/ his personal growth and development as a coach
- Refer to the suggested forms in the participants’ manual



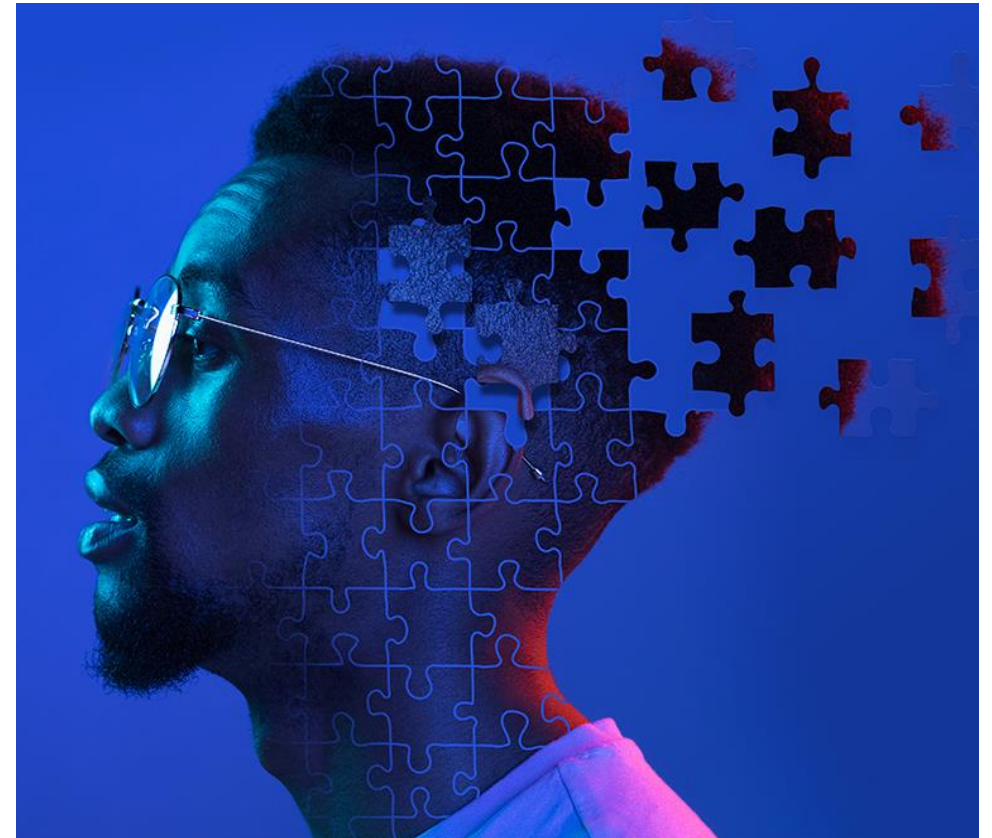
# Submission of an end of mission Report

- At the end of the coaching journey, coach and coachee may decide to submit a join or separate report
- The report may include (Ref. Report template in the manual):
  - An introduction;
  - A breakdown of all activities carried out (Meetings, assignments, coachee's on the job learning, side complementary researches, readings, mid term evaluations, etc...);
  - End of mission evaluations results;
  - Challenges encountered and solutions applied;
  - Recommendations to: (i) the coachee's organization, supervisors and top manager (ii) Sponsor.
  - Conclusion
  - Annexes: coaching agreement and other documents produced



# Some advices to conclude on this session

- Setting the agenda for a coaching session (Both partners should do their home works)
- Who decides on the topics for discussion
- Responsibilities of each partner during the coaching session
- Approach must be based on the clients needs and emotional statutes (intelligence)



# Exercises and practices



**Session's objective**  
Give participants some key opportunities to practice coaching around role plays exercises

# Reflective listening: Definition and practice

- **Definition**

- In reflective listening, the listener briefly states in his or her own words the core of what the speaker has communicated. In this way the listener reflects (as a mirror) or echoes the thoughts and/or feelings of the speaker

- **Technique and practice (Exercise)**

- In order to reflect you must listen carefully to search the speaker's core message and dominant feelings
- 1- Using the "You" focus
  - You think that ...
  - You feel that ...
  - As you see it...
  - Sounds like you're...
- 2- Using your own words
- 3- Being brief
- 4- Using a down turned voice





# Why people ask to be coached? Brainstorming session

**Let's  
brainstorm  
on “different  
reasons why  
people are  
looking for a  
coaching &  
mentoring  
service”**

# Why people ask to be coached?

## Brainstorming session

**Let's brainstorm on “different reasons why people are looking for a coaching & mentoring service”**

- To have a better marriage
- To develop their leadership
- To improve their competences
- To best manage time and stress
- To be more efficient in their work
- To improve their reporting capacity
- To increase their success in their social life
- To increase their knowledge about their job
- To increase their capacity to manage change
- To develop their communication & people skills
- To plan and work on their career

# Practice of a coaching session

1. I am having some challenges in my marriage
2. I want to be a good leader
3. How can I improve my competences?
4. I have difficulties to submit my assignments on time
5. How can I be more efficient in my work?
6. Is there a way I can improve my reporting capacity?
7. How can I be a successful person in my social life
8. Can you help me to improve my knowledge about my job?
9. I am facing many changes in my life. How can I cope with that?
10. Is there a relation between stress and time management?
11. I need to develop my communication & people skills?
12. Can you help me to plan and work on their career

**Choose one of the issues on the list**

**Find 2 colleagues and create a trio with them**

**Alternatively, you will be playing the role of:**

- **The coach (15 min.)**
- **The coachee (15 min.)**
- **The observer (15 min.)**

**After the session we will take 15 minutes to debrief**

# Ways forward

## Session's objective

Provide to participants key information about the next steps toward the continuous learning and targeting other levels of certification, and other learning opportunities



# The certification opportunities

- **This program is designed to deliver three levels of certification**
  - Bronze Certificate: to all participants have completed the present program;
  - Silver Certificate: to those who decide to put into practice the competencies acquired during this program and conduct a six (6) months coaching program with a selected client coachee,
  - Gold Certificate: after an additional six (6) months and submission of a report indicating the coaching work done with two other client coachees.
  - The coaching activities will be carried out under the mentorship of your facilitator, and submission of a short report (Refer to Handout Nr. 6 in your manual)



# Some online Coaching certification opportunities

- **Life Coaching Certificate Course (Beginner to Intermediate)**
- A comprehensive online training that delivers in-depth understanding of the key elements of the Life Coaching profession

Link: <https://www.udemy.com/course/life-coaching-online-certification-course-life-coach-training/>

Or.

Link: <https://www.udemy.com/topic/life-coaching/>

- **Coach Training Certification - ICF Approved Courses Online**  
Link: <https://www.symbiosiscoaching.com/life-coach>
- **ICF - Free Coaching Webinar - Remain Relevant & Resilient**  
Link: <https://www.coachingfederation.org/>

- **6 Week Courses - IAP Career College**  
Link: <https://www.iapcollege.com/>
- **Certified Coaching & Mentoring Professional (CCMP) Certification**  
Link: <https://itdworld.com>
- **Executive Coach and Mentor Certification | MSI Certified certif...**  
Link : <https://www.msicertified.com>
- **Certified Coaching & Mentoring Professional (eCCMP) 2021 ...**  
Link <https://blog.trginternational.com>
- **Devenir Coach Certifié - Maintenant**  
Link: <https://fr.digupinfo.com/>

# Open forum

- Before closing our program, we want to discuss any question that you may have
- The facilitator is not the only person to respond, but we want this session to be as interactive as possible
- Let's go...