

Start Network Talent Development Coaching: Monitoring and Evaluation report: Executive Summary

Introduction and overall conclusion

The final review of the coaching element of the [Start Network Talent Development Programme](#) (TDP) concluded that, coaching is a positive learning modality for participants, irrespective of ethnography and gender. Coaching was found to have helped most participants perform better in the workplace. Significant indications of insight into their own learning process, and improvement in the adoption of workplace skills and behaviours were reported by participants on the Leadership for Humanitarians and Context Management and Leadership programmes. The immediate application of learning through coaching was recently demonstrated during the Bangladesh Rohingya refugee crisis. Coaching was, however, found to be less effective for Humanitarian Trainee Scheme participants. The extent of previous humanitarian experience of coaches, the level of workplace experience of the coachee, the effectiveness of the coach matching process, and the commitment of coach and coachee were found to be key determinants of successful outcomes. The process of coach matching was generally well managed.

LfH, Male, 26-40

“The coaching session was really amazing. I think my coach is a real expert because he discussed every single issue very easily and make me very clear about the issue.” The participant leads his staff by supporting them to feel that their work is visible, reach their target, give knowledge discretely when needed and search for how to give [it] and include them in the decision-making process.

As a sector, it is worthwhile building a coaching culture based on learner needs, in the context in which they deliver services to poverty, crisis and conflict affected communities. As a result of the TDP programme, coaching capability has been demonstrated which provides a new opportunity for the wider adoption of coaching as an effective learning resource for the improvement of humanitarian response.

Context, Female, Ethiopia, 26-40

“I have learnt to communicate better, plan better and use resources effectively. I developed a routine of improving my knowledge by reading M and L [sic Management and Leadership] articles and enrolling in University to further my education.”

The context and methodology

The review examined the TDP coaching programme for later cohorts of Humanitarian Trainee Scheme (HTS), Context Management and Leadership (Context) and Leadership for Humanitarians (LfH) participants. Coaching was delivered through face to face or virtual sessions in Bangladesh, DRC, Ethiopia, Jordan, Kenya and Lebanon. Key stakeholder briefings, 160 surveys with 5 interviews, a brief literature review and previous coaching reviews were analysed for this review. Based on the GROW¹ model, the coaching sessions enabled

¹ Whitmore, J. (2009). Coaching for Performance. Goals; Reality; Options or Obstacles; What actions next. London. Nicholas Brealey.

participants to articulate Goals; note the Reality of their current humanitarian challenges; identify Options available to explore with the coach and commit to deciding the Way Forward.

Three questions were defined to assess if participants experienced the expected project outcomes: Was the coaching process carried out in the way it was intended; Did coaching help participants to apply knowledge and skills gained during the TDP; Are participants able to identify improvement in their workplace performance?

Findings

There are six key findings:

1. The coaching process in general was perceived as having been carried out as intended.
2. The majority of participants engaged with their coaches in virtual sessions, usually by Skype.
3. The appropriate selection of participants to be coached is important to ensure optimal learning.
4. Coaching helped most participants to apply knowledge and skills which they had gained throughout the TDP and helped develop their humanitarian competencies.
5. Many participants were able to identify improvement in their workplace performance.
6. Coaching has the potential to continue to be available to the sector, globally or regionally.

TDP participants' perceptions of knowledge and skills gained through coaching support	
Prioritising and managing in critical situations	Application of International Legal Frameworks
Time management	Quality and Accountability
Delegation	Personal and Team leadership
Collaboration	Managing upwards
Career development	Valuing diversity
Coaching team members to achieve goals	Safety and security coordination
Decision making	Managing stakeholder relationships
Stress management	Supervision
Accountability	Networking
Using resources effectively	Communication

TDP participants' perceptions of workplace improvements associated with coaching	
Adopted an 'Important but not urgent' matrix	Application of remote training tools
Coaching a team to achieve success (not specified)	Improved performance management process
Developing an Accountability Framework	Improving beneficiary impact analysis
Developing an Internal/External Communications Guide	Conflict management
Introducing the 9 CHS Commitments	Application of coaching skills
Improved coordination capacity	In DRC, report of an 80% improvement in results
Developing Standard Operating Procedures	

Recommendations

It is recommended that coaching programmes be included in humanitarian leadership and management development training programmes in order to maximise learning opportunities. The recommendations below are for organisations considering adopting a coaching programme as well as those who wish to strengthen a programme already in place:

1. Integrate current coaching experience of TDP Context Management and Leadership and Leadership for Humanitarians' participants into individual organisation coaching programmes within those organisations which took part in the Talent Development Programme.
2. Ensure appropriate recruitment of coaches, adequately resourced, who continue to receive 'coaching the coach' support or supervision² to maintain quality and compliance with standards.
3. A revised CHS Alliance³ coaching toolkit, to ensure a consistent coaching approach for participants, will be available on open access as a reference point for organisations adopting a coaching programme for the first time.
4. Identify participants with potential to respond to the process of coaching, including ensuring that coaching intervention is appropriate for their level of qualification and/or experience.
5. Match participants based on participant learning needs, location and language ability.
6. Increase the number of coaching sessions offered to in line with participant learning needs and goals.
7. Ensure coaches are matched for familiarity with the context in which participants work and understand the content of training programmes participants are undertaking.
8. Where coaching is offered as an integral part of a training programme, the process of coaching should be explained and instituted in the early phases of the programme
9. When assigning coaches to participants, ensure that the coach can give the time required for the process
10. It is important that coachees understand the principles, benefits and scope of coaching as a learning modality.

Ann Start
Start Development b.v.b.a.
17/11/2017

² Other than access to downloadable resources, this will no longer be available from CHS Alliance.

³ <https://www.chsalliance.org/resources>