

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring in the Organisation

Portfolio of Evidence

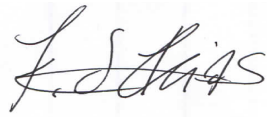
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CIPD Membership Number: 55479930

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: 

Date: 16 March 2021

Contents

		Page
1.	Introduction	2
2.	Evidence matrix	3 - 5
3.	LO1- Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.	6 - 9
4.	LO2- Be able to support the implementation of coaching and/or mentoring programmes within an organisation.	10 - 12
6.	Reference List / Bibliography	13 - 14
7.	Various evidence as listed in matrix in numerical order	15 - 47

Introduction

The following information was produced in order to evidence my understanding of Contributing to Coaching and Mentoring at Ecigarette Direct. This ties in with the Contributing to Coaching and Mentoring at an Organisation unit of the CIPD level 5 award. I will explore and evidence my contribution to assessing the impact of coaching and mentoring activities, make recommendations for further development as well as supporting the implementation of coaching and/or mentoring programmes within my organisation.

Ecigarette Direct (ECD) is a private sector retail and wholesale company which was established in 2008 and specialises in all things vaping. The company started small (from a kitchen in an old farmhouse!) and over the years the company grew rapidly through its focus on customer service. In 2013 the company opened its first shop in Neath, South Wales, and has a network of shops throughout England and Wales. The wholesale arm, Orderly Distribution supplies hundreds of shops with our products with resellers as far away as Australia. The company advocates quality products, happy customers and education and advocacy. ECD is passionate about the vaping industry and continues to help people to quit smoking while dispelling myths and misinformation about vaping. The company is deemed a small medium enterprise (SME) and I joined the company in August 2017 as an HR Administrator.

ECD currently has no formal coaching and mentoring initiatives in place, although some managers informally opt for a coaching style of management. Therefore to tie in my knowledge of coaching and mentoring I decided to explore and analyse our existing policies to look to build in coaching and mentoring as well as promote and raise awareness to the management team in order to look to implement initiatives for the future.

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Francesca Deias				CIPD Membership/registration No.: 55479930		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				Unique Learner No. (ULN): 1904623		
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	1.1	<i>Supervision, Appraisal and Development Policy</i>	EV1		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.3, 1.4	<i>Summary of meeting with Line Manager 25/01/21</i>	EV2		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2	<i>Extract of ECD Our Core Values and Mission Statement</i>	EV3		
5ADCM	Contributing to Coaching and Mentoring	1.1	<i>Extract of Retail Trust Elevator Mentoring Programme</i>	EV4		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2	<i>Email to Head of Retail re: Retail Trust Mentoring Programme</i>	EV5		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.3	<i>Newsletter communication re Google Classroom</i>	EV6		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2	<i>Coaching & Mentoring Survey</i>	EV7		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 2.4, 2.5	<i>Extract of Coaching and Mentoring Survey responses</i>	EV8a EV8b		

5ADCM	Contributing to Coaching and Mentoring	1.2, 2.2	<i>Stakeholder Mapping</i>	EV9		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2	<i>Extract of People HR Goals Guidance</i>	EV10		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.4	<i>Extract of New Starter Journey planner</i>	EV11		
5ADCM	Contributing to Coaching and Mentoring	1.4	<i>Retail Trust Employee Assist Support Poster</i>	EV12		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3	<i>C&M Promotional posters</i>	EV13a EV13b EV13c		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.5	<i>Extract of C&M Presentation Slides</i>	EV14		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.2, 2.3, 2.4	<i>Instant Payoff Coaching Worksheet & Guide</i>	EV15		
5ADCM	Contributing to Coaching and Mentoring	1.1, 1.2, 1.3, 1.4, 2.2, 2.5	<i>Extract of New Learning & Development Policy</i>	EV16		
5ADCM	Contributing to Coaching and Mentoring	2.2, 2.5	<i>Company Handbook Policies Project Tracker</i>	EV17		
5ADCM	Contributing to Coaching and Mentoring	2.2, 2.3, 2.4	<i>Extract of C&M Module Training Plan</i>	EV18		

5ADCM	Contributing to Coaching and Mentoring	2.2, 2.3, 2.4, 2.5	<i>GROW Model Worksheet & Guide</i>	EV19		
5ADCM	Contributing to Coaching and Mentoring	2.2	<i>List of potential candidates for coaching/mentoring roles</i>	EV20		
5ADCM	Contributing to Coaching and Mentoring	2.1, 2.3, 2.4	<i>Colleague Witness Statement</i>	EV21		
5ADCM	Contributing to Coaching and Mentoring	2.2, 2.3, 2.5	<i>Line Manager Witness Statement</i>	EV22		

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:	FS Deias	Date:	15 March 2020
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LO1- Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.

In February 2021 I began to investigate the extent to which Coaching and Mentoring (C&M) takes place at Ecigarette Direct (ECD). ECD has a Supervision, Appraisal and Development Policy (EV1, 1.1) which explains the use of procedures relating to the learning and development of all colleagues, including training and development policies (Ecigarette Direct, 2018a). However, this policy only contains details of supervision and development through regular reviews, informal review meetings, formal performance reviews and does not outline any specific activities in relation to coaching and/or mentoring. I could also find no documentation, guidance or specific training records which referred to C&M. According to the CIPD (2020c) learning design and delivery requires a blended learning approach which should include coaching and mentoring.

In January 2021 I met with my line manager (EV2, 1.1, 1.2) to discuss and try to understand ECD's approach to C&M. We discussed the fact that currently ECD does not have a formal coaching and mentoring policy but there are informal expectations and some of our managers opt to use a coaching management style. At ECD we have a strong and embedded culture of learning & development, which is outlined in our Mission Statement and Company Values (EV3, 1.1, 1.2). One of our company values being "Continually Seek Improvement" (ECD, 2018b) and our ethos is that we live in a constantly changing world and to ensure long term survival and profitability, we need to be constantly improving. That means through both personal development and the development of the company. When examining the other company values I realised that a number of our values embodied a C&M ethos, the main values being *Be honest with each other, but with compassion; Play the long game* and *Put yourself in other's shoes* (Ecigarette Direct, 2018).

In terms of mentoring, again we have nothing formal in place. At the beginning of 2019 we encouraged our Head of Retail to apply to the Retail Trust (no date) Mentoring Programme (EV4 1.1) in order to gain experience and expertise of a mentor in his given field. Due to the Coronavirus pandemic, this was put on hold due to time restraints and availability of both the mentor and mentee (EV5 1.1, 1.2) therefore we have seen very little benefit from this programme to date.

As a result of the Coronavirus pandemic in the first quarter of 2020, the board of directors made the difficult decision based on negative projections to close 11 UK stores and restructure the retail sector. This meant that we were no longer able to sustain certain roles including a Learning & Development (L&D) Manager, who was made redundant. The HR department is again responsible for overseeing L&D practices, with increased support from line managers through an integrated system, Google Classroom (EV6 1.1). According to the CIPD (2019) successful employee engagement makes use of learning and development practices in order to help employees understand their contribution to the organisation's objectives and culture. As a result of recent Coronavirus related upheaval and organisational restructure, employee L&D has been on the backburner. However, feedback from managers is that there has been a general outcry for more training and personal development, particularly from our retail employees. As we no longer have a L&D Manager to assist us with coaching and mentoring training we also discussed the need to either develop our own training or source an external provider (EV2, 1.1, 1.2, 1.3, 1.4).

In order to better understand attitudes and knowledge of C&M I decided to survey our line managers (EV7 1.1, 1.2, 1.3). As explored above, ECD currently has no formal C&M activities. However, some line managers, who have undertaken previous training opt for a coaching management style and do coach their employees. Such activities tend to revolve around informal one-to-one meetings and performance reviews. We understand that both C&M are based on the use of one-to-one conversations to develop an individual's skills, knowledge and performance (CIPD 2020a). This is supported by the findings from my survey (EV8a 1.1, 1.2).

With our current sporadic approach to C&M I decided to identify our key stakeholders (EV9 1.1, 1.2, 1.3), it became clear that small pockets of our employees were experiencing and being supported by coaching activities and this was purely dependent on who their line manager was. Although this is good that some colleagues are being coached, in order to gain the benefits of C&M as an organisation opportunities need to be made available to all stakeholders.

When conducting performance reviews our managers use a framework which incorporates setting SMART goals (EV10 1.1, 1.2) which are agreed by both the manager and employee. This approach can support individual and team objectives as well as being a powerful motivator, as goal(s) are self-determined rather than enforced (Connor and Pokora, 2012). When our managers coach their staff it helps to produce optimal performance and improvements through focusing on specific skills and goals (CIPD, 2020a).

Most of our L&D relies on one to one training (EV11 1.1,1.2) to teach the knowledge and skills (Warshawski, no date) required for employees to be successful in their roles. This training is often formal, structured and the learning relies on 'telling'. This approach does not support C&M activities although it does have it's own merits. If we applied a hybrid approach I believe we may see better results, especially in relation to new starters reaching competencies faster.

Other than informal C&M management styles ECD is missing out on opportunities across the organisation where we could be supporting achievement in individual, team and organisational objectives. Without a formal C&M strategy we are not being clear with our employees as to our expectations or making opportunities available to all stakeholders.

If we took the time to train and equip our managers and supervisors with the right tools and develop their skills to coach their teams we could increase individual, team and organisational performance; increase motivation and engagement as well as job satisfaction. We are actually being counter productive to an organisational objective of always looking for ways to further develop an agile workforce and coaching can help to improve employees ability to deal with problems and be more agile (Hicks, Carter and Sinclair, 2013).

Organisations are affected by many different internal and external factors, including organisation size, structure, market conditions, as well as the state of the current economy. Therefore policies and strategy need to be both vertically and horizontally aligned and take into account such factors (Johns and Ellis, 2016). It is clear that we would like to achieve the benefits from implementing a C&M strategy but we need to ensure it will fit in

with other strategies and be able to measure success. Integration into learning and development, health and wellbeing, performance management and talent planning strategies will be important. This is where organisational culture plays a big part and can support ECD's core values and mission of valuing both our customers and colleagues (EV3, 1.3, 1.4).

An existing L&D project known as Google Classroom (EV5 1.3) was launched towards the end of last year in an attempt to provide better remote learning to our employees across the organisation as well as in reaction to the Coronavirus pandemic. Continual shifting priorities and a need to adapt has made it difficult for managers to focus on L&D (other than compliance training). We are often guilty of taking a reactive approach, which we could use to an advantage through using instant payoff coaching. Line manager time restraints due to critical projects as well as physical remoteness of teams has been challenging. We are conscious that line managers are particularly important during periods of uncertainty and change because they provide context to their team and can translate the change and relate it to the particular circumstances of their employees (Acas, 2014). Getting our managers on board with C&M activities will be key to any further development.

Our organisational and management structure will have a big impact on the development of C&M. We are a SME which has undergone 2 restructured in 2 years as a result of external factors. This means that our overall headcount has decreased and some of our teams are a lot smaller whilst others have actually grown. This means that with less managers I fear that the capability and availability of people to act as coaches and mentors will be diminished.

Our directors will also expect details of any financial and resource implications prior to any future development and implementation of C&M. I recommend that we develop a specific Learning & Development Policy which outlines organisational intention and activities related to C&M, whilst also ensuring that it supports existing organisational strategies and goals. Drawing on best practice we should also look to create specific coaching roles and support employees with time and resources to pursue these roles if we wish to implement coaching and mentoring to a meaningful degree.

I also recommend that we develop a training course which can be delivered via Google Classroom. Coaching is a skilled activity, and should be delivered by trained individuals (CIPD, 2020a). I feel that a member of the HR team should attend a formal accredited Coaching course in order to be able to build such training to suit our organisation. This training will need to support existing performance and development activities therefore further training on performance reviews and how to use coaching to set SMART goals will be prudent. If people do not have clear goals it is extremely difficult to be successful and even more difficult to discuss performance. Forcing the issue, having the discussion, being really clear about goals and what is acceptable and what is not, removes a mass of interference and any ill-feeling that can accompany under-performance to enable best performance (Downey, 2003)

Aligning with the existing induction and onboarding arrangements we can look to develop a hybrid approach. This is where the coach/mentor role blurs and some issues are handled in a coaching fashion, but the relationship is maintained and both parties continue working long-term on challenges and opportunities (Richards, 2015). We can incorporate this into the existing new starter journey planner (EV10 1.4) where colleagues that oversee their training adopt this hybrid approach. Mentoring is a way to support the development of newly recruited staff with mentors being less or more experienced or senior in the organisation (Connor and Pokora, 2012). The development of employees' skills is essential for organisational success and is therefore vital to ensure that learning interventions are aligned with strategic business objectives and are evaluated accordingly (CIPD, 2020b). We can do this by evaluating the number of new starters that successfully pass probation on time.

Prior to the release of any training I suggest that we promote C&M to get both employees and managers interested and hopefully excited about the potential benefits. I do think that we need to carefully consider who we select and train to be mentors and coaches as not all candidates will be suitable. We should build a selection criteria that candidates should be able to demonstrate which will include both skills and personal attributes. Finally it is important that we understand that coaches and mentors may require emotional support so we could look to promote our existing employee assist programmes (EV12 1.4).

LO2- Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

In conducting my C&M survey, I have managed to raise awareness and bring C&M on the organisational agenda (EV7 2.1, 2.5). The survey found that all of the managers that participated wished to receive more information on C&M (EV8b 1.2, 2.2, 2.4, 2.5) so I decided to create some promotional materials such as posters (EV13 2.1, 2.2, 2.3) which can be released in the future. I have also designed a presentation (EV14 2.1, 2.2, 2.3) aimed at managers on an introduction to C&M and what the benefits are.

We understand that our managers have a lot on their plate and have a multitude of responsibilities and have very little 'spare time'. They play an important part in communicating expectations across many stakeholders in a time where organisational priorities are regularly changing. Gallup (2019) found that managers spend 21% more of their time in meetings in comparison to their employees, and after the meetings are done they still must complete their own work on top of dealing with regular interruptions. We can promote the fact that not all coaching sessions need to (or even should) be scheduled. Coaching can be about those 'teachable moments' that present themselves in the workplace on a regular basis and how these opportunities can be used to provide coaching in real time as a situation or scenario is unfolding (Ainomugisha, no date). Line managers as coaches may not have the time or knowledge to undertake a full coaching session, this is where the 'Instant pay off coaching' model can be useful. This coaching model can be completed quickly and can assist the coachee's in overcoming a situation so that actions and timings can be agreed (Landsberg, 2015). I feel that promoting this model would be a good starting point for ECD in order to support our busy managers and get them on board, therefore I have pulled together an instant pay off coaching framework (EV15 2.1, 2.2, 2.3, 2.4) that they can easily use.

As we did not have a specific L&D policy I decided to draft one which incorporates our existing policy but also formally outlines company intentions and activities in relation to C&M (EV16, 1.1, 1.2, 1.3, 1.4, 2.2, 2.5). The HR team are currently looking to review my new policy as part of our policy review which is due to start in April (EV17 2.2, 2.5).

I thought it would be useful to do a stakeholder mapping exercise (EV9 2.2) to identify our stakeholders as well as who of these hold the most influence so we can target our promotions in an effort to get these key influencers on board to support our future C&M initiatives.

I have created promotional materials (EV22 2.1, 2.2) and started to plan training modules to be developed (EV18 2.2, 2.3, 2.4). They will include various modules including a presentation (EV14 2.1, 2.2, 2.3, 2.5) with an introductory module to promote the benefits as well as additional modules that cover coaching model(s) and tools to develop skills and techniques. These training modules which can be launched via Google Classroom in the future to assist potential coaches/mentees to understand and participate fully in coaching/mentoring programmes.

I did consider developing a coaching contract but as an organisation we would be seen as 'laid back' and very much non-corporate. Therefore, this sort of documentation would be seen as too restrictive and not in keeping with our company culture.

I have also created a branded coaching model GROW framework (EV19 2.2, 2.3, 2.4, 2.5) which can be used to provide a journey map for both coaches/mentors and coachees/mentees (Connor and Pokora, 2012) this can also be easily integrated into our HR system, PeopleHR to be saved on an employees record once completed.

During my time at ECD I have got to know certain managers very well due to working with them on a number of projects as well as the fact that we are a relatively small organisation; I have met and know every employee personally. My university studies of C&M have developed my understanding of the skills, knowledge and behaviours needed by coaches/mentors. As I know the workforce well I am easily able to identify individuals with the necessary basic skills and personal attributes. To support employees to see this within themselves I created a poster (EV13c 2.2, 2.3) to get employees thinking about their skills. I also pulled together a list of all employees (EV20 2.2) and sifted them based on these attributes in order to identify and select potential future participants for coaching roles.

I have always made myself available to all employees to contact me when needed, in order to provide them with support in their role. I believe that this tailored and supportive approach has helped me to build positive relationships with employees and teams at ECD. One new manager in particular I have worked regularly and closely with over the past year. I have acted as a mentor and supported her in her role and with becoming an effective coach to her team and her skills as an emerging coach and leader (EV21, 2.2, 2.3, 3.4). Her team has rapidly grow due to the pandemic and she has struggled with time management and the delegation of tasks. I have explained the benefits of instant pay off coaching and educated her to the understanding that dedicating regular, if not long periods of time to coaching her team will help her free up time as she will be able to confidently delegate tasks going forward.

Due to various factors already highlighted, formally implementing C&M activities at ECD is not currently appropriate. Due to this I have explored different ways that we can evaluate our future C&M programmes (EV22 2.5).

After the implementation of any training I suggest that we take the time to ask for feedback on the training to look at potential ways of improving it. I would also like to collect feedback through coach/mentor peer focus groups so we can gain an insight into how becoming a coach/mentor has affected and benefited employees. Another evaluation method would be to observe coach/mentor meetings and any completed documents such as GROW frameworks to see how activities are being applied in practice and offer further support and coaching if required.

Coaching should be used alongside appraisal, work planning and performance reviews in order to support a person to perform to their potential, understand their role or task, help them learn what they need to learn to complete the role and to develop them for their next role (Downey, 2003). In light of this we should be reporting more on our performance reviews and whether SMART goals are being achieved to agreed timescales.

Research indicates that employees in organisations with a strong coaching culture enjoy greater job satisfaction and engagement and therefore have lower staff turnover rates (Ainomugisha, no date). Once our C&M initiative is finalised and implemented we can look to review our turnover rates and exit questionnaires to see if there is any difference versus previous rates. Note that we would need to allow an appropriate amount of time before reviewing any such data.

Connor and Pokora (2012) note the increasing expectation that all managers should use coaching skills to encourage L&D and to increase productivity in their organisation. With this in mind, once there has been adequate time for a C&M initiative to take root we could review performance data such as sales, customer satisfaction and packing errors to see if there has been any affect on performance across the organisation.

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Schedule 29 Supervision, Appraisal and Development Policy**1. Scope and purpose of this policy**

2. This policy is in place to explain the use of and procedures **relating** to the learning and development of all colleagues, including supervision and appraisal methods and training and development policies.

3. Supervision and Development Policy

- 3.1 We undertake regular reviews of your performance in different ways. These include regular, informal review meetings, the formal performance reviews and mystery shopping reports.
- 3.2 During your probationary period, you may have a mid-probation review which will be a shorter form review where you will receive feedback on your performance to date and identify any areas for training or development.
- 3.3 You will usually have a performance appraisal twice a year, which is an opportunity to make a broad assessment about your progress against achievement of objectives set previously, to create or review your personal development plan, to feedback on performance (including good performance as well as areas for improvement) and to discuss support needs.
- 3.4 Prior to the appraisal we will ask you to undertake a self-assessment to consider and measure your own performance for the previous six months and also consider objectives set in your previous review. You will then review your thoughts with your line manager who will also provide feedback and an opportunity to discuss goals and ambitions and anything you may wish to raise. Performance appraisals are an opportunity to reflect on your performance to date, to highlight positives and to consider areas and means for improvement. They should be viewed as a helpful and positive experience. Any criticism should be constructive and any performance issues should be highlighted as soon as possible or during the regular review meetings rather than 'saved up' for the performance appraisal.
- 3.5 Review meetings should be used to discuss the work that you are doing towards achieving your individual development plan and any store or department objectives. Following the formal performance review, a development plan will be put in place to help your personal development and achievement of your goals. This plan will be referred to during regular review meetings. These meetings, the appraisal record and your development plan are confidential between you and your line or senior manager unless there is a "need to know" situation in which case the reason for sharing information will be discussed with the employee. However, HR will be responsible for maintaining all records.
- 4. Induction Arrangements for New Colleagues**
- 4.1 All new colleagues will receive in-depth product and sales training as part of their induction programme. The programme is comprehensive and designed to cover all the key things you need to know as a new employee and is an opportunity to learn about our Company Values.

- 4.2 The first day of induction will take place at Head Office in Swansea. If you have been employed to work in one of our retail stores you will receive in store training over a 4 week induction period. You may be required to attend training in a variety of different stores, details of which can be found in your Induction Schedule. Assistance will be given in making travel arrangements, if required, and travel expenses are reimbursable, subject to our Expenses Policy.

5. Mystery Shopping Policy

- 5.1 In common with most retail companies, we use mystery shoppers to review our stores on a regular basis. Mystery shopping helps us to:
- (a) measure the quality of customer service that we provide;
 - (b) identify training requirements; and
 - (c) evaluate compliance with regulatory requirements.
- 5.2 Mystery shopping may take various forms, including visits to stores, purchases, video mystery shops and telephone calls.
- 5.3 Mystery shopping is just one of the tools that we use to help evaluate performance and should be viewed as helpful, and an opportunity to shine. It is not a case of managers trying to “catch out” colleagues but to identify where additional training and support may be required and to highlight excellent performance by our colleagues.

1. Meet with your line manager or other relevant person to thoroughly understand your organisation's approach to coaching and mentoring, if possible attend a formal coaching session or observe a mentoring relationship.

I met with my line manager on the 25th of January 2020 to discuss E Cigarette Direct's (ECD) approach to coaching and mentoring.

We discussed that currently ECD does not have a formal coaching and mentoring policy but we do have informal expectations and some of our managers opt to use a coaching management style. At ECD we have a strong and embedded culture of learning & development, with one of our company values being "Continually Seek Improvement" (ECD, 2018a). Our ethos is that we live in a constantly changing world and to ensure long term survival and profitability, we need to be constantly improving. That means through both our personal development and the development of the company. We have a Supervision, Appraisal and Development Policy which outlines the use of and the procedures relating to the learning and development of colleagues (ECD, 2018a), however, this policy does not outline any specifics on coaching or mentoring of our employees. According to the CIPD (2020c) learning design and delivery requires a blended learning approach which should include coaching and mentoring.

Last year our retail managers attended a coaching session with our Learning and Development (L&D) Manager but as a result of an internal restructure at the end of last year we have not been able to progress this programme. The restructuring meant that we could no longer financially support certain roles at ECD which included our Learning & Development (L&D) Manager, who was made redundant. The decision was made to bring L&D back under the HR team, with more support from line managers through using a new L&D system, Google Classroom.

We would like to develop further training in coaching and mentoring for line managers as well as promote the benefits of a coaching culture but due to the pandemic, this project has been put on hold. We are aware that those involved in coaching need structured opportunities to reflect on their practice in order to help and support coaches to continue to develop their skills (CIPD 2020a). This can also act as an important quality assurance activity for organisations and a source of organisational learning about issues addressed in coaching sessions (CIPD 2020a).

Our Head of Retail applied to the Retail Trust (no date) Mentoring Programme in order to benefit from the experience and expertise of mentors in their given field. Due to the Coronavirus pandemic, this was put on hold due to time restraints and workloads of both mentor and mentee.

We agreed that our Learning and Development policy needed updating to incorporate coaching and mentoring. As we no longer have a L&D Manager to assist us with coaching and mentoring training we need to either look at sourcing an external provider or develop our own training.

Our Mission Statement

Our mission is to simply provide the best possible products and customer service while valuing both our customers and our colleagues.

Our Core Values

At E-CigaretteDirect, we've grown rapidly from a small company to a much larger one. Our colleagues are spreading across the country, and we lack the close interaction we once had.

As a result, we feel it's important that our core values are explained and shared across the company, so that everyone understands and shares our vision for the company.

Our Values should be reflected in your behaviour when representing the company, and a guide to making decisions that affect the company.

These are our Company values:

- Exceed customer expectations, whatever your role
- Shit happens. It's how we deal with it that matters
- Be honest with each other, but with compassion
- Take responsibility
- Work as a team
- Play the long game
- Continually seek improvement
- Embrace change
- Be kind
- Put yourself in other's shoes
- Put trust over control
- Focus on what really matters

Each one is explained in a bit more detail below:

Be honest with each other, but with compassion.

Sometimes we're tempted to avoid honesty to spare each other's feelings. But that only stores up problems for the long term. For example, imagine someone is giving poor customer service. If you don't tell them, they are likely to do poorly in performance reviews, and sales are likely to be affected. If they are not aware of this issue, they are unable to take steps to resolve it.

It's also better to tell people directly rather than to complain about them behind their back. If a colleague had a problem with you, which would you prefer? But this doesn't mean brutal honesty. It can be hard to accept criticism, so feedback should be given compassionately and constructively. Negative feedback should not be given in front of other people. Before giving criticism, imagine yourself in the other person's shoes, and how you would feel if you were on the receiving end.

Take responsibility.

The performance of the company is everyone's responsibility. If you see a way to improve company performance, you are responsible for putting that in place or for sharing it. If you see something that is affecting the company in a negative way, you need to take responsibility for it. This might mean resolving it yourself or working with colleagues/management to resolve it.

Work as a team.

It's easy to focus on just your own performance, and of course that's important. But to succeed as a company, we need to work together as a team. That includes supporting colleagues with their own challenges, sharing ideas and best practice and working together across channels to overcome problems.

Play the long game.

We often have the choice between a short term win and a long term gain. Our priority is a successful company for the long term. That means prioritising those long term gains over short term wins. For a store level example, with a customer we will always sell the right product over a product which makes more profit but is not right for the customer.

Continually seek improvement.

We live in a constantly changing world. To ensure long term survival and profitability, we need to be constantly improving. That means both our personal development and the development of the company.

Embrace change.

To continually improve, we need to continually change. At E-Cigarette Direct we will welcome and continually implement change in our search for constant improvement. And we need people who embrace this attitude.

Be kind.

To each other, to customers and to suppliers.

Put yourself in other's shoes.

Before speaking to someone, giving feedback or instructions or even selling a device, imagine what you would feel like in that situation.

Put trust over control.

As companies grow, there are two choices. One is to grow bureaucracy in order to control everything that happens. That slows innovation, leads to inefficiency and makes companies slow to respond. The other is to trust employees to make the right decisions for the company, and accepting the occasional mistakes this will lead to.

Our vision is to have minimal viable bureaucracy - that is, the least amount of bureaucracy that we need to avoid chaos. To do so, we need to trust each other. It also means that we need to both recruit and work with people we can trust.



Register Sign in 

 Looking after you  Developing you  **Financial support ** Life events 

Elevator mentoring programme

Elevator mentoring programme

Our new mentoring scheme 'sends the elevator back down' to those aspiring individuals who will benefit from the experience and expertise of mentors in their given field.



When you get to the top of your career, send the elevator back down for someone else.

Elevator mentoring programme in memory of Don McCarthy CBE

EV5

Email to Head of Retail re: Retail Trust Mentoring Programme

Fran Deias <fran.deias@ecigarettdirect.co.uk>
To: Ben Cartwright <ben.cartwright@ecigarettdirect.co.uk>

8 February 2021 at 13:09

Hey Ben,

How are you doing?

Laura and I were chatting about my current Uni module, Coaching & Mentoring and she told me that you had submitted an application for the Retail Trust Mentoring Program. Did you hear anything from this and if so what was your experience?

Thanks,

Fran

[Quoted text hidden]

--

Fran Deias
HR Administrator

e-cigarette
DIRECT

t. 01792 850194
e. fran.deias@ecigarettdirect.co.uk
[Quoted text hidden]

Ben Cartwright <ben.cartwright@ecigarettdirect.co.uk>
To: Fran Deias <fran.deias@ecigarettdirect.co.uk>

8 February 2021 at 13:29

Hey Fran

I'm doing good thank you, a bit achy today from the weekends DIY activities, Amelie is well chuffed with her bedroom makeover though so it's all worth it. How's you?

I managed to get a mentor and had a phone meeting with him, Stefan Cassar. After the phone call we were back and forth trying to arrange a get together in London, however we could never find time in our diary's to meet up.

I'd forgotten all about it, my last correspondence with him was Jan last year... so it never really got off the ground and neither of us has perused it since the pandemic kicked in.

Sorry I can't give any glowing feedback.

Cheers

Ben
[Quoted text hidden]
[Quoted text hidden]

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Issue 19

5th October 2020

HR

Wow what a tough few weeks it has been as we said goodbye to Linda, Phil and Dawn and our retail colleagues whose stores have closed. I am sure you will join us in thanking each and every one for their dedication, professionalism and the great team work they have demonstrated over many years. We were particularly touched by the kind words and well wishes for the company going forward we received from a number of colleagues, even during their own difficult times. We wish them all every success and happiness in the future.

Training

In July we introduced you to 'Product Zone'. We wanted to trial a brand new way of managing product information, announcements and training via google classroom. We uploaded new product information, training material and new fun learning assignments for you to complete whilst working at Head Office and stores. Although we experienced a few teething problems along the way, overall your feedback has been very positive.

Over the next few weeks we are going to expand google classroom training facilities and introduce you to new classrooms which are aimed to support your learning and development in your particular job role. Whilst all employees have to complete mandatory training such as health and safety, we want to offer employees the opportunity to expand your knowledge and further develop your skills in areas such as leadership, IT security, communication styles, etc. More information will be communicated shortly...so watch this space!



Coaching & Mentoring Survey

Questions

Responses 7

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Coaching & Mentoring Survey

ECD survey into Management experiences, opinions and interest into coaching and mentoring initiatives.

As part of my CIPD University Course in Human Resource Management at the University of Wales Trinity St David, I am required to explore and contribute to coaching and mentoring initiatives at ECD.

I would like to collect information via this questionnaire to gain an understanding of your experiences and opinions around coaching and mentoring. I may also ask to follow up with one to one informal interviews, or emails if required. I would really appreciate if you could provide honest answers so we can look at ways to improve your employment experience with us.

In accordance with our Privacy Policy, the data controller will be Gower Enterprises Limited t/a E-Cigarette Direct as your employer. Your personal data will be accessed only by the ECD HR team. Any data collected will be confidential, anonymised and summarised to be used in my module assignment. The data may also be used to help inform policies, procedures and training at ECD.

Participation is optional and refusal to participate will not in any way affect your treatment at work. On completion of this survey you give consent for your responses to be used as described above. All information provided is confidential and any answers provided will only be viewed by the HR team. You can choose to withdraw your consent at any time by emailing Fran.deias@ecigarettedirect.co.uk

If you have any questions please do not hesitate to contact Fran Deias.

Thank you for your time.

Fran

Help & feedback

?

7 responses

I have given informal ad hoc coaching as a line manager and to line managers in HR issues.

2 day coaching session in HQ with other managers and directors. Learnt style questions in different situation. Feel I have gained more experience from using coaching with the team in my day to day role as well as lessons learnt from people coaching myself.

Due to the nature of our work (Marketing) coaching and mentoring is very much a natural part of helping run our department. Guiding and encouraging the team to create the content the company needs whilst maintaining a high level of quality control. We all lean on each other in this respect and I also benefit from the support of my line manager for many areas.

Dealing with colleague questions on a day to day basis I try to answer with leading coaching questions for instance... What is the challenge/issue?, What would you like the outcome to be? How can you reach this outcome? Which most of the time works for the team.

N/A

Dawn was a very good coach and it was interesting to watch her in action. I try to remember to coach and

Would you be interested in receiving information on Coaching/Mentoring and how it can benefit you and your team?

7 responses

I think we would all benefit from giving more attention to this.

Yes

Yes

Yes. Especially as my team is growing and becoming more and more important to the long-term vision of the company.

Not especially as I feel we are already doing this in the most effective way for our team, even if it's not formalised per se.

yes

For sure

Stakeholder Mapping Worksheet

Stakeholder Influence/Interest Matrix

For each key stakeholder, characterize them using the following stakeholder influence grid.

Influence	High	Keep Satisfied	Key Players
	Low	Minimal Effort	Keep Informed
		Low	High
		Level of Interest	

Stakeholder Grouping

Using the Stakeholder Influence/Interest Matrix, complete the table below.

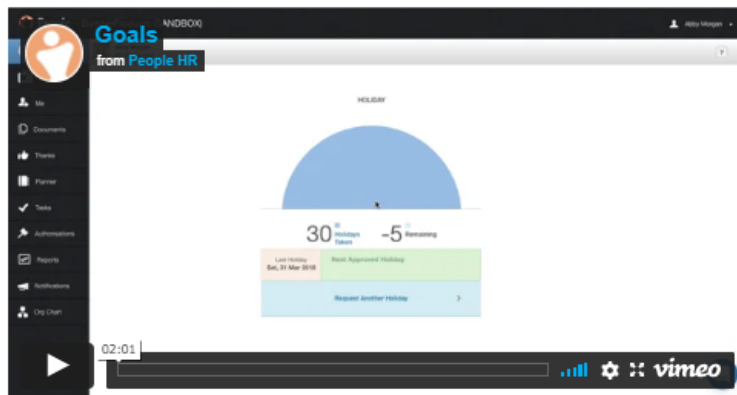
Stakeholder Name/ Dept	Influence Level	Level of Interest	Stakeholder Grouping
Directors	High	High	Key Players
Retail Managers	High	High	Key Players
Head Office Managers	High	High	Key Players
Retail Employees	Low	High	Keep Satisfied
Marketing & Product Teams	High	Low	Minimal Effort
Warehouse Team	Low	Low	Keep Satisfied
Customer Service Team	High	Low	Minimal Effort
Accounts Team	Low	Low	Keep Satisfied
IT & Web Team	High	Low	Minimal Effort

Goals - Manager/Admin

Assign and view employee's Goals



Written by Sarah Mills
Updated over a week ago



In the Goals page, employees can set their own goals or, as a manager/admin you can assign goals to employees. Here you or the employee can add a description, specify a due date, check in and update progress any time and also priorities some goals over others.

--Where Can I Find Goals?--

The Goals page can be found within the employee's Performance Review. A review will have to be present (open or closed) within the employee's record for the Goals to be accessible.

--Check-in/Update Goal and view progress--

When the employee has made progress on the goal, you or the employee can check-in and update. You can also view the progress so far. To do this:

1. Click on the Goal

Goals	Due Date	Progress	Status	Since Start
Complete monthly target	Sat, 15 Dec 2018		Open	Today
Complete 200 cases	Fri, 01 Feb 2019		Open	Today

From here, you'll be presented with a similar screen:

Here is where you can view all progress made so far.

You can use the drop-down box to change the status of your Goal:



Welcome to E-Cigarette Direct! - Planning the start of your journey

Day 1

My Welcome Day in Head Office

Today I will be learning about	Any useful links	My notes
Who's who (names, roles, responsibilities)	Our People	
Company Values & Culture	Values	
IT Systems: Intranet, Gsuite, Google Authenticator, PeopleHR, Cybertill	Intranet PeopleHR	
Basic communications overview	Communications	
Company Handbook	Company Handbook	
Absenteeism, lateness, Holidays & Appointments	Lateness, Absenteeism Email absence@ecigarettedirect.co.uk Holidays & Appointments PeopleHR	
Performance reviews	PeopleHR	
Payroll - Expenses, assignments, clockings, checking payslips	Expenses PeopleHR Assignments PeopleHR	

Basic Product Knowledge	Intranet Product Guides	
Health, Safety & Security	Health, Safety & Security	
Dress Code and Smoking Policy	Dress Code Policy Smoking Policy	
Retail Trust & Company support	Retail Trust	
Benefits	Benefits info	

Week 1

1:2:1 With my Line manager	With my team and support from my Line Manager		
• Our Values • About us & About My Shop • Expectations	• Challenge 25 • H&S E-Learning • Battery Safety	• Basic Product Knowledge • Basic Till Training • Intranet & Company tools	• Customer interaction observations • Loyalty Cards & Gift Cards • Buddied up and first solo sales

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Date							
Where							
Times							
With							

My 'homework' this week - Learn the company Values & Learn about one or two of our best selling products, features & benefits (take them home if you like)

Notes:

retailTRUST[®]

Supporting your wellbeing

We support you throughout your life, from getting into retail all the way through to retirement.





24-hour helpline



Personalised wellbeing support



Face-to-face and telephone counselling



Financial and legal guidance

0808 801 0808 | helpline@retailtrust.org.uk
ROI 1800 911 810 | International +44 845 766 0133* | Text 88010* | *Network charges may apply
myrtwellbeing.org.uk**

***Your employer must be signed up to our online wellbeing services, but you can access the financial support section for free.
retailTRUST is a registered charity in England and Wales (1090136) and in Scotland (SC039684). Company No 4254281 (Company limited by Guarantee) Registered England & Wales. Registered office: Marshall Estate, Homers Lane, London, N6 7 4DQ.
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Interested in learning coaching skills to improve your team and individual performance? Get in touch with hr@ecigarettedirect.co.uk for more info.



Interested in learning coaching skills to improve your team and individual performance? Get in touch with hr@ecigarettedirect.co.uk for more info.



Do you have what it takes?

Interested in learning coaching skills to improve your team and individual performance? Get in touch with hr@ecigarettdirect.co.uk for more info.

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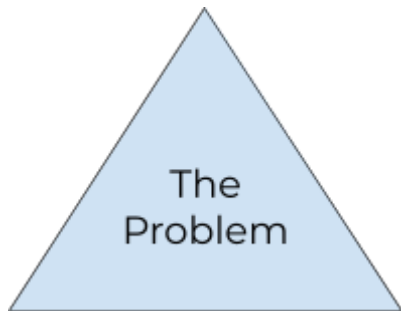
Learning Objectives

- Understand what coaching and mentoring is and the key differences
- What are the benefits to you and our organisation
- Different coaching models
- Coaching skills
- Mentoring opportunities

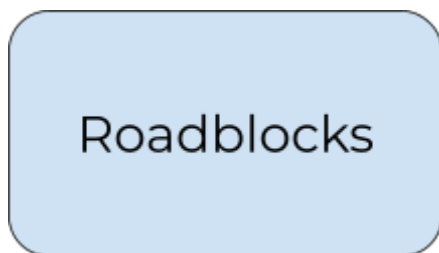


Instant Payoff Coaching

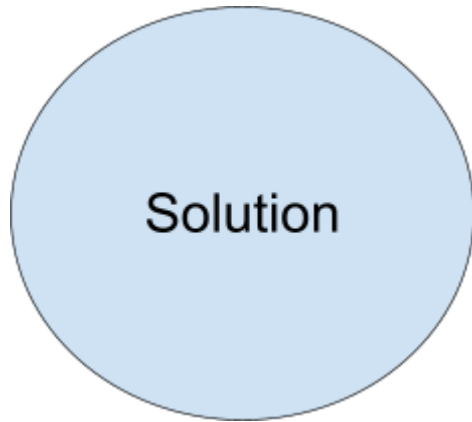
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The Process:

1.
 - a. Ask coachee to describe the current situation/problem/issue.
 - b. Ask coachee to described desired outcome – how things would be if s/he had resolved the issue.
 - *The coach does not solve try to solve the problem*
 - *The coach writes down any emerging ideas*
2. With the coachee, list the obstacles/roadblocks and sort them into three groups:
 - a. Blocks that exist in the coachee (lack of skill, knowledge, low motivation, attitude)
 - b. Blocks that exist in others (no shared planning from colleagues)
 - c. Blocks in the situation (inadequate resources, PPA time shifts)
3. Jointly brainstorm ways around these roadblocks and the possible next steps. Agree an approach, actions and timing.

LEARNING & DEVELOPMENT POLICY

WHY

At E Cigarette Direct we believe that everyone's performance is critical to building and maintaining a high performing organisation.

The purpose of this Policy is to help, encourage and enable you to achieve and maintain the high standards expected.

This policy aims to provide a framework within which managers can work with employees to maintain satisfactory performance standards and to encourage improvement where necessary.

HOW

E-Cigarette Direct is committed to creating an inclusive working environment. We value difference and actively seek to benefit from a variety of skills, knowledge and experience promoting positive measures that eliminate all forms of unlawful or unfair discrimination. This Policy sets out how E-Cigarette Direct will manage the learning and development of all employees in a consistent and fair manner.

WHAT	The Policy applies to all individuals employed by Gower Enterprises Ltd (referred to in this Policy as “E-Cigarette Direct” and “Company”). This policy describes the arrangements E Cigarette Direct has put in place to explain the use of and procedures relating to the learning and development of all colleagues, including supervision and appraisal methods and training and development policies. This policy also outlines performance management and capability procedures to ensure that concerns over performance are dealt with fairly and that steps are taken to establish the facts and to give employees the opportunity to respond at a hearing before any formal action is taken. The Company may also vary any parts of the procedure outlined in this Policy, including any time limits, as appropriate in any case.
-------------	--

Table of Contents

Table of Contents	2
<u>(A) WHAT ARE THE GENERAL PRINCIPLES OF THE POLICY?</u>	<u>2</u>
<u>(B) POLICY DETAILS</u>	<u>3</u>
Induction Arrangements	3
Training	3
Probation	4

Performance Reviews	4	
Performance Management	5	
Capability	5	
Coaching	5	
Mentoring	5	
Mystery Shopping Policy		<u>8</u>

(A) WHAT ARE THE GENERAL PRINCIPLES OF THE POLICY?

At E Cigarette Direct we believe that everyone's performance is critical to building and maintaining a high performing organisation.

The purpose of this Policy is to help, encourage and enable you to achieve and maintain the high standards expected.

The purpose of this Policy is to explain the different arrangements and initiatives in place to all of our employees' learning and development during their career at E Cigarette Direct.

All learning and development activities should have clearly stated learning objectives and the primary objective of those activities within ECD is to:

- support the organisation in achieving its business strategies;

EV18
Extract of C&M Module Training Plan

Coaching/ Mentoring Training Plan for Google Classroom

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1	Coaching			Mentoring				Classrooms:			
2	Module number	Topic		Module number	Topic			Managers			
3		1 Introduction to, Benefits			1 Introduction to, Benefits			Head Office Roles			
4		Different types of coaching.			2 Mentoring Skills			Supervisors			
		2 Who can be coached									
5		Coaching Skills- listening, questioning, building rapport			3 Types of mentoring						
		3									
6		Models- GROW/ OSCAR, Setting Goals			4 Models						
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Module plan ▾

Links to resources ▾

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The GROW model



Name _____

Coach _____

Date _____

Goal- Where do I want to be?

Reality- Where am I now?

Obstacles and options – What's stopping me and what your options are

Way forward- What you need to do next



The GROW model

To structure a coaching or mentoring session using the GROW Model, follow these 4 steps:

1. Establish the Goal

First, you and your team member need to look at the behaviour that you want to

change, and

then structure this change as a goal that they want to achieve.

Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Realistic, and Time-bound.

Ask questions like:

How will you know that your team member has achieved this goal? How will you know the problem or issue is solved?

Does this goal fit with their overall career objectives? And does it fit with the team's objectives?

2. Examine the Current Reality

Next, ask your team member to describe their current reality.

People try to solve a problem or reach a goal without fully considering their starting point, therefore missing some information that they need in order to reach their goal effectively.

As your team member tells you about their current reality, the solution may start to emerge.

Ask questions like:

What is happening now (what, who, when, and how often)? What is the effect or result of this?

Have you already taken any steps towards your goal?

Does this goal conflict with any other goals or objectives?

3. Explore Options

Once you have both explored the current reality, it's time to determine what is possible ie. all the possible options for reaching their objective.

Help your team member brainstorm as many good options as possible. Then, discuss these and help them decide on the best ones. You can offer your own suggestions in this step but let your team member offer their suggestions first, and let them do most of the talking. It's important to guide them in the right direction, without actually making decisions for them.

Ask questions like:

What else could you do?

What if this or that constraint were removed? Would that change things?

What are the advantages and disadvantages of each option?

What factors or considerations will you use to weigh the options?

What do you need to stop doing in order to achieve this goal?

What obstacles stand in your way?

4. Establish the Will

By completing the above steps your team member will now have a good idea of how they can achieve their goal. The final step is to get your team member to commit to specific actions in order to move forward towards their goal. In doing this, you will help them establish their will and boost their motivation.

Ask questions like:

So, what will you do now, and when? What else will you do?

What could stop you from moving forward? How will you overcome this?

How can you keep yourself motivated?

When do you need to review progress? Daily, weekly, monthly?

Finally, decide on a date when you'll both review progress.

Potential candidates for Coaches/Mentees ☆ 📁 ☁

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1	Name	Job Title				Effective Coaching Skills				
2		Unit Coordinator				Good listener				
3		Retail Business Manager				Effective questioning Skills				
4		Head of Retail				Ability to build rapport				
5		Senior Developer				Empathy				
6						Summarising/paraphrasing				
7						Focus				
8	Future Candidates					Non judgmental				
9		Warehouse Shift Supervisor				Resisting directive action				
10		Warehouse Shift Supervisor				Giving constructive feedback				
11		Customer Service Assistant								
12										
13										
14										
15										
16										
17										

Sheet1



Fran Deias <fran.deias@ecigarettdirect.co.uk>

(no subject)

Gemma Biggs <gemma.biggs@ecigarettdirect.co.uk>
To: Fran Deias <fran.deias@ecigarettdirect.co.uk>

11 March 2021 at 15:43

Hey Fran,

Please see below for my witness statement regarding your role in contributing to coaching and mentoring at ECD.

Dear

Since the covid pandemic, our company has rapidly grown in our customer service and warehouse team. As manager of these departments, I have had a huge amount of support from Fran our HR Administrator, to help me manage and cope with training, coaching, and mentoring myself in my role and with my team.

Fran has been working with me on standard operation procedures in each department to help assist with training and guiding new starters within the company.

Fran has always been available via phone and in-person, night and day, to listen and coach me through any questions I have had to support me within my role.

Prior to working at ECD I had little experience in people management so I have many times reached out to Fran for her knowledge and guidance, particularly with difficult challenges and people management. It's purely down to her non-judgmental attitude, listening and skills which gives me the confidence to approach Fran no matter what the situation.

Because of Frans' support, I understand the benefits of coaching more within my role and for my team and feel her help and coaching skills have helped build my own and my team's competence and confidence.

--

Gemma Biggs
Unit Coordinator



t. 01792 852843
e. gemma.biggs@ecigarettdirect.co.uk
w. www.ecigarettdirect.co.uk





Fran Delias <fran.delias@ecigarettdirect.co.uk>

Coaching & Mentoring

Laura Jones <laura.jones@ecigarettdirect.co.uk>
To: Fran Delias <fran.delias@ecigarettdirect.co.uk>

11 March 2021 at 10:11

Hi Fran,

Please see below for my witness statement regarding your role in contributing to coaching and mentoring at ECD.

Although the company is aware of the benefits that coaching and mentoring can bring to an organisation we do not currently have any formal structure around how or when this is delivered. Any coaching and/or mentoring that happens across the company is therefore done on an adhoc basis and very little has been done to equip current managers with the skills required to become effective coaches or mentors. Some previous coaching workshops were carried out in 2017/2018 with the Retail Management team, however, due to restructure the majority of the managers who attended these workshops have now left the business.

In order to understand the current situation more fully, Fran surveyed line managers to identify their understanding and experience of coaching and mentoring. This has provided us with valuable information to inform any future plans. Through this survey Fran identified that although 85% of managers surveyed indicated that they currently use coaching with their teams regularly, only 34% have ever received any formal training to equip them with the skills to do this, highlighting a common training need amongst Managers. Fran also identified that all managers were open to the idea of receiving more information on coaching and mentoring or attending training on the subject.

In order to support managers using coaching with their teams Fran has produced some materials to assist in structuring coaching conversations using the GROW model. Fran has also created posters highlighting the benefits of coaching and the skills needed to be an effective coach. Using her knowledge of the business, it's people and progression plans Fran has also identified key candidates who would most benefit from a coaching or a mentoring relationship as part of succession planning.

Through her research, Fran has also identified that the company could benefit from a formal Learning & Development policy and has drafted this to include reference to coaching and mentoring activities. This also aligns with an ongoing project of reviewing the company handbook and identifying any gaps. Fran identified that by formalising these activities in a policy it would mean they are kept under review as part of the processes of reviewing policies at ECD, which would encourage ongoing evaluation and continuous improvement of coaching and mentoring practices.

~

Laura Jones
HR Manager



t. 01792 850194