

# District Team – Capacity Building

Session 1



People's Action for National Integration - PANI

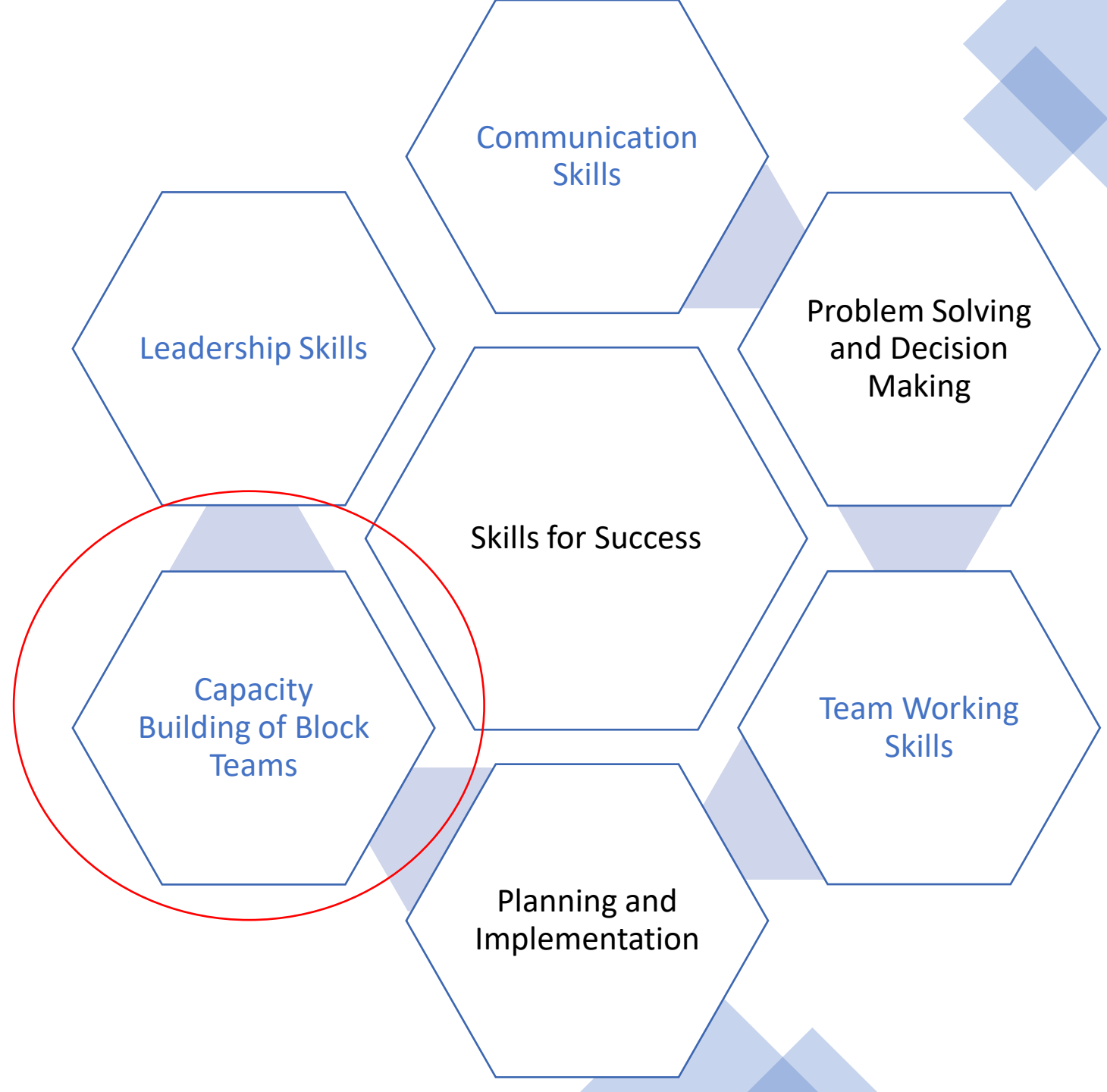


## परिचय

- अपने एक साथी का परिचय दें
  - उनका नाम
  - उनका काम
  - उनके बारे में एक दिलचस्प बात



# District Team – Skills for Success



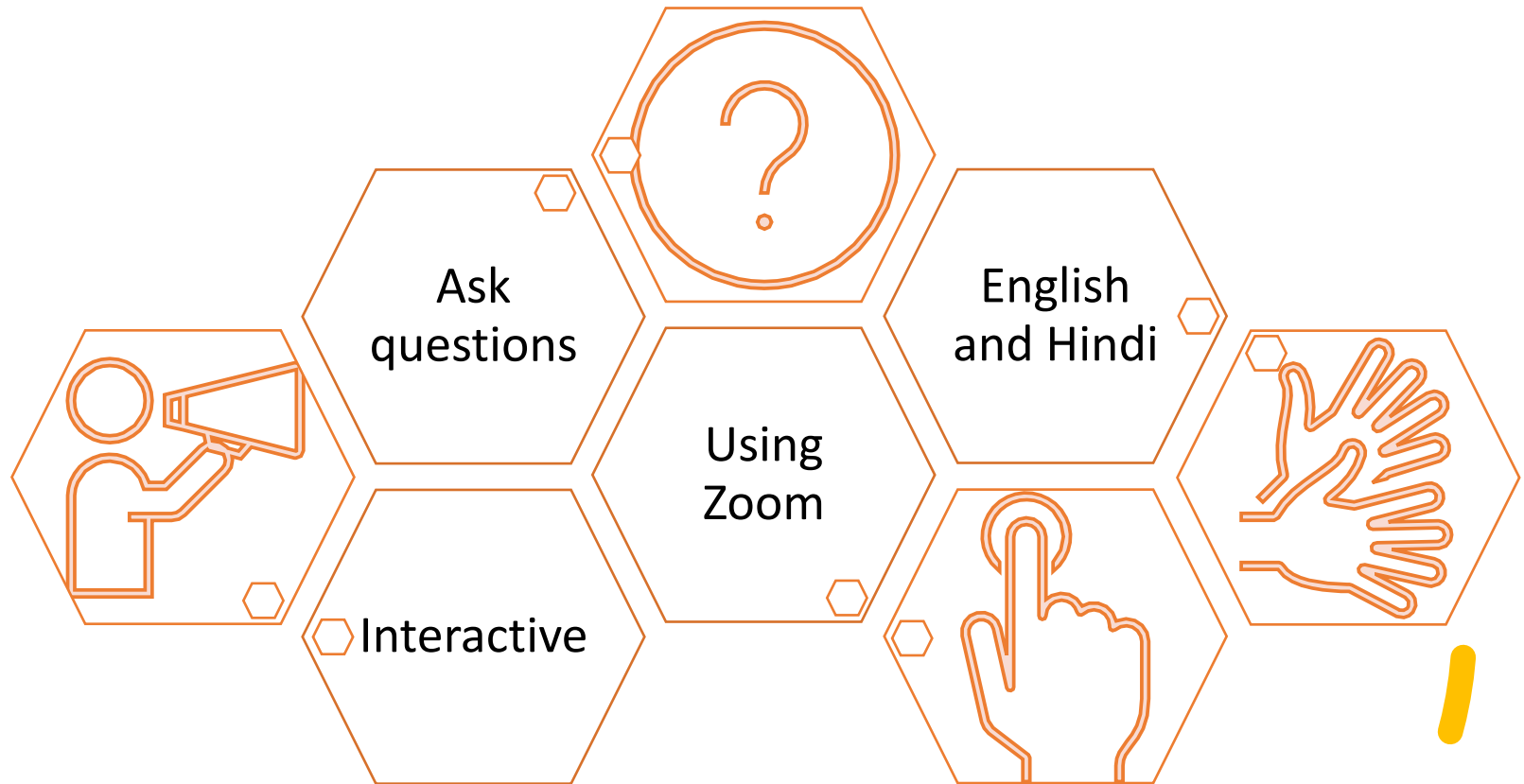
Coaching  
Module –  
3 sessions

कोचिंग का परिचय

एक कोच के लिए आवश्यक  
कौशल (skills)

कोचिंग प्रक्रिया और IDP

# Some Ground Rules!





कोचिंग क्या है?





दंगल

**BHAAG  
MILKHA  
BHAAG**



# Your observations from the movie clip?

- Encouraged them and provided with everything they need for progress
- Gave a free hand to do thing
- Built the confidence
- Was very involved and closely engaged... almost like he was playing
- Was able to see if from their point of view
- Put others in front of them
- Appreciative of others
- After every event they shared their experience
- Felt proud of the achievement
- Rewards were given
- You have to invoke the passion
- Made them believe
- When they were shouting – they were indirectly motivating
- Goal and big picture
- Motivate to accept challenges
- Focused on one thing
- Tried to do their job for all the team members
- Communication skill was good

What is coaching?

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लोगों को एक जगह  
से दूसरी जगह ले  
जाने में मदद करता  
है



# What is coaching?

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Partnership between two people to help achieve personal and professional goals



# What is coaching?

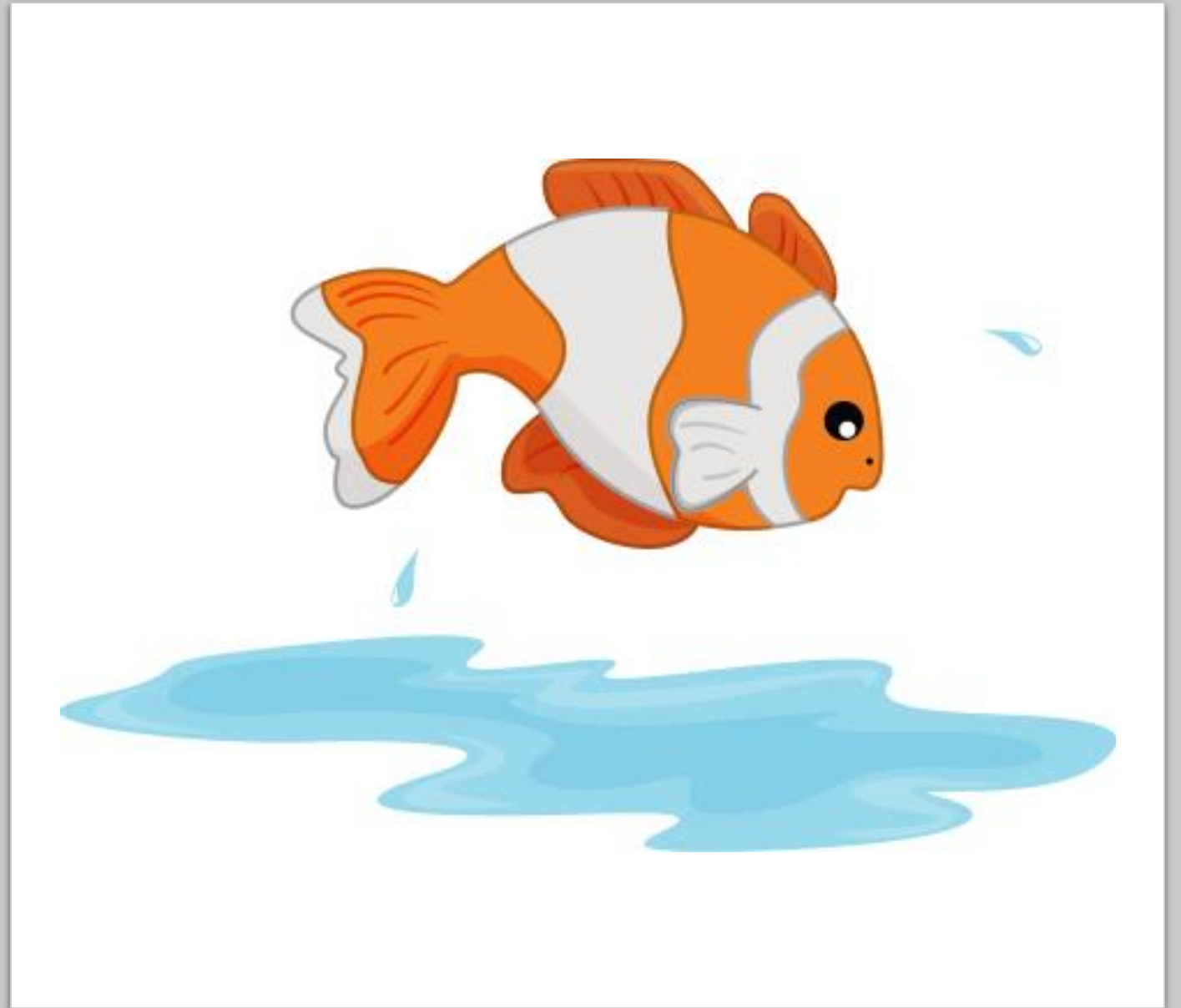
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- Process to improve performance of others
- Focuses on building skills
- Helps others find solutions to their problems



Give a person  
a **fish** and he/she will  
eat for a day.

**Teach** them how  
**fish** and you feed  
them for a lifetime.





# अंतर और समानताएँ



Training



Mentoring



Counselling



Coaching



# अंतर और समानताएँ



Training – creating awareness; transfer of knowledge or building skill; usually one way. For ex – Training on Coaching Skills



Mentoring – life skills related; usually a senior person who provides his/her experiences and provides direction and motivation. For ex – your teacher from college/ ex boss from first job

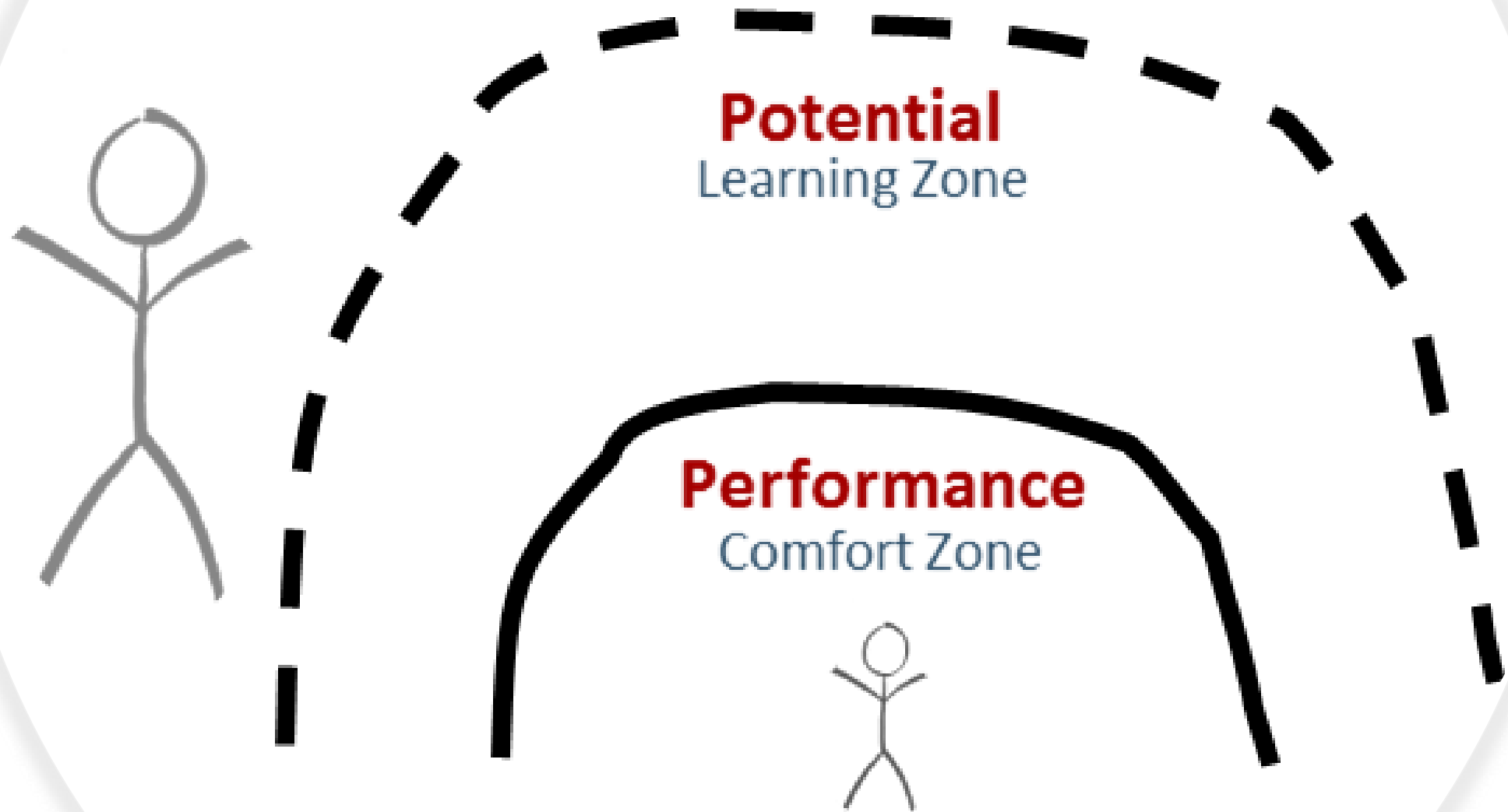


Counselling – Professional counsellor or therapist to help someone process a personal and interpersonal conflict. For ex – someone dealing with the loss of a very close family member



Coaching – One on one; focused on developing one/few skills;

# The Purpose of Coaching





Coaching

# Coaching

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Work on one or  
few skills



Time bound



Planned



Help someone  
find answers




No reporting  
relationship



Safe and open  
space

TIME FOR A  
BREAK





One leader/ manager  
you admire

---

- आपको इस व्यक्ति  
के बारे में क्या पसंद  
आया?
- वे कैसे अलग थे



# Your thoughts

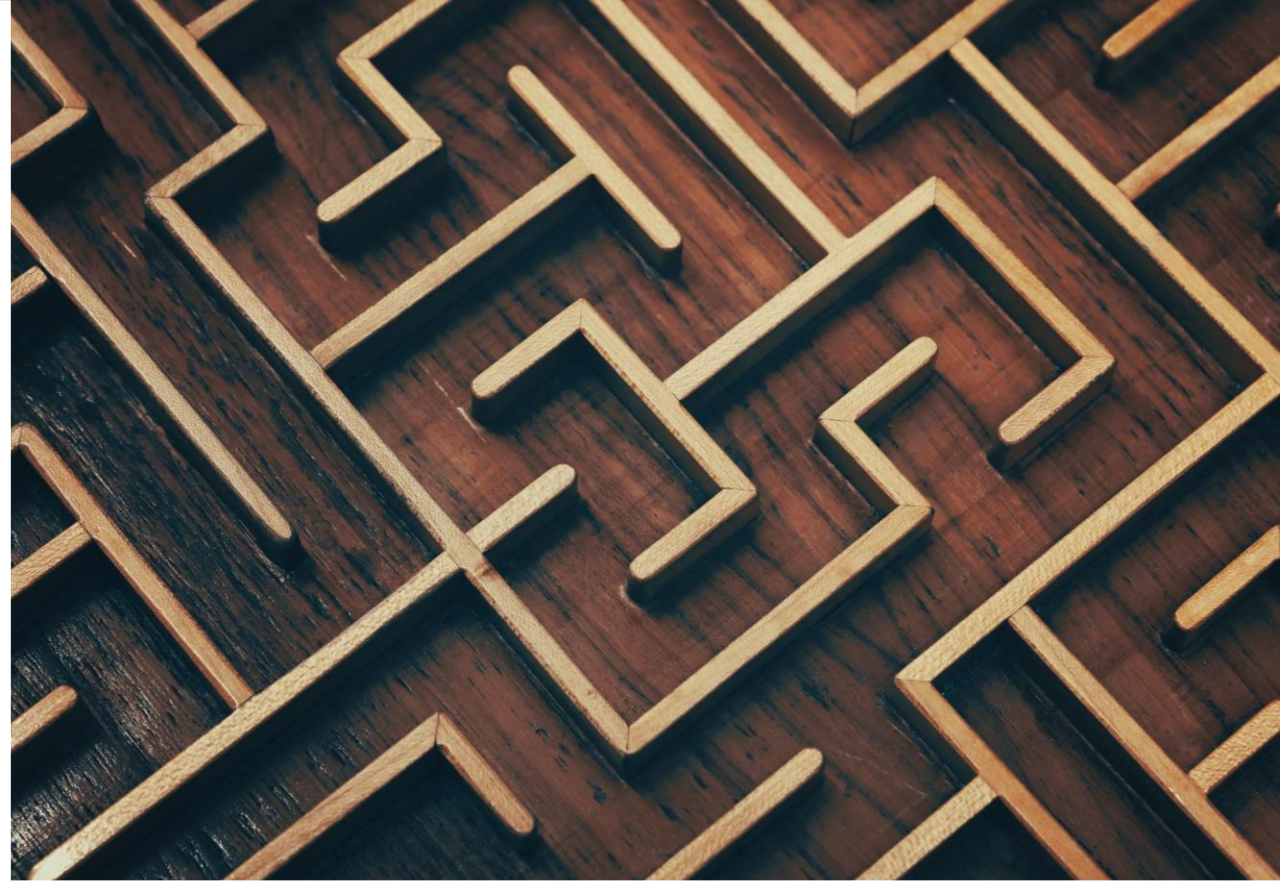
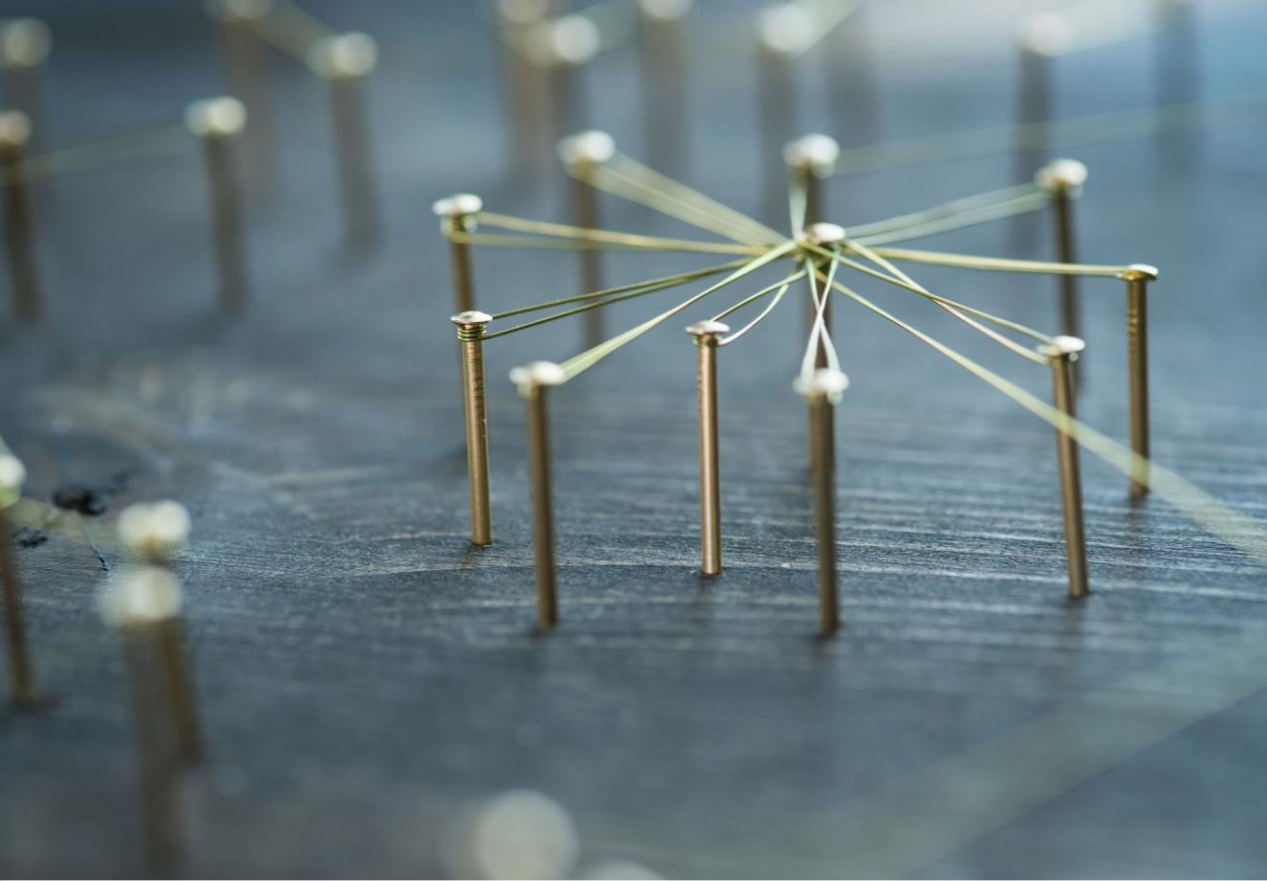
- Very inclusive
- Very empathetic
- Does not impose any decision
- Created a space where he could ask questions and get solutions out of the team
- Gave a lot of freedom
- Gave a lot of opportunities
- Stood his ground for what he believed
- Was a role model – lead by examples
- The way he used to teach others
- Was able to achieve great results
- Very patient
- Learnt by observing and watching leaders
- Is open to other's point of view
- Valuable life lessons
- Relationship building with others
- Motivating and inspiring
- Connection with everyone
- Encourage us to do new things
- Very positive and helpful person
- Took a lot of things as challenges and worked very hard
- Ability to simplify things and explain well

Leaders as  
Coaches!



Coaching is a  
critical skill  
for you as a  
leader, here  
or anywhere





21 वीं सदी के नेता (Leaders)



# COACHING

कोचिंग के लाभ



# टीम के सदस्यों को लिए



Better performer



More confidence



Faster growth



Handle difficult  
situations better



Follow by example



Successful, happier  
team members

# कोच के लिए

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Rewarding and satisfying



Strengthens relationships



Helps you in your own personal and professional growth



Expands your network and connections



Helps you become a better leader



Better performing teams

# Program के लिए



Improves program performance



Grow and build better leaders



Motivated and engaged employees



Recognized in the sector



Build a culture of coaching

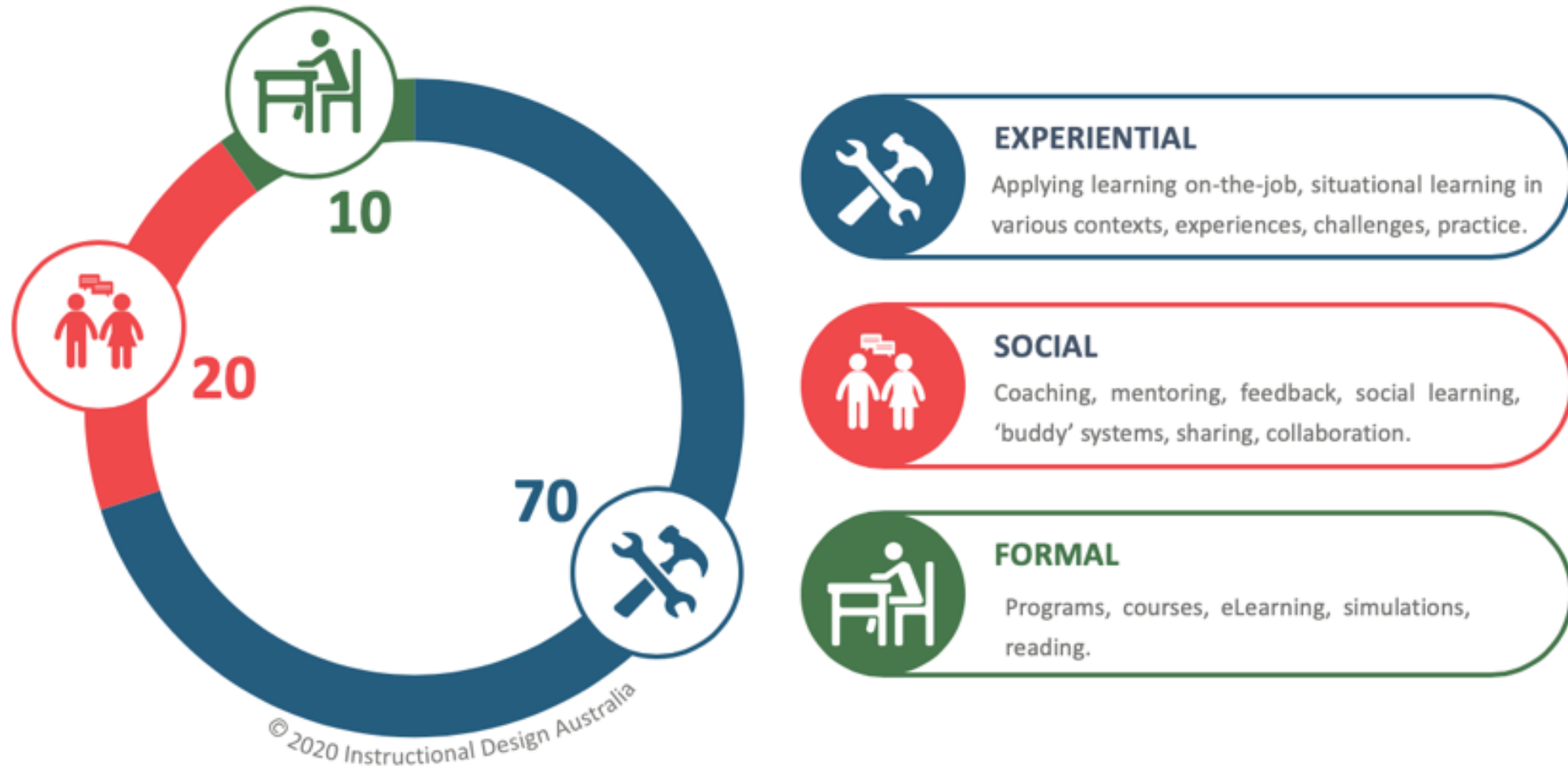


Better organizational performance


कोचिंग कौशल क्यों?



# 70:20:10 MODEL IN PRACTICE



Block Coordinator Capacity Building

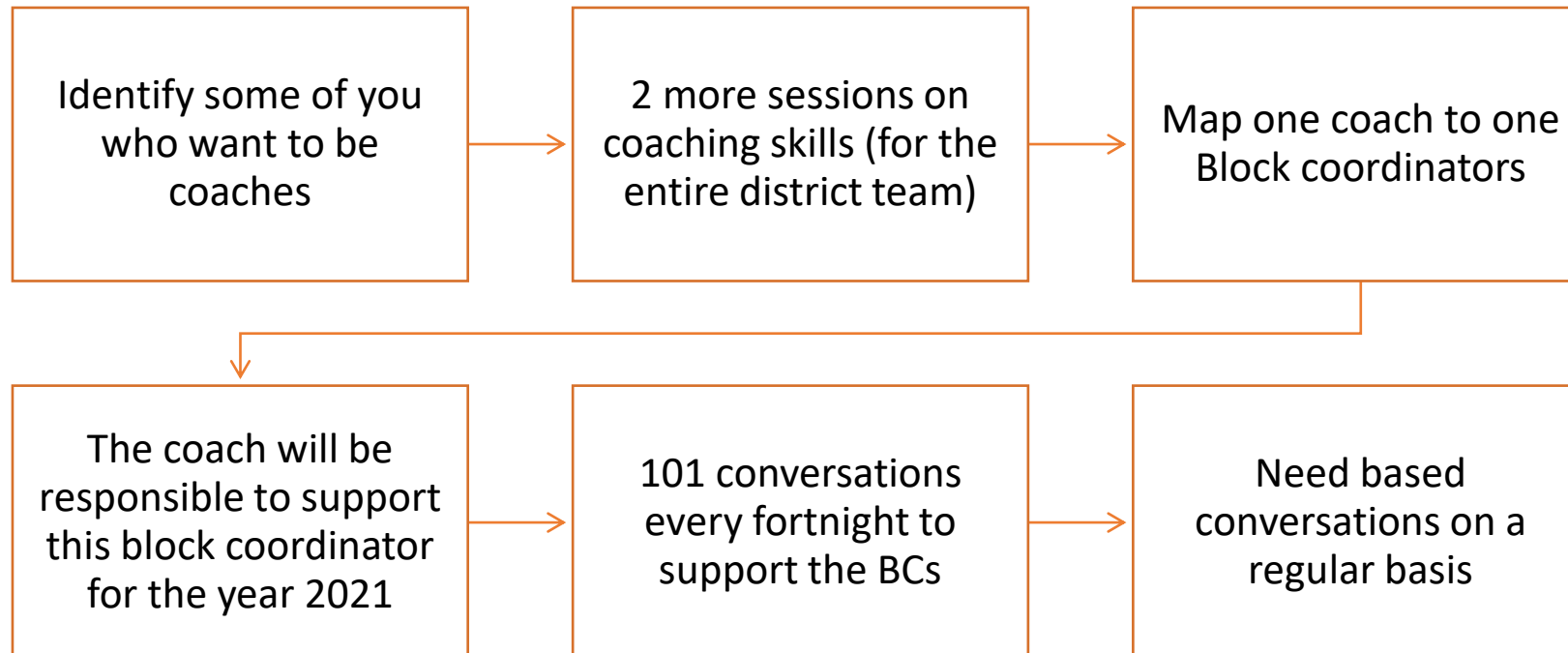
The background features decorative curved lines in shades of blue and green, positioned in the top right and bottom left corners.

Some of you will be coaches for the  
Block Coordinators this year.



# Block Coordinator Coaching Program

# कोचिंग प्रक्रिया



# कोच क्या करेगा?



Help the BC set up their Individual Development Plan



Fortnightly conversations with the Coachee (on your visit to the Block Office)



Use your coaching skills (provided during this training) to coach the BCs



Review and monitor their progress



Focus on two areas

Team Management  
Leadership Skills

# Coach the Coach

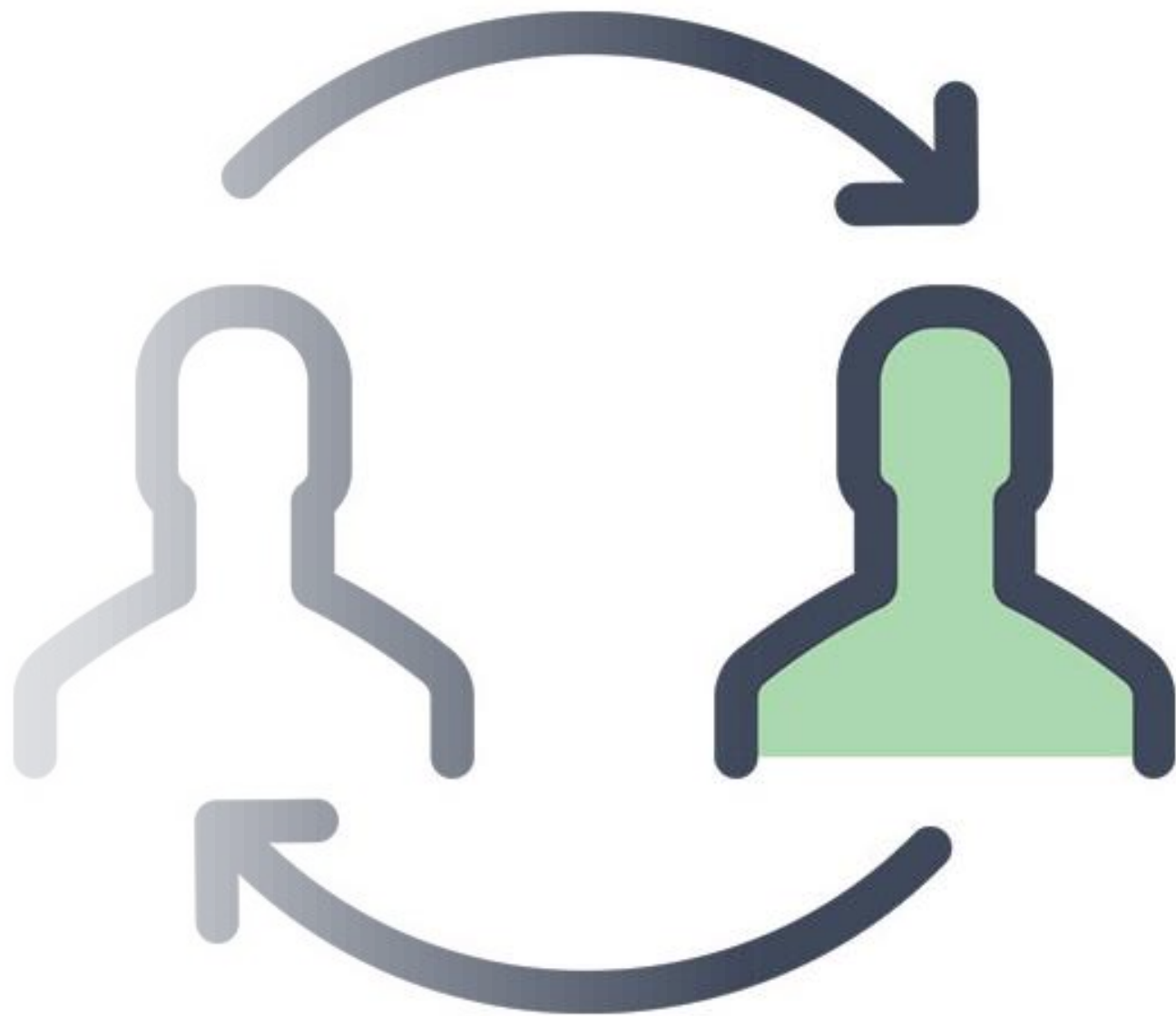
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- Quarterly discussions with all the Coaches and Phicus
  - to assess progress
  - to support the coaches with difficult situations
- Discuss the individual development plans and progress
- Peer learning and sharing



कोच बनने के  
लिए खुद को  
नामांकित करें!

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The background features decorative curved lines in shades of blue and green, positioned in the top-left, top-right, and bottom-left corners.

# Homework

Conduct one coaching conversation with anyone  
from the District Team

# धन्यवाद!

Session 1



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# Skills required & Coaching Process

Session 3



People's Action for National Integration - PANI



## Homework

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- Tell us about your coaching conversation
- What was your experience?
- How did you feel?



Coaching  
Module –  
3 sessions

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Introduction to  
Coaching

---

Skills required for a  
Coach

---

Coaching Process and  
IDP

What coaches  
need the  
most!



Communication Skills



Feedback Skills



Trust and Empathy

# Feedback Skills





Feedback is a  
gift



# Giving Feedback

- Share positive and constructive feedback. Don't only give constructive feedback
- Share feedback immediately after the situation
- Share in private if the feedback is sensitive
- Ask questions to understand why
- Be honest; be genuine; be kind



# STAR Model

- **ST: Situation/Task** - The situation or task you are discussing—Provides context for his/her actions and helps explain their importance.
- **A: Action** - Details of what he/she said or did to handle the situation or task.
- **R: Result** - Describes what was achieved by the action and why it was or was not effective.



Let's Practice!

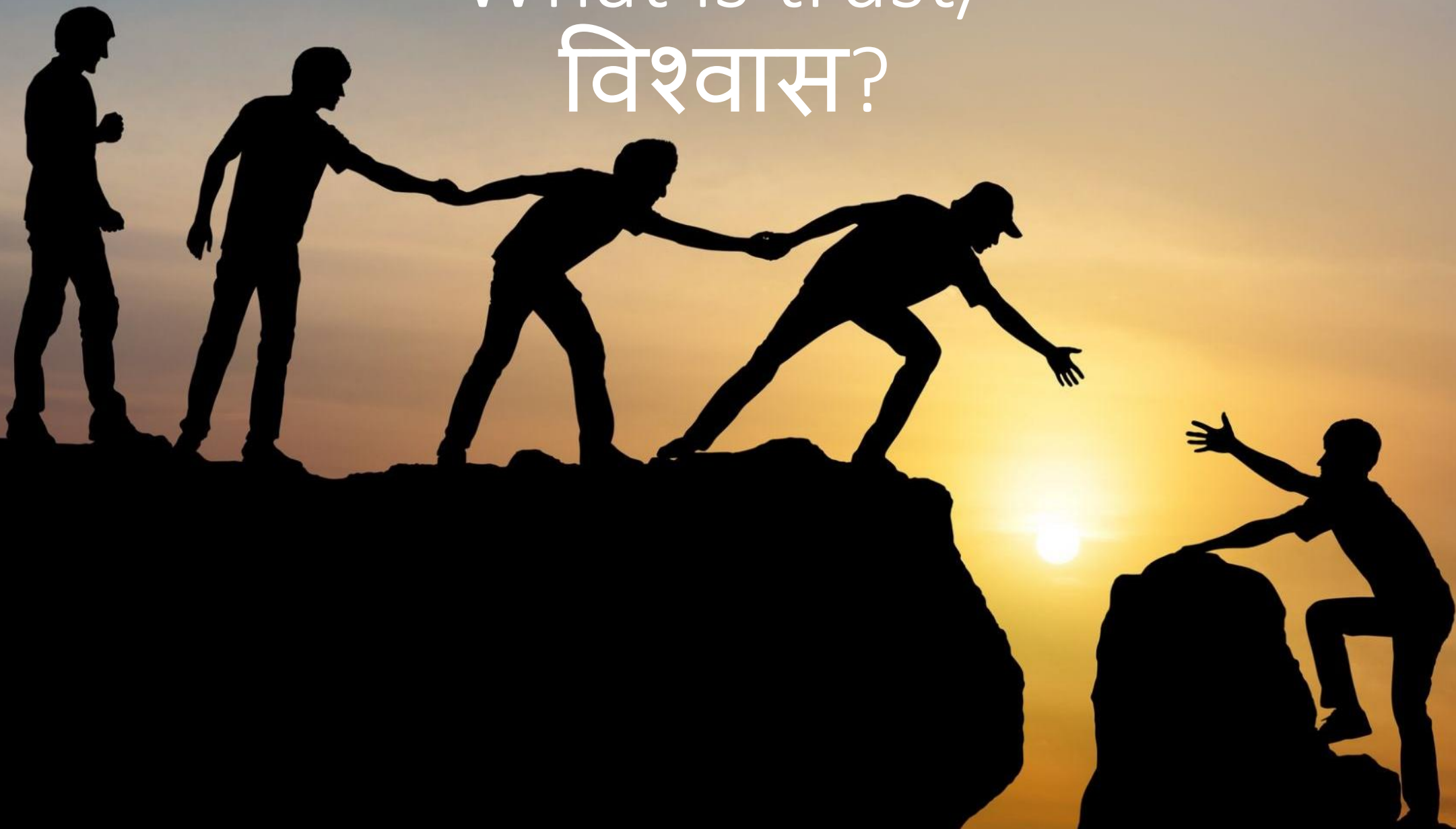
TIME FOR A  
BREAK





# Building Trust and Empathy

What is trust/  
विश्वास?






It is late in the night and you are alone.  
Which Auto will you board?



You want to eat pani puri.  
Which vendor will you go to?



You want to buy petrol.  
Which one will you choose?



# Why do you trust someone?

- Do what they say
- Show you the mirror
- Confidentially
- Always available for me
- Have my interest in mind
- Will answer my call
- Able to step into my shoes
- Encourage and helpful
- Unconditional relationship
- Non-judgemental



# Trust

Instinctive unquestioning belief in and reliance upon something.

What did you  
notice in this  
video?

- Feeling of oneness
- Understood their point of view
- Selfless

# EMPATHY



Empathy/ सहानुभूति

Ability to sense other people's emotions, ability to imagine what someone else might be thinking or feeling



How will you  
demonstrate  
empathy in  
your  
interactions?



Listening to someone



Being positive towards someone



Sensing what they feel



Genuine concern for someone



Being patient



Recognise and respond to their feelings

# HOW TO HAVE A **COACHING CONVERSATION**



## **LISTEN CAREFULLY**

Don't assume what the conversation is about or what path it should take.



## **RESPOND THOUGHTFULLY**

Coaching is about uncovering answers through inquiry, openness & exploration.



## **RESIST IMPOSING YOUR OWN SOLUTION**

Shift from the norm of telling, problem-solving & giving advice.



Center for Creative Leadership®




Let's Practice!



# Coaching Process

# Coach-Coachee team

<b>Coach</b>	<b>Coachee</b>
Sasmita	Awadesh Singh
Sukhvinder	Mahmood
Manjeet	Om Prakash Tiwari
Gyan	Balram
Ravindra	Rajesh
Rajeev	Shyam

A torn green calendar page is shown on the left side of the image. The page is green with black numbers for the days of the month. The visible dates are 11, 12, 13, 18, 19, 20, 26, and 27. The right edge of the calendar is torn and irregular.

# Write a letter on Monday!

- You are going to be the coach for next few months
- A personal story about you – how someone has coached you and it has helped you
- Request for a call/ meeting
- Close on a positive note

**Please note: You do not have to CC anyone!**

# Process of Coaching



Introduction call with BCs to explain the coaching process



Set up first conversation with your coachee



2 coaching calls or meetings every month



Focus on reflections and progress on IDP



Quarterly meeting with coaches and Phicus to take stock



Need based 101 conversation with Pavithra at any time

## Your first coaching conversation

- Set the context again – why coaching; how it will help them
- Tell them a little bit about you – your background; your journey etc.
- Get them to share about their background and journey
- Agree on a few things
  - When will you meet/call each other (minimum once in 15 days)
  - The conversations would be confidential (only between the two of you)
  - Ask them what they need help with (self reflection)
- Use all your coaching skills learnt
- Remember, you are not here to provide answers. You are here to help them find their own answers

A collection of colorful geometric shapes including a blue circle, a green triangle, a yellow dashed line, an orange semi-circle, a blue circle, a green square, and a large orange circle with yellow dashed lines radiating from it.

# Thank you!

Session 3



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# Giving & Receiving Feedback!

District Team – Capacity Building



People's Action for National Integration - PANI





## Objectives of today's session

- Understand the importance of feedback
- What makes feedback effective?
- Tools available to share feedback effectively
- Importance of receiving feedback

# District Team – Skills for Success



# Introduction Activity

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Can you think of one feedback you received that changed your life

- Who shared that feedback with you?
- Why did they share it?
- How did it make you feel?
- What made you value this feedback?



# Introduction Activity

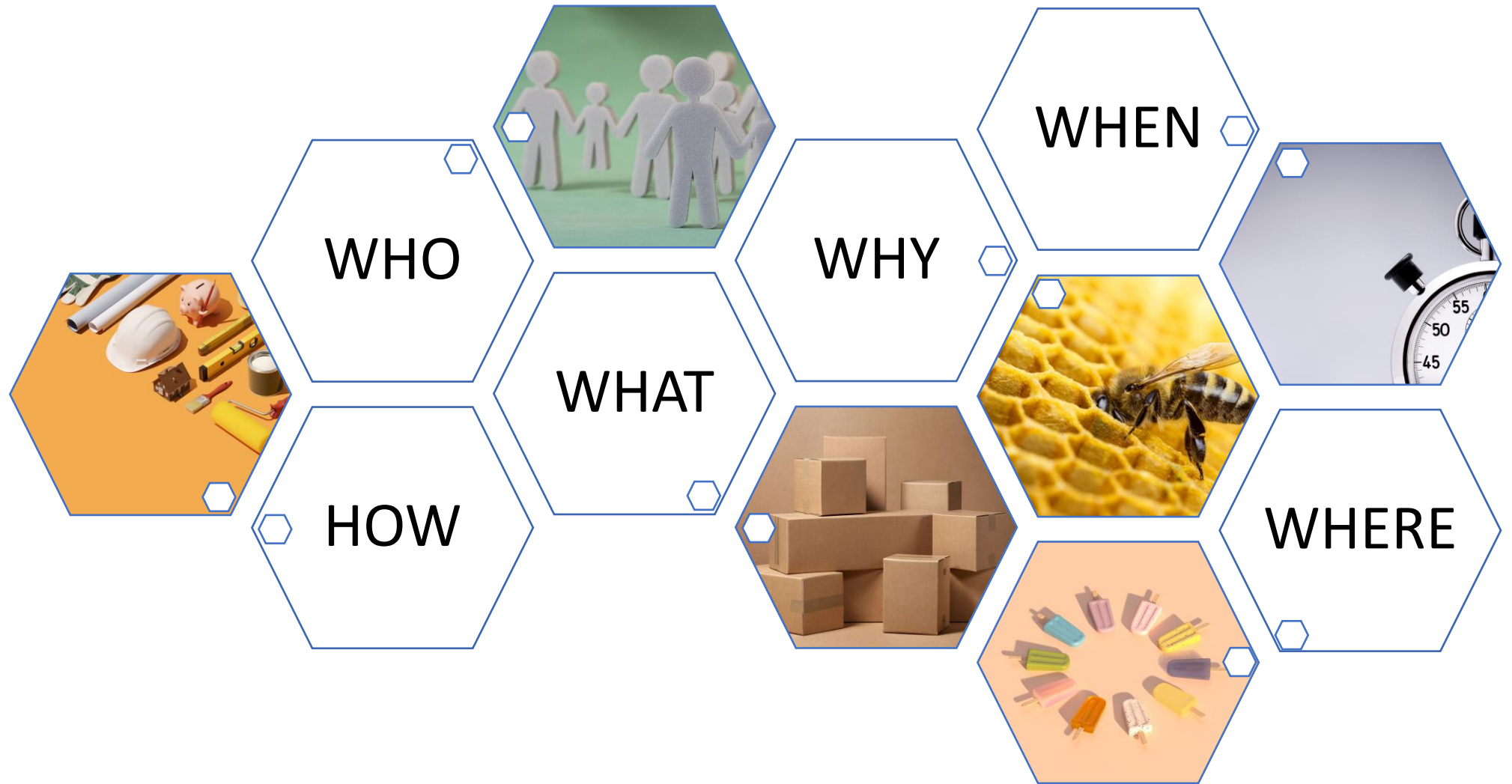
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Can you think of one feedback you shared with someone?

- Who did you share the feedback with?
- Why did you share it?
- How did you share this feedback?
- What made this feedback valuable?



# 5Ws and 1H





‘Why’ is  
feedback  
important?



**FEEDBACK  
IS THE  
BREAKFAST  
OF  
CHAMPIONS.**

KENNETH BLANCHARD

A photograph of four hands holding a small, red, polka-dot gift box tied with a white string. The hands are positioned around the gift, with two hands at the top and two at the bottom. The background is a teal surface scattered with colorful confetti. The entire image is framed by a white, hand-drawn border.

Feedback is a gift

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# Whom do you give feedback to?

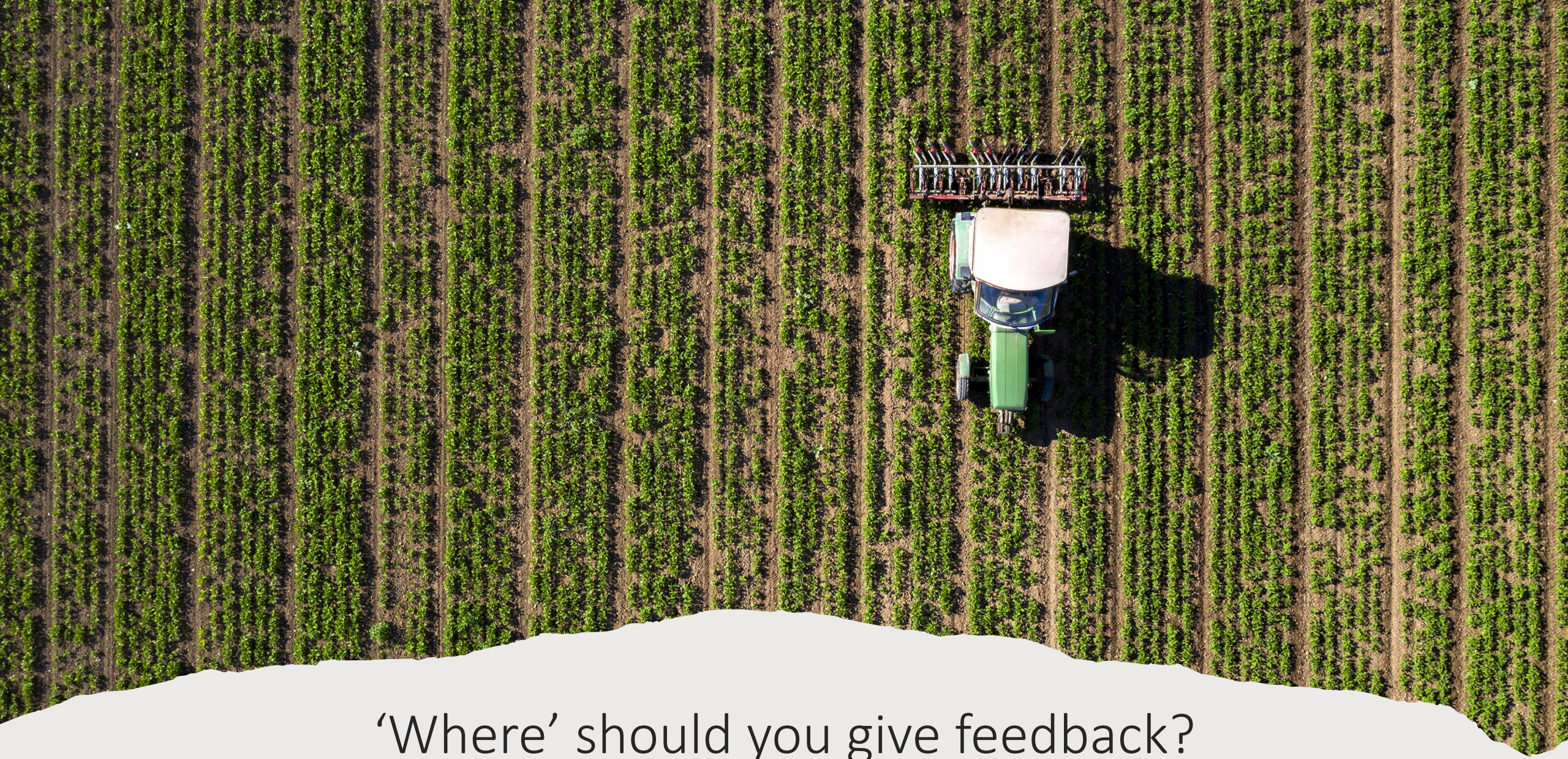
- Someone you care about
- Someone who's well-being and development is important to you
- Someone you have a good relationship with
- Someone who is also comfortable to share feedback with you

**It is a difficult job to give feedback!**

**It takes time, effort and commitment towards the other person.**



‘When’ is a good time to give feedback?



‘Where’ should you give feedback?



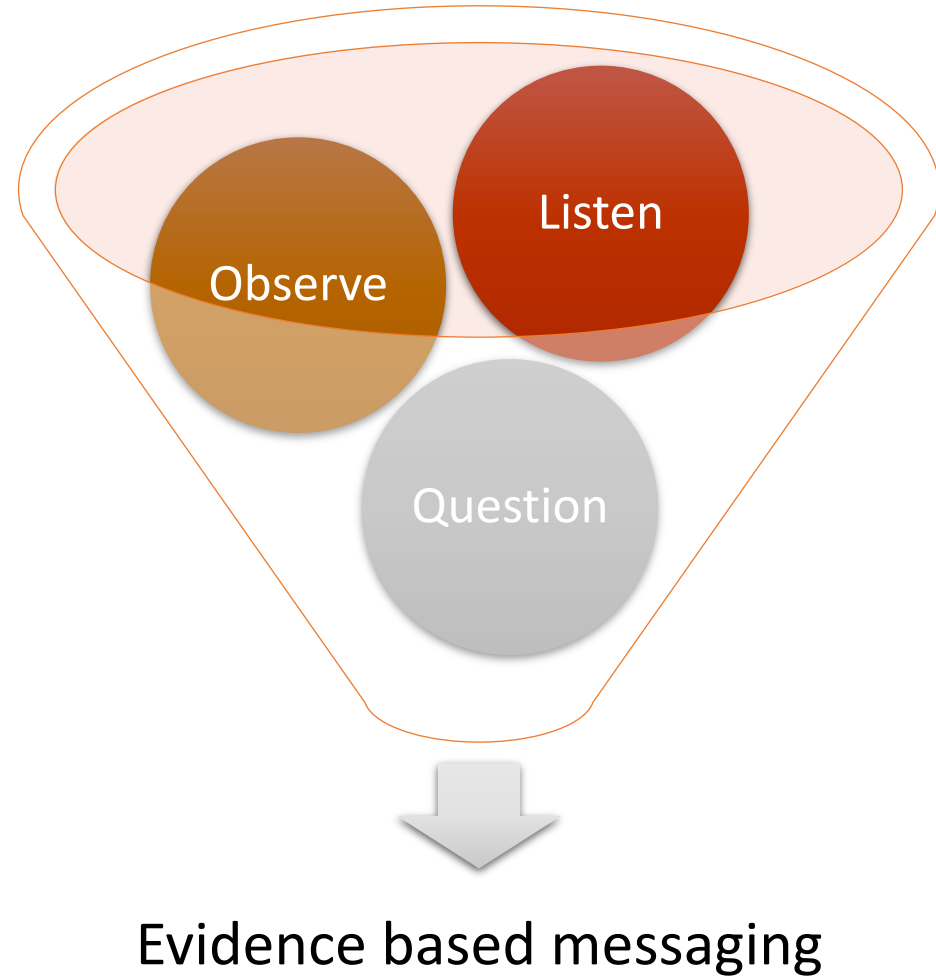
Let's talk about the 'what' and 'how'!

# Observation VS Interpretation

The act of using your sense to gather information and taking notes of what occurs

A logical explanation of an observation that is drawn from prior knowledge and experience

# Important skills for feedback



# S

## Situation

Describe the situation. Be specific about when and where it occurred.

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# B

## Behavior

Describe the observable behavior. Don't assume you know what the other person was thinking.

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# I

## Impact

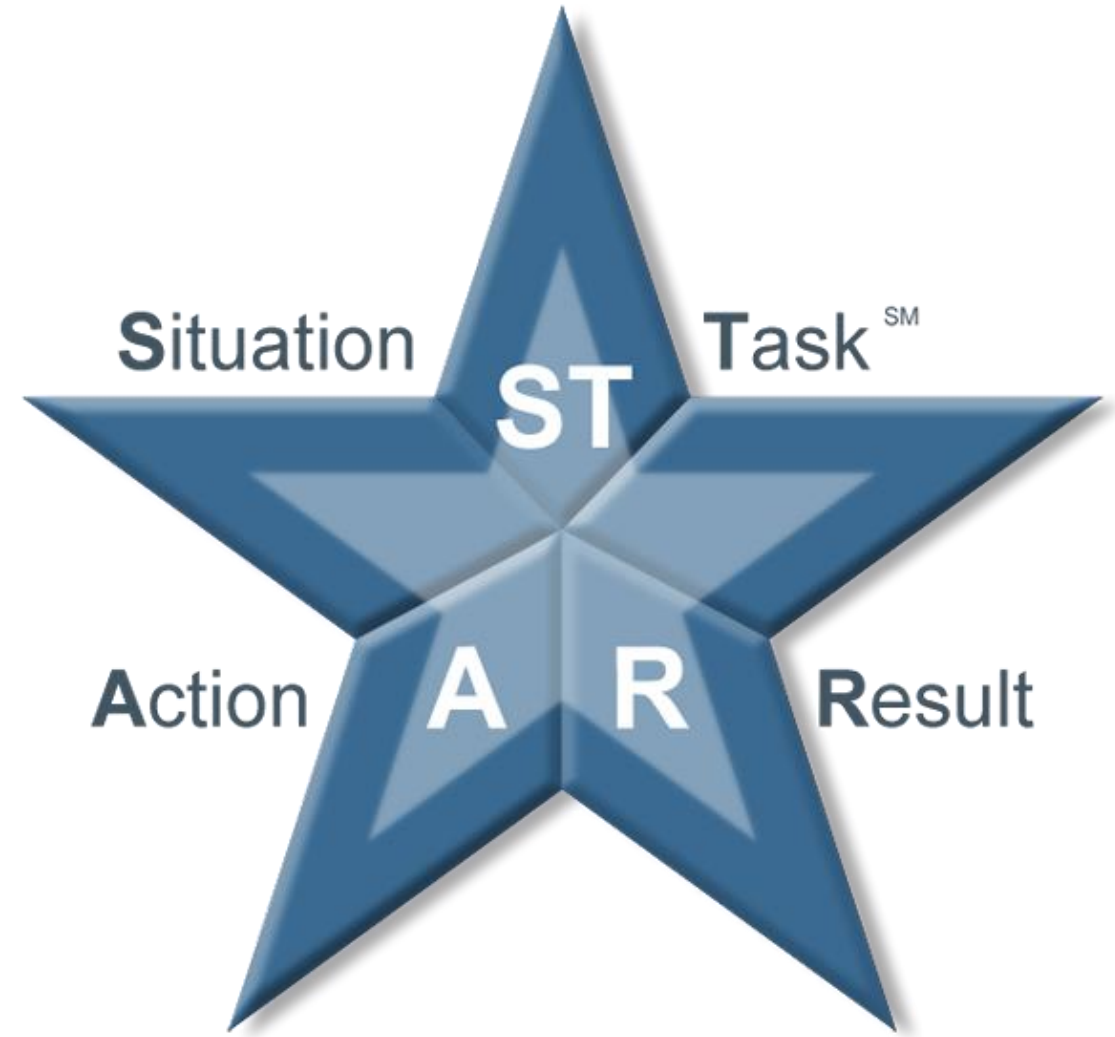
Describe what you thought or felt in reaction to the behavior.



Center for  
Creative  
Leadership


# STAR Technique

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Let's practice





## Receiving Feedback

- Smile and say 'Thank You'
- Ask for any clarifications if required
- Think about the feedback. Reflect on it
- If you think it is true, make changes right away
- If you don't think it is true, validate that feedback. Ask someone else that you trust
- Remember that feedback is very important for your development



# Thank you!



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# ASSESSMENT FRAMEWORK – DISTRICT TEAM

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PROGRAM SWERA

JANUARY 2021



People's Action for National Integration - PANI



# OBJECTIVE AND METHODOLOGY

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- The objective of the assessment framework is to see if the District team has made a shift in their behaviour/ skills over a period of 1 year
- 360 degree feedback methodology has been chosen as the assessment as it is based on skill movement. Self rating and immediate team rating is an important indicator when it comes to soft skills/ behaviour change
- The 360 degree feedback will capture inputs/ feedback on 6 skills captured below. Out of the 6 skills, 4 skills are the focus areas for the capacity building intervention with Phicus. The 4 skills are:
  - Team working skills
  - Communication skills
  - Capacity building of block teams
  - Leadership skills
- End line and base line feedback for these 4 skills will be considered to review the effectiveness of the program design and implementation
- The overall 360 degree feedback report can be used by the individual and PANI team to create individual development plans as a part of the performance management process



# SKILLS FRAMEWORK FOR ASSESSMENT

Skill Cluster	Skill Description	Skill Cluster	Skill Description
Team working skills	<ol style="list-style-type: none"> <li>1. Coordinates with the district team and block teams to complete program deliverables</li> <li>2. Influences people and negotiates outcomes to achieve program goals</li> <li>3. Understands the team objectives and contributes to his/her best abilities</li> <li>4. Is a team player</li> <li>5. Provides support and handholds team members</li> <li>6. Resolve team related issues or conflicts keeping in mind the larger objectives</li> </ol>	Communication skills	<ol style="list-style-type: none"> <li>1. Articulates thoughts/ideas in a clear, logical and crisp manner</li> <li>2. Adapts communication style based on the audience as well as the situation</li> <li>3. Listens actively, asks questions to get a better understanding of the situation</li> <li>4. Creates simple presentations and presents them in meetings/ reviews with clarity and confidence</li> <li>5. Shares the big picture/ larger vision of the program and breaks it down into simple, actionable activities</li> <li>6. Influences team members by using logical argument along with data/ facts</li> </ol>
Problem Solving and Decision Making	<ol style="list-style-type: none"> <li>1. Articulates the problem statement clearly for everyone to understand</li> <li>2. Asks the right questions to understand the root cause of the problem</li> <li>3. Analyses data, identifies trends and thinks of alternative solutions for problems</li> <li>4. Involves relevant stakeholders (block teams, community, district team) while resolving a problem</li> <li>5. Generates multiple options and selects the right decision in line with the program goals</li> <li>6. Resolves recurring problems with suitable process creation or changes</li> </ol>	Planning and Implementation	<ol style="list-style-type: none"> <li>1. Creates short term and medium term plan to help achieve program goals</li> <li>2. Identifies risks and mitigates them while planning program deliverables</li> <li>3. Provides clear plan and directions for the Block teams to implement in their blocks</li> <li>4. Coordinates with the block team and district team to ensure activities are completed as per the implementation plan</li> <li>5. Coordinates with other team members from the district team to ensure no overlaps in process</li> <li>6. Proactively makes changes/ customises implementation plans keeping in mind ground realities of the block teams</li> </ol>
Capacity building of Block teams	<ol style="list-style-type: none"> <li>1. Breaks down technical aspects into simple, easy to understand language for the FCs and CRPs</li> <li>2. Provides technical training in an engaging and impactful manner</li> <li>3. Facilitates meetings and discussions with the block team and community impactfully</li> <li>4. Provides handholding support and direction for block teams on the ground</li> <li>5. Coaches a few FCs/ CRPs to help them achieve their potential</li> <li>6. Provides clear and constructive feedback to team members for their improvement</li> </ol>	Leadership Skills	<ol style="list-style-type: none"> <li>1. Shares the vision of the program and inspires people to contribute towards the vision</li> <li>2. Role models PANI's values and philosophy for internal and external stakeholders</li> <li>3. Coaches and supports team members to achieve their full potential</li> <li>4. Creates a learning environment for self and others (block offices)</li> <li>5. Learns from mistakes and failures</li> </ol>

Skills marked in Grey will be used for the base line and end line assessment

# BASE LINE PROCESS

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## Finalise Skills Framework

PANI team to provide inputs and finalize the skills framework  
Share these skills with the district team



## Creation of 360 Degree online feedback form

Phicus to create the 360 degree online feedback template and the process for roll out



## Roll out of 360 degree feedback for the district team

Each participant will identify 8 respondents to receive feedback from – 1 self; 1 manager; 3 peers; 2 block members; 2 others  
Participant will complete their self assessment  
Participant will share feedback form with the 8 respondents and follow up till it is done  
A period of 7 days will be given to complete the self assessment + peer assessments



## Collate and consolidate reports

All data will be received by the Phicus team  
Phicus will consolidate all the information. This information will be share with the PANI team for further action/ enhancements  
Individual reports will be shared with the participants as well

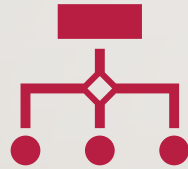
# END LINE PROCESS

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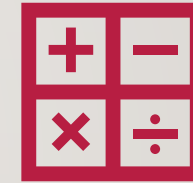
## Roll out of 360 degree feedback as end line assessment

1. The 360 process will be repeated with the same set of respondents for the skills framework
2. In case the respondents are no longer available, new respondents will be added



## Collate and consolidate reports

All data will be received by the Phicus team  
Phicus will consolidate all the information. This information will be shared with the PANI team for further action/ enhancements  
Individual reports will be shared with the participants as well



## Comparison of base line and end line reports

Phicus will conduct a comparative analysis across the base line and end line assessments  
Results will be shared in the form of a report to the PANI team for future action/ enhancements



# BASE LINE AND END LINE COMPARISON - SAMPLE

	Skills	Base Line – Self Rating	Base Line – Others (average)	End Line – Self Rating	End Line – Others (average)	Delta for Self Rating	Delta for others
Person 1	Team working skills						
	Communication skills						
	Capacity building of block teams						
	Leadership Skills						
Person 2	Team working skills						
	Communication skills						
	Capacity building of block teams						
	Leadership Skills						

# INDIVIDUAL REPORT - SAMPLE

Skills	Self Rating	Manager Rating	Peers – Average	Block team - Average	Others - Average	External raters - Average
Team working skills						
Communication skills						
Capacity building of Block teams						
Problem Solving and Decision Making						
Planning and Implementation						
Leadership Skills						

## Consolidation of Qualitative Feedback:

What should this individual start doing?

What should this individual stop doing?

What should this individual continue doing?

# OTHER FORMS OF ASSESSMENT

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- Apart from the 360 degree base line and end line assessment, every program intervention will capture feedback
- Once in 3 months, there will be a discussion with the team to understand learnings and progress


# THANK YOU

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Please contact Pavithra  
Gaikwad ([pavithra@phicus.org](mailto:pavithra@phicus.org))  
for further clarifications



Thank  
you



# 360 Degree Feedback and IDP session

18<sup>th</sup> Dec 2021



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# What will we talk about?

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- Reflections and insights from your 360-degree report
- Individual Development Plan and its importance
- Commitments to yourself!

# Why 360-degree feedback?



There's a big gap between how we think of ourselves and how others think of us. The use of 360-degree feedback can help to close that gap.

You are at  
the center  
of this  
process!



How does it  
benefit the  
organization?



**INCREASES  
ACCOUNTABILITY**



**IMPROVES  
PERFORMANCE**



**ENCOURAGES PERSONAL  
DEVELOPMENT**



**IMPROVES RELATIONSHIP  
BETWEEN COLLEAGUES**

# Should You Be Using 360-Degree Feedback?

## Pros



It Uncovers Blind Spots



It Increases Self-Awareness



It Provides a Balanced View

## Cons



Insufficient Information

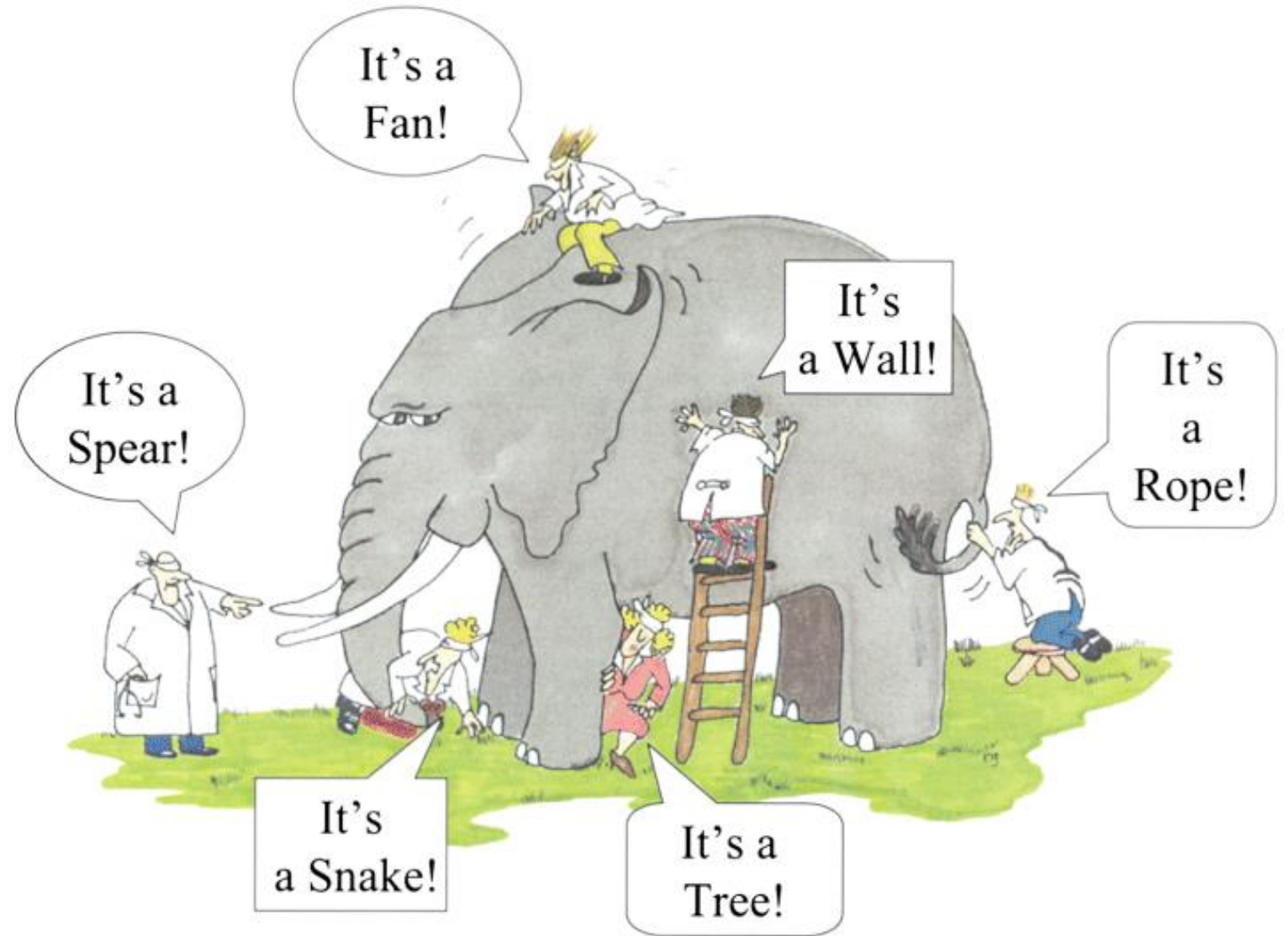


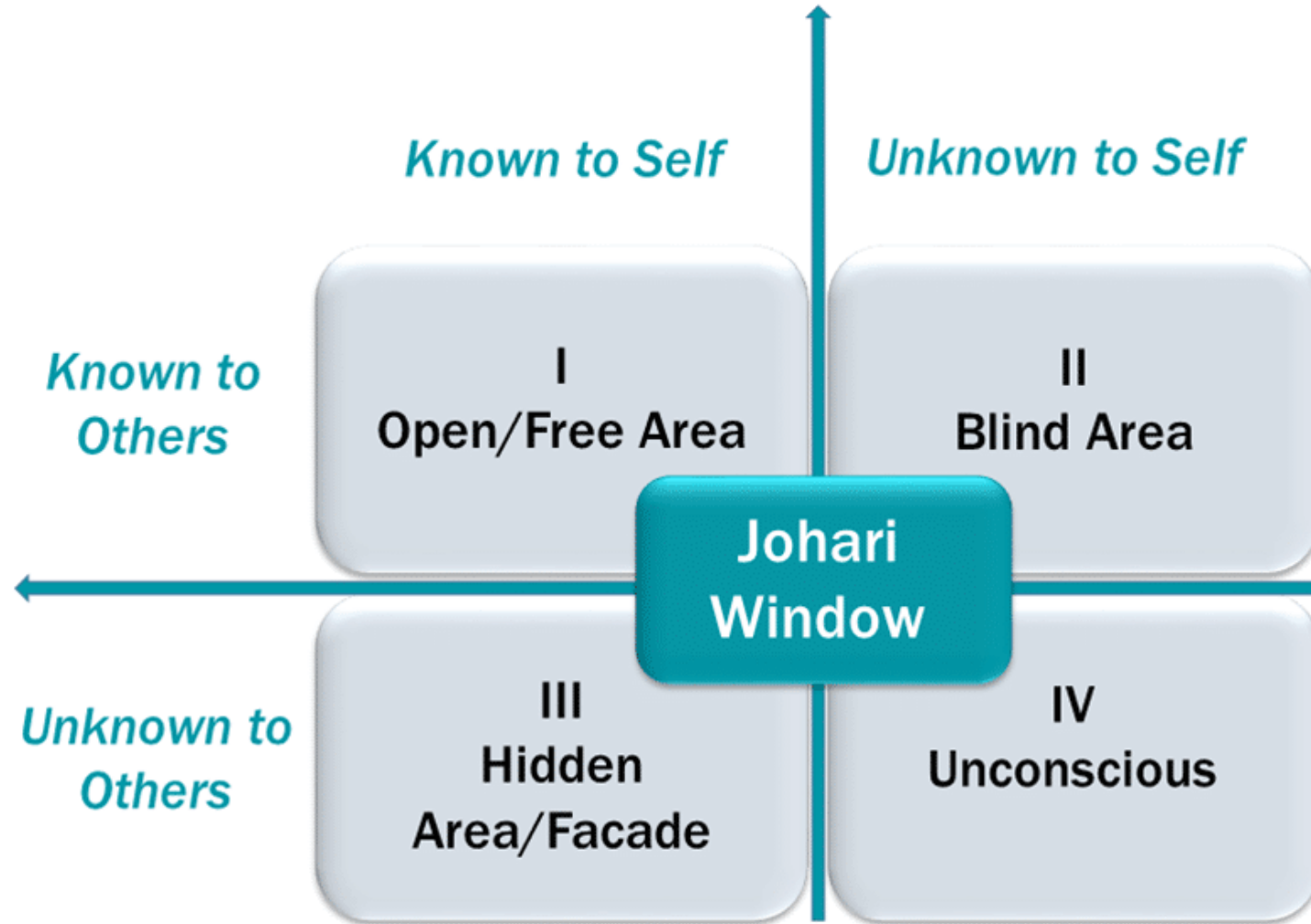
Conflicting Feedback



Time-Consuming Process

Different perspectives,  
based on  
different  
interactions!

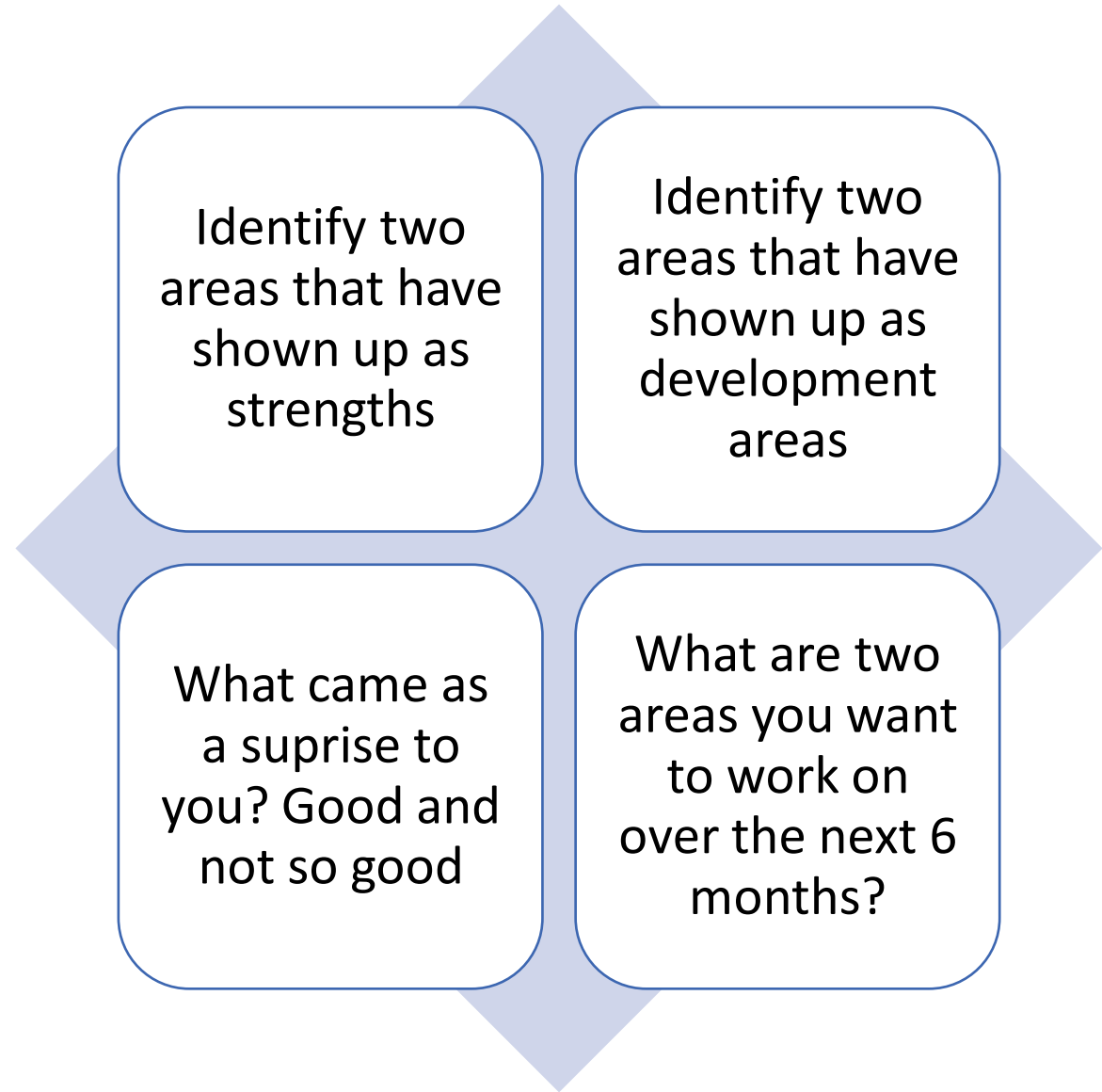




A person wearing a white long-sleeved shirt is holding a large, ornate, golden mirror frame in front of their face. The frame is highly decorative with intricate carvings. The background is a blurred landscape with green fields and distant hills under a grey, overcast sky. The overall tone is contemplative and artistic.

What insights did you get  
about yourself from the  
report?

# Your Strengths and Areas of Development





## Individual Development Plan (IDP)



Imagine:  
You did  
NOT have a  
Program  
Plan

Three vertical yellow bars of varying heights are positioned to the left of the text box.

What is good about your program plan?



# Individual Development Plan



Plan for an individual to develop self



Defines a goal and steps to achieve that goal



Is time bound



Scope for review and correction



Self-reflective in nature

# IDP - Template

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What	How	By When



Let's Practice!

# Going Forward

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Year 1 of 360-degree feedback doesn't give you the best results as it is the first time

---

Continue this process on a yearly basis – it is a simple process for HR to lead

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Institutionalise 360-degree feedback + IDP at the beginning of the year

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Use it only for personal and professional development



# Thank you!

Session 3



People's Action for National Integration - PANI



# Refresher Session for Sutradhars

9th March 2022



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# Welcome

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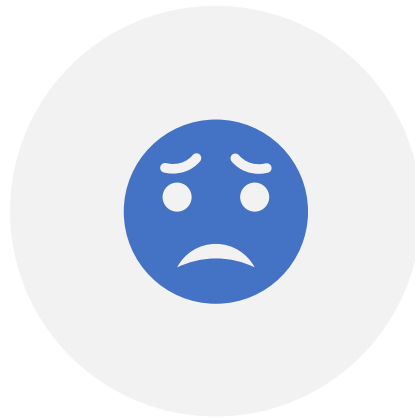
Your experience of the  
first conversation with  
your Sutras



# In small groups



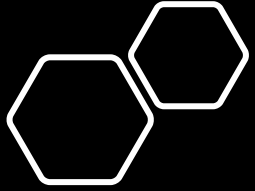
WHAT ARE YOU EXCITED  
ABOUT?



WHAT ARE YOU  
WORRIED ABOUT?



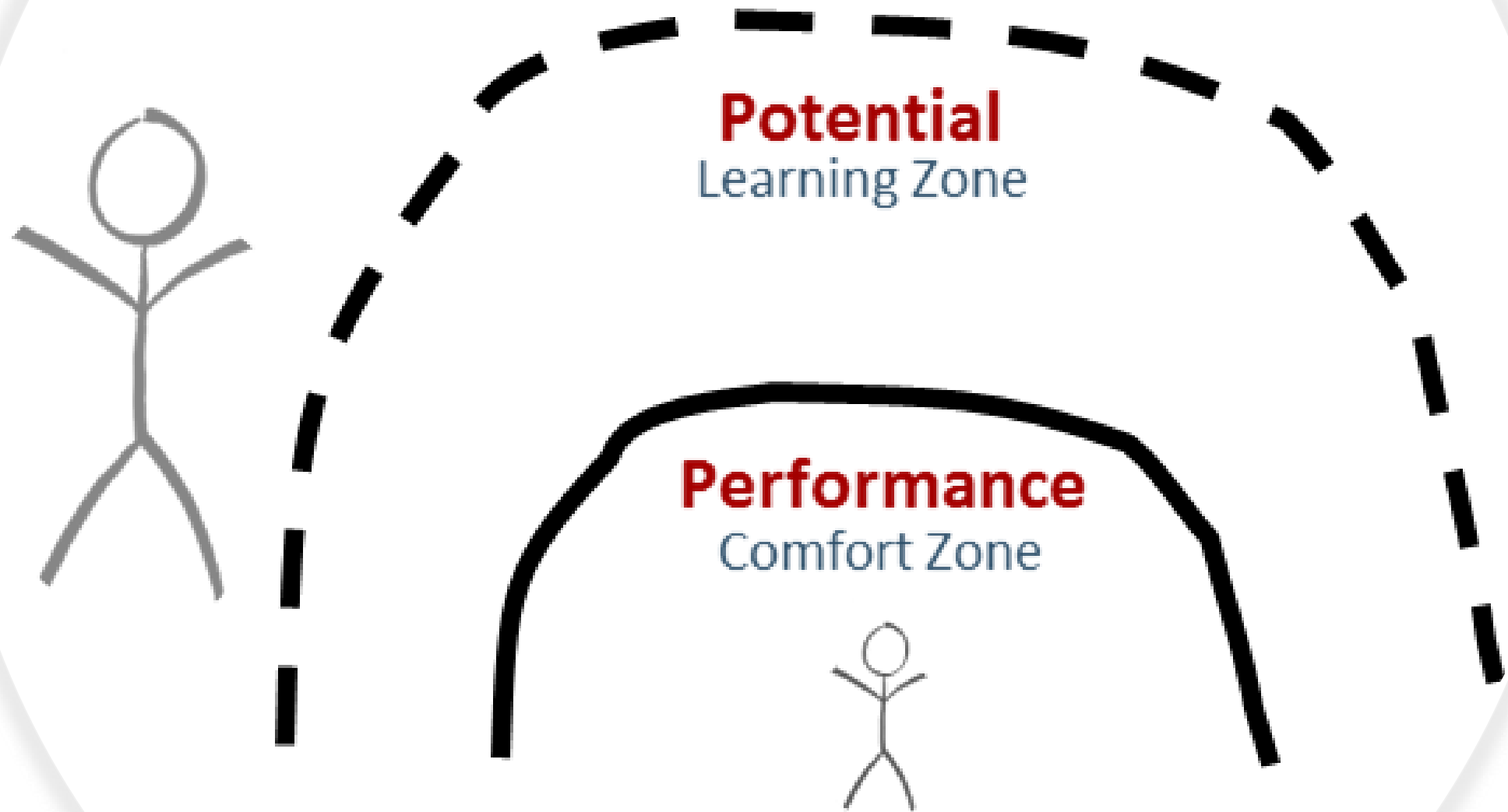
WHERE DO YOU NEED  
HELP?



What do you  
remember  
about  
Coaching?



# The Purpose of Coaching





Coaching

# Coaching

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Work on one or  
few skills



Time bound



Planned



Help someone  
find answers



No reporting  
relationship



Safe and open  
space

What coaches  
need the  
most!



Communication Skills



Feedback Skills



Trust and Empathy

# Individual Development Plan



Plan for an individual to develop self



Defines a goal and steps to achieve that goal



Is time bound



Scope for review and correction

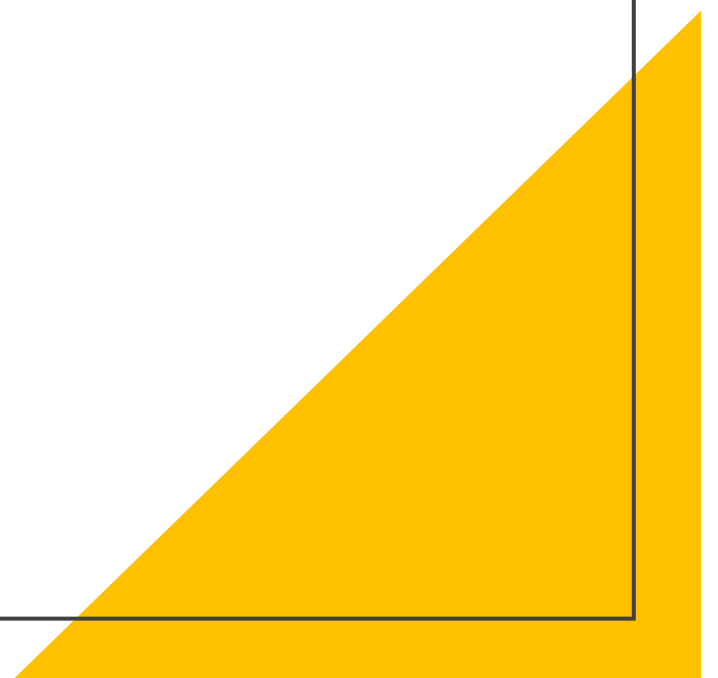


Self-reflective in nature

# IDP - Template

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What	How	By When



# Some Do's and Don'ts

- Get the coachee to write their IDP. Your role is to provide feedback and direction
- IDP is an evolving document – review it every month with the coachee, make changes if required
- If it does not work in the first attempt, do not give up
- Make an IDP for yourself and follow it. Share it with your supervisor/ trusted peer and reflect on what you have developed

TIME FOR A  
BREAK



# Role Plays



# Scenario 1

Your sutra is very shy and doesn't talk much. You are having a second meeting with him/ her. How will you engage with your sutra?

# Scenario 2

You are working with your sutra to identify strengths and areas of development. How will you initiate the conversation? How will you identify areas they need to work on?

# Scenario 3

You need to create an Individual development plan for the sutradhar – how will you create it?

# Scenario 4

Your sutra is not responding/ doing anything on the IDP that was created. It has been 2 months. How will you have this conversation?

# Scenario 5

You observed your sutra in a monthly review and have some feedback on what he/she can do differently. How will you share this feedback?

# Scenario 6

Your sutra is continuously avoiding your calls and emails. You planned to visit him/her at the block office. When you went to the block office, your Sutra said he/she was very busy all day and could not take time out to have a discussion with you.

What will you do?



# Thank you!



People's Action for National Integration - PANI

