

# Coaching & mentoring

## Capacity Building Tools



# Preworkshop assignment

Version of August 2023

# MESSAGE TO PARTICIPANTS

Dear Colleagues participants

Congratulations on your decision to sign in for this coaching and mentoring program. We are privileged to be your learning facilitators during this short period of time while you will be developing your capacity as result-oriented supervisors for your team.

We hope that doing so, you will become an impactful leader in your organization and promote the sense of common growth to foster the creation of a collective brain in FOASPS/ WAPHF and in our partner organizations.

To get very well prepared for this program, we would like to invite you to carry out these few assignments including:

- A short self-assessment of your coaching and mentoring readiness (am I a good coach and/ or mentor?)
- A short self-assessment on Emotional Intelligence
- A couple of readings
- A reflection on your expectation for this program

All the best

**And now please complete the registration form below and return it to us or send it to your contact and coordinator of this training.**

## Coaching & Mentoring Capacity Building Tools

### REGISTRATION FORM (To be returned to the Organization)

Name	
Function/ Title	
Contacts Phone /WhatsApp	
E-Mail	
Organisation	
Will you be in the training with one or some supervisees?	
Have you ever participated in a coaching/mentoring training?	
What are your expectations for this training programme?	

## Handout N° 1

# SYNOPSIS OF THE PROGRAM

<b>Program's title</b>	<b>Developing coaching and mentoring capacity and skills</b>
<b>Target groups</b>	<p><b>Various categories of FOASPS/ WAPHF's members</b></p> <ul style="list-style-type: none"> <li>○ Permanent Secretariat staff in supervision role (especially technical assistants)</li> <li>○ FOASPS/ WAPHF's Board members</li> <li>○ Country Federations' secretariat staff in supervision positions</li> <li>○ Executives of Country Federations</li> <li>○ Partners' Executive and staff in supervision positions</li> <li>○ External clients' Executive and staff in supervision positions</li> </ul>
<b>Program's objectives</b>	<p><b>Overall objectives:</b></p> <ul style="list-style-type: none"> <li>○ Strengthen the coaches' capacity of participants and equip them to become promoters of the professional growth of their supervisees and counterparts</li> </ul> <p><b>Specific objectives:</b></p> <ul style="list-style-type: none"> <li>○ Leverage participants' understanding in regards to the most recent theories and concepts about coaching</li> <li>○ Increase participants' understanding about the connections and differences between coaching and other supervisees' development tools (mentoring, counselling, training, consulting, etc.)</li> <li>○ Clarify the various tools and steps in a successful coaching experience</li> <li>○ Practice some key tools during the course of the program and after the program</li> <li>○ Carry out a coaching agreement with a selected coachee and produce an end of program report</li> </ul>
<b>Breakdown of the program</b>	<p><b>1. Pre workshop assignment, including:</b></p> <ul style="list-style-type: none"> <li>- Pre readings</li> <li>- Self-tests (Emotional intelligence text, what kind of help do I need?)</li> <li>- Identification of potential coaching clients to support some exercises during the program)</li> </ul> <p><b>2. 3-day face-to-face workshop built around the following approaches:</b></p> <ul style="list-style-type: none"> <li>- Methodology combining plenary sessions and groups works,</li> <li>- PPT presentation</li> <li>- Utilization of various online facilities (storytelling to introduce case studies, white board brainstorming's, etc.)</li> </ul> <p><b>3. Virtual individual sessions for continuous learning and certifications to higher levels:</b></p> <ul style="list-style-type: none"> <li>- Objectif: apply/ demonstrate some coaching skills during the experiencing component of the learning journey</li> <li>- Condition: this will be done under the supervision/ coaching of Facilitators</li> </ul>
<b>Special comment</b>	<p><b>NB: This program is designed to deliver three levels of certification</b></p> <ul style="list-style-type: none"> <li>- Bronze Certificate: to all participants who have completed the program;</li> <li>- Silver Certificate: to those who decide to put into practice the competencies acquired and conduct a six (6) months coaching program with a selected client coachee.</li> <li>- Gold Certificate: after an additional six (6) months and submission of a report indicating the coaching work done with two other client coachees.</li> </ul>

Handout N° 2

**AGENDA OF THE FACE-TO-FACE WORKSHOP**

Days & Times	Session's title	Session's objectives	Observations/ Main tools
<b>Day 1</b>			
Day 1 13:00 – 14:00  (60 min.)	1. Opening session	Create the initial dynamic for a shared learning experience for participants and facilitators	Self-introduction exercise: This is my totem: the animal that describes me... (based on a series of animals shown on a screen share)
14:00 – 14:30	Tea break		
Day 1 14:30 – 16:00  (90 min.)	2. Debriefing of the pre workshop assignments	Create an opportunity for participants to share the lessons learnt while 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
Day 1 16:00 – 17:30  (90 min.)	3. What is coaching and why not something else?	Give participants a space to discuss concepts, theories and perspectives about coaching and analyze its interest in the professional/ career development	PPT presentations on: - Definition of coaching - Difference between coaching and other means for capacity development
<b>Day 2</b>			
13:00 – 13:15:	Review day 1		
Day 2 13:15 – 14:45 (90 min.)	4. Coaching: a partnership involving many parties	Helping participants to have a clear view on the various people interested by the coaching experiences even when happening between two people	PPT presentations on: - Who are the stakeholders in a coaching and mentoring experience? - What may be their interests and how to address them? - The coaching agreement. Exercise: Drafting the coaching agreement
Day 2 14:45 – 17:00  (105 min.)	5. Coaching tools and ways of proceeding	Respond to the question "How do I carry out a coaching	PPT presentations on: - Steps in a coaching service: from the decision to the evaluation and report

		service and what are the key steps?"	<ul style="list-style-type: none"> <li>- Setting the agenda for a coaching session</li> <li>- Who decide on the topics for discussion</li> <li>- Responsibilities of each partner during the coaching session</li> <li>- Approaches based on the clients need and emotional statutes (intelligence)</li> </ul>
<b>Day 3</b>			
13:00 – 13:15:	Review Day 2		
Day 3 13:15 – 15:15 (120 min.)	6. Exercises and practices	Give participants some key opportunities to practice coaching around role plays exercises	PPT presentations on: <ul style="list-style-type: none"> <li>- The situation/ context for the role play</li> <li>- Assignment to every participant (the coach, the coachee and the observer)</li> <li>- Exercise (Role play)</li> <li>- Debriefing session and lessons learnt</li> </ul>
Day 3 15:15 – 16:15 (60 min.)	7. Ways forward	Provide to participants key information about the next steps toward the continuous learning and targeting other levels of certification	PPT presentations on: <ul style="list-style-type: none"> <li>- The multi-level certification process</li> <li>- The support available (The mentors)</li> <li>- The resources available</li> <li>- List of courses (online and face-to-face)</li> </ul>
Day 3 16:15 – 17:00 (45 min.)	8. Closing session	End the program in beauty and keep a memorable souvenir of the training	

**NB: In a face-to-face mode, this program can be covered in 2 or 3 full days. But in virtual mode, it can be carried out in 5 half days.**

# Am I a good coach and/ or mentor?

## (Self-assessment questionnaire)

### INSTRUCTION

This self-assessment questionnaire is designed to help you identify how ready you are for your journey as a Coach and Mentor. Read the various declarations hereunder and decide how they describe your attitudes and/ or behaviours and decide if this is something you do rarely sometimes, frequently, usually or almost always.

- A - Rarely Displayed
- B - Sometimes Displayed
- C - Frequently Displayed
- D - Usually Displayed
- E - Almost Always Displayed

### Circle in the columns on the right

As a coach & mentor...

#### Declarations

D1	I'm good at building trust with my supervisees	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D2	I'm good at ask questions when working with my supervisees	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D3	I'm good at rewinding and repeating to increase supervisees understanding	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D4	I'm good at being flexible to adapt to my supervisee's constraints	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D5	I'm good at dedicating time for my mentoring activities	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D6	I'm good at assigning tasks and responsibilities that stretch the supervisee	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D7	I'm good at setting the highest performance levels	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D8	I'm good at being an exemplary role model	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D9	I'm good at telling my supervisees what to do	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D10	I'm good at working with my supervisees without setting deadlines	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D11	I'm good at being "laissez-faire" in my relations with my supervisees	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D12	I'm good at being lackluster in my overall attitude towards my supervisees	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D13	I'm good at being rigorous and critical of mistakes made by my supervisees	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D14	I'm good at talking and giving instructions to my supervisees. Listening to them is counter productive	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D15	I'm good at undermining my supervisees trust	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
D16	I'm good at minimizing my supervisees' capacity to think for themselves	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

# RESULTS CALCULATION

Report the appropriate rating in relation of the letter that you've circled in the questionnaire

	Declarations									
	D1	D2	D3	D4		D5	D6	D7	D8	
<b>A = 1</b>										
<b>B = 2</b>										
<b>C = 3</b>										
<b>D = 4</b>										
<b>E = 5</b>										
<b>TOTAL</b>										

	Declarations									
	D9	D10	D11	D12		D13	D14	D15	D16	
<b>A = 5</b>										
<b>B = 4</b>										
<b>C = 3</b>										
<b>D = 2</b>										
<b>E = 1</b>										
<b>TOTAL</b>										

<b>GRAND TOTAL</b>	<b>D1 à D4 + D9 à D12</b>		<b>D5 à D8 + D13 à D16</b>	
	<b>Coaching skills</b>		<b>Mentoring skills</b>	

## Scoring:

A total of:

65 - 75 + = Excellent

35 - 54 = Fair to Good

Below 54 = Needs Improvement

Now choose three characteristics that need most improvement and write them below and how you will work on improving them.

1.	
2.	
3.	

**NB: During the workshop you will have good opportunities to revisit your supervisory styles and improve some of them to be a good coach and Mentor**

Please do this self-assessment and keep the result of the workshop

## (EI) Emotional Intelligence Questionnaire

Attribution is given to Drug and Alcohol Library (UK) from whom this questionnaire is borrowed for training purpose

[https://www.drugsandalcohol.ie/26776/1/Emotional\\_intelligence\\_questionnaire-LALI.pdf](https://www.drugsandalcohol.ie/26776/1/Emotional_intelligence_questionnaire-LALI.pdf)

This self-assessment questionnaire is designed to get you thinking about the various competences of emotional intelligence as they apply to you.

### I. Assess and score how much each statement applies to you

#	How much does each statement apply to you	Mark your score
	<p>Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide.</p> <p>1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies</p>	<p>Circle the number that shows how strongly the statement applies</p>
1	I realize immediately when I lose my temper	1 2 3 4 5
2	I can 'reframe' bad situations quickly	1 2 3 4 5
3	I am able to always motive myself to do difficult tasks	1 2 3 4 5
4	I am always able to see things from the other person's viewpoint	1 2 3 4 5
5	I am an excellent listener	1 2 3 4 5
6	I know when I am happy	1 2 3 4 5
7	I do not wear my 'heart on my sleeve'	1 2 3 4 5
8	I am usually able to prioritize important activities at work and get on with them	1 2 3 4 5
9	I am excellent at empathizing with someone else's problem	1 2 3 4 5
10	I never interrupt other people's conversations	1 2 3 4 5
11	I usually recognize when I am stressed	1 2 3 4 5
12	Others can rarely tell what kind of mood I am in	1 2 3 4 5
13	I always meet deadlines	1 2 3 4 5
14	I can tell if someone is not happy with me	1 2 3 4 5
15	I am good at adapting and mixing with a variety of people	1 2 3 4 5
16	When I am being 'emotional' I am aware of this	1 2 3 4 5
17	I rarely 'fly off the handle' at other people	1 2 3 4 5
18	I never waste time	1 2 3 4 5
19	I can tell if a team of people are not getting along with each other	1 2 3 4 5
20	People are the most interesting thing in life for me	1 2 3 4 5



21	When I feel anxious, I usually can account for the reason(s)	1	2	3	4	5
22	Difficult people do not annoy me	1	2	3	4	5
23	I do not prevaricate	1	2	3	4	5
24	I can usually understand why people are being difficult towards me	1	2	3	4	5
25	I love to meet new people and get to know what makes them 'tick'	1	2	3	4	5
26	I always know when I'm being unreasonable	1	2	3	4	5
27	I can consciously alter my frame of mind or mood	1	2	3	4	5
28	I believe you should do the difficult things first	1	2	3	4	5
29	Other individuals are not 'difficult' just 'different'	1	2	3	4	5
30	I need a variety of work colleagues to make my job interesting	1	2	3	4	5
31	Awareness of my own emotions is very important to me at all times	1	2	3	4	5
32	I do not let stressful situations or people affect me once I have left work	1	2	3	4	5
33	Delayed gratification is a virtue that I hold to	1	2	3	4	5
34	I can understand if I am being unreasonable	1	2	3	4	5
35	I like to ask questions to find out what it is important to people	1	2	3	4	5
36	I can tell if someone has upset or annoyed me	1	2	3	4	5
37	I rarely worry about work or life in general	1	2	3	4	5
38	I believe in 'Action this Day'	1	2	3	4	5
39	I can understand why my actions sometimes offend others	1	2	3	4	5
40	I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
41	I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
42	I can suppress my emotions when I need to	1	2	3	4	5
43	I can always motivate myself even when I feel low	1	2	3	4	5
44	I can sometimes see things from others' point of view	1	2	3	4	5
45	I am good at reconciling differences with other people	1	2	3	4	5
46	I know what makes me happy	1	2	3	4	5
47	Others often do not know how I am feeling about things	1	2	3	4	5
48	Motivations has been the key to my success	1	2	3	4	5
49	Reasons for disagreements are always clear to me	1	2	3	4	5
50	I generally build solid relationships with those I work with	1	2	3	4	5

### Total and interpret your results

1. **Record** your 1, 2, 3, 4, 5 scores for the questionnaire statements in the grid below. The grid organizes the statements into emotional competency lists.

Self-awareness		Managing emotions		Motivating oneself		Empathy		Social Skill	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	

2. **Calculate** a total for each of the 5 emotional competencies.

Total = (SA)		Total = (ME)		Total = (MO)		Total = (EM)		Total = (SS)	
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3. **Interpret** your totals for each area of competency using the following guide.

35-50	This area is a <b>strength</b> for you.
18-34	<b>Giving attention</b> to where you feel you are weakest will pay dividends.
10-17	Make this area a <b>development priority</b> .

4. **Record** your result for each of the emotional competencies: strength, needs attention or development priority. (Check or take note of your personal observations and comments)

	Strength	Needs attention	Development priority
Self-awareness (SA)			
Managing emotions (ME)			
Motivating oneself (MO)			
Empathy (EM)			
Social Skill (SS)			

5. Take a quick look to this highlight on Emotional Intelligence on next page

# Highlight on Emotional Intelligence

Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership such as intelligence, toughness, determination and vision are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness**  
The ability to recognize what you are feeling, to understand your habitual emotional responses to events and to recognize how your emotions affect your behavior and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.
- **Managing emotions**  
The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.
- **Motivating oneself**  
The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.
- **Empathy**  
The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.
- **Social Skill**  
The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership

## 6. Adopt your improvement plan

**Consider** your results and identify one or two actions you can take immediately to strengthen your **emotional intelligence**.

Nr.	Observation and lessons learnt	Decision/ Action steps	Timeline	Supporting Observer <sup>1</sup>

### Final remarks:

Remember, this tool is not a validated psychometric test - the answers you give are likely to vary depending on your mood when you take it.

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<sup>1</sup> You supervisor. Supervisee or any colleague you decide to share your improvement plan with and who will be your observer to remind you about your personal commitments