

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5ADCM Contributing to Coaching and Mentoring in the Organisation

Word Count: 1959

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron

Date: 10/03/2020

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CIPD Candidate evidence matrix

(CEM1)

Candidate name: Katy Barron				CIPD Membership/registration No.: 5339341X		
Qualification title: Level 5 CIPD Diploma				Unique Learner No. (ULN): 1811083		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Spreadsheet of Teaching vs Non Teaching	1.1		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Email(s) arranging a meeting with Teaching and Learning Manager	1.2		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Notes from meeting with Teaching and Learning Manager	1.3		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Template of Mentor Support Programme	1.4		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Mentoring Flow Chart	1.5		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Capability Policy	1.6		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Template Plan	1.7		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Informal Observation Plan	1.8		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Tracking Sheet Email	1.9		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Induction Checklist	1.10		

5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Induction Booklet	1.11		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO1	Coaching Staff development Timetable	1.12		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Coaching Powerpoint	1.13		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Restructure/Redundancy information from Gateway	1.14		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Staff Development Strategy	1.15		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Induction Meeting Notes	2.1		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Policy Notes	2.2		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Letter to all staff regarding new policies	2.3		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Questionnaire	2.4		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Results from questionnaire	2.5		
5ADCM	Contributing to the Coaching and Mentoring in the Organisation	LO2	Email from line manager	2.6		

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:

K. Barron

Date:

10/03/2020

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

LO1

Coaching and mentoring are techniques used to enhance development, performance and knowledge of an individual. The purpose of coaching is to improve performance at work by focusing on skills and goals. Mentoring is a process where an individual with greater knowledge can share their experiences and wisdom with a colleague who has less of an understanding. Mentoring works through listening, clarifying and questioning (CIPD, 2019a).

At Coleg Ceredigion (CC) there are 85 employees who are non-teaching and 82 employees who are teaching as seen in Evidence 1.1 (Coleg Ceredigion, 2020a). Despite the number of staffs categorised as teaching and non-teaching are almost equal, there is greater focus on coaching and mentoring academic staff than there is for support staff.

Following an arranged meeting with myself, a colleague from HR and the Teaching and Learning Manager (Evidence 1.2) I was able to understand a bit more on what processes, programmes and approaches are used at CC (Evidence 1.3). At the college, the teaching and learning team consist of two; the teaching and learning manager and the teaching and learning mentor. The T&L Manager coaches' employees who are underperforming, whereas the T&L Mentor focuses on mentoring those whose performance is satisfactory or above.

There is no standalone Coaching and Mentoring policy currently implemented at the college and there is more focus on Mentoring than Coaching. However, the Teaching and Learning team refer to the Mentor Support Programme (Evidence 1.4), The Mentoring Flow Chart (Evidence 1.5) and the Capability Policy (Evidence 1.6) and are accessible to all staff via the staff intranet (Gateway, 2020).

It is known that the current programme rolled out at CC can lead to various underlying issues such as management, departmental or organisational issues. The programme is a supportive developmental process with a formal and informal approach or plan. A template of the current plan used at CC is seen in Evidence 1.7. Coaching and mentoring is a guided and supportive programme; having a plan in place helps guarantee that the aims and goals are met and the purpose of the coaching/mentoring is worked to (MindTools, 2019a).

The college's teaching and learning team also use an informal observation form when observing employees who are currently on the coaching and mentoring programme (Evidence 1.8). They make comments on the lesson context and narrative as well as judging the quality of the learning and teaching experience. There are descriptors attached to the form to help support the Teaching and Learning team's decision as to how their future support should be managed.

Another tool used by the team is a college wide tracking sheet, accessible by the T&L team and their line manager. This sheet tracks and monitors all information associated with the coaching and mentoring work that is used for individuals, such as emails and meetings. However, due to confidentiality reasons, the T&L team are unable to share this with me. (Evidence 1.9)

Brockbank and McGill (2006) advise having a set period of time to conduct mentoring although the process can be long term and the timescale isn't as specific in comparison to coaching. The Mentor programme advises setting a timeline and time scale for the length of mentoring. However, our T&L Manager believes that timescales vary case by case and you therefore need to make a professional judgement on the length of time to run the mentoring programme.

CC's mentoring programmes encourages and welcomes all referrals; formal or informal management referrals which is followed by a meeting between the employee, their line manager and the T&L Manager, or self-referrals by the employee. Self-referrals can be a one-off meeting or a series of meetings with a plan in place.

Despite their not being an official policy at CC or a coaching and mentoring programme for business support staff/non-teaching staff, we do encourage colleague mentoring which is encouraged and in place from when an employee commences work. CC provide day one inductions with all new staff between the new employee and HR and a separate one with the line manager. During the induction, employees are assigned a 'buddy' to who they can lean on for advice and guidance; acting as a mentor whilst they settle in to their role. The buddy is usually chosen by the line manager to ensure an appropriate and effective 'buddy system'. However, this is embedded by HR in the induction process. The induction checklist which supports the induction booklet is seen in Evidence 1.10 and 1.11. The 'buddy system' ensures that the new member of staff can learn from their colleague; sharing ideas and knowledge (Clutterbuck et al, 2016).

Throughout the academic year at CC there are set compulsory staff development training days which staff are required to attend. Often there are many activities on and staff can choose which sessions to attend. A recent staff development day held in November 2019 included a session on coaching (Evidence 1.12). This session was a power point and role play sessions delivered by the T&L Manager. Despite the session being aimed mostly at academic staff, business support staff were welcome to attend. The power point used (Evidence 1.13) was an introduction to coaching toolkit; focusing on Covey's Circle of Concern.

The Covey's Circle of Concern model is a visual model used by a coach to enable the coachee to focus on their surrounding circle of influence and not on what is the uncontrollable (Covey, 2005).

Coaching and mentoring could be further developed in the organisation by enhancing the trusting culture already adopted at the college. The T&L Manager stated that our culture is good and welcoming to the coaching and mentoring programmes used. Despite recent redundancies and restructure (Evidence 1.14) which make coaching and mentoring tougher, the employees have maintained an encouraging culture (Coleg Ceredigion, 2019). Change such as redundancies can cause resistance amongst staff (CIPD, 2018). However, coaching and mentoring is highly effective during periods of uncertainty and stress for employees as they're able to discuss and find solutions for any concerns. It has been noted that interventions like coaching and mentoring have resulted in less absences and depression (Personnel Today, 2017).

Further developing the current initiative by ensuring all staff are able to access coaching and mentoring and provide an integrated and meaningful strategy (Clutterbuck, 2014). However, there are cost implications to widening the programme and as the college has had to focus on cost saving through redundancies and cut backs, this factor could seriously impact future developments.

CC has no policy in place to support Coaching and Mentoring along. Occasionally organisations cover this in their learning and development policy. However, at the college there is no mention of this initiative in the Staff Development strategy (Evidence 1.15).

The organisational structure of CC is a hierarchical bureaucratic structure where managers perform transformational and significant decisions where there is low trust and high power. Having a structured policy in place to contribute to the culture will help increase the trust amongst employees and manager.

As findings have shown that there are no supporting policies for coaching and mentoring, a first recommendation would be to implement a policy for coaching and mentoring and/or include information in a revised staff development strategy.

Improving the current staff development strategy could involve development of the staff development programmes currently adopted at the College. Such as, continue with the compulsory staff development days which are scheduled throughout the academic year; having emphasis on coaching and mentoring, especially for support staff. As well as the staff development days, managers and teaching staff are often required to attend various training throughout the year to maintain their skills and CPD. A similar requirement could be embedded into the staff development strategy to provide support staff with the opportunities to further develop themselves.

To incorporate the gaps of the current staff development strategy as well as the ongoing focus on the economy and saving money, an effective way of combining both would be by introducing training to self-train as a coach and/or mentor. This training is an approach which is being looked at currently by the Teaching and Learning team, as mentioned in the meeting (Evidence 1.3). Individuals who become coaches and mentors will provide themselves with further skills to enhance themselves as well as being able to provide the services to colleagues. Internal coaches and mentors are advantageous to an organisation as they are aware immediately of the objectives and processes used as well as being conscious of the current culture (LinkedIn, 2015).

Endence 1.1

[illegible]

Evidence 1.1

Employment Type	Employment Status	Activity	Known As
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Technician	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Fractional	Officer/Supervisor	
Support/Non-teaching	Full Time	Manager	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Fractional	Officer/Supervisor	
Support/Non-teaching	Part Time	INVIGILATOR	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Full Time	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Technician	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Part Time	INVIGILATOR	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Manager	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Full Time	Assessor	
Support/Non-teaching	Part Time	Life Model	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Officer/Supervisor	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Officer/Supervisor	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Part Time	INVIGILATOR	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Manager	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Full Time	Manager	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Fractional	Assessor	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Full Time	Assessor	
Support/Non-teaching	Fractional	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Full Time	Technician	
Support/Non-teaching	Full Time	Assistant	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Fractional	Technician	
Support/Non-teaching	Fractional	Assessor	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assessor	
Support/Non-teaching	Full Time	Officer/Supervisor	
Support/Non-teaching	Part Time	Assessor	
Support/Non-teaching	Part Time	Technician	
Support/Non-teaching	Part Time	Technician	
Support/Non-teaching	Part Time	Technician	
Support/Non-teaching	Part Time	Advisor/Co-ordinator	
Support/Non-teaching	Full Time	Advisor/Co-ordinator	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Assistant	
Support/Non-teaching	Fractional	Officer/Supervisor	

Coaching/Mentoring Policy

2

BE

Bryony Evett <Bryony.Evett@colegsirgar.ac.uk>

Fri 24/01/2020 12:15

Katy Barron

Like Reply Retweet Forward ...

Hello

No problem at all - Shall we say 11:30?

Best wishes

Bry



Rhan o Grwp PCDDS Part of the UWTSO Group

Mae'r e-bost hwn i'w darparu'n ddwyfodol i'w gyswllt yn unig a dim gwarantu. Bydd unrhyw farn neu sylwadau a fynegir yn perthyn i'r awdur yn unig ac ni chynrychiolir o'r aphenradd farn Coleg Sir Gâr. Os ydych chi wedi derbyn yr e-bost hwn ar gam, rhwngdych chi'n i'r gweinyddwriaeth cyfeirad canlynol: postmaster@colegsirgar.ac.uk

Cyswllt yn amgylchedd - a oes wir angen eigradu'r e-bost hwn?

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Please consider the environment - do you really need to print this email?

>>> Katy Barron <katy.barron@colegsirgar.ac.uk> 24/01/2020 09:42 >>>

Hi Bryony

Just a thought - would it be possible to arrange a time with you on the 5th February. I know you're super busy so you might not be able to but I wanted to try and arrange a slot so that I can get as much out of our conversation as possible!

Thank you

Katy

Katy Barron

Swyddog AD Cynorthwy-ydd / Assistant HR Officer

Coleg Ceredigion

Campws Llanbadarn Campus

Aberystwyth

Meeting with Teaching and Learning Manager.

Aberystwyth Campus - HR Office
5th February 2020 at 11:30 am

Present

Bryony Evert-Hackford - Teaching and Learning Manager

Nia Williams - Assistant HR Officer

Katy Burren - Assistant HR Officer

Teaching and Learning Team at CC & CSA is a team of two; Bryony who is the T&L Manager who coaches/mentors anyone who is underperforming and Nicola (the T&L mentor) who mentors curriculum Teams whose Performance is satisfactory or above. If employees on Nicola's plan is underperforming they're referred to Bryony.

Bryony's T&L programme can bring out/lead to any underlying issue

e.g management issues

departmental issue

organisational issue

Endence 1.3

- * There's different layers to mentoring and an informal and/or formal approach or plan can be used
- * Capability policy ~~is~~ supports the programme and if mentoring doesn't improve capability then curriculum managers ~~will~~ take over
- * Mentoring's aim is to distance employees from capability policy/procedures.
- * Mentoring is a supportive development process.

Referrals

- * Managers can refer employees - informal help or formal approach is decided
A meeting between employee, manager and Bryony happens
- * Self referrals - can be a one off meeting or a plan can be put in place

Reasons for referrals? Very varied
e.g. Parent complaints, weak observations, attendance issues, issues with data.

Mentor policy states setting a timeline
- varies case by case - need to use professional judgement.

Endence 1.3

- * Coaching / mentoring is seen as negative
 - cc & csa are working to change that assumption
- * Referrals are higher at ^{the} moment - this is a good thing as shows the process works and staff are using and believing in the programme.
- * Bryony thinks mentoring is challenging around organisational changes / restructures / redundancies etc - staff become sensitive about the situation.
- * Current culture is good
- * Trusting relationships - important.
Bryony only reports back to managers if absolutely necessary. Only updates managers on progress
- * Any non mentoring issues that come ~~along~~ ^{arise} that are more suitable for counselling etc Bryony signposts.

Psychological contract

- ↳ coaching/mentoring helps navigate / make everyone clear on what their expected by the organisation and in reverse
- ↳ Transparency

Recommendations

- * Improve resources / expand team
- * meaningful coaching culture
- * Everyone is trained / has an understanding of C/m programmes.
- * Policy in place for non academic staff
- * Have more frequent appraisals
- * Psychological contract
- * Days coaching course per staff - happening soon.

Bringing to forward on:

↳ Action plans

↳ Tracking grid

↳ Examples of real coaching work

MENTORING PROTOCOL



Mentor Support Programme

A. C. Daniels

Assistant Principal of Teaching, Learning and Quality

MENTORING PROTOCOL

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." Eric Parsloe, The Oxford School of Coaching & Mentoring

The mentoring programme across Coleg Sir Gâr and Coleg Ceredigion is vitally important to the strategic goals of the FE Group in developing and improving the standards of teaching and learning to become 'Excellent, The College of Choice'.

A Director of Curriculum or Curriculum Area Head (CAH) may refer a member of staff for mentor support if a recent observation was graded adequate or unsatisfactory, the attendance, retention or successful completion for classes are poor or perhaps issues have been raised through learner voice; or even if there are areas for development that they feel would benefit from the support of a mentor. ***It is NOT the role of the mentor to tackle disciplinary issues such as punctuality or personal issues which may be affecting performance eg death of a child, divorce, drug or alcohol issues, the CAH must deal with these with the support of their curriculum director and HR.***

THE PROTOCOL:

Mentees may fall into different categories and so timescales and levels of mentoring will be individualised to meet their needs.

The usual protocol will be as follows:

NEW STAFF:

The mentor will be assigned on commencement of lecturing post, the HR dept and CAH will inform the mentor; an initial mentoring meeting will take place within the first month; subsequent meetings and observations will take place at least once per month during the probationary period. Staff will undergo three observations during this period; if the mentor is satisfied with the standard of T&L then they will be released from the support programme unless the individual requests continued support. If for any reason the mentor has serious concerns about engagement or progress during this period then the CAH will be informed; this may require the mentee to undergo an intensive four week programme; at all times during this process the CAH and/or the mentor and/or the Teaching and Learning Manager will communicate progress with the mentee.

REFERRED TO THE MENTORING PROGRAMME:

The member of staff must be ***formally made aware that they are being placed with a mentor for T&L support and the reasons for this referral this must be led by the CAH and the mentor MUST be in attendance at this meeting.*** The member of staff should be ***handed a copy of the mentor guidelines and an initial meeting*** will be organised at a mutually convenient time and the first mentor observation should take place within ten days of the start of the process. ***This meeting should be followed up by an email sent by the***

MENTORING PROTOCOL

mentor confirming what was discussed. All subsequent meetings and observations will take place in line with the targets and review dates set with the mentor.

Staff will undergo as many observations, one-to-one training sessions and meetings as the mentor/mentee feel necessary to raise standards during the initial six week period; if the mentor is satisfied with the standard of T&L at the end of this period then they will be released from the support programme unless the individual requests continued support.

If for any reason the mentor has serious concerns about engagement or progress during this period then the Teaching and Learning Manager, Curriculum Director and CAH will be informed; this may require the mentee to undergo an intensive four week programme; at all times during this process the CAH and/or the mentor and/or the Teaching and Learning Manager will communicate progress with the mentee.

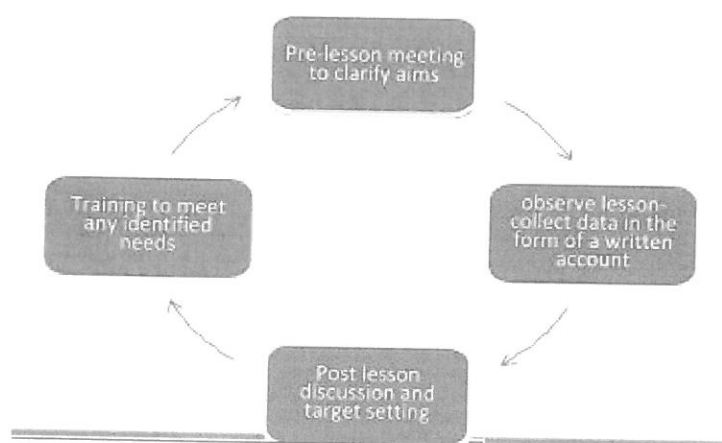
At the end of the four week intensive programme if the mentor and/or Teaching and Learning Manager are not satisfied with engagement or progress then the Teaching and Learning Manager, Curriculum Director and CAH will be informed and the mentee may be moved to formal proceedings and action planning.

SELF-REFERRAL:

Staff can at any time self-refer to the support programme on a voluntary basis.

THE MENTORING PROCESS:

The mentoring process typically involves mentor and mentee in a cycle of planning, observing, reviewing and refining the mentees teaching.



MENTORING PROTOCOL

THE MENTOR'S ROLE:

The relationship between mentor and mentee should be a balance between encouragement and correction, in order to make a significant impact it should offer realistic expectations and these should be communicated to the mentee both verbally and in writing.

There are a number of ways in which mentors can assist mentees at different stages in the cycle, the mentor will know what is the most appropriate role to adopt at a particular moment.

- **Giving Information**

There is a lot that can be covered simply by passing on information about the college such as policies (ESDGC, Bilingual, skills), procedures (registers, class profiling), and resources (use of Smart boards, gaining student access to blocked websites, use of moodle).

- **Instructing**

If mentees are struggling with a certain aspect of their classroom delivery or students learning, your mentor may help you very directly by saying 'try this.....'

- **Modelling**

Mentees can learn a great deal from having their attention focused on how the mentor or other established/excellent teacher does something such as, encouraging students to give extended verbal responses, scanning the room, putting Bloom's Taxonomy into practice, differentiating, etc.

- **Reflecting Back**

The mentoring process is built around feeding back information about the mentees classroom Performance. Sometimes this can be a very powerful way of changing their actions eg by informing them that 75% of their questions were directed at boys, or that for the whole of their lesson they focussed on the knowledge and comprehension domains and at no point encouraged the more able students to apply their understanding. Feedback is possibly a rather misleading term – actually the process should be called 'feedforward' since the emphasis is really about how to change future performance.

- **Analysing**

Your mentor may need to help you get to the root of a problem. If for example you are having an On-going problem with individual students finishing work well before others creating the need for extension tasks, it may be necessary to look at the nature of the tasks, the instructions given, the quality of the work being produced or even the style of teaching.

MENTORING PROTOCOL

- **Assisting Planning**

Sometimes a mentee may be able to pinpoint a weakness they wish to address but cannot find a way forward, your mentor may be able to help by planning a lesson with you, getting you to explain your intentions step by step and finding places where together you can engineer a change.

- **Listening and Talking**

Teaching is not just about technique, it is a personal and emotional process and sometimes a mentees interests are best served by the mentor simply listening to their thoughts and feelings about teaching, the institution, their colleagues, managers, students or their performance, and responding as a friend.

THE LESSON OBSERVATION:

It is not intended that your mentor should observe in order to grade, the mentor is not there to make judgements of competence but to give a narrative which will encourage and stimulate reflective discussion and analysis.

THE MENTOR'S OBSERVATION FORM

The form aims to give feedback based on a 'snapshot' lesson observation, concerning the quality of the teaching, learning and assessment of standards attained by the learners.

The observation form should address the three key areas of teaching, learning and assessment; it should give strengths and areas for development.

The prompts below are the things that the mentor will be looking for; these are the elements that make good and excellent T&L sessions. The mentor will however only concentrate on a couple of areas for development at a time.

THE QUALITY OF TEACHING

- Is the learning session well planned, with its aims and objectives clearly stated at the outset, so that the students are aware of the session's purpose? Is it linked where possible to previous work?
- Is a suitable lesson plan produced which is linked to the scheme of work for the course and being delivered within a suitable time frame?
- Is there a class profile, and has this been used in the planning process to meet the needs of all learners?
- Is the relationship between the students and the lecturer conducive to ensuring that effective, efficient and enjoyable learning can take place?

MENTORING PROTOCOL

- Are the students punctual and motivated to learn?
- Is the register taken? Are latecomers appropriately addressed and integrated into the learning session?
- Are varied teaching and learning strategies suitably deployed to actively engage all the learners and take account of their learning styles?
- Do the set tasks and exercises allow for differentiation to be evidenced?
- Do the students work in such a way as to fulfil their potential, both independently and with others on group work scenarios?
- Is class questioning effective and inclusive of all students? Are both open ended and closed questions used well to probe and extend learning? Does it allow all learners to contribute in a relevant way to the learning session and increase their self-esteem and self-worth?
- Are students with specific learning difficulties supported and catered for?
- Are key and essential skills evidenced within the learning session?
- Is literacy challenged and developed through the lesson?
- Is ILT used appropriately and effectively enhancing the lesson?
- Is the content set at the appropriate level for the course in line with national qualifications and as defined by the awarding body?
- Does the lesson contain appropriate pace and challenge in line with the course level?
- Are the weaker students supported and the more able challenged and extended in their learning?
- Is there a recapping period at the end of the session to quickly assess learning and highlight the main features while developing links to the next session?
- Is the learning environment reflective (where possible) of the subject being taught? Are there good, modern, relevant wall displays etc, adding to the ambience of the session?

THE QUALITY OF TEACHING AND LEARNING:

- How well are the students learning within the session?
- Is the lecturer consistently checking that learning is taking place at appropriate intervals within the lesson?
- Is there formative and/or summative assessment taking place within the group?
- Are the students learning from others in pairs or groups, as well as individually?
- Are students continually and actively engaged within the lesson and constantly moved on in their learning from one activity to the next, with appropriate pace and challenge?
- Are students encouraged to take responsibility and increase ownership of their learning?

MENTORING PROTOCOL

- Are the resources used appropriately, effectively, to enhance the learning outcome and ensuring high quality?

THE STANDARDS ATTAINED BY THE STUDENTS

- Do the students' files contain an appropriate balance between the lecturer's and the student's own notes?
- Are the files suitably organised for a working file?
- Is there evidence of marked students work? Does it contain detailed and helpful comments or grades, which allow the students to be aware of their performance and what steps they need to take in order to improve it?
- Is there evidence of literacy target setting?
- Are the students' grades recorded? Do they know how they are progressing?
- Is reflective practice encouraged?
- Are the students aware of the purpose of the set tasks and assessments?
- Are the students achieving standards which are in line with national comparators?
- Is the range and nature of the assignments such that they encourage the students to work in an independently under their own initiative as well as within a group?

POST-LESSON DISCUSSION:

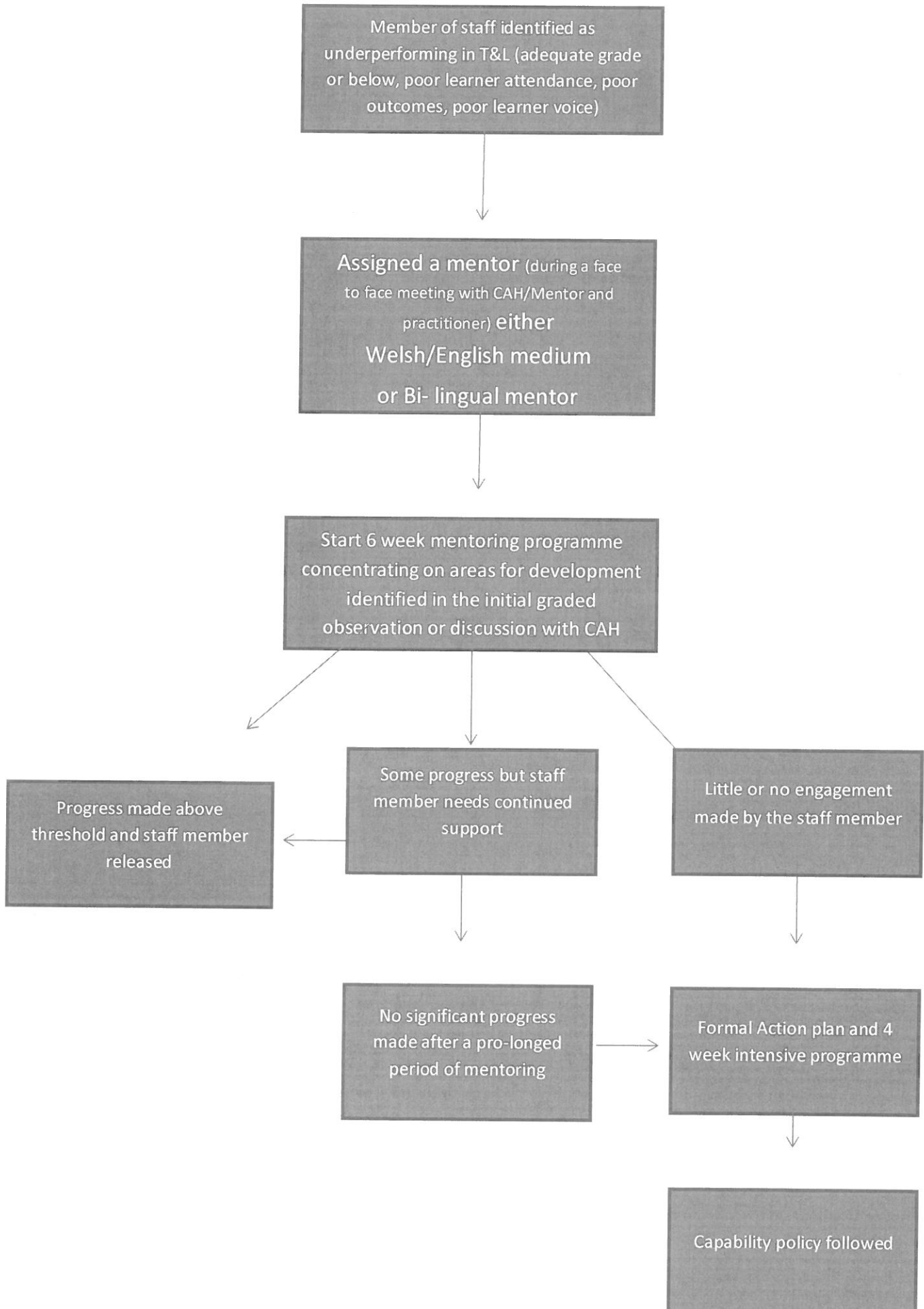
The aim of this is to talk about and evaluate teaching; although the mentor may have seen things that they feel are weak or areas for development, they need to get an insight into why things occurred, without this insight it will be difficult to initiate change.

As the post lesson discussion draws to an end the mentor will clearly indicate strengths and areas for improvement and will set specific SMART targets related to both. The mentor will not assume that any strengths are embedded and so targets may not only develop areas for improvement but also to further develop strengths.

TRAINING TO MEET IDENTIFIED NEEDS

Training will be linked to SMART targets and arranged ASAP, it may be necessary for the mentor to arrange one to one training, or where there is a common need, group sessions may be organised as part of the Curriculum Area staff development. It is the mentor's responsibility to ensure that the mentees needs are met, but it is their responsibility to fully engage with the process. The mentor will ensure that the CAH and the T&L Manager are updated with progress on a regular basis.

Mentoring Flow Chart





CAPABILITY POLICY AND PROCEDURE

 colegsirgâr  colegceredigion	
Policy Title	Capability Policy and Procedure
Policy presentation	This will be made available in writing (Arial font size 12) in Welsh and English. Alternative formats may be requested. Such requests should be made to mike.williams@colegsirgar.ac.uk
Policy communication	Staff Gateway
Main purpose of the policy (Brief Summary)	To assist and encourage all employees to achieve and maintain standards of job performance. The aim is to ensure consistent and fair treatment for all and to assist any employee who is considered to be experiencing difficulties in performing satisfactorily the duties required of the post to which they were appointed.
Main Author (Who can provided advice and guidance on contents)	HR Director
Date approved at Corporate Board	25/10/2017
Date effective from	26/10/2017
Date for renewal	Annually and in line with Legislation updates
Equality Impact Assessment needed (Yes or no)	Yes
Date of Equality Impact Assessment	20/09/2017
Welsh Language Impact Assessment	Yes
Date of Welsh Language Impact Assessment	04/10/2017
Risks Associated with Policy (If policy is not implemented)	Non-compliance with legislation and a risk of employment tribunal if failed to be handled reasonably.

1.0 INTRODUCTION

2.0 SCOPE

3.0 PRELIMINARY ENQUIRY

4.0 INFORMAL STAGE

5.0 FORMAL STAGE

5.1 First Formal Interview

5.2 Final Formal Interview

5.3 Alternatives to Capability Hearing

6.0 CAPABILITY HEARING

7.0 APPEALS

7.1 Appeals Against Warnings

7.2 Appeals Against Dismissal or Notice of Dismissal

8.0 ACCREDITED OFFICERS OF THE RECOGNISED UNIONS

DIRECTORATE: Quality, Curriculum Development, Teaching and Learning
Action Plan - Individual

Name -
Mentor -
Line Manager -
Campus -

Dates of Review

Action Ref	Action Required	Resources Needed	Support ed by	Outcome	Priority

Member of staff observed		Date		Time	
Observer		Faculty		Curriculum Area	
Course		Level		FE/HE/WBL	
Number of Learners: possible		Number of Learners: actual			

Lesson Context (the physical environment / displays / layout / organisation; resources (paper /electronic/tools/equipment; workshop / classroom / fieldtrip etc...)

Lesson Narrative (Observations made during lesson: structure, planning, teaching, learning, assessment, environment, behaviour etc...)

Estyn Quantitative Statements

Nearly all	with very few exceptions
Most	90% or more
Many	70 % or more
Majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	below 10%

Overall Judgement: Learning	Overall Judgement: Teaching
Strengths and good practice for Learning (KQ1 – standards) (Comment on evidence of Good & Excellent learning, planning, assessment and themes, if any)	Strengths and good practice for Teaching (KQ2) (Comment on evidence of Good & Excellent , planning, teaching, assessment and themes, if any)
Missed opportunities in key areas – Learning (Comment on evidence of any Missed Opportunities in learning, planning, assessment and themes)	Missed opportunities in key areas – Teaching (Comment on evidence of any Missed Opportunities in planning, teaching, assessment and themes)
	Area for development- Lesson planning-standardised template

• Any further action to be recommended: e.g. mentoring, specific CPD etc...

• Mentoring in lesson timing, confidence in your ability- you are very able!

colegsiŕgâr colegceredigion	Extended Pathway	Advancing Pathway	Continuing Pathway	Developing Pathway
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	Extended Pathway (sustained, consistent excellent practice)	Advancing Pathway (consistent good practice)	Continuing Pathway (Needs improvement)	Developing Pathway (needs support)
Planning for Learning and Teaching: Tutor's lesson planning builds on the individual needs/group profiles; learner's prior knowledge and skills <i>and</i> own subject knowledge, and strategies for engagement.	- Planning clearly evidences appropriate challenge for all learners. Learners understand what to do and how to complete activities. - Learners needs have been planned for through differentiated activities. - Tasks and homework activities contribute to, and extend, learners' learning. - Tutor's knowledge of learners, SoW/LP and relevant resources help to develop the lesson with pace, support and challenge. - The tutor shares aim and objectives and reviews them throughout lesson.	- Lesson is planned carefully and most learners know what to do and how to complete activities to a good standard. - There is good differentiation of tasks and resources meets the needs of most learners - Regular use of tasks and homework contribute well to learning and link to known outcomes in previous and future lessons. - Tutor has a useful LP (which follows a detailed SoW), learner profiles are used and individual needs are met. Relevant resources for the lesson - Aims and objectives are shared with learners	- Lesson is planned: the majority of learners know what to do, with some additional instructions, and can attempt the activities. - There is some differentiation of tasks and resources planned and presented. - There is appropriate use of tasks and homework, which contribute reasonably well to learning, although this is not always clearly linked to learning objectives. - Tutor has a LP, SoW, learner profiles and resources for the lesson. Individual needs are usually met. - Clear aim and objectives are not shared with learners.	Planning is ineffective: - Learning activities are not sufficiently planned to meet the needs of the learners. There is an over-reliance on worksheets. - There is insufficient challenge for learners and differentiation is poor. - Tasks and homework are unclear, and have little purpose. Often not marked. - SoW, LP and learner profiles are vague and lack clarity, if present. - There is a lack of clear objectives, and aim(s) are not shared with learners.
Learner Progress: Engagement, progress, knowledge & skills acquisition: measured by the percentage of learners in the class that achieve in line with their level and personal abilities.	- Nearly all learners have the opportunity to analyse, apply and/or extrapolate (appropriate to their level/ability) and have/have been taught skills to help them work independently and succeed. - Nearly all learners are actively engaged for the whole lesson. - Mistakes are seen as learning opportunities and lead to deeper understanding. - Nearly all learners and groups of learners make sustained progress and learn 'exceptionally well' that leads to better than expected progress. - Activities challenge and inspire nearly all learners, including MAT and ALN. - Most learners take control of their own learning and take risks when tackling problems. - The pace of the lesson is appropriately challenging encouraging learners to stretch and develop strategy to cope with difficulties. - Learners enjoy the subject, are motivated and look forward to lessons: work is completed to a high standard.	- Most Learners have the opportunity to apply knowledge and show understanding. Extension tasks are used to good effect to support learning. Learners are able to work independently, often with success. - Most learners are actively engaged for the whole lesson and they make good progress. - Mistakes are accepted and used to progress understanding. - Most learners and groups of learners make good progress throughout the lesson that leads to good attainment. - Most learners enjoy the subject and are motivated to complete tasks to a high standard. - Many learners are comfortable enough to take risks when tackling problems. - The pace of lesson is good, moving learners on successfully when facing difficulty. - Most learners contribute to the learning in the class and enjoy the lessons.	- The majority of learners have the opportunity to develop their knowledge and to show understanding, at times. There is some independence and extension in learning. - Learning is passive, at times, but has elements of active learning and direction. - Mistakes are not always addressed or used to explore problems/issues. - The majority of learners are interested and suitably engaged but some learners are disengaged for part of the lesson. - Activities challenge and many learners but are not always differentiated or suit the needs of all learners. 'One size fits all'. - A minority of learners will take risks when problem solving or tackling new material. - Frequently, learners rely on tutor to lead learning, and these interventions slow the lesson down; pace is adversely affected. - Many learners who generally enjoy the lessons make adequate progress.	Learning is passive and often not seen. - Majority of learners display a lack of interest leading to unsatisfactory progress. Activities are repetitive; mostly tutor led. - A minority of learners are actively engaged for the whole lesson. - Learners rarely take a risk and are 'afraid' to make a mistake, and wait for direction from tutor throughout the lesson. - A minority of learners make a meaningful contribution in class. - Activities are not challenging hence learners do not remain on task and low expectations are pervasive. - Slow pace of learning and poor structure results in learners' inactivity. Alternatively, pace of work is too fast to allow learners to process lesson, which results in disengagement and frustration. - Learners are not motivated and are ambivalent towards the subject or material taught. - A majority of learners make poor progress in class and are reluctant to express an active interest in their learning.
Literacy; Numeracy; Digital Literacy; Welsh Language Development and support of wider skills and themes.	- Specific, and relevant, core skills are explicitly identified, embedded and tracked in each SoW and are developed and assessed in learners' work. - Every opportunity is taken to develop the literacy of nearly all learners appropriate to their course level and personal ability. This includes the use of an extended oral and written vocabulary; active discussion & debate; listening; oral & written communication skills; reading and research. - Every opportunity is taken to develop the numeracy skills of nearly all learners, appropriate to their course, level and personal ability: to use and apply numerical skills in their subject and solve challenging problems. - Every opportunity is taken to develop the digital literacy skills of nearly all learners using a range of new and emerging technologies	- Core skills are identified and developed throughout each unit in the SoW and are explicitly referred to, in nearly all lessons and corrected in learners' work. - Opportunities are taken to develop the literacy of most learners appropriate to their course level and personal ability, including use of a wide and varied written and oral vocabulary; discussion; listening; oral and written communication skills, and reading. - Opportunities are taken to develop the numeracy skills of most learners appropriate to their course level and personal ability - Opportunities are taken to develop the digital literacy skills of most learners, using a range of technologies in each unit of work.	- Core skills are identified in SoW and are in some lessons. - Some opportunities are taken to develop the literacy of the majority of learners, sometimes it is not appropriate to their course level and personal ability, e.g. use of written and oral vocabulary and/or communication skills; discussion; listening, and reading. - Some opportunities are taken to develop the numeracy skills of the majority of learners, sometimes appropriate to their course level and personal ability - Opportunities are sometimes taken to develop the digital literacy skills of the majority of learners.	- Core skills are in some parts of SoW but are quite general and not always subject specific or embedded in the lessons. - The majority of learners... - Are not encouraged to discuss work or improve understanding. They are given basic vocabulary and written/oral responses are brief; they are rarely encouraged to extend. There is an overuse of worksheets limiting learners' opportunities to develop extended writing or to improve SPaGs. - Are not given opportunities to apply numerical skills learnt in maths or Numeracy lessons. - Have limited opportunities to develop digital literacy skills in their lessons.

	Every opportunity is taken to develop the Welsh language skills of nearly all learners and use bilingual resources and terminology provided by the tutor.	Opportunities are taken to develop the Welsh language skills of most learners. Bilingual terminology is provided by the tutor	Opportunities are sometimes taken to develop the Welsh language skills of the majority of learners.	Are reluctant and/or not encouraged to use Welsh language in lessons.
	Extended Pathway (sustained, consistent excellent practice)	Advancing Pathway (consistent good practice)	Continuing Pathway (Needs Improvement)	Developing Pathway (needs support)
Teaching: Knowledge; aspiration; variety of strategies & impact on progress for all abilities and levels.	- Teaching is excellent. The tutor is skilful and has a variety of teaching and learning activities to engage and inspire learners. - Tutor is knowledgeable, very enthusiastic and effective in deepening learners' knowledge and understanding. - Tutors have very high expectations of learning, outcome and behaviour from their learners. - Tutor allows the lesson to 'flow' and uses secure knowledge and pedagogical skills to adapt approach to meet needs of learners. - Opportunities for incidental learning are evident and exploited appropriately. - All learners, including MAT and ALN are challenged in the lesson.	- Most teaching is good showing good knowledge and pedagogical skills. Some is excellent and very little, if any, is adequate. - Tutor uses subject knowledge to motivate and encourage learners and facilitates progress. - The tutor has high expectations of outcomes and behaviour from learners. - Lesson plan allows for incidental teaching and learning to happen and to be productive. - Tutor is flexible and adaptable to arising situations. - MAT and ALN learners are challenged and supported to make progress in all aspects of the lesson.	- The majority of teaching is good, although some aspects are adequate or insufficiently challenging. - Tutor has sound subject knowledge but does not always facilitate progress. - The tutor has good expectations of outcomes and behaviour in class, from most of their learners. - There is some flexibility in planning to allow for some incidental teaching and learning: it can be anecdotal. - There is a lack of variety in the teaching and learning activities. - MAT and ALN learners' needs are considered but not challenged or planned for, consistently.	- Teaching is uninspiring. - Tutor demonstrates insecure subject knowledge or pedagogical skills. - Tutor does not have high expectations of learners: often hoping for, but lacking the skills to create, good outcomes, learning or behaviour. - There is very little spontaneity or incidental teaching seen. - Tutor is unable to adapt plan or approach to meet the needs or issues within a class or lesson. - Teaching does not promote the value of learning and does not add value to the learner's progress or meet the individual's needs (MAT or ALN included).
Assessment: Evidence of AfL; AaL; AoL Evidence of Tutor, Peer and Self-Assessment.	- Perceptive, thoughtful questioning leads to extended responses both orally and written by nearly all learners. - Understanding is developed, as is learners' ability to improve their own questioning skills. - Nearly all learners know how to evaluate and improve work. - Nearly all learners can identify and rectify mistakes, and learn from them. - There is an excellent balance between praise and constructive feedback, in a variety of strategies. - There is variety of, and opportunity for Tutor-led, self and peer assessment in the lesson. - Learners know how to improve their work using tutor, self or peer targets/feedback. - Marking is constructive, accurate and of high quality.	- Good open questioning leads to responses both orally and written by most learners. - Questioning by tutor and learner uncovers misconceptions and clarifies tasks and the way forward. - Most learners know how to improve work. - Many can identify and rectify common mistakes. - There is a good balance between praise and constructive feedback. - There are opportunities for tutor-led, self and peer assessment in the lesson. - Learners know how to use feedback to improve their work. - Marking and assessment is consistently accurate.	- Frequent questioning leads to responses both orally and written, by some learners. - There is little thinking time allowed in response to tutor or peer questions, or for learners to pose and respond to their own questions. - Minority of learners know how to improve work – this can be due to the lack of clear feedback. - Minority can identify and suggest corrections of common mistakes. - There is some praise and feedback given. - There is some opportunity for tutor-led, self and peer assessment in the lesson. - At times, feedback is used to improve work. - Learners' work is actively monitored, and is assessed, normally by the tutor, but not always with rigour or consistency.	- Limited open, more commonly closed questions leads to few extended responses. - Questions from peers or the learner are rarely developed/explored appropriately in lessons. - A minority of learners know or understand how they can improve their work. - A minority of learners can identify or correct common mistakes. - Developmental or formative comments are rarely used by the tutor, self or peer. - Learners cannot self-assess and have not the skills to use peer assessment correctly. - There is little evidence of learner using, or knowing how to use, feedback to improve work. - There is little evidence of continual or sustained assessment, as marking is variable and targets are too vague.

Planning, Learning and Teaching Pathways	
Extended	Many strengths, including significant examples of consistent, excellent planning for learning, learning & teaching. Willingness to lead and undertake further development.
Advancing	Many strengths and good, consistent planning, learning and teaching, with no important areas requiring significant improvement. Willing to share and develop new strategies.
Continuing	Strengths outweigh areas for improvement but there are inconsistencies in planning, learning and teaching. Some structured training or Mentor support needed.
Developing	Important areas for improvement needs attention and support in planning, learning, teaching, and these outweigh strengths. Formal support from curriculum / T and L Mentor required.

Moderated and Signed...	Dated....
-------------------------	-----------

Coaching and Mentoring

Bryony Evett <Bryony.Evett@colegsirgar.ac.uk>

Wed 12/02/2020 09:37

To: Katy Barron <katy.barron@ceredigion.ac.uk>; Nia Williams <Nia.Williams@colegsirgar.ac.uk>

📎 2 attachments (472 KB)

Action Plan - Individual or Team.docx; Informal observation template.docx;

Hi Both

Here are the action plan and observation documents we use in our team. We also have a college wide tracking sheet but I am unable to share it due to personal content. Essentially it is a document that myself, my teaching and learning mentor and Amanda Daniels are on. We track conversations, emails, actions and meetings if it is connected to the mentoring and coaching work taking place.

Best wishes

Bry

***Rheolwr Addysgu a Dysgu
Teaching and Learning Manager
Coleg Sir Gâr a Coleg Ceredigion***



PRINCESS ROYAL
TRAINING AWARD
2019

Rhan o Grwp PCDDS Part of the UWTSD Group

Mae'r e-bost hwn ac unrhyw ffeiliau atodedig yn gyfrinacho I ac at sylw'r unigolyn neu'r sefydliad a enwir uchod. Bydd unrhyw farn neu sylwadau a fynegir yn perthyn i'r awdur yn unig ac ni chynrychiolant o anghenraid farn Coleg Sir Gâr. Os ydych chi wedi derbyn yr e-bost hwn ar gam, rhowch sylw i'r gweinyddwr ar y cyfeiriad canlynol: postmaster@colegsirgar.ac.uk

Cysidwrch yr amgylchedd - a oes wir angen argraffu'r ebost hwn?

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Please consider the environment - do you really need to print this email?

INDUCTION CHECKLIST Name: _____

This induction checklist should be completed by the line manager for all members of staff and should be returned to the HR department within 21 days of the commencement of the new employee. Please tick, sign and date each section to confirm that these have been discussed.



People, Organisational Structure and Relationships		
Induction Topic	Name & Date	Comments
☐ Who's who? ○ Introduction to Department Management ○ Introduction to Colleagues ○ Introduction to Campus Manager/ Office (including staff ID card), Key Personnel ○ Nominate induction colleague/ Buddy Name:		
Physical Layout ○ Location of toilet/ hygiene facilities ○ Tea/ refreshment facilities. Location of refectory ○ Teaching rooms/ office facilities ○ Notice boards ○ Location of other Departments within the College ○ Recycling facilities, Energy Awareness, Complaints procedures (Estates)		
Our Department & Wider College ○ Function & Structure ○ Roles & Responsibilities / commitment to Equality & Diversity / Confidentiality ○ Lines of Communication/ Team meetings/ Email communication. Gateway/ Website ○ Log in / Use of telephone/ My View ○ Holiday arrangements / Times of work & Breaks		

Job Duties & Responsibilities (Coincides with Initial Probationary Review Meeting)		
Induction Topic	Name & Date	Comments
☐ Job Role - o Job Description - o Performance Standards - o Day to Day Departmental Requirements (e.g. Academic Registers, Gar-I System, Assessment, Allocation of Resources, Admin and Technical Support, Moodle) - o Departmental Goals & Current Priorities - o Evaluation Methods		
☐ Performance Management - o The Teaching & Learning Mentor (Name....) role & process (if appropriate) - o Staff Development - o Training Needs - o Staff Development Programme/ system - o Probationary Review Process - o Appraisal Process EWC Standards		

Rules, Procedures and Practices		
Induction Topic	Name & Date	Comments
☐ Safeguarding o Child Protection Procedures and Policies and for the Protection of Vulnerable Adults		
☐ Procedures - o Absence Reporting Procedures – HR Department - o Financial Procedures - o Procedure for booking & using college transport		

Evidence 1.10

☐ HR Policies (available from HR Department) ○ Sickness Absence Management Policy & Procedure ○ Special Leave Policy ○ Grievance Policy ○ Bullying & Harassment Policy ○ Capability Policy ○ Disciplinary Policy		
☐ Health & Safety ○ Employees' Legal Duties (H&S Policy & Statement & Safety Law Poster) ○ H&S Officer (Name.....) ○ Fire Alarms, Routine Testing, Evacuation Routes & Assembly Points ○ First Aid (Assistance, First aiders, Green Lanyards) ○ Accident and Hazard Reporting Procedure (to include incident, near miss and occupational disease reporting) ○ H&S Notice Boards ○ H&S Training ○ Personal Protective Equipment ○ Traffic Rules on Campus & Driving Policy ○ No Smoking Policy ○ Use of personal electrical equipment (restrictions)		

Compulsory Online Training for all Staff (Must be completed within 2 weeks of commencement of employment)		
Induction Topic	Name & Date	Comments
☐ Online Training (Enrolment Key = EK) ○ Safeguarding (EK = staffdev2016) http://moodle.collegsirgar.ac.uk/course/view.php?id=2955 ○ Prevent http://www.foundationonline.org.uk ○ GDPR (EK = staffdev2018) https://moodle.collegsirgar.ac.uk/course/view.php?id=3265		
Certificates to be forwarded to HR Department upon completion of training.		

Endeavour 1.10

Updating & Maintaining Personal Details		
Induction Topic	Name & Date	Comments
Maintain personnel details on MyView - o Complete self-assessment of Welsh Language Skills (CSG Net Reports) - o Update Next of Kin & Equal Opportunities details - o Keep personal record up to date		
Additional Comments:		

Initial Probationary Review Meeting Held:	Date:
Review 1:	Date:
Review 2:	Date:
Review 3/ Final:	Date:

We have worked through the above checklist

Signed: Name: Date Completed:
(New Employee)

Signed: Name: Dept:
(Line Manager or Nominee)

Please complete and return to the HR Department, within 21 days of commencement.

Coleg Ceredigion Staff Induction Programme

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Evidence 1.12

CSGNet

CSG Staff Development user: kathy (6688) Occurrence: 10

collegesirgär

Events Calendar Mac Administration

Select Language Powered by Google Translate

and to resources

Events for: All Locations November 2019 19 events

additional filters: Topic Date Year

capacity	100	applied confirmed	0	start	11:00	feedback	
cc hours	0.75		52	finish	11:45		View feedback
repeats	0	link code	Yes				
event_id	4268	status	Active			Please provide feedback	
Included in common contract reports							

title	Introduction to coaching - a toolkit			location	Cardigan Campus		
trainer	Bryony Eves Hackett			room	Training Restaurant		
capacity	25	applied confirmed	0	start	11:45	feedback	View feedback
cc hours	0.75		12	finish	12:30		
repeats	0	link code	Yes				
event_id	4095	status	Active			Please provide feedback	
Included in common contract reports							

key...

Trainer Signature List

☒ No Signature list received

☐ Signature list received but not entered

☐ Signature list entered

Note

☒ ALL staff must ensure that they sign on all internal events, otherwise they will not be credited for attending that training event

☐ If you encounter problems with the system please do not get in touch with Sam, but submit a helpdesk request with a screen grab of the error

This page enables you to:

- View Details of events for the selected location, month and year
- Apply for an Event, View your application status or Cancel your application

An Introduction to Coaching

A Toolkit



Coaching

The purpose of coaching is to be used as a supportive and ongoing process designed to help individuals gain confidence and competence to overcome the challenges that they may face.

The focus is on empowering the individual to seek 'self-solution' to problems in order to become more resilient and self-reliant in the ever changing demands and expectations placed on them.

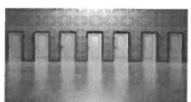
The key purpose of the coaching is to support the coachee to explore the options and consequences in relation to a problem that they face in order to achieve a desired outcome.

Coaching is not about establishing a quick fix to a problem but actually looking at sustained cultural change that, within time, is not reliant on support.

Raising Awareness and Responsibility

The goal of the coach is to raise awareness in the coachee that they are constantly making choices (whether they realise it or not).

It is only when the coachee becomes aware of this they can start to make better choices.



The Existential Crisis



The brilliant Coach is the one who brings out the brilliance in others'

Nancy Kline

'Time to Think' 1999

With this in mind - what do you think are the characteristics of a good coach and a good coaching process?



OSCAR MODEL

Covey's Circles of Concern

The Performance Wheel

COUNSELLING

MENTORING

COACHING

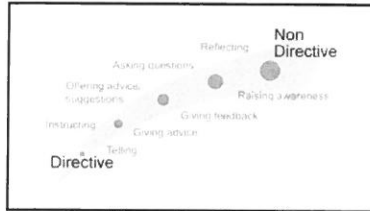
The Personal Iceberg Metaphor



Coaching involves delving underneath the water line to help the coachee discover and understand the underlying issues and barriers that drive their behaviour, therefore giving them the power to change themselves.

OSCAR MODEL - A Structured Conversation





Non Directive Questioning

Question Examples

Asking Effective Coaching Questions

The questions asked by the coach raise AWARENESS and RESPONSIBILITY. To have an effective coaching style you must ask effective questions.

Open Questions - open questions are the most effective for raising awareness and responsibility.

Questions beginning with WHAT, WHEN, WHO, HOW MUCH are used to quantify or gather facts.

WHY tends to be discouraged in coaching, since it may imply criticism and can evoke defensiveness e.g. "Why did you do that?" a better question would be: "What prompted you to take that action?", or "What stopped you?" (Rather than why didn't you?), or "What were your reasons?" (Rather than why did you do it?).

Probe for detail - Questions should begin broadly and increasingly focus on detail. The coach needs to probe deeper or ask for more detail to keep the coachee involved and to bring into their consciousness those often partially obscured factors that may be important.

Blind Spots - By probing sensitively the coach can help the coachee to identify problem areas or barriers that they were previously unaware of.

Covey's Circles of Concern

This is a powerful tool that enable a coachee to closely examine those worries and concerns that they carry and analyse their potential to cause change and improvement for each concern. This technique is designed to filter out those parts of a problem that we are not able to influence and control in order to identify those that we can have a direct impact on. This encourages the individual to 'work on something that they can do something about' (Worth Consulting - Workshop Manual).

Leading Questions:

Be aware of trying to lead the coachee to the answers you want, to where you want them to be. Avoid leading questions and questions that imply criticism. Common mistakes would be to ask leading questions like "Do you think it would be a good idea if you....." or "Have you thought of....."

You mustn't try to fix.

The Performance Wheel

The Wheel is a visual tool which allows a coachee to look at a clear visual representation of their agreed outcomes and their current position with each one.

The tool can be reviewed through the coaching process to help the coachee clearly define progress and, in turn, re-define actions as needed.

The wheel has an outer rim in which the outcomes are detailed and an inner rim with a series of numbers, 1 - 10, on which a coachee can plot their current situation at any given time. The Wheel also gives the coach and coachee an opportunity to clearly explore outcome expectation by discussing and defining what a '10' might look like so that there is always a common understanding and agreement of the desired goal.

Applications

- Self Service Password Reset
- Appshed
- Clickview
- Cylix - Staff Development
- ColegTV
- Coleg Ceredigion Website
- Coleg Sir Gar Website
- College Internal Vacancies
- College Vacancies
- CSG Net Reports
- CSG My Absence
- EBSS Agent
- Engineering Request
- eTrack
- ESQ Claims
- Gar I System
- Google
- Google Classroom
- Google Drive
- GWAVA Retain Archive
- Helpdesk - My Tickets
- Library
- Library Catalogue
- Moodle
- My Files
- My Printing
- My View
- Office 365
- Password Allocations
- PEPI
- Reprographics Request
- RLP Shared Staff Development
- Room Bookings

You are here: [Home](#)

Information for Staff 17 July 2019

PLEASE WEAR YOUR LANYARD

TUTORIAL LINK 2019/20 YEAR <https://lites.google.com/spring/colleggar/colleggar/2019-2020/Support>

IT HELPDESK - If you have an IT issue, please e-mail helpdesk@coleggar.ac.uk to raise a ticket as there is limited telephone support at present.

RE-STRUCTURE: Following the recent Voluntary Release programme a revised Senior Management and Faculty structure has been agreed. Details of the Senior Management Structure and specific geographical responsibilities can be found [HERE](#). Details of the Faculty Structure can be found [HERE](#). Please note a small number of appointments are required and these will be made between now and August. Details of the posts will be made available via the Gateway and e-mail over the next few weeks leading to appointment in late August.

ENROLMENT TIMETABLES 2019/20 - Coleg Sir Gar [HERE](#) Coleg Ceredigion [HERE](#) Please familiarise yourselves with them ready for August. Do!ch.

NEW COLLEGE VIDEO: See it here now: <http://gateway.coleggar.ac.uk/index.php/message-board/2933-new-college-promotional-video>

CYNNYDD: The Cynnydd team are now welcoming referrals in preparation for September. If there are any students whom you have identified as needing support via Cynnydd for September, please send their name & person code to Elie.Taylor@coleggar.ac.uk who will pre-populate a referral form & e-mail it across to you for completion. Mentoring referrals need to be sent directly to Matthew.Morgan@coleggar.ac.uk for allocation. The students will then be able to access support when the new academic year begins. Please be aware students cannot receive Cynnydd support without a completed referral form from a member of staff. For a 'Step-by-Step' guide, please click [HERE](#).

CYNNYDD CSG: For a step by step guide regarding support see [HERE](#) **SAFEGUARDING CONTACTS** please see [HERE](#) **EMERGENCY CONTACTS** 01819 please see [HERE](#) **EVENING WORKERS CONTACTS** Emergency contact is the local caretaker. Mobile numbers: Graig 07796571118 or 07876546527; Eibonwydd 07676476249; Jodi's View 07796517485; Annamford 07798 572120 **FREEDOM OF INFORMATION REQUESTS CONTACT** mike.williams@coleggar.ac.uk

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Featured News

- GWASANAETH NEGESYDD HANNER TYMOR - HALF TERM COURIER SERVICE
- Craio agor y ffigel ar gyfer Hanner Tymor: Wythnos yn dechrau 17eg Chwefror 2020
- Library closing hours for Half Term: Week commencing 17th February 2020
- Reprographics - workload
- Look Good. Feel Good.

Staff IT FAQs

- Software for Home Use
- Staff Account Related
- Student Account Related
- WEST Related
- Wifi Related
- Printing Related
- Apple Mac Related
- Moodle Related
- E-mail Related

Message Board

- GWASANAETH NEGESYDD HANNER TYMOR - HALF TERM COURIER SERVICE
- Reprographics - workload
- Look Good. Feel Good.
- Running Club
- Forge Sport for all plan starting Monday Jan 6th 2020

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- Management News
- Message Board
- Staff Wellbeing
- Teaching & Learning
- Tutor Briefs



colegsiargâr

Staff Development Strategy

2015 - 2018

 colegsirgâr	
Policy Title	Staff Development
Policy presentation	This will be made available in writing (Arial font size 12) in Welsh and English. Alternative formats may be requested. Such requests should be made to mike.williams@colegsirgar.ac.uk
Policy communication	Staff Gateway College Website
Main purpose of the policy (Brief Summary)	The main purpose of this strategy is to support the college Mission, Vision and Strategy 2013 – 16 to provide structured and focused continuous professional development available to all employees of the college.
Main Author (Who can provided advice and guidance on contents)	Amanda Daniels Director of Teaching, Learning and Staff Development
Date approved at Corporate Board	
Date effective from	2015
Date for renewal	2018
Equality Impact Assessment needed (Yes or no)	Yes
Date of Equality Impact Assessment	17/11/15
Welsh Language Impact Assessment	Yes
Date of Welsh Language Impact Assessment	03/11/15
Risks Associated with Policy (If policy is not implemented)	

1. Context

1.1 Coleg Sir Gar is a large further education College that is part of the University of Wales: Trinity Saint David Group.

1.2 Staff development is critical in ensuring that the college meets the mission and aims of its strategic plan and that individuals are empowered to develop their skills in relation to the requirements of their roles.

2. Purpose of the strategy

2.1 The purpose of this strategy is to provide direction and an agreed approach to staff development across the institution.

2.2 This strategy underpins the college's Mission, Vision and Strategy and applies to all staff.

3. Strategy development

3.1 This strategy has been developed through consultation and approved by the Executive and Governors.

3.2 It has been subject to an Equality Impact Assessment.

4. Strategy statements

- 4.1 To raise aspirations of all staff in the institution to achieve excellence in all aspects of their work.
- 4.2 To continually improve leadership, management and organisational structures to support the learning and development of all staff.
- 4.3 To provide focused and relevant staff development and training which supports staff and leads them to extend and enhance their professional skills.
- 4.4 To ensure that the College meets the needs of its Welsh Language Strategy by supporting any learning and development needs in the Welsh language.
- 4.5 To develop and communicate an effective protocol which identifies need; allows an individual to apply for and access training; evaluates training, and monitors and records an individual's training and development.

5. Implementation:

5.1 Raise aspirations of all staff.

5.1.1 The institution must recognise and celebrate excellence and achievements of staff in order that all within the institution strive to develop themselves.

5.1.2 Through the performance appraisal process and other means of professional dialogue, managers should discuss and set targets which will help to develop individuals in their role.

5.2 To improve leadership, management and organisational structures to support learning and development.

5.2.1 To develop a centralised function to oversee the implementation of the staff development policy across the institution and all aspects of its work.

5.2.2 To develop a steering group with representation from all aspects of college work.

5.2.3 Line managers to commit to develop their staff in line with college strategic aims.

5.3 To provide focused and relevant staff development and training.

5.3.1 To develop a means of undertaking a needs analysis for each area of College work.

5.3.2 To focus staff development on individual needs unless whole college compulsory training or whole college information dissemination is necessary as part of a wider developmental process. Staff development will be used to address equality and diversity issues.

5.3.3 To provide high quality trainers for staff development activities

5.4 To ensure that the College meets the needs of its Welsh Language Strategy by supporting any learning and development needs in the Welsh language

5.4.1 The Welsh language manager will monitor staff development to ensure adequate training is provided to develop staff to meet the needs of the college's Welsh language strategy and the Welsh language Standards.

5.5 Development of an effective protocol and monitoring system

5.5.1 To develop a means of effectively identifying training needs for each area of College work.

5.5.2 To develop the current staff development booking system to ensure that it works effectively to book, record and evaluate training.

5.5.3 To provide guidance with regards to what can be recorded against the common contract 30hrs CPD requirement as indicated in the National Agreement on Lecturer's Workload Allocation for Further Education Colleges in Wales.

6. Procedures

6.1 Training and development activities

6.1.1 Training and development activities organised for individuals and groups will be addressed within the college by staff with specific experience and expertise or when needed, by some external provider contracted to deliver specific events.

6.1.2 An annual programme of staff development events will be organised on specified staff development days to update and up-skill academic and support staff. The content of these days will be decided by the staff development steering group but will be focused on providing continuing professional development.

6.1.3 A twilight and breakfast programme of staff development workshops will be organised to update and up-skill academic staff in specific areas of their work that they or their line managers have identified.

6.1.5 The institution supports staff in contributing to and attending relevant networking events from subject, course and functional perspectives.

6.1.6 To ensure both academic and support staff update their own skills and maintain a sense of currency and vocational relevance, the institution supports opportunities for staff to undertake work shadowing and industry updating.

6.1.7 Whenever possible internal training and development will be available bilingually and resources will be produced in Welsh or bilingually.

6.1.8 Sgiliaith the Coleg Cymraeg Cenedlaethol and UWTSD will be utilized to deliver INSET

6.2 Responsibilities of individuals

6.2.1 Staff should contribute actively to the identification of their training and development needs as part of a reflective self-evaluation or performance appraisal process.

- 6.2.2 All staff are strongly encouraged to undertake a day of work shadowing or industrial placement to update their skills and maintain a sense of currency and vocational relevance.
- 6.2.3 All staff are expected to develop an awareness of training and development opportunities available to them.
- 6.2.4 Staff should attend any staff development and training specifically identified by their line manager.
- 6.2.5 All staff should apply for onsite activities using the online booking system.
- 6.2.6 All staff should complete T&D 1 for any offsite short course and submit the form to their line manager for authorisation. Financial support will not be given to staff who have booked activities without first receiving the necessary approval. All details of costs including travel costs should be indicated.
- 6.2.7 Staff in receipt of offsite training and development may be required to disseminate information to colleagues through making any literature available or by holding a dissemination event. Willingness to do this is a condition of approval for all training and development activities.
- 6.2.8 All staff are required to complete a reflective evaluation of the training they complete enabling the college to evaluate the investment in training and development activities. Training will not be attributed to the individual's record until complete.
- 6.2.9 Staff must inform the staff development co-ordinator and line manager if for any reason they are not able to attend a training or development activity.
- 6.2.10 If staff are requested to attend training which involves an overnight stay any time off in lieu must be agreed with their line manager prior to the date of the training.
- 6.2.11 Consideration **may** be given to requests for release for a course/exam/assessment undertaken for **personal** development

6.3. Line management responsibilities

- 6.3.1 Line managers should identify, prioritise and fulfil the staff development needs of individuals and their teams in line with the Staff Development Strategy and the overall business objectives of Coleg Sir Gâr.

6.3.2 Line managers should provide information to the Staff Development Co-ordinator regarding all staff development activities arranged for their teams, allowing for accurate recording on the College database.

6.3.3 Line managers should review with the individual and where appropriate the Teaching and Learning Mentor the training and development needs of individual staff.

6.3.4 Line managers should ensure that training and development opportunities are effectively communicated to all staff.

6.3.5 Line managers should complete any necessary documentation pre and post activity.

6.3.6 Line managers should formulate an annual Training and Development Plan which will be informed by the outcomes of the performance appraisal process. This plan will identify and detail the area's staff development priorities for the oncoming period.

6.3 Responsibilities of the Staff Development Department and Steering Group

6.3.1 To support the Human Resources Department in the development and implementation of a central induction programme for all new members of staff and new managers.

6.3.2 To support the Director of Estates with responsibility for Health and Safety to ensure that training meets the needs of the institution with regards to statutory obligations.

6.3.3 To prioritise and arrange in-house staff development and training to meet the mission and aims of the institutions strategic plan.

6.3.4 Provide in-house staff development and training which empowers individuals and allows them to develop their skills in relation to the requirements of their roles.

6.3.5 Provide in-house staff development and training which meets the needs of specific areas and teams in line with the Staff Development Strategy and the overall business objectives of the institution.

6.3.6 To provide a training record for each member of staff which records all training and development activity.

6.3.7 To approve the use of external staff development as appropriate for contributing to 30 hours contractual requirement (see appendix 1)

6.4 Financial Support for Staff Development and Training

- 6.4.1 Applications for long courses will be vetted against defined criteria and applications that comply with all the criteria may be selected. All staff will be informed of the decision within a month of the applications deadline of 31st May of each calendar year.
- 6.4.2 Postgraduate courses may be supported according to certain conditions and the availability of funding.
- 6.4.3 Where approved, the College will support staff in the payment of their course fee only. Travel, accommodation, subsistence or any other costs incurred must be met fully by the member of staff. (Registration and examination fees are included in the definition of course fee).
- 6.4.4 All staff on long term courses will be expected to evaluate their own performance so as to appraise their line manager of their progress and achievement. In addition, a sample of staff may be required to attend a review meeting of the College's financial sponsorship of Long Courses.
- 6.4.5 All new academic staff will be expected to commence teacher training within two years of being employed by Coleg Sir Gâr.
- 6.4.6 Candidates in receipt of long course funding will be expected to remain in the employment of the College for a period of two years after course completion. If they leave before the end of the agreed period they will be required to re-pay all or part of the costs of the course. In such circumstances the member of staff will be required to sign an "Education Clause".
- 6.4.7 Staff may enrol on a course offered by the College which is considered appropriate and relevant to their day-to-day work. This should be done with the approval of the line manager and the staff development department and by completing a T&D 1 form.
If this process is followed, College tuition fees may be waived provided their enrolment can be consumed within an existing group of learners and adds no additional cost. Full cost recovery courses are not free to staff, however a 50% fee subsidy may be applied to the cost of the course if it is relevant.

6.5 Appeals:

- 6.5.1 All staff have the right to appeal against any decision made with regard to approval of staff development applications. Appeals will be heard by a panel independent of the initial decision comprising of a member of the Executive team and a Director outside of the individuals department.

LO2

As shown in evidence 1.10 and 1.11 CC include a 'buddy' system during the induction; where the new employee has been given a designated employee to help them settle in to their role and the organisation whilst supporting them with any help or needs they may have. However, the current system isn't as robust as it could be. A stronger system could improve productivity, staff retention and quicker development as well as helping new employees with their confidence (BreatheHR, 2018).

The current induction process is being analysed in order to see where there are areas of improvement; following a meeting with various members of the HR department (Evidence 2.1) a new induction programme is being drafted; where new staff members will receive a two day induction. To help promote the buddy system there could be nominated champions who are able to promote positive role-modelling and positive coaching and mentoring to avoid any negativity surrounding the buddy system or coaching and mentoring programmes.

A crucial part of promoting and maintaining a strong, positive and welcoming coaching and mentoring culture and environment would be to devise and implement a policy. Evidence 2.2 shows notes taken on what to include in an impending policy. All policies are accessible via the college intranet and monitored and reviewed by the HR department (Gateway, 2020).

To promote the new policy, all staff are informed via an all staff email from the HR Department (Evidence 2.3). This allows them the opportunity to familiarise themselves, making them aware of the new policy and process as well as allowing them to ask any questions they might have.

To identify the skills, knowledge and behaviours needed by the coaches and mentors at CC, questionnaires were completed. (Evidence 2.4). A simple questionnaire was created using the template as suggested by MindTools (2020). The completion of the questionnaire provides us with the understanding on the skills currently held by our coaches and mentors and an effective process to develop and enhance those skills can be created.

A common answer was to question 8 where they were asked if they are only considering performance and skills, avoiding emotional states. Many as seen in evidence 2.5 find it difficult to stop the coachee raising emotional or psychological issues without it coming across as rude or not understanding. To support coaches on how to handle upset or distressed employees' further training could be arranged on how to specifically help with situations where employees are using coaching sessions as counselling sessions instead of for the reason they have been referred; better sign posting and awareness of 'in house' counselling services could also be enhanced.

Organisational best practice suggests having coaching contracts in places enables effective coaching and mentoring (Brockbank and McGill, 2006). This is something which isn't currently in place at the college; further research and evaluation of coaching agreements could improve the programme at CC. Despite the bureaucratic structure at the College, Megginson and Clutterbuck (2005) advise coaching contracts do not have to be bureaucratic and written. Instead, they can be verbally and morally agreed which is as legally binding as a written contract.

Evidence 2.6 is an email from a line manager whom I helped mentor during their first induction process with new employees. This shows my effectiveness of mentoring employees, specifically managers at the college.

Induction meeting held 4th April 2019 at Jobswell campus – 1pm

Present:

Catherine Hill, Executive Director of HR and Wellbeing (CH)

Rosy Davies, HR Officer (RD)

Nia Williams, Assistant HR Officer (NW)

Lynwen Williams, HR Officer (LW)

Katy Barron, HR Administrative Assistant (KB)

Meeting held to discuss improving current induction process as CC and CSG

- Day 1 and 2 experience – can carry out within first 3 months
- Induction checklist
- Virtual tour of campuses – liaise with Emma, Danielle and Deiniol

Day 1

- HR to meet on site
- Scope day with them
- Provide schedule
- Walk around their campus and back for virtual tour of other campuses
- Discuss history of college, values and behaviours
- Site maps
- Housekeeping, fire alarm, parking, passwords, direct to policies, pay day etc
- General college
- Regulations at work – travel expenses, policies and procedures, my view, social media policies, sickness absence etc
- Compulsory training – Prevent, Safeguarding, info security (day1), GDPR and Equality and Diversity (day2). Ask Sam Williams why they are compulsory.

Endence 2.2

include contents, introduction and scope

Introduction - what the policy outlines
- Importance of the policy and coaching & Mentoring

Scope - Formal / Informal coaching
- Formal / Informal mentoring

Definitions and benefits of coaching and mentoring

Mentoring - Mentor & Mentee
directive support and advice
Mentor has greater knowledge than Mentee

Coaching - Coach & Coachee
Non-directive discussions
Short term approach to improve performance

Benefits to the college - provide high quality L+D
- Improve productivity / confidence
- Develop new ways of working
- New skills

Members of Coaching and Mentoring Team inc.
titles and role/responsibility

Evidence 2.2

Details on formal and informal coaching and mentoring

Responsibility of coach, coachee, mentor, mentee and line manager

~~Ways of refer~~

How individuals can be referred

- referred by managers
- self referrals

Please ask for:
Catherine Hill, Extension 8124

Date

Address

Dear

Further to consultation and agreement with staff and unions, I am pleased to inform you of the harmonisation of the following:-

Sickness Absence Management Policy & Procedure
Maternity Leave Policy
Pay Scales for Business Support Staff

These will be implemented from the 1 August 2019 and are available on the college gateway. Enclosed is a copy of the Reporting of Sickness Absence Procedures. I would be grateful if you could familiarise yourself with these documents.

Business Support staff will automatically transfer to the new pay scales from 1 August 2019 and continue to receive the annual increment, if appropriate, until the top of the scale has been reached.

If current salary is higher in value than the harmonised pay scale, those staff will remain at their current pay grade.

If you require additional information, please do not hesitate to contact me.

Yours sincerely

Catherine Hill
Executive Director
HR & Wellbeing

Coaching and Mentoring Questionnaire

1. Do you make it clear to the coachee/mentee why they have been referred to you? Yes/No

2. Do you believe you are viewed as a trusting and confidential person? Yes/No

3. Are you clear to your coachee/mentee how they are progressing through the programme? Yes/No

4. Do you maintain the bureaucratic structure that exists in the college? Yes/No

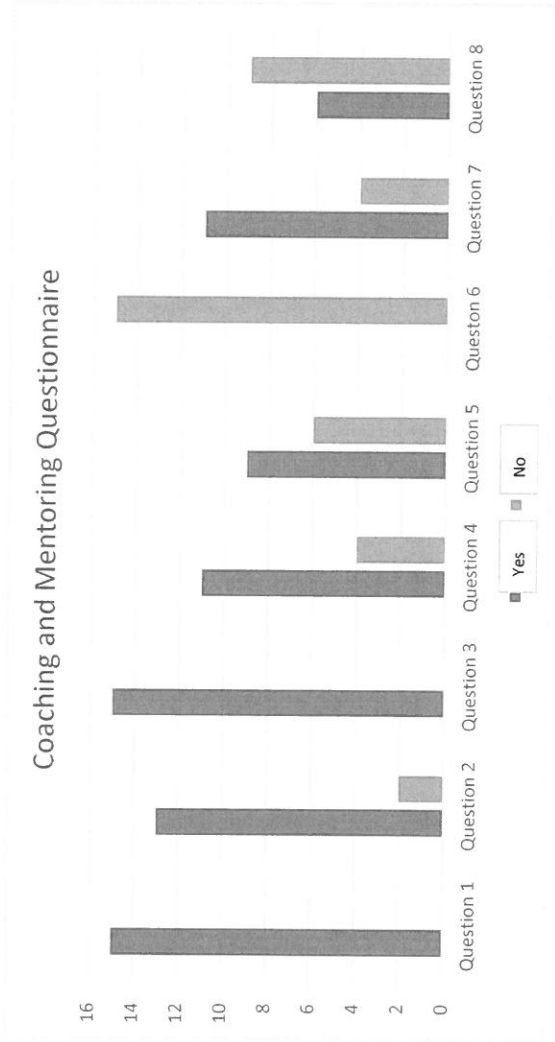
5. Are you regularly outlining the goals and objectives during the coaching and mentoring programme? Yes/No

6. Is it more important to ask questions or be an active listener? Yes/No

7. Do you ensure coaching techniques are only used during your coaching sessions? Yes/No

8. Are you only considering performance and skills during coaching sessions as oppose to any emotional issues? Yes/No

	Yes	No	Comments
Question 1	15	0	
Question 2	13	2	Would hope so / depends on working relationships
Question 3	15	0	
Question 4	11	4	
Question 5	9	6	Goals of organisation or of the coachee/mentee
Question 6	0	15	Prompt with questions is important
Question 7	11	4	
Question 8	6	9	Difficult to stop coachee/mentee talking about emotional issues / don't want to feel rude or unsympathetic



Endence 2.6

Induction



Katy Barron
Swyddog AD Cynorthwy-ydd / Assistant HR Officer
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

...



Rhian Thomas
Mon 09/03/2020 13:35
Katy Barron



Hi Katy,

Thank you for your help and guidance during the induction process for Laura and Sasha. Your mentoring has helped me successfully undertake my first inductions as a line manager.

Diolch,

Rhian

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