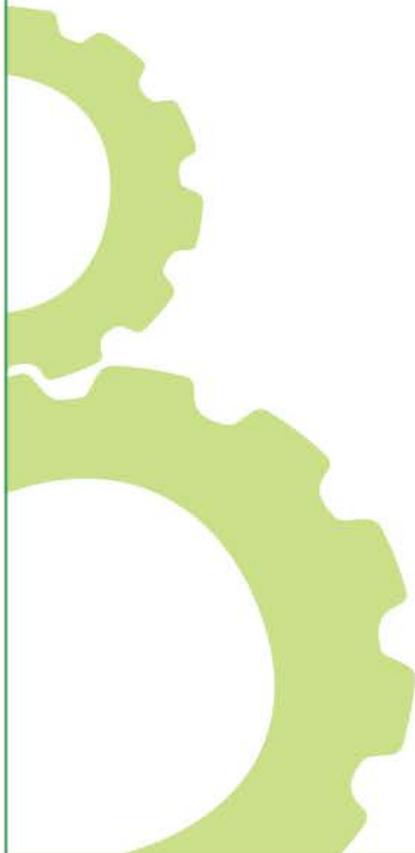


Coaching Guideline for M&E and Planning

On Job Support for Regional and Woreda Level M&E Experts and TAs

November 2017



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PURPOSE OF THE COACHING CHECKLIST

This checklist has been developed for use of coaches who will visit PCU woreda FPs and M&E experts at regional levels. The general M&E training as well as the tailored manual trainings delivered from regional to woreda levels cover a wide range of topics in the area of monitoring and evaluation.

The coaching checklists assess the organization on two main sections (data collection and reporting and data quality assessment).

During each of these coaching visits, the coach will follow on topics discussed during the training time and previous coaching visit and then discuss a new set action points.

PURPOSE OF THE USER GUIDE

This document is a “user-guide” intended to guide coaches through the process of coaching to refer this checklist to track the change observed in the team performance of the organization.

WHY CONDUCT COACHING?

Coaching is conducted for reasons, including improving work place performance, organizational growth and professional growth through learning new skills etc. The process of coaching is about unlocking person’s potential to maximize their own performance.

During the coaching visits, the Zonal technical assistants meet with teams who attended the training and office head to review content. Coaches support the teams in in data collection and reporting including data quality assessment. How well you coach affects the success of FPs, office heads and M&E experts in producing high quality and credible reporting. Coaching helps establish a culture of accountability and performance at the operational levels and provide appropriate support to other activity leads.

WHO SHOULD USE THE TOOL?

The coaching checklist is designed to be administered with Regional, Zonal and Woreda level SMS and may be with IAs. The zonal technical assistants as well as RCDOs use the checklist to coach the Regional, Zonal and Woreda and may be with IAs.

PROCESS OF THE COACHING

The checklist is administered and completed by either CDSF ZTA’s or RCDOs. The coaching is conducted in a manner that coaching skill requires. As part of the coaching process the coach have to take time to observe and sense how things are going around. Following her/his observation s/he has to ask about the issue they have along with their point of view, cautiously listen to the response and provide specific feedback immediately. The questions you ask can help the person think through his/her commitments, results achieved, and obstacles that still need addressing. Through a guided inquiry, the staff member may see new possibilities and come up with new actions to strengthen the performance. Finally, the coach has to repeat the whole process and make sure that the coach and the coached have agreed. In general, during the coaching process the coach should be Observe, Ask, Listen, Give feedback and Agree. As a coach on has to critically observe how the staff in the office are doing things. Based on the observation the coach must ask powerful questions. Asking powerful questions is important to complete the effective communication cycle. The objective of asking meaningful questions is to create a space for the staff person to reflect on the challenges and focus

on the most important issues. Powerful questions explore opportunities for deeper understanding, discovering chances for actions and engaging the staff person in determining solutions. In general, Powerful questions:

- Provides deeper understanding, and clarifies and focuses the issues
- Invites self-discovery of answers
- Increases capacity to create powerful choices and possible action steps
- Helps cut through the confusion
- Opens up new perspectives
- Leads to greater creativity and insight
- Encourages 'looking forward' rather than dwelling on the past
- Reinforces and underlines learning
- Helps build their own resourcefulness
- Presents new solutions
- Shifts the emotion

The coach should also be attentive listener to the responses of the coaches. Based on that he/she has to give the coachee a feedback and get agreement of the coachee on the feedback provided by the coach.

Foundational Mentor Coaching Principles

- Appreciating strengths
- Collaborative; built on trust and mutual respect; offers ongoing support, challenge and encouragement.
- Holding the individual creative, resourceful and expert in their own life.
- Supporting strengths, vision, core values and desired change
- Inviting experimentation, discovery and reflection.
- Sharing mentor's own experience and expertise in service of the work

Foundational Mentor Coaching Skills

- Listening Actively – always be a good listener and create an opportunity for the coached to speak
- Providing Meaningful and constructive Feedback: always focus on providing constructive feedback, acknowledging and encouraging words. Avoid any form of criticism
- Client Commitment to be coached
- Asking Powerful Questions – Examples of powerful questions

Lower level questions:

- How far has your woreda progressed on the annual plan?
- How well did your staff contribute to the monitoring review?
- What has been your greatest strength/challenge related to implementing the annual plan?

Examples of higher level questions:

- How can you avoid making this mistake next time?
- What are you going to do now?
- How can you improve the reporting process next time?

INTRODUCING THE CHECKLIST

The check list is developed based on CDSF capacity development approach. The findings from the coaching will be helpful to track organizational changes in terms of their performance and system improvement at large.

The checklist has two sections; the first section deals with data collection and reporting. In this section of the coaching checklist, the coach tracks how the team is performing in terms of data collection and report compilation. The second section takes the coach through data quality assessment techniques.

HOW TO MANAGE THE CHECKLIST

Every question in the first column of the table is what the office is expected to routinely practice in terms of implementing monitoring and evaluation system of the program. It is believed that as the office implements these key activities the reporting as well as the data quality will be improved. Decision makers at all levels will have credible evidence to make timely and the right decisions. It is also about building trust among stakeholders (donors, communities etc.) Therefore, if the answer for these questions is “No” it means the office is not doing this activity consistently at all. “Partially done” means they are doing this activity but not consistently and “Yes” means that this is a routine activity in the office.

Under the third column the coach will put all the coaching support s/he provided. Do not forget to put each step of your support provision.

The last column is for remark. If there is anything unique during the coaching support provision process with respect to that specific question; the coach will capture that under this column.

Coaching Checklist for CDSF Regional CDO's and ZoTA's M&E Support

Purpose: This checklist has been developed for use of coaches who will visit PCU woreda FP's and M&E experts. During each of these coaching visits, the coach will follow on topics discussed during the M&E training, along with anything else which may be needed to respond to the participant concerns.

Use: The information on the coaching visit is for the primary use of the coach in guiding each subsequent visit. The information to document the visit will be used by the National as well as regional CDSF M&E specialists in order to meet the reporting requirements.

Region		Zone		Woreda visited
Organization Visited: (PCU/BOA/etc)				
Coach's Name(ZoTA's Name)		Date of Visit:		
Time Visit Began:		Time Visited Ended:		

Items identified for coaching:	Office Response:	Describe the specific coaching support provided	Remark
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Data Collection and Reporting

1) Does the office regularly collect monitoring data on timely basis?	0. No 1. Yes, partially 2. Yes		
2) Does the office consistently use the standard data collection form to collect monitoring data?	0. No 1. Yes, partially 2. Yes		
3) Does the office collect monitoring data as per the AGP2 reporting requirement?	0. No 1. Yes partially 2. Yes		
4) Does the office regularly assess the quality of data collected through the monitoring and evaluation system?	0. No 1. Yes partially 2. Yes		
5) Does the office systematically analyze the data for local use/decision making as well as compiling the report?	0. No 1. Yes partially 2. Yes		
6) Does the office regularly prepare quality report using the monitoring data and submit reports on time to the relevant body within the structure?	0) No 1) Yes partially 2) Yes		
7) Does the office systematically use information to plan and monitor performances?	0. No 1. Yes partially 2. Yes		
8) Does the office regularly produce success stories/case studies or any qualitative information to accompany the report?	0 No 1 Yes, partially 2 Yes		

Data Quality			
1) Are data elements reported accurately?	0. No 1. Yes, partially 2. Yes		
2) Are all data elements complete?	0 No 1 Yes partially 2 Yes		
3) Are all data elements with the required sufficient detail?	0 No 1 Yes, partially 2 Yes		
4) Does the office systematically provide feedback to the relevant body in the structure?	0 No 1 Yes, partially 2 Yes		
Reporting			
1) Does the report focus more on results /outcomes than activities done? What is changed because this activity is done?	0. No 1. Yes, partially 2. Yes		
2) What explanation do they have for under/over achieved issues? Is this over/under achievement well explained?	0. No 1. Yes, partially 2. Yes		
3) Are issues/challenges in the implementation and the action taken to address the issues is well discussed?	0. No 1. Yes, partially 2. Yes		
4) Are success well addressed in the report	0. No 1. Yes, partially 2. Yes		
5) Are lessons learned well-articulated and addressed in the report	0. No 1. Yes, partially 2. Yes		
6) Is the report well formatted in a way it is user friendly for the readers?	0. No 1. Yes, partially 2. Yes		
7) Are all tables in the report well formatted in a way it is user friendly for the readers?	0. No 1. Yes, partially 2. Yes		

The office FP/ M&E expert level of agreement on the support provided by the coach <i>("1" means less helpful and less relevant and "10" means excellent, helpful and relevant)</i>	1	2	3	4	5	6	7	8	9	10	Signature of FP/ M&E expert coached	
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Coaching Checklist for CDSF Regional CDO's and ZoTA's Planning Support

Purpose: This checklist has been developed for use of coaches who will visit PCU woreda FP's and planning experts. During each of these coaching visits, the coach will follow on topics discussed during the M&E training, along with anything else which may be needed to respond to the participant concerns.

Use: The information on the coaching visit is for the primary use of the coach in guiding each subsequent visit. The information to document the visit will be used by the National as well as regional CDSF M&E specialists in order to meet the reporting requirements.

Region		Zone		Woreda visited
Organization Visited: (PCU/BOA/etc)				
Coach's Name(ZoTA's Name)		Date of Visit:		
Time Visit Began:		Time Visited Ended:		

Items identified for coaching:	Office Response:	Describe the specific coaching support provided	Remark
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Stakeholder analysis

1. Does the Organization clearly identified the stakeholders?	0. No 1. Yes, partially 2. Yes		
2. Does the organization identified the common between itself and the identified stakeholder?	0. No 1. Yes, partially 2. Yes		
3. Does the organization identified the concern of the stakeholder?	0. No 1. Yes partially 2. Yes		
4. Does the organization identified what it has to do to get the support of the stakeholder?	0. No 1. Yes partially 2. Yes		

Identification and prioritization of activities and mainstreaming cross cutting issues

1. Does the office clearly identified all the activities to for the planning?	0. No 1. Yes partially 2. Yes		
2. Does the office systematically prioritize the activities?	0. No 1. Yes partially 2. Yes		
3. Does the office used checklist to ensure that gender is well mainstreamed in to the activity?	0. No 1. Yes, partially 2. Yes		
4. Does the office used checklist to ensure that nutrition is well mainstreamed in to the activity?	0. No 1. Yes, partially 2. Yes		

5. Does the office used checklist to ensure that CSA is well mainstreamed in to the activity?	0. No 1. Yes, partially 2. Yes		
Cross cutting issues main streaming			
1. Does the office used checklist to ensure that gender is well mainstreamed into component one activities?	0. No 1. Yes, partially 2. Yes		
2. Does the office used checklist to ensure that gender is well mainstreamed into component two activities?	0. No 1. Yes, partially 2. Yes		
3. Does the office used checklist to ensure that gender is well mainstreamed into component three activities?	0. No 1. Yes, partially 2. Yes		
4. Does the office used checklist to ensure that gender is well mainstreamed into component four activities?	1. No 2. Yes, partially 3. Yes		
Nutrition Mainstreaming			
1. Does the plan consider NSA Objective & Budget?	1. No 2. Yes, partially 3. Yes		
2. Does the plan include NSA Training and follow up support	1. No 2. Yes, partially 3. Yes		
3. Does the plan consider NSA and Gender Behavior Change Communication (“NSA Awareness”)?	1. No 2. Yes, partially 3. Yes		
4. Does the NSA plan well integrated into the program M&E system?	1. No 2. Yes, partially 3. Yes		
5. Does the plan considers Horticulture - Homestead Vegetable and Fruit Production?	1. No 2. Yes, partially 3. Yes		

6. Does the Implementation of NNP II and MoANR/MoLF NSA Strategy well considered?	1. No 2. Yes, partially 3. Yes											
7. Does the plan assumes environmental Considerations?	1. No 2. Yes, partially 3. Yes											
Project Appraisal												
1. Does the TC evaluated the project situational and problem analysis section?	0. No 1. Yes, partially 2. Yes											
2. Does the TC evaluated the project objective if it is in agreement with the AGP II objectives?	0. No 1. Yes partially 2. Yes											
3. Does the TC evaluated the project technical adequacy?	0. No 1. Yes, partially 2. Yes											
4. Does the TC evaluated the project social and environmental issues?	0. No 1. Yes, partially 2. Yes											
The office FP/ planning expert level of agreement on the support provided by the coach <i>("1" means less helpful and less relevant and "10" means excellent, helpful and relevant)</i>	1	2	3	4	5	6	7	8	9	10	Signature of FP/ M&E expert coached	