Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)

Module: Contributing to Coaching and Mentoring

Word Count: 2000

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: Emma Carrington

Date: 15th March 2021

Contents page

Activity	Title	Page
	CIPD Evidence Matrix	5-9
	Executive Summary	10
1.1, 1.2, 1.3, 1.4	1.1 Investigate the extent to which coaching and mentoring take place within an organisation. 1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives. 1.3 Assess factors in the organisation including other learning strategies which could impact on the further development of coaching and mentoring. 1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation.	11-23
2.1, 2.2, 2.3, 2.4, 2.5	2.1 Promote the benefits of coaching/mentoring within the organisation, recognising and addressing the potential barriers. 2.2 Contribute to the development of organisational coaching/mentoring processes. 2.3 Support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role. 2.4 Assist potential coachees/ mentees to understand and participate fully in coaching/mentoring programmes. 2.5 Support the on-going evaluation and continuous improvement of the organisation's coaching/mentoring programmes.	24-26
	References	27-39
	Evidence 1 Meeting Notes: HEIW Learning and Development Practitioner.	40-41
	Evidence 2 Meeting Notes: HEIW Assistant Director of Organisational Design and Development.	42-43
	Evidence 3 HEIW Access the Learning and Development Policy and Procedure.	44-47
	Evidence 4 HEIW Values Based Performance Appraisal and Development Policy.	48-52
	Evidence 5 HEIW Values Based Performance Appraisal and Development Scheme	53-60
	Evidence 6 Managing Attendance at Work Policy	61-65

	Evidence 7 Healthy Working Relationships Policy	66
	Evidence 8 IMTP Strategic Aims and People Principles	67
	Evidence 9 Culture Diagram (Whitmore, 2017)	68
	Evidence 10 HEIW Compassionate Behaviours Compass	69
	Evidence 11 External coaching – Academi Wakes	70
	Evidence 12 GROW Model	71
	Evidence 13 HEIW bank of 101 different questions to ask during a 1:1 discussion	72-76
	Evidence 14 SMART Objectives	77
	Evidence 15 HEIW Guide to effective 1:1 meetings	78-80
	Evidence 16 HEIW Behaviours / Core Principles	81-83
	Evidence 17 HEIW Core Values	84
	Evidence 18 SWOT Analysis	85
	Evidence 19 PESTLE	86
	Evidence 20 HEIW Communication and Engagement Strategy	87
	Evidence 21 Emotional Intelligence Diagram	88
	Evidence 22 Mental Wellbeing in the Workplace Policy	89-91
	Evidence 23 Investors in People Framework	92
	Evidence 24 GAP Analysis	93-94
	Evidence 25 HEIW Compassionate Leadership Principles	95
	Evidence 26 Benefits of individual and organisational performance.	96
	Evidence 27 High Performance Model.	97
	Evidence 28 The Performance curve.	98
	Evidence 29 Dimensions of mentoring	99
	Evidence 30 The Living System	100
	Evidence 31 HEIW Sample conversation questions	101

	Evidence 32 Plan-do-Act (Whitmore, 2017)	102
	Evidence 33 Malow's Hierarchy of Need	103
	Evidence 34 HEIW Emotional Intelligence diagram	104
	Evidence 35 Recommendations	105-106
	Evidence 36 Meeting Notes: HEIW Learning and Development Practitioner.	107-108
	Evidence 37 Benefits of Coachig and Mentoring	109
	Evidence 38 Coaching and Mentoring within HEIW Presentation	110-141
	Evidence 39 Statement from HEIW Learning and Development Practitioner.	142
	Evidence 41 HEIW Coaching Contract	143-144
	Evidence 41 HEIW Compassionate Leadership Aligned to Quality Improvement	145
	Evidence 42 Reflective statement with appendices: Contributing to the development of HEIW Caching / Mentoring process	146-161
	Evidence 43 ILM Coaching and Mentoring Evaluation	162-170
	Evidence 44 Skills gap analysis questionnaire	171-180

Candidate name: Emma Carrington				CIPD Membership/registration No.: 55478700		
Qualification title: Contributing to Coaching and Mentoring				Unique Learner No. (ULN): 1910725		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5ADCM	1.1 Investigate the extent to which coaching and mentoring take place within an organisation.	1.1	Meeting Notes: HEIW Learning and Development Practitioner.	EV1		
			Meeting Notes: HEIW Assistant Director of Organisational Design and Development.	EV2		
			HEIW Access the Learning and Development Policy and Procedure.	EV3		
			HEIW Values Based Performance Appraisal and Development Policy.	EV4		
			HEIW Values Based Performance Appraisal and Development Scheme.	EV5		
			Managing Attendance at Work Policy	EV6		
			Healthy Working Relationships Policy	EV7		
			IMTP Strategic Aims and People Principles	EV8		
			Culture Diagram (Whitmore, 2017)	EV9		
			HEIW Compassionate Behaviours Compass	EV10		

			External coaching – Academi Wakes	EV11		
			GROW Model	EV12		
			HEIW bank of 101 different questions to ask during a 1:1 discussion	EV13		
			SMART Objectives	EV14		
			HEIW Guide to effective 1:1 meetings	EV15		
5ADCM	1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives.	1.2	HEIW Behaviours / Core Principles	EV16		
			HEIW Core Values	EV17		
			SWOT Analysis	EV18		
			PESTLE	EV19		
			HEIW Communication and Engagement Strategy	EV20		
			Emotional Intelligence Diagram	EV21		
			Mental Wellbeing in the Workplace Policy	EV22		
			Investors in People Framework	EV23		
			GAP Analysis	EV24		
			HEIW Compassionate Leadership Principles	EV25		

5ADCM	1.3 Assess factors in the organisation including other learning strategies which could impact on the further development of coaching and mentoring.	1.3	Benefits of individual and organisational performance. High Performance Model. The Performance curve. Dimensions of mentoring The Living System HEIW Sample conversation questions Plan-do-Act (Whitmore, 2017) Malow's Hierarchy of Need HEIW Emotional Intelligence diagram	EV26 EV27 EV28 EV29 EV30 EV31 EV32 EV33 EV34		
5ADCM	1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation.	1.4	Recommendations	EV35		
5ADCM	2.1 Promote the benefits of coaching/mentoring within the organisation, recognising	2.1	Meeting Notes: HEIW Learning and Development Practitioner. Benefits of Coaching and Mentoring	EV36 EV37		

	and addressing the potential barriers.		Coaching and Mentoring within HEIW Presentation Statement from HEIW Learning and Development Practitioner.	EV38 EV39		
5ADCM	2.2 Contribute to the development of organisational coaching/mentoring processes.	2.2	HEIW Coaching Contract	EV40		
5ADCM	2.3 Support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role.	2.3	HEIW Compassionate Leadership Aligned to Quality Improvement	EV41		
5ADCM	2.4 Assist potential coachees/ mentees to understand and participate fully in coaching/mentoring programmes.	2.4	Reflective statement with appendices : Contributing to the development of HEIW Caching / Mentoring process Also see Presentation	EV42 EV38		
5ADCM	2.5 Support the on-going evaluation and continuous improvement of the organisation's	2.5	ILM Coaching and Mentoring Evaluation Skills gap analysis questionnaire	EV43 EV44		

	coaching/mentoring programmes.					

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:	**ELCarrington**	**Date:**	**15/03/21**

Executive Summary

HEIW launched in October 2018 following extensive employee engagement around our values and culture.

HEIW have adopted a people-orientated, supportive environment where informal coaching is a common-place with peers and even upward. However, it has become apparent very few employees are aware of its existence, and the opportunities available to them as both a coach/coachee and mentor/mentee, especially those in lower grades.

HEIW focus on employee experience (CIPD, 2020; 2017; 2018; Peakon, 2020; Gallup, 2020; Mercer, 2019; People Insight, 2020; Sage, 2020) which creates a holistic approach around coaching, mentoring and wellbeing that enables employees to have a voice and be their best. HEIW recognise the importance of coaching and identify not only the organisational benefits, but the individual do too; Employees needs are acknowledged, and coaching has helped them clarify their direction for themselves, whilst the coach learns a great deal about their aspirations (Whitemore, 2017).

This report investigates the extent to which coaching and mentoring take place within HEIW and evaluates how current coaching and mentoring activity supports achievement of individual, teams and HEIWs organisational objectives. I have also assessed factors within HEIW which could impact on the further development of coaching and mentoring, including other learning strategies. I have provided recommendations based on my findings.

I have adopted best practice to promote the benefits of coaching/mentoring within HEIW, whilst recognising and addressing the potential barriers. I have demonstrated how I have been able to contribute to the development of organisational coaching/mentoring processes within HEIW and support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role. I have furthermore assisted potential coachees/ mentees to understand and participate fully in coaching/mentoring programmes.

I have provided the people team with an evaluation and a gap analysis questionnaire which could be used to continue improving HEIWs future coaching/mentoring programmes.

1.1 Investigate the extent to which coaching and mentoring take place within an organisation.

A colleague and I met with JA and JM to understand the organisation's approach to coaching and mentoring as part of their CIPD studies. HEIW is a relatively new organisation and does not yet have a formal coaching and mentoring programme in place (EV 1 & 2). However, this area is moving at pace, particularly as a training needs analysis identified coaching and mentoring as a gap in the organisation's L&D offering. HEIW People team are responsible for the collation of an organisation-wide Training Needs Analysis (TNA) based on submitted PDPs. HEIW take account of the content of this TNA when planning programmes of learning. HEIW is a relatively new organisation who do not yet have a formal coaching and mentoring programme in place. Nevertheless, this area is moving at pace, predominantly as a training needs analysis identified coaching and mentoring as a gap in the organisation's L&D offering (Berteig, 2020).

According to Gallway (1975) coaching *"unlocks a person's potential to maximise their own performance, whilst helping them to learn rather than teaching them"*, whilst furthermore p*roviding an individual with the right coaching strategies and tools can help them deal with a situation. All components aim to unlock a person's potential to enable them to flourish and maximise performance. (Mindtools, 2020; Landsberg, 1996;* Parsloe & Wray, 2000; Parsloe, 1995, 1999*).* Brook (2015) advocates coaching is arguably the most vital part of an organisation's learning and development strategy today (Parsloe, 1995). HEIWs Access to Learning and Development strategy (EV3) details HEIW'S organisational commitment, levels of development, funding available for training and development activity and is highly committed to coaching and mentoring.

A large proportion of HEIWs strategies and policies are based on a coaching and mentoring approach (White, 2016; Micheli, 2013; Factsuit, 2020; Bailies, 2021 Bailie; Downey; 1999; CIPD, 2011 & 2009; Clutterbuck, 1998, 2004; Anderson et al, 2009). They aim to start a conversation and shift power to give choice (Vaddadi, 2020; Covey, 1989, 2013; Habits for Wellbeing, 2020) and inspire self-analysis (Stanier, 2016; Bridges and Bridges, 2017). HEIW's robust Values-Based Performance Management (PM) and development system is based on best practice, engagement and research (SAGE) (EV4) which aims to determine personal and team objectives and encourages honest and constructive feedback in an environment where, two-way discussions between line managers and employee are productive (Knight, 2011; Vantage circle, 2019; CIPD, 2016; Anseel and Lievens,2009; Waleslod, 2020) *The mediating role of feedback acceptance in the relationship between feedback and attitudinal and performance outcomes.* (International Journal of Selection and Assessment, 17 (4) 362-75.) (EV5). The premise is also followed through within HEIWs Managing Attendance at Work (MAAW) Policy (EV6) and Healthy Working relationships policy (EV7) (which will replace the grievance and disciplinary policy). All policies are aligned to HEIWs 10-year workforce strategy, aims, values and people principles (Keller & Meaney, 2017; Dilotte, 2020; CIPD, 2019, 2020; Dewit & Meyer, 2004, p50; Farnham, 2010; Fombrun et al 1984;Wang & Shyu , 2008; Mckinsey, 2016; People Management, 2021; Remote Worker Impact, 2021; Karen Moser,London South Bank University, 2021). (EV8).

HEIW adopts best practice (Investors in People, 2020) and have created a coaching culture where coaching occurs formally and informally, between people at all levels, within and across functions and departments (EV 9) (Blessing White, 2009; Clutterbuck & Meggison 2006, 2005a; Beckett-Mcinroy, C , 2015). Clutterbuck and Megginson (2005a p.19) define a coaching culture as "a culture where people coach each other all the time as a natural part of meetings, reviews and one to one discussions of all kinds". However, Lindbom (2007) denotes a coaching culture as an organisation that fosters, rewards, and expects managers to be effective coaches and mentors" (Ferrar, Philip, 2006). Tangible benefits of organisational culture include increased employee engagement, moral, collaboration and team working (Anderson, Frankovelgia &Hernez-Broome, 2009).

HEIW adopt; Pause and Breathe, listen (giving space) and ask questions (to allow reflection), be kind and helpful (what would you like? What do you need others to do?), coaching behaviours. There is a premiss of strategic shift to create positive expectation within a culture that *build trusting relationships, uses compassionate leadership, has mutual respect, and demonstrate authenticity* (Evans, 2020) (EV10). To achieve this change, HEIW adopts three bespoke pillars; Treating employees as adults not children; Treating employees as individuals (not a one-size-fits-all approach) and Treating employees as human beings (Adams, 2017).

HEIW Learning training initiatives take place via employee engagement programmes, self-directive learning, team building and staff events. HEIW promoters L&D initiatives which aim to develop, improve, or change individual or group behaviour. L&D is one of the core areas of HEIWs workforce strategy, which uses a systematic process to improve employee's knowledge and skills (Lievens, 2011; digitalhr, 2020). It cultivates attitudes to improve performance (GROW and OSCAR Model Whitmore 2009; Vaddadi, 2020; Covey, 1989; Anderson et al, 2009; Leedham & Parsloe, 2016; Dembkowski *et al* 2003), share knowledge add insight to enable individuals to work better.

HEIW currently have an agreement with public services coaching and mentoring network Academi Wales (Welsh Government, 2021; Sowing Seeds, 2021). They provide free external coaches and mentors to public services in Wales (Wolf, 2021). It's an effective service that gives employees a choice and would prefer to be coached or mentored outside the organisation (EV11). HEIW recognise that coaching a direct report on a particular issue or challenge can be difficult. However, coaching can be a powerful way to encourage, empower, and help direct reports to solve their own problems. Ask questions that help the person establish a goal outcome, explore the situation, generate a set of potential solutions, and finally plan the way forward.

HEIW has established appropriately trained coaches and mentors within the organisation who are available to support staff in both the organisation and across NHS Wales as well as mentors who support staff, particularly those who are new to more senior roles. This has proved particularly successful as learning and development is encouraged within the organisation and so this approach is used to help individuals focus on their future aspirations and career development and gain the skills and knowledge required to enable them to progress in their career. One on one mentoring is encouraged in the organisation and has been used at executive level with a focus on individual skills and relationship building. Development and career mentoring are used to support employees to achieve their career goals, empowering them to make decisions on their development needs.

As a Learning and Development Organisation for NHS Wales, HEIW are keen to support all colleagues who aspire to progress within the service. This Values Based process assists an employee in being able to identify any coaching / shadowing / secondment needs that may help them to acquire the skills and knowledge that they need. Learning and Development is a core feature of HEIWs values-based performance appraisal. Managers within HEIW are encouraged to consider and use blended learning opportunities such as coaching, mentoring, 360 Feedback, shadowing, e-learning and formal classroom-based training (HEIW, 2018).

The need for employees to undergo coaching or mentoring is adopted within performance reviews and appraisals where HEIW adopt coaching techniques that facilitate decisions between line managers and employees. The PR underpins and supports an employee's delivery of objectives, career aspirations, values, and behaviours. In advance of an appraisal, employees are encouraged to undertake Performance Based Appraisal and Development Review (PADR) to reflect on their previous years objectives and what worked well and not so well, as well as think about their future career aspirations and development needs. Employees are then asked to complete performance development plans for the year ahead outlining their objectives in advance of their meeting, which

empowers them to think for themselves regarding their development needs and career aspirations. The approach enables a conversation with the line manager regarding how these goals/aspirations can be met. The approach is based on the GROW model aimed to maximise employee performance and aims to solve difficulties and accomplish goals, preserving personal achievement, and efficiency (EV12). (BusinesBalls, 2020; Starr, 2016; Leedham & Parsloe, 2016; Dembkowski *et al* 2003; Coaching Journey, 2020)). Managers are encouraged to use their coaching skills and the scheme is based on a no surprises approach and therefore nothing should be discussed that has not previously. It aims to determine personal and team objectives and encourages honest and constructive feedback in an environment where productive, two-way discussions between line managers and employees become second nature. HEW have adopted 101 questions (EV13) which are designed to support managers to facilitate the appraisal conversation which help them gauge job satisfaction, identify how satisfied employees are within their role, team dynamics and the organisation and identify challenges(Covey, Covey, 1989; Mindtools, 2020; Landsberg, 1996; Accipio, 2020; West, 2020; Institute of Health and Social Care Management, 2020). They also enable employee to reflect on their previous objectives and development which allow them to recognise their potential. The goals are Specific, Measurable, Attainable, Realistic, Time-bound (EV14) (Bianco-Mathis et al. 2002; Coaching Journey, 2020), ensuring they are achievable and relevant to the organisation. The PR is signed off by both the line manager and employee which forms a contract that the employee agrees to work towards their objectives and their line manager supports them to do so, ensuring both are accountable. Employees (Appraisee) are expected *to consider all learning and development interventions, including electronic learning, books, webinars, TED talks, coaching and mentoring as appropriate.* Managers (Appraiser) are expected to providing regular feedback on achievement and progress required to ensure that continuous development occurs and ensuring that all employees have the opportunity to discuss their career aspirations and development requirements.

HEIW vision and aim is to continue developing our leaders and managers so that they undertake those roles with consistency and competence allowing employees to have a clear line of sight to HEIWs annual plan. HEIW has established coaching training for Line managers, *'Line Managers as Coaches'*. The process identifies those who wish to develop and become coaches or mentors themselves. HEIW is currently supporting three cohorts of staff on the ILM level 3, 5 and 7 Coaching and Mentoring courses (ILM, 2011). This course requires students to undergo 20 – 40 hours of recorded coaching and mentoring, which is assessed as part of the qualification. Those undertaking this qualification do so with the expectation that they will support staff within the organisation and across NHS Wales for a minimum amount of time per year once qualified. There's an opportunity for these employees to join an NHS Wales coaching and mentoring pool and apply their skills to NHS Wales employees externally. The contract is between the coach/coachee/ mentor/mentee/ manager/employee.

According to CIPD (2020) coaching and mentoring are *"developmental approaches based on the use of one-to-one conversations to enhance an individual's skills, knowledge or work performance and lasts for a defined period".* HIEIW recognise the importance of 1:1 conversation and promote the importance and effectiveness of mangers (White,2016; Micheli, 2013; Fact suit, 2020; Bailie,2021; Downey, 1999) holding regular one to one's with their direct reports (EV15). They are an opportunity to discuss on-going development or concerns. One on one mentoring is encouraged within HEIW and has been used at executive level with a focus on individual skills and relationship building. Development and career mentoring are used to support employees to achieve their career goals, empowering them to make decisions on their development needs.

The 1:1 approach meetings ***focus on coaching employee's performance***; *as that person develops their capabilities, they can realise the rewards in terms of recognition and potential career opportunities and in return do great things for your team and the organisation)* ; ***Be a good listener***, Managers are encouraged to use active listening to check for understanding, watch for body language and tone of

voice, especially with quieter team members (Accipio, 2020). They are also encouraged to seek to understand what is not being said and not to be afraid of silence after a difficult question to allow time to pause and allow an employee time to reflect and think it through; ***Ask open questions, Ask not tell***!, Managers are encouraged to show empathy respect and show they care about the employee and their needs. They are encouraged to use questions as simple as asking what the person enjoyed and dislikes about their current role or asking what they as a line manager could do to help them. It is useful to have a set of favourite questions that you can use for one to one's as needed which will help start the conversation e.g. That's interesting – tell me more... ; How are you feeling about that approach? ; Why did you feel that way? Etc Vaddadi, (2020) and Covey (1989). These skills allow managers to: Provide and receive feedback ; Promote health and well-being ; Increase engagement and motivation ; Prevent some undesired surprises ; Establish clarity around performance and role expectations ; Provide an opportunity to identify any support or development required ; and Confirm objectives are understood and in alignment with organisational priorities. However, managers are advised and encouraged to avoid using these meeting purely progress updates and use the time to focus on the employee versus their work (West, 2020, HEIW, 2018).

The benefits of coaching and mentoring and the opportunities available within HEIW are not currently widely promoted throughout the organisation and are only identified through the PADR process. Therefore, not all staff are aware of the opportunities available to them as both a coach/coachee and mentor/mentee.

1.2 Evaluate how current coaching and mentoring activity supports achievement of individual, team and organisational objectives.

As an 11th member of the NHS Wales health service, HEIW makes a genuine contribution to culture and therefore, offer employees meaningful employment by its nature. According to Whitemore (2017) coaching is both the destination, the future high-performance culture, and a key ingredient in how organisations get there. When conducted in an appropriate way coaching and mentoring activities support organisations like HEIW to provide employees with a way to learn, grow and connect with an organisation. This intern gives employees higher job satisfaction, which leads to reduced turnover. During the unsettling climate, organisations such as HEIW are experiencing change. To adapt, HEIW promote an independent, high performing coaching culture that nurtures employees and allows them to adapt and flourish. Which is reflected in our 21 behaviours (EV16) and core values (EV17). These were created through collaboration and consultations with employees, stakeholders, and directors The HEIW family are encouraged to identify with their individual values, through coaching mechanisms (Stringer,2020)

I have undertaken a SWOT analysis (CIPD, 2020) to assess and evaluate how HEIW coaching and mentoring practices support achievement of individual, team and organisational objectives (EV 18). I have also undertaken a PESTLE analysis (CIPD, 2020) (EV19) which is a useful analysis tool that examines HEIWs external drivers of change and describes a framework of macro-environmental factors (political, economic, social & technology) which is used in environmental scanning of strategic management. It provides HR professionals insight into external factors impacting on organisations (CIPD, 2018). It facilitates an understanding of the wider business environment (CIPD, 2018) and enables HEIW to anticipate future business threats and take action to avoid or minimise their impact (CIPD, 2018). Information balance is needed (CIPD, 2018). Combined with a SWOT the organisation is provided with valuable information for strategic decision making.

The HEIW HR function is responsible for understanding and communicating the political, legal, financial (economical) and Welsh Government requirements to the workforce and preparing them for

the future to achieve strategic aims and objectives. Both the PESTLE and SWOT highlighted a clear link to the CIPD professional map behaviours along with a clear link to HEIWs organisational aims, objectives, values, and behaviours that align to its business strategy (IMTP) and coaching and mentoring activities.

HEIWs ambition is to be an exemplar employer where staff are motivated and empowered by undertaking interesting and varied work, where skills and talent is developed, and where staff wellbeing is supported by an inclusive and values-based culture, a modern working environment, effective HR function and flexible working patterns. Currently, retention levels are high, turnover and sickness absence low, and vacancies easy to fill with high calibre applicants. Leaders lead with compassion, candour, and openness, providing clear direction and supporting staff with effective feedback about performance and development (HEIW, 2020).

Culture is based on a strongly held and widely shared set of beliefs' that are supported by strategy and culture (Wilkinson & Taylor, 2016; Bersin, 2015). This is reflected within a number of HEIW policies and strategies, specifically the Values Based Appraisal and PADR process, Managing Attendance at Work, Healthy Working Relationships programme and Communication and Engagement Strategy (EV20). These are based on the organisation's IMTP (business case), vision, purpose, strategic objectives, values, and behaviours, plus feedback from staff and stakeholders (HEIW, 2018; Groysberg et al, 2018) and is the premise of HEIW leadership. HEIW'S values and behaviours culture reflect within the coaching and mentoring premise when engaging; Both parties must be proactive and willing to participate. It also recapitulates how HEIW communicate and engage effectively with staff, stakeholders, and partners to build on existing and establish new working relationships, and outlines HEIWs approach to coaching and mentoring. (Mindtools, 2021; Taylor, 2016; CIPD, 2019; 2020 MacLeod and Clarke 2009, p33; Holbeche and Matthews (2012).

HEIW has undertaken a lot of work on culture, particularly in creating a coaching culture. For example, our PADR and MAAW policies encourage managers to engage with their staff using coaching styles. Individual coaching or mentoring need is identified during performance reviews and appraisals. The PADR policy is 'values based', and 'employee led'. The toolkit includes 101 coaching questions to help the individual to reflect on their performance and development during PADR discussions using coaching techniques and questions posed by the manager to the employee.

Similarly, there is a strong appetite for coaching across HEIW, for use with staff, stakeholders, and GP appraisers. HEIW has a small percentage of staff who are learning to become coaches, as well as staff who are receiving coaching to help enhance their performance.

HEIW currently provides a number of modules to help build management capacity, including a new internal management development programme for new and aspiring managers based on the research of Professor Michael West and the Kings Fund. The ability to develop managers as coaches is a key component of this and helps to provide a foundation to Emotional Intelligence (EV21) and Compassionate Leadership, particularly those who are new to more senior roles (Whitmore,2017). As learning and development is encouraged within HEIW, this has proved particularly successful (West & Baileys, 2019 & 2020).This approach is used to help individuals focus on their future aspirations and career development and gain the skills and knowledge required to enable them to progress in their career.

HEIW has a wealth of talent and skills and are keen to develop internal mentoring and coaching networks to support external schemes offered by Academi Wales, the Centre for Excellence in Leadership and Management for public services in Wales. They provide services to both those looking

for a coach and those who wish to register as a coach. This is of particular benefit to the organisation as HEIW is made up of three legacy organisations.

To continue driving coaching and mentoring through Healthy Working Relationships (Gallup, 2018; Naber, 2007), HEIW's Leadership and Succession planning team have developed training modules that explore the importance of communication, building rapport, exploring assertive behaviors and tips for courageous conversations and how to manage relationships that have declined and need restoration i.e. ways of restoring relationships and the best way to use the new Respect and Resolution policy. This is an opportunity for HEIW to develop a coaching culture via the Healthy Working relationships framework, rather than adopting grievance and disciplinary procedures. Where coaching is not a viable option, consideration will be given to other 'talking therapies' if they are relevant (i.e. mediation and counselling) (CIMA, 2008; Coaching and Mentoring Network, 2017; BACP, Dale, 2017; Van de Voorde, K.C.; Millar,K, 2020)

Training is threaded through HEIWs PADR training, nevertheless there is a need to deliver more targeted training to increase manager confidence. As competencies are a key performance indicator from the organisation to an individual of their expected areas and levels of performance this should also be linked to the line managers competency frameworks as when done well, can increase clarity around performance expectations and establish a clear link between individual and organisational performance (CIPD, 2020).

To continue driving improvement through coaching and mentoring, training for managers has been identified. The mental wellbeing policy (EV22) also identified this as a need (Dillotte, 2017). There are three aims:

- providing information and raising awareness
- providing opportunities for employees to look after their mental wellbeing
- promoting policies and practices that promote wellbeing

HEIW will be using the new Investors in People Framework as a diagnostic tool to support and inform our approach to Learning and Organisational Development (Investors in People, 2021) (EV23). In addition, we are developing skills for managers and supervisors to:

• develop and understand their self-awareness through emotional intelligence and 360 review

• understand the mental wellbeing needs of employees in line with the principles of Compassionate Leadership and coaching and mentoring principles (West & Baileys, 2019 & 2020).

• support them in developing the skills needed to have effective and sensitive conversations

• have the confidence to make decisions in the best interest for everyone, including access to facilitated support, information, and Employee Assistance Program (EAP) (EV24).

• promote the mental wellbeing of employees and understand what mental health problems are.

HEIW provide and identify training and awareness raising programmes through its Health and Wellbeing Strategy, management development program, PADR system. With a clear focus on the need to foster equality of opportunity and eliminate discrimination and stigma. Including but not limited to; Personal resilience and Managing Remote teams.

This can be supported by Strategic Aim 3 -*To work with partners to influence cultural change within NHS Wales through building compassionate and collective leadership capacity at all levels*. This can be

supported by further engagement progress which links to strategic organisational Objective 3.7: *Lead the development, implementation, and management of the new NHS Executive Collective and Compassionate Leadership programme*. HEIWs workforce strategy for Health and Social Care in Wales states that 'by 2030 leaders across health and care will demonstrate collective and compassionate leadership (HEIW, 2018). The strategy promotes the notion that everyone is a leader and that leadership should be distributed. Leadership is a statutory function within HEIW. It is therefore important everyone has cultural awareness, understands their compassionate leadership responsibilities, and demonstrates competency, as both HEIW employee and as a systems leader (HEIW Leadership portal, 2021). Emotional intelligence and compassionate leadership are also threaded through the coaching approach within HEIW MAAW policy (Goleman,1998; Hill, 2017).

HEIW are planning to develop an Executive Leadership programme with the King's Fund, with a focus on coaching techniques (EV25). An NHS Wales Task and Finish Group will be established that includes representatives of all professions to input into the executive leadership programme design. It is hoped by the end of Q4 HEIW will be providing the national Executive Leadership development programme, which is underpinned by collective and compassionate approaches (Lindemann *et al* 2001; Merrick, 2018).

HEIW have also initiated and established the All Wales NHS Health and Wellbeing Project Group in July 2016, with an aim of increasing collaborative engaging health and wellbeing development projects across NHS Wales. HEIW's earliest initiatives aimed to improve sickness absence with a focus on people management coaching skills and behaviours. HEIW have launched two documents: one a suit of resources and links support employees (Our Wellbeing Matters, 2018) and guidance to support managers' own wellbeing and the wellbeing of others, through effective delivery of their role in creating the conditions where health and wellbeing can be supported (Managers Wellbeing Matters, 2018).

This can be supported by further engagement progress which links to organisational objective 1.3 of the IMTP: *Lead, develop and embed a range of actions to support workforce and workplace wellbeing and colleague experience*: During the pandemic, HEIW have continued to add to the health and wellbeing resources available for the NHS workforce. Together with national staff side partners, we have made progress in training and engaging colleagues across NHS Wales in the new Health Working Relationships programme, approach, and policy. The team have shared with NHS organisations the learning of the pilot Health Needs Assessment in HEIW to provide a national toolkit, which was published July 2020. HEIW worked up proposals for a national staff survey which took place in autumn 2020, which was led by HEIW on behalf of NHS Wales. We have appointed a strategic programme lead and advisor, on secondment into HEIW for 6 months, to build the business case for a *'Once for Wales Occupational Health Service'* and an independent chair for the national health and wellbeing network.

Coaching and Mentoring within HEIW is underpinned by values and behaviours developed by staff for staff. This can also be supported by Strategic Aim 5 - *To be an exemplar employer and a great place to work.* Specifically, Strategic Objective 5.1: *Implement the People, Inclusion and OD Strategy Finalisation and implementation of the strategy* - Whilst HEIW does not have a coaching and mentoring policy in place, the organisation is currently working on the development of a People and OD strategy. This will consist of a collection of development opportunities for individuals at all levels of their career development, including individual, managerial/aspiring manager and organisation/system level. All levels will include elements of coaching including gaining coaching skills for use in the workplace, making use of coaching triads and understanding what it is to be a manager as a coach. Senior Managers will have access to gain skills in mentoring. The purpose of this will be to enhance the organisation's drive to achieving a compassionate leadership culture, where we listen

with fascination, have a shared understanding of the problems faced, empathy and provide action to support (HEIW and West, 2020). However, due to COVID-19 this has been paused. HEIW are currently reviewing their draft strategy in the light of learning from COVID-19 and their blended operating model. HEIW will continue to engage and communicate with employees to ensure that the draft takes sufficient account of our 'new normal' and is seen to add value.

1.3 Assess factors in the organisation including other learning strategies which could impact on the further development of coaching and mentoring.

HEIW is attempting to create a *coaching culture* where coaching is an integral part of day to day management practice within HEIW and this is deeply embedded in HEIWs values and behaviours, policies, procedures, regular check-ins, and performance and learning conversations. However, given the importance of coaching to performance improvement and growth, there appears to be a 'gap' between theory and practice (Brook, 2015). The benefits of coaching and mentoring to both an individual and the organisation (EV 26), along with the opportunities available within HEIW are not currently widely publicised throughout the organisation. Consequently, very few employees are aware of its existence, and the opportunities available to them as both a coach/coachee and mentor/mentee, especially those in lower grades. It's these employees who may aspire to management roles and benefit from mentoring or coaching in a particular area. I would therefore suggest, promotion of coaching and mentoring is needed to aid recruitment and retention. I have outlined below some of the common barriers which could impact HEIW and how these may be overcome.

Coaching principles, such as listening and communicating underpin the leadership style of the high-performance culture HEIW aspire to (EV27) (Whitmore, 2017). They also allow managers to bring employees on a journey with them, through consultations, rather than expecting them to follow and telling them what to do (Whitmore, 2017). HEIW listen to employees and act on what they learn, which creates the conditions for high performance organisation where employees will thrive.

Whitmore (2017) suggests that coaching is the enabler, and coaching cultures create conditions for high performance (EV28). However, coaching for performance requires changes in attitude, leadership behaviour and organisational structure. HEIW has demonstrated emotional intelligence and have not applied just transactional harder elements within the organisational culture, such as structure, systems, and process. They operate a bottom up approach, thus NHS hierarchies within the organisation are being replaced by a new form of devolved leadership style and collective responsibility. HEIW has identified that coaching is the leadership style of a transformed / transformational culture, they have adopted a coaching style of leadership, where interference decreases, potential can emerge and performance can improve, rather than a top down approach. This which is reflected within a bottom up approach which enables partnership and collaboration, external motivators are replaced by self-motivation, blame is replaced with honest evaluation, and teams build; happier teams allow happier stakeholders and organisational change is no longer feared (Whitmore, 2017). Clutterbuck (1998) asserted the importance of a manager balancing soft and hard aspects of people. He furthermore suggests, *"the ability to manage both the intellectual and emotional interpretation and reaction to external stimuli is a defining characteristic of functional excellence"*. Highlighting, the importance of intellectual organisational culture, values and nurturing of emotional values. However, this also reflects the combination of challenges managers face i.e. the challenge of targets v's nurturing i.e. emotional support. These challenges can be shared with a degree of directive and non-directive behaviours (Clutterbuck, 1998; CIPD, 2015; Proficient Learning, 2020)

(EV29) As a transformational organisation HEIW also apply the softer social, people and behavioural elements, with leadership at the heart of the system (EV30) (Whitemore, 2017). As a results metrics reflect a happier workforce, who perform better, with low sickness rates and turnover (Whitemore, 2017)

HEIW senior team aim to build and exemplify a performance aligned culture through coaching and mentoring that has shared value and cultural alignment with a sense of shared values, belief, and expectation among employees. However, managers can train employees to undertake tasks and new roles, but changing attitudes are difficult and can have an impact on performance (CIPD, 2020; HR, 2020).

In the context of employee experience, the key national benchmark is the NHS Wales Staff survey and was run in 2013, 2016, 2018 and again in 2020.It's benchmarked against other NHS organisations within NHS Wales. These surveys give HEIW employees a voice and opportunity to take responsibility for themselves and others through staff engagement questioning techniques. The overall Engagement Index for NHS Wales has increased from 3.65 in 2016 to 3.82 showing improvement in all three themes making up the score. However, there were some significant variances between the ten organisations in NHS Wales. All organisations saw an improvement in their overall score since 2013. HEIWs participation rate in 2020 was 53%. However, only 32% of respondents said that they agreed with the statement *'the executive team will act on the results of this survey*. Whilst it is always HEIWs shared aim to have this as high as possible, it is important to remember that the survey was open for 21 days, so it compares favourably with previous surveys. Nevertheless, the results indicated there were some clear cultural areas of challenges remaining, such as resourcing, line management behaviours, communication which could potentially have an impact on HEIWs coaching culture and may affect trust within coaching and mentoring. (NHS Wales Staff Survey, 2013;2016;2018; NHS Employers, 2018).

HEIW constantly recognise the link between high employee engagement and high performance. (Gallway, 1979, 2000; Prismvs, 2021; Parsloe & Wray, 2000; Parsloe, 1995, 1999; Burrows, 2018; Clifton & Harter's, 2019; Waleslod, 2020; Ross, 2019; Impraise, 2020; Gallup, 2016; Beck& Harter, 2015; Leapsome, 2020; Valcour, 2014, Havard Business Review, 2018; Silverman, 2004 Bailies, S, 2021; Towers Perrin, 2007/8; Harter et al 2002; Saks, 2006). Over recent months, due to the implementation of government restrictions, HEIW has seen a drift back towards the pre-transfer silos, and negative ways of working that were evident when the three legacy organisations merged together. HEIW has worked extremely hard to successfully integrate the legacy organisation and encourage cross team working, sharing of ideas and best practice, however this is evident within pulse surveys, which state that teams are not communicating as effectively as they once did. This could have a detrimental impact on the culture of HEIW and hinder effective coaching and mentoring. It's important that HEIW use their opportunity to encourage others to participate in the future and adopt a lean coaching approach to learning situations to identify what is happening within the HEIW workforce (Whitmore, 2017). This could be achieved by using powerful follow-up questions techniques (EV31) (Mindtools, *2020; Landsberg, 1996)* in great detail to follow-up survey results such as the NHS Wales staff survey and Health Needs Assessment. With the aim of highlight employees have been listened to, remove and shift hierarchical power (you said, we did.....) and give employees a choice; What could you do to help you have a healthier work life balance, what could we do to help? It is now time to spend time with each other reflecting, having conversations, and deciding on what we can each do to make our work/workplaces better. This would challenge assumptions to generate awareness, responsibility, and self-belief. Implementing a Plan-Do-Check-Act philosophy will increase engagement and trust within the workforce as employees will feel listened to – *you said, we did*. (EV32)..

HEIW believe that successful communication and engagement are reliant upon everyone proactively taking part (HEIW Communication and Engagement plan, 2018). However, during a meeting with the Learning and Development Practitioner, it became evident there are dysfunctional teams within HEIW, demonstrating poor levels of communication, lack of trust, micromanaging, conflict, leading to poor engagement and performance. As a result, these employees are feeling demotivated and undervalued within their teams (Mindtools, 2020). Its acknowledged that targeted intervention is required, which is adapted to meet the needs of each team. All members of the teams will need investment to change team dynamics e.g. Group/Team Coaching/Mentoring, which may improve levels of trust. Nevertheless, these issues combined with HEIW being a relatively small organisation may create a barrier for individuals wanting to access internal individual coaching/mentoring.

Line manager competence

Line manager competence is an important factor within HEIW training, learning and development (Anderson *et al* 2009; Beck *et al* 2015; Heathfield, 2019; Milner& Milner, 2018; Millar, K, 2020). CIPD advocate effective coaching necessitates skilled and motivated coaches (WHO,2020; Forbes, 2019), although research indicates leaders lack coaching and mentoring skills. Brook (2015) suggests one of the major barriers to a coaching culture is that senior managers agree with to a coaching culture but are not pro-active in supporting it and don't set a good example of what great coaching looks like. Forbes (2018) proclaimed a manger could view the coaching journey as leadership from the mindset of a coach through adoption of core coaching and leadership skills; communication, curiosity, observation, using powerful questioning techniques, empathy and emotional intelligence (EV33 & 34) (Proficient Learning, 2020; Forbes, 2016, 2018; Maslows, 1954). Managers should be supportive, encouraging and motivate, build relationships, provide assessment, challenge thinking and assumptions, and drive results (Forbes, 2010). They also need strong commitment to longer-term sustainable growth and competitive advantage through people, where coaching is part of an organisation's ethos (Brook, 2015). It could be suggested to improve understanding of what great coaching looks like within HEIW the CEO and other management team members could share coaching and mentoring best practice through coaching stories, and to lead teams by example. This would set the tone for coaching to be legitimised throughout HEIW.

HEIWs PM risks are assessed monthly by a corporate risk register. However, the biggest risk to the organisation is manager competency, which is difficult to assess (CIPD 2020). Making judgements about an employee's value, capability, worth, contribution and potential is a vital dimension of a manager's relationship with employees. However, managers are sometimes reluctant to carry out PAs due to the dislike of passing judgement about employees' value and an inability to handle emotional responses that arises when employees receive ratings that are less impressive than they were expecting. Taylor (2016) suggests that the appraisal interview does not fit well with individual management styles which explains managerial resistance. There is also a tendency that managers undertake the talking during the PA process leaving a lack of opportunity for employees to participate and respond to future objectives (McGregor, 1957, p89; Beer, 1985; Beer et al 1984).

HEIW's uses an external company for 360-degree appraisal to ensure confidentiality and employees have confidence in the process. However, it does not measure managers on their effectiveness. The process is based more around values and behaviours and the process can be bias as managers can choose individuals to assess their performance. It is therefore open to bias responses and may not be an accurate reflection. Although it is recommended in HEIW that all manager undertake 360 it is not mandatory. Middle tier managers on a bands 6 & 7 are not expected to undertake one however, a senior manager is. This questions consistency and its impact on middle tier manager performance.

Realtime feedback may be a more consistent contemporary alternative where an annual performance review is undertaken by a line manager and then passed to a wider team to look at it more objectively. There is an opportunity for HEIW to develop the coaching culture via Building Healthy Relationships framework (Conflict and resolution rather than grievance and disciplinary). According to the CIPD (2015) *Conflict Management* survey 85% of claims in relation to disciplinary and grievance are resolved internally. Currently difficult conversation training is threaded through HEIWs PADR training,

Even though HEIW's Leadership and Succession planning team have developed training modules that explore the importance of communication etc, there is a need to invest in further learning and development to deliver more targeted training to increase manager confidence to deal with conflict resolution along with investment in supporting managers with prevention and resolution and increased awareness of and comply with legal frameworks i.e. governing of disciplinary and grievance procedures. As competencies are a key performance indicator from the organisation to an individual of their expected areas and levels of performance this should also be linked to the line managers competency frameworks, as when done well, can increase clarity around performance expectations and establish a clear link between individual and organisational performance (CIPD, 2020; Ellis, 2016).

Learning and Development

Learning and Development (HR Zone; CIPD; Glaveski, S, 2019; Mckinsey,2019) is a core feature of PM within HEIW. However, according to the recent staff survey only 67.5% of HEIW take time out to reflect and learn. This could impact on employee motivation resulting in employees investing in discretionary effort in organisational goals or outcomes (Crabtree, 2013).

In view of the annual plan HEIW pledge to develop their leaders and managers to undertake roles with consistency and competence (CIPD, 2020; GOV.UK,2020; IAEA). Using information from the PDPs, HEIW produce an annual learning bid for the Executive team to consider. HEIW acknowledged that People are an organisation's best investment (Investors in people, 2020;), nevertheless are acutely aware L&D budgets are the first to see funding cuts. Reduction in funding across NHS Wales is a huge risk could lead to a reduction in funding for L&D activities along with promotion opportunities (CIPD, 2021; People Management 2021; Skills Portal, 2019; Factsuite, 2020; CIPD, 202). Incompetent managers within HEIW may have a detrimental impact on business performance. Scrutiny is therefore required with regards to appropriateness of training and development and its link to an employee's development plan, costs associated, and time required away from work. HEIW are currently undergoing a training needs analysis of the organisation within the constraints of WG funding. It is anticipated this will further increase performance within HEIW (Economic times 2020; CIPD 2020; HR-Inform, 2018).

HEIW need to ensure staff development whilst considering future workforce drivers i.e. Millennials, part-time contracts (CIPD, 2015, 2016; Timewise 2014; Deloitte, 2014, 2016, 2019; Independent 2016; INC 2018; People Management 2018, 2019; KPMG, 2017; Skeoch, 2018; Sloan, 2019; Aftab, 2016; Vodafone, 2015);

Technology

Changes in technology innovation may have an effect on leaders who claim they don't have time to learn the skills of the teams they employ. Growing global competition is increasing learner pace along with globalisation and demographic changes within society.

The Topol Review (2019) supports the technological aims of the NHS long term plan and the workforce implementation plan to create a digitally ready workforce able to use new technology and medicines

and to adapt to new ways of working. There is a need to overhaul and create creativity within coaching and mentoring. This will have consequences for selection, curricula, education, training and development and lifelong learning of current and future NHS workforce. There is a lot to do to prepare the workforce in Wales for a digital future. Continuing medical advances in technology (including genomics, artificial intelligence, digital medicine, robotics) will require changes to the roles and functions of clinical staff and to the education and training of the workforce. Changes within technology and communications infrastructure will require a change in roles and functions of clinical staff. It also proposes that there will be a need for more sophisticated digital solutions to analyse data to improve intelligence. The AI future will have major implications on organisational performance (IBM, 2020; CIPD, 2017; 2020). IT training is therefore imperative with HEIW and line managers need to be equipped for these anticipated changes, particularly due to COVID (CIPD, 2017, 2020) and to also function in the new post COVID world (Sage, 2020). this needs to be delivered quickly considering the organisational implications of COVID-19 i.e. provide employees with the necessary IT training to support new ways of virtual working (Spataro, 2020; Holtsnider, B & Jaffe, 2012).

As the majority of learning is now online due to the pandemic, this could be integrated into an organisation learning and development strategy. It could also tie in with an organisations Health and Wellbeing Strategy and consider factors such as zoon fatigue and psychological wellbeing (People Management, 2021; Remote Worker Impact, 2021; Karen Moser,London South Bank University, 2021).

Compassionate Leadership threads through all of HEIWs training programmes alongside our values. For example, the Managing Attendance at Work training includes a facilitated discussion on Emotional Intelligence of each of the participants on the premise that they need to be compassionate to themselves as well as to others. There is an opportunity for HEIW to gain further knowledge, guidance and expertise and access credible research to support a pro-active compassionate leadership culture across the organisation and embed compassionate leadership within coaching and mentoring and performance management (West et al 2012; Kings Fund 2015; CIPD, 2020).

HEIW's performance management system is unique and specific to organisational values, goals and purpose, which seeks to work towards the improvement of the overall organisational performance, while supporting performance, productivity and the wellbeing of its employees, which was fit for purpose. However, during COVID-19 HEIW working model had to adjust and HEIW needed to move to a high trust low bureaucracy model of PM as the organisation became fully virtual (NHS Employers, 2017; Wolf, 2021). The model will need be outcome based, and there is an opportunity for an outcomes-based appraisal model, which continues to reflect coaching and mentoring techniques.

HEIW will need to consider potential demand for further flexibility post COVID-19 to aid productivity and performance (The Guardian, 2020; Timewise 2020; The Law Society Gazette,2020; Forbes, 2020; MIT Slone. Management Review, 2020; HR Lunchtime debate, 2020; The Guardian, 2020; Our NHS people).

1.4 Make justified recommendations for how coaching and mentoring activity can be developed to benefit the organisation.

There is a lack of promotion of coaching and mentoring, internally and externally, creating a lack of awareness amongst employees. Employers not offering / promoting coaching risk future performance and productivity (City and Guilds, 2020). Training in leadership, coaching skills and establishing a strong coaching culture within HEIW is vital to achieve continuous improvement and development (leadership coaching, 2017). A coaching culture is an important aspect. Promoting a culture of trust,

transparency and open communication can improve psychological safety and quality assurance within coaching and mentoring. I can gain employee confidence where constructive feedback and critique through honest assessments can be used as key developmental tools. It sets a precedent as part of an employee brand and lets employees know they will be supported to learn new skills and are a great asset to the organisation (Forbes, 2016). It gives organisation competitive advantage as they grow and nurture existing talent. A management culture that advocates a coaching culture which gives regular feedback, emphasises feedback, creates opportunities for growth, are far more likely to retain a more energised, enthusiastic, and engaged workforce. This allows employees to feel valued, dedicated, and powerful, and more open to express innovative ideas and take risks (leadership coaching, 2017).

I have produced a summary report and recommendations to ensure the views and opinions captured, will further improve the future coaching and mentoring process internally and externally (EV35).

2.1 Promote the benefits of coaching/mentoring within the organisation, recognising and addressing potential barriers

As there is very little resource available regarding coaching and mentoring (Clutterbuck, 1998) within HEIW, a colleague and myself met with the learning and development manager to discuss the development of a presentation that could be shared will employees to inform of the benefits associated with it, the behaviours required and the skills and opportunity's available within HEIW (EV36). The aim of the presentation was to increase awareness of coaching and mentoring and breakdown the barriers of a coachee/mentee not understanding what coaching and mentoring is. It will also dispel potential coachee/mentee myths (i.e. it's associated with a negative process etc.) and increase awareness and knowledge, whilst also recognising the benefits and addressing potential barriers coaches/mentors may face within HEIW i.e. culture (EV37). A high-level definitive coaching and mentoring presentation was compiled detailing the benefits of coaching and mentoring within HEIW (EV38). We are therefore overcoming the barriers of people not understanding, by explaining what it is, and highlighting the benefits of coaching and mentoring.

The presentation was presented to HEIW's Learning and Development practitioner and the people team, who both welcomed and endorsed the work. We received an e-mail detailing the work was effective and successfully undertaken (EV39). HEIW are keen to undertake further engagement on this work within the HEIW People team. The recommendations and advice were welcomed by the People team. Best Practice was adopted throughout the process, and the presentation will be communicated at to the senior team, at the staff event and directorate staff meetings.

2.2 Contribute to the development of organisational coaching / mentoring processes.

It's important that a contract, which details confidentiality is established at the start of a relationship between a coach and coache. It should set out expectations, in which confidentiality should be detailed. Goals/objectives are mutually understood and are SMART which can be referred back to and reviewed as part of the coaching relationship. (Mindtools, 2020; Investors in People, 2020; OKDHS, 2020).

Currently, there is not a formal contract established within HEIW, which can be used when individuals are fully trained (also refer to EV36). It's essential ground rules and goals are identified between a coach and coachee, including desired outcomes at the start of the relationship. Ownership for achieving goals is also clear and ground rules and boundaries for working together are established and agreed when and where, (what is legitimately part of coaching and what is not) (Coaching Focus, 2020). It ensures mutual trust, confidence, rapport, and credibility within an effective relationship (British School of Coaching, 2020; Ethical Focus, 2020). It is essential this is set out at the beginning of a coaching and mentoring relationship, inclusive of the organisation and bespoke to each relationship. However, complete confidentiality can never be guaranteed for legal, wellbeing and organisational purposes. Coaching documents do not have the confidentiality provisions that doctors, therapists or lawyers have (Hill, 2017). It's essential all engagement notes, reports and assessments are destroyed but information is stored in a protected way. Therefore, I researched best practice examples to develop a bespoke HEIW contract for use, to ensure these factors are built into a contract and support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role (EV40).

2.3 Support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role.

HEIW is leading the work to create a shared culture across NHS Wales of compassionate and collective leadership at all levels. To support coaches/mentors to build and develop the knowledge, skills and behaviours required for the role, I have adopted best practice skills for effective coaching and mentoring, which is underpinned by HEIW behaviours that we expect each other to follow to achieve. These are also outlined within the presentation (EV38) which was agreed by the Learning and Development Practitioner. All skills are linked to organisational valued and behaviours. We detailed prompts and information regarding how to be a better coach and the skills needed. There are elements within the presentation which will increase coaches and mentors understanding. The aspiration is that these will drive the way in which we do things in HEIW and how we interact with others, in line with our Organisational Values and the Compassionate Behaviours.

The focus of performance management in HEIW is continuous improvement in line with our other work on quality assurance and quality improvement, and the aim is to acknowledge good performance and to support improvement where needed. Evidence suggests that teams that take time out to reflect, review and to learn are 30 – 40% more productive than other teams (Rigby et al, 2018), which is a significant critical improvement. HEIW is leading the way on Compassionate Leadership (EV41). The promoted principles associated with this approach prepare the organisation for moving towards a coaching culture. However, without trust there is no innovation. Future coaches and mentors need to create psychological safety within our team in order to create innovation and improved care. This can be achieved by adopting the key component of Compassionate leadership – creating a shared vision within the team with clear objectives and values within the team.

2.4 Assist potential coachee/mentees to understand and fully anticipate fully in coaching / mentoring programmes.

There are elements of the presentation which also demonstrates that I am also assisting coaches and mentees to understand the role of coaching (this is what it is this is what it isn't, and these are the myths (Heller *et al* , 1998). The presentation can be used as an educational resource. To supplement this and demonstrate my understanding of how coaching works I have provided a peer support group reflective statement. I currently provide Informal mentoring, through knowledge sharing within my directorate peer support group (peer mentoring support group). I show support to the group and have specifically shared knowledge with a new started which is outlined within my personal statement (EV42).

2.5 Support the ongoing evaluation and continuous improvement of the organisations coaching/mentoring programmes.

According to the CIPD, coaching is becoming a popular way of promoting Learning and Development within organisations such as HEIW. The 2008 survey indicated that almost three-quarters (71%) of UK employers currently use coaching in their organisations, compared to 63% in the 2007 survey and a similar proportion (72%) of respondents find coaching to be an effective tool.

There is no formal coaching and mentoring evaluation process in place within HEIW. However, whilst it's difficult to evaluate at the current time as individuals are still undergoing their training, the people team agreed that there would be value in measuring the impact the training has had by surveying the

students at the end of their qualification. Myself and a colleagues felt it would also be beneficial to develop a questionnaire that could be used in the future to analyse the effectiveness of the coaching and mentoring training provision, and the impact it has had on the individuals and their way of working and managing employees (EV43). Going forward we plan to look more closely at KPIs including the number of situations e.g. disciplinaries and grievances, sickness levels etc, requiring HR input to see whether this number reduces as the organisation's coaching culture develops.

We also developed a skill gap analysis questionnaire, which would be shared with all staff in the organisation (EV44). The information will inform and help develop an internal mentoring scheme staff with advanced workplace skills knowledge could share their expertise with other staff (Alexandra, 2019; CIPD, 2021; Gibbons, 2017; Evolution, 2015). The analysis would help identify the skill gaps in the organisation and also identify those with advanced skills who would like to share their knowledge with the wider workforce. Staff wishing to do this would be supported to complete a formal mentoring qualification, enabling them to effectively mentor staff in their area of expertise. This would support HEIWs values, together as a team and ideas that improve and be of mutual benefit to those requiring upskilling and those with advanced skills being offered the opportunity to develop their mentoring skills. Providing this service internally will not only demonstrate ROI but allow all staff to contribute more effectively to the organisation and its overall objectives, supporting its strategy of developing the future workforce of the NHS in Wales.

As mentioned there is currently no formal mentoring available within HEIW, however robust policies, will inform future change however, unless these interventions directly impact HEIW and individuals feel listened too, the policies remain a philosophical statement lacking a 'ground reality' (Bailyn,1997).

References

Accipio (2020) *Listening Skills in Coaching.* Available at: Listening Skills in Coaching (accipio.com). Accessed [21/01/21]

Adams, L (2017) *HR Disrupted: It's time for something different.* Practical Inspiration Publishing.

Alexandra (2019) 7 Steps to Conduct An Effective Skills Gap Analysis. Harver. Available at: https://harver.com/blog/skills-gap-analysis/

Anderson, V., Rayner, C. and Schyns, B. (2009) *Coaching at the sharp end: the role of line managers in coaching at work*, London, CIPD.

Art of Mentoring (2021)Available at: https://artofmentoring.net/peer-mentoring/

Agarwal, S (2021) *What is the Difference Between Coaching, Mentoring, and Training?* Available at: https://businesscoaching.actioncoach.co.uk/what-is-the-difference-between-coaching-mentoring-and-training/ (Accessed: 27 January 2021)

Bailey, C., Madden, A., Alfes, k. and Fletcher, l. (2015a) *The meaning, antecedents and outcomes of employee engagement: a narrative synthesis. International Journal of Management Reviews.* DOI: 10.1111/ijmr.12077.

Beer, M., Spector, B., Lawrence, P. R., Quin Mills, D. and Walton, R.E. (1984) *Managing Human Assets*. New York: Free Press.

Beck, R & Harter, J (2015) *Managers Account for 70% of Variance in Employee Engagement*. Gallup. Available at: https://news.gallup.com/businessjournal/182792/managers-account-variance-employee-engagement.aspx

Beck, R & Harter, J (2015) *Managers Account for 70% of Variance in Employee Engagement*. Gallup. Available at: https://news.gallup.com/businessjournal/182792/managers-account-variance-employee-engagement.aspx Accessed [05/02/21]

Beckett-Mcinroy, C (2015) Directive or Non-Directive? Coaching as a Culture and Powerful Leadership Style. Available at: http://www.beckett-mcinroy.com/wp-content/uploads/2015/09/DIRECTIVE%D9%80OR%D9%80NON.pdf

Berteig (2020) Mentoring, Coaching And Training – What Is The Difference? Available at: https://berteig.com/coaching/mentoring-coaching-and-training-what-is-the-difference%E2%80%8E-2/ Accessed [25/01/21]

Blakemore, R (2014) *Coaching vs mentoring - why the difference matters. Available at:* https://www.apm.org.uk/blog/coaching-vs-mentoring-why-the-difference-matters/

Brause (2021) *What is coaching, is it like mentoring? Available at:* http://www.janbrause.co.uk/user/custom/downloads/11MythsOfCoaching.pdf

Brook, J (2015) Common Barriers to a coaching culture. Available at: Common barriers to coaching culture (strengthscope.com) Accessed [28.02.21].

Bursin, J (2015) Becoming irresistible: A new model for employee engagement Deloitte Review Issue 16. Available at: https://www2.deloitte.com/us/en/insights/deloitte-review/issue-16/employee-engagement-strategies .html [accessed 29.09.20].

BUSINESSBALLS (2018/2020) *Five Dysfunctions of a Team - Patrick Lencioni.* Available at: https://www.businessballs.com/leading-teams/five-dysfunctions-of-a-team-patrick-lencioni/ [accessed 18.10.20].

Clearview (2020) Which SMART Objectives definition should I use? Available at: https://www.clearreview.com/resources/guides/which-smart-objectives-definition-should-i-use/ [accessed 18.10.20].

Cai, W.J., Loon, M. and Wong, P.H.K. (2018), *"Leadership, trust in management and acceptance of change in Hong Kong's Civil Service Bureau"*, *Journal of Organizational Change Management*, Vol. 31 No. 5, pp. 1054-1070. https://doi.org/10.1108/JOCM-10-2016-0215 Accessed [20.11.20].

Coaching Journey (2020) *Using the GROW Model (Part 3) – Brainstorming Your Options*. Available at: https://coaching-journey.com/the-grow-model-3/

Covey, S (1989) 7 *Habits of Highley Effective people.* Available at: http://index-of.co.uk/Uml/7%20Habits%20of%20Highly%20Effective%20People.pdf Accessed [31/01/21]

Covey, S. (2013) The 7 Habits of Highly Effective People Powerful Lessons in Personal Change. New York: Free Press.

City and Guilds (2020) Employers not offering coaching risk future performance and productivity. Available at: https://www.cityandguildsgroup.com/whats-happening/news/employers-not-offering-coaching-risk-future-performance-and-productivity-john-yates Accessed [27/01/21]

Clifton, J & Harter, J (2019) *It's the Manager*. Gallup Press.

CIMA (2008) *Coaching and Mentoring.* Topic Gateway Series No. 50 Available at: https://www.cimaglobal.com/Documents/ImportedDocuments/cid_tg_mentoring_coaching_Aug08.pdf.pdf Accessed [04/02/21]

CIPD (2009-2017) *Employee Outlook Published between Spring 2009 and Spring 2017 this survey of UK employees identified their opinions of and attitudes towards working life, produced in partnership with Halogen Software*. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/employee-outlook-reports [Accessed 17/09/20]

CIPD (2015): *Conflict Management Survey*. April 2015 https://www.cipd.co.uk/Images/getting-under-skin-workplace-conflict_2015-tracing-experiences-employees_tcm18-10800.pdf [Accessed 4 May 2020].

CIPD (2015) Factsheet: *Employee Relations an overview*: London, Chartered Institute of Personnel and Development.

CIPD. *The Psychological Contract. Examines the history, state and strategic implications of the psychological contract*. 26 February 2020. https://www.cipd.co.uk/knowledge/fundamentals/relations/employees/psychological-factsheet [Accessed 27 April 2020].

CIPD (2018) PESTLE analysis. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/pestle-analysis-factsheet [Accessed 10 February 2020]

CIPD (2020) *CIPD Good Work Index (The CIPD Good Work Index provides an annual snapshot of job quality in the UK, giving insight to drive improvement to working lives).* Available at: https://www.cipd.co.uk/knowledge/work/trends/goodwork [Accessed 15/09/20]

CIPD (2020) *Work making our wellbeing worse – even before COVID-19 crisis started.* Available at: https://www.cipd.co.uk/about/media/press/good-word-index-2020 [Accessed 15/09/20]

CIPD (2020) *Specialist knowledge: Employee experience.* Available at: https://peopleprofession.cipd.org/profession-map/specialist-knowledge/employee-experience [Accessed 06/03/20].

CIPD (2020) *FW practices.* Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/flexible-working/factsheet [Accessed 5 January 2020].

CIPD (2020): *Health and well-being at work*. Available at: https://www.cipd.co.uk/knowledge/culture/well-being/health-well-being-work [Accessed 31 March 2020].

CIPD (2020*) Health and Wellbeing at Work – Public Sector*. Available at: https://www.cipd.co.uk/Images/public-sector-summary_tcm18-73787.pdf [Accessed 31 March 2020].

CIPD (2020) *FW essentials in the COVID-19 context*. Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/flexible-working/essentials-coronavirus-context [Accessed 31 March 2020].

CIPD (2020) *Employee Voice.* Available at: https://www.cipd.co.uk/knowledge/fundamentals/relations/communication/voice-factsheet [Accessed 1May 2020].

CIPD (2020) *Workforce Trends*. Available at: https://www.cipd.co.uk/knowledge/work/trends [Accessed 31 January 2020]

CIPD (2020) Employer Brand. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/recruitment/brand-factsheet [accessed 17.10.20].

CIPD (2019) *The CIPD Professional Map – Our Professional* Standards. Available at: https://www.cipd.co.uk/Images/the-cipd-profession-map-standard-format_tcm18-9814.pdf [Accessed 27th January 2020].

CIPD (2019) *HR policies. An overview of the benefits of HR policies, and how they can be implemented and communicated effectively throughout an organisation.* https://www.cipd.co.uk/knowledge/fundamentals/people/hr/policies-factsheet [Accessed 9 February 2020]

CIPD (2015a) Organisation Design. Factsheet. London: Chartered Institute of Personnel Development.

CIPD (2019) *The HR function: Understand how HR objectives are delivered in different types of organisations*. Available at: https://www.cipd.co.uk/knowledge/fundamentals/people/hr [Accessed 24th January 2020]

CIPD (2020) *Workforce Trends*. Available at: https://www.cipd.co.uk/knowledge/work/trends [Accessed 31 January 2020].

CIPD (2021) FACTSHEET. Costing and Benchmarking Learning and Development. Available at: https://www.cipd.co.uk/knowledge/strategy/development/benchmarking-factsheet Accessed [27/01/21]

CIPD (2021) Workforce Planning Practice: Practical workforce planning guidance to help HR and managers deliver a clear people strategy against changing organisational needs. Available at: https://www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-practice?gclid=EAIaIQobChMI57uP28ap7wIV2YXVCh3UEgcpEAAYASAAEgJgafD_BwE

Clutterbuck, D (1998) *Learning Alliances: Tapping into Talent.* Chartered Institute of Personal Development.

Clutterbuck, D (2014) *What every HR director should know about coaching and mentoring strategy*. Available at: https://davidclutterbuckpartnership.com/what-every-hr-director-should-know-about-coaching-and-mentoring-strategy/ Accessed [27/01/21]

Clutterbuck, D. (2014) Powerful Questions with Professor David Clutterbuck [Internet] Available at: https://www.youtube.com/watch?v=QXU-tAkz_TY Accessed [21/01/21]

Clutterbuck, D (2018) *Line manager, mentor, and coach: managing the conflicts and capitalizing on the opportunities.* Available at: https://davidclutterbuckpartnership.com/line-manager-mentor-and-coach-managing-the-conflicts-and-capitalizing-on-the-opportunities/ Accessed [21/01/21]

Clutterbuck, D. and Megginson, D. and Bajer, A. (2016) *Building and Sustaining a Coaching Culture*. London: Chartered Institute of Personnel and Development.

Crabtree, S (2013) Worldwide, 13% of Employees Are Engaged at Work. Gallup. Available at: https://news.gallup.com/poll/165269/worldwide-employees-engaged-work.aspx

Coaching and Mentoring Network (2017) Available at: https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/

Coaching Journey (2020) *Using the GROW Model (Part 3) – Brainstorming Your Options*. Available at: https://coaching-journey.com/the-grow-model-3/

Dale, H (2017) Choosing a counsellor or psychotherapist. Information Sheet. Available at: https://www.bacp.co.uk/media/6811/bacp-choosing-counsellor-psychotherapist-c3.pdf Accessed [21/01/21]

Daniels, K. (2019*) Introduction to Employment Law* (5th Edition). London. CIPD.

Dilotte (2017) *Mental Health and Employers: A case for investment*. Available at: https://www2.deloitte.com/content/dam/Deloitte/uk/Documents/public-sector/deloitte-uk-mental-health-employers-monitor-deloitte-oct-2017.pdf Accessed [01/02/21]

Dilotte (2020) *Building the peloton. High-performance team building in the future of work*. Available at: https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/high-performance-team-building.html Accessed [10/02/21]

De Wit, B. and Meyer, R. (2004) *Strategy: process, content, context – an international perspective*. 3rd ed. London: Thomson Learning.

Dembkowski, S., & Eldridge, F. (2003). Beyond GROW: A new coaching model. The international journal of mentoring and coaching, 1(1), 21.

Ethical Focus (2020) *Ethics and Confidentiality in Coaching*. Available at: https://www.coaching-focus.com/blogs/ethics-and-confidentiality/ Accessed [11/02/21]

Ethical Focus (2020) Coaching Best Practice. Available at: https://www.coaching-focus.com/blogs/coaching-best-practice/ Accessed [11/02/21]

Evolution (2015) What is Mentoring? Available at: https://www.evolutionuk.co.uk/what-is-mentoring/

Ferrar, Philip (2006) *'The Paradox of Manager as Coach: Does being a manager inhibit effective coaching?* thesis submitted to Oxford Brookes University.

Fombrun, C.J., Tichy,M.M and Devanna, M.A.(1984) (eds) *Strategic Human Resource Management*. New York: John Wiley.

Farnham, D. (2010) *Human Resource Management in Context: Strategy, insight ad solutions* (3rd. edition). CIPD. London.

Forbes (2010) *The Key to Effective Coaching*. Available at: https://www.forbes.com/consent/?toURL=https://www.forbes.com/2010/04/28/coaching-talent-development-leadership-managing-ccl.html Accessed [06/02/21]

Forbes (2016) *13 Ways Leaders Can Build A 'Coaching Culture' At Work*. Available at: https://www.forbes.com/sites/forbescoachescouncil/2016/10/07/13-ways-leaders-can-build-a-coaching-culture-at-work/?sh=65af0f1d44b6 Accessed [01/02/21]

Forbes (2016) *10 Ways to Lead Like A Coach*. Available at: https://www.forbes.com/sites/forbescoachescouncil/2018/04/06/10-ways-to-lead-like-a-coach/?sh=cff7b5f30faa Accessed [01/02/21]

Forbes (2017) The Success and Failure of The Coaching Industry. Available at: https://www.forbes.com/sites/forbescoachescouncil/2017/10/05/the-success-and-failure-of-the-coaching-industry/?sh=3315fe426765#651024746765 Accessed [01/02/21].

Forbes (2018) *10 Ways to lead like a coach.* Available at: https://www.forbes.com/sites/forbescoachescouncil/2018/04/06/10-ways-to-lead-like-a-coach/ Accessed [01/02/21].

Forbes (2019) Why Coaching Matters: How Leaders Can Become Better Coaches and Build Stronger Teams. Available at: https://www.forbes.com/sites/chriswestfall/2019/07/04/coaching-matters-

how-leaders-become-better-coaches-build-stronger-teams/?sh=6c6be837405e Accessed [07/02/21].

Gallup (2016) *Engagement at Work: Its Effect on Performance Continues in Tough Economic Times*. Available at: https://hr.uci.edu/partnership/survey/pdf/03-Gallup-Q12-Research.pdf [accessed 20.09.20].

Gallup (2020) *Employee Experience* (2020) Available at: https://www.gallup.com/workplace/242252/employee-experience.aspx [accessed 20.08.20].

Gallup Q12: *No. 1 employee engagement survey and all the strategic advice that goes with it.* Available at: https://www.gallup.com/access/239210/employee-engagement-survey.aspx [accessed 20.08.20].

Gallup Q12: *Fortune 500 Employee Engagement Tools for Your Size Company*. Available at: https://q12.gallup.com/ [accessed 20.08.20].

Gallwey, T. W. (1975). The Inner Game of Tennis, New York: Random House

Goleman, D (1998) Working with Emotional Intelligence, Bloomsbury.

Goldman, D., Boyatzis, R., McKee, A (2001) 'Primal Leadership', Harvard Business Review, December 2001, Vol.79, Issue 11.

Gregory, C (2020) *Kubler-Ross (1969) The Five Stages of Grief- An Examination of the Kubler-Ross Model.* Available at: https://www.psycom.net/depression.central.grief.html

Ellis, C (2016) *Contemporary Developments in Employee Relations in Human Resource Management: People and Organisations* (2nd Edition).

Fast Company (2021) *Why Employees At Apple And Google Are More Productive*. Available at: https://www.fastcompany.com/3068771/how-employees-at-apple-and-google-are-more-productive Accessed [06/02/21]

Fox (1985) *Man Mismanagement* (2nd edn). London: Hutchinson.

Groysberg,B., Lee, L., Price, J., J, Yo-Jud Chen (2018) *The Leader's Guide to Corporate Culture. Harvard Business Review*. Available at: https://hbr.org/2018/01/the-culture-factor [accessed 16.10.20].

Harvard Business Review (2018) *Managers Can't Be Great Coaches All by Themselves.* Available at: https://hbr.org/2018/05/managers-cant-be-great-coaches-all-by-themselves

Heller, F., Pusic, E., Strauss, G. and Wilpert, B. (1998) *Organisational Participation:* Myths and Reality. Oxford: Oxford University Press.

Hill, M (2017) *Coaching and Mentoring Confidentiality*. British School of Coaching. Available at: https://www.britishschoolofcoaching.com/coaching-mentoring-confidentiality/

Holtsnider, B & Jaffe, b in *IT Manager's Handbook*. Managing Your IT Team (Third Edition), 2012. Available at: Multiple Generation - an overview | ScienceDirect Topics

Fact suit blog (2020) Creating Learning and Development (L&D) Initiatives at Your Workplace. Available at: https://factsuite.com/blog/creating-learning-and-development-initiatives-at-your-workplace/ Accessed [01/02/21]

Forbes (2017) Coaching myths that are keeping you from being a better leader. Available at: https://www.forbes.com/sites/johnhall/2017/11/14/7-coaching-myths-that-are-keeping-you-from-being-a-better-leader/

Habits for Wellbeing (2020) *The Circle of Concern and Influence*. Available at: https://www.habitsforwellbeing.com/the-circle-of-concern-and-influence/

Heller, F., Pusic, E., Strauss, G. and Wilpert, B. (1998) *Organisational Participation:* Myths and Reality. Oxford: Oxford University Press.

Hill, M (2017) *Coaching and Mentoring Confidentiality*. British School of Coaching. Available at: https://www.britishschoolofcoaching.com/coaching-mentoring-confidentiality/

HEIW (2018) Communication and Engagement Plan.

HEIW (2018) Values and behaviours. Available at: https://heiw.nhs.wales/about-us1/values-and-behaviours/ [accessed 10.08.20].

HEIW (2020) *HEIW spell out their plans for creating a more equal Wales.* Available at: https://heiw.nhs.wales/news/heiw-spell-out-their-plans-for-creating-a-more-equal-wales/

HEIW (2020) Board report (24th September): HEIW Strategic Equality Report. Available at: https://heiw.nhs.wales/files/board-papers-september-2020/ [accessed 19.10.20].

HEIW (2020) Equality, Diversity and Inclusion Policy. Available at: https://heiw.nhs.wales/files/equality-diversity-and-inclusion-policy/ [accessed 19.10.20].

HEIW (2020) *HEIW Gender Pay Gap Reporting*. Available at: https://heiw.nhs.wales/corporate/key-documents/gender-pay-gap-report-2020/ [accessed 19.10.20].

HEIW (2020) *Wellbeing resources released for NHS Wales staff*. Available at: https://heiw.nhs.wales/news/wellbeing-resources-released-for-nhs-wales-staff/ [Accessed 31 March 2020].

HEIW (2020) Board report. Available at: file:///C:/Users/em021016/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/0A9SI043/ [accessed 19.10.20].

HEIW (2020) *Health & Social Care Workforce Strategy.* Available at: https://heiw.nhs.wales/programmes/health-social-care-workforce-strategy/ [accessed 19.10.20].

HEIW (2020) Healthy Working Relationships. Available at: https://heiw.nhs.wales/programmes/our-big-conversation/healthy-working-relationships/ [accessed 19.10.20].

HEIW (2020) *Our Wellbeing Matters*. Available at: https://weds.heiw.wales/assets/Uploads/b785d611ee/Our-Wellbeing-Matters-November-with-contacts-Mar-2020.pdf [accessed 19.10.20].

HEIW (2020) *Manager Wellbeing Matters*. Available at: https://weds.heiw.wales/assets/Uploads/034eeddfeb/Manager-Wellbeing-Matters-With-Contacts-Mar-2020.pdf Accessed [10/02/21]

HEIW (2018) *Health and Wellbeing Charter*. Available at: https://weds.heiw.wales/assets/Uploads/2c29820ad2/NHS-Wales-Health-Wellbeing-Charter.pdf Accessed [05/02/21]

Institute of Health and Social Cate Management (2020) *The King's Fund has published a new briefing paper, caring to change: How compassionate leadership can stimulate innovation in health care*. Available at: https://ihm.org.uk/the-kings-fund-has-published-a-new-briefing-paper-caring-to-change-how-compassionate-leadership-can-stimulate-innovation-in-health-care/ Accessed [25/01/21]

ILM (2011) Creating a Coaching Culture. Available at: https://www.institutelm.com/resourceLibrary/creating-a-coaching-culture-2011.html Accessed [25/02/21]

International Coaching Company (2020) *Power Tool: Influence vs Concern.* Available at: https://coachcampus.com/coach-portfolios/power-tools/natraj-vaddadi-influence-vs-concern/ Accessed [20/02/21].

International Coaching Federation. The Gold Standard in Coaching. Available at: https://coachingfederation.org/research/consumer-awareness-study Accessed [22/02/21].

International Journal of Evidence Based Coaching and Mentoring (2008) Vol. 6, No.2, August 2008. Available at: http://ijebcm.brookes.ac.uk/documents/vol06issue2-paper-08.pdf

Insight (2020) *The coaching and mentoring revolution – is it working?* Available at: file:///C:/Users/em021016/Downloads/coachingandmentoring%20(1).pdf Accessed [01/03/21]

Investors in People (2021) We invest in People. Available at: We invest in people | Investors in People | Accreditations Accessed [02/03/21]

Investors in People (2021) Framework. Available at: framework for customers no case studies.indd (investorsinpeople.com) Accessed [01/03/21]

Keller & Meaney (2017) *High-Performing teams: A timeless leadership topic*. McKinsey. Available at: https://www.mckinsey.com/business-functions/organization/our-insights/high-performing-teams-a-timeless-leadership-topic Accessed [29/01/21]

Judge TA, Thoresen CJ, Bono JE and Patten GK (2001) *"The job satisfaction–job performance relationship: A qualitative and quantitative review", Psychological Bulletin* 127(3): 376–407. Accessed [01/03/21]

Kline, N (2020) *Time to Think*. Available at: https://www.timetothink.com/nancy-kline/ Accessed [30/01/21]

Landsburg, M (1996) *Tao of Coaching*.

Lindemann, M.,Vergara, M., Murphy, S., Barker, L., Warrenfeltz, R (2001) *Maximising the Impact of Executive Coaching: Behavioural Change, Organisational Outcomes and Return on Investment.* Available at: https://www.semanticscholar.org/paper/Maximizing-the-Impact-of-Executive-Coaching%3A-and-on-Lindemann-Vergara/9a4cde3eef47a4cb54e86101a3d0ff28cd08f5ff Accessed [20.02.21]

LinkedIn (2018) Workplace Learning Report: The Rise and Responsibility of Talent Development in the New Labor Market. Available at: https://learning.linkedin.com/content/dam/me/learning/en-us/pdfs/linkedin-learning-workplace-learning-report-2018.pdf Accessed [29/01/21]

Muruga, N (2017) Informal Coaching - A Must Have Skill for Managers. Linked in Available at: Informal Coaching - A Must Have Skill for Managers (linkedin.com) Accessed [01/03/21]

Marchington, M. and Wilding, P. (1983) *Employee Involvement inaction?* Personnel Management, December:73-82.

Maslows Hierachey of Needs (1954) Available at: https://www.simplypsychology.org/maslow.html

Mercer (2019) *Building a better employee experience.* Available at: https://www.mercer.com/our-thinking/career/voice-on-talent/building-a-better-employee-experience.html [accessed 01.03.21].

Merrick, L (2018) *Benefits of Coaching, research, and reality.* Available at: https://www.coachmentoring.co.uk/blog/2018/10/benefits-of-coaching-research-reality/ Accessed [03/02/21]

McKinsey & Company (2020) A leader's guide: *Communicating with teams, stakeholders, and communities during COVID-19.* Available in at: https://www.mckinsey.com/business-functions/organization/our-insights/a-leaders-guide-communicating-with-teams-stakeholders-and-communities-during-covid-19 Accessed [20.01.21].

McKinsey (2020) Turning in, turning outward: Cultivating compassionate leadership in a crisis. Available at: https://www.mckinsey.com/business-functions/organization/our-insights/tuning-in-turning-outward-cultivating-compassionate-leadership-in-a-crisis Accessed (27/01/21].

Mind Tools (2020) *Mentoring A Mutually Beneficial Partnership.* Available at: Mentoring - Career Development from MindTools.com

Mindtool (2020) https://www.mindtools.com/pages/article/newLDR_89.htm Accessed [01/03/21]

Mindtools (2020) *Questioning Techniques Asking Questions Effectively.*Available at: https://www.mindtools.com/pages/article/newTMC_88.htm Accessed [25/01/21]

Mindtools (2020) *Mentoring: A Mutually Beneficial Partnership.* Available at: https://www.mindtools.com/pages/article/newCDV_72.htm Accessed [26/02/21]

Mind Tools (2020) *Mentoring A Mutually Beneficial Partnership.* Available at: Mentoring - Career Development from MindTools.com Accessed [01/03/21]

Mindtools (2020) *The GROW Model of Coaching and Mentoring: A Simple Process for Developing Your People* Available at: https://www.mindtools.com/pages/article/newLDR_89.htm Accessed [25/01/21]

Mindtools (2020) Betari Box: Linking Attitude and Behaviour. Available at: Betari Box - Communication Skills Training from MindTools.com Accessed [01/03/21]

Mindtools (2020) *SMART Goals: How to Make Your Goals Achievable*. Available at: https://www.mindtools.com/pages/article/smart-goals.htm Accessed [31/02/21]

Mindtools (2021) *Building Good Work Relationships Making Work Enjoyable and Productive* **Available at:** https://www.mindtools.com/pages/article/good-relationships.htm#:~:text=There%20are%20several%20characteristics%20that%20make%20up%20good%2C,your%20words%20and%20actions.%20...%20More%20items...%20 Accessed [01/03/21]

Meinert, D (2018) *Why Trust Matters at Work: A culture of fear hinders innovation and growth*. SHRM. Available at: https://www.shrm.org/hr-today/news/hr-magazine/0618/pages/why-trust-matters-at-work.aspx

Millar,K (2020) *How do Coaching, Mentoring and Counselling differ?* Available at: https://positivepsychology.com/coaching-mentoring-counseling/ Accessed [24/02/21]

Milner, J & Milner, T (2018) *Most manager don't know how to coach people, but they can learn*. Harvard Business Review. Available at: https://hbr.org/2018/08/most-managers-dont-know-how-to-coach-people-but-they-can-learn Accessed [27/02/21]

Millar, K (2020) *Must-Have Coaching Skills for Managers and Leaders.* Available at: https://positivepsychology.com/coaching-skills-managers-leaders/ Accessed [25/01/21]

Parsloe, E and Wray, M. (2000) *Coaching and Mentoring*, Kogan Page, London.

Parsloe, E. (1995) *Coaching, Mentoring and Assessing*, Kogan Page, London.

Parsloe, E (1999) The Manager as Coach and Mentor. page 8. Cited: https://new.coachingnetwork.org.uk/information-portal/what-are-coaching-and-mentoring/ Accessed [01/03/21]

Peakon (2020) *The Four Phases of Employee Experience*. Available at: https://peakon.com/resources/library/the-four-phases-of-employee-experience/ Accessed [10/02/21]

People Insight (2020) *Employee Experience vs Employee Engagement: What's the Difference?* Available at: https://peopleinsight.co.uk/employee-experience-vs-engagement/ [accessed 01.09.20].

People Management (2021) January

Poorkavoos, M (2020) *Compassionate Leadership: What Is It and Why Do Organisations Need More Of It?* Available at: https://www.roffeypark.ac.uk/wp-content/uploads/2020/07/Compassionate-Leadership-Booklet.pdf Accessed [25/11/20]

Prismvs, (2021) Main Stages of the Performance Management Cycle. Available at: http://www.prismvs.com/main-stages-of-the-performance-management-cycle.html Accessed [10/02/21]

Proficient Learning (2020) *Collaborative Coaching: Changing the Mindset*. Available at: https://proficientlearning.com/collaborative-coaching-changing-the-mind-set/ Accessed [30/01/21]

Rigby, D., Sutherland, J., Noble, A (2018) Agile at Scale. Harvard Business Review. Available at: https://hbr.org/2018/05/agile-at-scale Accessed [10/02/21]

Ross, M (2019) *How Coaching and Mentoring Can Support Business Growth.* Available at: https://blog.answer-4u.com/2019/04/16/coaching-mentoring-workplace Accessed [26/01/21]

Sage (2020) *Business resilience and agility: How HR leaders can empower change. How to build a stronger, more adaptable workforce.*

Silverman (2004) *Managers as Developers of others*. Available at: https://www.employment-studies.co.uk/system/files/resources/files/mp65.pdf Accessed [10/02/21]

Spataro, J (2020) Microsoft Teams at 3: Everything you need to connect with your teammates and be more productive. Available at: https://www.microsoft.com/en-us/microsoft-365/blog/2020/03/19/microsoft-teams-3-everything-you-need-connect-teammates-be-more-productive/ Accessed [10/02/21]

Stanier, M (2016), The *coaching habit : say less, ask more & change the way you lead forever.* Box of Crayons Press Toronto, ON

Starr, J. (2011) *The Coaching Manual: The Definitive Guide to the Process, Principals and Skills of Personal Coaching* 3rd ed. Great Britain: Pearson

Starr, R. L. (2016). *Sociolinguistic variation and acquisition in two-way language immersion*: Negotiating the standard. Bristol: Multilingual Matters.

Starr, J (2020) Coaching Series on YouTube – One example being : https://www.youtube.com/watch?v=dkFAkWx0Z4A and a step by step example of coaching in action: https://www.youtube.com/watch?v=K11K_Z5RSpo&t=615s Accessed [30/01/21]

Stober, D. and Grant A. M. (2006) *Toward a contextual approach to coaching models* in Stober, D. and Grant A. M. (eds) Evidence-Based Coaching Handbook, Wiley, New York, N.Y. Cited: http://ijebcm.brookes.ac.uk/documents/vol06issue2-paper-08.pdf Accessed [01/03/21]

Stringer, G (2020) *How innovative companies train their employees* (Google, Amazon, Uber & more). Available at: https://gethownow.com/blog/how-innovative-companies-train-their-employees-google-amazon-uber-more/ Accessed [30/01/21]

Sage (2020) *The importance of employee experiences in HR tech selection.* Available at:https://www.sagepeople.com/Ventana2020-employee-experience/?gclid=EAIaIQobChMIoszD0bO57AIVS9iyCh2cMwr9EAMYAiAAEgJcMPD_BwE[accessed 21.09.20].

Sage (2020) *Template for coaching contract*. Available at: https://uk.sagepub.com/sites/default/files/template_for_coaching_contract.pdf Accessed [01/03/21]

Tamkin, P (2004) High Performance Working Practices. Available at: https://www.employment-studies.co.uk/system/files/resources/files/mp36.pdf Accessed [03/03/21]

Taylor, S. (2016) *Improving Organisational Performance* in Taylor and Woodham (2nd Edition) Studying Human Resource Management. London: CIPD.

Turas (2020) What are the similarities and differences between coaching and mentoring? | Turas | Learn (nhs.scot) / Mike the Mentor - Coaching Beyond Ego - Home Accessed [01/03/21]

Verma, A. (1995) Employee Involvement in the workplace. In M. Gunderson and A. Ponak (eds) Union- Management Relations in Canada (3rd edn) (pp281-308). Don Mills, Ontario: Addison-Wesley

Verma, A andTaras, D. (2001*) Employee Involvement in the workplace*. In M. Gunderson, A. Ponak and D. Taras (eds) Union- Management Relations in Canada (4th edn) (pp. 447-85). Don Mills, Ontario: Addison-Wesley.

Van de Ven, A.H. & Poole, M.S. (1995). *Explaining development and change in organizations. Academy of Management Review*, 20 (3), 510-540.

Van de Voorde, K.C., Paauwe, J and van Veldhoven, M (2012) *Employee Well-being and the HRM–Organizational Performance Relationship: A Review of Quantitative Studies. International Journal of Management Reviews, 14* (4), 391–407. Available at: https://doi.org/10.1111/j.1468-2370.2011.00322.x

The British Association of Psychotherapy and Counselling. Definition of Coaching. Available at: https://www.bacp.co.uk/media/6811/bacp-choosing-counsellor-psychotherapist-c3.pdf Accessed [24/01/21]

Waleslod, A (2020) *Learning Resources.* Available at: http://andrewwaleslod.co.uk/the-role-of-line-managers-in-coaching-and-mentoring/ Accessed [20/01/21].

Welsh Government (2021) Academi Wales: *Coaching and Mentoring*. Available at: https://academiwales.gov.wales/pages/coaches-and-mentors-intro Accessed [01/03/21]

Welsh Government (2021) *Sowing Seeds.* Available at: https://s3-eu-west-1.amazonaws.com/academi-live-storage/ac/74/f5/9d/2b4446eda8f4b06233065d38/Sowing-Seeds-Coaching-en.pdf Accessed [01/03/21]

Welsh Government (2021) Sowing Seeds - Coaching - Developing people for success in public service delivery. Available at : https://academiwales.gov.wales/repository/resource/425caccb-2cfd-4573-b2f1-cea1df17664c/en Accessed [01/03/21]

West, M., Baileys, S. (2019) *Five Myths of compassionate Leadership*. Available at: https://www.kingsfund.org.uk/blog/2019/05/five-myths-compassionate-leadership Accessed [25/01/21].

West, M., Baileys, S. (2020) Covid-19: *Why compassionate leadership matters in a crisis.* Available at: https://www.kingsfund.org.uk/blog/2020/03/covid-19-crisis-compassionate-leadership Accessed [25/01/21].

Woodham C, Perkins G & Wilkinson K (2016) *Developing the knowledge and skills of the HR Professional* in Taylor and Woodham (2nd Edition) Studying Human Resource Management. London: CIPD.

Wolf, J (2021) Coaching – Why use External Coaching? Wolf Management Consultants LLC. Available at: https://www.wolfmotivation.com/programs/coaching-why-use-external-coaches Accessed [02/03/21]

Wolf, J (2021) 4 Simple Ways to lead through Coronavirus crisis. ? Wolf Management Consultants LLC. Available at https://www.wolfmotivation.com/articles/4-simple-ways-to-lead-through-the-coronavirus-crisis-2

Wang, D. and Shyu, C. (2008) *Will the strategic fit between business and HRM strategy influence HRM effectiveness and organisational performance?* International journal of Manpower. Vol 29, No 2. Pp92-110. Cited in Leading, Managing and Developing People.5th ed. CIPD.

Whitmore, J. (2009) Growing Human Potential and Purpose - the Principles and Practice of Coaching and Leadership (4th Edition) (People Skills ... and Practices of Coaching and Leadership.

Whitmore, J. (2003) Coaching for Performance, Nicholas Brealey Publishing, London.

Whitmore, J. (2017) Coaching for Performance – The principles and practices of coaching and leadership (5th Edition). Nicholas Brealey Publishing, London.

Zelenksi J, Murphy S and Jenkins D (2008) *"The happy-productive worker thesis revisited", Journal of Happiness Studies,* 9: 521-537.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Notes from meeting with Jeremy Ashdown, Learning and OD Practitioner, HEIW
Organisation's approach to coaching and mentoring

Thursday 4th February 2021

Present:
Jeremy Ashdown, Learning and OD Practitioner (JA)
Emma Carrington, Policy Project Lead (EC)
Ruth Taylor, Careers and Widening Access Advisor (RT)

EC and RT asked to meet with JA to understand the organisation's approach to coaching and mentoring as part of their CIPD studies. HEIW is a relatively new organisation and does not yet have a formal coaching and mentoring programme in place. However, this area is moving at pace, particularly as a training needs analysis identified coaching and mentoring as a gap in the organisation's L&D offering.

There are appropriately trained coaches and mentors in the organisation who are available to support staff in both the organisation and across NHS Wales as well as mentors who support staff, particularly those who are new to more senior roles. This has proved particularly successful as learning and development is encouraged within the organisation and so this approach is used to help individuals focus on their future aspirations and career development and gain the skills and knowledge required to enable them to progress in their career. One on one mentoring is encouraged in the organisation and has been used at executive level with a focus on individual skills and relationship building. Development and career mentoring is used to support employees to achieve their career goals, empowering them to make decisions on their development needs.

HEIW also has free access to Academi Wales, the Centre for Excellence in Leadership and Management for public services in Wales. They provide services to both those looking for a coach and those who wish to register as a coach. This is of particular benefit to the organisation as HEIW is made up of three legacy organisations and is still developing its culture. There remain pockets of distrust in the organisation as identified in the most recent NHS Wales Staff Survey and internal pulse surveys. Therefore, there are staff who would prefer to access external coaches and mentors at the current time.

A significant amount of work is being done to build on HEIW's culture, with the results of the most recent NHS Wales survey, Our Reflections, Our Decisions, Our Future (HEIW, 2020), being used as a conversation starter within individual teams. The approach is different to previous surveys in that the responses are fed back to individual teams within organisations for them to take responsibility for making positive change rather than the executive and senior managers making the decisions. The approach encourages teams and individuals to participate in discussions, feedback and discuss their reflections with colleagues and then make localised decisions. This is one of the steps NHS Wales is taking to change to a coaching culture, by encouraging teams to take responsibility for making positive change in a way that is appropriate for their individual circumstances. It is modelled on compassion within leadership and adopts the four components of compassionate leadership.

The need for an individual to undergo coaching or mentoring is identified during performance reviews and appraisals. This process empowers employees to think for themselves and what career

aspirations they what their development needs are and how they can be achieved. It then enables a conversation with the line manager about how these needs can be met. Once these are identified, SMART objectives are set, ensuring that they are fit for purpose, achievable and relevant to both the employee and the organisation. Finally, the document is signed by both the line manager and the employee and forms a contract that the employee will work towards their objectives and the line manager will support them to do so. This ensures both parties remain accountable.

The process is based on coaching techniques to facilitate discussions between line managers and employees. The personal development action plan is agreed using coaching questions posed by the manager to the employee. To support managers to have these conversations, a bank of 101 different coaching questions is available to help facilitate the appraisal discussion. These focus on questions that can gauge job satisfaction, identify how individuals feel about their role, their team and the organisation, identify their biggest challenges and career development opportunities. There is also a values based Performance Appraisal and Development Review (PADR) document that is shared with appraisees in advance of their appraisal, which encourages them to reflect on their previous objectives and what worked well and not so well as well as think about their future career aspirations and development needs.

This process also identifies those who wish to develop and become coaches or mentors themselves. HEIW is currently supporting three cohorts of staff on the ILM level 3, 5 and 7 Coaching and Mentoring courses. This course requires students to undergo 20 – 40 hours of recorded coaching and mentoring, which is assessed as part of the qualification. Those undertaking this qualification do so with the expectation that they will support staff within the organisation and across NHS Wales for a minimum amount of time per year once qualified.

Whether individuals are coached internally or by an external provider, an initial no obligation meeting is held between both parties. This confirms that the coachee is self-aware and invested in overcoming the barriers identified. Once agreement to pursue the relationship is agreed, a formal contract is signed. This includes the timetable for coaching sessions and how long the relationship will last. The contract also documents that the coachee is committed to improving in the area of concern and is accountable for progressing their agreed actions.

Whilst HEIW does not have a coaching and mentoring policy in place, the organisation is currently working on the development of a People and OD strategy. This will consist of a suite of development opportunities for individuals at all levels of their career, including individual, managerial/aspiring manager and organisation/system level. All levels will include elements of coaching including gaining coaching skills for use in the workplace, making use of coaching triads and understanding what it is to be a manager as a coach. Senior Managers will have access to gain skills in mentoring. The purpose of this will be to enhance the organisation's drive to achieving a compassionate leadership culture, where we listen with fascination, have a shared understanding of the problems faced, empathy and provide action to support (HEIW and West, 2020).

Currently, the benefits of coaching and mentoring and the opportunities available are not widely promoted in the organisation and are only identified through the PADR process. Therefore, not all staff are aware of the opportunities available to them as both a coach/coachee and mentor/mentee.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Notes from meeting with James Moore, Assistant Director Organisational Design & Development, HEIW

Organisation's approach to coaching and mentoring

Wednesday 8th February 2021

Present:

James Moore, Assistant Director Organisational Design & Development (JM)
Emma Carrington, Policy Project Lead (EC)
Ruth Taylor, Careers and Widening Access Advisor (RT)

EC and RT asked to meet with JM to understand the organisation's approach to coaching and mentoring as part of their CIPD studies. As a relatively new organisation, HEIW does not have an internal formal coaching and mentoring programme in place and therefore no policy. However, we may need a statement of intent that details a leaders' role is to listen and ask questions of all the employees / stakeholders we work with. HEIW should be much more of a coaching facilitating organisation as we don't do enough of that internally.

A significant amount of work is being done to build on HEIW's culture, with the results of the most recent NHS Wales survey, Our Reflections, Our Decisions, Our Future (HEIW, 2020), being used as a conversation starter within individual teams. The approach is different to previous surveys in that the responses are fed back to individual teams within organisations for them to take responsibility for making positive change, rather than the executive and senior managers making the decisions. The approach encourages teams and individuals to participate in discussions, feedback and discuss their reflections with colleagues, and then make localised decisions. This is one of the steps NHS Wales is taking to change to a coaching culture, by encouraging teams to take responsibility for making positive change in a way that is appropriate for their individual circumstances. It is modelled on compassion within leadership and adopts the four components of compassionate leadership.

Behaviours we are trying to achieve across the NHS Wales include:

1.) Pause and Breathe (myself and others)
2.) Listen and ask questions (coaching style)
3.) Be kind and helpful to ourselves and each other (the premiss of compassionate leadership).

The following points were highlighted:

- There is a premiss of strategic shift – create an expectation within culture.
- Giving space (pause) asking the right questions to allow individuals to reflect; what would you like, what do you need others to do?
- Pause / Breathing Space / student experience / creating a coaching culture
- Create a coaching culture with a power shift that moves away from parent child scenario and gives individual choice (the premiss of coaching).

- Ensure that data it considered, and individuals feel listened too and considered.
- There is a danger that leadership have power and will not follow up on staff survey. We need to create a culture that follows up staff surveys (you said, we did). Asking questions of people benefits the organisation; what could you do that would help you have a healthy work life balance? What could other people do to help? Ask if individuals / teams would like support? Consider how many people took part / how many people had a discussion after.
- Coaching is fundamentally a mindset – I'm not trying to tell you what do, I'm helping you work things out for yourself. Establish - Do you know better than other people of do they know best for themselves?
- Power shift – adopt positive psychology and allow individuals to come to their own conclusions – that was a great idea of mine! Open ended questions are so beneficial.
- Coaching and mentoring come from the assumption that individuals know themselves. The addition with mentoring is the knowledge, experience and advice that is shared with an individual. However, a mentor should always ask a mentees permission to share – would you like me to give you a bit of advice?
- Coaching requires people to open up and feel safe. That's really difficult to do in an organisation of less than 500 employees. If people want to access coaching, we need to do it as an NHS Wales approach or utilise the coaching and mentoring network (as part of public services Wales), rather than internally within HEIW.
- We need to create a culture where NHS employees feel safe however, there is currently a cultural divide between the Deanery and the NHS. A lack of Trust is evident within dysfunctional teams due to passed experiences. However, those employees that have joined the NHS externally since the start of the pandemic in March 2020 are highly satisfied with their experience. HEIW are still working to through the barriers to bring these the two silos together. It was acknowledged that organisations need high trust for internal coaching to work.
- Its much better to work across boundaries within NHS Wales as it's a small workforce. Its far more beneficial to find someone neutral.
- Distance helps; Individuals can get to emotionally invested if they know the coachee / coach – neutral relationship.
- Based on expectation – coach; supporting and challenging ad coachee participating and bringing their whole selves.
- Unpicking – somethings are external to work and a coachee may feel unconfutable discussing personal issues with a coach within the organisation.
- How do I really know you are going to keep this confidential?

GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

Health Education and Improvement Wales

Access to Learning & Development Policy and Procedure

Approved by: **HEIW Executive Team**

Issue Date: **4 March 2020**

Review Date: **March 2023**

Version 2

1. Introduction

Health Education & Improvement Wales (HEIW) is committed to the continuing education, training and development of all staff to enhance the work environment, competence of employees, and improve the quality of services. These guidelines outline the commitment of HEIW, levels of development and funding available for training and development activity.

2. Purpose

The purpose of this document is to standardise the process for requesting access to learning and development within HEIW and to give clear guidance on the procedure to be followed by the employee, line manager and the People team in applying for and processing learning & development and study leave requests.

3. Scope

This procedure applies to all staff within HEIW.

4. Roles and Responsibilities

4.1 Individual / Employee

All staff must take responsibility for their own learning and development requirements. Staff are equal partners in successfully achieving their development needs and therefore are responsible for:-

- Identifying their own development needs, including mandatory, essential, and Continuing Professional Development (CPD)
- Accessing appropriate learning opportunities
- Liaising with the People team for advice and guidance on the availability of current and future learning opportunities prior to application of any funded training courses.
- Completion of all statutory and mandatory training
- Attending and completing all authorised study days
- Maintaining and updating their own learning record via ESR
- Providing feedback on the quality and effectiveness of learning activities
- Evaluating and sharing learning opportunities widely
- Notifying their line manager if they are unable to attend the training course / development activity. Where relevant this should also be in accordance with the All Wales Managing Attendance at Work Policy. This is in addition to reporting any absence to the relevant course provider if required.

Staff are encouraged to complete the Personal Development Plan (PDP) section of the Personal Appraisal and Development review document and include the benefits for them, the benefits for the team and the benefits for the organisation as a whole. .

Internal Training*
If the required training is being centrally delivered, the employee should book a place on the relevant course as outlined in the online booking guidance in Appendix A*.

External Training*
If the training is not being delivered internally, then the employee will need to complete the form in Appendix A and forward to their line manager. The employee must complete all their Statutory and Mandatory training before requesting training. If the training is approved by the line manager, it will then be considered by the Executive Team alongside all other requests and the People team, and the employee has completed all statutory and mandatory training, a place on the course can be booked via complying with departmental procedures. In addition, the employee is required to record any study leave absences via ESR* as outline in Appendix B.

Individuals will be entitled to claim for travel expenses for any external training courses and in certain instances overnight accommodation may be required. Guidance and details of reclaiming expenses is outlined within Appendix C.

4.2 Line Manager

It is the line manager's responsibility to:

- Ensure that the programme identified supports the needs of the individual, the team and the organisation
- Ensure the applicant is 100% compliant with their statutory/mandatory training requirements before approving a study leave application.
- Liaise with employees at regular intervals in addition to the annual appraisal to review progress and offer further support.
- Identify learning and development needs to meet the needs of the organisation, department and the individual.
- Liaise with the People team for advice and guidance on the availability of current and future learning opportunities prior to approval of any funded training courses.
- Ensure all staff have equal opportunities to access learning and development activities and that study leave, training costs and expenses are awarded to the relevant levels according to the categories of protected time and funding levels table below.
- Send all approved study leave requests to: heiw.people@wales.nhs.uk
- Ensure that all staff attend booked training events and ESR training sections are maintained and updated.
- Ensure that they take the appropriate action if it is found that the staff member has not attended any training and has failed to inform them of this - examples of reasonable justification for nonattendance of a planned training course may be sickness absence, emergency/special leave circumstances or bereavement
- Ensure that all associated expenses related to the study leave are scrutinised and approved within the necessary timescales. Details and guidance are outlined within Appendix C.

Appendix A:
Learning & Development & Study Leave Request Form

Part A:
Section 1 - Applicant and Course Details

Name: _____ Post Held: _____

Department: _____ Base: _____

Contact Tel: _____ Name of Line Manger: _____

Title and level of
Course/Qualification:_____

Course Venue: _____ Date and Duration of Course: _____

Course Organiser: _____

Brief Details of Course Content: _____

Is this relevant to your performance review and personal development plan? YES/NO

If 'NO' – reason for application: _____

All Statutory and Mandatory Training currently at 100% compliance ☐
Objectives and evaluation process agreed (see Part B, Sections 4 and 5)? ☐

TO BE COMPLETED BY APPLICANT			AUTHORISATION TO BE COMPLETED BY BUDGET HOLDER		
	Estimated £ Expenses	Expenses to be Claimed	% Expenses Approved	£ Expenses Approved	Comments
Course/Conference Fee	£	£	%	£	
Examination Fee	£	£	%	£	
Travelling	£	£	%	£	
Subsistence	£	£	%	£	
Other	£	£	%	£	
TOTAL	£	£	%	£	
Leave Applied For:	days	**Leave Approved:**		days	
Executive Approval Date				**Cost Centre:**	
Signature of Budget Holder				**Date**	

GIG CYMRU NHS WALES

Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

Health Education and Improvement Wales

Values Based Performance Appraisal and Development Policy

Approved by: **Executive Team**

Issue Date: **5th March 2019**

Review Date: Ongoing

Contents

1	Purpose	4
2	Scope	4
3	Principles	4
4	Definitions	5
5	Duties and Responsibilities	6
6	Timing	7
7	Setting Objectives	7
8	Protected Time	7
9	Regular one to one Discussions	8
10	Talent and Succession Planning	8
11	End of year assessment	8
12	Values based 360 feedback	9
13	Learning Requirements	9
14	Medical Appraisal Revalidation System (MARS)	9
15	Casual Workers	9
16	Pay Progression	9
17	Link to HEIW Values and Behaviours	9

EV17

PADR Responsibilities

Employees are responsible for:	*The people team are responsible for:*	*Line managers are responsible for:*	*The Executive team*
• participating in the 360 scheme ; • Agreeing a Personal Development Plan (PDP) ; • Take responsibility and own their Learning and Development ; • Reflection and self-assessment of their achievements and progress against objectives from the previous year ; • Being open to discussion about their own health and wellbeing, aligned with the wellness action development plan ; • Maintaining and providing evidence of learning at Performance Appraisals ensuring all required	• Providing training to line managers and appraisers on the policy • Co-ordinating the annual 360 degree feedback exercise for all employees ; • Ensuring that all employees responsible for undertaking appraisals have received training ; • Ensuring that teams are aware of the health and wellbeing policy and its application during appraisal ; • Producing an annual learning bid for consideration by the Executive team, using information from individual personal development plans (PDP's) ;	• Setting speciality and departmental objectives in support of HEIW's strategic aims; • Applying the policy to all employees • Reporting information on completion of the review process as required • Mandatory Training	Is responsible for setting the strategic direction within the organisation, developing HEIW's strategic aims and objectives and ensuring that these are cascaded to the Senior Leadership Team.

essential training is completed ; • Discussing development achievements, progress and needs at Performance Appraisal meetings and one to ones throughout the year with their appraiser; • Attending and completing all required elements of study days, courses and development opportunities to achieve their Personal Development Plan (PDP); • to consider all learning and development interventions, including electronic learning, books, webinars, TED talks, coaching and mentoring as appropriate.	• The development of action plans for the promotion of health and wellbeing at work as a means of improving the wellbeing and work performance of employees; • Providing advice and guidance on the application of the scheme where necessary. However, line managers and employees should refer in the first instance to this Policy and the guidance referred to herein.		

Living the Core Principles

1 Put patients and users of our services first

I will:

.....

.....

2 Seek to improve our care

I will:

.....

.....

3 Focus on wellbeing and prevention

I will:

.....

.....

4 Reflect on our experiences and learn

I will:

.....

.....

5 Work in partnership and as a team

I will:

.....

.....

6 Value all who work for the NHS

I will:

.....

.....

How do the Core Principles relate to my organisation's values and to the prudent healthcare principles?

Our Core Principles describe how we expect everyone in NHS Wales to behave. They have been developed to support our national and local work, as well as providing a guide for how we work across NHS Wales. They are about helping us all to achieve the highest quality in everything we do.

The Principles are at the core of NHS Wales and reinforce the values and behaviours within your organisation. They are rooted in the prudent healthcare concept. We, the individuals and teams operating within NHS Wales, expect to carry out our roles with dedicated commitment to the people using the NHS by applying the Core Principles.

The 4 principles of prudent healthcare



What next?

We are communicating the Principles across NHS Wales, so they become part of our everyday work lives, by:

- Making sure national public service and local values and behaviours align.
- Supporting good governance and helping ensure the achievement of the highest possible quality in the NHS in Wales.
- Using the Principles to create a simpler and consistent approach to managing workplace employment issues. Our focus is on achieving an early solution to problems.
- Embedding the principles in the workforce policies being developed and reviewed at both a national and local level.
- Identifying ways to re-enforce the Core Principles in key workforce policies and procedures e.g. appraisal, recruitment and staff training.

Over to you...

You can live and help embed these:

- Fill in the 'Living the Core Principles' form on this leaflet
- The inside of this leaflet is a poster, put this up in your workplace
- Discuss the Principles with colleagues
- Review these with your manager
- Try and live the Principles every day

#CorePrinciples

© SCARLET DESIGN INTERNATIONAL LTD 2016

GIG CYMRU NHS WALES

Egwyddorion Craidd Core Principles

Core Principles

The Core Principles have been developed to help and support NHS Wales staff





Croeso



1. Introduction
2. Can you give an example of a memorable appraisal?
3. What are your expectations for this session?

Introduction



- A new organisation
- Together as a team
- Shared Common Purpose
- Opportunity to set and maintain a new culture from Day 1











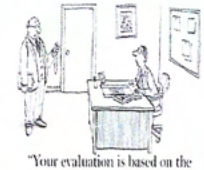




Aims of the Session

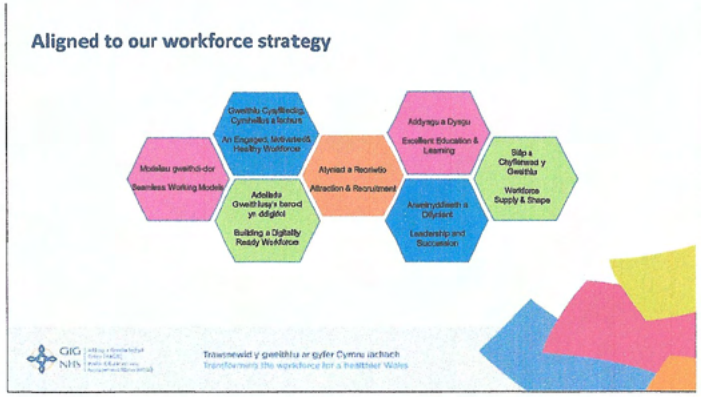
01 How to use our values based scheme	03 Roles and Responsibilities	06 Personal Development Plan
	04 SMART Objectives	07 How to use and update ESR for PADR
02 Our Culture	05 121 & 360	08 Pay Progression

What it is NOT....



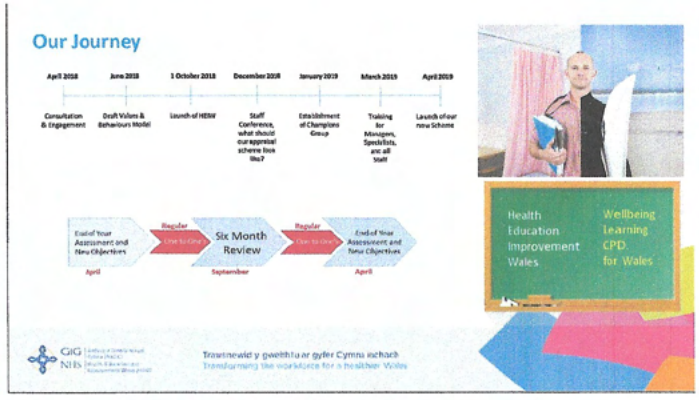
- A form filling exercise
- A one sided conversation
- A capability procedure
- Just a Corporate Process
- Anything to be fearful of.....
- A rating
- A HR Process
- NO SURPRISES !


Employer of Choice
Retention & Loyalty
Succession Planning
Improved Communication
Reduced Sickness Absence
HEIW
Opportunities to Grow
Sense of Achievement
Health & Wellbeing
Career Development
Maintaining Motivation
Clarity
Us
Good Job!
Benefits


Aligned to our workforce strategy
Gweithlu Cydlynol, Cynhwysol a Medrus
An Engaged, Motivated & Healthy Workforce
Modelau gweithio hyblyg
Flexible Working Models
Adeiladu Gweithlu'r Dyfodol yn ddigidol
Building a Digitally Ready Workforce
Alyniad a Recriwtio
Attraction & Recruitment
Addysgu a Dysgu
Excellent Education & Learning
Arweinyddiaeth a Dilyniant
Leadership and Succession
Siâp a Chynllunio'r Gweithlu
Workforce Supply & Shape


What makes our scheme unique
Manager as a Coach
Employee Led
Manager as coach
Not about capability or poor performance
Opportunity to reflect and grow
No ratings boxes, or box markings
No moderation panels
People Team does not need it
It provides a platform and integrates to all other people processes and training
It provides clarity about what we are expected to achieve
It is an opportunity to review what skills we need in the team and in each other
It is what every exemplar organisation does...


Strategic Aims 2020-23
3.Capacity & Capability to Lead
1.Sustainable Workforce
4.Supporting Quality & Safety
2. Excellent Education & Training
Integrated Medium Term Plan for 20 – 23 approved and submitted to WG 31/1/20


Our Journey
April 2018
Consultation & Engagement
June 2018
Draft Values & Behaviours Model
1 October 2018
Launch of HEIW
December 2018
Staff Conference, what should our appraisal scheme look like?
January 2019
Establishment of Champions Group
March 2019
Training for Managers, Specialists, are all Staff
April 2019
Launch of our new Scheme
Regular
Six Month Review
September
April
Health Education Improvement Wales
Wellbeing Learning CPD for Wales


Respect for all
Actively listen and respond to everyone's view
Seek to understand alternative viewpoints and perspectives
Challenge constructively and objectively, maintain people's dignity
Respect other people's experience
Take personal responsibility for our actions, admit mistakes and apologise
Treat people fairly and equitably
Value all differences, not just professional backgrounds, experience and skills
Ideas that Improve
Be creative, curious and future thinking
Challenge the status quo and suggest constructive solutions
Take a positive approach to challenges and problems
Drive informed innovation and improvement
Empower staff, teams and partners with skills to improve
Seek out and respond to feedback from patients, learners, staff and partners
Talk up and celebrate success
Embrace and learn from mistakes
Focus on the 'what', the purpose and the outcome
Create and protect time and space for reflection and evaluation
Together as a team
Seek out, recognise and value the knowledge, skills and experience of others
Openly receive contributions from colleagues and partners
Work hard for each other, contribute our best whether we are leading or supporting work
Work Collaboratively
Be open and transparent and work towards shared objectives
Have Fun

We will not:

Respect for all

- Allow challenge, or differences of opinion, to become personal ;
- Behave in a way that could be perceived as bullying ;
- Exclude others ;
- Behave in a way that could be perceived as prejudicial ;
- Give preferential treatment ;
- Dominate discussions or approaches.

Ideas that improve

- Withhold important, relevant information ;
- Forget to communicate with each other ;
- Lack loyalty towards each other and HEIW ;
- Work rigidly to defined boundaries.

Together as a team

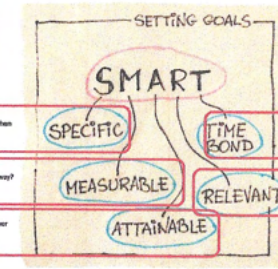
- Behave in a negative or 'can't do' way ;
- Be defensive when challenging existing ways of working ;
- Think we know best ;
- Allow obstacles to stop improvement ;
- Blame others for mistakes.

Our Culture





SMART Objectives



•What will you achieve?
•What does it look like? (What do you see in your mind when you picture yourself working towards your goal?)
•What is the action step?

Is there a deadline?
Did I put it on the calendar?
Will I know in 3 months if I'm on the right track

• How will you know when it is done?
• What are some objective benchmarks you can hit along the way?
• Would someone else be able to tell that it's complete?
• Is it quantifiable?

Why am I doing this?
Is this a priority for me?
Will it compete with other goals in my life?

• Are there available resources to achieve the objective?
• Do I have the right skills, knowledge and competence to deliver this?
• Are there any cost or resource constraints that need to be considered? Am I being too ambitious to start out?

Our Culture





Responsibilities

Employees are responsible for :

- Owning the conversation
- agreeing a Personal Development Plan (PDP) ;
- To use self awareness to identify learning and development needs ;
- being open to discussion about their own health and wellbeing, aligned with the wellness action development plan ;
- attending and completing all required elements of study days, courses and development opportunities to achieve their Personal Development Plan (PDP).

Line Managers are responsible for :

- Compassionate leadership
- Discussing Career Aspirations and Succession Planning;
- Setting Objectives
- Induction and Onboading
- Support

People Team are responsible for :

- Providing advice, guidance and support
- Leading by example through 360
- Ensuring all direct reports have received an appraisal
- Corporate Learning and Development Bid and Plan
- Evaluation

First 90 Days



GIG NHS

Welcome to all New Starters

Your first 90 Days: Month 1

Meet with your Line Manager to:

- Agree one to one meetings and entitlements
- Explain methods of communications used within the Department / HEIW / wider NHS
- If applicable, review any reasonable adjustments that have been discussed and agreed
- Meet with your manager to set initial objectives for your first 90 days (please see gif of below)

Individual SMART objectives, Specific, Measurable, Achievable, Relevant & Time bound

What is expected of you:	Measure of Success	When is this to be achieved by

One to One meetings



- Understand what is expected of them ;
- Understand where they need to improve and develop ;
- Understand how they are performing against those expectations.
- focus on coaching the employee's performance
- be a good listener
- ask open questions
- Ask not tell

Refer to 101 Questions for a one to one meeting

Pay Progression

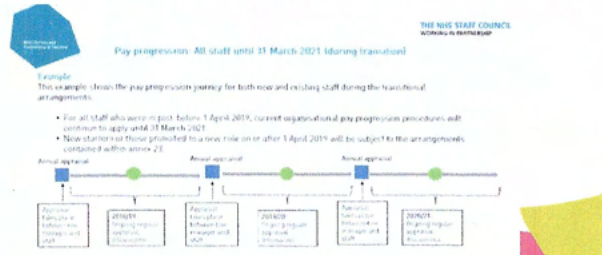
Please note: Applies to Agenda for Change Contracts Only

The new system

- The new pay progression system will come into effect on 1 April 2019 for new starters or those promoted to a new role on or after 1 April 2019. Promotion means moving to a higher banded role.
- For all other staff who were in post before 1 April 2019, current organisational pay progression procedures will continue to apply until 31 March 2021, after which time they will also be subject to the new provisions.
- The new pay progression system is underpinned by the annual appraisal process.
- The expectation is that all staff will meet the required standards and therefore be able to progress on their pay step date.

Pay Progression

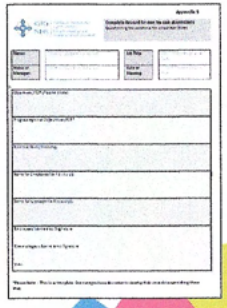
Please note: Applies to Agenda for Change Contracts Only



One to One

- Occurrences
- Importance of regular 'check ins'
- Talent and Succession Planning

- *Clarity regarding action points (CPD) ;*
- *Discuss any concerns, give feedback and support ;*
- *Maintains culture of open and transparent feedback ;*
- *Agreed record to reflect on as part of career planning ;*
- *To discuss progress against personal development plan ;*
- *Review objectives set (progress, challenges, any adjustments that need to be made etc.)*



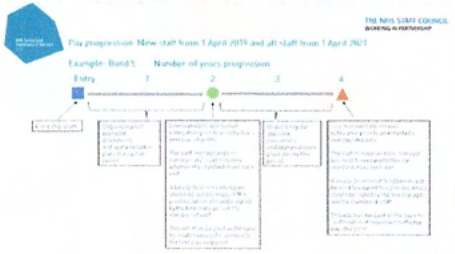
Pay Journey Tool



https://www.nhsconfed.org/regions-and-eu/welsh-nhs-confederation/nhs-wales-employers/our-work/terms-and-conditions/pay-deal-2018/pay-tool-2018

Pay Progression

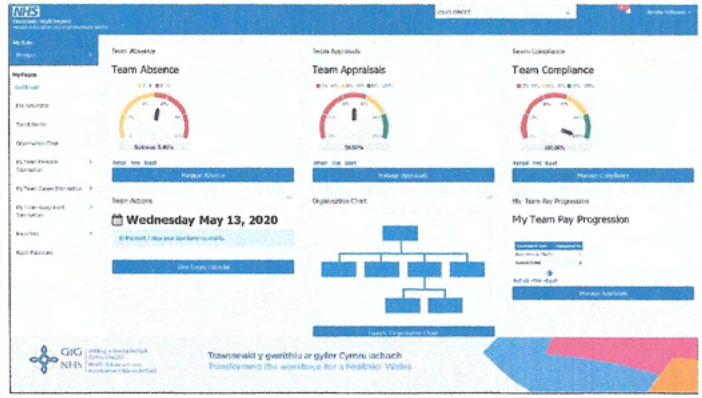
Please note: Applies to Agenda for Change Contracts Only



PADR ESR Portlet



Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales



Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

Employee Notification

Electronic Staff Record Programme NHS

- Notification will be sent to employee, 4 months and 1 month before the incremental date - only where it is pay affecting



Self Service Portlets

Electronic Staff Record Programme NHS

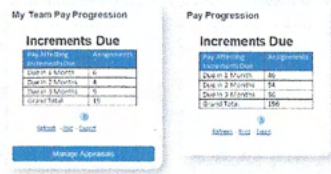
- The MyESR dashboard will have an Appraisals and Reviews portlet to display the following details:
  - Assignment
  - Last Appraisal Date
  - Appraisal/Review Type
  - Next Appraisal Date
  - Pay Step Date
  - Pay Affecting



Manager, HR and Payroll Portlets

Electronic Staff Record Programme NHS

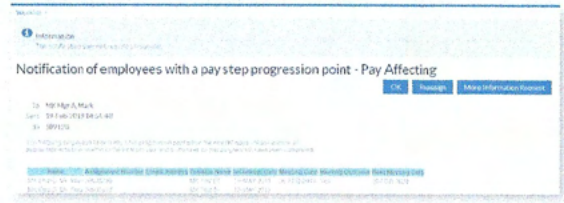
- Pre-configured ESR BI portlets will be created for the Manager, HR and Payroll dashboards:
- The portlets will display the number of staff with a pay affecting progression date in the next n months who have not had an appraisal in the last 365 days prior to this



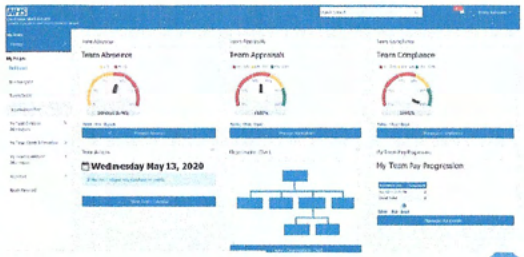
Manager Notification

Electronic Staff Record Programme NHS

- Notification will be sent to managers on a monthly basis, outlining direct reports who have a pay affecting increment within the next 90 days.

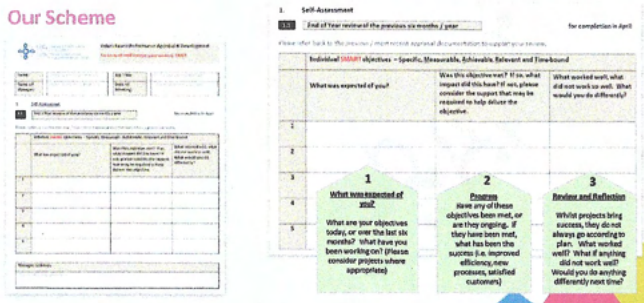


ESR Team Appraisal Compliance



Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

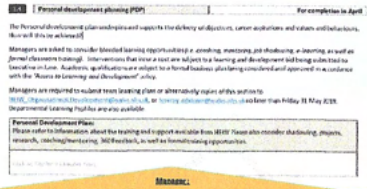
Our Scheme



Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

Personal Development Plan

Your Personal Development Plan
HEIW aspires to be an exemplar employer of choice, and has an important role both externally and internally to develop talent. Please use this form to identify learning and development needs both short and long term. Whilst this is an opportunity for the employee to identify potential learning needs, it is also an opportunity for the manager to review their team objectives and to ensure that all they have the right skills within the team to deliver. In addition, the organisation is looking to develop a series of mandatory training for leaders and managers.



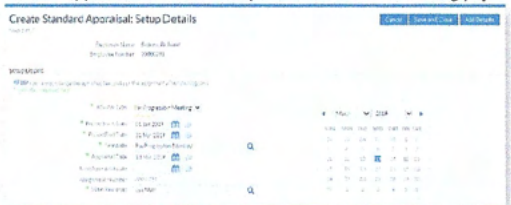
Manager:
All employees are encouraged to take responsibility for their own learning and development. Any learning and development needs can be identified by either the employee or the manager. All learning and development needs are required to be identified and submitted to the People Team no later than 31 May 2019. These are subject to financial requirements and executive approval. Any requests for learning which involves a financial commitment are subject to the completion and approval of a business case which clearly articulates the return on investment for the individual, the team and the organisation. Managers have discretion to refuse a request from the employee *(i.e. if it is deemed to be irrelevant to the role)*.

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

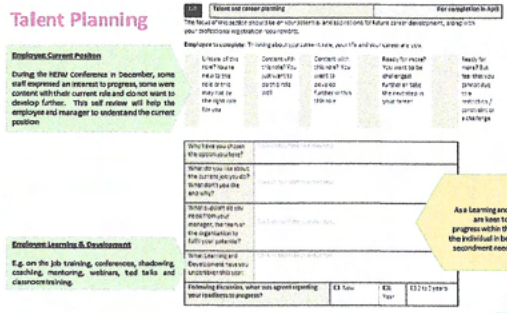
Create Appraisal

Electronic Staff Record Programme

- Review Type called Pay Progression Meeting with associated template - Pay Progression Meeting
  - **Note** - This is in addition to the normal appraisal an employee should have as the completion of the appraisal is one of the key consideration in assessing pay progression.

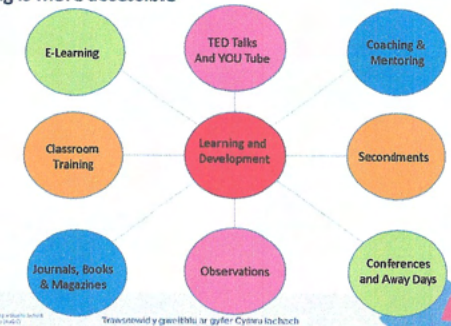


Talent Planning



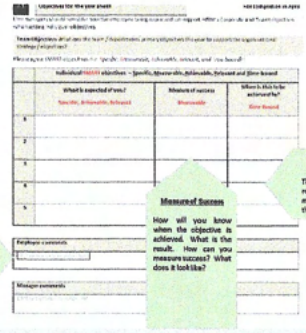
Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

Learning is more accessible



Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workforce for a healthier Wales

Objectives



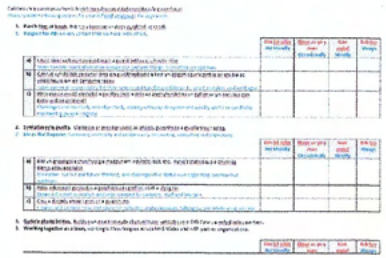
Manager: Team IMTP Objectives
Please provide a brief overview of the department / team objectives. These can link to the 2019 Annual Delivery Plan or IMTP where relevant.

When is/this to be achieved by(Time Bound)
These objectives should be reviewed as part of normal 1:2:1 meetings. This date should be the estimated completion date.

Measure of Success
How will you know when the objective is achieved. What is the result. How can you measure success? What does it look like?

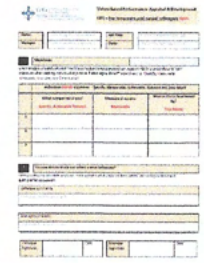
Employee: What is expected of you
Together with your manager, please agree up to five stretching objectives. These should be Specific, Achievable and Relevant.

360 Questionnaire



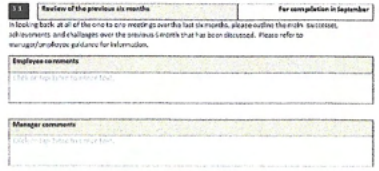
- What is working well
- It would be even better if ?
- Takes place in the final quarter (January to March)
- Respondents agreed between manager and employee
- Feedback delivered by manager in coaching style
- Individual to reflect on comments and to discuss different approaches with their manager using the Values and Behaviours framework

Values Based Performance Appraisal and Development Review (PADR)



- Reflection, Learning, Reviewing Aspirations and Setting Objectives
- 360 Review (Optional)
- PADR Portlet on EST

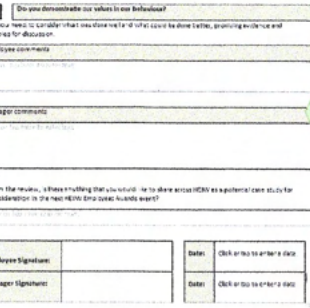
6 Month Review



Do we demonstrate the values in our behaviours
This does not need to be a specific meetings as such, more of an update of 121 discussions which have taken place during the interim period to show progress made to date.

How do you Demonstrate Our Values



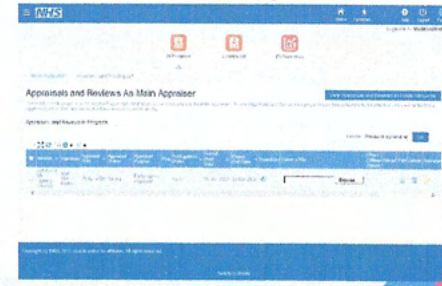


Please refer to the Values and Behaviours Framework. These values are more than words, and we each have responsibility to embed them and to promote them in everything that we do.

The feedback from the 360 degree process will also help you to look at feedback from others. How are you perceived

In working towards your objectives, what values has the employee used the most. What strengths do you have that perhaps you can share with others? How did these values help you to deliver success? Are there occasions where other values could have been used to help to achieve a result. Similarly, what values have been used the least. Is there a reason or training need for this.

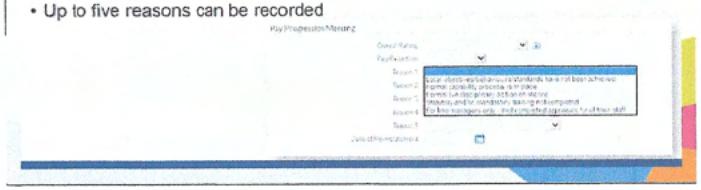
How to embed the PADR form following discussion

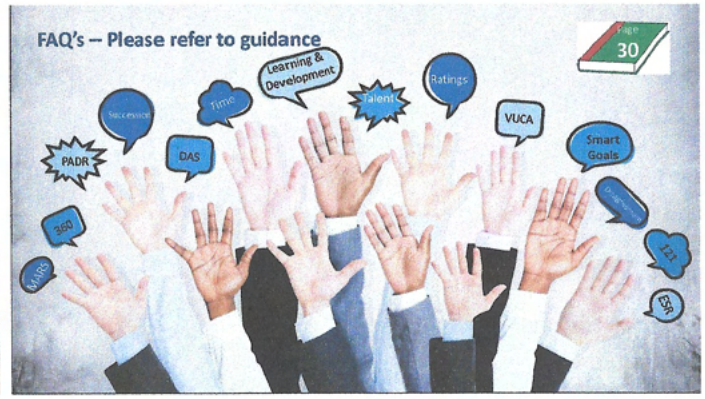


Reasons for Non-Progression

Electronic Staff Record Programme

- As part of the Pay Progression Meeting the following values can be selected as reasons for non-progression:
  - Local objectives/behaviours/standards have not been achieved.
  - Formal capability process is in place.
  - Formal live disciplinary action on record.
  - Statutory and/or mandatory training not completed.
  - For line managers only - not completed appraisals for all their staff.
- Up to five reasons can be recorded





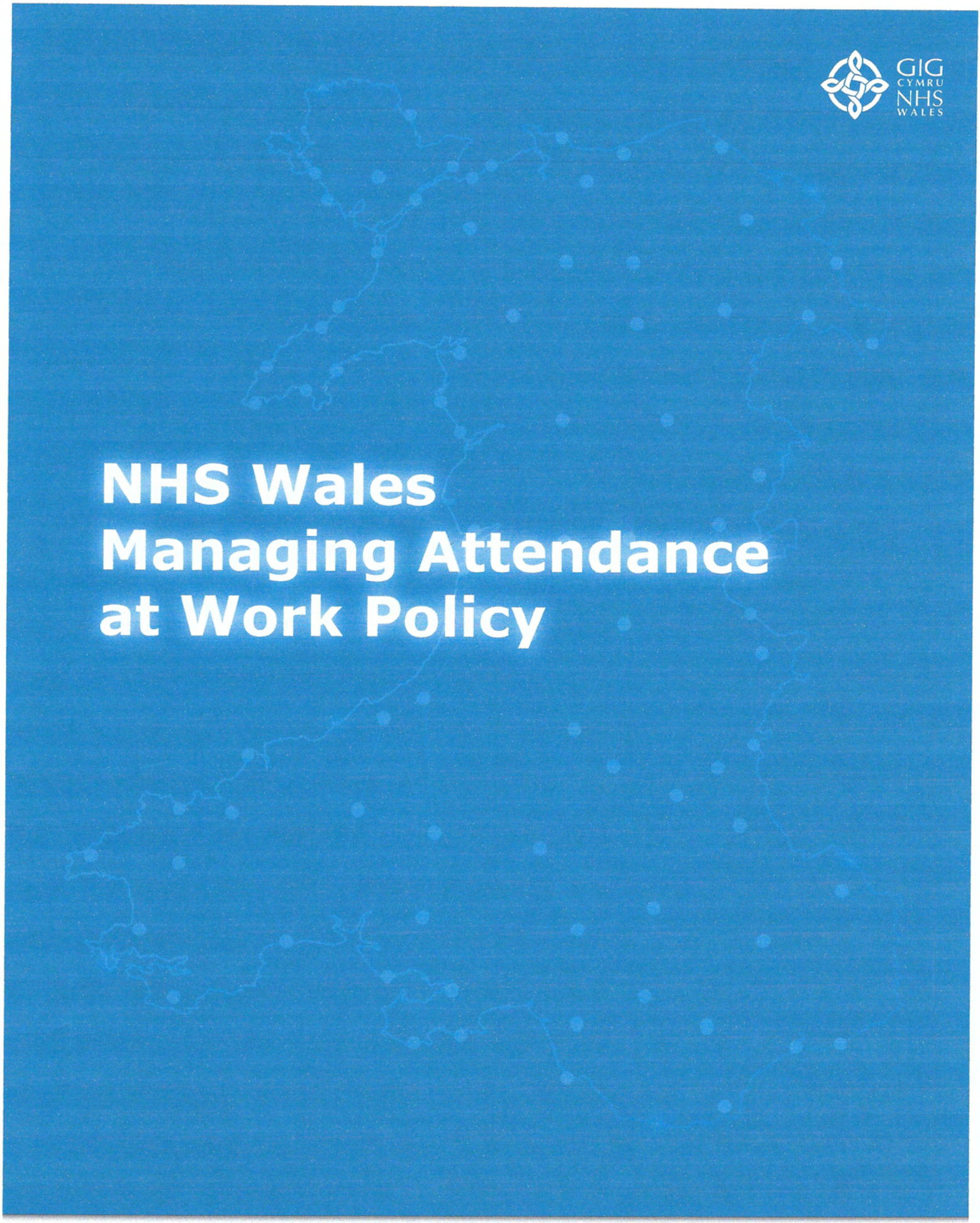
Other Interventions to support PADR



GIG NHS

Trawsnewid y gweithlu ar gyfer Cymru iachach

Transforming the workforce for a healthier Wales



NHS Wales Managing Attendance at Work Policy

Sections

01 NHS Wales Managing Attendance at Work Policy

02 How to Procedure Notification and Certification

03 How to Procedure Managing Frequent Short Term Sickness Absence

04 How To Procedure Managing Long Term Sickness Absence

05 How to Procedure Occupational Health

06 How to Procedure Return to Work

07 How to Procedure Phased Return and Temporary Redeployment

08 How to Procedure Reasonable / Tailored Adjustments

09 Minimum Standards

GIG CYMRU NHS WALES

01

NHS Wales Managing Attendance at Work Policy

Approved by: Welsh Partnership Forum Business Committee

Issue Date: October 2018

Effective Date: October 2018

Review Date: 2021 (Quarterly evaluation)

CONTENTS

	PAGE
1.0 The Core Principles of NHS Wales	5
2.0 Policy Aims, Objectives and Approach	
2.1 Policy Aims	6
2.2 Policy Objectives	6
2.3 Policy Approach - Supporting the Health and Wellbeing of Employees in the Workplace	6
2.3.1 Physical Wellbeing	6
2.3.2 Mental and Psychological Wellbeing	7
2.3.3 Environmental and Social Wellbeing	7
2.3.4 Financial Wellbeing	8
	8
3.0 Policy Scope, Responsibilities and Definitions	
3.1 Scope	8
3.2 Responsibility	8
3.2.1 Manager Responsibilities	8
3.2.2 Employee Responsibilities	8
3.2.3 Trade Union Responsibilities	9
	9
4.0 Definitions and Policy Framework	
4.1 Short Term Sickness Absence	10
4.2 Long Term Sickness Absence	10
4.3 Terminal Illness or Condition	10
4.4 Planned Sickness Absence	10
4.5 A Sickness Day	10
4.6 Rolling Year	10
4.7 Tailored Adjustments	10
4.8 Reasonable Adjustments	10
4.9 Work Related Absence	10
4.10 Pregnancy Related Illness	11
4.11 Notification of Sickness Absence	11
4.12 Communication and Maintaining Contact	11
4.13 Entitlement to Sick Pay	11
4.14 Medical Appointments	12
4.15 Occupational Health	12
4.16 Rights of Accompaniment	13
	13
5.0 How to Procedures	
	13
• Notification and Certification of Sickness Absence	
• Managing Frequent Short Term Sickness Absence	15
• Managing Long Term Sickness Absence	22
• Occupational Health	30
• Return to Work	39
• Phased Return and Temporary Redeployment	43
• Reasonable / Tailored Adjustments	47
• Equalities guide to support the use of discretion (to be developed)	58
• Minimum Standards	68
6.0 Premature Retirement on Ill Health Grounds	13
7.0 Help and Advice	14
8.0 Review of Policy	14

1 NHS Wales Managing Attendance at Work Policy

1.0 The Core Principles of NHS Wales:

- **We put patients and users of our services first:** We work with the public and patients/service users through co-production, doing only what is needed, no more, no less and trying to avoid harm. We are honest, open, empathetic and compassionate. We ensure quality and safety above all else by providing the best care at all times.
- **We seek to improve our care:** We care for those with the greatest health need first, making the most effective use of all skills and resources and constantly seeking to fit the care and services we provide to users' needs. We integrate improvement into everyday working, by being open to change in all that we do, which also reduces harm and waste.
- **We focus on wellbeing and prevention:** We strive to improve health and remove inequities by working together with the people of Wales so as to ensure their wellbeing now and in future years and generations.
- **We reflect on our experiences and learn:** We invest in our learning and development. We make decisions that benefit patients and users of our services by appropriate use of the tools, systems and environments which enable us to work competently, safely and effectively. We actively innovate, adapt and reduce inappropriate variation whilst being mindful of the appropriate evidence base to guide us.
- **We work in partnership and as a team:** We work with individuals including patients, colleagues, and other organisations; taking pride in all that we do, valuing and respecting each other, being honest and open and listening to the contribution of others. We aim to resolve disagreements effectively and promptly and we have a zero tolerance of bullying or victimization of any patient, service user or member of employees.
- **We value all who work for the NHS:** We support all our colleagues in doing the jobs they have agreed to do. We will regularly ask about what they need to do their work better and seek to provide the facilities they need to excel in the care they give. We will listen to our colleagues and act on their feedback and concerns.

They have been developed to help and support employees working in NHS Wales.

NHS Wales is about people, working with people, to care for people. These Core Principles describe how we can work together to make sure that what we do and how we do it is underpinned by a strong common sense of purpose which we all share and understand.

The NHS is continually under pressure to deliver more services, with better outcomes and maintain and increase quality against the backdrop of significant financial challenge, high levels of public expectation and with a population which is getting older and with increased levels of chronic conditions.

EY 18

Managing Attendance at Work

Employees are responsible for:	*Line managers are responsible for:*	*Role of Trade Union Representative*
• Employees are responsible for their own health and wellbeing. • Employees should take up all reasonable opportunities to maximise and protect their own health and wellbeing. • Employees should seek medical advice and treatment as soon as possible to support their own health and wellbeing. • Employees have a responsibility to attend Occupational Health appointments and sickness absence meetings when requested to do so. • Employees can self-refer to available services where they exist, i.e. Occupational Health, Physiotherapy, Employee Wellbeing, where this would be beneficial to their own health and wellbeing. • Employees have the responsibility for keeping in touch regularly with their manager when unwell. • Employees must consider whether there are any reasonable / tailored adjustments that may help them to remain in work or return to work at the earliest opportunity. • Employees have a responsibility to maximise attendance at work in line	• The primary responsibility for the management of attendance rests with managers. The rationale for this approach is that our managers should "know their employees" and be familiar with the issues surrounding the attendance profile and needs of their employees. • The manager in "knowing their employee", has the discretion that when reviewing their health and wellbeing following an episode of sickness absence, they will consider as to whether the employee progresses through the procedure. The decision will be determined and rationale recorded as part of the return to work/informal/formal stage meetings. • Managers are responsible for ensuring that employees are aware of the range of health and wellbeing support that is available to them in and out of the workplace. In addition, managers should make employees aware that support or advice may be available through trade union representatives if required. • Managers must consider the opportunities to return employees to	It is the role of trade union representatives to: • Support the individual member and their organisation in minimising absence from work caused by sickness. • Provide their members with advice on all aspects of the policy. • Ensure an appropriate trade union representative is available at all levels of the procedure should their member wish to be accompanied and to ensure that meetings can occur in a timely manner. • Work closely with managers and other groups to make the policy effective at organisational level, including being aware of all relevant legislation. • Maintain their competence in the application of the policy and in supporting their member through absence due to sickness. • Work with their individual member, the manager and Occupational Health to facilitate a return to work as soon as possible following a period of sickness. • The Minimum Standards for Managing Attendance at Work Policy outlines other responsibilities.

64

92

with their own contract of employment. • Employees have a duty to care for and support colleagues in doing the jobs they have agreed to do.	• work safely and at the earliest opportunity through the supportive mechanisms such as Phased Return and Temporary Redeployment / and Reasonable / Tailored Adjustments. • Managers are responsible for creating an environment, which is conducive to health and wellbeing, and in which a low sickness absence record and regular attendance at work is expected. • The manager is responsible for addressing employee sickness absence and managing it in accordance with this policy and associated How to Procedures.	

Appendix 7

Seeking your view on 'developing healthier working relationships'



Helen Cade (HEIW)
Communications and Engagement Manager

We are looking to staff for support in developing and driving healthier working relationships.

Throughout November, HEIW will be providing employees with the opportunity to have their say in how we can best support healthy working relationships, either by completing an online survey, attending one of the regional workshops or creating their own internal conversations.

Leading the initiative is Wales Ambulance Service NHS Trust's (WAST) Assistant Director of Organisational Design & Development, James Moore, who has joined HEIW this month on a twelve month secondment.

James has over two decades of experience in organisational development across the public, private and voluntary sectors.

His varied background has allowed him to gain an understanding of people, variety and how to help teams and individuals to develop to achieve the best they can.

Speaking about this new project, he said "Establishing healthy working relationships benefits not just productivity and the quality of service delivery, but our own personal wellbeing.

"Through this initiative, we want to work collaboratively with employees from across NHS Wales to create an understanding of what healthy working relationships mean to us and take every opportunity to support these.

Appendix 8 - HEIW IMTP Executive Summary

This IMTP is centred around 6 Strategic aims, 4 of which are externally facing and 2 are predominantly internally facing and about how we work with others. Together they present HEIW with the opportunity to make a real difference to patients, quality of care, trainee and student experience and the wellbeing of the NHS workforce culture. These are:

- To lead the planning, development and wellbeing of a competent, sustainable and flexible workforce to support the delivery of 'A Healthier Wales'
- To improve the quality and accessibility of education and training for all healthcare staff ensuring that it meets future needs
- To work with partners to improve collective leadership capacity in the NHS
- To develop the workforce to support the delivery of safety and quality
- To be an exemplar employer and a great place to work
- To be recognised as an excellent partner, influencer and leader.



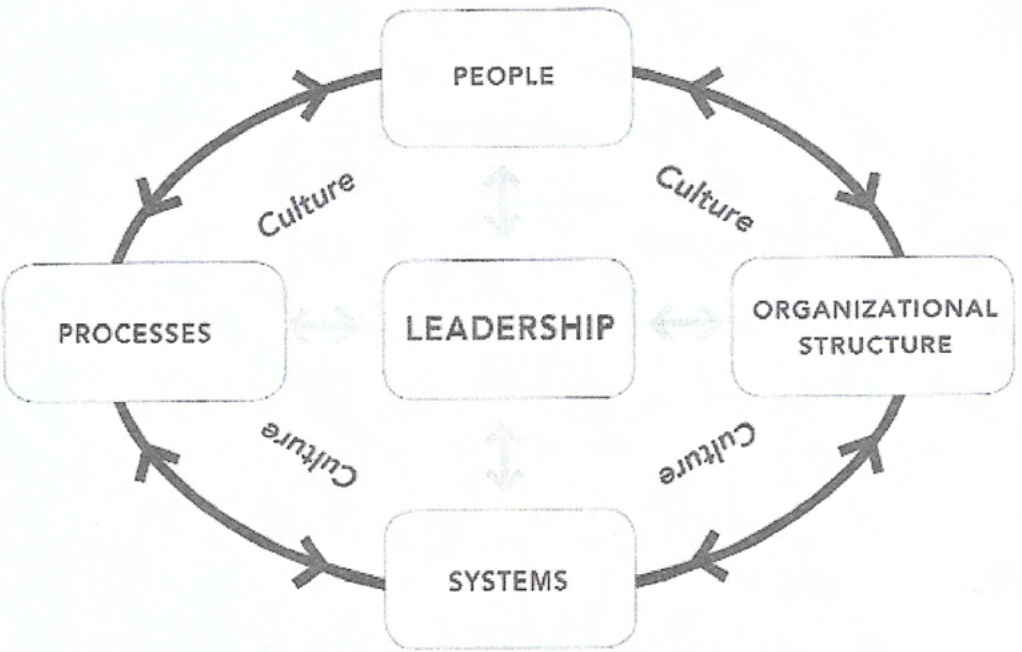


Our vision is **"Transforming the workforce for a healthier Wales"** which was developed through engagement with staff, stakeholders and partners. We deliver this vision using our PEOPLE principles:

P	**Planning** ahead to predict and embrace changes and build a sustainable health and social care system
E	**Educating**, training and developing staff to meet the needs of patients and citizens in line with prudent healthcare principles
O	**Offering opportunities** for development to new and existing staff from all professional and occupational groups throughout career pathways
P	**Partnership working** to increase value for our citizens, patients, learners and staff
L	**Leading** the way, through continuous learning, improvement and innovation
E	**Exciting, Enthusing, Engaging, Enabling** and **Empowering** staff across all professional and occupational groups

Evidence 9

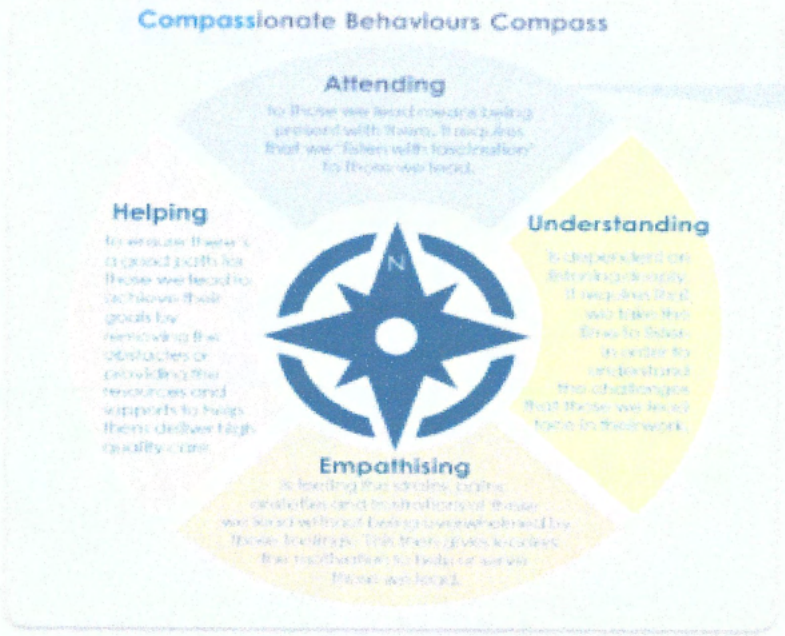
FIGURE 17: *The living system*



Leadership is at the heart of the living system

Whitmore, J. (2017) Coaching for Performance – The principles and practices of coaching and leadership (5th Edition). Nicholas Brealey Publishing, London.

Appendix 10 – HEIW COMPASSINOATE BEHAVIOURS COMPASS



Compassionate Leadership

Attending	Understanding	Empathising	Helping
Effective Leadership	**Inclusive Leadership**	**Collective Leadership**	**System Leadership**
• *Direction* A clear, shared, inspiring purpose or vision • *Alignment* Clear goals for people and teams aligned and springing from the vision • *Commitment* Developing trust and motivation	• Clear, shared, inspiring purpose or vision • Positively valuing difference • Frequent face to face contact • Continuous commitment to equality and inclusion • Clear roles and strong teams	• Everyone has leadership responsibility • Shared leadership in teams • Interdependent leadership across boundaries • Consistent leadership style acrossthe organisation	• Shared vision and values • Long term objectives • Frequent face to face contact • Constructive and ethical conflict management • Mutual support and altruism across boundaries

Appendix 11- External Coaching

What does coaching offer?

The following table will help you to decide whether coaching is likely to meet your needs:

Coaching	Mentoring
A coach possesses specialist coaching skills which are applicable in a range of situations.	A mentor possesses specialist professional / organisational knowledge.
A coach has a holistic approach and focuses on specific goals or areas for improvement, often as much about personal as professional development.	A mentor focuses on work-based professional issues and career development.
A coaching relationship is generally short / medium term, sometimes timebound; sessions are usually structured in nature, with regular scheduled meetings.	A mentoring relationship is more flexible and can last over a long period of time with periods of little / no contact.
A coach seeks answers from the coachee and does not offer advice.	A mentor may offer advice, provide opportunities and introduce a mentee to professional networks.



Get started

1. If you think that coaching is for you, you can sign up to this website to search for a coach. You will need to be an employee of a public service organisation or registered charity operating in Wales.
2. You'll need to agree to our ethical code for coaching (below). A full set of terms and conditions is also available.
3. You can filter the list of available coaches by using the tick boxes at the side of the list. You can also type in the search box at the top of the list. This is especially helpful if you're looking for a specific coach or a particular phrase.
4. Once you've found a coach that suits your needs, contact them using the details that they've provided in their profile.

Search for a coach (please sign up and log in first)

https://academiwales.gov.wales/pages/coaches-and-mentors-intro#start

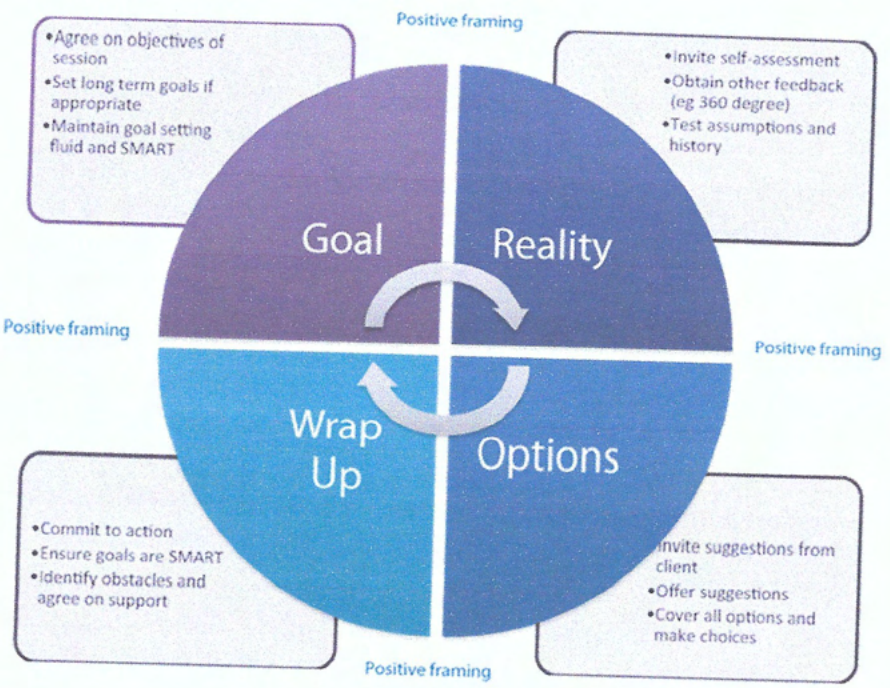
Appendix 12 - GROW Model

Goal: *what do you want?*			
The end point: where the client/mentee wants to be	Agree topic for discussion	Agree specific outcomes	Set long-term aims

Reality: *where are you now?*			
The current reality: where the client is now	Invite self assessment of client	Offer specific feedback	Examine assumptions

Opportunity: *what could you do?*			
All of the options of as to how the client will progress	Invite suggestions from the client	Carefully offer suggestions	Ensure that some choices are made

Way Forward: *what will you do?*			
Action steps which will take the client to their goal	Prepare a plan with specific steps and timings	Identify possible future obstacles and solutions	Agree support for throughout the process



https://www.businessballs.com/coaching-and-mentoring/grow-model/

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

A bank of 101 different questions to ask during one to one discussions

To start the meeting: Many line managers like to use the same, unassuming opener at each one to one. It may seem boring, but doing so encourages direct reports to drive the conversation by starting with a topic they want to talk about (remember, it's their meeting). The answer will also help you gauge how they're feeling that week.

1. How's it going?
2. So, what's on your mind?
3. What would you like to start with?

To gauge job satisfaction: Proactive questions about job satisfaction can help you unearth issues before they become full-blown problems — and lead to unwanted turnover. Some direct reports are more forthcoming than others, so even if the answers to these questions sound positive, listen for clues to deeper issues, and ask plenty of follow-up questions.

4. How are you feeling about your role?
5. Are you happy here? What makes you say that?
6. Do you feel like you're growing in your role? What makes you say that?
7. What interests you about your work, and why?
8. What is your favourite/least favourite thing about your work right now?
9. How do you think that least favourite thing affects your overall performance?
10. What's working well for you in your current position?
11. What would you like to see change?
12. In what ways does your current position allow you to use your skills and talents?
13. Which areas make you feel like your hands are tied or you are unable to reach your full potential?
14. What do you think you could be doing differently?
15. If you could work on anything for the next month, what would it be? What makes you say that?
16. What's one thing that could make your work more satisfying, and why?
17. Which areas would you would like more feedback on?

To address career development: Some direct reports may have a career path fully mapped out, down to desired promotion dates. Others may have no clue what they want to do next. No matter where your direct reports stand, it's worth bringing up career development in your one to one's to ensure you get the best out of your team and keep people happy in the long term.

18. What are you most proud of, and what do you think you might want to do next?
19. What are two to three new skills you'd like to learn on the job? What about those skills interests you?
20. What other roles here could you see yourself in down the line? Or what areas would you like to explore?

21. If you were to create your ideal position, how would it differ from what you are currently doing?

22. How is your current work helping or hurting your professional development?

23. Which career or development goals do you feel like you're not able to focus on right now?

24. What else can I be doing to help you grow/advance in your career?

25. Imagine it is two years from now, and things have gone well? What has been your role in that? What does your role look like now?

26. Have you given any more thought to your long-term goals since our last meeting? What are your latest thoughts?

27. Where do you see yourself in three years? Five years?

28. What professional goals would you like to accomplish in the next 6 to 12 months, and what makes you say that?

29. To help identify and clarify the goal: What do you want to achieve? What will you do to achieve it? When will you do it? Who do you need to involve? When should you see results?

30. What about this goal is important to you and what will be different when you achieve the goal?

To gauge how the person is feeling about the organisation: These types of questions may yield good ideas you want to pass upward, or at least give you an opportunity to explain why decisions have been made the way they have. They will also give you insight into another facet of the person's job satisfaction.

31. What's the biggest opportunity we're missing out on?

32. If we could improve in any way as an organisation, how would we do it?

33. What would you like to see change here? Why do you say that?

34. What's the No. 1 problem with our organisation, and what do you think's causing it?

35. What are we not doing that we should be doing? What makes you say that?

36. What are we doing that you think we should stop doing, and why?

37. How are you feeling about the organisation's overall? What makes you say that?

To gauge how the person is feeling about the team: You want to be sure your team is functioning at a high level, and here's a chance to uncover problems and opportunities that will benefit everyone.

38. How would you describe the personality of the team? What sort of person would be a good fit here? What sort of person would add something we're currently missing?

39. How would you say we're doing at working together as team? What makes you say that?

40. What are some ways we could improve at teamwork? What makes you say that?

41. Who would you like to work more/less often with? Why?

42. How would you describe the division of work among team members?

43. Do you feel adequately supported by other team members? What makes you say that?

44. Is there anything you'd like to see change about the team, and if so, why?

To check in on how the person's coping with a recent change at work: Change is inevitable. And no matter what type it is — change is more of a process than a single event. Make sure to check in with direct reports on how it's going when something has changed in their work life.

45. How are you feeling about the recent news? Why do you say that?

46. What concerns do you have about the change that haven't been addressed?

47. What's going well and not so well with the new situation/development? Why do you think this might be happening?

48. Do you have a clear understanding of the new goals and expectations? What makes you say that?

49. How is the new situation/development affecting your work? What could be getting in the way of your being effective?

To learn more about a project: These questions go beyond a status update; they help you to learn about what your direct report finds engaging, as well as challenges or roadblocks you may be able to help with.

50. How are you feeling about the project?

51. What aspect of this project has been particularly interesting for you?

52. What do you feel like you're learning from this project?

53. What frustrates you about the project?

54. Which areas would you like to spend more time on and why?

55. What do you think has gone well? What do you think you could have done better? What, if anything, would you like to do, but haven't been able to?

56. What can I do to make things more manageable?

57. How might I make this project more challenging or interesting for you?

58. What do you think I should know about the project, but might not?

To learn your direct report's biggest challenges: For some, discussing a challenge is like admitting a failure. Let your direct report know that you want to hear about his or her concerns because you care about making things better.

59. What is the biggest challenge you are currently facing? How can I help with that?

60. At what point in the past week were you most frustrated with or discouraged by your work? What can I do to help you manage that?

61. What are your biggest concerns about your current workload?

62. I've noticed X about the project/work... Can you help me understand that better? Talk me through your process.

63. Which parts of your role are unclear or confusing?

64. How is your workload right now?

65. How has your work/life balance been lately?

66. What sort of resources could you use right now to make things more manageable?

To draw out an issue: If your direct report seems to stop short or gives a curt response on a topic where you think there may be important issues lurking beneath the surface, use open-ended questions to encourage him or her to continue.

67. Could you tell me a little more about that?

68. Can you share some of the details around that particular issue? (Who was involved? Where? When? For how long?)

69. What was that experience like for you?

70. What did you like most/least about that?

71. How did that affect you?

72. How did that make you feel?

73. If you could change what happened, how would you alter it?

74. What do you think caused that to happen?

To coach a direct report on a particular issue or challenge: Coaching can be a powerful way to encourage, empower, and help direct reports to solve their own problems. Ask questions that help the person establish a goal outcome, explore the situation, generate a set of potential solutions, and finally plan the way forward. HEIW will establish Coaching Training for Line managers, *'Line Managers as Coaches'*, and will look to establish its own internal Coaching and Mentoring network. Please contact Organisational_Development_HEIW@wales.nhs.uk if you would like additional information.

75. What is your number one issue or challenge right now? How are you feeling about it?

76. What would be the most helpful thing for you to take away from this conversation in order to make progress on it?

77. What have you tried so far to make progress on it?

78. What ideas can you bring in from past successes?

79. What haven't you tried yet?

80. What are some possible ways to get the solution you need?

81. What additional resources from me would be helpful for you as you solve this problem?

82. What are your next steps to make progress on this problem?

To promote continuity between meetings: Your one to one's will be more effective in the long term if you follow up on the topics, goals, and actions discussed in previous meetings and set items for follow up next time.

83. What sort of progress have you made on the next steps we discussed last time?

84. In our last one to one you mentioned that you'd like to grow in X — how has that been going?

85. In our last one to one you mentioned you were frustrated by X and wanted to try Y as a solution. How has that been going?

86. What development areas do you want to work on in the coming weeks?

87. What actions will you take before our next 1-1 to make progress on X? (Also discuss and agree on actions you will take to help.)

88. During this meeting you've mentioned that you'd like to pursue X. What steps can you take toward that before our next one to one?

89. What additional resources can I provide for you between now and the next time we meet?

If you feel like your one to one's are stuck in a rut, or ineffective: You want a one to one to be a good use of your time, as well as your direct report's. Sometimes a simple change of scenery can help. Other times,

direct and honest questions about the issue can really open things up — chances are if you feel the meetings aren't as effective as they should be, your direct report feels the same way, too.

90. Would you like to walk today, or go somewhere else outside the office?

91. I've noticed that our last several one to one's have lacked energy. What are your honest impressions of this meeting? What could we be doing differently or better?

92. What would you like to see change about these discussions? How could we make them more useful for you?

93. What would you be doing right now if we weren't having this meeting? How do you feel about being taken away from that task?

94. I'm trying to make my one to one's better and would appreciate your honest feedback on this one — what did you like about it, and what could be improved?

To address the direct report's personal life (In accordance with the 'managing absence and attendance policy', "knowing your employee"): Asking about your direct report's personal life can be a good way to show that you care about him or her as a person. Be sensitive and keep in mind that some people are more private than others. Depending on the employee, personal topics could be informal small talk about the person's family or interests, or more serious matters. It's often good to start with broad questions, like these, and be careful not to make assumptions.

95. How are things going for you outside of work?

96. How do you feel about your work/life balance?

97. What, if anything, did you used to do that you find you don't have time for right now?

98. I've noticed you're a little quieter than usual. Is there anything you'd like to talk about?

99. What could we change about work that would improve the rest of your life?

To ask for feedback on the one to one's and on your performance as a manager: Getting feedback from your direct reports can be just as important as giving it. Not only will it help you improve as a manager, it can also build trust and strengthen your relationship with your direct reports. However, only ask for feedback if you feel confident in your ability to take the feedback well and act on it; asking and then doing nothing could do more harm than good. Plus, given the power dynamic involved, how you ask is critical.

100. I'm interested in feedback on how I can improve as a manager. In preparing for our next one to one, would you be willing to think through what you like about how I do X (for example, run team meetings) and what I could do differently or better? (Ask prior to the one to one.)

101. I'd like to improve as a manager and I could really use your help. Next week, would you be willing to...

Please note that additional tools are available to line managers on giving real time feedback and creating a real time feedback culture. In addition, there are resources available via the e-Library for health, www.wales.nhs.uk/elibrary

People Team (JA)

5th March 2019

Appendix 14 – SMART Objectives



Specific	Measurable	Attainable	Relevant	Time-Bound
Make sure your goals are focused and identify a tangible outcome. Without the specifics, your goal runs the risk of being too vague to achieve. Being more specific helps you identify what you want to achieve. You should also identify what resources you are going to leverage to achieve success.	You should have some clear definition of success. This will help you to evaluate achievement and also progress. This component often answers how much or how many and highlights how you'll know you achieved your goal.	Your goal should be challenging, but still reasonable to achieve. Reflecting on this component can reveal any potential barriers that you may need to overcome to realize success. Outline the steps you're planning to take to achieve your goal.	This is about getting real with yourself and ensuring what you're trying to achieve is worthwhile to you. Determining if this is aligned to your values and if it is a priority focus for you. This helps you answer the why.	Every goal needs a target date, something that motivates you to really apply the focus and discipline necessary to achieve it. This answers when. It's important to set a realistic time frame to achieve your goal to ensure you don't get discouraged.

By Canadian Management Centre

https://thinkmarketingmagazine.com/how-to-create-smart-goals/

Guide to effective 'One to One' meetings

Recognising how pressured the working environment can be and in the current climate with levels of pressure felt by employees, it is even more important that we regularly hold effective conversations to *'check in'* and consider employees health and well-being as much as their capability and capacity to fulfil their role and responsibilities. Below is a set of ***'top tips'*** for holding an effective conversation along with a *'bank of powerful questions'* that can be asked to help identify any issues to be addressed or support to be given. Our Values Based Performance Appraisal and Development policy outlines within it the fundamental right that all employees have when they attend work which is to:

- *Understand what is expected of them ;*
- *Understand where they need to improve and develop ;*
- *Understand how they are performing against those expectations.*

Firstly - Actually do them!

Unfortunately, for one reason or another, there are still a huge number of line managers who are not having performance reviews or regular one to one's with their direct reports.

Why bother? Because when one to one's are effective, they can allow you to:

- *Provide and receive feedback ;*
- *Promote health and well-being ;*
- *Increase engagement and motivation ;*
- *May also help prevent some undesired surprises ;*
- *Establish clarity around performance and role expectations ;*
- *Provide an opportunity to identify any support or development required ; and*
- *Confirm objectives are understood and in alignment with organisational priorities.*

Ultimately, it is important you come prepared for these meetings. What you do and how you set the tone directly impacts the quality of what your direct reports will share in these meetings. Here are some tips to consider:

Guidance for effective and regular one to one meetings

In addition to holding a formal annual appraisal, all line managers are responsible for:

- *Discussing and managing health and well-being ;*
- *Setting and regularly reviewing meaningful objectives ;*
- *Holding quarterly one to one meetings as a minimum ;*
- *Discuss career aspirations and development requirements ;*
- *Providing regular feedback on achievements and expectations moving forward ;*
- *Agreeing an annual personal development plan to enable them to deliver their objectives.*

DO...

... **focus on coaching the employee's performance** *(as that person develops their capabilities, they can realise the rewards in terms of recognition and potential career opportunities and in return do great things for your team and the organisation) ;*

.... **be a good listener!** It can be difficult to stop talking, especially with quieter team members. Use active listening to check for understanding, watch for body language and tone of voice. Seek to understand what might not be getting said. And if you ask what might be a tough question, don't be afraid of some silence – allow them time to think it through.

... **ask open questions** in these meetings which show you care about the employee and their needs — questions as simple as asking what the person likes and dislikes about their current role, or asking what you as a manager could do to help them. It is useful to have a set of favourite questions that you can use for one to one's as needed which will help start the conversation.

A few examples:

- That's interesting – tell me more...
- Why did you feel that way?
- Why do you suppose she said that?
- Would you give me an example...?
- How are you feeling about that approach?

AVOID...

... using this meeting simply for progress updates. Employees may wish to talk about their work/ objectives and related topics, but are hopefully getting sufficient interaction with you already during the work week to allow this meeting to focus more on the employee versus their work.

... **Outside distractions**. The best option is to have your meetings in a neutral place, but if held in your office, ensure you lock your computer, close your door, don't answer any phone calls, and generally give your complete and active attention to the conversation. This demonstrates respect, and will allow you both to better focus on your discussion.

One to one's are all about your people and building a strong, trusting relationship with them. Asking questions like the ones below and following through on what you talk about will build a strong, lasting relationship for each member of your team.

Asking 2 or 3 of these questions at each one to one will keep things fresh, while ensuring you're covering important subjects regularly. It also gives you ample time to dive into each question as they will often open up into greater detail as long as you follow up with questions like "Why?" and "Tell me more..."

The questions are organised by categories you should regularly cover in one to one's so you can quickly skim through for a question in a topic you want to cover. Or come armed with a few thoughtful questions of your own. This list below can spur ideas.

People Team (JA)

5th March 2019

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Template Record for one to one discussions

Transforming the workforce for a healthier Wales

Name:	Click or tap here to enter text.	**Job Title:**	Click or tap here to enter text.
Name of Manager:	Click or tap here to enter text.	**Date of Meeting:**	Click or tap here to enter text.

Objectives/PDP *(Please state):*
Progress against Objectives/PDP?
Essential Skills/Training:
Items for Employee to Follow Up:
Items for Manager to Follow Up:
Employees Name and Signature: Line managers Name and Signature: Date:

***Please Note – This is a template, line managers have discretion to develop their own document along these lines**



1 We put our patients and users of our services first

We work with the public and patients/ service users through co-production, doing only what is needed, no more, no less and trying to avoid harm. We are honest, open, empathetic and compassionate. We ensure quality and safety above all else by providing the best care at all times.



4 We reflect on our experiences and learn

We invest in our learning and development. We make decisions that benefit patients and users of our services by appropriate use of the tools, systems and environments which enable us to work competently, safely and effectively. We actively innovate, adapt and reduce inappropriate variation whilst being mindful of the appropriate evidence base to guide us.



2 We seek to improve our care

We care for those with the greatest health need first, making the most effective use of all skills and resources and constantly seeking to fit the care and services we provide to users' needs. We integrate improvement into everyday working, by being open to change in all that we do, which also reduces harm and waste.



5 We work in partnership and as a team

We work with individuals including patients, colleagues, and other organisations; taking pride in all that we do, valuing and respecting each other, being honest and open and listening to the contribution of others. We aim to resolve disagreements effectively and promptly and we have a zero tolerance of bullying or victimisation of any patient, service user or member of staff.

NHS Wales Core Principles

GIG CYMRU NHS WALES



3 We focus on wellbeing and prevention

We strive to improve health and remove inequities by working together with the people of Wales so as to ensure their wellbeing now and in future years and generations.



6 We value all who work for the NHS

We support all our colleagues in doing the jobs they have agreed to do. We will regularly ask about what they need to do their work better and seek to provide the facilities they need to excel in the care they give. We will listen to our colleagues and act on their feedback and concerns.

Why have the Core Principles been developed?

The Principles have been developed to help and support NHS Wales staff.

They describe how we can work together to make sure that what we do, and how we do it, is underpinned by a strong shared common sense of purpose.

NHS Wales values all its staff - from Wales, the UK, EU and non EU foreign nationals. The NHS is about people, working with people, to care for people. It's what we do and why we work here. We are under pressure to deliver more services, with better outcomes, while maintaining and increasing quality with:

- significant financial challenge
- high levels of public expectation
- a population which is getting older and with increased levels of chronic conditions.

These Principles have been developed to help staff respond better to these demands. They will also help to re-balance the way we work together. So we are less reliant on process, and are guided by these Principles when applying policies and procedures.

These Principles are part of our ongoing commitment to strengthen the values and behaviours of Health Boards and Trusts. They have been developed in partnership with employers and staff representatives.



© SCARLET DESIGN INTERNATIONAL LTD 2016


Values and Behaviour Framework
Respect for all
In every contact we have with others
Ideas that improve
Harnessing creativity and continuously innovating, evaluating and improving
Be creative, curious and future thinking
Challenge the status quo and support constructive solutions
Take a positive approach to challenges and problems
Drive informed innovation and improvement for patients, staff and learners
Empower staff, teams and partners with skills to improve
Seek out and respond to feedback from patients, learners, staff and partners
Talk up and celebrate success
Embrace and learn from mistakes
Focus on the 'whys' - the purpose and the outcome
Create and protect time and space for reflection and evaluation
Together as a team
We will work with colleagues across NHS Wales and with partner organisations
Seek out, recognise and value the knowledge, skills and experience of others
Openly receive contributions from colleagues and partners
Work hard so each other's contributions are valued whether we are leading or supporting work
Work collaboratively
Be open and transparent and work towards shared
Our values and behaviours have been developed by us, the 400 plus people who have come together as a team to form NHS. They reflect our thoughts, feelings and beliefs on how we will, and won't, behave and treat others. They reflect how we will carry out our work and support the delivery of health and social care to the people of Wales.
GIG CYMRU NHS WALES
A Special Health Authority

Customer Charter

Our commitment is always to:

1. Provide a personalised, dedicated, friendly and reliable service to the customer.

2. Be considerate and respectful of each other's opinions.

3. Give our staff the knowledge, training and encouragement they need to provide a high quality service.

4. Maintain high levels of conduct, professionalism and confidentiality at all times.

5. Provide clear, accurate and comprehensive information to agreed timescales.

6. Be responsive and prompt when dealing with enquiries, in a polite and courteous manner.

7. Seek continual improvement in Customer Service standards through effective consultation, monitoring and evaluation.

8. Seek customers views on the services we are providing.

GIG CYMRU NHS WALES

Partneriaeth Cydwasanaethau
Shared Services Partnership

Appendix 17

HEIW IMTP - CORE VALUES

Respect for all - *in every contact we have we have with others.*	**Together as a team** - *we will work with colleagues, across NHS Wales and with partner organisations.*	**Ideas that improve** – *harnessing creativity and continuously innovating, evaluating and improving.*
We Will	**We Will**	**We Will**
• Actively listen – make time to listen, to hear, and respond to everyone's views; • Seek to understand alternative viewpoints and see things from others' perspectives; • Challenge constructively and objectively and deal with disagreement quickly and respectfully maintaining peoples' dignity; • Respect other people's expertise and trust people to do their jobs; • Take personal responsibility for our actions and have the confidence to admit mistakes and apologise; • Treat people fairly and equitably according to their needs; • Value all differences not just professional backgrounds, experience and skills.	• Seek out, recognise and value the knowledge skills and experience of others from within HEIW and across our stakeholders; • Openly receive contributions from colleagues and partners; • Work hard for each other, contribute our best whether we are leading or supporting work; • Work collaboratively; • Be open and transparent and work towards shared objectives; • Have fun.	• Be creative, curious and future thinking; • Challenge the status quo and suggest constructive solutions; • Take a positive approach to challenges and problems; • Drive informed innovation and improvement for patients, staff and learners; • Empower staff, teams and partners with skills to improve; • Seek out and respond to feedback from patients, learners, staff and partners; • Talk up and celebrate success; • Embrace and learn from mistakes; • Focus on the 'whys' - the purpose and the outcome; • Create and protect time and space for reflection and evaluation.
We will not	**We will not**	**We will not**
• Allow challenges or differences of opinion to become personal; • Behave in a way which could be perceived as bullying; • Exclude others; • Behave in a way which could be perceived as prejudicial; • Give preferential treatment; • Dominate discussions or approaches.	• Withhold important relevant information; • Forget to communicate with each other; • Lack loyalty towards each other and HEIW; • Work rigidly to defined boundaries.	• Behave in a negative or "can't do" way; • Be defensive when challenging existing ways of working; • Think we know best; • Allow obstacles to stop improvement; • Blame others for mistakes.

Evidence 18 - HEIWS Organisational approach to coaching and mentoring

Strengths	**Weaknesses**
Underpinned by values and behaviours developed by staff for staff	Under promoted
	Lack of understanding of what C&M is
Experienced coaches within organisation	Budget constraints due to welsh government funding
Training opportunities available to become coach/mentor	Lack of awareness of C&M principles
	Associated with negative factors
Access to coaching and mentoring (internal and external)	Pockets of distrust
Appraisal process based on coaching questions	Differing T&Cs between Cardiff University TUPE'd staff and NHS Wales staff causing organisation cultural differences.
Development opportunities for qualified coaches and mentors – mediators	
Managing attendance at work policy based around coaching questions	Small organisation
Clear link between individual, team and organisational objectives.	No formal coaching and mentoring programme available.
Part of NHS Wales coaching and mentoring network	No HEIW bespoke contract in place
Coaches and mentors available across Wales	Disciplinary and grievance policy
Use of formal contracts	Outcomes are not measured
No cost involved	Only 67.5% of the organisation take time out to reflect and learn.
Opportunities	**Threats**
Develop coaching culture via Building Healthy Relationships framework (Conflict and resolution rather than grievance and disciplinary)	Organisation is not open to developing a coaching culture
Promote that organisation is already using C&M techniques – PADR and MAAW.	Impact of COVID-19 • Manager capacity • Virtual working • H&WB - C&M vs counselling – need to be right approach
Apply C&M techniques to support employee wellbeing.	
Further embed compassionate leadership principles	Lack of manager confidence to have difficult conversations
Re-evaluate organisation culture	Perception of favouritism
Use experts to promote benefits and principles	Understanding boundaries and inability to recognise most appropriate method of support.
Once coaches/mentors are trained, they are utilised across NHS Wales.	
Development of statement of intent	
Use in succession planning to keep knowledge within the organisation	
Use results of staff survey as a conversation starter using C&M techniques and then build to reflections on pulse surveys, HNA etc.	
Greater use of qualitative data	

HEIW PESTLE

Political – Government policies beneficial/detrimental to HEIWs success and whether the political environment is stable or likely to change.

Economic – Current economic performance affecting HEIW along with impact on revenue/costs – retirement and baby boom.

Social – Human behaviour or cultural trends have a role in HEIW. There has been a change in attitudes towards work and careers with the need to find a work life balance becoming an increasingly important requirement for HEIW employees.

Technological – Innovation and technological advancements by recognising the need to make progress on the digital and technologies agenda going forward.

Legal - HEIW undertake EIAs for all new policies and procedures.

Environmental – Environment (Wales) Act 2016 – HEIW are prepared for future environmental targets.

Evidence 20

GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

HEIW communications and engagement strategy

Content

Introduction	3
Background	3
Vison, purpose and functions	3
Aim of strategy	5
What this strategy will do	5
How this strategy will achieve this	5
What is communication and what is engagement?	6
Role of the communications and engagement team	6
Who we will communicate and engage with	6
Key priorities and messages	7
How we will communicate and engage	9
Guiding principles	12
Language and tone	12
How we will evaluate	12

Evidence 21

FIGURE 3: *Transformational coaching is the practice of emotional intelligence*

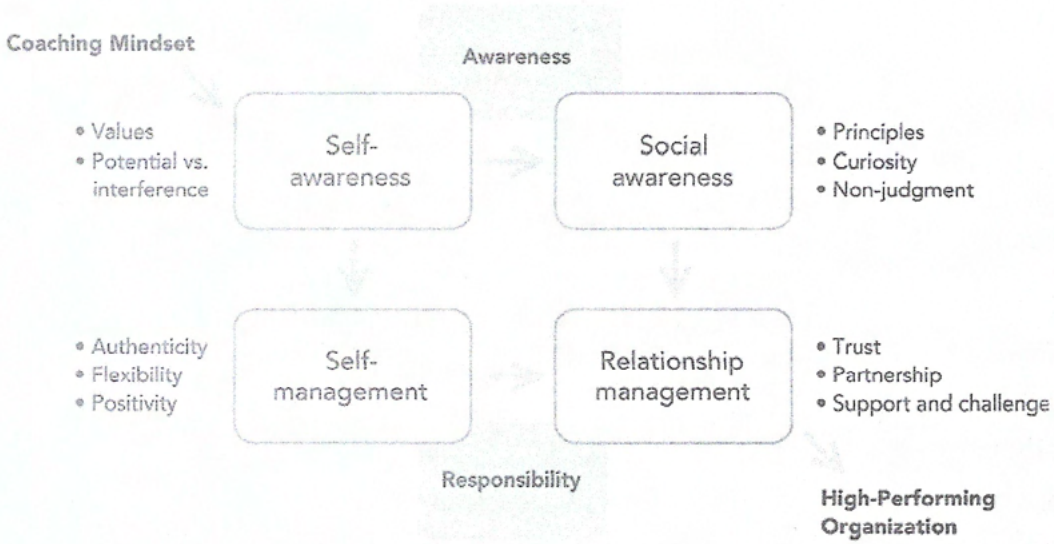
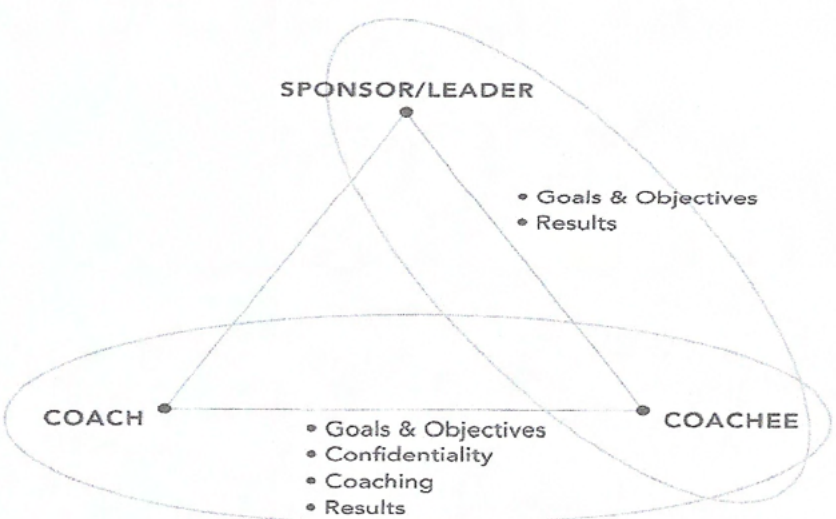


FIGURE 15: *Confidentiality is key to the coaching relationship*



Whitmore, J. (2017) Coaching for Performance – The principles and practices of coaching and leadership (5th Edition). Nicholas Brealey Publishing, London.

GIG CYMRU NHS WALES

Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

Health Education and Improvement Wales

Mental Wellbeing in the Workplace Policy

Policy Owner:

Approved by:

Issue Date:

Review Date:

Title Policy
Version xx xx/xx/2020

Contents

1	Introduction	3
2	Purpose	4
3	Scope	4
4	Definition	5
5	Principles	5
6	Objectives	6
7	Roles and responsibilities	7
8	Training and awareness raising	9
9	Resources	9
10	Integrated Equality Impact Assessment (EIA) statement	10
11	Review and Monitoring	10

Appendices

1	Integrated Equality Impact Assessment	

1. Introduction

HEIW is committed to promoting and protecting the mental wellbeing of its workforce and recognises the importance for individuals' physical health, social wellbeing and productivity.

HEIW acknowledges that many factors can influence the mental wellbeing of individual employees. Understanding and addressing the factors which affect people's mental wellbeing at work can have a wide range of benefits, both for individuals and the organisation. Mental wellbeing in the workplace is relevant to all employees and everyone can contribute to improved mental wellbeing at work.

Addressing workplace mental wellbeing can help strengthen the protective factors of employment, reduce risk factors for mental ill health and improve general health. It can also help promote the employment of people who have experienced mental ill health and provide timely support.

We recognise:

- That we have a duty to understand the needs and impacts of mental wellbeing on those who share 'protected characteristics' and those who do not as identified in appendix 1 Integrated Equality Impact Assessment (EIA) and have appropriate measures in place for their support;
- The link between home and the workplace and the need to create balanced working lives;
- That the causes or contributors of stress may often lie outside the workplace;
- Whilst some people will acknowledge their experience of mental health in a frank and open way, others fear that stigma will jeopardise any opportunity to gain employment or development
- Given appropriate support, most people who have experienced mental ill health continue to work successfully as do many with ongoing issues.

The NHS Wales Health and Wellbeing Charter (pdf) developed in 2014 outlines how NHS organisations must create a culture of care for all staff and how NHS organisations can achieve this aim by promoting health and wellbeing initiatives and providing access to support mechanisms. Two further Health and Wellbeing products have been developed by NHS Wales staff Our Wellbeing Matters (pdf) and Manager Wellbeing Matters which signposts staff and managers to information and resources.

Evidence 23 - Investors in People Framework



Leading	Supporting	Improving
How much trust is there between people and the leadership team?	Are the right structures in place so people can do their jobs well?	Are there plenty of opportunities for people to grow and develop?
Do leaders live up to their values, and inspire the right kind of culture?	Are people rewarded for doing well?	Is the company ready for any changes the future might bring?
	And supported properly if they're struggling?	

Investors in People (2021) We invest in People. Available at: We invest in people | Investors in People | Accreditations

Investors in People (2021) Framework. Available at: framework for customers no case studies.indd (investorsinpeople.com)

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

HEIW EAP Proposal

The EAP task and finish group have undertaken a literature review and benchmarking exercise and reviewed this against the UK Employee Assistance Professional Association Buyer's Guide.

The table below details the support services available through an EAP provider and ranked them based on need. The interventions have been identified as either Individual (bespoke) or System (whole organisation), Proactive (preventative measures) and Reactive (a response to an issue).

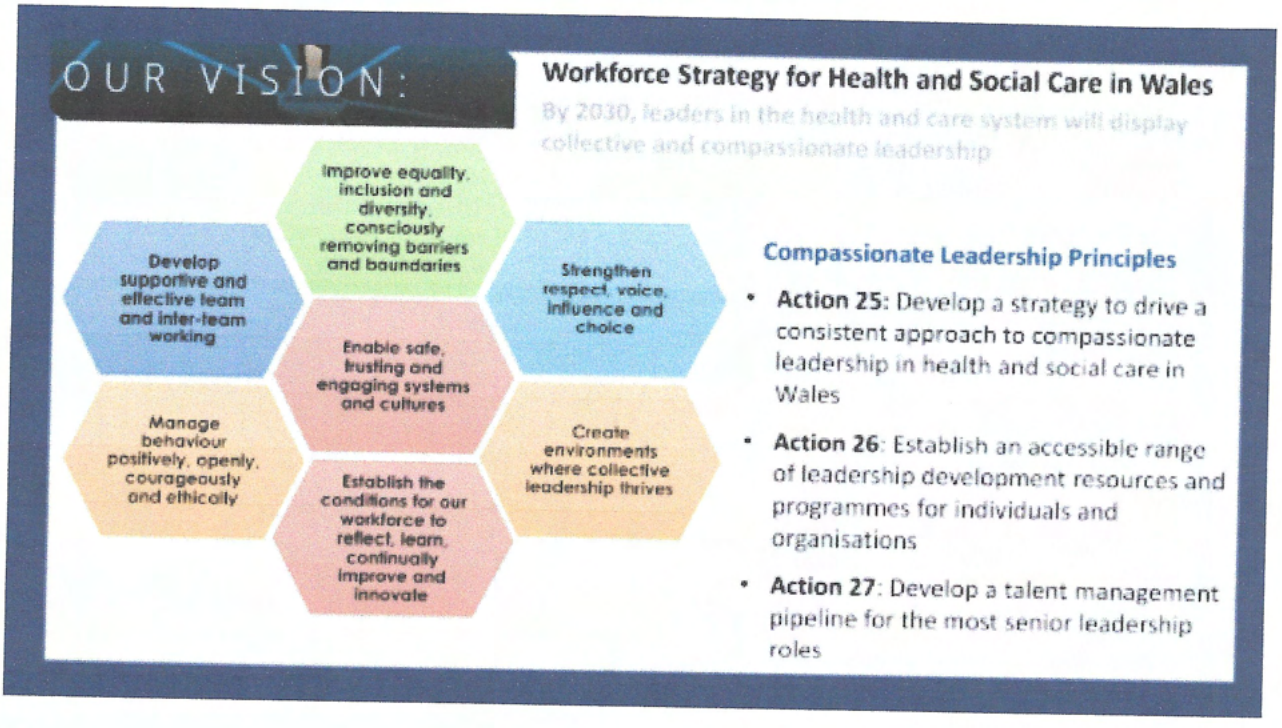
Essential	Interventions	Provided by HHP or other resources	Gap and recommendations
Assessment and Counselling Service : • Management Referral • Self Referral • Helplines • Education Website • Online CBT • 24-hour telephone support • Email • Virtual • Structured short term psychological short-term interventions delivered face to face and by telephone	System / Individual / Reactive	**SilverCloud** offers online programmes to help ease your levels of stress, sleep better or to build resilience, helping you to maintain a healthy mind during this challenging time.The pprogramme's on SilverCloud use proven methods including, cognitive behavioural therapy (CBT) and positive psychology. As of 1st March 2021, there have been 27 referrals in the last week, bringing the total to 1661. **Able Futures offer individuals** help to manage their mental health at work so they can enjoy more good days. They provide nine months advice and guidance from a mental health specialist who can help individuals learn coping mechanisms, build resilience, access therapy or work with employers to adjust and help mental health at work. Provides a free confidential service with 1-2-1 support. **Samaritans** have launched new, confidential support lines for health and social care workers and volunteers based in England and Wales **Psychological First Aid** Managers can now access two online modules centered around psychological first aid.	There is currently not a 24-telephone support, however, national helplines such as CALL and Samaritans are available.

Author: Emma Carrington

		The tools, developed by Public Health England (PHE) and NHS Scotland, are designed to help managers support their teams during and after the COVID 19 pandemic by: • Addressing basic needs and concerns and providing practical support • Connecting them to information, services, and social supports • Offering comfort and helping them to feel calm • Reducing distress and fostering adaptive coping • Protecting them from further harm	
Stress audits, of individual or teams or the organisation as a whole	System / reactive	**Within the Mental Health Policy, the:** **People Team have a responsibility to:** • Monitor and report on levels of sickness absence which relate to mental wellbeing • Provide advice and support to employees and managers in relation to this policy • Provide training packages for manager as part of management development program **Employees are responsible to:** Advise their line manager or People Team of any work-related issues/difficulties that are causing stress, which may affect their health and/or wellbeing, or has the potential to do so, and participate positively in determining solutions. If the stressors have arisen from circumstances outside of work, employees are encouraged, where possible to discuss these with their manager so that appropriate assistance and flexibility can be considered HEIW provide and identify training and awareness raising programmes through its Health and Wellbeing Strategy, management development program, PADR system. With a clear focus on the need to foster equality of opportunity and eliminate discrimination and stigma. Including but not limited to the following topics:	

Evidence 25 – By 2030 leaders will display collective and compassionate leadership, evident of coaching principles.

Link to 2030 workforce strategy pic: 7 principles have been created heave a framework that links to compassionate leadership principles, action 25, 26, executive leadership programme, 27. HEIW ARE RESPONSIBLE FOR ensuring NHS Wales We have a robust pipe line of aspiring CEO and directors.

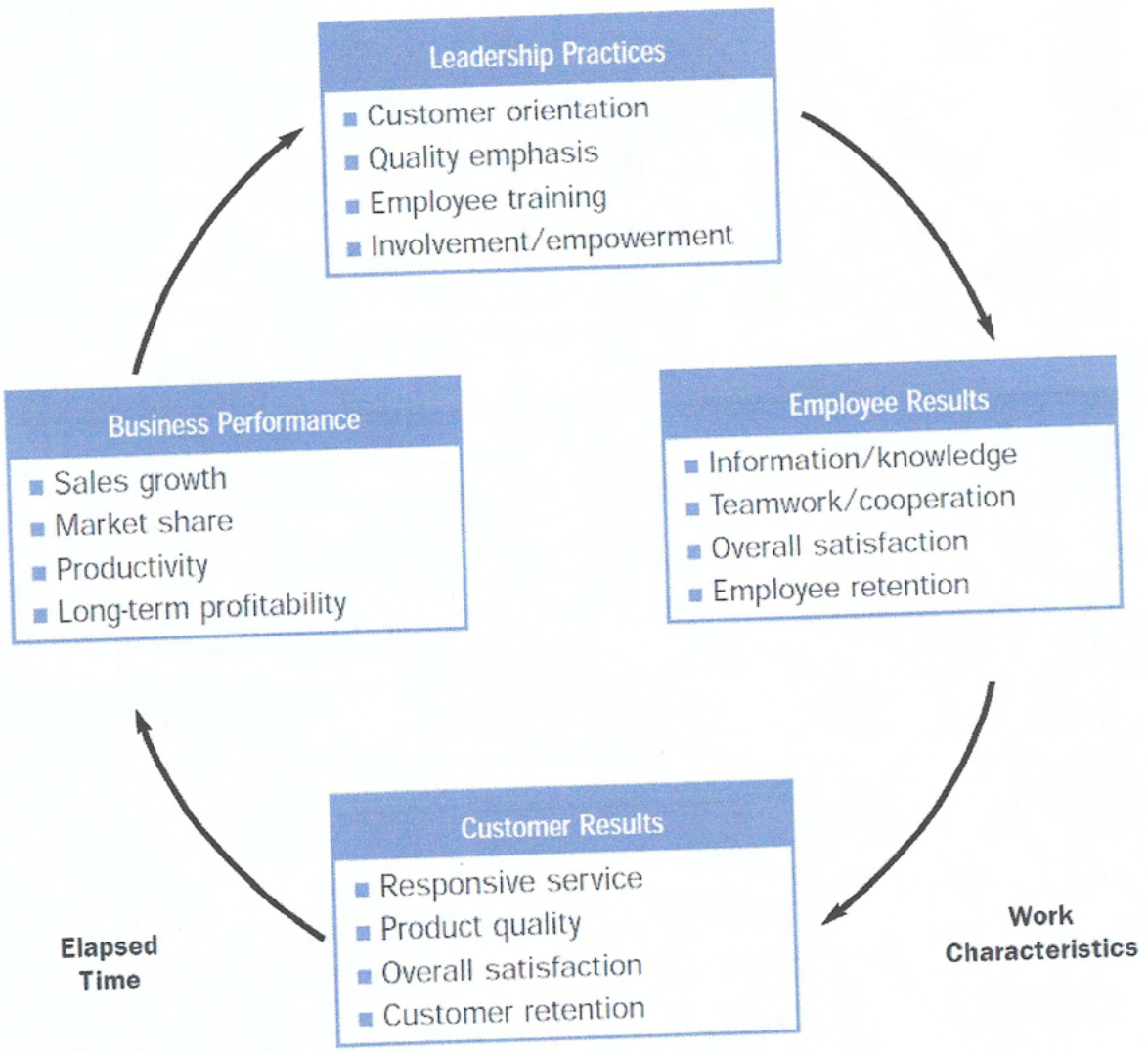


Evidence 26 - Benefits for individuals and organisational performance

Benefits for individuals:
• Improves performance by building people's capacity to resolve their own issues • Builds their emotional intelligence and makes them more self-aware and motivated • Increases confidence, belief in self and higher morale • Enhances career, and promotion prospects • Provides clarity of purpose, logical, clear goals and provided focus • Improves awareness and insights, self-analysis of strengths and weaknesses
Benefits for organisation performance:
• Creates a more positive work environment, as it encourages an environment where it is safe to be open and honest. • Improves relationships with manager and colleagues • Generates of creative ideas, how to best use available skills and resources of teams within the organisation • Cultivates greater flexibility and adaptability to change within an organisation

Bailies, S (2021)

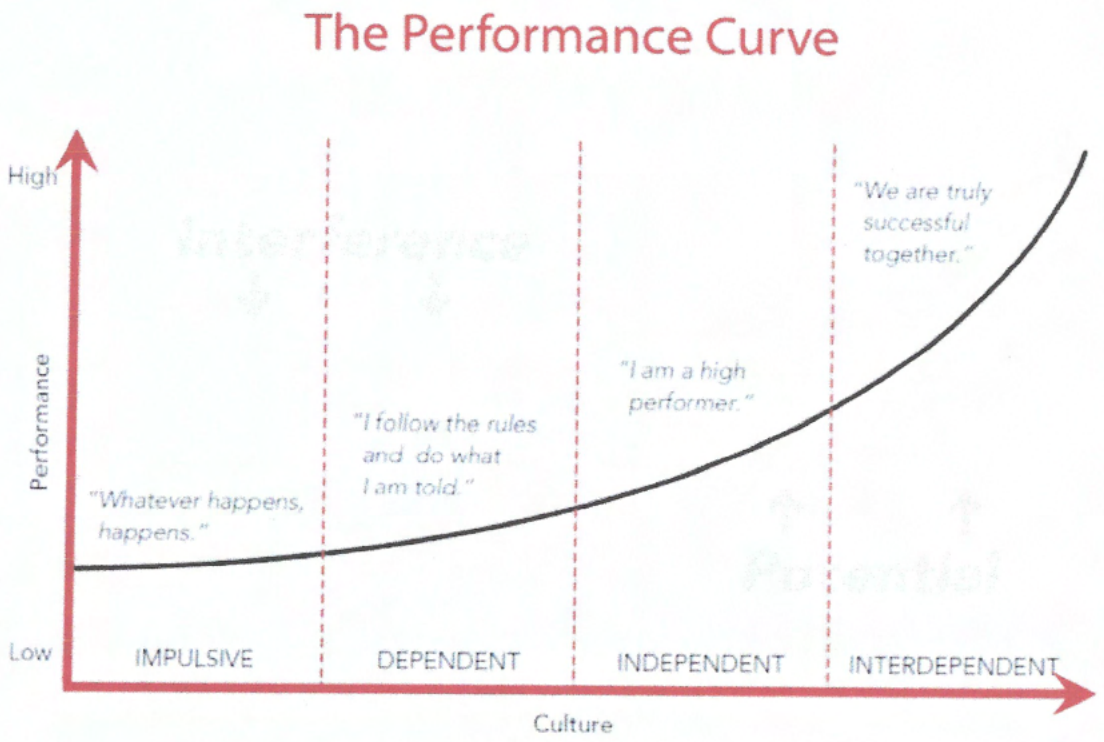
EV 27: High Performance Model



A summary model by Jack Wiley, cofounder of Gantz Wiley Research (now part of Kenexa) shows how employer leadership practices, employee results of those practices, customer results of leadership and work practices and business performance are interrelated (Brooks et al, 2006). The model is cyclical, showing that, over time, business performance also influences leadership practices. In addition, this model suggests particular variables within each factor that may affect employee engagement.

Source: Copyright ©Kenexa. Reprinted by permission

EV28 - The Performance Curve (Whitmore, 2017)

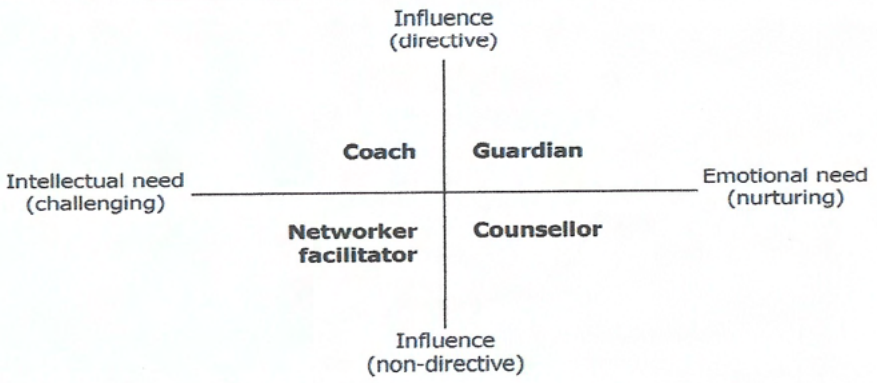


Each incremental move to the right yields bottom-line results

Coaching for Performance © 2017 The Estate of Sir John Whitmore and Performance Consultants International
Reproduced with permission

EV 29 – Dimensions of mentoring (Clutterbuck, 1998)

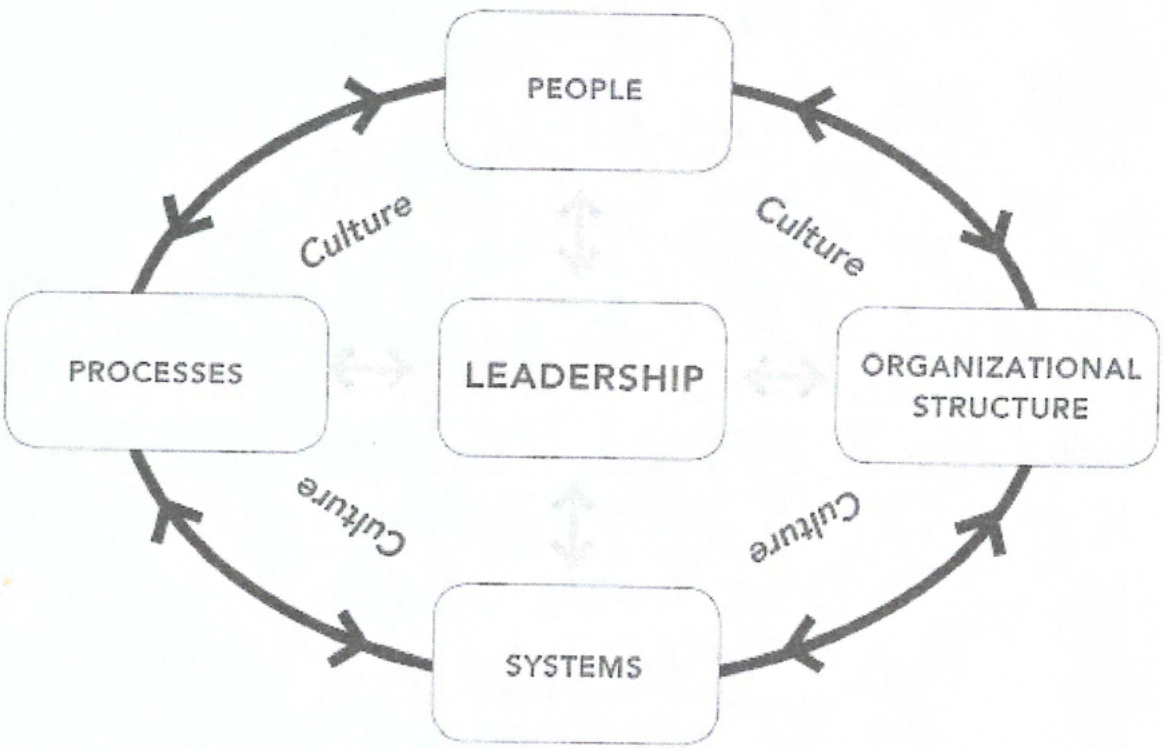
Figure 2: Dimensions of mentoring



Source: Clutterbuck (1998)

Directive management approach comprises of an experience manager steering the process, settling learning plans and plans to achieve them, leaving little room for innovation and risk of creating a culture. In contrast, HEIWs non-directive management styles leave room for employee growth and development and opportunities to work collaboratively.

EV 30 - The living system

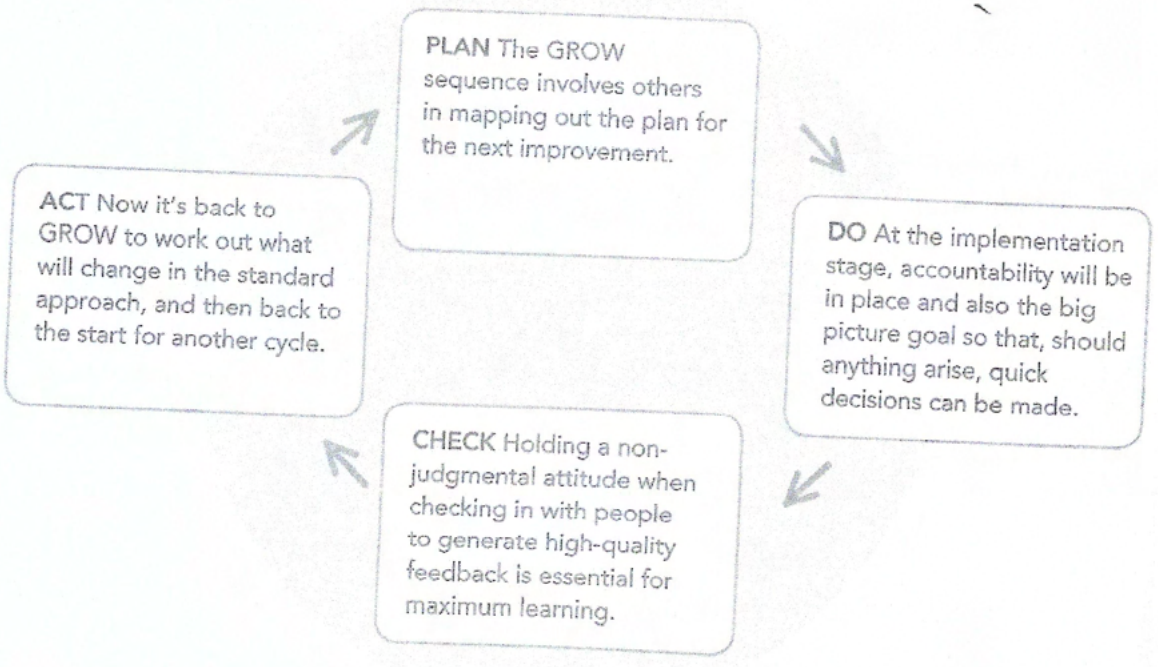


Leadership is at the heart of the living system (Whitmore, 2017)

So Now What…?
These simple questions may be useful to help this have conversations with our colleagues

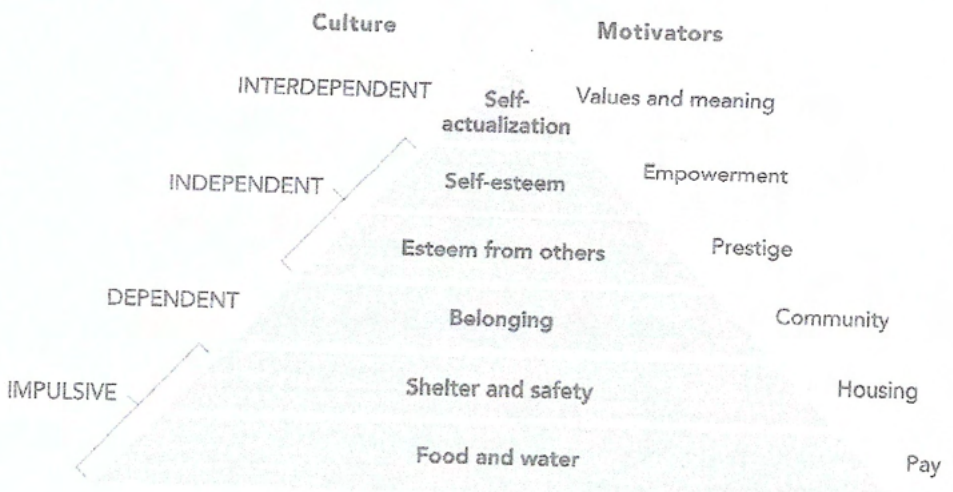
How many people took part? How many didn't? Why was this?	
How are we going to get people involved in the discussion/ decisions?	
How closely do these group/organisational results reflect our own team experiences	
What are we proud of in these results? What should we be celebrating? Is there anyone/anything we should be highlighting for recognition?	
Where are the things we think we can improve? What do we know? What can we learn more about? How can we improve our wellbeing?	
What are the things we can decide/change ourselves? What are we going to do? How are we going to know we have changed things?	
What are the things we need others to change? How are we going to tell them? How will we know that things have improved?	
Is there anything else? How are going to improve participation for next time?	

EV 32 - Plan-Do-Check- Act (Whitmore, 2017)

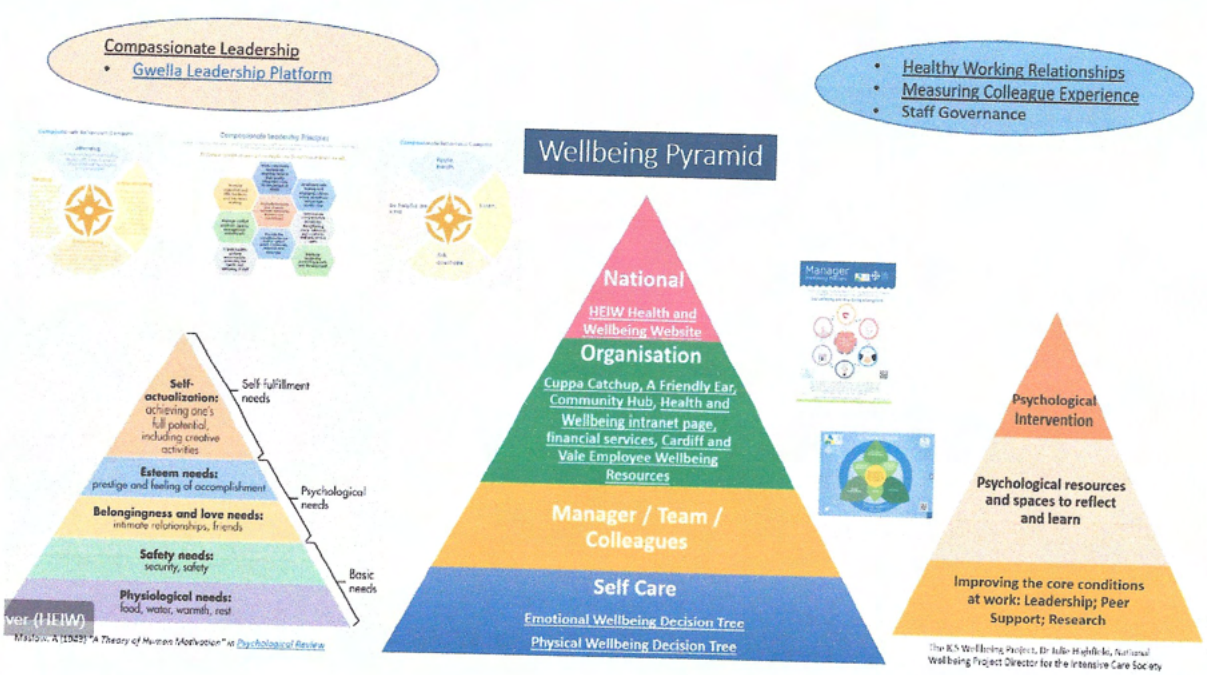


Evidence 33 - Maslow linked to HEIW Health and Wellbeing

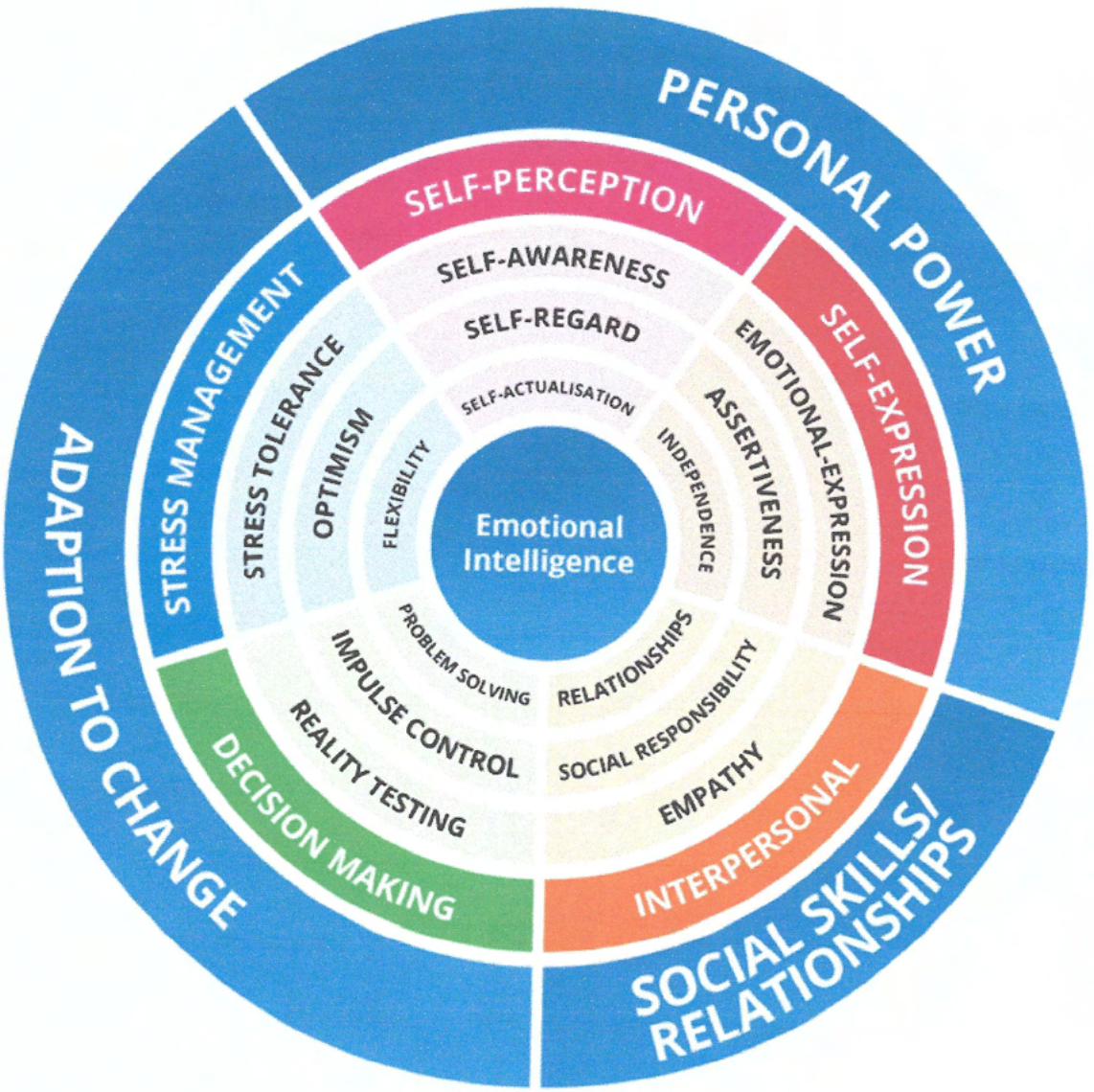
FIGURE 1: *Maslow's Hierarchy of Needs*



Whitmore, J. (2017) Coaching for Performance – The principles and practices of coaching and leadership (5th Edition). Nicholas Brealey Publishing, London.



EV 34 - Emotional Intelligence



https://www.eqworks.co.uk/wp-content/uploads/2019/05/model-leadershipcoaching.png

EV 35 - Recommendations

- Promote internal HEIW Coaching and Mentoring
- Promote Academia Wales external Coaching and Mentoring facilities.
- Use the presentation as a coaching and mentoring educational tool to build coaching and mentoring skills and knowledge.
- Undertake a skill gap analysis questionnaire identify the skill gaps in the organisation and also identify those with advanced skills who would like to share their knowledge with the wider workforce
- Follow up ILM training with the evaluation questionnaire.
- To improve understanding of what great coaching looks like: The CEO and other management team members could share coaching and mentoring best practice through coaching stories, and to lead by example by practising best practice coaching techniques with their teams. This would set the tone for coaching to be legitimised throughout the organisation.
- Continue to embed Compassionate leadership into coaching and mentoring activities as there is a need for compassionate leaders who listen with fascination (gold standard) to gain knowledge, guidance and expertise and access credible research to support compassionate leadership culture across the organisation that is pro-active rather than reactive (West et al 2012; Kings Fund 2015; CIPD, 2020).
- Continue to collaboratively work with wider NHS Wales coaching and mentoring networks, as an opportunity to share best practice, network and reach shared aims and objectives (CIPD, 2020; NHS Employers, 2017; Tara Kearney, 2019;)
- Share good practice and celebrate successes (CIPD, 2015; Investors in people, 2020; Healthy working Wales);
- HR also need to be continually aware of new guidance, best practice, and legal issues to be able to support line managers to the best of their ability (ISS; NHS Employers).
- Move to a high trust, low bureaucracy system, which is more outcome based and uses an outcomes-based appraisal model, such as real time feedback. (NHS Employers, 2017; Boxal & Percell, 2008; Google)
- Ensure that specific inductions are introduced for clinical professionals and new managers that have come from legacy organisations i.e. Cardiff University, with different values and behaviours and are not aware of the HEIW processes. Coaching and Mentoring should also be offered to ensure best practice within performance management (HEIW, 2019; CIPD, 2015, 2019; Howlett,2020; ACAS, 2012). The CIPD Learning and Development Annual Survey Report 2015 demonstrates that 76%of organisations like HEIW offer coaching or mentoring. This rises to 85% of the public sector. They also found it more common in larger organisations. They suggest that coaching by line managers is more popular than coaching by external practitioners and coaching by line managers is particularly popular in the private services sector (CIPD, 2015). This supports the need to get the process right from day one of employment.
- Continue measuring Health and Wellbeing Metrics. It's important to identify data sources which are useful and think what impact each metric has on staff, or patients. Give Employees a voice, find out what they think about metrics to understand the context and the impact this is having. Whilst ensuring data is accurate (NHS Employers). During 2021, there will be shorter and more regular opportunities for employees to get involved in giving feedback and having conversations.

- Invite employees to contribute to the development, implementation, and progress monitoring of improvement plans, through the newly created Culture Group to ensure the *'you said – we did'* approach occurs wherever possible.
- Ensure the HEIW Culture Group formally report the development and delivery of the staff survey improvement plan to the HEIW Partnership Forum.
- Although threaded through the PADR training, implement targeted training on difficult conversations (Windman, 2019; CIPD, 2017; Brown, 2018).
- Line Managers who's PADR process is picked up within the sampling auditing process should be offered further training on the PADR process along with coaching and mentoring to ensure best practice (CIPD, 2020; Clutterbuck, 2014; Charlton, 2009; Anderson et al 2009; WALES).
- Managers should formally write to employees outlining the PADR conversation and links to the organisational values and behaviours. This may boost morale, engagement and productivity.
- IT training is imperative, Line managers need to be equipped to function in the new post COVID world, considering the organisational implications of COVID-19 this needs to be delivered quickly i.e. provide employees with IT training to support new ways of working (Nuffield Trust, 2019).
- Ensure staff development whilst considering future workforce drivers i.e. Millennials, part-time contracts (CIPD, 2015, 2016; Timewise 2014; Deloitte, 2014, 2016, 2019; Independent 2016; INC 2018; People Management 2018, 2019; KPMG, 2017; Skeoch, 2018; Sloan, 2019; Aftab, 2016; Vodafone, 2015);Continue with essential leadership, structural, cultural building blocks for improving staff health and wellbeing (NHS Employers, 2018);
- Ensure consistency and fairness in the way Performance policies and procedures are implemented and reviewed.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Notes from meeting with Jeremy Ashdown, Learning and OD Practitioner, HEIW
Contributing to Coaching and Mentoring in the Organisation

Wednesday 3rd March 2021

Present:
Jeremy Ashdown, Learning and OD Practitioner (JA)
Emma Carrington, Policy Project Lead (EC)
Ruth Taylor, Careers and Widening Access Advisor (RT)

EC and RT asked to meet with JA to identify ways in which we could meet the learning outcomes of our CIPD Contributing to Coaching and Mentoring in the Workplace portfolio as well as benefit the organisation.

There is very little resource available within the organisation on coaching and mentoring. We therefore discussed the development of a presentation that can be shared with staff that gives an overview of coaching and mentoring, the benefits associated with, the required behaviours and skills and the opportunities available. We also discussed the work that needs to be done following the recent NHS Wales staff survey and how responsibility for change sits with individual teams. We thought this resource could incorporate some guidance on approaching those conversations to support line managers. The finalised resource could then be used in its entirety or broken down into sections to support the target audience.

We discussed how we could contribute to coaching and mentoring processes. JR explained that as coaching and mentoring programmes are new and HEIW staff are still undertaking the training, no formal coach/coachee or mentor/mentee contract has been developed. He therefore suggested that it would be very helpful for us to use our learning to produce a draft version of a contract that could be used by staff once they have completed their qualification. JA suggested that we looked at other NHS contracts available and other best practice examples available and develop a bespoke contract for our use.

We discussed how we could evaluate the current coaching and mentoring programmes and look to improve them. Whilst it is difficult to evaluate at the current time with individuals still undergoing their training, we agreed that there would be value in measuring the impact the training has had by surveying the students at the end of their qualification. We therefore agreed to develop a questionnaire that could be used in the future to begin collecting data on the effectiveness of the coaching and mentoring training provision and the impact it has had on the individuals and their way of working and managing staff. In future we would look more closely at KPIs including the number of situations eg. disciplinaries and grievances, sickness levels etc, requiring HR input to see whether this number reduces as the organisation's coaching culture develops.

We also discussed how the organisation is looking to develop an internal mentoring scheme, whereby staff with advanced workplace skills knowledge could share their expertise with other staff. To enable the organisation to implement this, it was agreed that we would develop a skill gap analysis questionnaire, which would be shared with all staff in the organisation. This would help identify the skill gaps in the organisation and also identify those with advanced skills who would like to share their knowledge with the wider workforce. Staff wishing to do this would be supported to complete a

formal mentoring qualification, enabling them to effectively mentor staff in their area of expertise. This would support the organisation's values, together as a team and ideas that improve and be of mutual benefit to those requiring upskilling and those with advanced skills being offered the opportunity to develop their mentoring skills. Providing this service internally will not only be of very little cost, but will allow all staff to contribute more effectively to the organisation and its overall objectives, supporting its strategy of developing the future workforce of the NHS in Wales.

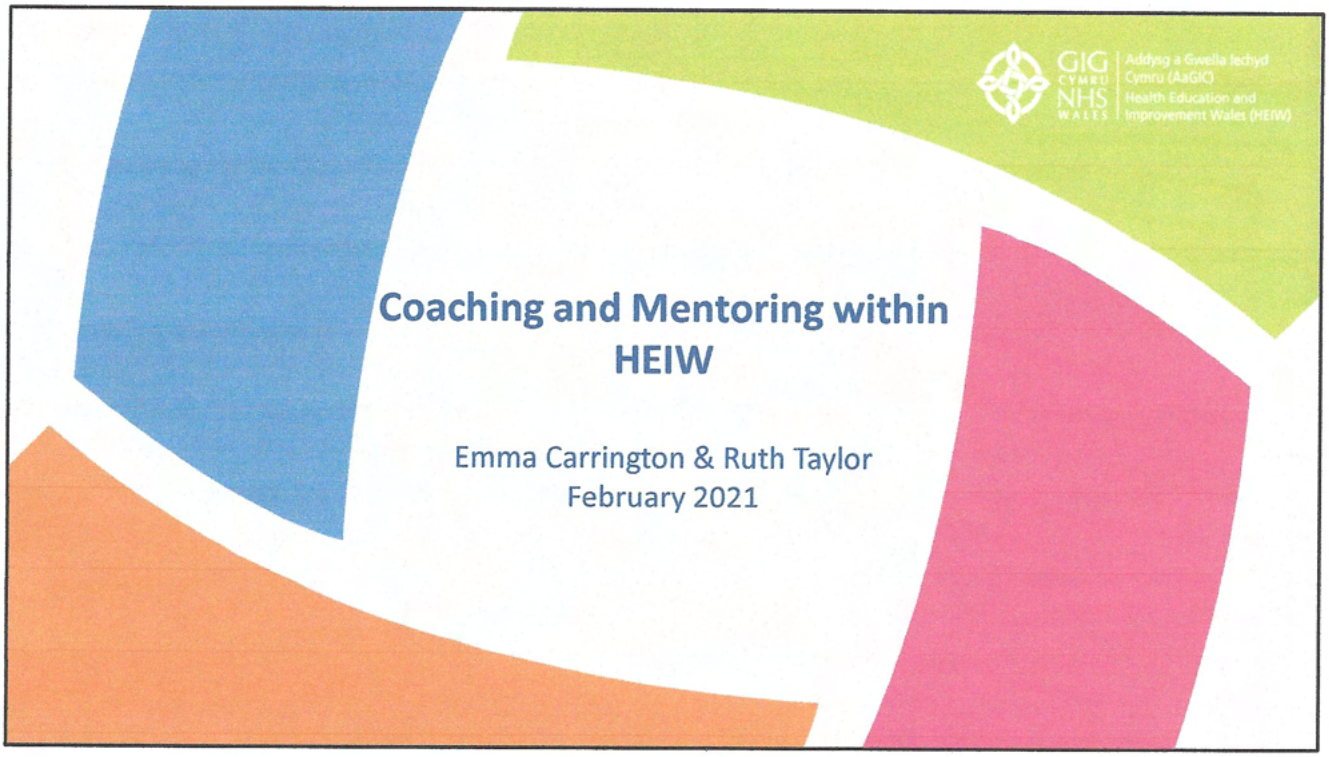
EV36 – Benefits of Coaching and Mentoring

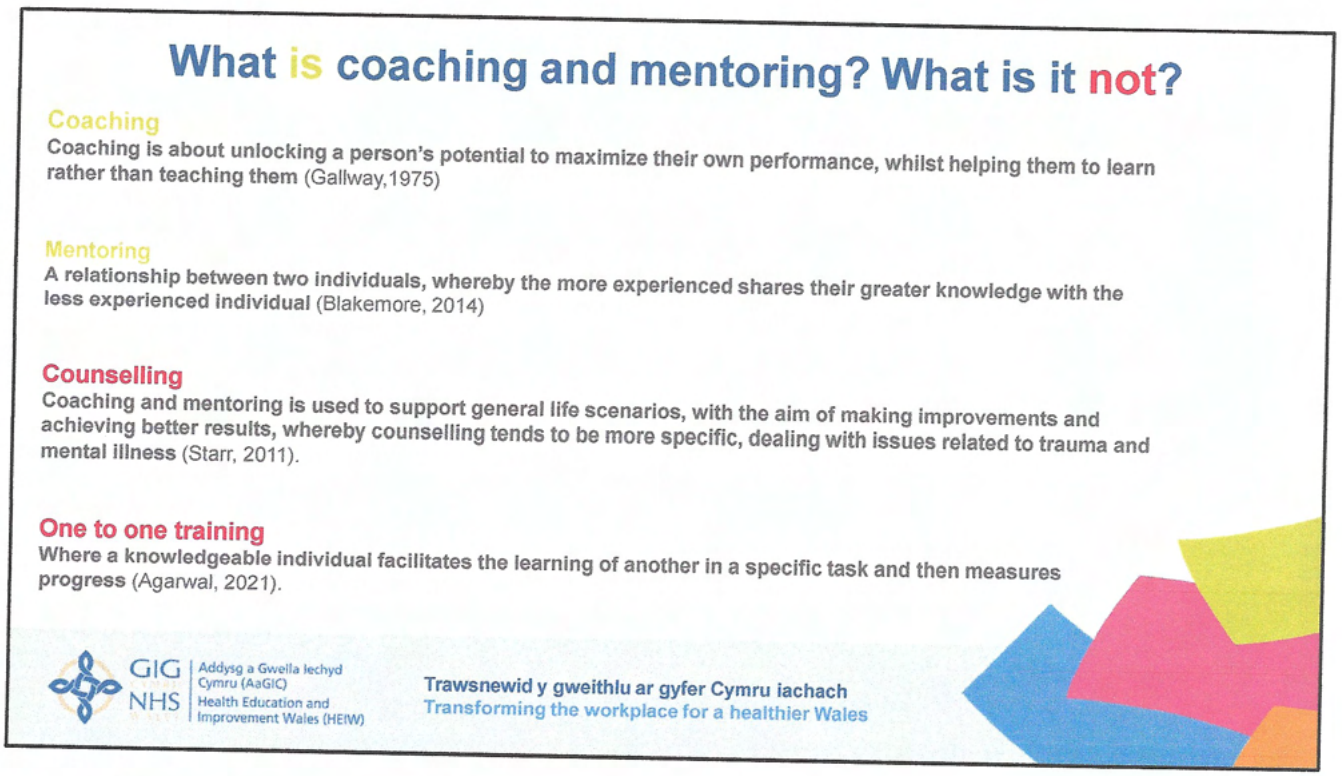
Benefits of Coaching

Benefits to individual	Benefits to organisation
Improved performance and achievement of targets	Increased organisational productivity and performance
Identification of solutions to specific work-related issues	Demonstration of commitment to individuals and their development
Greater ownership and responsibility	Increased creativity
Increased self awareness	Increased staff motivation
Improved managerial skills	Increased quality, customer satisfaction and customer service
Learn how to solve own problems	Improved employee satisfaction and retention
Positive impact on performance	Supports newly promoted employees
Improved confidence	Consolidates and sustains impact of training courses
Increased individual satisfaction	Better interagency relationships

Benefits of Mentoring

Benefits to individual	Benefits to organisation
Identification of solutions to specific work-related issues	Increased organisational productivity and performance
Learn how to solve own problems	Support for succession planning
Increased motivation	Increased success of policy implementation
Improved confidence	Increased staff motivation
Increased individual satisfaction	Enhanced staff problem-solving capabilities
Improved working relationships	Improved employee satisfaction and retention
More effective and sustainable career choices	Better interagency relationships


GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)
Coaching and Mentoring within HEIW
Emma Carrington & Ruth Taylor
February 2021



Blakemore, R (2014) *Coaching vs mentoring - why the difference matters. Available at:* https://www.apm.org.uk/blog/coaching-vs-mentoring-why-the-difference-matters/

Gallwey, T. W. (1975). The Inner Game of Tennis, New York: Random House

Starr, J. (2011) *The Coaching Manual: The Definitive Guide to the Process, Principals and Skills of Personal Coaching* 3rd ed. Great Britain: Pearson

Agarwal, S (2021) *What is the Difference Between Coaching, Mentoring, and Training?* Available at: https://businesscoaching.actioncoach.co.uk/what-is-the-difference-between-coaching-mentoring-and-training/ (Accessed: 27 January 2021)

Coaching and Mentoring Myth busting

- It is only for **"fixing problem people"**
- It takes a **long time**
- If I'm asking questions, I'm coaching
- It's just for **people who have problems**, not for successful people?
- Coaching is the **same** as mentoring, 1:1s, training and counselling
- They get **few real results**
- They're a 21st century **fad**
- They **can't** be used on poor performance.
- Coaches **don't need** coaches
- They need to be done **face to face**.
- They are **not quantifiable**

GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

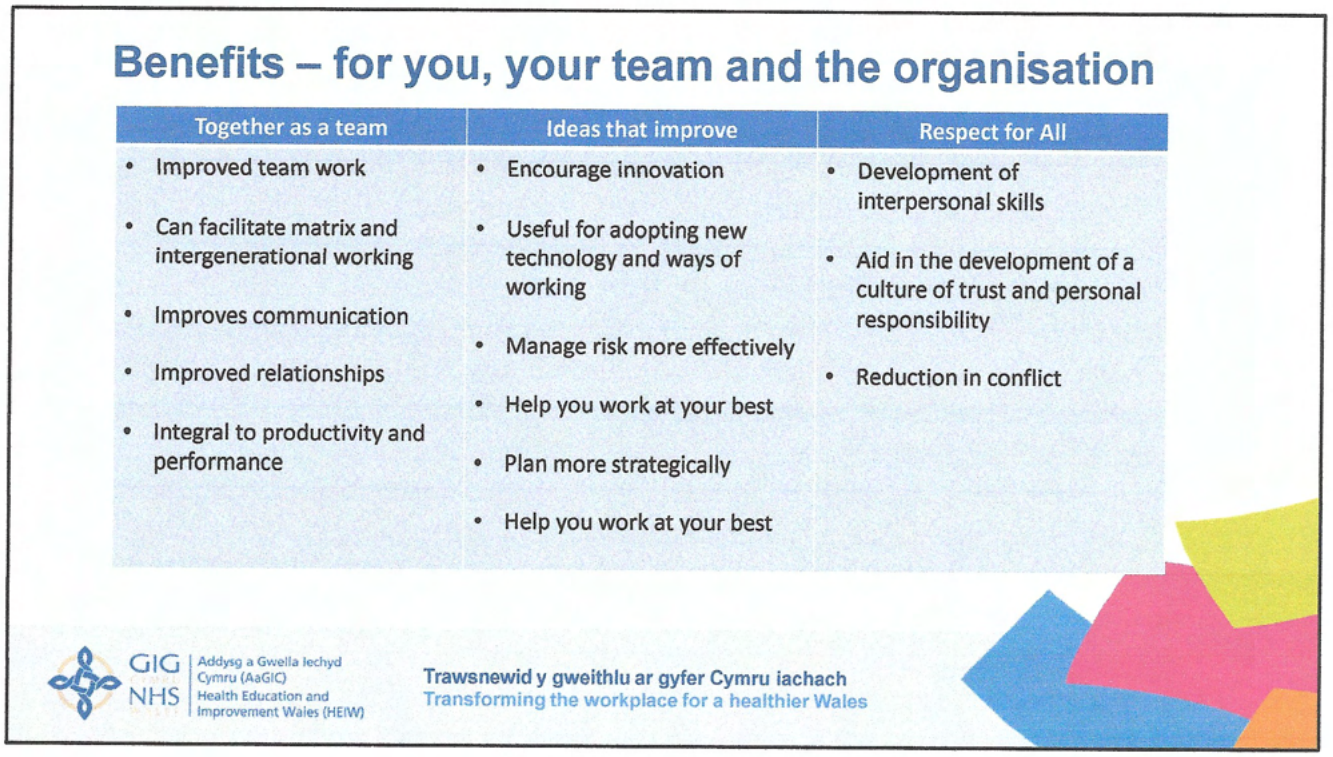


11 Myths of Coaching (janbrause.co.uk)

Hill, M (2017) *Coaching and Mentoring Confidentiality*. British School of Coaching. Available at: https://www.britishschoolofcoaching.com/coaching-mentoring-confidentiality/

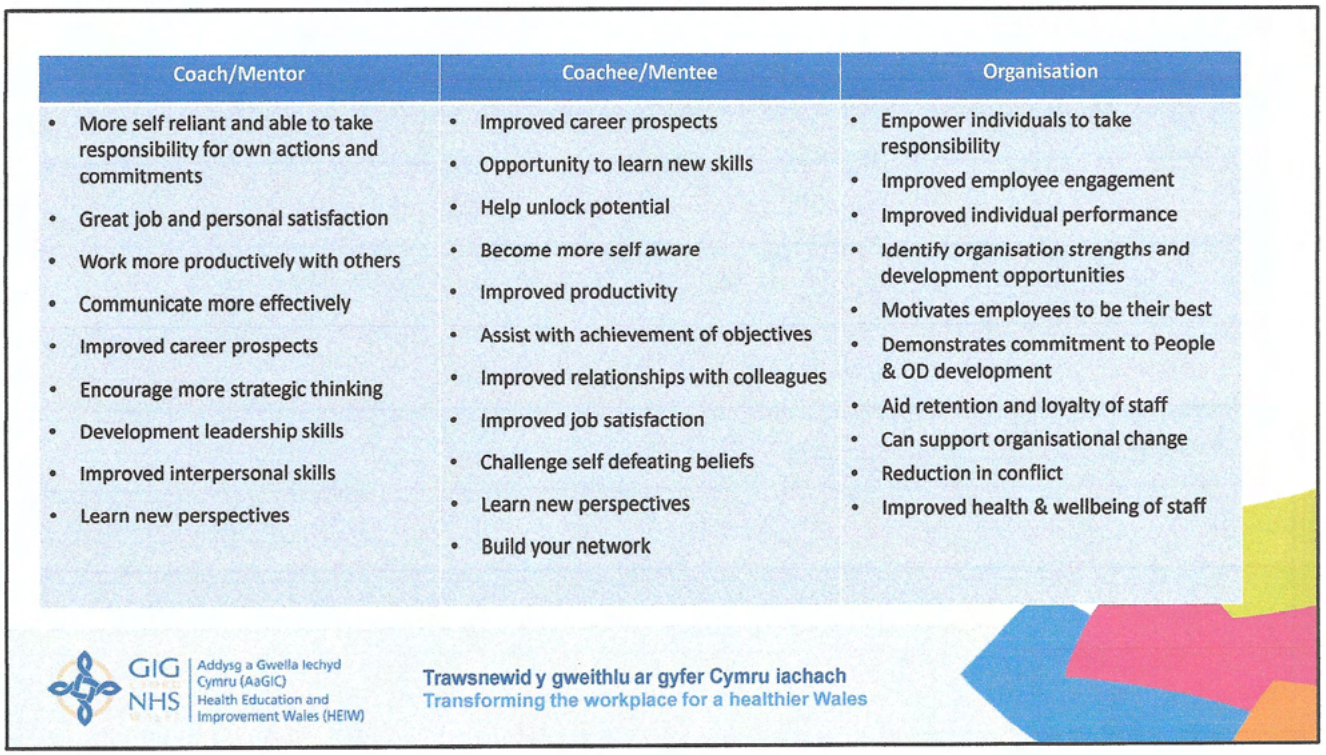
https://www.forbes.com/sites/johnhall/2017/11/14/7-coaching-myths-that-are-keeping-you-from-being-a-better-leader/

https://proteusleadership.com/7-myths-of-coaching/



https://www.coachmentoring.co.uk/blog/2018/10/benefits-of-coaching-research-reality/

These benefits correlate with the organisation's values and will support the organisation to achieve their aims, objectives and overall strategy.



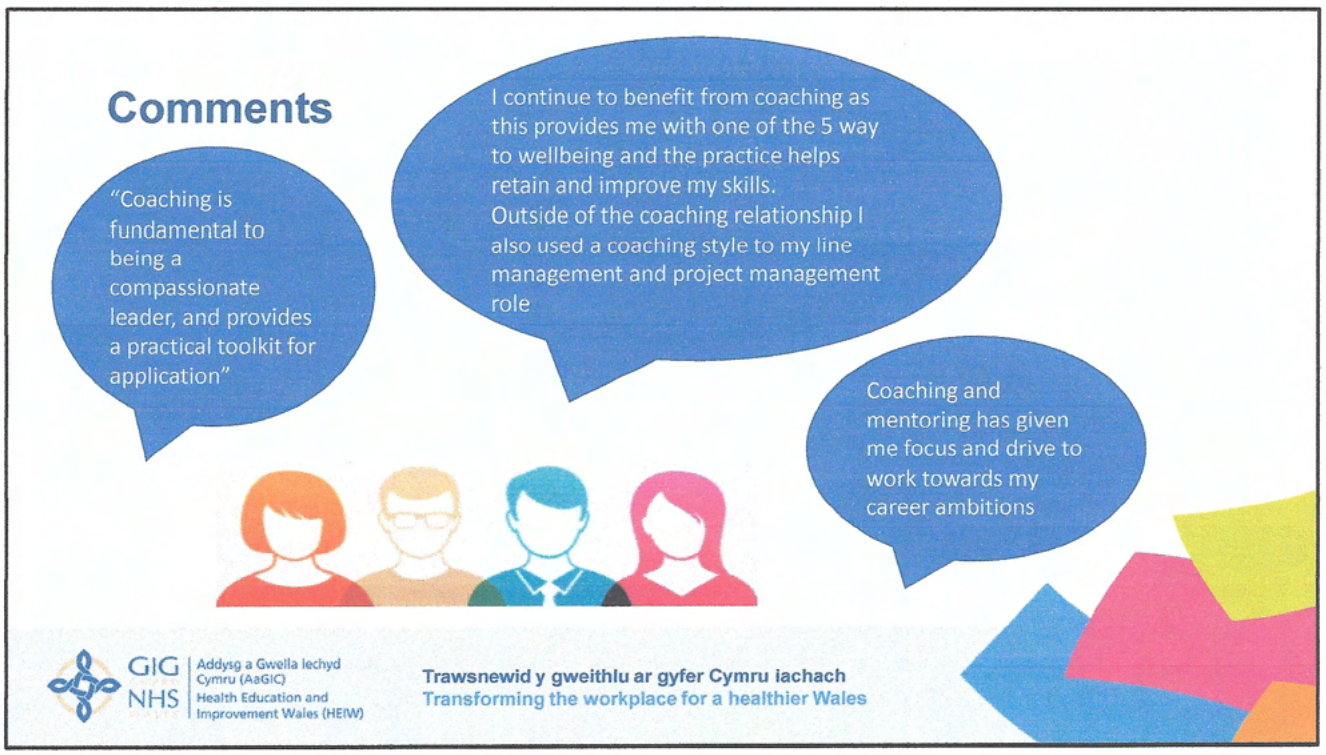
Benefits continued – to coaches/mentors, coachees/mentees and the organisation

https://instituteofcoaching.org/coaching-overview/coaching-benefits

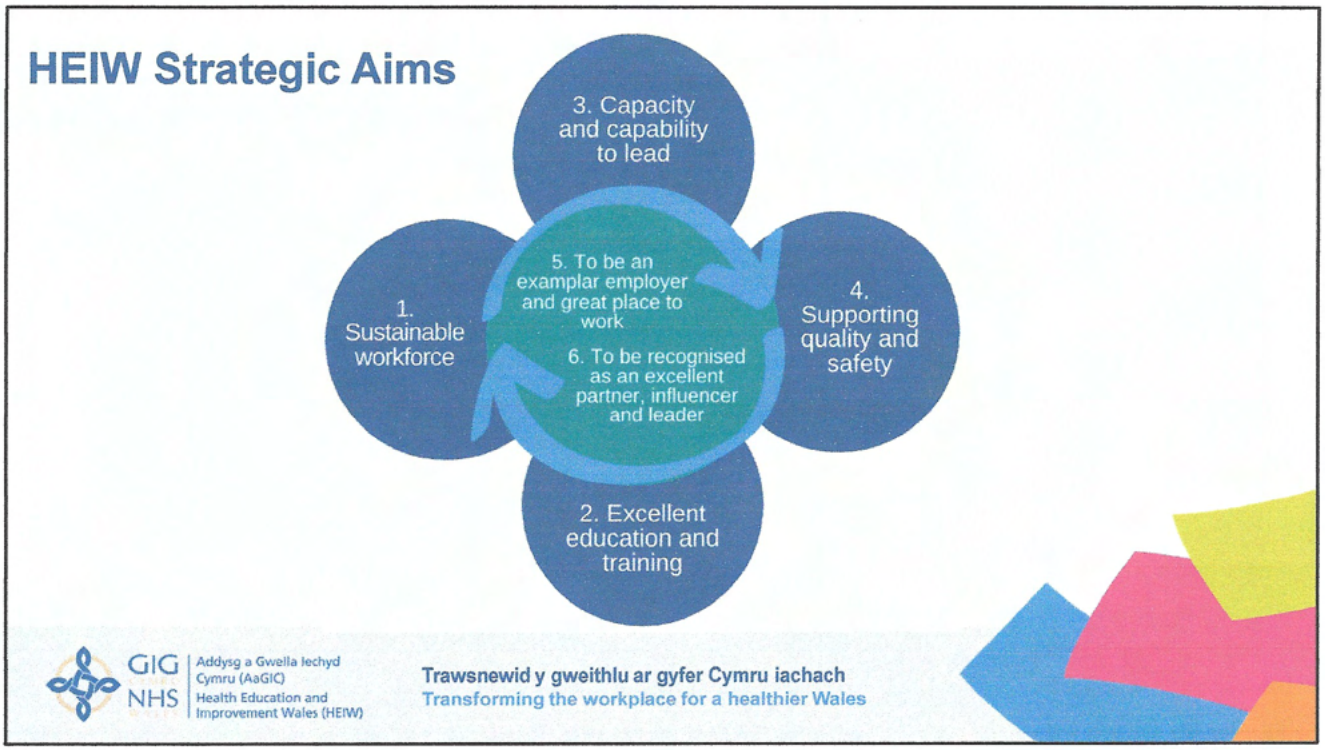
https://www.brighthr.com/articles/training/coaching-mentoring/benefits-of-coaching-and-mentoring-in-the-workplace/

https://www.coachmentoring.co.uk/blog/2018/10/benefits-of-coaching-research-reality/

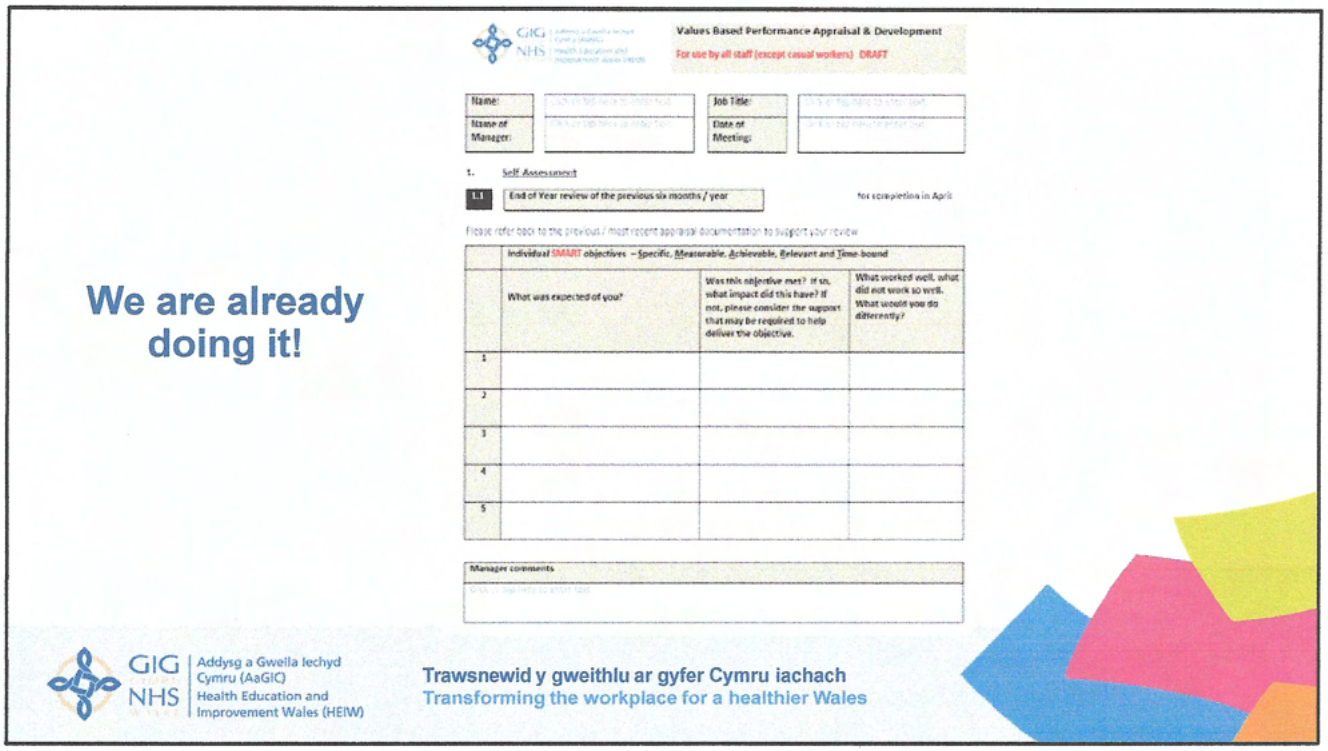
https://www.mindtools.com/pages/article/newCDV_72.htm



We asked some HEIW line managers to comment how the ILM coaching and mentoring qualifications has benefited them and/or their team to date.

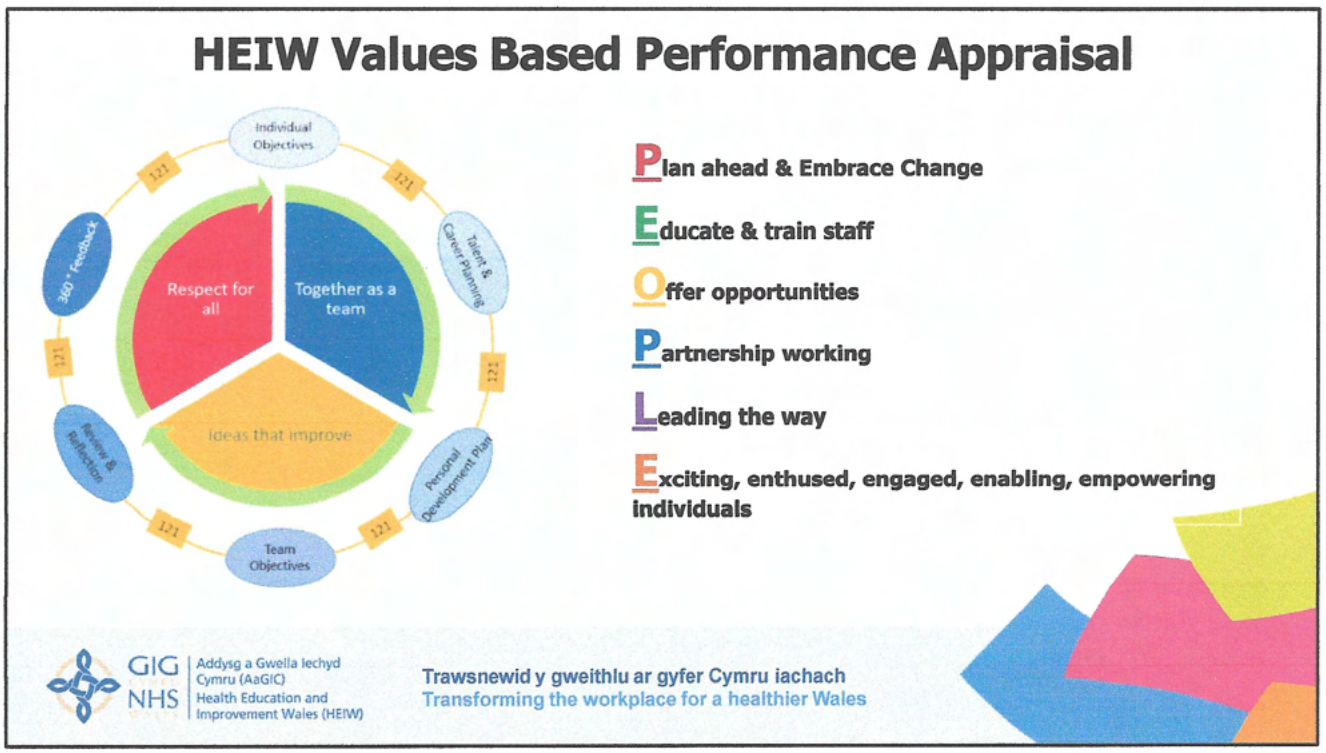


Using coaching and mentoring techniques and embedding programmes into the organisation will support the achievement of our strategic aims.



PADR

Coaching and mentoring techniques are applied in PADRs. Employees are encouraged to reflect on their previous objectives and think about what went well, not so well and what could have been done differently. This is used to facilitate a discussion with the line manager, where open dialogue about future aspirations is held, discussing any potential barriers and how they could be overcome.



HEIW's performance appraisal process is a cross organisation approach whereby organisational objectives are linked through to teams and individual objectives to ensure all staff understand what part they play in achieving the organisations objectives and ultimately contribute to business success. It is also an opportunity to recognise L&D opportunities that will not only help the individual to be the best they can be in their role, but also allow them to pursue their aspirations and progress in or outside the organisation.

The process is made up of both formal and informal stages between the employee and their line manager:

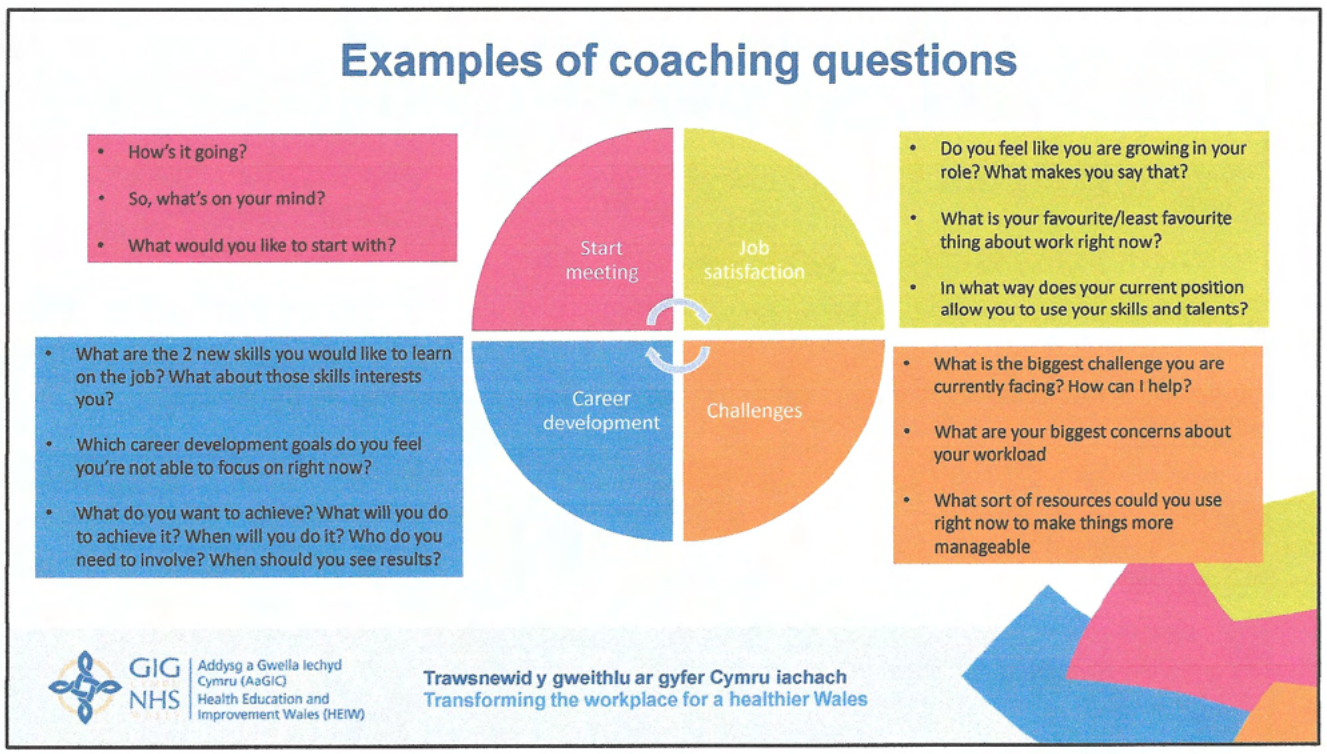
Formal

- Objective setting – agree objectives for following year which are set against the organisations objectives
- Talent conversations – allow individuals to discuss their future aspirations and potential opportunities for development. Opportunity to identify successors to critical posts
- Mid year review – assess progress against set objectives
- Annual review - review outcome of objectives and assess against values and behaviours and set next years objectives.

- Process ensures individuals are developed to enhance and ensure job satisfaction and also support organisational outcomes.

Informal
1:1 discussions –at least monthly to informally monitor progress and discuss challenges and opportunities.
Day to day communication - Taylor (2016) describes this as continually seeking to engage and motivate staff on a day to day basis.

The process incorporates the PEOPLE principles



To start the meeting: Many line managers like to use the same, unassuming opener at each one to one. It may seem boring, but doing so encourages direct reports to drive the conversation by starting with a topic they want to talk about (remember, it's their meeting). The answer will also help you gauge how they're feeling that week.

To gauge job satisfaction: Proactive questions about job satisfaction can help you unearth issues before they become full-blown problems — and lead to unwanted turnover. Some direct reports are more forthcoming than others, so even if the answers to these questions sound positive, listen for clues to deeper issues, and ask plenty of follow-up questions.

To address career development: Some direct reports may have a career path fully mapped out, down to desired promotion dates. Others may have no clue what they want to do next. No matter where your direct reports stand, it's worth bringing up career development in your one to one's to ensure you get the best out of your team and keep people happy in the long term.

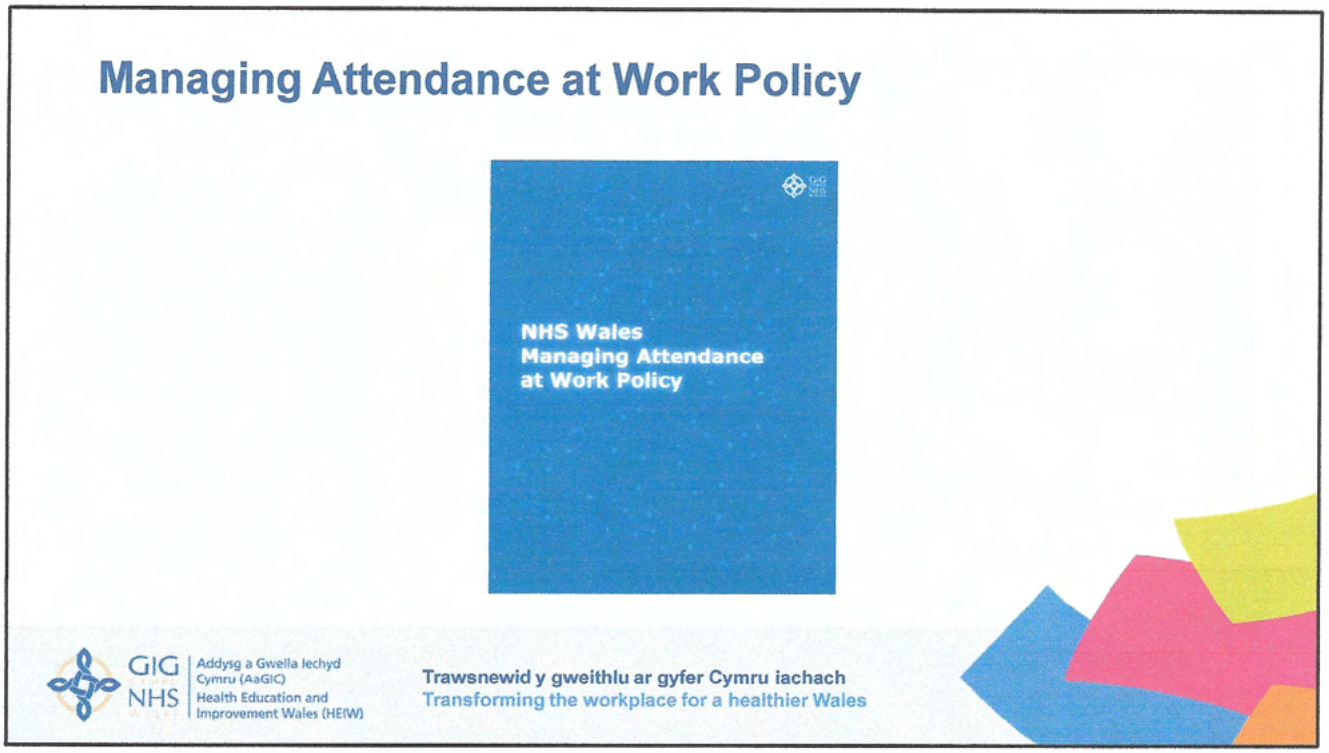
To gauge how the person is feeling about the organisation: These types of questions may yield good ideas you want to pass upward, or at least give you an opportunity to explain why decisions have been made the way they have. They will also give you

insight into another facet of the person's job satisfaction.

To gauge how the person is feeling about the team: You want to be sure your team is functioning at a high level, and here's a chance to uncover problems and opportunities that will benefit everyone.

To learn your direct report's biggest challenges: For some, discussing a challenge is like admitting a failure. Let your direct report know that you want to hear about his or her concerns because you care about making things better.

To coach a direct report on a particular issue or challenge: Coaching can be a powerful way to encourage, empower, and help direct reports to solve their own problems. Ask questions that help the person establish a goal outcome, explore the situation, generate a set of potential solutions, and finally plan the way forward.



MAAW

The People Team can:

- support managers to foster good working relationships and high levels of interpersonal trust, through coaching and development activities.

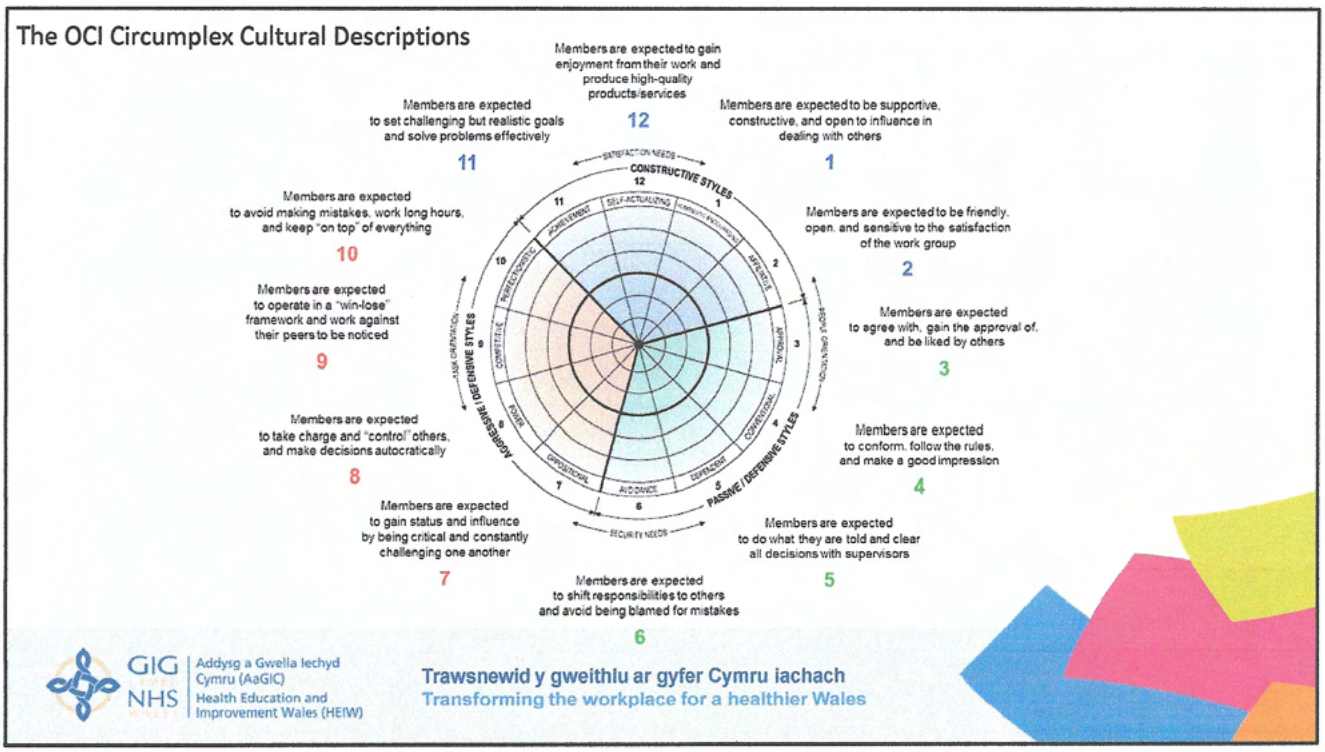
Managers can:

- Maximise the impact on NHS services by supporting employees in doing the jobs they have agreed to do and through the Managing Attendance at Work Policy, using a proactive and preventative approach.
- Develop a positive working environment and foster a culture of support for staff.
- Actively encourage the employee to participate in intervention in a timely manner, e.g. attendance at occupational health appointments, and engaging with services available and self-help action.
- Create an environment, which is conducive to health and wellbeing, and in which a low sickness absence record and regular attendance at work is expected.

Employees:

- Be responsible for their own health and wellbeing
- Must consider whether there are any reasonable / tailored adjustments that may

help them to remain in work or return to work at the earliest opportunity.



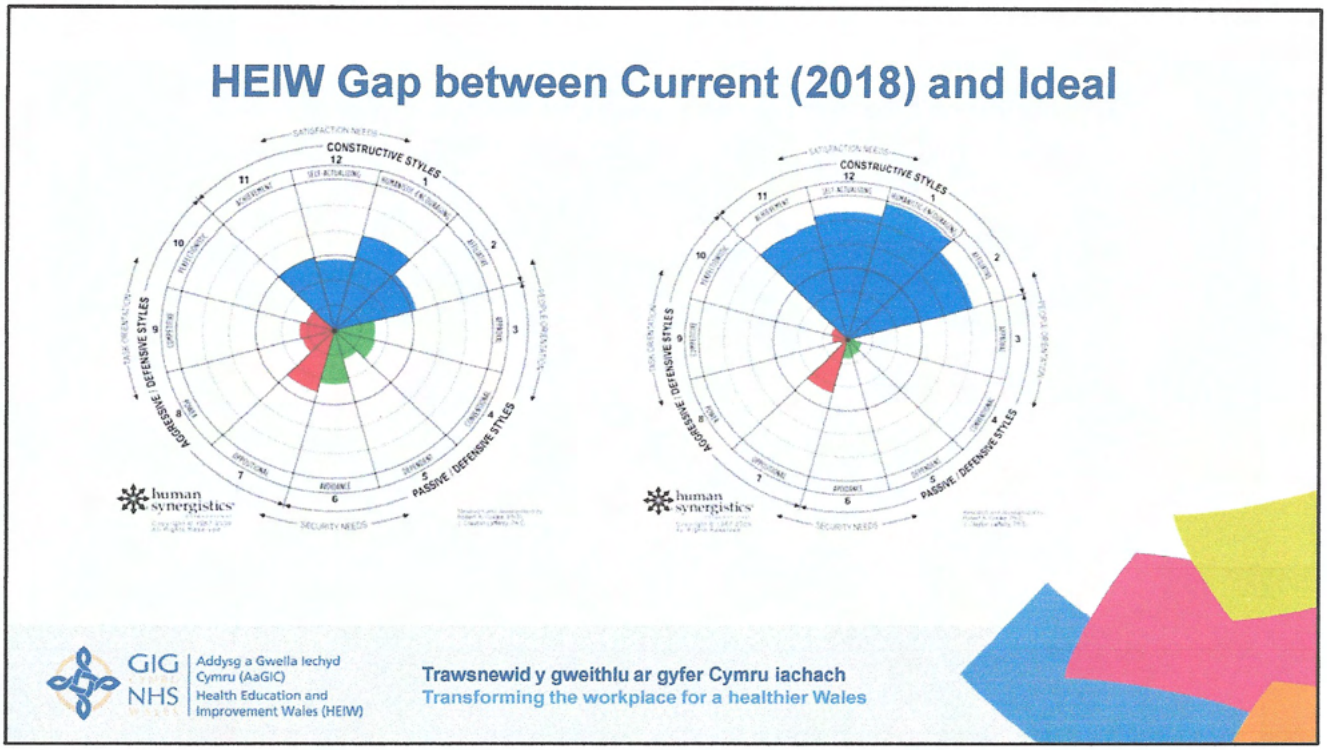
Constructive Cultures are associated with effective organisations.

Passive Defensive cultures are about survival/security/keeping your head down
Aggressive Defensive is about survival by competing, controlling, arguing etc

They all serve a purpose – Banking tends to have consciously drive for some red (targets, competition etc) whereas public sector is often more passive, regulation and conforming (huge generalisation but borne out of the research

All organisations when describing their ideal are predominantly constructive

Black circle in middle is 50%ile – anything above this is likely to be a noticeable cultural norm in the organisation
Less than 50% then it is there but less stringly)or in pockets/not frequent or not consistent



The wheel on the left shows HEIW's culture prior to establishment in October 2018. This demonstrates some negative culture elements that go against a culturing culture, including task orientation behaviours, which are aggressive/defensive in style as well as some security needs, demonstrating passive/defensive behaviour. These culture behaviours can be a barrier and there needs to be a strong shift towards more constructive culture styles.

Prior to October 2018, staff in legacy organisations were asked what culture they would like to see (right hand side wheel). They said they wanted to have a culture that used more constructive styles encouraging supportive, constructive styles when dealing with others as well as being open. As HEIW builds on the development of a coaching culture, this shift should naturally happen.

The culture assessment is due to be repeated shortly and it will be interesting to see what impact the initiatives carried out over the preceding two years has had on the organisation culture and whether the organisation has moved towards a more coaching culture, using more supportive and constructive styles.

125

HEIW offering

GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

AcademiWales



Internal
ILM Certificate in Effective Coaching and Mentoring (Lv 3, 5 & 7)

External
Access to external coaches and mentors – free of charge!

Informal
Team meetings
1:1s
Peer Support Groups
New Starters Network

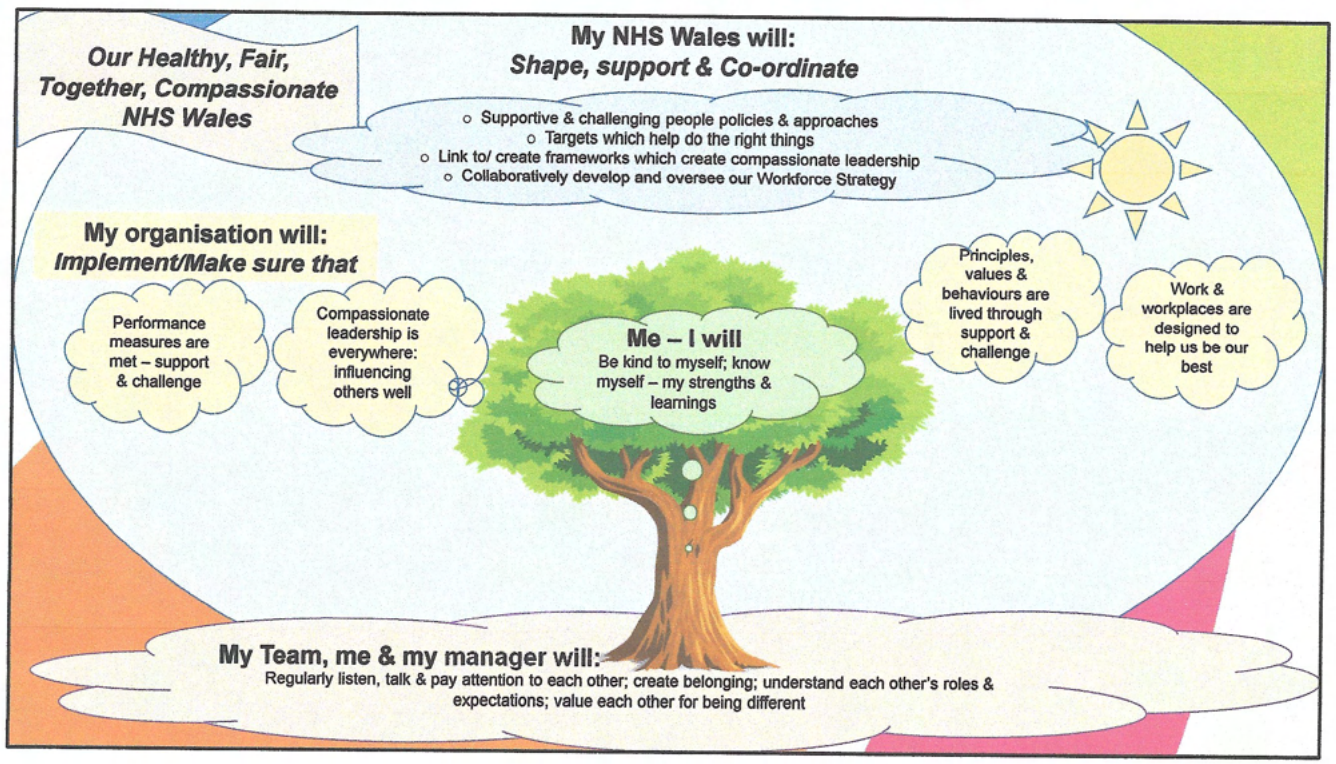
GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

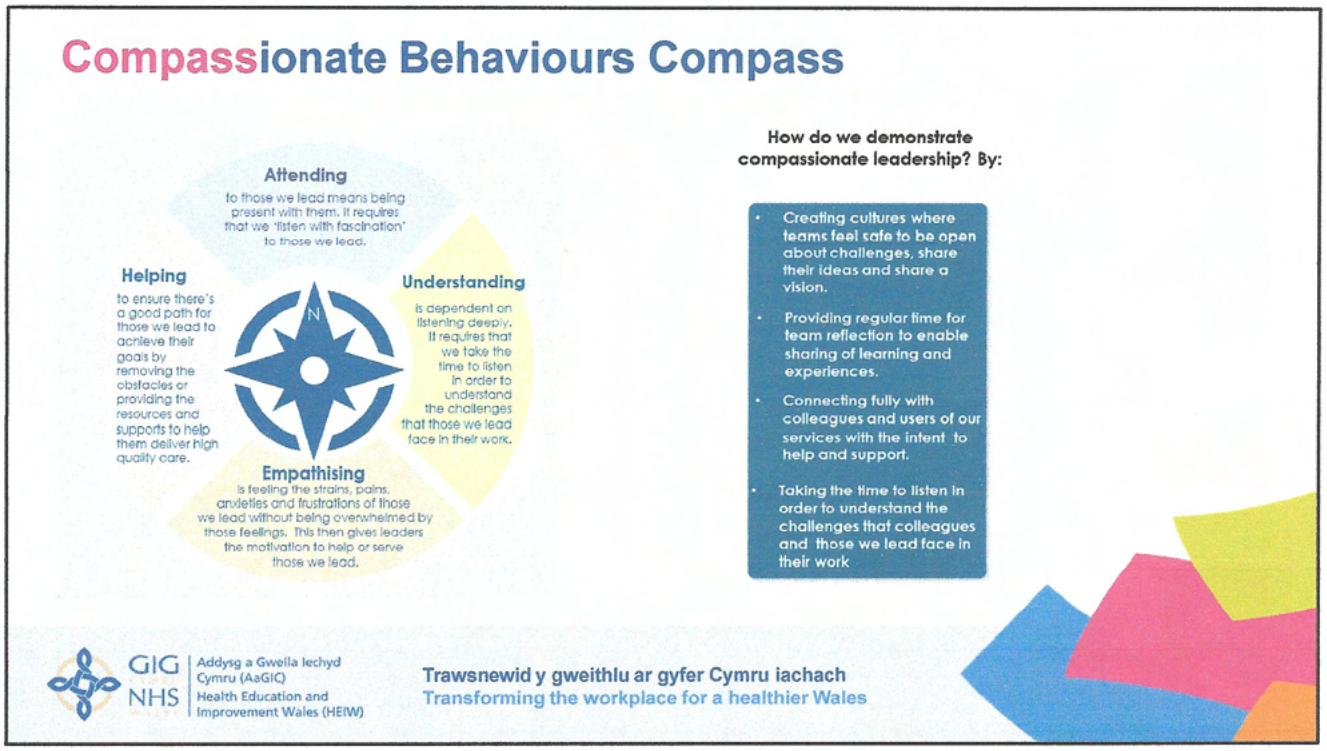
Speak with your line manager or the People Team to discuss these opportunities and how you can access services and opportunities.

Programme Outline Example (Lv5)

- 5 days of experiential learning.
- 5 x co-supervised coaching sessions.
- Detailed training manual.
- Lifetime access to your course on Udemy.com (a complete coaching and mentoring training programme in video eLearning format)
- On-line assessment, support and feedback.
- Provision of group, tutor and peer supervision.


Our Healthy, Fair, Together, Compassionate NHS Wales
My NHS Wales will:
Shape, support & Co-ordinate
Supportive & challenging people policies & approaches
Targets which help do the right things
Link to/ create frameworks which create compassionate leadership
Collaboratively develop and oversee our Workforce Strategy
My organisation will:
Implement/Make sure that
Performance measures are met – support & challenge
Compassionate leadership is everywhere: influencing others well
Me – I will
Be kind to myself; know myself – my strengths & learnings
Principles, values & behaviours are lived through support & challenge
Work & workplaces are designed to help us be our best
My Team, me & my manager will:
Regularly listen, talk & pay attention to each other; create belonging; understand each other's roles & expectations; value each other for being different

127



HEIW is leading the way on Compassionate Leadership. The promoted principles associated with this approach prepare the organisation for moving towards a coaching culture and are behaviours that are required of all effective coaches and mentors.

HEIW behaviours

Actively Listen – make time to listen, to hear and to respond to everyone's views	Seek to understand alternative view points	Challenge **constructively** and **objectively**, dealing with disagreement quickly & respectfully
Respect other people's expertise and trust others to do their job	Treat people **fairly** and **equitably**	Value all differences
Seek out, recognise and value knowledge and experience from others	Openly receive contributions from colleagues & partners	**Work hard for each other**, contribute our best, whether supporting or leading
Work **collaboratively**	Be open and transparent and work towards **shared objectives**	Be creative, curious, future thinking
Drive informed innovation & improvement for patients, staff and learners	Have fun!	Challenge the status quo, suggesting **constructive solutions**
Empower staff, teams and partners to improve	Seek out and respond to feedback	**Celebrate success**
Embrace and learn from mistakes	Focus on **"whys"** – the purpose and the outcome	**Create** and **protect time**

GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

Our values and behaviours have been developed by us, the 400 plus people who have come together as a team to form HEIW. They reflect our thoughts, feeling and beliefs in how we will, and, wont behave and trust others. They reflect how we will carry out our work and support the delivery of health and social care to the people of Wales.

Whilst displaying all the behaviours is essential for all employees, the behaviours highlighted in green are particularly important for being a effective coach/mentor, linking back to best practice.

Actively listen
Collaborative working – working towards shared aims & objectives
Focus on the "whys" and empower coachees/mentees to come up with their own solutions
Be fair and equitable
Challenge constructively and objectively to help the coachee/mentee to learn
Commit to the relationship
Celebrate when things go well
Time should be protected with no interruptions. Give your whole self to the individual.

Develop shared behaviours

Pause & breathe → **Listen & ask questions** → **Be kind and helpful**

Reinforce







GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

Developing a workplace where we all have time to pause and breath, listen to each other and ask questions, offering considered, helpful suggestions will encourage a coaching approach to our work and relationships. These are reinforced by policy, the compassionate leadership principles and demonstrated by our success in achieving awards and national recognition.

From



Tasks, action and doing

Instruct, comply hierarchy

Consistency – treat everyone the same

Passive

To





Coach & facilitate

Relationships and conversation

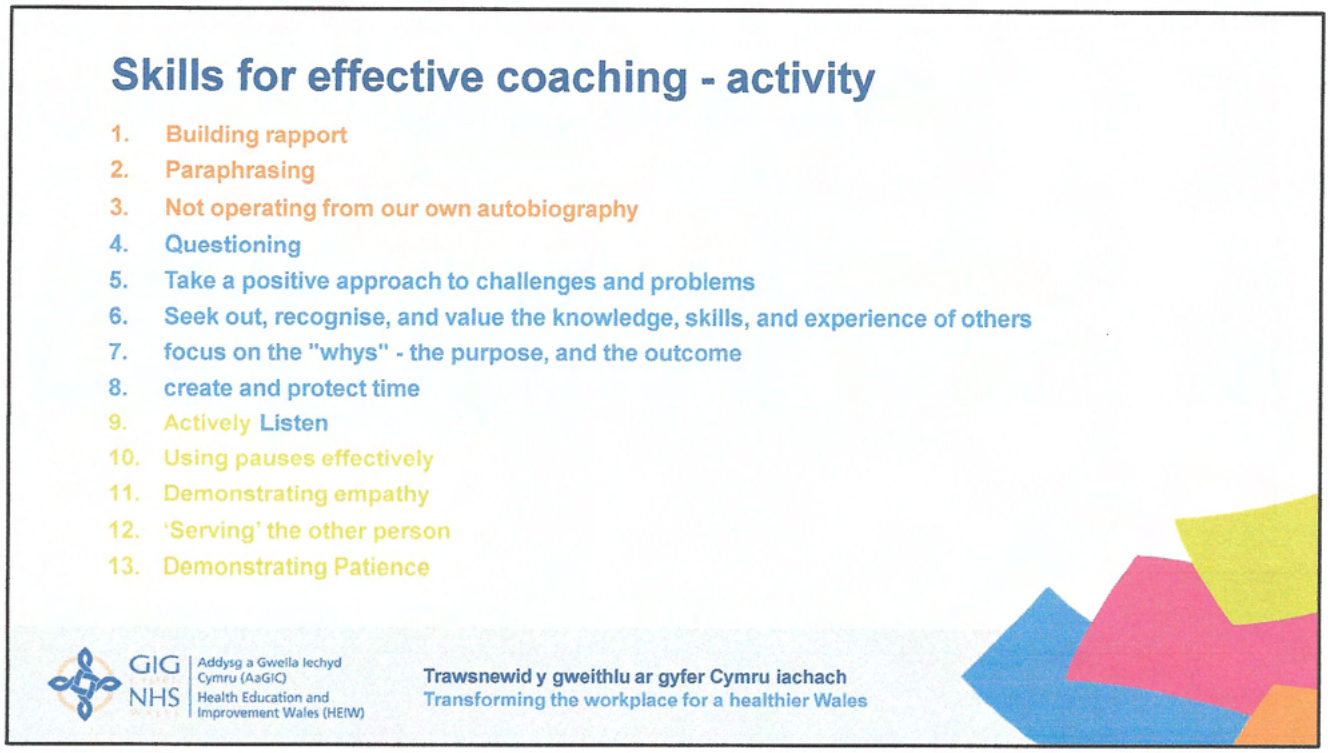
Individuals and local teams make decisions

Everyone is different, individual and diverse

GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

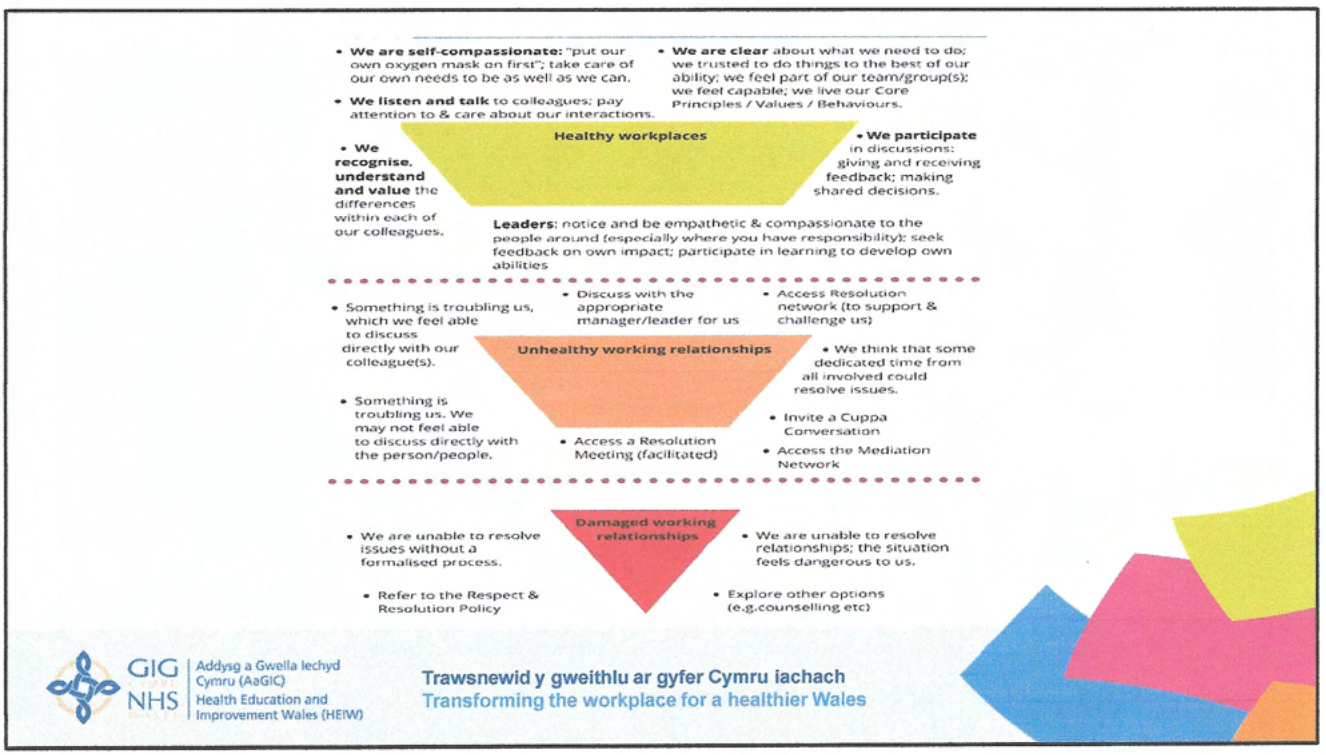
131

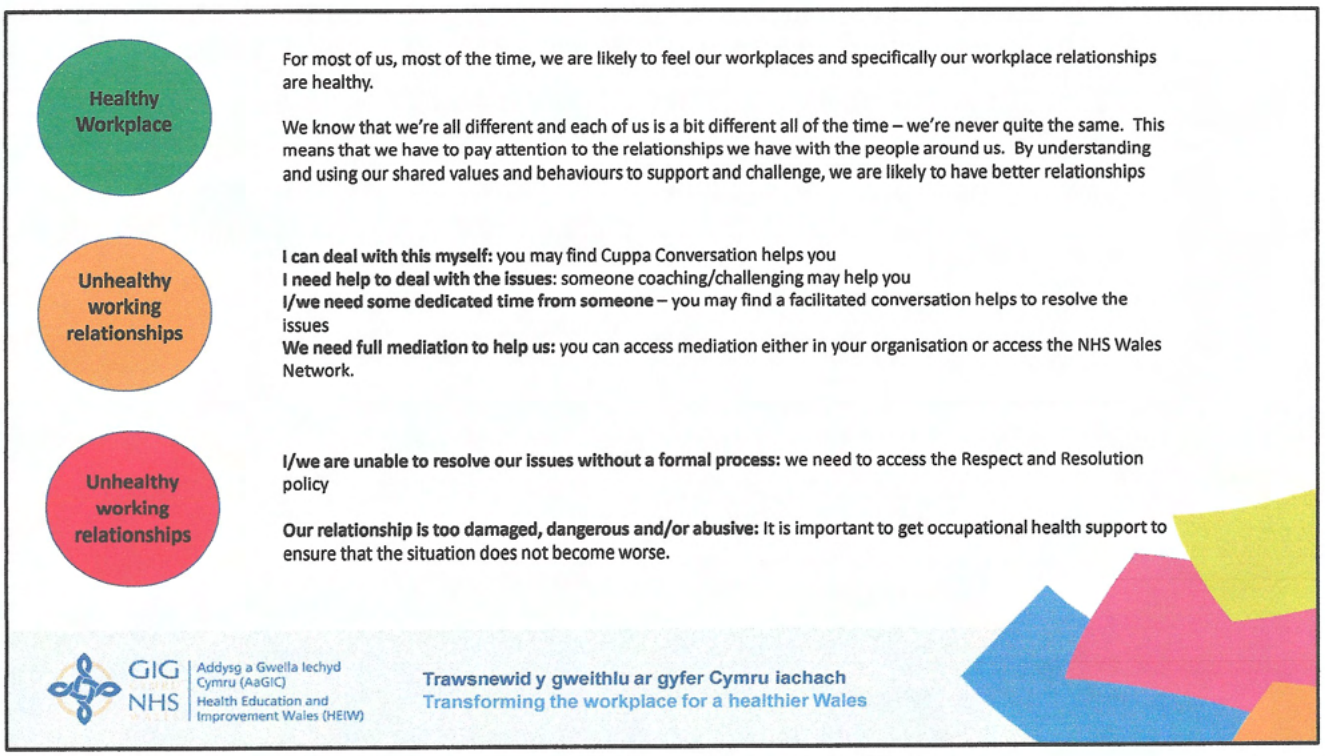


Orange - Active responsibility
Green - Compassion
Blue - Behaviours


GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)
Healthy working relationships
Promoting a coaching culture

133


• **We are self-compassionate:** "put our own oxygen mask on first"; take care of our own needs to be as well as we can.
• **We listen and talk** to colleagues; pay attention to & care about our interactions.
• **We are clear** about what we need to do; we trusted to do things to the best of our ability; we feel part of our team/group(s); we feel capable; we live our Core Principles / Values / Behaviours.
Healthy workplaces
• **We recognise, understand and value** the differences within each of our colleagues.
• **We participate** in discussions; giving and receiving feedback; making shared decisions.
Leaders: notice and be empathetic & compassionate to the people around (especially where you have responsibility); seek feedback on own impact; participate in learning to develop own abilities
• Something is troubling us, which we feel able to discuss directly with our colleague(s).
• Discuss with the appropriate manager/leader for us
• Access Resolution network (to support & challenge us)
Unhealthy working relationships
• We think that some dedicated time from all involved could resolve issues.
• Something is troubling us. We may not feel able to discuss directly with the person/people.
• Access a Resolution Meeting (facilitated)
• Invite a Cuppa Conversation
• Access the Mediation Network
Damaged working relationships
• We are unable to resolve issues without a formalised process.
• We are unable to resolve relationships; the situation feels dangerous to us.
• Refer to the Respect & Resolution Policy
• Explore other options (e.g.counselling etc)
GIG NHS
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)
Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales



Support is available whatever the state of your relationship. There are a number of informal mechanisms that can be utilised, including the HEIW cuppa conversation initiative along with qualified coaches and mentors who can assist. Mediation can also be an informal intervention, facilitated either by your line manager, a member of the People Team or someone external to the organisation. HEIW has access to NHS Wales trained mediators, so you do not need to use someone internal if you would prefer.

If poor relationships are unable to be resolved using informal options, policies are available which implements a formal process which will involve support from the line manager and People Team. The offer of support to both parties is essential to help them manage what can be a very difficult and challenging time.


GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)
Ein Myfyrdodau
Our Reflections
Ein Penderfyniadau
Our Decisions
Ein Dyfodol
Our Future



What's different?

It is good for us & our patients when we…

Listen, pay attention & talk to each other

Reflect: good, could be better & action

Get involved: in the survey & making decisions afterwards

GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

137



So now what?

Look at the results!

Talk to your colleagues

Decide what you're going to do next

Let other people know what they need to do to make your work/workplace better

GIG NHS
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales



2021 and beyond?

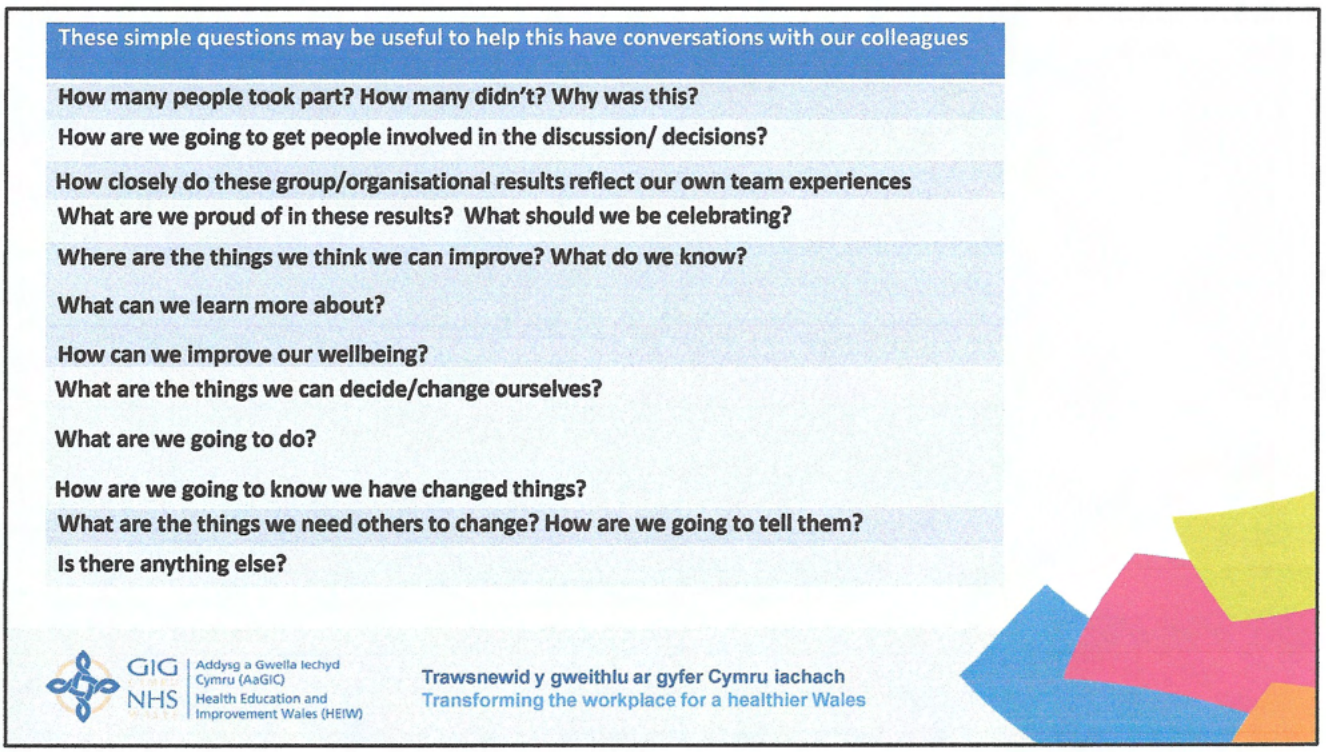
Short simple more "surveys"

Leaders/teams measured on taking part:
In surveys & in follow-up conversations

More & better conversations
& relationships

GIG NHS | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales



You can use these prompts with your teams to encourage discussion, make change and improve relationships.

140


Get involved
make a difference!
GIG NHS
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)
Trawsnewid y gweithlu ar gyfer Cymru iachach
Transforming the workplace for a healthier Wales

Emma Carrington (HEIW)

EV39

From: Jeremy Ashdown (HEIW)
Sent: 12 March 2021 16:42
To: Ruth Taylor (HEIW)
Cc: Emma Carrington (HEIW)
Subject: RE: Coaching and mentoring resource support

Hi Both

Many thanks for our meeting and for kindly sending me this information. This is very comprehensive indeed and will be very helpful in evaluating our current coaching offer. The slides are very comprehensive and I will use these to support our future coaching offer and management development programmes.

Thanks again both for all of your support throughout. Hope that you have a great weekend.

With kind regards

Jeremy

From: Ruth Taylor (HEIW) <Ruth.Taylor@wales.nhs.uk>
Sent: 12 March 2021 12:34
To: Jeremy Ashdown (HEIW) <Jeremy.Ashdown@wales.nhs.uk>
Cc: Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>
Subject: Coaching and mentoring resource support

Hi Jeremy

Thank you for meeting with us this morning to discuss the resources we have developed following our discussion a few weeks ago.

Please find attached a slide pack, draft contract and two surveys.

BW

Ruth and Emma

Ruth Taylor

Cynghorydd Gyrfaoedd ag Ehangu Mynediad

Addysg a Gwella Iechyd Cymru (AaGIC)

Ty Dysgu
Cefn Coed
Nantgarw
Cardiff
CF15 7QQ
Ffôn: 01443 846380
We: aagic.gig.cymru
@AaGIC_GIG

Careers & Widening Access Advisor

Health Education and Improvement Wales (HEIW)

Ty Dysgu
Cefn Coed
Nantgarw
Cardiff
CF15 7QQ
Telephone: 01443 846380
Web: heiw.nhs.wales
@HEIW_NHS

NHS Wales welcomes correspondence in Welsh or English. Corresponding in Welsh will not lead to any delay.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Health Education & Improvement Wales
Coaching Contract

Coaching aims to *unlock a person's potential to maximise their own performance* (Gallway,1975). HEIW'S organisational commitment to coaching is outlined within our values and behaviours; Together as a team, Ideas that Improve and Respect for all.

This agreement is made between [client name] and [coach name] for a number of coaching sessions

It is the responsibility of both the coach and the coachee to review this contract together in an introductory session to ensure mutual understanding of the roles and responsibilities associated with this coaching relationship.

The Coach's Ethical Approach

The purpose of the coaching relationship is to support the coachee to achieve their goals. In this relationship, the coachee's agenda is at the heart of the relationship and will be worked on in partnership by both the coach and coachee. The style of coaching is non-directive. As your coach, I do not have the answers to your issues, but I am committed to working and supporting you to explore them and help you identify how you can move forward. Whilst I cannot guarantee results, I will always do my best to help you achieve the best for yourself. You will only get out of it what you put in.

I will treat and respect all that you choose to share with me in the strictest confidence. However, there may be times where something you share with me needs to be shared more widely, but we will discuss this first to ensure you are comfortable and, where possible, you will take the lead when sharing this information with others.

I may be required to share generic information regarding learning needs, how public services are faring generally or other points that can help inform further programmes. However, this information will not be shared unless I can guarantee complete confidentiality.

As an internal coach to NHS Wales, I work with a variety of people who may or may not be known to you. I will make you aware if there is likely to be a conflict of interest. Where we work together and there is knowledge of others, we will focus on your individual situation and your responsibilities. I will therefore maintain confidentiality and not refer to any situations or knowledge I have about these individuals gained from my interactions with them. No notes will be taken during the session, I will simply listen. I will also undertake regular professional coaching supervision.

Either the coachee or the coach is able to exit the coaching relationship without giving any reason, subject to appropriate notice being given

Name of Coach: .....

Signed: ..... **Date** .....

Name of Coachee: .....

I agree that the primary purpose of this coaching contract is to support, maintain and enhance my personal development and performance over an agreed time period. As the coachee, I will select topics for discussion and pursue meaningful goals, be punctual and actively participate. I will commit, to the best of my ability, to the agreed objectives and action plan set out at the end of each session. I give the coach permission to challenge or use silence during our sessions.

Coaching is a non-therapeutic intervention intended for coachees who wish to enhance their performance or improve their work or personal situation. We have both agreed to the parameters of this relationship and discussed any practical implications to us.

We have agreed to meet every ..... week/s for ..... Each session will last a maximum of ..... hours. We will schedule these sessions to coincide with specific pieces of work or situations, so that constructive feedback can be provided, and your objectives and action plan can be reviewed. The scheduling of these session will be jointly agreed by the coach and coachee. Coaching sessions can be rescheduled by either the coachee or the coach with [number of days] notice.

Our first coaching session will be on:

Date: .....

Time: .....

Venue: .....

If for any reason a session is cancelled, we will meet again at the earliest convenient date. The person who has cancelled is responsible for rescheduling the session. Coaches will have their own cancellation policy and will consider how many sessions can be cancelled before the relationship is reviewed with the coachee and termination is considered.

The coachee understands that agreeing to this coaching contract, responsibility sits with them. I will commit to completing any follow up actions that I agree to as part of our coaching sessions, within agreed timescales. All that we discuss will be treated with the strictest confidence, unless we agree that the information can be shared wider.

I agree to complete all evaluation forms during and following the final session.

I will ensure that sessions are scheduled so that they are no interruptions to enable me to provide you with my full attention and interaction.

Any changes in circumstance will necessitate the discussion and agreement of a new coaching contract.

The coach or coachee can request to terminate the agreement at any time if there is a break down in the coaching relationship, inadequate commitment to the process or a lack of satisfactory progress.

This contract will be referred to at the start of each coaching session.

I have read, and agree, this coaching contract.

Signed:

Coachee: ..... **Date: .....**

Coach: ..... **Date: .....**

Line Manager: ..... **Date: .....**

http://www.wales.nhs.uk/sitesplus/documents/1096/coachingguideen%20PSMW.pdf

Evidence 41 - HEIW Compassionate Leadership Aligned to Quality Improvement (2020)

Compassionate Leadership Aligned to Quality Improvement



GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Contributing to the development of HEIW coaching/mentoring processes

I am currently contributing to the development of HEIW coaching/mentoring process within a peers support group which a colleague and I initiated for new starters.

HEIW has onboarded more than 60 new starters, in different directorates since the start of the pandemic. As remote employees can feel isolated it was essential that a sense of belonging was created within HEIWs Workforce directorate team (a team of 20 people).

The peer support group was initiated in September 2020 and is managed and chaired by myself and another colleague. Within this group I'm using coaching and mentoring, through peer mentoring (Art of Mentoring, 2021). This group supplements 1:1 meetings individuals have with their line managers. It also allows the new starters to connect with others in the same position and have a place where they can access hints, tips, and support. I am a key communicator and used the peer support group as a coaching and mentoring platform (Warrik, 2009). I provide support and advice to colleagues within a safe space. I can demonstrate that I am able to handle difficult conversations / situations with emotional intelligence.

The new starters are provided with protected time to attend each meeting. The group meets monthly. The provision of peer support enables employees to talk to others who have a shared experience; offering support to one another in a mutual space in the workplace. It creates a platform to offer mutual support and understanding for employees and increases employee psychological safety, resilience, improves working relationships, performance, and retention, which can therefore help reduce sickness absence etc. It allows employees to check in regularly and provides them with a safe space to turn for feedback or to ask any questions.

HEIW employees now work 100% virtually, and therefore assurance was needed to ensure new starters within the peer support group felt welcome, and had access to all the necessary resources via a virtual process, as they would have done through the pre-existing personal approach. Not only did this approach benefit the new starters and make them feel welcome and part of a team (leading to better performance), it meant that HEIW could continue to recruit during the pandemic and continue a 'business as usual' approach.

I identified objectives and categorized them within a HEIW new starter 90 day check list, which included mandatory tasks, technology, pastoral care, key documents etc. (appendix 1). The checklist is non time specific and can therefore be used repeatedly for new starters. This can also be amended to account for future feedback.

I have set up a team's group, which includes a HEIW compendium of information / useful documents such as Equality Impact Assessment guides, the Access to Learning and Development strategy and the Valued Based Appraisal strategy (inc. PADR form), organisational contact list, board report template. I also included supporting materials to encourage them to collaborate with other team members and build the team spirit. I furthermore arranged a meeting with HEIWs health and safety team to ensure they had the correct equipment at home, to prevent musculoskeletal problems etc. along with a virtual VDU assessment. I have also highlighted the importance of taking regular breaks from their screen an and encouraged the use of HEIW protected time at lunchtime, where no meetings are

permitted. I have furthermore promoted adhoc virtual meetups, as and when individuals need support, such as online coffee breaks which will help them bond. Dewar (2020) advocates 87% of peer support / mentoring programmes boost new hire proficiency. The peer support mentoring has had a positive effect on their morale and their performance (Appendix 2).

Whilst I was not responsible for the whole Health and Wellbeing agenda, I was asked by my line manager to facilitate an introductory meeting with the new starters regarding Health and Wellbeing agenda (Appendix 3). I also accompanied them to other introductory meetings (appendix 4).

I have recently agreed to provide peer mentoring and support to a colleague who has been appointed to my previous substantive post for five months. Prior to the start of her role I felt it was important to meet with XXX to ensure she felt supported and engaged. I facilitate learning and growth i.e. exploring career options, setting goals, and identifying resources to help a mentee discover their own direction (Covey, 1989; Mindtools, 2020; Clutterbuck, 2004 p. 53; TURAS, 2020; Clutterbuck and Megginson, 1997). . It was hoped this would increase levels of confidence, self-esteem, and positive feelings regarding the role. As I had previously been in XXX role, I have been able to provide training on certain aspects of the role whilst maintaining on-going support (when needed). As a role model I have also been able to provide long-term commitment (Appendix 5).

A recent study from HR experts found that the first 90 days of employment is a crucial time for employees to build a rapport with an organisation, its management and their co-workers, which can be implemented with and effective onboarding plan. Thus, everyone benefits when organisational goals and values are shared with employees, while simultaneously showing them how to undertake their jobs. (DIGNEY GRANT, 2020). The importance of coaching and mentoring is reflected within the group along with the potential benefit to new HEIW employees. Within their first three months of employment, employees (LinkedIn, 2018):

- Demonstrated HEIW Values – together as a team, respect for all, ideas that improve.
- Developed a sense of belonging and improved wellbeing.
- Felt part of a flexible team.
- Had improved job satisfaction and retention: employees who experienced an effective onboarding program are 18 times more likely to feel highly committed to their organisation and 30 times more likely to have high job satisfaction (Howard 2020); 59% of HR professionals believe the battle for talent will shift from acquisition to retention (clickboard, 2020)
- Had the ability to meet wider organisation colleagues.
- Demonstrated improved performance: When employees understand their expectations from the beginning, they perform better as they start working. According to clickboard (2020) onboarding increases employee performance levels by 11% ;Access to a support network, offering a safe space to talk about how they are feeling and ask for assistance from their peers.

Lack of support would have detrimental effects on the employee and organisation. A new starter may feel isolated if they do not undergo a satisfactory onboarding process, leading to negative impact on well-being, causing demotivation, decreased performance and feeling undervalued (Judge et al 2001, Lyubmirsky et al 2005; Peccei et al, 2013; Van de Voorde et al 2012; Engage for success, 2014; Bailey et al 2015a, 2015b ; Staw et al 1994; Aon Hewi, 2012). This could ultimately lead to new starters leaving the organisation (Howard, 2020).

HEIW are currently working with Professor Michael West to embed compassionate leadership within the organisation. The aim is for leaders to have stronger connection between people, better collaboration, more trust, strong commitment to the organisation and lower turnover (West, Houards,

2019,2020; Deeny & Hardy, 2018; West & Baily, 2019, 2020; Roffey Park Institute, 2016; McKinsey, 2020; Martinuzzi, 2009/2020; Poorkavoos,2020). A key objective within the peer support group is to provide new starters with a safe space to communicate any concerns, whilst considering the implications virtual on boarding may bring. Kuepers (2020) refers to higher standards & expectations and highlights both candidates and new hires want to know how organisations engage their workforce during these complicated, arduous times. This kind of intel reflects the level of an organisation's integrity, empathy, and compassion. It's important that HEIW continue to embed the compassionate leadership ethos within coaching and mentoring going forward ; to pay close attention to people and the challenges they are facing (i.e. change) both inside and outside work, responding with empathy by taking thoughtful and appropriate actions.

Open lines of communication within the peer support group have ensured we build trust and minimised stress with the new starters and existing members, who can also share knowledge and skills. It has created a level of trust and given employees a voice that will persevere during the employee's employment within HEIW (Stringer, 2020; Fast Company, 2021;Beer et al, 1984; Heller et al., 1998; Fox, 1985; Verma, 1995; Marchngton and Wilding, 1983, p32; CIPD, 2013, 2020; Silverman, 2014; Engage for Success, 2020; Judge et al 2001, Lyubmirsky et al 2005; Van de Voorde et al 2012; Engage for success, 2014; Bailey et al, 2015a, 2015b; Dylag et al 2013; Zelenski et al, 2008; Gallup, 2013, 2015; Deeny, 2018; West & Baileys, 2019 & 2020; Poorkavoos, 2020; Mckinsey, 2020; Cai *et al,* 2018; Smollan, 2013)

The tone of the communication used within the peer support group was important as it develops a consistent tone of voice across all stakeholder connections to HEIWs brand, including all social media channels, which makes them seem genuine and employees and stakeholders feel at ease (CIPD, 2020; Whitehouse, 2018; Imperial College London, 2020). The new starters were informed HEIW encourage employee feedback and embed employee voice within communication methods for obtaining feedback via (CIPD, 2013; Silverman, 2014; Engage for Success, 2020):

- Online communication tools such as Microsoft Teams
- A dedicated email address with a mailbox for employees to send any questions or concerns
- An already established staff forum or newly set-up forum which represents employee voice during the current situation.
- Digital area such as a staff intranet.

I recognised working from home can be isolating, especially new staff. I therefore check in with new employees daily, as the intention is to maintain relationships, provide psychological safety and keep employees healthy, especially during the pandemic. We scheduled daily calls or video chats with new employees to help them feel like part of the team and give them the opportunity to ask questions. This allowed me to predict how employees may react, so that I could, help them make their own personal transitions. This helps make sure they have all the guidance and support they require/need such health and wellbeing resources i.e. Counselling services etc. I have recently undertaken a gap analysis to implement an EAP service within HEIW (refer to EV24)

My colleague and I recently held a peer support focus group to ensure members felt listened to and their views and opinions regarding a future onboarding process within HEIW was taken onboard (Appendix 6) Positive responses were received (Appendix 7).

HEIW advocate that all employees are provided with an environment and opportunities that encourage and enable them to make choices that support their well-being and lead healthy lives, which is supported by staff health and wellbeing charters (Caring for People who Care, 2018; Caring to change, 2017). The NHS Wales Charter (2019) highlights the joint responsibility of managers and individual employees to work together, encourage healthier life style and choices, support each other

in the workplace and promote effective management of sickness when employees cannot work through ill health or are at the risk of having to take sick. In this instance peer support, we would make sure support mechanisms are in place and signpost resources i.e. EAP and counselling however, we understand our own boundaries, and would signpost the new starters to a manager if appropriate. This reinforces the importance of the line manager relationship within a coaching and mentoring process (Kubler-Ross, 1969; Gregory, 2020; Holbeche & Matthews 2012; Graen, 2008; Gallup, 2008, 2015).

Measures are currently in place within HEIW to make sure conflict is resolved in a positive manner, and mechanisms are clear such as policies and procedures i.e. Healthy Working Relationships. Managers should constantly monitor the situation and act asap. It's essential that the process is quick to alleviate anxiety etc. (Holbeche & Matthews 2012; Graen, 2008; Gallup, 2008, 2015)

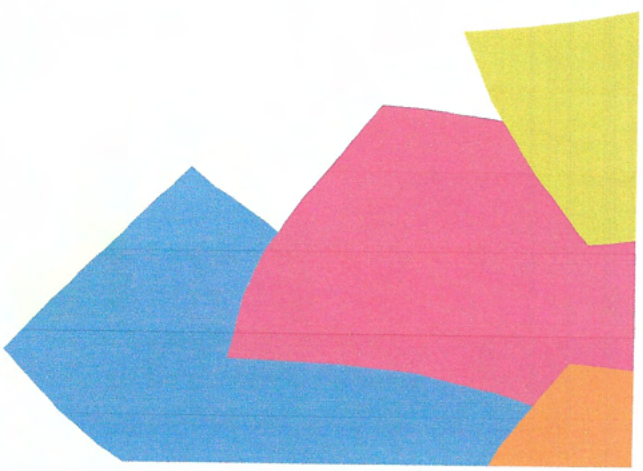
Appendix 1

GIG CYMRU NHS WALES
Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

HEIW New Starters Checklist – First 90 days

	Day 1	Week 1	Month 1	Month 2	Month 3
Meet the team	✗				
Team/HEIW overview	✗				
Tour of the building	✗				
ID badge	✗				
IT setup/collection	✗				
Printer setup	✗				
Sickness process	✗				
DSE/Risk assessments	✗				
Mandatory					
Corporate Induction			✗		
Mandatory training			✗		
Objective setting			✗		✗
Personal details on ESR		✗			
Technology					
Using ESR		✗			
Using Teams/Skype	✗				
Using Expenses				✗	
Using Service Desk				✗	
Room bookings		✗			
Intranet		✗	✗		
Using Oracle				✗	
Using Y Ty Dysgu			✗	✗	✗
Pastoral					
WOD Peer support group			✗	✗	✗
H&WB web pages		✗			
Social teams channels			✗		
Organisational groups			✗	✗	✗
Meet other teams			✗	✗	✗
Regular team catch ups	✗	✗	✗	✗	✗
Key documents					
IMTP		✗			
A Healthier Wales			✗		
Future Generations			✗		
Workforce Strategy for H&SC			✗		
Key HEIW policies			✗		
Other					
Tasks to increase understanding of team and HEIW		✗	✗	✗	✗

*Timescales are subject to change due to COVID-19



Emma Carrington (HEIW)

Appendix 7

From: Rubecca Williams (HEIW) <Rubecca.Williams@wales.nhs.uk>
Sent: 07 January 2021 12:26
To: Ruth Taylor (HEIW) <Ruth.Taylor@wales.nhs.uk>; Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>
Subject: RE: Meeting

Hi both,

General Support:
My experience within HEIW has been fantastic. From the positive experience at my interview and the communication prior to my start date to the great welcome and continued support I receive, including my 1:2:1 and team meetings.

Although the nature of operation is different to other environments I have worked in, I've actually really enjoyed being able to work virtually. The introduction of the peer support group, newcomers network, having introductory meetings with other teams and the opportunity to be part of networks such as the health & wellbeing group has meant that I feel part of the organisation, connected and supported.

The peer support group in particular, which is run by Emma and Ruth has been of real value to me from both a work and personal point of view with giving me an informal, safe space to talk which I find really beneficial and I very much hope the group is able to continue.

Thank you.

Rubecca Williams
Cynorthwy-ydd Gyrfaoedd ac Ehangu Mynediad | **Careers and Widening Access Assistant**
Addysg a Gwella Iechyd Cymru (AaGIC) | Health Education and Improvement Wales (HEIW)
aagic.gig.cymru | heiw.nhs.wales

@AaGIC_GIG **@HEIW_NHS** **@NHSWalesCareers**
NHSWalesCareers

Helpwch arbed papur – oes angen i chi printio'r e-bost yma?
Help save paper - do you need to print this e mail?

From: Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>
Sent: 07 January 2021 10:35
To: Beckie Chandler (HEIW) <Beckie.Chandler2@wales.nhs.uk>; Sion Ford (HEIW) <Sion.Ford@wales.nhs.uk>; (Rebecca.Hawkins@wales.gsi.gov.uk) <Rebecca.Hawkins@wales.gsi.gov.uk>
Cc: Ruth Taylor (HEIW) <Ruth.Taylor@wales.nhs.uk>
Subject: Meeting

Hi all ,

Thank you so much for attending the meeting this morning, the support and comments from you guys has been invaluable and will help with future onboarding and further shaping of the peer support group.

As mentioned this morning Ruth and I would really appreciate a personalised paragraph outlining your feedback along with any comments / observations in relation to your experience so far.

If you need any further information, Ruth and I are happy to catch up further.

Emma Carrington (HEIW) Appendix 2

From: Sion Ford (HEIW)
Sent: 11 January 2021 15:33
To: Emma Carrington (HEIW)
Subject: CIPD Paragraph

Hi Emma,

Hope you had a good weekend. Sorry I didn't send this through last week, slipped my mind, but here's the "testimonial" paragraph for your CIPD:

"Emma's helped with setting up a group for myself and other colleagues where we can discuss what's going on with us, personally and professionally. The biggest achievement in her doing that is that it really is a safe space for us to have honest conversations – to be able to do that as a new starter has helped me to feel a part of the team and in a wider sense a part of the organisation; I don't feel like someone on the outside. Emma's also been instrumental in arranging some fantastic training opportunities, which have also really helped in their own way toward settling me into the organisation and feeling like I've met and established relationships with colleagues (even when we've never met face-to-face)."

Cofion Regards

Siôn Ford (He/Him)
Swyddog Gyrfaoedd ac Ehangu Mynediad Careers and Widening Access Officer
Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Cymraeg

aagic.gig.cymru heiw.nhs.wales

@AaGIC_GIG **@HEIW_NHS** **@NHSWalesCareers**

NHSWalesCareers

Helpwch arbed papur – oes angen i chi printio'r e-bost yma?
Help save paper - do you need to print this e mail?

Appendix 3

From: Emma Carrington (HEIW)
To: Sion Ford (HEIW); Rubecca Williams (HEIW); Beckie Chandler (HEIW)
Subject: Introductory meeting: Health and Wellbeing
Start: 3 September 2020 09:30:00
End: 3 September 2020 10:30:00
Location: Microsoft Teams Meeting

Hi all,

I would like to take this opportunity to congratulate you on your new post and welcome you all to HEIW.

As part of the induction process, Sharon is keen for you to meet with all directorates. As part of your induction, I would like to invite you to a meeting I will be facilitating, to discuss the HEIW Health and Wellbeing agenda, along with the link to the national programme.

If the above date and time is not convenient, please let me know and I will do my best to arrange an alternative.

I look forward to meeting with you.

Kindest regards,

Emma

Microsoft Teams meeting

Join on your computer or mobile app

Click here to join the meeting <https://teams.microsoft.com/l/meetup-join/19%3ameeting_MjIxZTY4OTMtMmJhOS00NDdjLTlmYmYtOWYxZmM4NmM0YjA0%40thread.v2/0?context=%7b%22Tid%22%3a%22bb5628b8-e328-4082-a856-433c9edc8fae%22%2c%22Oid%22%3a%229d392f85-3fa4-4863-925c-d928ebc5e4da%22%7d>

Join with a video conferencing device

teams@nhswales.onpexip.com <mailto:teams@nhswales.onpexip.com>

Video Conference ID: 124 345 411 3

Alternate VTC dialing instructions <https://pexip.me/teams/nhswales.onpexip.com/1243454113>

Or call in (audio only)

+44 20 3321 5246,,135096249# <tel:+442033215246,,135096249#> United Kingdom, London

Phone Conference ID: 135 096 249#

Find a local number <https://dialin.teams.microsoft.com/c74cc4b4-ef99-4ee1-8880-bfd7bfcd6d5c?id=135096249> | Reset PIN <https://mysettings.lync.com/pstnconferencing>

<http://home.wales.nhs.uk/teams/nhs-logo.png>

Learn More <https://aka.ms/JoinTeamsMeeting> | Meeting options <https://teams.microsoft.com/meetingOptions/?organizerId=9d392f85-3fa4-4863-925c-d928ebc5e4da&tenantId=bb5628b8-e328-4082-a856-433c9edc8fae&threadId=19_meeting_MjIxZTY4OTMtMmJhOS00NDdjLTlmYmYtOWYxZmM4NmM0YjA0@thread.v2&messageId=0&language=en-US>

Appendix 4

Workforce & OD New starter introductory meetings

Area	Lead	Date
Apprenticeships	Liz Hargest	3 September 2020
Communications	Helen Cade	3 September 2020
Health & Wellbeing	Emma Carrington	3 September 2020
Nursing	Dawn Baker-Lari	8 September 2020
Digital, E-learning & content development	Jay Bevan & Tim Nicholls	8 September 2020
Equality, Diversity & Inclusion	Emma Kwaya-James	9 September 2020
People Team	James Coglan	10 September 2020
Data & Analytics	Leigh Butler Julie Trebble	10 September 2020
Welsh Language	Huw Owen	10 September 2020
Healthy Working Relationships	James Moore	17 September 2020
Graduate Programme	Emma Barnes-Lewis	17 September 2020
Compassionate Leadership	Emily Millar	17 September 2020
Learning & Development	Jeremy Ashdown	7 October 2020
Workforce Transformation	Gail Harries-Huntley Krysia Groves	19 October 2020
Workforce Planning	Clem Price Dee Udeze	19 October 2020
Allied Health Professionals	Wendy Wilkinson	20 October 2020
Education Contracting	Denise Parish	26 October 2020
Pharmacy	Bethan Broad	28 October 2020
Commissioning & Quality	Chrissy Love	29 October 2020
Social Care Wales	Andrew Bell	29 October 2020
Talent & Succession Planning	Jackie Parsons	26 November 2020
Train.Work.Live	Hilary Hopkins	5 January 2021
Welsh Health Student Forum	Carly Powell	14 January 2021
Widening Access	Sharon Evans	18 January 2021
Medicine	Tom Lawson	29th January 2021
Dentistry	Kirsty Moons	4th February 2021
Midwifery	Kerri Eilertsen-Feeney	15th February 2021

Emma Carrington (HEIW) Appendix 5

To: Carole Roberts (HEIW)
Subject: RE: Catch Up

Morning Carole,

Thank you Carole, I'm glad you are finding our time and the peer support group beneficial. A catch up sounds good, I'll send you a meeting request for next week.

Have a lovely weekend.

BW

Emma

From: Carole Roberts (HEIW) <Carole.Roberts2@wales.nhs.uk>
Sent: 10 March 2021 15:14
To: Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>
Subject: Catch Up

Hi Em,

Hope you're settling in to your new role.

Thank you for your support to date. I'm finding our catchups and the peer support group really beneficial. They have boosted my knowledge and skills within the Health and wellbeing team and allowed me to feel part of a wider team.

Would we be able to catch up when you have some time? Claire has asked if I can liaise with you on 'Time to Change' to see what the position is and what I need to do to move forward with this?

Best wishes

Carole

Carole Roberts

Cynorthwydd Gweinyddol– **Admin Assistant**

Addysg a Gwella Iechyd Cymru (AaGIC) - **Health Education and Improvement Wales (HEIW)**

e-bost:/email: **Carole.Roberts2@wales.nhs.uk**

aagic.gig.cymru /heiw.nhs.wales

@AaGIC_GIG **@HEIW_NHS**

Croesawn ohebiaeth yn Gymraeg ac ni fydd hyn yn arwain at oedi. Rhowch wybod inni a hoffech ohebiaeth Gymraeg/Saesneg/dwyieithog yn y dyfodol.

Appendix b

From: Emma Carrington (HEIW)
To: Ruth Taylor (HEIW);Sion Ford (HEIW);Beckie Chandler (HEIW);Rubecca Williams (HEIW)
Subject: Focus group
Date: 04 January 2021 16:03:01
Attachments: Focus Group Consent Form .doc

Dear Colleague,

Thank you for your willingness to participate in our focus group, led by myself and Ruth Taylor. The aim of the focus group is to assess the effectiveness of your onboarding, induction and support experience to date.

You will be in a group with 4 other employees of HEIW. The focus group will not be recorded, and your responses will be shared with the W&OD directors, to ensure your views and opinions improve the future onboarding process. However, no names will be mentioned in the report. All the data collated will be in strict adherence to data regulations.

The date, time and place are listed below and if you will not be able to attend the session please email Emma Carrington at emma.carrington@wales.nhs.uk or Ruth Taylor at Ruth.Taylor@wales.nhs.uk otherwise we look forward to seeing you.

Date: Thursday 7th January at 09:00

Time: 09:00 – 10:00

Venue: Via TEAMS

We would be grateful if you could please print and sign the attached consent form and forward it to either Emma or Ruth before attending the focus group.

We look forward to meeting with you,

Kind regards

Emma and Ruth

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Peer Support Focus Group
4th January 2021

We monitored and evaluated results of the change programme against the goals and milestones established in the original plan (Taylor & Woodhams, 2016; Rees & French, Pappas, 2020; EIGE, 2020). Overall, the new starters felt that they have benefited from the range of support mechanisms in place, including the peer support group, health and wellbeing resources and introductory meetings, supported by colleagues. Feedback included:

New starter experience: *Although the nature of operation is different to other environments I have worked in, I've actually really enjoyed being able to work virtually. The introduction of the peer support group, newcomers' network, having introductory meetings with other teams and the opportunity to be part of networks such as the health & wellbeing group has meant that I feel part of the organisation, connected and supported".*

Introductory Meetings: *"The virtual introductions with other teams have been extremely useful and the engagement from other teams at these meetings has given a great impression of the organisation".*

Peer Support Group: *"Joining a new organisation at any time can be a bit daunting, so throw a pandemic into the mix and that could have exacerbated things. Fortunately for me, though, I've had a lot of support from Ruth and Emma – they put together the peer support group, which helped to introduce me to other new starters. I would be keen that this continued"*

Health and Wellbeing Resource: *"I have accessed the health and wellbeing resources available on the website but have found the volume of information a little overwhelming. However, I recognise how having this information is extremely useful, but it could be condensed to make it clearer as to what resources are available depending on individual need and the website could be more user friendly".*

It would appear, from the comments received, that all new starters have had an extremely positive and engaging experience during their first four months of employment. HEIW'S ethos of employee experience is underpinned by the ten pillars of EE (Shriar, 2015; Mansfeild, 2018; Deloitte, 2015). This is reflected within the process as the new starters have felt well supported, the enthusiasm from other staff in the organisation has been clear and they indicated we have met the requirements of their identified needs. However, according to Dewar (2021) the best employee onboarding programs extend throughout the employee's first 90 days. It's therefore essential we continue to support the new starters during their first 90 days and beyond. The more an employee feels engaged the more probable they are to stay with their organisation and deliver excellent job performance.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Onboarding/Induction Focus Group
Thursday 7th January 2021

Present:
Emma Carrington
XXXX
Member 1 (M1)
Member 2 (M2)
Member 3 (M3)

Three new members of staff from the Workforce & OD Directorate were invited to attend a focus group to discuss and measure their experience of the onboarding/induction process for their new roles over the preceding four months. This would help to measure the effectiveness of the processes that had been implemented to ensure they felt welcome and part of the organisation, understood their roles and responsibilities and had the appropriate support in place.

Q1. How did you feel before you joined the organisation, knowing that you would be required to work virtually from home?

M1: They had had some considerable time off from work due to illness prior to applying for this post. Their prior working environment was a negative experience, but they felt extremely excited as they had received a positive interview experience within HEIW. They did not anticipate working from home for this length of time, but the need to work virtually did not concern them and they enjoy working this way and find it works well.

M2: Prior to joining HEIW, they were required to work in an office environment during the pandemic with no flexibility. The HEIW website helped inform their decision to apply for the new position as it informed them that the organisation was working virtually due to the pandemic. After I applied for the post, I received an e-mail informing that interviews within HEIW will be held virtually due to the pandemic. I liked the sound of the agility that came with working virtually. Their experiences of working virtually within HEIW have been positive.

M3: Was excited to be starting a new role and relieved that they had been able to gain a job quickly after graduating from university. Understood that the role would be predominately virtual and was not concerned about the need to work virtually as they had spent the final part of their degree course working this way. They felt that this helped them prepare for the world of virtual work. They have enjoyed working from home and appreciate the flexibility offered. They feel that virtual working does not detract from their role and responsibilities.

Q2. How do you feel about the support you have received from the organisation?

M1: They have very much enjoyed their time in post and feel their wellbeing has been supported, both in a work and personal capacity. They believe working this way has helped with teamwork and they

have benefited considerably from the 1:1 meetings with their line manager and team meetings. They highlighted how any queries they had were answered promptly, which helped considerably with the tasks they had been set.

They have accessed the health and wellbeing resources available on the website but have found the volume of information a little overwhelming. However, they recognise how having this information is extremely useful, but could be condensed to make it clearer as to what resources are available depending on individual need and the website could be more user friendly.

M2: Everyone is so approachable and helpful within HEIW and the whole HEIW experience has been phenomenal! The peer support group is a safe platform to meet other HEIW staff. Working virtually has been good for my wellbeing as I've been able to get to know people in relation to work and personally. 1:1 meetings and team meetings are also really helpful, and I feel confident I can e-mail on Teams if I need support. I feel that I have met more people on specific groups that are now running virtually, such as Biodiversity, than I may have within the organisation.

I have accessed the health and wellbeing resources. I have also requested a resource that was available from my previous employer, but not within HEIW. HEIW are now in the process of implementing this resource. I'm pleased with this outcome and feel my thoughts and opinions have been listened too.

M3: Being able to join different groups within the organisation has given them an opportunity to meet people from across the organisation who have similar interests (Biodiversity Group, equality champions) and who they may not have come across in a work capacity. They have made use of the mindfulness course offered to HEIW staff, which has had a positive impact on their wellbeing.

The group acknowledged it is evident HEIW remote workers now feel they are on a level playing field to those who are now working virtually, as they are experiencing the same obstacles etc.

Q3. What has worked well?

M1, 2 & 3: The virtual introductions with other teams have been extremely useful and the engagement from other teams at these meetings has given a great impression of the organisation. They also benefited from attending these meetings together along with Ruth as she was able to highlight where the crossovers between teams were and able to steer the conversation to ensure it remained relevant to us

M1: Attending introductory meetings as a team has helped and I felt more confident to ask questions.

M2: The difference between attending these meetings as a group compared with attending some on their own has been considerably different. They find the individual meetings different and awkward and not as beneficial as those where they are supported by colleagues. They also highlighted how some of the introductions were set up after they had already met teams due to work need and so recommended that introductions were set up depending on the teams they were likely to work with first rather than starting with the directorate and working outwards.

All agreed the joint meetings were extremely beneficial and a more positive experience when compared to attending introductory meetings alone.

The peer support group has been excellent and offered an opportunity for them to meet other members of the directorate who are in similar roles. The appreciated that this forum was a safe space for them talk about how they were feeling and ask for help and they would like the group to continue

for the foreseeable future. They also appreciated the dedicated teams channel that had been set up and had begun to use this to ask questions to the group.

Q4: What has worked not so well?
M2: It would have been helpful to know on their first day that they were able to take office equipment home, ie a chair. They worked from home for some considerable time before realising that they could take a chair home from the office.

M1, 2 & 3: All agreed that an organisation chart broken down by directorate would be useful to help them understand the roles of others and if individuals had PA support who they could approach rather than contacting senior managers directly.

M1,2 & 3: All agreed that their corporate induction experience had not been well received due to the length of time of the session. Initially sessions were for 6 hours across one day and this covered all the necessary topics. However, following feedback, the corporate induction was split into two 3-hour sessions. It would appear that they fell between the change of format and underwent a 6-hour session followed by a three-hour session. They all felt that the sessions had some good points and some not so good and when they attended the second session, they had to listen to topics they had already covered. They are not clear whether they have now covered all induction topics or not as they did not receive documentation outlining this. The People Team have been making amendments to the corporate induction programme to reflect these comments and the group were pleased to hear their comments were taken onboard and a change has been made to make the session shorter and more interactive.

Q5: Do you have any further comments
One member felt they were struggling a little with the high volume of work within their team and the fact that they still had a lot to learn. As stress levels are high in the team, they do not feel they can approach their manager. However, they recognise that recruitment is underway to expand the team and that more support will become available and workload will be distributed more widely.

Ruth and Emma highlighted how it was important that they did speak with their manager but appreciated how they did not want to add further pressure to them. They were reminded that the People Team are available should they wish to discuss their concerns with them. It was emphasised that they should not let the situation run for too long and support should be requested.

Two members felt the opposite, in that they sometimes felt frustrated that they did not have enough work to do and would have liked to have been able to support wider teams during these times. However, they recognised that the reduced workload was related to the covid pandemic and the need for the work stream to be scaled down for a period of time and was also affected by line manager sickness. Both felt the situation would improve going forward.

Summary
It would appear from comments received that all new starters have received an extremely positive experience during their first four months in post. They feel that they have benefited from the range of support mechanisms in place, including the peer support group, health and wellbeing resources and introductory meetings, supported by colleagues. All commented on the positive experience they have received during introductory meetings and the enthusiasm from other staff in the organisation has been clear.

The corporate induction process has been not so good, but changes have been made recently so that the session is now spread over three sessions, with the People Team working on making the sessions more interactive and engaging.

There was also comment that whilst the amount of health and wellbeing resources available was seen as a positive, the way they are presented is a little overwhelming.

There was a difference in workload levels amongst the three new starters, with one extremely busy, with little inter-team peer support, compared with another who felt they had a significantly reduced workload, but had inter-team support to help identify pieces of work that could be undertaken.

Recommendations

- The peer support group continues
- Future new starters continue to be "buddied" up if possible and attend introductory meetings together
- Introductory meetings are scheduled according to work timelines rather than starting with the directorate and moving outwards across the organisation.
- Provision of an organisation chart split into directorates
- That the health and wellbeing resource webpage is reviewed.

GIG CYMRU NHS WALES

Addysg a Gwella Iechyd Cymru (AaGIC)
Health Education and Improvement Wales (HEIW)

ILM Coaching and Mentoring Evaluation

Page 1: Page 1

We hope you have enjoyed undertaking your recent ILM course in Coaching and Mentoring. We would be grateful if you could spare 5 minutes to provide us with some feedback on your experiences and how you plan to use your new skills in your role in HEIW. This will help with the further develop of our coaching and mentoring programmes within HEIW.

Health Education and Improvement Wales (HEIW) Consultation and Surveys Privacy Notice

https://heiw.nhs.wales/files/privacy-policy-for-consultations-and-surveys/

Page 3

1. Please confirm which level ILM Coaching and Mentoring Course you have undertaken. * *Required*

- ○ Level 3
- ○ Level 5
- ○ Level 7

2. Why did you decide to undertake the course? * *Required*

3. What did you hope to acheive from undertaking the course? * *Required*

4. How satisfied were you with the training you received?

- ○ Extremely satisfied
- ○ Quite Satisfied
- ○ Satisfied
- ○ Disatisfied
- ○ Quite disatisfied
- ○ Extremely disatisfied

Page 4

5. Please indicate to the level in which you agree with the following statements.

Please don't select more than 1 answer(s) per row.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The course has increased my confidence	☐	☐	☐	☐	☐
I have learnt new skills	☐	☐	☐	☐	☐
My time management has improved	☐	☐	☐	☐	☐
I am more efficient	☐	☐	☐	☐	☐
I have better working relationships	☐	☐	☐	☐	☐

6. What did you find most useful about the training? * *Required*

7. What strengths have you developed? * *Required*

8. Have you been able to implement the new techniques you have learned within your working day to support yourself and colleagues? * *Required*

- Yes
- No

9. Please provide details

10. Has your understanding of coaching and mentoring changed since you have undertaken the course?

- Yes
- No

11. Please explain your answer

12. Has the training provided you with the confidence to fulfil the role of coach or mentor within HEIW?

- Yes
- No

13. Is there any aspect of coaching and mentoring that you would like further information or clarification? If yes, please provide details * *Required*

14. Do you foresee any barriers that may prevent you from carrying out your role as a HEIW coach/mentor now you are qualified?

15. Would you like your name to be added to the NHS Wales wide list of qualified coaches and mentors, enabling you to offer support to the wider NHS Wales workforce? * *Required*

- ○ Yes
- ○ No

15.a. If yes, please provide your name and NHS Wales email address.

16. Please add any comments you would like to share with regard to the training you have received or your future role as a coach/mentor.

Page 5: Final page

Thank you for taking the time to provide your feedback. Your comments will help inform the future development of coaching and mentoring programmes within HEIW.

GIG CYMRU NHS WALES | Addysg a Gwella Iechyd Cymru (AaGIC) Health Education and Improvement Wales (HEIW)

Skill gap analysis

Page 1: Page 1

HEIW is committed to supporting individuals to be the best they can. To help us achieve this, we are conducting a workplace skills analysis to identify the development needs of the organisation. This will allow us to identify common themes across the organisation and identify where there are opportunities to support our values by working as a team to improve individual and team abilities to perform at their best.

Our behaviours ask that we drive innovation and improvement for staff as well as patients and learners. To do this, we are looking to identify staff who have enhanced skills in workplace practices to become mentors to others and share their expertise and knowledge, to increase the skills within our organisation to support the delivery of our objectives. Not only with this help to provide staff with the skills and knowledge they need to perform their roles to their full potential, but offer proficiently skilled individuals to support their colleagues and develop their skills. Providing these opportunities within the organisation, will contribute to our values – together as a team and ideas that improve.

Health Education and Improvement Wales (HEIW) Consultation and Surveys Privacy Notice

https://heiw.nhs.wales/files/privacy-policy-for-consultations-and-surveys/

Page 3

1. Please select which of the following options you consider yourself to be with regard workplace skills and practices. * *Required*

Please don't select more than 1 answer(s) per row.

Please select at least 1 answer(s).

	No knowledge	Some knowledge	Sufficient knowledge	Significant knowledge	Expert knowledge
Microsoft Word	☐	☐	☐	☐	☐
Microsoft Excel	☐	☐	☐	☐	☐
Microsoft Powerpoint	☐	☐	☐	☐	☐
Databases	☐	☐	☐	☐	☐
Surveys	☐	☐	☐	☐	☐
Delivering presentations/public speaking	☐	☐	☐	☐	☐
Financial processes	☐	☐	☐	☐	☐
HR processes	☐	☐	☐	☐	☐
Project management	☐	☐	☐	☐	☐
Infographic design	☐	☐	☐	☐	☐
Coaching	☐	☐	☐	☐	☐
Mentoring	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Report writing	☐	☐	☐	☐	☐
External communications	☐	☐	☐	☐	☐
Social media for business use	☐	☐	☐	☐	☐
Website design	☐	☐	☐	☐	☐
Microsoft Teams	☐	☐	☐	☐	☐
SharePoint	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐

2. If you selected other, please state what skill and your level of competency.

Page 4

3. **Would you like support and/or training to develop your skills in any of the above areas?** *Required

- ○ Yes
- ○ No

4. **Which area/s would you be most keen to develop?**

- ☐ Microsoft Word
- ☐ Microsoft Excel
- ☐ Microsoft Powerpoint
- ☐ Databases
- ☐ Surveys
- ☐ Delivering presentations/public speaking
- ☐ Financial processes
- ☐ HR processes
- ☐ Project management
- ☐ Infographic design
- ☐ Coaching
- ☐ Mentoring
- ☐ Leadership
- ☐ Report writing
- ☐ External communications
- ☐ Social media for business use
- ☐ Website design
- ☐ Microsoft Teams
- ☐ SharePoint
- ☐ Other

5. If you selected other, please state

Page 5

6. If you consider yourself to have significant or expert knowledge in any of the abovementioned workplace skills, would you be interested in undertaking a mentoring programme to enable you to share your knowledge and skills with other members of HEIW staff to support their development needs? *

Required

- [ ] Yes
- [ ] No
- [ ] N/A

Page 6

7. **Which area would you like to provide support with?**

- ☐ Microsoft Word
- ☐ Microsoft Excel
- ☐ Microsoft Powerpoint
- ☐ Databases
- ☐ Surveys
- ☐ Delivering presentations/public speaking
- ☐ Financial processes
- ☐ HR processes
- ☐ Project management
- ☐ Infographic design
- ☐ Coaching
- ☐ Mentoring
- ☐ Leadership
- ☐ Report writing
- ☐ External communications
- ☐ Social media for business use
- ☐ Website design
- ☐ Microsoft Teams
- ☐ SharePoint
- ☐ Other

8. If you selected other, please state

Page 7

9. Please provide your name and email address and the People Team will be in touch with you about developing your mentoring skills to support the wider organisation. * *Required*

Page 8: Final page

Thank you for taking the time to complete this survey.

Following evaluation of this survey, the People Team hope to be able to provide staff with learning opportunities to develop their skills and knowledge in these areas.