

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring in the Workplace

5ADCM

Word Count:3016

Student Name: Chloe Tickle

Student Number:1909409

CIPD Membership Number: 52076810

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: C V Tickle

Date: 18 December 2021

Candidate name: Chloe Tickle

Qualification title: CIPD Level 5						
CIPD Membership/registration No.:52076810						
Unique Learner No. (ULN):1909409						
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ADCM	Contributing to Coaching and Mentoring in the Workplace	1.1	Employee survey feedback	Appendix 1		
	Contributing to Coaching and Mentoring in the Workplace	1.1	Exit Interview example	Appendix 2		
	Contributing to Coaching and Mentoring in the Workplace	1.1	Onboarding schedule	Appendix 3		
	Contributing to Coaching and Mentoring in the Workplace	1.1	Evidence of mentoring emails to employee	Appendix 4		
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	Contributing to Coaching and Mentoring in the Workplace	1.2	Core competencies document	Appendix 7		
	Contributing to Coaching and Mentoring in the Workplace	1.2	Company values	Appendix 8		
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Contributing to Coaching and Mentoring in the Workplace	1.4	Company values	Appendix 8
Contributing to Coaching and Mentoring in the Workplace	2.1	Section from handbook on supervisions and appraisals	Appendix 9
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Contributing to Coaching and Mentoring in the Workplace	2.1	Emails regarding mentoring to employee	Appendix 4
Contributing to Coaching and Mentoring in the Workplace	2.2	Thread of emails regarding core competencies	Appendix 10
Contributing to Coaching and Mentoring in the Workplace	2.2	Employee feedback on SV form	Appendix 12
Contributing to Coaching and Mentoring in the Workplace	2.2	Core competencies document	Appendix 7
	2.3	Emails to Lucy & Karl about courses	Appendix 13 & 14
	2.4	Emails RE peer mentoring	Appendix 15
	2.5	Employee attrition stats	Appendix 16

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:

C V Tickle

Date:

09 November 2020

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

Coaching and Mentoring are increasingly recognised as the leading tools for effective development within an organisation. Coaching is especially effective in supporting the development of employees with high potential that have been identified as prospective future leaders (Garvey, et al., 2008).

The Group of Companies which I am employed by operate as a Small to Medium Sized Enterprise (SME) within the private healthcare sector. We are currently one of the biggest health care providers within the sector holding 50% of all contracts across Pembrokeshire. Despite being one of the biggest care providers and employer within Pembrokeshire, there is a significant lack of ability to impact economic surroundings, particularly in the current climate where significant staffing shortages are inhibiting growth. This has occurred to such an extent that we have had to hand care packages back to the Council in order to stabilize our staffing team. Carson et al (1995) also recognised the difficulty SMEs faced in ability to modify environmental forces to their advantage within his research (Carson, et al., 1995).

Subsequently, our inability to attract and recruit new talent to future proof the business has hampered strategic workforce planning and highlighted the need to support the development and progression of our current workforce to help sustain organic growth, through the provision and utilization of coaching and development strategies through a skills development programme, (Personal Development Plan).

An analysis of the extent to which coaching and mentoring take place within my organisation has highlighted that more could be done to effectively support and develop our employees. This was also highlighted within the annual employee survey [Appendix 1] which highlighted several areas of concern:

- Employees felt that they were not supported by their managers
- Employees felt that they were treated unfairly by managers
- Employees felt that they were not supported within the workplace

Furthermore, employee turnover statistics also highlighted a trend in employees leaving the organisation as they felt that they were not supported by their line managers. [Appendix 2].

There are, however, different forms of coaching and mentoring which currently take place within an organisation. For example, all new recruits participate in a week of extensive training and mentoring when they first join the organisation. [Appendix 3]. This is followed by a 6-month probationary period where the new employee is mentored by a 'buddy' (an experienced member of staff). The recruit will also participate in regular probation meetings with their line manager which will mentor them through the first 6 months of their employment.

For existing staff, line managers conduct regular supervisions which aim to support and mentor their individual staff members and assist with highlighting areas for development. I also provide mentoring to one of the new members of my team within the HR department in the form of weekly session where the employee is able to guide his own development and provide suggestions for discussion in areas where he feels he needs further support [Appendix 4].

A recent plan to restructure the organisation has identified the need to provide coaching and mentoring to specific managers to enable them to progress to higher level positions in the future. A colleague and I have been participating in 1:1 coaching session with an external coach who has significantly supported me in my development over the previous year.

In conclusion, although the organisation is participating in different aspects of coaching and development, these approaches are disjointed, and need to be aligned to provide coaching and mentoring to all employees in a more cohesive and structured manner to support organizational development. Clutterbuck argues that coaching and mentoring are two of the most effective ways of supporting development (Clutterbuck, 2004).

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

My Organisation has two key objectives:

- Increase profit margins
- Provide a high quality of care

Increasing deliverable care hours or purchasing new businesses opportunities are the two main ways in which my organisation can increase profit margins. As we are already one of the largest domiciliary care providers for supported living, providing care to 50% of care packages within Pembrokeshire, the Council are reluctant to provide us with any more packages, however I am currently in the process of transferring employees across from a different care provider to Elliots Hill under TUPE further to success at a recent tender for a new care package contract.

To diversify within the care industry, we purchased a local Domiciliary care company specializing in home care around 2 years ago. More recently my organisation is in the process of purchasing a new residential facility.

To service these Company's effectively, we have had to review our management structure which has resulted in myself, and another colleague being identified for future promotions. To facilitate this, and to ensure we acquire the necessary skillset to transition to more senior roles, we have been provided with 1:1 coaching session with an external coach. These sessions have been invaluable in teaching me new skills and transitioning from a different mindset which will set me in good stead for my future promotion. Ensuring that employees are able to progress organically support Company growth and development and supports diversification. The support of senior managers is pivotal in achieving success for new business opportunities.

Coaching and mentoring are pivotal in supporting the achievement of our second organisational objective to provide a high quality of care. This is done by the implementation of supervisions [Appendix 5] and appraisals [Appendix 6] in which employees are mentored and supported to achieve their goals in line with the organisation's main objectives. We are currently in the process of developing our 'core competencies' which will aid in the development of an employee improvement program [Appendix 7]. The core competencies align with our organizational values [Appendix 8] and create a link to our beliefs and how we behave as an organisation.

Developing a core competencies framework will also support a 'shared vision'. Research suggests that having a 'shared vision' amongst employees has a direct positive impact on employee performance which in turn has an impact on an employee's innovativeness and an organisation's performance (Calantone, et al., 2002).

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

There are several factors within my organisation which have a significant impact on the development of a coaching and mentoring strategy.

Culture – In order for a true culture of coaching and mentoring to flourish we need to transition to a culture of continuous feedback and away from the current system of quarterly supervisions and annual appraisals as noted within our policy on learning and development [Appendix 9]. A recent CIPD podcast highlighted a tendency for individuals to try and accomplish tasks individually rather than accessing 'go to' people, this is also true within my organisation. This type of approach limits the ability to work as part of a team and develop a 'partnership' with longer term visions rather than achieving short term goals (CIPD, 2017).

Current learning and development strategy – Our current approach to learning and development consists of online and classroom mandatory training as well as mandatory completion of a Level 2/3/4 qualification depending on job roles and levels of seniority. There is a definite lack of 'vision' and buy in for the approach to learning and development and it is seen as a 'chore' and 'tick box' exercise rather than employees and managers gaining true value from it. There is a lack of buy in across the Company which is seen in the amount of training modules which are out of date. Managers do not appreciate the importance of these either and are not consistent in their approach to ensuring and supporting employees to complete training.

Senior Management Team (SMT) – The senior management team do not currently see the importance of supervision and appraisals, or the importance of regular feedback to their line managers. In order for us to successfully implement a new coaching and mentoring strategy, we first need to get the SMT onboard with the concept and committed to learning a new approach. The Area Managers and Team Leaders are the individuals that conduct the most supervisions and appraisals, however they are severely lacking in the knowledge and skillset required to carry out supervisions, appraisals and mentoring effectively. We need to build the confidence of our line managers (people managers) to manage our people effectively and drive a coaching and mentoring culture.

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

Core Competencies

In order to develop our coaching and mentoring strategy we need review the current process and design a new vision and policy with our updated approach. One of the main functions of our updated approach includes the incorporation of core competencies into our organisation which can be used across all job roles and at all levels as a benchmark for the required competencies at that particular level. We are already in the process of creating our core competencies document [Appendix 10] and have agreed what our core competencies will be. These decisions were based in alignment with our Company values [Appendix 8] and our overall organizational objectives.

Learning and Development Program

Employees currently participate in quarterly supervisions with their line managers; however, these are seen by middle managers and some senior managers as a 'paper' and 'tick box' exercise rather than getting true value out of the supervision. In order to change this approach, we are hoping to incorporate the core competencies in to the 'supervision' format, and re-brand the supervision as more of a 'personal development plan' rather than a supervision.

Training for Line and Senior Managers

The line and senior managers underestimate their importance in the role of coach and mentor to their team members. Evidence suggests that the line manager is in a pivotal position to take on the position of mentor in order to develop their teams' abilities (Richardson, 2021).

We will be providing training to our line and senior managers to enable them to develop effective skills to mentor their teams. They will also be able to participate in the personal development plans at their relevant levels, which will also offer peer mentoring, access to additional vocational qualifications, shadowing as well as other opportunities to enhance their skill sets.

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

There are many benefits to coaching and mentoring within an organisation, including, but not limited to improved productivity, increased employee confidence, heightened self-awareness and greater sense of wellbeing.

I have promoted the use of core competencies within the organisation with the introduction of 'core competencies' to the Company Directors which I hope to embed within a 'personal development plan' structure. This system will encompass coaching and mentoring within the organisation at different levels, identifying individual goals and areas for development which would be supported through different approaches [Appendix 9]. The Company Directors have agreed with my recommendations, and I am in the process of drafting the 'Core Competency' policy which will provide the foundations for the personal development plans [Appendix 7].

There are several barriers which may prevent this approach from being successful. These include but are not limited to the following:

- A lack of resources – coaching and mentoring from external bodies can be costly. Cost effective alternatives need to be sourced, with a emphasis on the use of mentoring which can be provided in-house.
- A lack of understanding or process – all members of staff delivering the personal development plans will need to receive sufficient training to understand the approach and the most effective way of carrying it out, along with the agreed process. [Appendix 11].
- A lack of buy in – ensuring that all employees are sufficiently trained and understand the importance of the plans should support with 'buy-in'.

Aside from the personal development plans I have also promoted the use of mentoring within my department and have set up an informal 'mentoring agreement' with one of our HR Administrators who has been struggling to meet the required criteria. Further to an extended probation period, I have met with the individual on a weekly basis to discuss areas which he feels he needs further support or development. This approach has been successful so far with a notable difference in the employee's confidence, development and knowledge. [Appendix 4].

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

Coaching and mentoring supports an organisation to develop individuals' skillsets, enhance organisational culture and support a collaborative approach to all aspects of leadership by empowering leaders and providing them the tools to be effective listeners, supportive and the ability to constructively challenge and seek to understand the perspectives and ideas of others. Clutterbuck

and Megginson acknowledge the benefits of creating a 'reflective space' through coaching and mentoring in which individuals can look critically at their performance in order to identify new goals and overcome barriers to increased efficiencies (Clutterbuck & Megginson, 2006).

I have contributed to the development of a coaching and mentoring strategy through the suggestion of using core competencies to enhance performance across the organisation. [Appendix 10]. Prior to making this suggestion I reviewed the feedback from the annual employee feedback forms and quarterly supervisions with regards to employee satisfaction. These both highlighted that employees did not feel supported by their line managers and felt that they weren't able to progress within the Company. As a result of this I reviewed the potential impact that a coaching and mentoring culture could have on the organisations performance, and how levels of development could be benchmarked and enhanced. [Appendix 12].

My contribution to these plans will consist of the structure of the 'core competencies' document, and the creation of the 'personal development plans' in conjunction with members of the senior management team. I will liaise with the senior managers to enhance buy-in for the scheme and ensure that adequate training is provided to all.

I will also be involved in the marketing and roll-out phase and will coordinate alongside other colleagues in the HR Department. The Core Competencies document is not completed at present and is a work in progress [Appendix 7].

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

Coaching and mentoring are now considered to be an integral part of effective and successful leadership. To aid us in developing a culture which is conducive of enhancing learning and performance and enhance the potential of employees, we need to ensure that the people that are best placed to be coaches/mentors are provided with the skillset to play these roles and deliver sustainable results.

Mentoring is easier to achieve and is defined as a mutual relationship with the shared goal of professional and personal development. The mentor is usually experienced in the required field and is able to impart the desired knowledge to the mentee (Mindtools, 2021). Developing a coach is more difficult to achieve as it relies on a particular skillset and the knowledge of different coaching modules such as the GROW model.

We have started to research different coaching courses which we would be able to provide to our leadership team to support their development within a coaching role [Appendix 13 & 14].

2.4 Assist potential coachees/ mentees to understand and participate fully in coaching/mentoring programmes.

I have assisted in the organisation of coaching and mentoring relationships throughout the organisation. More recently I have arranged for two senior managers to participate in coaching and mentoring sessions with another, less experienced Operations Manager. These sessions have been arranged for several hours on a monthly basis to try and support the operational manager to understand her job role better [Appendix 15].

I have also arranged for senior managers to participate in coaching training with an external organisation to provide them with the required skills.

It is important for coaches and mentors to fully understand the importance of this position and its requirements in order to deliver coaching and mentoring in an efficient manner.

2.5 Support the on-going evaluation and continuous improvement of the organisation's coaching/mentoring programmes.

Once the personal development plans are in use, we aim to measure the success of this in several ways:

Attrition rates: Our monthly attrition percentage is 1.7%, which is fairly low compared to the industry average for health & social care. Our annual attrition percentage is 25.3% which in comparison to the industry average of 28% is lower (Workforce Intelligence, n.d.). [Appendix 16]. We hope to reduce the monthly and annual attrition rates as employees should have clearer progression paths and feel more valued.

Improvement: Once the learning development plans are in use I would look to meet the senior managers and staff through the use of a steering group on a monthly basis to understand their opinions on the plans, any suggestions for improvements, areas for change or any areas that are particularly good.

Employee feedback: I would report on the personal development plans on a quarterly basis to review the comments about employee satisfaction and development suggestions.

I would look to evaluate the plans on a regular basis to ensure that they are up to date and include any new job roles, or changes in working practices and legislation.

Guskey (2000) suggests that there are five different levels at which CPD can be evaluated:

- Participant Learning
- Organisational Support and Change
- How participants use new Knowledge and Skills
- Learning outcomes
- Participant Reaction

(Guskey, 2000).

To assess participants and employees' beliefs about the plans and associated coaching and mentoring, we could create a specific survey to gather some additional data. We would also hope to see a rise in employees applying for internal promotion opportunities, and for a better experience for our customers who may meet more of our personal outcomes as staff become more knowledgeable and skilled.

References

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[Accessed 07 January 2022].

First Name	Last Name	Location	Final Day of Employment	Name (Exit Interview)	Position (Exit Interview)	Manager (Exit Interview)	How would you rate your manager based on a rating of "very good", "good", "fair", "poor" (Exit Interview)	Show fair treatment (Exit Interview)	Deal promptly with complaints/problems (Exit Interview)	Give encouragement and help when needed? (Exit Interview)	Listen to suggestions/c	Comments (Exit Interview)
		Supported Living Residential	03/01/2022	Michelle Davies	Team Leader	Michelle Davies	3	Always	seldom	Always	Seldom	Michelle is very busy who tried to be there for me, however her leadership is limited to missed opportunities, strategies etc. I should have been treated better. It seems Ty Gwyn is her third priority.
		Supported Living	01/08/2021			A/M Davies	3	Seldom	seldom	Seldom	Usually	
			19/12/2021		Support worker							

New Starter Checklist – Residential Setting

Name:		Registered Manager:	
Start Date:	22/11/2021	Area:	RCH
Elfy Username:		Elfy Password:	

Additional Training	Date	Start/Finish time	Venue
First Aid F2F	02/12/2021	9am – 3pm	Training Room
Moving and Handling F2F	07/12/2021	11am – 3pm	Training Room
Breakaways F2F	03/12/2021	9am – 11am	Training Room
Epilepsy /Buccal F2F	09/12/2021	11am-3pm	Training Room
Total Communications Induction	26/11/2021	2pm-3pm	Meeting Room

Week 1

Day 1 - Monday	Facilitator/Location	Time	Completed Y/N
Introduction - Welcome & office introductions - Yammer set up & familiarisation - Uniform	HR – Head Office Hawthorn Rise Haverfordwest SA61 2AX	09.30am – 10.30am	
Induction presentation	Yammer- Online	10.30pm – 11.30am	
E-Learning Online Training: - Moving & Handling - Basic Life Support - Communication - Dignity & Respect - Equality & Diversity - Fire Awareness - Food Safety - Health & Safety - E-Competency safeguarding - Professional Boundaries	E-Learning – Head Office	11.30am – 5pm	
		7.5 hours	
Day 2 Tuesday			
Shadow Shift	Residents Care Home (RCH)	8am-4pm	
		8.0 hours	
		Total Hours	
Day 3 Wednesday			
E-Learning Online Training:	E-Learning - Head Office	9am – 5pm	

• Infection Prevention & Control • Medication Awareness • MCA & DoLs • Fluids & Nutrition • Oral Health • Person Centered Care • Positive Behaviour Support • Documentation & Record Keeping • Safeguarding & Protection of Adults • Safeguarding Children • E-Competency Moving & Handling • Bed Rails • Conflict Management			
		8 hours	
Day 4 Thursday			
Shadow shift	Residents Care Home (RCH)	14:30 – 22:00	
		8.5 hours	
		Total Hours	
Day 5 Friday			
E-Learning Online Training:	E-Learning - Head Office	9am – 5pm	
• Duty of Candour • Learning disabilities • Mental Health • PPE • ABI • Dementia Awareness • Pressure Ulcer Risk Assessment • Diabetes • Epilepsy • Autism Awareness • Cleaning • COSHH • E-Competency Fire & Safety • Appraisals			
		8 Hours	
		Total: 40 Hours	

Week 2

Day 1 - Monday	Facilitator/Location	Time	Completed Y/N <i>Office use only</i>
Day 2 Tuesday			
E-Learning Online Training: • Covid-19 • Dysphagia & Texture Mod • End of life care • Legionella Awareness • Original pack Dispensing • Sepsis • Urinary Incontinence - an intro • Urinary Incontinence Types and Causes • Fall Prevention	E-Learning – Head Office	9am – 5pm	
		8 HOURS	
Day 3 - Wednesday			
Day 4 - Thursday			
Day 5 Friday			
Day 6 - Saturday			
Day 7 - Sunday			
		Total: HOURS	

Office Use Only

Task	Y/N	Completed By
Yammer link sent & added to following groups: Area of work group New Starter Group All Network Company Updates, Policies & Procedures Compliments – Residential Settings Covid-19 Policies & Updates Wellbeing		

Signed contract received		
Holiday booking system link sent and activated		
Copy provided to employee		

Human Resources

From: Human Resources
Sent: 14 December 2021 09:19
To: ~~Lucy Walwin~~
Subject: FW: Mentoring session

Kind Regards

Chloe Tickle
Human Resources



From: ~~Karl Deakin~~ <~~Karl Deakin~~@elliotshill.co.uk>
Sent: 14 December 2021 09:04
To: Human Resources <human.resources@elliotshill.co.uk>
Subject: Mentoring session

Good morning Chloe,

For tomorrow's session, could we look at the following areas please?

When to transition from ATS to PHR. I can do this, but haven't done it very often, so I am just trying to get it into my head when we should do it.

Could we go through the balanced score card spreadsheet in more detail please? I have looked at it since our last meeting, but I could do with the scoring system being explained again.

Notice periods. After your email yesterday, I just want to have it clear in my mind.

Any possible courses that you feel would be of benefit in this role, I still have access to funds for training.

Kind Regards

~~Karl Deakin~~
HR Support

Human Resources

From: Human Resources
Sent: 08 December 2021 13:36
To: ~~Karl Deakin~~
Subject: RE: Mentoring session

Hi ~~Karl~~

Thanks for letting me know. I did read this earlier so apologies for slow response.

Have a think ahead of next week if there is anything that you would like to cover.

Kind Regards

Chloe Tickle
Human Resources



From: ~~Karl Deakin~~ <~~Karl.Deakin~~@elliotshill.co.uk>
Sent: 08 December 2021 10:37
To: Human Resources <human.resources@elliotshill.co.uk>
Subject: Mentoring session

Morning Chloe,

Unless you have anything you would like to discuss, I am pretty happy this week. There's nothing I can think of that I need extra help with, so if you don't mind, I am happy to skip this mentoring session.

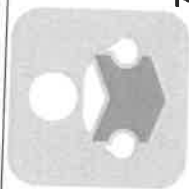
Kind Regards

~~Karl Deakin~~
HR Support

Supervision Form - Administrators

Employee Name:		Supervisor Name:	
Date of this supervision:			
1. Actions from last supervision – use this section to write down what actions you agreed together last time. What progress has been made to achieve the actions? What else needs to be done?			
Action	Progress so far	What else needs to be done? By whom?	By when?
N/A - First SV			
			
2. Wellbeing			
How have you been since your last supervision?			
			
3. Feedback			
Value = Pride. We know we are good at what we do and are proud to be part of an organisation that pursues excellence.			

3.1 What has gone well for you since the last time we met?	
3.2 Record what the person being supervised has done well since the last supervision.	
4. Work – ask if there are any issues to discuss with any of the following:	
4.1 Working hours	
4.2 Relationships with colleagues and other professionals	
4.3 Workload	
4.4 Place of work	
4.5 Other	
4.6 Record dates of any sickness absence since the last supervision	
	
5. Current Projects	
5.1 List current projects and discuss progress.	
Project details	Discussion notes
Become an expert at using all new systems: PP	



7. Training

Value = Learning. We embrace change and always want to learn more.

7.1 What training have you attended since your last supervision?

7.2 How has this training helped you in your job role?

7.3 Record dates and times of any upcoming training between now and the next supervision and remind the person being supervised. Highlight any outstanding training and book it in.

7.4 Is there any training that you feel would help you in your job role?

8. Annual leave

8.1 List any upcoming leave already booked

8.2 Record annual leave remaining.

9. Appraisal – use this section to write down what actions you agreed together at the last appraisal. What progress has been made to achieve the actions? What else needs to be done?

[illegible]

 Value = Integrity. We act with integrity at all times and always do the right thing no matter how difficult that may be. 12. Safeguarding - By signing below, the employee declares that they are not aware of any abusive practices within the service they support. (If there are any concerns about behaviours or practices, these should be discussed with your line manager immediately).			
13. Signature and date			
Employee signature:		Date:	
			
Supervisor signature:		Date:	

HR COORDINATOR

APPRAISAL PREPARATION - APPRAISEE

The appraisal is a performance management tool for you and your line manager to use in measuring your performance against the requirements of your job description.

Please read and complete this form carefully, if you have any questions please ask your line manager.

Your line manager will also complete a form in preparation for your appraisal. At the appraisal meeting, you and your line manager will use the forms as a basis for a review of your performance over the last 12 months and to agree objectives for performance development in the next 12 months.

NAME			
JOB ROLE			
BRIEF DESCRIPTION OF JOB ROLE			
APPRAISAL PERIOD FROM:			TO:
MANAGER			

	Comments	5 Exceptional	4 Above Average	3 Acceptable	2 Below Average	1 Failure to Meet Standards (action immediately required)
A. Administration What do you think are the main strengths and weaknesses of the administration skills and processes of the appraisee?		☐	☐	☐	☐	☐
B. Staff Management and Development What steps have been taken since the last appraisal to maintain and improve performance, knowledge and skills of the appraisee or their staff?		☐	☐	☐	☐	☐
C. Quality Management What steps have been taken to ensure the work area meets the required standards?		☐	☐	☐	☐	☐

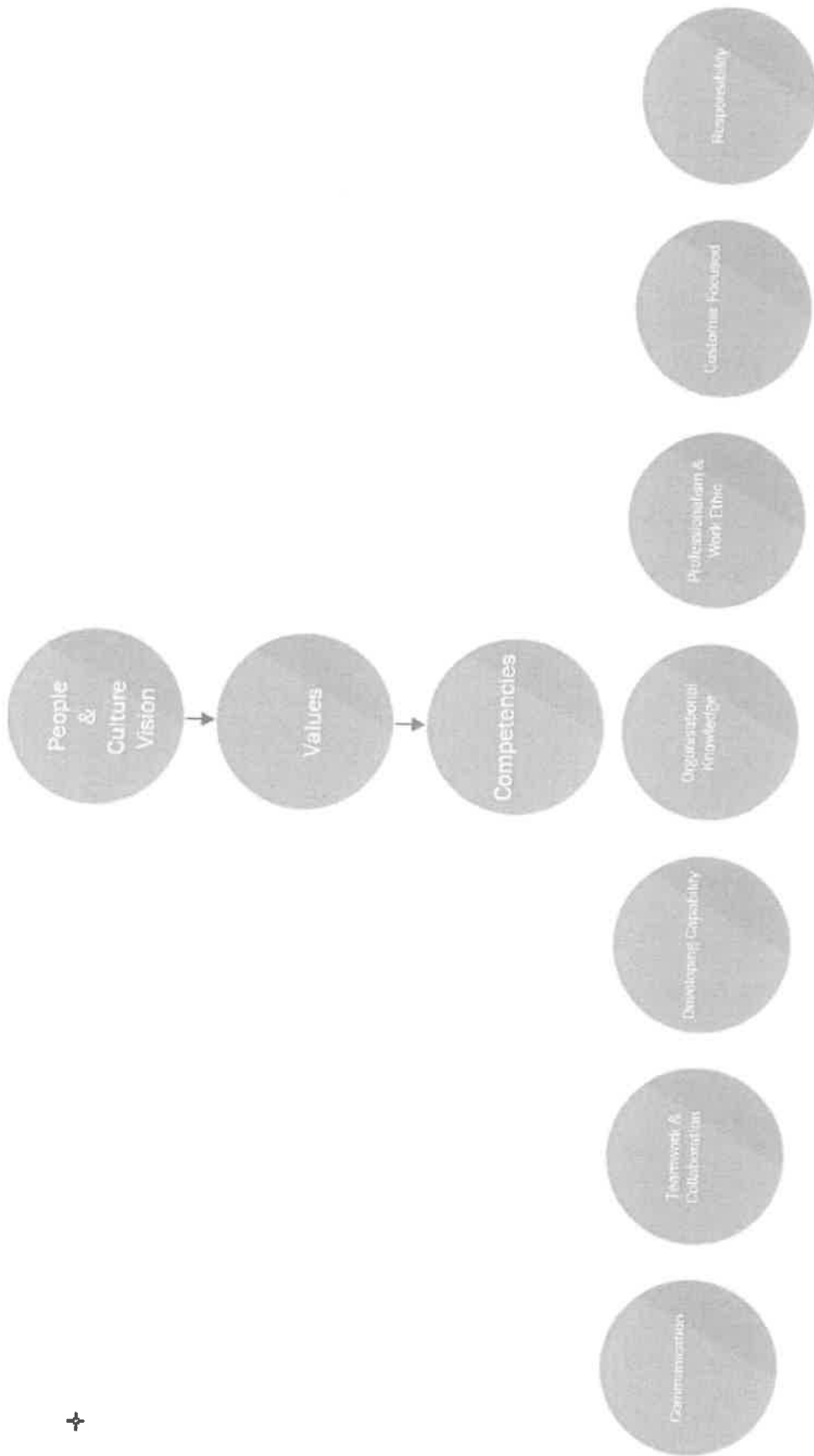
	Comments	5 Exceptional	4 Above Average	3 Acceptable	2 Below Average	1 Failure to Meet Standards (action immediately required)
D. Advisory Support What has been done to maintain and improve the standard of advisory support provided?		☐	☐	☐	☐	☐

Preferred Action Plan

Include any training and development requirements you feel you may need

Area for development (i.e. A – Volume of work)	Action	By Whom	How	By When

General Comments



Core Competencies

I have reviewed competencies with Fiona – see amended suggestions below. Original suggestions above.

- 1) Positive communication – (include active listening, comms in positive manner, listening skills, negotiation or influencing, how to chair meetings effectively).
- 2) Teamwork
- 3) Technical knowledge
- 4) Customer Focused
- 5) Responsible decision making (incorporate risk into this and managing risk)
- 6) Problem solving
- 7) Leadership (include accountability as part of this section)
- 8) Influencing others (negotiation)
- 9) Continuous improvement (seeing where you are and where you need to get to and identifying training needs)

Level 1 (entry level)

Job Role: Support Worker

Level 2 (intermediate level)

Job Role: Team Leader

Level 3 (expert level 1)

Job Role: Area Manager

Level 4 (expert level 2)

Job Role: Registered Manager

Competencies could fit within the four categories, the higher the level, the higher the expectation. – don't need to categorise
Technical

Business

People

Leadership

I discussed this with Fiona and she said it may overcomplicate things – difficult to categorise, some may cross over in to two sections etc.

How to fit these into the organisation

- 1) To be used within recruitment to measure success

Interview questions – section with core competencies. “give me an example of...”

Adverts

Job descriptions

- 2) Supervisions & Appraisals

Make it more competency focused which would aid development

- 3) When developing the development project, clearly defining career pathways, and expected levels of competency
- 4) Probation packs – review success against competencies in different areas

Levels of success

Expected – Desirable – Aspirational

Fiona liked the above suggestion.

Tasks

Add paragraph after each competency to explain what we would like to see from employees. Would be the same explanation at each level

Ideas

Buddy people up that are working below 'expected' or want to improve a level with someone that's already demonstrating that level of ability

Discussed adding 'integrity' as a competency. Fiona thought that it was more of a behaviour and may be difficult to measure. It is also quite subjective. We could weave integrity through the expectations of the other competencies though?

Descriptions

1) Positive communication – (include active listening, comms in positive manner, listening skills, negotiation or influencing, how to chair meetings effectively).

People skilled in this area have the ability to communicate orally and in writing in a clear, concise and impartial manner. It involves taking the time to listen to and understand the perspectives of others and propose solutions. People who are skilled in this area encourage open communication and build consensus often using tact, discretion and diplomacy in dealing with sensitive information. For leaders it is about creating an environment where staff are informed of decisions, directives and any other relevant information, ensuring that all changes are incorporated in to working practices. Leaders are required to inspire and encourage staff at all levels, and promote an environment of open communication within teams, ensuring that sensitive information is protected.

2) Teamwork

Effectiveness in this area is about working collaboratively at all levels, sharing information appropriately and building supportive, trusting and professional relationships with colleagues, customers, health professionals and a wide range of people inside and outside the organisation, whilst having the confidence to challenge assumptions. For leaders, it's about being approachable, delivering business objectives through creating an inclusive environment, welcoming challenge however uncomfortable.

3) Technical knowledge

People who are effective in this area take initiative, are innovative and seek out opportunities to create effective change. They have the ability to apply new skills to remain up to date in his/her area of expertise and reliably applies knowledge of basic technical concepts and relevant regulations and legislation to ensure compliance with recognised standards and expectations. Leaders must be able to provide guidance and advice in his/her area of expertise on the application of technical knowledge, procedures and approaches. For leaders it is about demonstrating a vision, expertise and resourcefulness in developing strategies, seizing good opportunities, mastering challenges and risks, and addressing issues relevant to the workplace or environment to ensure regulatory compliance.

4) Customer Focused

Effectiveness in this area is about valuing and modelling professional excellence and expertise to deliver service objectives and customers outcomes, taking account of diverse customer needs and requirements. People who are effective plan, organise and manage their time and activities to deliver a high quality and efficient service, applying programme and project and risk management approaches to support service delivery. For leaders, it is about creating an environment to deliver operational excellence and creating the most appropriate and effective delivery models for all services.

It involves maintaining an understanding of customer's needs, the Health & Social Care industry, and all relevant regulatory requirements to ensure delivery remains customer focused whilst balancing business needs and its strategic priorities. For all, it's about having a sustainable and robust mindset to ensure all activities and services are delivering added value and working to enhance the lives of our customers and business development.

5) Responsible decision making (incorporate risk into this and managing risk)

Effectiveness in this area is about learning from what has worked as well as what has not, being open to change and improvement, and working in 'smarter', more focused ways. At all levels it is about using sound judgement, evidence and knowledge to arrive at accurate, expert and professional decisions and advice. It is about being careful and thoughtful about the use of personal and sensitive information to ensure it is handled securely and with care. For leaders, it's about reaching evidence-based strategies, evaluating options, impacts, risks and solutions and creating a security culture around the handling of information. They will aim to make well informed and sound decisions while minimising risk and balancing a range of considerations to provide sustainable outcomes. For leaders, this is about creating and encouraging a culture of innovation and allowing people to consider and be confident enough to take informed decisions.

6) Problem solving

Effectiveness in this area is about having the ability to identify a problem and consider potential suitable solutions to reach an effective outcome. At all levels it is about considering potential solutions, using problem solving strategies and seeking assistance from leaders where necessary. For leaders it is about supporting your teams and providing the necessary skills, confidence, and direction to aid problem solving in a robust manner. Leaders should also reach an informed decision by using problem-solving strategies.

7) Leadership (include accountability as part of this section)

Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it's about working to agreed goals and activities and dealing with challenges in a responsive and constructive way, communicating purpose and direction with clarity, integrity and enthusiasm. For leaders, it is about building a performance culture where staff are given the space, authority and support to deliver outcomes. It's also about keeping a firm focus on priorities and addressing performance issues resolutely, fairly and promptly. Leaders should be organisational and industry 'champions' and display the principles of fairness, inclusion and opportunity for all. Leaders are required to be visible and must establish a strong direction and persuasive future vision, managing and engaging with people in a straightforward, truthful, and candid way.

8) Influencing others (negotiation)

At all levels employees should express ideas and suggestions in a clear manner and demonstrate the ability to successfully persuade and influence others to build support for ideas and initiatives by effectively presenting facts and evidence. Leaders must have the ability to identify and anticipate stakeholder needs and gain buy in and develop consensus on ideas and recommendations affecting own teams or the wider organisation. This can be achieved through facilitating discussions and giving consideration to a range of interests, options and possibilities. Leaders must build internal and external support for organisational change, strategies and initiatives by becoming 'change champions' and facilitating and supporting the commitment of their teams.

9) Continuous improvement (seeing where you are and where you need to get to and identifying training needs)

Effectiveness in this area is having a strong focus on continuous individual learning, the development of others and the organisation. For all staff, it's being open to learning, about keeping one's own knowledge and skill set current and evolving. For leaders, it's about investing in the capabilities of our people, to be effective now and in the future as well as giving clear, honest feedback and supporting teams to succeed. It's also about creating a learning and knowledge culture across the organisation to inform future plans and transformational change.

Our Values

Caring

The principal focus is on the people that receive and deliver our care.

Being supportive and caring with everyone we work with is why we are still here after so many years. We put the person at the centre of all we do and make sure that at the fundamental level we care about the person. We care about the people we look after and the support team that provides that care.

Happiness

Being happy makes the lives of our service users and the people who work for us better.

Being happy is important. Everyone is entitled to be happy – in their home, where they work and in the things they do. The people that support our customers are also entitled to be happy and by treating our staff team with respect and fairness and giving them opportunities to grow and succeed we engender a happy and vibrant team culture.

Integrity

We act with integrity at all times and always do the right thing no matter how difficult that may be.

Acting with integrity at all times makes us who we are. We hold ourselves to high moral and ethical standards and always take responsibility for our actions. We believe it is right that anyone we work with knows exactly what they can expect of us. We are transparent, open and accountable. There is no nonsense which means customers, staff and stakeholders always know where they are and what to expect.

Learning

We embrace change and always want to learn more.

We believe that no one, whether it is a company or a person, can ever stop learning. We constantly review how we are doing so that we can build on the good and change anything that is not up to scratch. We pride ourselves on being a Learning Organisation where we capture knowledge and skills from our entire team including our customers, to build an ever evolving innovative and change embracing culture.

Pride

We know we are good at what we do and are proud to be a part of an organisation that pursues excellence.

We are justifiably proud of what Elliots Hill does, what we have achieved and where we are going. Our customers and staff alike are proud to be part of the team and what it means. We are proud of the high quality support, care and happiness we give our customers and proud of the team culture our staff thrive in.

Human Resources

From: Human Resources
Sent: 17 November 2021 12:58
To: ~~Sally Clarke, Fiona~~
Subject: RE: Core Competencies - Ideas
Attachments: Core Competencies Ideas.docx

Hi both

Please see updated version attached.

I ran over it with Fiona yesterday and she has given some suggestions for different competencies.

I have had a go at describing each competency.

Can we get together to run over the competencies and confirm the ones that we would like to use please?

The final competency document would form the basis of the following:

- Updated SV/appraisal forms
- Probation packs
- Recruitment – adverts, JD, interviews
- Rising star/development programme

Kind Regards

Chloe Tickle
Human Resources



From: ~~Sally Clarke~~ <~~SallyClarke~~@elliotshill.co.uk>
Sent: 15 November 2021 16:42
To: Simon <~~SimonClarke~~@elliotshill.co.uk>; Human Resources <human.resources@elliotshill.co.uk>
Subject: RE: Core Competencies - Ideas

I think one of the core value considerations probably need to be Integrity.....?



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From: Simon <simon.clarke@elliotshill.co.uk>
Sent: 15 November 2021 16:29
To: Sally Clarke <sally.clarke@elliotshill.co.uk>; Human Resources <human.resources@elliotshill.co.uk>
Subject: Re: Core Competencies - Ideas

i think the fact they are 'Core' should mean that all competencies relate to all job roles. People just carry it out at different levels

From: Sally Clarke <sally.clarke@elliotshill.co.uk>
Sent: 15 November 2021 16:10
To: Human Resources <human.resources@elliotshill.co.uk>; Simon <simon.clarke@elliotshill.co.uk>
Subject: RE: Core Competencies - Ideas

Hi Chloe

Great start and well presented. Some thoughts.....

I think we should state Level 1 competencies as the basics, then for each level build with more interesting competencies. So for example for Level 2, you state Level 1 + integrity, problem solving etc etc.

Level 3 = Level 1 & 2 plus xxxxxxxx

So it isn't so repetitive at each level. The higher up you go, you can be more creative with the competencies; Level 3 could include Self Awareness or Emotional Intelligence!



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From: Human Resources <human.resources@elliottshill.co.uk>

Sent: 04 November 2021 12:00

To: Simon <simon.tickle@elliottshill.co.uk>; ~~Simon Tickle~~ <simon.tickle@elliottshill.co.uk>

Subject: Core Competencies - Ideas

Hi both

Had a think about some core competencies and put some ideas down on a word doc – see attached.

Let me know what you think. Thought I'd just make a start but I'm sure I have missed out a lot of decent competencies, and there are probably a few too many as well.

Kind Regards

Chloe Tickle
Human Resources

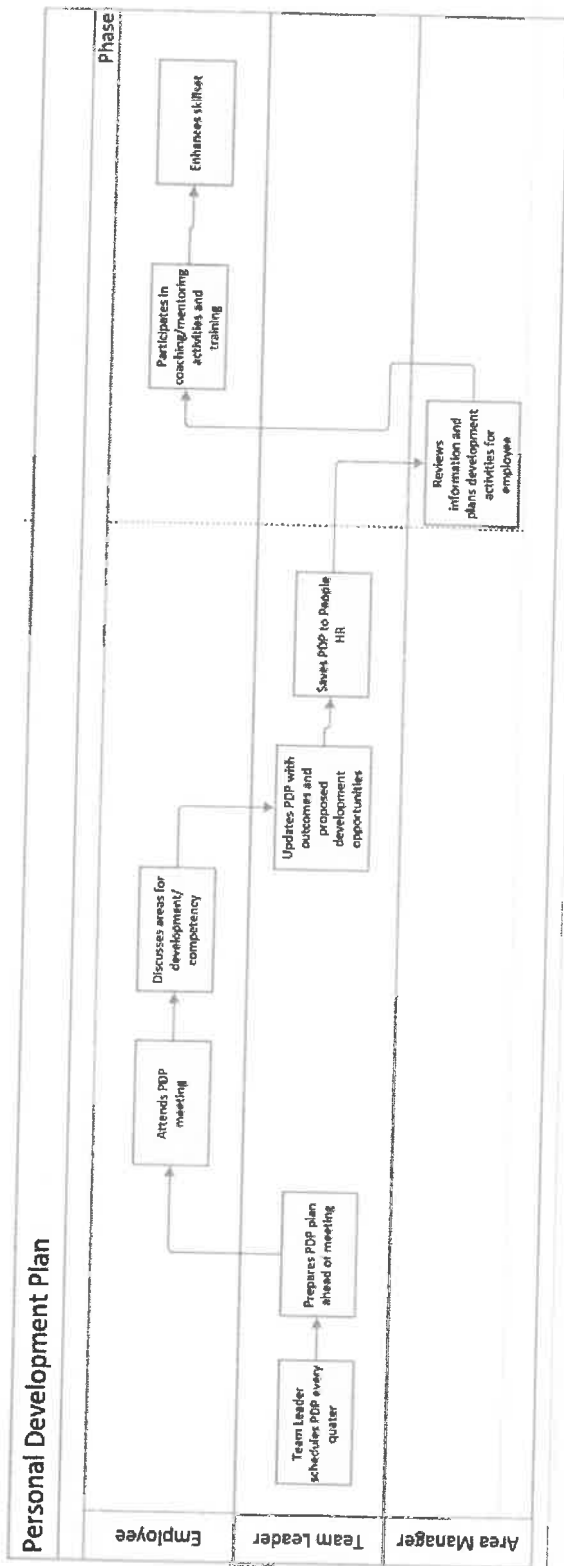


29. PERFORMANCE AND REVIEW

- 29.1 Our policy is to monitor your work performance on a regular basis so that we can maximise your strengths and help you to overcome any possible weaknesses.
- 29.2 Supervisions can be requested at any time by both parties.

30. STAFF APPRAISAL SCHEME

- 30.1 We have a staff appraisal scheme in place for the purpose of monitoring staff performance levels with a view to maximising the effectiveness of individuals, identifying training needs and highlighting the potential for further development, details of which are available separately in our Performance Appraisal Policy and Procedure. Appraisals are undertaken on an annual basis, normally during June or July.



Date of Supervision (Supervision Form - Support Workers)	If you have rated neutral or less, please provide us with feedback to enable us to review ways in which we can improve your e...	Overall, how satisfied are you with your employment? (Supervision Form - Support Workers)
18/10/2021		Satisfied
28/10/2021		Neutral
26/10/2021	Would like to do 1 shift with Valley and 1 shift els	Neutral
08/01/2022		Satisfied
25/10/2021		Satisfied
24/10/2021		Satisfied
28/10/2021		Satisfied
14/10/2021		Satisfied
10/01/2022		Satisfied
15/10/2021		Satisfied
25/10/2021		Satisfied
15/10/2021		Satisfied
24/10/2021		Satisfied
29/10/2021		Satisfied
03/01/2022		Neutral
18/10/2021		Satisfied
22/10/2021		Very satisfied
01/01/2022		Satisfied
18/11/2021	Rotas coming coming out in more advance	Satisfied
25/11/2021		Satisfied
19/10/2021		Very satisfied
03/01/2022		Satisfied
18/10/2021		Satisfied
05/01/2022		Very satisfied
27/10/2021		Very satisfied
05/01/2022		Satisfied
14/10/2021		Satisfied
26/10/2021		Neutral
25/10/2021		Satisfied
		Very satisfied

03/01/2022		Very satisfied
22/10/2021		Satisfied
09/01/2022		Very satisfied
29/10/2021		Very satisfied
01/01/2022		Satisfied
01/10/2021		Satisfied
05/01/2022		Satisfied
16/11/2021		Satisfied
16/11/2021		Satisfied
10/01/2022		Satisfied
16/10/2021	Dot says she feels at the start of the pandemic, st	Neutral
14/10/2021		Very satisfied
10/11/2021		Satisfied, Very satisfied
13/10/2021		Satisfied
06/10/2021		Satisfied
05/01/2022		Satisfied
29/10/2021		Very satisfied
07/01/2022		Satisfied
27/10/2021		Satisfied
11/10/2021		Satisfied
10/11/2021	Area manager failed to notify myself of team lead	Very dissatisfied
14/10/2021		Satisfied
01/10/2021	Gemma is really happy with working under her ne	Satisfied
01/01/2022		Satisfied
15/10/2021		Satisfied
27/10/2021	Helen felt she didnt have support as a team leader	Neutral
08/10/2021		Very satisfied
16/11/2021		Satisfied
29/10/2021		Satisfied
13/10/2021		Very satisfied
13/10/2021		Very satisfied
08/01/2022	Icaro is happier since the change in leadership.	Very satisfied
20/10/2021		Satisfied

22/10/2021	Jack has put neutral due to the loss of sleepovers	Neutral
03/01/2022		Neutral, Satisfied
09/11/2021		Satisfied
07/11/2021		Satisfied
30/10/2021		Satisfied
06/01/2022		Satisfied
20/10/2021	Don't feel rewarded enough, don't feel the comp	Satisfied
28/10/2021		Neutral
01/01/2022		Satisfied
22/10/2021		Satisfied
08/10/2021	with the exception for the rotas only being 1 wee	Very satisfied
16/11/2021		Satisfied
25/10/2021		Satisfied
03/11/2021		Satisfied
03/01/2022		Very satisfied
18/11/2021		Satisfied
21/10/2021		Satisfied
22/10/2021		Very satisfied
29/10/2021		Satisfied
13/10/2021		Very satisfied
06/01/2022		Satisfied
29/10/2021		Satisfied
19/10/2021		Very satisfied
05/01/2022		Satisfied
07/10/2021		Satisfied
19/10/2021		Satisfied
14/10/2021		Very satisfied
25/10/2021		Satisfied
04/01/2022		Satisfied, Very satisfied
01/10/2021		Satisfied
25/10/2021		Satisfied
22/10/2021		Satisfied
08/01/2022		Satisfied
		Very satisfied

27/10/2021		Very satisfied
16/10/2021		Satisfied
05/01/2022		Satisfied
29/10/2021		Satisfied
28/10/2021	due to her knee she cant cope with all shifts together	Neutral
01/01/2022		Satisfied
27/10/2021		Satisfied
01/01/2022		Satisfied
20/10/2021		Satisfied
08/01/2022		Satisfied
16/11/2021	Due to feeling unsettled with place of work	Neutral
07/01/2022		Satisfied
06/10/2021		Satisfied
19/10/2021		Satisfied
21/10/2021		Satisfied
05/10/2021		Satisfied
01/01/2022		Very satisfied
01/10/2021	Staff moral in some houses is low because of being	Very satisfied
01/01/2022		Neutral
04/10/2021		Satisfied
01/01/2022		Satisfied
15/10/2021		Satisfied
28/10/2021		Satisfied
17/10/2021		Satisfied
06/01/2022		Very satisfied
13/10/2021		Satisfied
04/01/2022		Very satisfied
16/11/2021		Very satisfied
15/11/2021		Satisfied
27/10/2021	consistency.	Satisfied
27/10/2021		Neutral, Satisfied
10/10/2021		Satisfied
21/10/2021		Satisfied

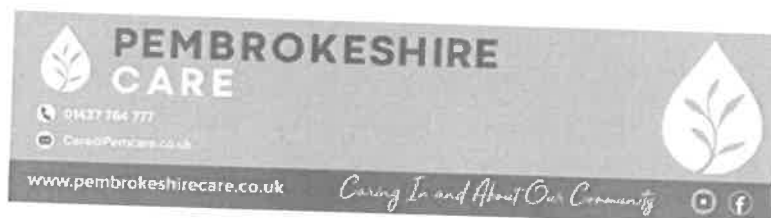
28/10/2021		Satisfied
12/10/2021		Neutral
13/10/2021		Satisfied
01/11/2021		Satisfied
05/01/2022		Very satisfied
25/10/2021		Satisfied
05/01/2022		Satisfied
28/10/2021	Rotas don't come out with a month ahead and Sh	Satisfied
08/11/2021		Neutral
08/01/2022		Satisfied
27/10/2021		Satisfied
04/10/2021		Very satisfied
18/10/2021		Satisfied
15/10/2021		Satisfied
19/10/2021		Very satisfied
14/10/2021		Satisfied
22/10/2021		Satisfied
16/11/2021		Satisfied
04/10/2021		Satisfied
19/10/2021		Satisfied
15/10/2021		Satisfied
30/10/2021		Satisfied
31/10/2021		Very satisfied
01/10/2021		Satisfied
05/01/2022		Satisfied
06/01/2021		Satisfied
04/11/2021		Neutral
		Satisfied

Human Resources

From: HR Support
Sent: 06 January 2022 16:50
To: Human Resources
Subject: FW: Discrimination Awareness - Virtual Workshop

From: Chloe Tickle <Chloe.tickle@pemcare.co.uk>
Sent: 10 November 2021 09:52
To: ~~Monica~~ <~~monica@pemcare.co.uk~~>; ~~Andrew~~ <~~andrew@pemcare.co.uk~~>; Ceri Hancock <~~ceri@pemcare.co.uk~~>
Cc: Lucy Walwin <~~lucy@pemcare.co.uk~~>
Subject: FW: Discrimination Awareness - Virtual Workshop

If you are interested for your development on HR issues.



From: Rebecca James <Rebecca.james@redkitelaw.co.uk>
Sent: 09 November 2021 12:44
To: Employment <Employment@redkitelaw.co.uk>
Subject: Discrimination Awareness - Virtual Workshop

Join us for our Virtual Workshop: Discrimination Awareness

Good afternoon all,

We hope you are all keeping safe and well.

We are delighted to invite you to join our **free to attend** Zoom workshop which is scheduled to take place on **Tuesday 30 November** from **9:30am until 11:00am**.

During this interactive workshop, the Employment team will explore the various pitfalls in which employers can find themselves in with respect to discrimination ranging from recruitment and selection through to termination, as well as providing clear and concise guidance on how to overcome and avoid them.

If you are interested in joining this webinar, please register by emailing: Rebecca.James@redkitelaw.co.uk. Webinar links for the Zoom meeting will be sent out following registration.

If you are unable to make the webinar, please don't worry – register anyway and we will provide you with a recording of the event.

We look forward to seeing you all (virtually), very soon!

Best wishes,

Human Resources

From: HR Support
Sent: 06 January 2022 16:47
To: Human Resources
Subject: FW: Your Reed.co.uk course purchase

Hi ~~Lucy~~,

Please see confirmation of the Academy of Health and Fitness, Human Resources course I have booked you into.

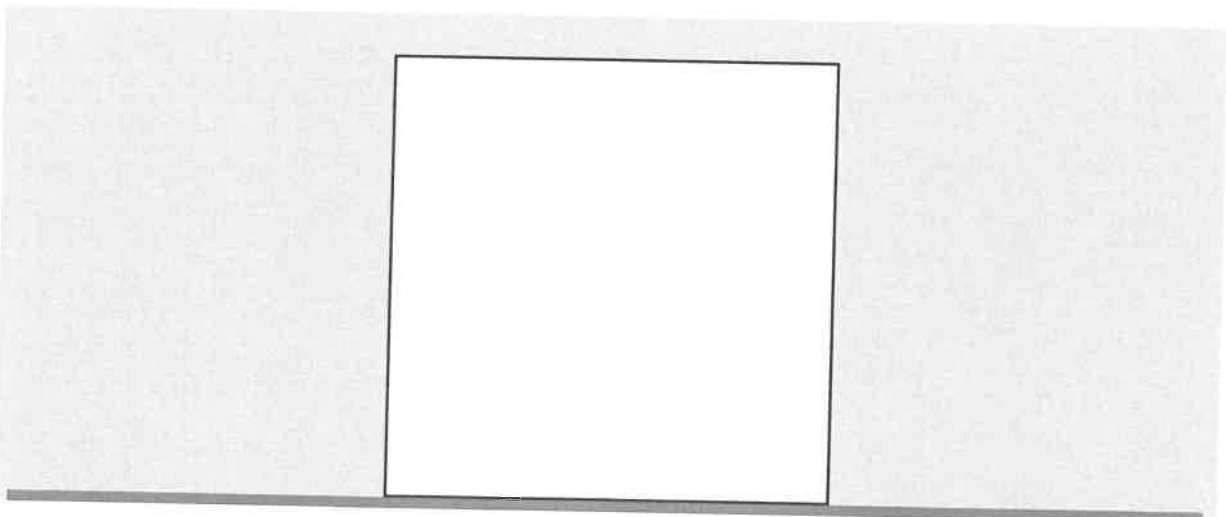
You will receive further emails to access the course shortly.

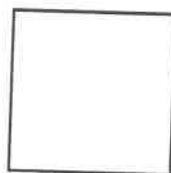
Many thanks,

Chloe Tickle
Human Resources



From: Reed.co.uk <no-reply@email.reed.co.uk>
Sent: 24 November 2021 10:10
To: HRsupport@elliotshill.co.uk
Subject: Your Reed.co.uk course purchase





Thanks for your purchase. Good luck with your course

You've made the first step towards changing your life with a career enhancing course.

[View purchase history](#)

Your order details

Order no: 4668109

Purchase Date: 24/11/2021

A separate email will be sent shortly to the course student's email address, as provided during checkout. This email contains instructions on how to access the course.

In the meantime, here's a reminder of what you've ordered.

Your purchase details

Course Purchased: (HR) Human Resources

Quantity: 1

Cost: ~~24.99~~

Course Provider: Academy for Health & Fitness

Website: <https://hfonline.org/>

Email: info@hfonline.org

Contact Number: 02037446845

If a student has not received their course access email, please ensure that junk and spam folders have been checked. If you have any questions, or if a student has not received their course access email, please contact us.

FAQs

Not received information on how to access your course from ? Check your junk/spam.

If you have any questions about your order, please can you contact us by using our online form here.

Alternatively, you can visit our help centre.

We always do our best to respond to enquiries within 24 hours (excluding bank holidays and weekends).

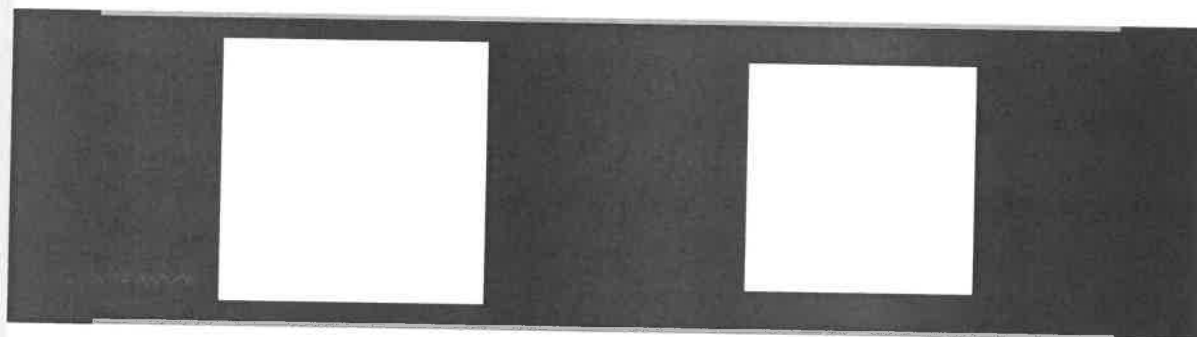
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Human Resources

From: HR Support
Sent: 06 January 2022 16:48
To: Human Resources
Subject: FW: Here are the access details for your On Demand course

Hi ~~XXXX~~,

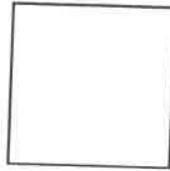
Please see details on how to access your course below.

Chloe Tickle
Human Resources



The banner features the Elliotshill logo, which consists of the word "elliotshill" in a sans-serif font and a stylized icon of a person with a speech bubble. Below the logo, it says "CARING ABOUT PEOPLE SINCE 1988". To the right, there is a globe icon followed by the website "www.elliotshill.co.uk", an email icon followed by "info@elliotshill.co.uk", and a phone icon followed by "01437". On the left side of the banner, there are several logos: "INVESTORS IN PEOPLE", "bild Member", and "Agored Cymru". Below these logos, there are social media icons for Facebook and Twitter, followed by "Elliotshill" and "@ElliotshillCare". At the bottom of the banner, there is a list of services: "Community Outreach • Supported Living • Learning Service • Residential • Complex Needs • Short Breaks • Training and Development".

From: Reed.co.uk <no-reply@email.reed.co.uk>
Sent: 24 November 2021 10:10
To: ~~Karl Deakin~~ <~~Karl Deakin~~@elliotshill.co.uk>
Subject: Here are the access details for your On Demand course



Start your On Demand course, here are your access details

Begin your learning journey with your new On Demand course, by clicking the link below.

Hi Karl,

Congratulations! You now have access to a new On Demand course on Reed.co.uk.
Please follow the link below to get started.

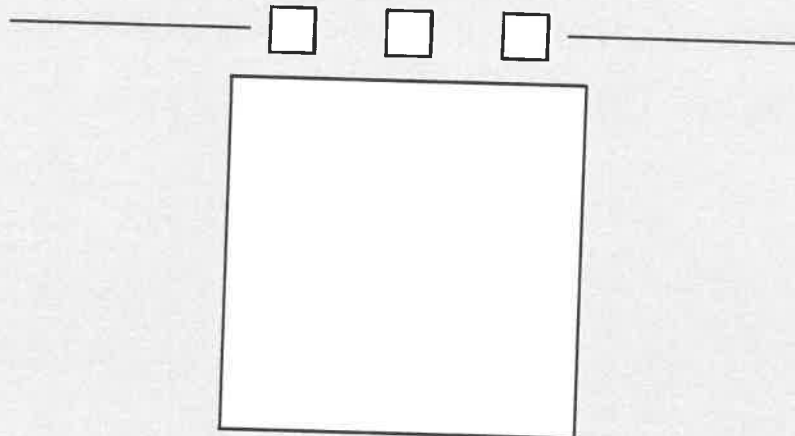
Course and purchase details

Course Title: (HR) Human Resources

Purchaser details: Karl Deakin

Access your course below.

Get started



You received this email because karl.deakin@elliottshill.co.uk is a registered user of reed.co.uk.

human.resources@elliottshill.co.uk>
5:22

ve.massey@elliottshill.co.uk>; Donna Beavis <donna.beavis@elliottshill.co.uk>
rke@elliottshill.co.uk>; Human Resources <human.resources@elliottshill.co.uk>
ring

about doing some peer mentoring with [REDACTED] at Pembs Care?

I just think some time with you both perhaps on a monthly basis would really help her develop and understand how you would feel about this.

Human.Resources@elliottshill.co.uk>

021 09:59

ve.massey@elliottshill.co.uk>; Donna Beavis <donna.beavis@elliottshill.co.uk>
><human.resources@elliottshill.co.uk>; Simon <simon.clarke@elliottshill.co.uk>
ntoring

██████ to make a date and time for the above. I would like her to come to EHC to undertake this. Initial session could be 2 hours, mapping out the core competencies she
9-12 once a month? This could alternate between you and Donna and can include general shadowing plus desk based work/mentoring. This would need to commence we

gether a "mentoring list" of the core competencies and responsibilities that she will need to be taken through. I want all sections signed off.
to be meaningful and for ████████ to learn and develop.

!p you need.

Month	Attrition Stats				
	Opening Balance	Employees Joined	Employees Left	Closing Balance	At
January	172		1	1	172
February	172		9	4	177
March	177		1	3	175
April	175		3	3	175
May	179		5	7	177
June	178		2	7	173
July	173		3	6	170
August	170		8	3	175
September	175		3	5	173
October	173		4	3	174
November	174		4	2	176
December	176		1	1	176
					0"

trition %	Re
0.58%	
2.33%	
1.69%	
1.71%	
3.91%	
3.93%	
3.47%	
1.76%	
2.86%	
1.73%	
1.15%	
0.57%	
#DIV/0!	