

# 2 SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE





# 2

## SUPPORT INFLUENTIAL GROUPS IN REFLECTIVE DIALOGUE

**WHY:** The community social mapping activities (Section 1) concluded with your selection of 3 to 6 groups in each community, and one Catalyzer within each group.<sup>2</sup> It is important, of course, that Catalyzers be comfortable and effective as they introduce new ideas to, and promote new conversations within, their groups. Your next steps with Catalyzers, therefore, will be to orient and support them to play their role.

**WHEN:** After you have oriented your staff (Section iii) and mapped the social networks within participating communities (Section 1), you will prepare Catalyzers to play their roles within their groups. Catalyzer orientation should take place by Month 3, and the work of Catalyzers should continue through the end of the implementation period.

### In this Section:

- Agenda for Catalyzer Orientation
- Facilitator’s Guide to Catalyzer Orientation
- Facilitator’s Guide to Coaching Catalyzers

Component	Month	1	2	3	4	5	6	7	8	9
2	Support Influential Groups in Reflective Dialogue			X	X	X	X	X	X	X

**WHAT and HOW:** Your two major tasks will be to (a) orient Catalyzers to their role and activities within the social networks diffusion package, and (b) motivate and support them over time by providing ongoing coaching.

### Task 1: Prepare for and Hold Catalyzer Orientation

The three-day orientation will bring Catalyzers together, provide them a big picture of the social networks diffusion package’s aims and activities (and of their roles within that big picture), allow them to practice using the social networks diffusion materials, and show them how to maintain their Catalyzer Notebooks (introduced in Section iv). Facilitators will moderate the orientation, thereby becoming more proficient with social networks diffusion concepts and tools.

The orientation is an important opportunity to create cohesion between and among Catalyzers and staff, and to forge a link between Catalyzers and family planning providers. (These links are further discussed in Section 5.)

<sup>2</sup>You also selected 5 to 10 Influential Persons in each community; their participation is discussed in Section 3.



When planning the logistics of the Catalyzer Orientation, consider these points:

- The directives call for a single, three-day orientation. (Based on our experience in *Tékponon Jikvagou*, three days is the adequate length of time.)
- The directives assume a minimum of 6 hours' activity for each orientation day.
- Procure flip charts, index cards, markers, tape, an overhead projector, and notebooks/pens for participants.
- Prepare a complete set of social network diffusion materials (see text box) for each Catalyzer, and organize them in a folder. Catalyzers will use the materials during orientation, and will take them home to use with their groups.

#### Each Catalyzer's bag will contain:

- 14 Story Cards and 5 Activity Cards (Annex A)
- Social Networks Diffusion 5 Components Card (Section iii)
- Social Networks Diffusion Vision Card (Section iii)
- Infographics (Section 3)
- Catalyzer notebook (Section vi)

## Step 2: Coach Catalyzers

As Catalyzers begin to take action, Facilitators should offer ongoing coaching to motivate and help them do their best. Coaching sessions will be quite frequent in early months of activity, and taper off as Catalyzers become more comfortable in their activities and in providing mutual support to one another.

### Unique Strategy

**A light touch:** The 14 Story Cards follow one couple, and their friends and family members, as they discuss and make decisions about family planning. Their story has an overall dramatic arc, but Catalyzers may choose to present the 14 episodes in the order they wish. Catalyzers are free to use the Activity Cards in any order they choose.

See the attached **Facilitators' Guide to Coaching Catalyzers**.

# TOOLS:

- **CATALYZER ORIENTATION AGENDA**
- **FACILITATOR GUIDE FOR CATALYZER ORIENTATION**
- **FACILITATORS' GUIDE TO COACHING CATALYZERS**





Utilization of the Social Networks Diffusion approach

## CATALYZER ORIENTATION AGENDA

**Date:**

**Location:**

**Facilitators:**

Objectives:

- To reinforce the capacity of Catalyzers to use facilitation techniques and lead reflective discussion within groups
- To familiarize Catalyzers with materials and tools for monitoring activities
- To discuss with Catalyzers their roles and actions
- To enhance collaboration between health providers and Catalyzers

Time	Activities	Responsible
<b>Day 1</b>		
8:00-8:30	<ul style="list-style-type: none"> <li>• Catalyzers arrive and get set up</li> </ul>	<b>Facilitators</b>
8:30-9:00	<ul style="list-style-type: none"> <li>• Welcome for Catalyzers</li> <li>• Introduction of participants</li> <li>• Presentation of workshop objectives and agenda</li> <li>• Logistical information</li> </ul>	<b>Facilitators</b>
9:00-9:15	<ul style="list-style-type: none"> <li>• <b>Brief</b> presentation of the consortium and of the project's partners, followed by a Q&amp;A session</li> </ul>	<b>Supervisor/ Facilitators</b>
9:15-9:45	<ul style="list-style-type: none"> <li>• Communication about social norms and their influence on family planning: social norms related to family planning in local communities</li> <li>• Presentation of the social networks diffusion approach to address unmet need for family planning</li> </ul>	<b>Supervisor</b>
9:45-10:00	Coffee break	
10:00-10:30	<ul style="list-style-type: none"> <li>• Practical exercise: Agree/ Disagree (Activity Card #2)</li> </ul>	<b>Supervisor/ Facilitators</b>
10:30-11:00	<ul style="list-style-type: none"> <li>• Instructions for role play in small groups</li> </ul>	<b>Facilitators</b>
11:00-12:15	<ul style="list-style-type: none"> <li>• General overview of Activity Card #1</li> <li>• Group work: reading, translation, discussions, role play, etc.</li> <li>• Continuation of approach for conducting Activity Card #1 in social networks</li> </ul>	<b>Supervisor/ Facilitators</b>



Time	Activities	Responsible
12:15-13:00	<ul style="list-style-type: none"> <li>Roles and responsibilities of Catalyzers, including expectations relative to the intervention package, and explanation of the steps for wrapping up activities in villages.</li> </ul>	<b>Facilitators/ Catalyzers</b>
13:00-14:00	Lunch break	
14:00-14:45	<ul style="list-style-type: none"> <li>General overview of Choice 1 Story Card</li> </ul>	<b>Facilitators</b>
14:45-15:45	<ul style="list-style-type: none"> <li>Group work: practical exercise on the Choice 1 Story Card in small groups (reading, translation, discussions, role play, etc.)</li> </ul>	<b>Facilitators/ Catalyzers</b>
15:45-16:30	<ul style="list-style-type: none"> <li>Continuation of group work (feedback)</li> </ul>	<b>Facilitators/ Catalyzers</b>
16:30-17:00	<ul style="list-style-type: none"> <li>Preparation for the field trip: division of participants into three groups (two for Activity Card #1 and one for Choice 1 Story Card)</li> </ul>	<b>Facilitators/ Catalyzers</b>
17:00-17:30	<ul style="list-style-type: none"> <li>Evaluation of the day and adjournment</li> </ul>	<b>Facilitators</b>
<b>Day 2</b>		
7:00-8:00	<ul style="list-style-type: none"> <li>Transportation to the village: meeting at convened spot in the village</li> </ul>	<b>Facilitators/ Catalyzers</b>
8:00-10:00	<ul style="list-style-type: none"> <li>Practice using Activity Card #1 and Choice 1 Story Card: group facilitation followed by debriefing</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:00-10:15	<ul style="list-style-type: none"> <li>Return to the room and presentation of health workers</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:15-10:30	Coffee break	
10:30-12:30	<ul style="list-style-type: none"> <li>Group work: practical exercises on the Activity Card #3, and Choice 2 and Choice 3 Story Cards in small groups (reading, translation, discussions, role play, etc.)</li> </ul>	<b>Facilitators/ Catalyzers/ Health workers</b>
12:30-13:30	Lunch break	
13:30-15:30	<ul style="list-style-type: none"> <li>Continuation of role plays (feedback)</li> </ul>	<b>Facilitators/ Supervisor/ Catalyzers</b>
15:30-16:00	<ul style="list-style-type: none"> <li>Linking health workers and Catalyzers: the different strategies for collaboration (invitation to networks, organizing meetings at the health centers, formal/informal visits by the Facilitator, exchange of cell phone numbers, etc.)</li> </ul>	<b>Health workers/ Facilitators/ Catalyzers</b>
16:00-17:00	<ul style="list-style-type: none"> <li>Presentation of the Catalyzer Notebook</li> </ul>	<b>Facilitators</b>
17:00-17:30	<ul style="list-style-type: none"> <li>Evaluation of the day and adjournment</li> </ul>	<b>Facilitators</b>



Time	Activities	Responsible
<b>Day 3</b>		
8:00-8:30	<ul style="list-style-type: none"> <li>Brainstorming: reminders of the Day 1 and 2 activities, Q&amp;A session, and addressing participants' concerns</li> </ul>	<b>Facilitators/ Catalyzers</b>
8:30-10:30	<ul style="list-style-type: none"> <li>Group work: role play on Activity Card #4, Activity Card # 5, and Support 1 and Support 2 Story Cards in small groups (reading, translation, discussions, role play, etc.)</li> <li>Fill out the Catalyzer Notebook</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:30-10:45	Coffee break	
10:45-12:30	<ul style="list-style-type: none"> <li>Continuation of group work: explanation of Stories and Activities</li> </ul>	<b>Facilitators/ Supervisors/ Catalyzers</b>
12:30-13:30	Lunch break	
13:30-14:30	<ul style="list-style-type: none"> <li>Role play on filling out Notebooks; overview of stories</li> </ul>	<b>Facilitators/ Catalyzers</b>
14:30-15:30	<ul style="list-style-type: none"> <li>Synthesis of the main points of the orientation and formalities prior to adjournment</li> </ul>	<b>Facilitators</b>

# TOOLS:

- CATALYZER ORIENTATION AGENDA
- FACILITATOR GUIDE FOR CATALYZER ORIENTATION
- FACILITATORS' GUIDE TO COACHING CATALYZERS







## FACILITATOR GUIDE FOR CATALYZER ORIENTATION

**Date:**

**Location:**

**Facilitators:**

Objectives:

- To reinforce the capacity of Catalyzers to use facilitation techniques and lead reflective discussion within groups
- To familiarize Catalyzers with materials and Catalyzer notebooks (tools for monitoring activities)
- To discuss with Catalyzers their roles and actions
- To enhance collaboration between health providers and Catalyzers

Time	Activities	Responsible
<b>Day 1</b>		
8:00-8:30	<ul style="list-style-type: none"> <li>• Catalyzers arrive and get set up</li> </ul>	<b>Facilitators</b>
8:30-9:00	<ul style="list-style-type: none"> <li>• Welcome Catalyzers</li> <li>• Introduction of Catalyzers and Facilitators</li> <li>• Presentation of workshop objectives and agenda</li> <li>• Logistical information</li> </ul>	<b>Facilitators</b>
9:00-9:15	<ul style="list-style-type: none"> <li>• <b>Brief</b> presentation of the Social Networks Diffusion packet, followed by a Q&amp;A session</li> </ul>	<b>Facilitators</b>
9:15-9:45	<ul style="list-style-type: none"> <li>• Communication about social norms and their influence on family planning: using brainstorming, bring Catalyzers to discuss social norms related to family planning in their communities</li> <li>• Presentation of the social networks diffusion approach to address unmet need for family planning (use the Vision Card and <i>Tékponon Jikuagou</i> package of activities to discuss the components of the approach)</li> </ul>	<b>Supervisor</b>
9:45-10:00	Coffee break	
10:00-10:30	<ul style="list-style-type: none"> <li>• Practical exercise inspired by Activity Card #2 to introduce dialogue tools. Allow Catalyzers to reflect and explore during this exercise.</li> </ul>	<b>Facilitators</b>



Time	Activities	Responsible
10:30-11:00	<ul style="list-style-type: none"> <li>Establish the working groups. Create 3 to 5 groups based on the number of Catalyzers. The objective is to have a smaller number of people in each group to maximize participation of all members. Make sure to balance the composition of the groups: mix both “strong” and “weak” participants and avoid putting Catalyzers from the same village in the same group.</li> <li>Distribute materials (Activity Card #1 and Choice 1 Story Card) and discuss during Day 1.</li> </ul>	<b>Facilitators</b>
11:00-12:15	<ul style="list-style-type: none"> <li>General overview of Activity Card #1: The Facilitator explains the content of the tool and what is expected from the Catalyzers working in small groups.</li> <li>Group work: The Catalyzers also work on Activity Card #1 in small groups (reading, translation, discussions, role play, etc.).</li> <li>Continuation of the approach for conducting Activity 1 in social networks. Think about communications skills when giving feedback to the groups.</li> </ul>	<b>Facilitators/ Catalyzers</b>
12:15-13:00	<p>Roles and responsibilities of Catalyzers. Discuss the expectations for this project:</p> <ul style="list-style-type: none"> <li>This initiative is meant to facilitate activities in the community and generate a discussion about planning family.</li> <li>The duration of this initiative will not exceed 9 months; this is the time necessary to catalyze discussions on family planning and work with community members to begin changing attitudes around the acceptability and use of family planning methods.</li> <li>Refer to <b>Handout 2.1 - Who is who in the Tékponon Jikuagou?</b> in the Initial Staff Orientation Guide (Section iii).</li> </ul>	<b>Facilitators</b>
13:00-14:00	Lunch break	
14:00-14:45	<ul style="list-style-type: none"> <li>General overview of Choice 1 Story Card: the Facilitator explains the content of the tool and what is expected from Catalyzers working in small groups.</li> </ul>	<b>Facilitators</b>
14:45-15:45	<ul style="list-style-type: none"> <li>Group work: Catalyzers work on Choice 1 Story Card in small groups (reading, translation, discussions, role play, etc.)</li> </ul>	<b>Facilitators/ Catalyzers</b>



Time	Activities	Responsible
15:45-16:30	<ul style="list-style-type: none"> <li>Continuation: presentation of tools and explanation of the process for using them. Make sure to highlight the positive points, challenges, and lessons learned, and consider the aspects of communication skills.</li> <li>Refer to <b>Handout 2.3 – Key Communication Skills in the Initial Staff Orientation Guide</b> (Section iii).</li> </ul>	<b>Facilitators/ Catalyzers</b>
16:30-17:00	<ul style="list-style-type: none"> <li>Preparation for the field trip: two groups will work on Activity Card #1, and one group will work on Choice 1 Story Card in the village close to the orientation site</li> </ul>	<b>Facilitators/ Catalyzers</b>
17:00-17:30	<ul style="list-style-type: none"> <li>Evaluation of the day and adjournment</li> </ul>	<b>Facilitators</b>
<b>Day 2</b>		
7:00-8:00	<ul style="list-style-type: none"> <li>Transportation to the village: meeting at convened spot in the village</li> <li>Greetings and formalities with community members</li> </ul>	<b>Facilitators/ Catalyzers</b>
8:00-10:00	<ul style="list-style-type: none"> <li>Practice using tools from Activity Card #1 and Choice 1 Story Card: group facilitation followed by debriefing</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:00-10:15	<ul style="list-style-type: none"> <li>Return to the room</li> <li>Arrival of health workers working in the health centers of the villages</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:15-10:30	Coffee break	
10:30-12:30	<ul style="list-style-type: none"> <li>Group work: Catalyzers complete Activity Card #3, and Choice 2 and Choice 3 Story Cards in small groups (reading, translation, discussions, role play, etc.)</li> <li>Health workers are invited to participate in these activities as members of the group</li> </ul>	<b>Facilitators/ Catalyzers/ Health workers</b>
12:30-13:30	Lunch break	
13:30-15:30	<ul style="list-style-type: none"> <li>Continuation: Presentation of the tools and explanation of the process for using them to Catalyzers. Make sure to highlight the positive points, challenges, and lessons learned, and consider the aspects of communication skills. (Each Catalyzer should be able to lead discussions about all tools used in the group work – not only the tool that he/she practiced with.)</li> </ul>	<b>Facilitators/ Supervisor/ Catalyzers</b>
15:30-16:00	<ul style="list-style-type: none"> <li>Linking health workers and Catalyzers: explain the different strategies for collaboration and how to maintain the link even after <i>Tékponon Jikuagou</i> concludes (invitation to networks, organizing meetings at the health centers, formal/informal visits from health workers to community members)</li> <li>Introduce the health workers and exchange cell phone numbers</li> </ul>	<b>Health workers/ Facilitators/ Catalyzers</b>



Time	Activities	Responsible
16:00-17:00	<ul style="list-style-type: none"> <li>• Presentation of the Catalyzer Notebook</li> </ul>	<b>Facilitators</b>
17:00-17:30	<ul style="list-style-type: none"> <li>• Evaluation of the day and adjournment</li> </ul>	<b>Facilitators</b>
<b>Day 3</b>		
8:00-8:30	<ul style="list-style-type: none"> <li>• Brainstorming: reminders of Day 1 and 2 activities, Q&amp;A session, and addressing Catalyzers' concerns</li> </ul>	<b>Facilitators/ Catalyzers</b>
8:30-10:30	<ul style="list-style-type: none"> <li>• Group work: The Catalyzers complete Activity Card #4, Activity Card #5, and Support 1 and Support 2 Story Cards in small groups (reading, translation, discussions, role play, etc.)</li> <li>• The Catalyzers fill out the Catalyzer Notebook</li> </ul>	<b>Facilitators/ Catalyzers</b>
10:30-10:45	Coffee break	
10:45-12:30	<ul style="list-style-type: none"> <li>• Continuation of group work: each group explains the stories and activities, identifies the main themes, explains how to ask key questions, and describes how to fill in the Catalyzer Notebook. (Make sure that EACH Catalyzer understands all stories and activities - not only the tool that he/she practiced with.)</li> </ul>	<b>Facilitators/ Supervisors/ Catalyzers</b>
12:30-13:30	Lunch break	
13:30-14:30	<ul style="list-style-type: none"> <li>• Role play on filling out the Notebooks: focus on key points</li> <li>• Overview of the stories so that all Catalyzers have an idea of how they progress</li> </ul>	<b>Facilitators/ Catalyzers</b>
14:30-15:30	<ul style="list-style-type: none"> <li>• Final evaluation of the orientation and formalities prior to adjournment</li> </ul>	<b>Facilitators</b>

# TOOLS:

- CATALYZER ORIENTATION AGENDA
- FACILITATOR GUIDE FOR CATALYZER ORIENTATION
- FACILITATORS' GUIDE TO COACHING CATALYZERS





## FACILITATORS' GUIDE TO COACHING CATALYZERS

### What is a coach?

A coach helps other people improve their work and do their best. A coach helps people see their potential: what they can be in the future. A good coach is not negative, and does not focus on past mistakes. The three important aspects of coaching are:

- **Strong relationships.** Coaching is an ongoing, trusting relationship. The goal is to improve performance, and help the coached person to do a better job.
- **Talking through challenges.** The coaching process helps a person understand her or his own problems, think about solutions, and select a course of action.
- **Responsibility.** The coach can support the coached person. But the responsibility for improvement lies with the coached person.

### How does coaching provide support to Catalyzers?

The networks diffusion package supports Catalyzers in three ways. Think of this support as a *continuum*, and coaching as an element that begins during orientation and continues until the project's end.

- **Orientation.** During the orientation, Facilitators introduce Catalyzers to the stories and activity cards in the kit. Facilitators demonstrate the process and skills that Catalyzers will use in their groups. Catalyzers practice delivering the materials with each other; they role-play responses to difficult questions and conflicts.
- **Practicum.** During orientation, Catalyzers go with a Facilitator to practice their skills in a village. Facilitators and other Catalyzers observe a Catalyzer as she/he presents a story or leads an activity. Afterwards, Catalyzers and the Facilitator talk about the experience. The Facilitator can strengthen the Catalyzers' group engagement and problem-solving skills.
- **Continuing support.** The Facilitator will continue to coach each Catalyzer, during visits to her/his village after the orientation. The needs and skills of each Catalyzer will determine the number of coaching sessions.

### What are key coaching skills?

The Facilitator should:

- 1) **Learn** the materials in the package. It is important that you be familiar with all of the stories and activities. Read through them and think about the issues they raise, so you can help the Catalyzer think through these same issues.
- 2) **Model your own comfort discussing gender and family planning.**
- 3) **Observe** how the Catalyzer interacts with the group and uses the network diffusion materials. Know the group engagement skills that Catalyzers need in each session (see 'Catalyzer Skills,' below) and use the Observation Checklist (below) to remember what to look for.
- 4) **Discuss** sensitive topics with Catalyzers. Help them learn to raise these issues with their group and be prepared to handle difficult issues.
- 5) **Listen.** Good communication combines active listening and positive feedback. Listen to the Catalyzers. Ask them how they think they are doing. Use the appreciative inquiry technique described in the text box.



- 6) **Give feedback** in a positive way and suggest how to improve things that are not working well. Help Catalyzers solve problems that they have identified. Reinforce positive aspects of the Catalyzer's performance: praise is a strong motivator. Encourage Catalyzers to support and motivate each other.

### What Catalyzer skills should coaches (Facilitators) address?

Facilitators should look for these Catalyzer skills (see also *Observation Checklist*, below):

- 1) Ability to comfortably use stories/activities with his/her group
- 2) Ability to engage group in discussion
- 3) Ability to talk about sensitive issues and manage difficult conversations
- 4) Ability to share and demonstrate how themes (family planning, gender, fertility, couple communication) affect their own lives

### What is a coaching session?

Any in-depth discussion between the Facilitator and Catalyzer about networks diffusion activities can be a coaching session! A session might be:

- Observation of the Catalyzer doing activities/stories with group and providing feedback immediately afterward (this is the best kind of coaching). Don't forget to use the *Observation Checklist* (below) to remember what skills to look for.
- Meeting with an individual Catalyzer
- Meeting with more than one Catalyzer to encourage joint problem solving, learning and support among Catalyzers

During your coaching session, you can:

- Problem solve with the Catalyzer and find ways to manage difficult situations
- Prepare and plan activities
- Encourage and recognize the Catalyzer for his/her efforts

### What is appreciative inquiry?

- **Appreciation** means to recognize the qualities and contributions of the people and things around us.
- **Inquiry** means to explore and discover, and be open to new ideas.

When we combine the two, we get **appreciative inquiry**. Using appreciative inquiry while coaching will help ensure that Catalyzers are encouraged to continue playing their role.

By seeing what is good in the present situation, we can learn how to create positive change for the future. Imagine that you are talking to a Catalyzer after a group session. Ask *open-ended questions* that encourage them to talk freely and think deeply about the present situation. You might ask:

*"What went well?"*

*"Why do you think that is?"*

*"What was the best part?"*

*"What did you learn?"*

*"Were there instances where you didn't know how to respond?"*

*"What could I do to help you to do better?"*

As they respond, you can provide encouragement by saying:

*"Tell me more..."*

*"Yes, go on..."*



## Frequency and duration of the coaching

After the Catalyzer Orientation, during the first two months of implementation, Facilitators should observe each Catalyzer at least twice as she/he conducts activities/stories with his/her group. Coaching will occur less frequently after the first or second month, and its frequency will be tailored to need. The Facilitator will quickly understand who needs minimum coaching and who needs more frequent support. Some Catalyzers may be doing so well that you can stop coaching them, even before the end of the six-month implementation. (The Observation Checklist can help you determine if you need to keep coaching someone, or if you can stop.) When you stop coaching Catalyzers who are doing well, you can focus on those who are having more difficulty. The stronger Catalyzers can also be encouraged to support others.

Some Catalyzers may not do very well, no matter how much coaching they receive. This is okay. If you have held several coaching sessions and the Catalyzer does not seem to make progress, you will want to think about other ways to support dialogue in the community, such as pairing a weaker Catalyzer with a stronger one rather than continue to coach someone who is having difficulty.

All Catalyzers will receive a Certificate of Recognition for their contributions when the six-month implementation period ends (see Section iv). This is the only reward they will receive.

### FOUR POSSIBLE COACHING SCENARIOS

Coaching while the Catalyzer prepares to lead a group activity	Coaching after the Catalyzer leads the group activity
<p><b>Prepare</b> the Catalyzer to lead the activity or story:</p> <ul style="list-style-type: none"> <li>If the Catalyzer is unfamiliar with the story or activity, read through it together. Catalyzers are introduced to all stories/activities in their Orientation, but you may need to refresh their memory of content and process.</li> </ul> <p><b>Observe</b> the Catalyzer:</p> <ul style="list-style-type: none"> <li>Have the Catalyzer practice presenting the story or activity to you. Watch how she/he presents the material. Observe if she/he uses good skills such as clear voice, good eye contact, and confidence when talking about sensitive topics.</li> </ul> <p><b>Talk</b> with the Catalyzer</p> <ul style="list-style-type: none"> <li>Take time to discuss what the Catalyzer did well. Give specific suggestions for improvement. Be supportive, positive, and non-judgmental while giving feedback.</li> </ul>	<p><b>Observe</b> the Catalyzer during the activity or story session with community group</p> <ul style="list-style-type: none"> <li>Use the <i>Observation Checklist</i> to remember what to look for and note comments.</li> </ul> <p><b>Talk</b> with Catalyzer after session using the appreciative inquiry technique.</p> <ul style="list-style-type: none"> <li>After the group meeting is over, sit with Catalyzer somewhere private where others cannot hear you.</li> <li>Ask the Catalyzer how she/he thought the session went. Use questions like those in the text box. Give the Catalyzer a chance to speak freely, and listen closely to his/her comments.</li> <li>Discuss problems that came up during the session, and help the Catalyzer think of solutions.</li> </ul>





Coaching <i>without</i> a group meeting	Group coaching with several Catalyzers
<p>Sometimes a Facilitator will meet with a Catalyzer without observing them conducting a session, because it was not possible to schedule an observation or because the Facilitator was in the village for other reasons. In such a case, you can still coach a Catalyzer by doing one or more of the following:</p> <p><b>Review</b> roles and responsibilities with the Catalyzer.</p> <ul style="list-style-type: none"> <li>• Catalyzers conduct sessions using the Story or Activity cards, and record simple information about each session in their Catalyzer Notebook. Look at the notebook and ask appreciative inquiry-style questions about what happened during the session.</li> </ul> <p><b>Review</b> the Story and Activity cards with the Catalyzer.</p> <ul style="list-style-type: none"> <li>• Help the Catalyzer prepare for the next group activity</li> <li>• Look through the materials together</li> <li>• Help with any translation the Catalyzer might need</li> <li>• Give him/her an opportunity to practice with you</li> <li>• Talk about the issues that can arise during the discussion, and discuss how the Catalyzer might handle them</li> <li>• Talk about what the pictures show, and how to use the pictures to stimulate reflection and discussion</li> </ul>	<p>Often, a Facilitator can address the common coaching needs of two or more Catalyzers at the same time: they can review preparation, materials and roles as in the other three scenarios. But a group coaching session is also an opportunity for Catalyzers to learn from each other, and to build mutual support. Catalyzers can continue this mutual assistance after implementation ends.</p> <p>Group coaching with Catalyzers may follow these steps:</p> <p><b>Ask</b> Catalyzers to share their experiences about sessions they have conducted with the others.</p> <p><b>Tell</b> Catalyzers that they will be able to give feedback to each other, after you have asked a few questions.</p> <p><b>Give</b> each Catalyzer a chance to share, if they do not want to share, they may just listen to the others.</p> <p><b>Ask</b> about what happened during the session, using appreciative inquiry technique.</p> <p><b>Ask</b> for comments and suggestions after the Catalyzers have shared.</p> <p><b>Remind</b> them that this is an opportunity to help each other with challenges and give useful suggestions.</p> <p><b>Problem solve</b> one or more difficult situations that Catalyzers have experienced. Identify who (such as an Influential) can help them mediate if community members get upset.</p> <p><b>Lead</b> the discussion between the Catalyzers. Make sure everyone gets a chance to speak. Mediate if anyone starts being critical or taking over the conversation.</p> <p><b>Finish</b> the conversation by highlighting the most useful suggestions and positive ideas.</p> <p><b>Thank</b> everyone for participating. Encourage them to support each other whenever possible.</p>



## Coaching Observation Checklist

**Directions:** This tool is designed to help Facilitators remember what to look for when observing Catalyzers' activities with their groups. As you observe the Catalyzer, tick off the items yes or no, and note any comments you may want to remember when coaching the Catalyzer and giving feedback. Remember that this checklist is for the Facilitator's use only: do not show it to the Catalyzer.

Catalyzer Name \_\_\_\_\_

Facilitator Name \_\_\_\_\_

Skill	Yes	No	Comments for feedback to Catalyzer
<b>Able to comfortably use stories/activities with group</b>			
Uses open questions			
Uses simple language/ translation			
Speaks clearly, loudly			
Uses welcoming body language and facial expressions, makes eye contact			
Positions self in group so all can see/hear			
<b>Uses appropriate reflective dialogue facilitation skills</b>			
Is familiar with tool and uses it as guide			
Creates reflective discussion in group			
Makes a call to action			
Respects time			



Able to talk about sensitive issues			
Encourages quiet people to speak			
Can talk about sensitive subjects and manage difficult conversations			
Encourages responses on sensitive issues			
Is able to respond to participants without value judgments			
Able to share/demonstrate how themes affect own life			
Expresses own feelings with regard to gender norms and family planning			
Encourages women and men equally to express views			
Guides discussion and draws conclusions			

