Learning partnerships for the Information professional: coaching to accelerate development

Fatima Darries
Outline

- Introduction
- Definition & characteristics
- Learning needs
- Programme
- Evaluation
- Checklist
Introduction

- Coaching @ 2004 @ Cape Technikon
- Why
  - Support new encumbants, learners, by partnering with coaches
  - Specifically aimed at accelerating the on-the job learning of the learners to improve performance
- Who
  - Learners = 3 new encumbants
  - Coaches = peers, supervisor
  - Others – TSO, Sen Lib, HR ODO
Definition

- Coaching as learning partnerships that deliberately accelerate the enhancement and refinement of existing competencies and the development of new competencies, to improve performance
Characteristics

- Peer coaches, manager coaches
- Formal, structured and facilitated
- Competency-based matching & partnerships
- More than one coach
- Individualised, customised approach
- Aligns individual objectives to organization goals and strategy
Learning needs

- Identified job competencies - key performance areas (KPA) & job description
- KPA aligned to strategic objectives of institution and library
- Administered tool adapted by ODO Pazuna Stofile
**PRE-ASSESSMENT SHEET Main Campus Library**

**NAME OF DELEGATE**

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>DEVELOPMENT AREA</th>
<th>OUTSTANDING</th>
<th>A</th>
<th>ACCEPTABLE</th>
<th>B</th>
<th>MORE THAN ACCEPTABLE</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>#</th>
<th>CATEGORY</th>
<th>#</th>
<th>SUB-CATEGORY</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>1.</td>
<td>Communication</td>
<td>1.1</td>
<td>Interactive</td>
<td>Able to influence attitudes and opinions of others and gain agreement to proposals, plans and ideas, skillful at negotiating.</td>
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<td></td>
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<td>1.2</td>
<td>Interactive</td>
<td>Communicates calmly in a manner which is clear, direct to the point which holds the audience’s attention in both group and one-on-one sessions.</td>
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<td>1.3</td>
<td>Interactive</td>
<td>Produces written communication which are clear, direct, concise and easily understood by intended recipients.</td>
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<td></td>
<td></td>
<td>1.4</td>
<td>Interactive</td>
<td>The ability to convey an idea, a concept or a task in a logical, comprehensive way during a formal presentation, so that the audience knows exactly what is meant.</td>
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<tr>
<td>2.</td>
<td>Client Consulting</td>
<td>2.1</td>
<td>Interactive</td>
<td>Accurately &amp; promptly identifies, defines client’s needs &amp; problems, provides professional advice, setting, solutions.</td>
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<td>3.</td>
<td>Relationship Management</td>
<td>3.1</td>
<td>Interactive</td>
<td>Displays effective skills to build &amp; maintain relationships with a variety of people at all levels especially with clients &amp; fellow staff member.</td>
</tr>
<tr>
<td>4.</td>
<td>Quality Orientation</td>
<td>4.1</td>
<td>Interactive</td>
<td>Provides quality service, maintains high professional standards &amp; gets work done on time.</td>
</tr>
<tr>
<td>5.</td>
<td>Leadership</td>
<td>5.1</td>
<td>Interactive</td>
<td>Provides quality service, maintains high professional standards &amp; gets work done on time.</td>
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</table>
Programme

Information session

- ODO on role of learner and coach
- Included: how to give feedback, how to receive feedback
- Create an enabling, learning environment
- Coaching training with HR
Programme...

Planning session

- **Who**
  - Coaches and learners participated
  - Including, Library Training and skills development officer- co-ordinate

- **What**
  - Agreed on learning needs based on assessment results
  - Each learner had programme developed around building identified competencies
Programme... How

- Learner
  - perform the job functions – on the job learning
  - Exercises, assignments, narratives around competencies
  - included stretching assignment

- Coaches
  - show and guide the learner
  - questions at any time on any work related area
  - Monitor learner’s progress
Programme ... How

- Monthly reports to Sen. Lib
  - Learner
    - against performance management contract – monthly report
    - Self assessment on progress – coaching report
  - Coaches
    - Against performance contract – include coaching – monthly report
    - Progress and assessment of learner’s progress
Programme

- Feedback sessions for each learner
  - chaired by Sen. Lib, all learner’s coaches, TSO
  - Formative assessment - reflected back progress

- Summative assessment session
Evaluation

- Whether the aims of the programme have been met?
  - Support
  - Accelerate learning
- Generally positive impact of Library?
Evaluation ...

- Needs analysis should be 360°
- Written formative assessment of learners - more than minutes of meeting
- Formative evaluation of programme
  - What helped the programme work well?
  - What hindered the programme?
Checklist

- Appropriate intervention
- Ground rules – trust and mutual respect
- Get buy in, clarify roles
- Learning needs analysis
- Partnering and matching coaches and learner

- Develop programme- contract with learner and coaches
Checklist ...

- Implement and monitor
- Feedback sessions - foster reflection on actions
- Assessment – determine learners' competencies
- Closure and evaluation
Questions

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