

WEBINAR



**THE ALLIANCE
FOR CHILD PROTECTION IN HUMANITARIAN ACTION**

3-part series

Purpose:

- To expose CPiE practitioners to current approaches and programmes for coaching, mentoring and supervision
- To build their skills in coaching and mentoring staff
- To build their ability to establish or strengthen a coaching or mentoring program



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Today's Learning Outcomes

- Differentiate between coaching, mentoring and supervision
- Gain an overview of current coaching, mentoring and supervision practices in the humanitarian sector





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Defining coaching, mentoring and supervision

- **Supervision-** a relationship that supports the caseworker's technical competence and practice, promotes wellbeing and enables effective and supportive monitoring of casework (Case Management Task Force, 2018.)
- **Developmental mentoring-** “Off-line help from one person to another in making significant transitions in knowledge, work or thinking”. (Megginson and Clutterbuck, 1995.)
- **Coaching-** “Unlocking people's potential to maximize their own performance. It is helping them to learn rather than teaching them.” (John Whitmore, 2002.)



Defining coaching, mentoring (Alred, Garvey & Smith, 1998) and supervision

Supervision	Mentoring	Coaching
On-going regular process	On-going relationship	Short duration
Structure, regular meetings	Informal, meetings take place as needed	Structure, regular meetings
Both short & long term, focusses on management and case work	Long-term takes a broad view of the person	Short-term, focusses on specific developmental areas
Experience in work, can be line manager or outside expert plus peer support	Mentor usually passes on experience and is more senior	Coach doesn't need direct experience of coachee's formal role
Agenda mainly focusses on tasks / work progress	Agenda set by mentee, supported by mentor	Agenda focusses on achieving goals
Administrative, monitoring and quality control with some development	Mentee professional development	Specific developmental areas



Supervision

“Supervision is a relationship that supports the caseworker’s technical competence and practice, promotes wellbeing and enables effective and supportive monitoring of casework.” (IA)

- Not just for case workers – but essential in casework
- Regular and supportive – not just “telling”
- Uses range of skills, as in coaching



Why is supervision important?

Research consistently demonstrates that formal supervision helps to protect children.

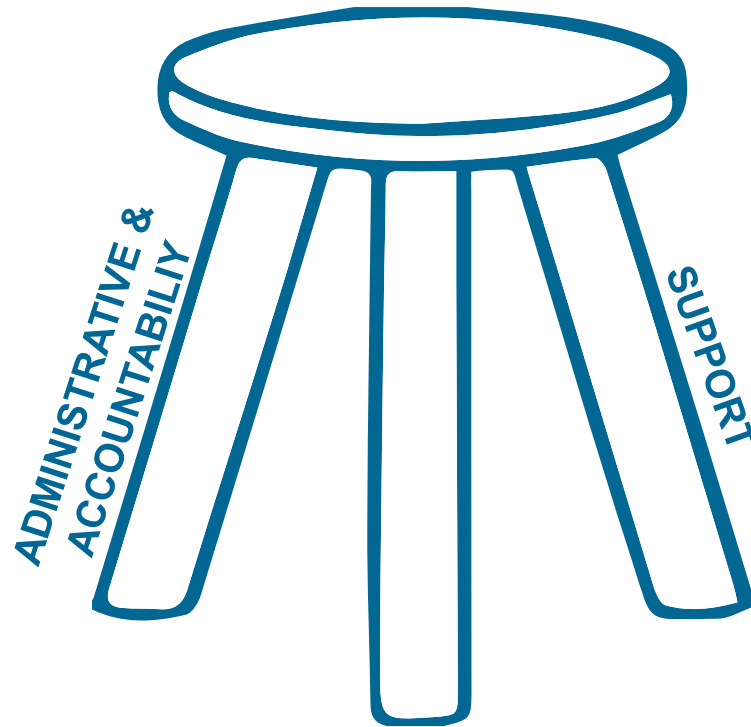
- Helps workers think clearly – even when tensions are high.
- Helps workers manage the emotional demands and stress of the job.
- Aids critical thinking and reflective practice.
- Supports safety by drawing workers attention to concerns and dynamics.
- Ensures accountability and appropriate decision making
- Reduces stress of supervisors.



Functions of supervision

EFFECTIVE SUPERVISION

Ensuring competent, accountable practice of staff and use of resources



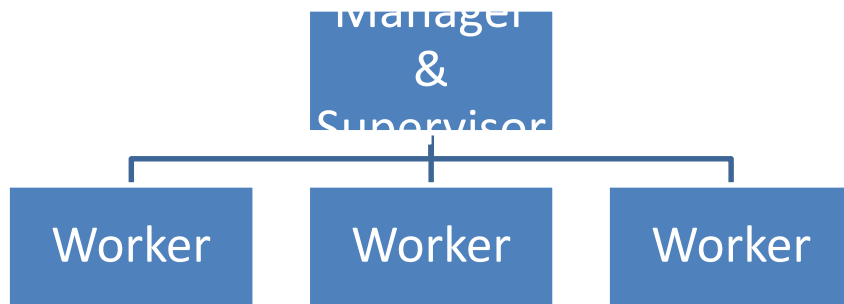
Ensuring the emotional and psychological wellbeing of staff

Ensuring staff are continually updating their knowledge and skills

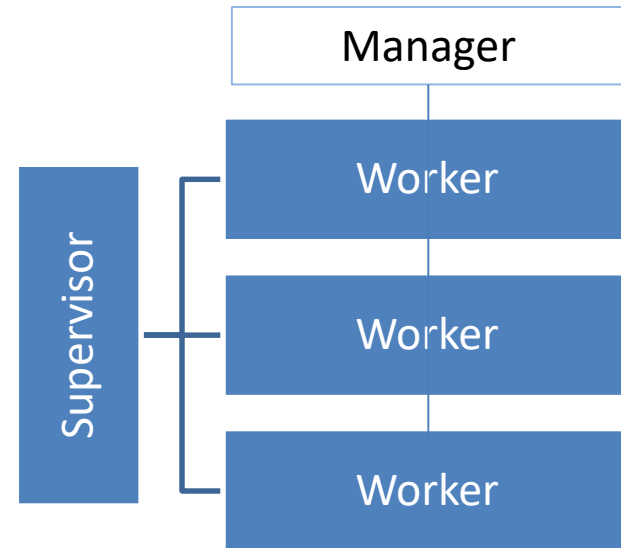


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Supervision models



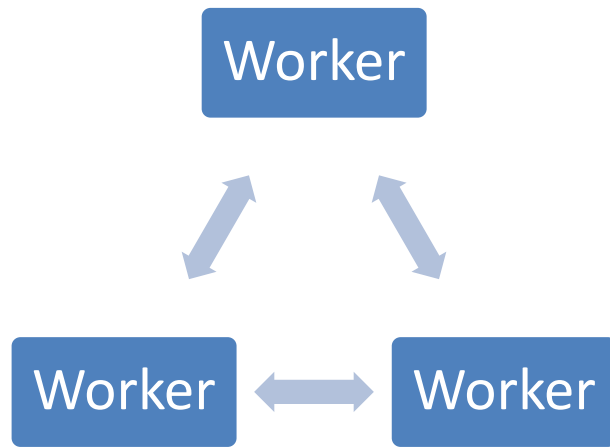
Direct line manager takes the role of supervisor



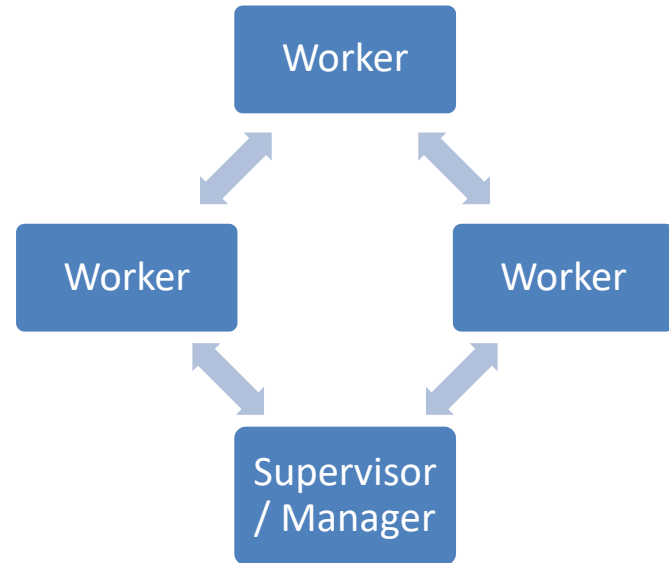
CP 'expert' takes the role of supervisor. Can be either internal or external of the team – depending on confidentiality – may limit some functions



Peer & group supervision



Workers discuss and support each other— meeting support and development functions of supervision but limiting administrative and accountability function



Discussion between supervisor and workers – not suitable for discussing individual / personal issues



CMTF Supervision Pilot

- Recognises importance of supervision – but lack of supervision skills.
- Aims to create a pool of trainers who can facilitate training for supervisors in country.
- 3 regional trainings (5 days), 8 countries – application process for countries and participants (interagency).
- Blended learning – online coursework, face to face and follow up remote support with Country Focal Point.
- Expectation of at least two trainings run in country after ToT before June 2018.
- Rigours monitoring and evaluation of pilot to further refine materials before wider dissemination.
- CMTF currently developing online supervision course for supervisors.



Recap: What is Developmental Mentoring?

“Off-line help from one person to another in making significant transitions in knowledge, work or thinking”. (Megginson and Clutterbuck, 1995.)



On-going relationship



Informal, meetings take place as needed



Long-term takes a broad view of the person



Mentor usually passes on experience and is more senior



Agenda set by mentee, supported by mentor



Mentee professional development

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What are we doing at Save the Children?

- Across Organisational Mentoring Programme
- Flash Mentoring for Humanitarian Department





Across Organisation Mentoring Programme – Pilot

Who: 40 matches from over 10 organisations. with various expertise. For this pilot, we focused our matching of staff based in country and people were mainly from larger INGOs.

What: An inter-agency Mentoring Programme with the purpose of mentors and mentees to

- Develop skills in leadership & management
- Develop technical skills in humanitarian and development work
- Create developmental dialogues between the different humanitarian organisations and discuss lessons learned

Future: Currently, reviewing pilot and seeing how we would like to move forward. Watch this space as we want to get more organisations part of the programme.



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Impact of AOMP



Both positive for mentees and mentors



Mentees overwhelmingly felt that the mentor helped them

- Better understanding of knowledge
- Increased network
- Understanding of what needs to be done to progress career





Flash Mentoring

Who: Pilot was aimed at entry level positions in the humanitarian positions.

What: Mentee has one session in which the mentee outlines their need and the mentor supports them to achieve their outcome or solution.



Impact of Flash Mentoring



Both positive for mentees and mentors



Many of the mentees highlighted how the short session made them really focus and think about what they wanted to discuss



There was range of topics the mentees could have discussed from career progression to developing a specific skill, but all mentees said the session was either 'very helpful' or 'helpful'



Message from programme participant



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Questions...



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Coaching

“Coaching is unlocking people's potential to maximize their own performance. It is helping them to learn rather than teaching them.” (John Whitmore 2002)

An effective coach will help the coachee:

- Discover, define and move towards their desired goals
- Encourage self-discovery
- Provide guidance for the coachee to generate strategies and solutions
- Reinforce coachee responsibility and accountability



Coaching

- Coachee drives the process, sets their own developmental goals, session agendas and coaching schedule
- These form the basis of the coaching contract
- Coaching for professional development involves self reflection and personal change



Coaching

- Coach supports the process using skills:
 - active listening
 - powerful questioning
 - Exploration of goals, current reality, options and finally identification of actions



Lessons from coaching programmes:

- Coaching is a positive learning modality for participants, irrespective of ethnography and gender.
- Coaching helped most participants perform better in the workplace.
- Increased insight into their own learning process, and improvement in the adoption of workplace skills and behaviours
- Important determinants of successful outcomes:
 - Extent of previous humanitarian experience of coaches,
 - The level of workplace experience of the coachee,
 - Effectiveness of the coach matching process
 - Commitment of coach and coachee



Lessons from coaching programmes:

- Coaches need ongoing capacity building and supervision
- Useful to have in-house coaching schemes- individual and organisational capacity
- Develop line managers' coaching skills
- Coaching should be opt-in
- Ensure clear expectations for coach, coachee and line manager
- Review length, frequency and duration of coaching
- Challenges- Connectivity, time zones,



Questions...



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Summary: coaching, mentoring and supervision

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Agenda set by mentee, supported by mentor	Agenda focusses on achieving goals	Agenda mainly focusses on tasks / work progress
Mentee professional development	Specific developmental areas	Administrative, monitoring and quality control with some development



THANK YOU!



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