



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring in the organisation

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Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: N. Williams

Date: 09 March 2020

3/9/2020



COLEG SIR
GAR

COACHING AND MENTORING

Nia Williams

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Candidate name: Nia Williams			CIPD Membership/registration No: 53274221			
Qualification title: CIPD Diploma in Applied Human Resources			Unique Learner No. (ULN):			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
		1.1 Investigate the extent to which coaching and mentoring take place within an organisation. & 1.2 Evaluate how current coaching and mentoring activity supports achievement of individual.	Mentoring Protocol	1.1		

		team and organisational objectives.				
			Mentoring flow chart	1.2		
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			Booklet given to managers to work through their coaching sessions	1.10		
			Email exchange between myself and a manager	1.11		

			organising for informal mentoring			
	1.3 Assess factors in the organisation including other learning strategies which could impact on the further development of coaching and mentoring		Hierarchical structure at CSG	1.12		
			Evidence of managers who have been trained in coaching	1.7&1.8		
			Evidence of the culture from minutes with T&L manager	1.3		

			Evidence of redundancy in academic year 18/19	1.13		
	2.1	Promote the benefits of coaching/mentoring within the organisation	Benefits of mentoring on the TV screens in campus office	2.1		
	2.2	Contribute to the development of organisational coaching/mentoring processes.	Developed a coaching and mentoring policy	2.2		
	2.3	Support coaches/mentors to build and develop the knowledge,	Coaching Skills Self Assessment survey	2.3		

		skills and behaviours required for the role.					
				PowerPoint delivered to build skills, behaviour and knowledge of coaches	2.4		
		2.4 Assist potential coachees/mentees to understand and participate fully in coaching/mentoring programmes.		PowerPoint delivered to assist potential coachees to understand and participate fully in coaching programmes.	2.5		
		2.5 Support the on-going evaluation and continuous		Survey results which were distributed to coaches to see if they saw an improvement in their skills and behaviours after the training I delivered to them.	2.6		

	improvement of the organisation's coaching/mentoring programmes.				
		Confirmation from a manager that my support was effective and met requirements	2.7		
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:		N Williams		Date:	09 March 2020

As part of LO1, I will assess the impact of coaching and mentoring within Coleg Sir Gar (CSG) and I will make recommendations for further development.

According to Clutterberk (2016) mentoring can be defined as *“off-line help by one person to another in making significant transitions in knowledge, work or thinking”*. In other words, mentoring is when an experienced person (mentor) helps another person (mentee) in developing their skills and knowledge which will lead to professional and personal growth. Similarly mentoring according to CIPD (2019) is *“when a more experienced colleague shares their knowledge to support the development of other staff. Mentoring uses questioning, listening and clarifying which are also associated with coaching”*. Mentoring tends to be longer term. Effective mentoring is when both parties encourage sharing and learning.

1.1/1.2

Mentor Support Programme

CSG has a mentor support programme in place for all teaching staff. The mentoring programme at the college is important to the strategic goals of the FE group in developing and improving the standards of teaching and learning to become “Excellent, The College of Choice”. The mentoring protocol is available on the gateway for all academic staff to access (Evidence 1.1). This document explains that mentees may fall into different categories and so timescales and levels of mentoring will be individualised to meet their needs.

The protocol is as followed:

New Staff:

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

Referred to the mentoring programme:

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

followed up by an email sent by the mentor confirming what was discussed. All subsequent meetings and observations takes place in line with the targets and review dates set with the mentor.

Staff undergo as many observations, one-to-one training sessions and meetings as the mentor/mentee feel necessary to raise standards during the initial six week period; if the mentor is satisfied with the standard of T&L at the end of this period then they will be released from the support programme unless the individual requests continued support. If for any reason the mentor has serious concerns about engagement or progress during this period then the T&L Manager, Curriculum Director and CAH are informed; this may require the mentee to undergo an intensive four week programme. At the end of the four week intensive programme if the mentor and/or T&L Manager are not satisfied with engagement or progress then the T&L Manager, Curriculum Director and CAH will be informed and the mentee may be moved to formal proceedings and action planning.

Self-Referral:

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

The mentoring Process:

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

The document also goes on to explain the Mentor's role in the process. Evidence 1.2 is a breakdown of this protocol in a mentoring flow chart form.

Meeting with T&L Manager

To discuss this policy and procedure further, I organised a meeting with the T&L Manager. Evidence 1.3 are minutes taken in this meeting. During this, the manager confirmed that mentoring can be a design issue a departmental issue and management issue. She explained that there are two members of staff within the T&L team.

1. T&L Manager (Bryony) – deals with anyone who is underperforming
2. T&L Mentor (Nicola) – deals with satisfactory and above. She refers employees to Bryony if after mentoring they are still underperforming.

She explained that there are different layers of mentoring. If employees who are underperforming do not improve then they will be referred for capability which will be determined by the Assistant Principal and not the mentoring team. T&L Manager explained that at CSG the mentoring team want employees to do well and get better and go from underperforming to satisfactory and above.

T&L Manager clarified that referrals are high currently which is positive as it means that staff are using it and understanding the benefits of it which demonstrates how effective the process is. T&L Manager has also noticed that mentoring is harder around redundancies and re-structures as it can be seen as negative at the beginning but welcoming later. T&L Manager also mentioned that most of the issues that come to their attention are counselling issues,

break downs and issues surrounding mental health. In these cases, Bryony sign posts them to counselling. Evidence 1.4 demonstrates action plans and observation documents that the T&L teams use.

Staff Development Day – Coaching and Mentoring Session

As part of staff development day at the beginning of term, the T&L team delivered a coaching and mentoring session which was available for all staff to attend. Evidence 1.5 is a record of my own CPD which demonstrates my attendance for this session. In this session it was explained to us what the difference between counselling, mentoring and coaching was and the different coaching models available for instance, OSCAR, the Performance Wheel and Covey's Circles of Concern. To put the theory into practice, we had to work in pairs where one of us had to be the coach and the other the coachee and visa versa. We then had to role play this to the rest of the group in order to get feedback. This session was effective as everyone in the college can relate to coaching and mentoring in their everyday life and in work and could put these models into practice. Evidence 1.6 is a copy of the presentation that was given on the day.

External coaching for Curriculum Heads, Faculty Directors and Business Support Managers

Over the last two academic years, a selection of managers have undertaken a coaching course which has been delivered externally by RW learning which takes place at the college. In academic year 18-19, 29 managers were invited to attend the course which consisted of two half days and 3 full days (evidence 1.7). CSG only had funding for 29 managers to take part in the course and the selection process was based on Faculty Directors, Curriculum Area Heads and Assistant Principals. For this academic year, the limited funding meant that only 12 managers were invited to take part in the course (Evidence 1.8). The managers selected for this was business support managers.

The managers for this academic year are going through a coaching programme on management and leadership. Employees in different departments were asked to complete a 360 feedback on their line manager who are going through the coaching programme (Evidence 1.9). This document asked each person to assess the line managers behaviour against three competencies from the CSG competency framework. These are:

- Strengths
- Weaknesses
- Behaviours to develop

From the feedback given, the coaching aims to guide line managers to be more effective leaders. One of the sessions coached managers on when to best use the right management style in certain situations. This was done through role play. Evidence 1.10 is a document given to managers to work through over the numerous sessions. The idea is for line managers to coach staff should they wish to be coached. The benefits of the line manager as a coach is

that it results in a more committed team, better team performance, better working relationships, opens communication and it leads to idea generation (Clutterbuck, 2012).

Informal mentoring

At CSG informal mentoring occurs on a daily basis where an individual or a group gain insight, knowledge, wisdom, friendship, and support from someone else. Evidence 1.11 is an email between myself and the Head of Section where it demonstrates us planning an informal mentoring session with management to train them on the recruitment of part time casual staff.

1.3 The following are factors that need to be considered when implementing coaching and mentoring further in the organisation:

Organisational structure/management styles and approaches: CSG is very organised with a high degree of formality in the way it operates. There is a strict command and control structure, and there are many layers of management cascading down from executives to head of sections to faculty managers to department managers and to then to staff (LaMarco, 2019) (Evidence, 1.12). Authority is centred at the top, and information flows from the top down. As mentioned above, managers are the only people that have had training with coaching (Evidence 1.7 & 1.8). The idea is to train managers, for them to be able to coach employees should they wish to be coached.

Culture: As discussed with the T&L Manager (Evidence 1.3), the culture at CSG is welcoming of mentoring as it is currently at its highest. This is positive as it means that employees recognise the benefits of it. It also confirms that there is an open and honest culture where they feel they are listened to. The T&L manager did see mentoring tough around redundancies and restructures as employees are going through a period of uncertainty. She confirmed that employees see mentoring as something negative to begin with, but are then welcoming to the idea because of the benefits of it. A trusting culture where mistakes are tolerated, means that employees are more open to coaching and mentoring.

The availability and capability of people to act as formal coaches and mentors is limited within the college. Informal mentoring occurs naturally on a daily basis as mentioned above. There is less of an availability and capability of people to act as formal coaches and mentors within the college. Only 29 managers were trained last year, and only 12 this year (Evidence 1.7 & 1.8). Although this sounds high, when comparing it to approximately 1000 staff it is low. To be classed as a formal coach/mentor there is an expectation that they have attended the training and gained a coaching certificate.

Financial implications – In July 2019, the college went through a 1.6 million redundancy (Evidence 1.13). This is a major factor to consider when implementing further coaching and mentoring strategies as the college is still trying to recover financially. Having cost effective strategies in place would be more beneficial for the organisation, for instance utilising the 29 managers that are trained in coaching and getting them to deliver the training for other managers instead of RW learning delivering it.

Recommendations for appropriate strategies to further develop coaching/mentoring in the organisation

The main way to develop coaching and mentoring is through a policy as there is only a mentoring policy in place which is only for the teaching staff. Having a policy in place will outline the procedures at the college regarding formal/informal coaching and mentoring.

Another recommendation is for all staff to sign up to the one day coaching course at CSG which is organised for March. This would enable for more staff to be trained on how to become effective coaches. The advantages of an internal coach is that it is more cost effective, it retains the expertise in house, logistics of organising the sessions and training is less problematic and costly and information can be easily fed back to other departments such as IIR and I&D. The coach/mentor will have a grasp of opportunities and challenges facing the business and they already know the culture and processes of the organisation (Educational Consultant and Coach, 2015). As stated above, it is also beneficial for the college to utilise the managers that have already gone through the coaching programme to train others on coaching. This would save money on getting an external company in to train others in the organisation.

Another recommendation is to provide another coaching and mentoring session on staff development day for all staff to attend.

Currently appraisals are every 2 years. In order to identify whether a staff member needs to be referred for coaching/mentoring, appraisals should be on an annual basis.

Another recommendation would be to promote the benefits of coaching and mentoring. This could be done during staff development days, through social media or through notice boards.

It is important to note that coaching and mentoring in organisations are changing therefore CSG need to keep the following in mind when developing coaching and mentoring further in the organisation.

Some existing trends are:

- Coaching and mentoring has gone from push to pull – consumer and employee power has shifted for instance consumers want organisations to be ethically sourced and more environmentally friendly. Employees are starting to pull their employers towards their views and are now dictating to employers (Whitmore, 2017).
- Mentoring is shifting from traditional mentoring to reverse mentoring where younger employees are now mentoring older employees especially around the use of technology. It's also less about achieving and more about balance now, because people want to spend more time with their family (Wingard, 2018), (CIPD, 2019).
- There is also a shift from virtual coaches and coaching programmes. The benefits of a virtual coach is that it is more clinical and assessable, more cost effective, it sticks to a coaching process and there is no confidential issues. The drawbacks would be a lack of empathy and natural flow and it might not identify when to sign post people to further help for instance counselling. It's best used in situations where there are new

entrants coming into an organisation where they would have the same questions, barriers and challenges (Federation, International Coaching, 2018).

According to Forbes Coaches Council (2018) some emerging trends are

- Artificial intelligence coaching is going to grow
- Augmented reality learning to see how people would deal in certain situations
- More emphasis on creative work and collaboration
- More remote coaching due to the increase in technology

EVIDENCE

LO1

EV 1:1

MENTORING PROTOCOL

 colegsirgâr  colegceredigion

Mentor Support Programme

A. C. Daniels

Assistant Principal of Teaching, Learning and Quality

MENTORING PROTOCOL

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

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

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

THE PROTOCOL:

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

The usual protocol will be as follows:

NEW STAFF:

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

REFERRED TO THE MENTORING PROGRAMME:

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

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

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

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

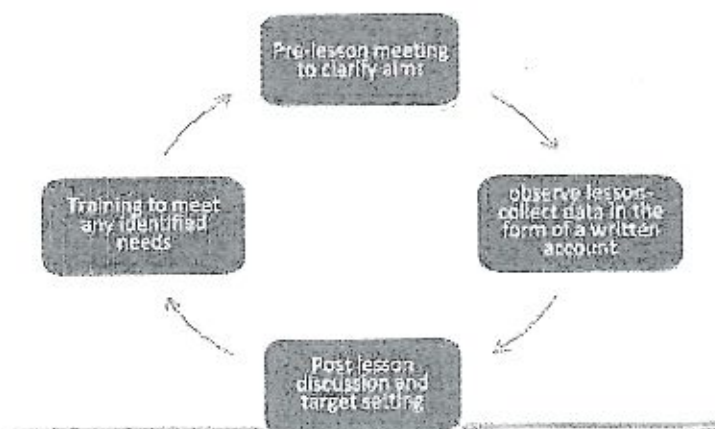
At the end of the four week intensive programme if the mentor and/or Teaching and Learning Manager are not satisfied with engagement or progress then the Teaching and Learning Manager, Curriculum Director and CAH will be informed and the mentee may be moved to formal proceedings and action planning.

SELF-REFERRAL:

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

THE MENTORING PROCESS:

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



MENTORING PROTOCOL

THE MENTOR'S ROLE:

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

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

- **Giving Information**

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

- **Instructing**

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

- **Modelling**

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

- **Reflecting Back**

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

- **Analysing**

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

MENTORING PROTOCOL

- **Assisting Planning**

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

- **Listening and Talking**

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

THE LESSON OBSERVATION:

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

THE MENTOR'S OBSERVATION FORM

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

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

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

THE QUALITY OF TEACHING

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

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

THE QUALITY OF TEACHING AND LEARNING:

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

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

THE STANDARDS ATTAINED BY THE STUDENTS

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

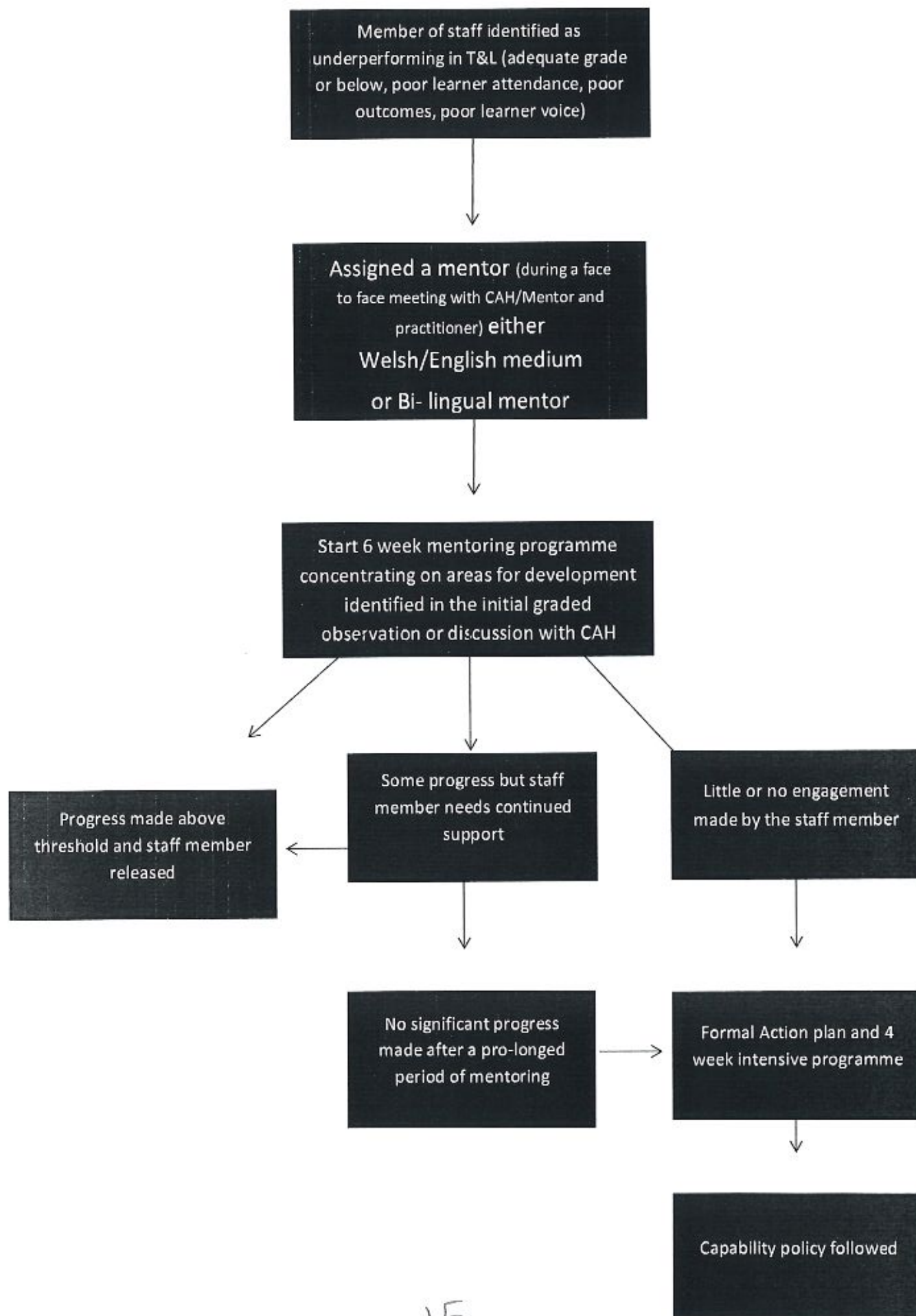
POST-LESSON DISCUSSION:

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

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

TRAINING TO MEET IDENTIFIED NEEDS

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



Meeting with Teaching & Learning Manager

11.30am, Aberystwyth campus, 5 February 2020

Present:

Nia Williams (Assistant HR officer)

Katy Barron (Assistant HR officer)

Briony Evett Hackfort (T+L manager)

- Mentoring can be design issue, departmental issue, management issue etc.

- 2 ~~me~~ t + L ~~mentors~~ ^{team}:

① Teaching + Learning manager (Briony)

↳ deals with anyone who is underperforming

② T+L mentor (Nicola)

↳ deals with mentors individuals, teams in Curriculum etc.

↳ She deals with satisfactory + above.

↳ She refers to Briony if after mentoring they are underperforming.

- different layers of mentoring

- under Briony, they can work formally + informally.

- no set time frame for the mentoring

- If ~~not~~ employees who are underperforming don't improve, can be capability.

(AD / Curriculum managers decide this not Briony + Nicola)

- At CSG we want them to do well

- we want them to get better and go from "underperforming" to "Satisfactory and above".

- We want to support our staff.

- Different ways of referring someone to mentoring:

① management referral

- ↳ can be informal / formal help)
- ↳ ~~can be~~ This would be a meeting between the employee, man and Briany on why the employee has been referred.
- ↳ Reasons could consist of:
 - Poor outcomes
 - Poor learner experience
 - Poor teaching observations
 - Attendance issues
 - ^{Poor} Sickness record
 - Bad student reviews etc.

② Self refer

- ↳ can be one off, can be telephone conversations every so often etc.
- ↳ open door policy at CSG
- ↳ Culture is welcoming of C + M.

* Referrals are higher currently - but this is a good thing → this means that they are using it and understanding the benefits of it!

- ↳ Briany noticed that mentoring is harder around re-structures / redundancy.
- ↳ can be seen as a negative ~~at~~ thing at the beginning, but welcoming later.
- ↳ Briany updates managers on how staff are doing.
- ↳ ~~Briany~~ Most issues that come to the

mentoring team are a more counselling,
break downs, mental health.

↳ Briony signposts to counselling
in these cases.

Recommendations

↳ Policy in place for all members of
staff not just Teaching + Learning

↳ For everyone to have access to
training

↳ more mentors / ^{coaches} → no money.

↳ Everyone ~~should~~ should be trained
to become them.

↳ Appraisals are currently 2 years -
needs to be more regular to identify
mentoring needs.

↳ Days coaching course coming up
(everyone can sign up to it) - need
to push this forward.

↳ Psychological contract → (expectations
of the employment relationship)

→ 1st July - C+m session - Staff Dev Day
Kuchindastaf

Briony to send NW + KB:

Briony

- Action plans
- Tracking grid
- anonymous work

DIRECTORATE: Quality, Curriculum Development, Teaching and Learning

Action Plan - Individual

Name -
Mentor -
Line Manager -
Campus -

Dates of Review

Action Ref	Action Required	Resources Needed	Support ed by	Outcome	Priority

EV 1:4

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

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

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

Estyn Quantitative Statements

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

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

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

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

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

Planning, Learning and Teaching Pathways

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

Moderated and Signed...

Dated,...

Events for: niaw (Nia Williams)

Internal Event participation..

Year	Date	Time	Event	Attended
2019	25/10/2019	10:30 - 11:30	Introduction to Coaching - a toolkit	Attended
2019	25/10/2019	14:30 - 15:30	County Lines (PREVENT) - Compulsory for ALL Support staff and Training Advisors	Attended
2018	19/10/2018	09:00 - 10:00	Mindfulness	Attended
2018	19/10/2018	11:30 - 12:30	Estyn Catch up - for those who missed Monday, 3rd September	Attended
2018	19/10/2018	13:30 - 14:30	For Support Staff: Pivotal Update - Developing scripts to approach student behaviour	Attended
2018	19/10/2018	14:30 - 15:30	Yoga	Attended
2018	01/03/2018	09:00 - 10:00	Data Protection Briefing: GDPR edition	Attended
2018	08/01/2018	15:45 - 16:30	Invigilation online training and test (all academic staff and LSAs)	Attended
2017	01/03/2017	09:00 - 10:00	CSG Information Security Essentials certificate	Attended
2016	01/09/2016	09:00 - 09:45	P1 - CSG Safeguarding Essentials certificate	Attended
2016	01/09/2016	10:00 - 10:45	PS1 - CSG Equality and Diversity Briefing certificate	Attended

External Event (held internally) participation..

None found on system

External Event (held externally) participation..

Year	Ref	App No.	Date	Time	Duration	Entity	Event
2019	CL-19	19/20 - 0073	08/10/2019	07:00	0.5 Day(s)	Capital Law	Investigation training for Managers
2018	CSG-HR-36	17/18 - 0328	06/02/2018	07:00	1 Day(s)	Coleg Sir Gâr - HR	Induction
2015	ETF-01	17/18 - 0272	04/12/2015	07:00	0.5 Hour(s)	Education and Training Foundation	PREVENT

Events hosted/seconded..

None found on system

Independently Acquired Certificates..

None found on system

EV 1:5.

An Introduction to Coaching



A Toolkit

COACHING

The Existential Crisis



COUNSELLING

MENTORING

COACHING

Coaching

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

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

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

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

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

Nancy Kline

"Time to Think" 1999

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



The Personal Iceberg Metaphor

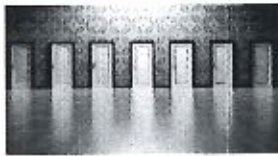


Coaching involves delving underneath the water line to help the coachee discover and understand the underlying issues and barriers that drive their behaviour, therefore giving them the power to change themselves.

Raising Awareness and Responsibility

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

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



OSCAR MODEL

Covey's Circles of Concern

The Performance Wheel

OSCAR MODEL - A Structured Conversation



Asking Effective Coaching Questions

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

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

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

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

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

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

Leading Questions:

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

You mustn't try to fix.

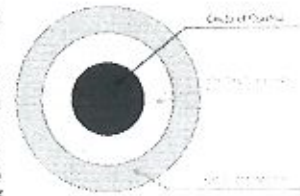


Non Directive Questioning

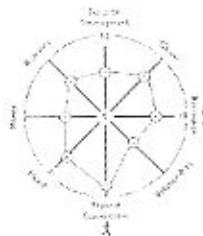
Question Examples

Covey's Circles of Concern

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



The Performance Wheel



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

This tool can be revisited through the coaching process to help the coachee clearly define progress and, in turn, re-define it if needed.

The wheel has an outer rim in which the outcomes are detailed and in the center with a series of numbers, 1 - 10, on which a coachee can plot their current situation at any given time. The Wheel also gives the coach and coachee an opportunity to clearly explore outcome expectations by discussing and defining what a 100% might look like so that there is always a common understanding and agreement of the desired goal.

Monday, 18th March 2019
Lecture Theatre, Graig Campus

LAUNCH

List of who attended

1	Jackie Kelshaw	Faculty Director	
2	Nikki Neale	Faculty Director	1
3	Vanessa Cashmore	Faculty Director	
4	Sandra Isaac	Faculty Director	
5	Elaine Rees	Curriculum Area Head	2
6	Paula Phillips Davies	Curriculum Area Head	3
7	David Davies	Curriculum Area Head	
8	Orla Williams	Curriculum Area Head	4
9	Claire Mackerras	Curriculum Area Head	5
10	Adam Twells	Curriculum Area Head	6
11	Helen Lloyd	Curriculum Area Head	
12	Daryl Thomas	Curriculum Area Head	7
13	Ashley Wallington	Curriculum Area Head	8
14	Gwyneth Preston	Curriculum Area Head	
15	Carol Gwizdak	Assistant Head	
16	Jeremy Hockridge	Assistant Head	
17	Mary Richards	Assistant Head	9
18	Julia Clement	Assistant Head	10
19	Julie Walker	Assistant Head	11
20	Christy Anson-Harries	Assistant Head	12
21	Kim Nicholas	Assistant Head	13
22	Kevin Chilton	Assistant Head	14
23	Denise Hudson	Assistant Head	15
24	Sian Russell	Assistant Head	16
25	Kim Goodwin	Assistant Head	17
26	Ian Iaw	Assistant Head	18
27	Wayne Savory	Assistant Head	19
28	Jo Pearce	Assistant Head	
29	Huw Thomas	Assistant Head	20

Did not attend

1	John Morrissey	Assistant Head
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EV 1.8

List of attendees			
		Line Manager	
1	Stuart Thomas	ILCS Manager	1
2	Susan Gard	Campus Operations Manager	2
3	Charlotte Jepson	HR Services Manager	3
4	Karen Rees	Registry Manager	
5	Jan Morgan	Library Services Manager	
6	Mandy Wyrwoll	Marketing & Recruitment Manager	4
7	Kim Rees	Apprentice Development & Employer Liaison Manager	5
8	Julia Green	Assistant Director	6
9	Jamie Hawkins	Head of Section	7
10	Catherine Roberts	Acting Head of Section	8
11	Janet Morgan	Head of Section	9
12	Allison Davies	Head of Section	10

Summary Report

Coleg Sir Gâr

360° Feedback Questionnaire

Participant Summary Report

Ellen

November-19

Summary Report

Competency Summary

This report has been compiled from the feedback received from the following people

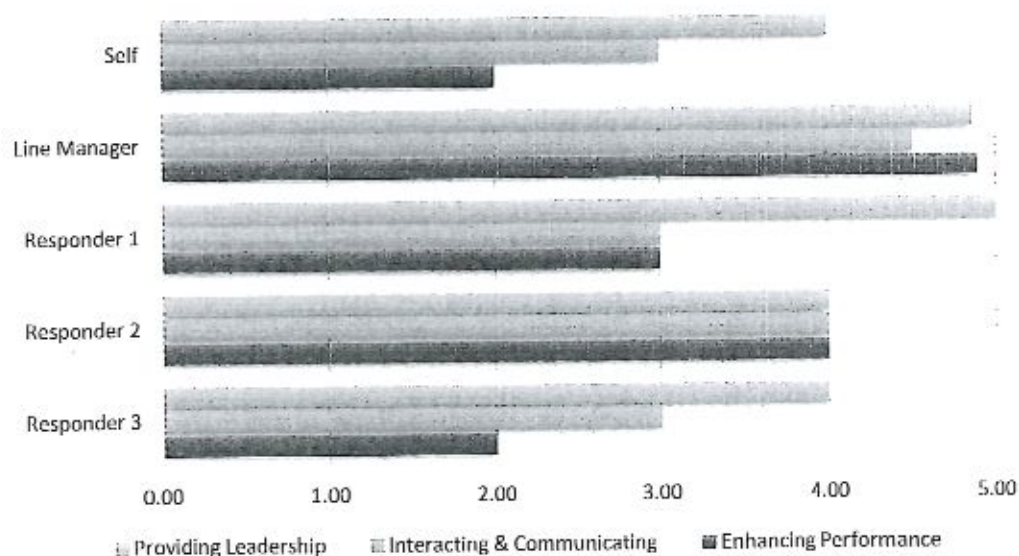
Name	Type
Ellen	Self
Paul	Line Manager
David	Responder 1
Ann	Responder 2
Jane	Responder 3

Each person has assessed the participant's behaviour against three Competencies from the Coleg Sir Gâr Competency Framework

The Scale used:

5 = always, 4 = very frequently, 3 = often, 2 = occasionally, 1 = rarely/never

Comparison of Responders Across all Three Competencies



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Tramshed, Pendyris Street, Cardiff, CF11 6BH

2 Hilliards Court, Chester Business Park, Chester, CH4 9PX

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Competency Comments

1. What do you see as this persons particular strength?

Excellent Technical knowledge and of the Colleges processes & procedures

Gathering & analysing data

Very personable, understanding and approachable. Has a very good in-depth understanding of the sector, demands, funding and college focus.

Very passionate and caring

Very approachable and supportive

2. What behaviour do you see this person demonstrating that makes them least effective?

Ellen needs to be more assertive when dealing with the senior team. he tends to accept when they decline funding without asking why.

Shys away from all conflict situations which means issues are brushed under the carpet

Needs to act more strategically and not concentrate so much on what there team is doing

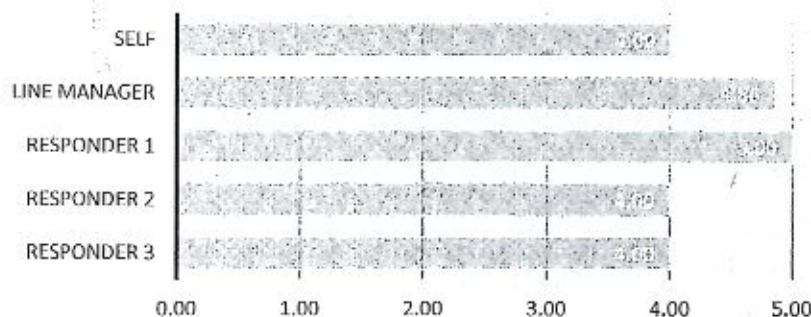
There communication is none existent when they are under pressure

Needs to delegate more and help the team to grow

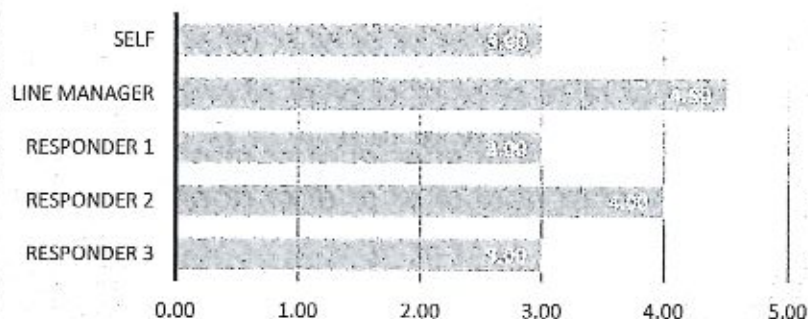
Summary Report

Comparisons per competency

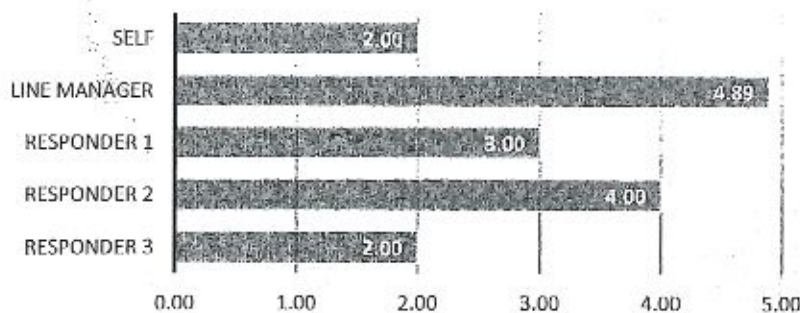
Providing Leadership



Interacting & Communicating



Enhancing Performance



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3. What behaviour should this person develop further?

Delegation

Recognising and working on collaborating outside of the College.

Thinking strategically and acting like a manager

Empowering their team to perform

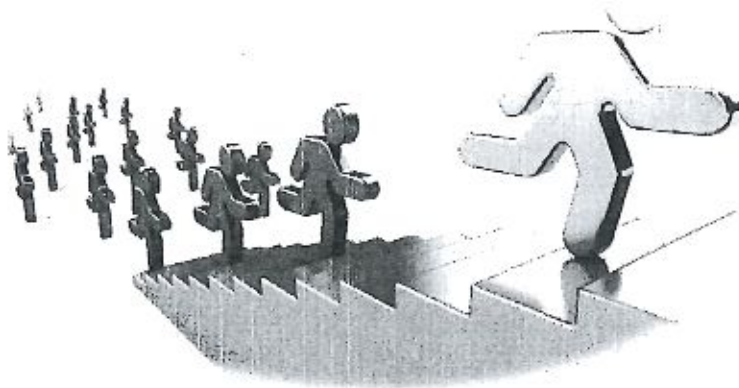
Managing Underperformance

 **RW Learning**

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Inspirational Leadership Management Development Programme

Module 1: Creating Inspirational Leadership



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Delegate Information

The Inspirational Leadership Management Development Programme

The purpose of the Inspirational Leadership Programme is to provide a learning experience that is both experiential learning and a development opportunity for managers to increase their personal awareness. This will help support the behaviours needed to deliver the College's 4 Strategic Directions. It is also an opportunity to introduce the new Leadership & Management Competency Framework which highlights the behaviours needed to deliver the Strategy.

Module Aim

Inspirational Leadership is the first Module in the programme. It provides a foundation to the Programme. It will explore the group's understanding of what leadership is about and how the role of Leader is perceived within Colleges of Colleg Sir Gâr and Coleg Ceredigion.

Learning Outcomes:

- To explore the role of culture and values in creating inspirational leadership
- To assess the College's approach to leadership
- To understand the Emotional Intelligent leadership styles and behaviours
- To recognise your own preferred style and the need for a situational approach
- To identify through practical activities, the importance of motivation in leading the team
- To experience both directive and empowering leadership styles and their impact on the performance of the team

Culture, Leadership, Values and their Impact

Consider the three short case studies below.

- Describe your perception of the culture in each case
- What appears to have been important to the people doing the work?
- What impact did leadership have on these situations?

Case Study 1: Barclays Bank

Barclays was one of the banks implicated in the LIBOR scandal – the attempt to illegally manipulate interest rates. They were fined £290 million in June 2012. For over a decade, traders working on behalf of Barclays had knowingly tried to fix rates in an effort to help the bank make greater profits. In 2016, a number of traders were put on trial for their part in the scandal. Their testimony stated that they believed what they were doing was not illegal and that their bosses were fully aware of what they were doing. It appeared that rather than reprimanding the traders for their activities, they had instead been rewarded an estimated £2.2m a year each, through bonuses and pay.

Case Study 2: Mid Staffs NHS Trust

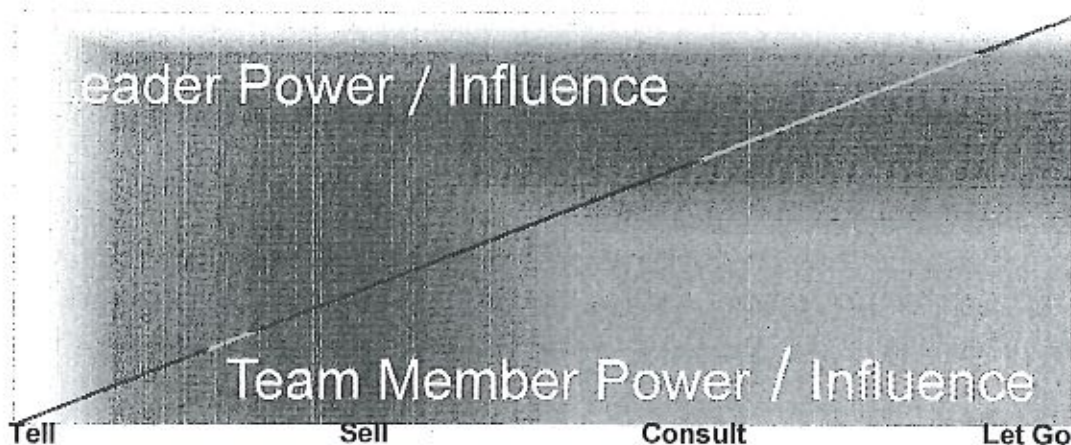
It is alleged that between 400 and 1,200 patients died because of poor care at Stafford Hospital, part of the Mid-Staffs NHS Trust. A public inquiry heard that from 2005 to 2009 the level of care provided to patients at Stafford Hospital was 'appalling'. It was reported that managers cut costs and reduced nursing numbers in an attempt to achieve Foundation Trust status, even when they knew it meant patients were put at risk. There was a catalogue of complaints about the poor standard of care during this period. The family of one elderly patient explained he had been left on a trolley for more than 6 hours without any attention, food or water. Another became critically ill after her essential oxygen supply was allowed to run out and another elderly lady was dropped whilst being transferred in to a bed due to the incompetence of the nursing staff.

Case Study 3: News International

News International were accused of engaging in phone hacking, police bribery and exercising improper influence in the pursuit of stories. At first it appeared that between 2005 to 2007 this behaviour was limited to celebrities, politicians and members of the Royal Family. However, in 2011 it was revealed that the phone of murdered schoolgirl Milly Dowler had also been hacked together with relatives of deceased British soldiers and victims of the 7/7 bombings. This created a public outcry against the Corporation's owner, Rupert Murdoch and led to his resignation together with that of his son, the executive chairman. The controversy led to the closure of the News of the World and other British papers published by News International. Public pressure also forced the cancellation of its proposed takeover of British satellite broadcaster, BskyB.

The Leadership Continuum

Based on the work of Tannenbaum & Schmitt, the Leadership Continuum model suggests that the style of leadership or the behaviours demonstrated by a leader are dependent on power. It describes a continuum of behaviours that begin with the Leader having all the power or influence and ending with the team members having complete autonomy.



This creates 4 different stages and sets of behaviours along the continuum.

Tell

Most of the power is with the leader. They make the decisions and direct the team to perform the tasks as they see fit.

Sell

The leader still holds the majority of the power however they now want to encourage the team to understand the value or benefit of performing the tasks in the way they see fit. They are still making the decisions but want the team to feel involved by understanding why this is the best course of action.

Consult

The power is now more evenly split between leader and the team. The leader will share their ideas about what they believe the decision should be and ask the team for its input. The decision as to how the team will perform the task may still be the leader's but the team will have influenced it.

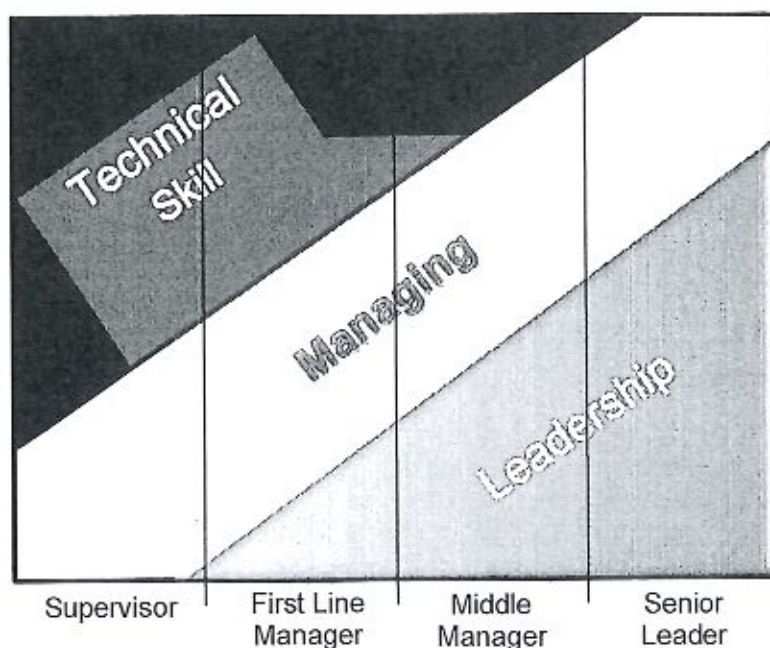
Let go

This final stage is when the leader relinquishes decision making on how the tasks are performed to the team. They will provide a clear statement of what needs to be achieved and timescales. The team then has the power to achieve the performance in any way it sees fit.

The Management Quota

As you progress in your management career the type and nature of the tasks and responsibilities change. You will always be expected to perform the two disciplines of management and leadership; it is the quota or amount of each that will differ depending on the position you hold. There is also a third discipline that will always run alongside the other two and that is your technical skill or your specialism, such as teaching, chemistry, finance and so on.

This leads to the quotas as described in the following diagram



Your Role	
-----------	--

Identifying the EI Leadership Styles

The organisation's success is directly influenced by the leadership style and the way leaders motivate their teams, gather information, make decisions and manage change. There are six leadership styles that derive from different emotional intelligence capabilities. They work best in certain situations and affect the organisation in different ways.

The Coercive Style

This is the "Do as I say" style that expects immediate compliance and for people to do what they are told. It expresses a great drive to achieve, act on own initiative (and expects others to follow) and shows strong self-control.

Strengths & weakness of the style

Best used when ,,,

The Authoritative Style

An authoritative leader uses a "Come with me" approach. They state the overall goal and give people the freedom to choose their own way of achieving it. It is powerful at articulating a mission and encouraging enthusiasm in the common goal. It makes a clear path and cuts out all the ambiguity in the situation.

Strengths & weakness of the style

Best used when ,,,

The Affiliative Style

This style sends out a "People come first" attitude. It pays attention to showing empathy, understanding and spends time building relationships and communicating with the team.

Strengths & weakness of the style

Best used when ,,,

The Democratic Style

This style suggests "Let's get everyone's 'buy in' before making a decision." It is about giving the team a voice in how decisions are made and how the work will be done. It concentrates on creating consensus through participation, collaboration and communication. It helps build organisational flexibility and employee responsibility. It also encourages the generation of new ideas and ways of doing things

Strengths & weakness of the style

Best used when ...

The Pacesetting Style

This style is the "Follow me" approach. It sets high standards of performance and the leader always meets them. It is about demonstrating how things should be done. Highly conscientious, with a strong desire to achieve and show great initiative.

Strengths & weakness of the style

Best used when ...

The Coaching Style

This style focusses on personal development rather than the day to day work. They have their eye on the future and demonstrate empathy and self-awareness.

Strengths & weakness of the style

Best used when ...

Goleman suggests that an effective leader must be able to use at least four of these styles effectively and be able to use them with the right people, at the right time. It is imperative that the leader in their selection of the style to use, is sensitive to the impact each will have on the task, the team and the individual.

Motivation

Motivation is achieved when the perceived effort needed to achieve the task is less than the perceived reward for its completion.

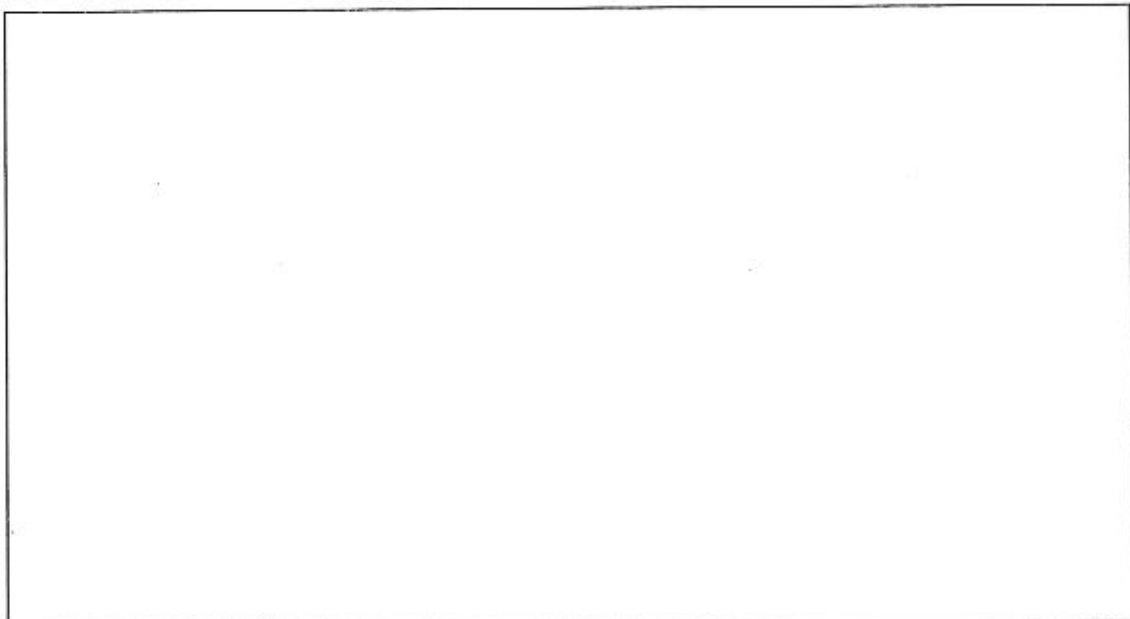
The alignment of aims, purpose and values between learners, lecturers and leaders throughout the organisation will be fundamental to creating a platform from which to feel motivated. Motivation is a complex experience. It's different for each person, and there are a number of models that can help create greater understanding of this. For the purpose of this Module and to assist the understanding of what motivates individuals and teams to be a success three models have been chosen; 'Maslow's Hierarchy of Needs', 'Hertzberg Motivation – Hygiene Theory' and 'Sirota's Three Factors Theory'.

Reflection on the previous exercise

Now you have completed the Physical Flow Exercise, use this experience to help you explore motivation in more detail.

Evaluate your experience using one of the motivational models described on the following pages. Consider in your group the following questions and report back using one of these models.

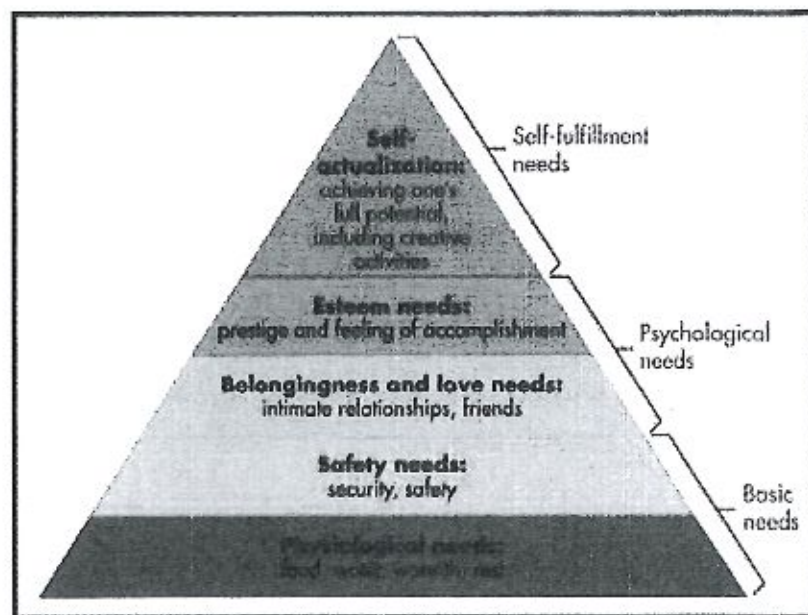
- How were you motivated?
- How was the team motivated?
- What worked well to motivate you and the team?
- What would you need to do differently to increase and maintain motivation?



Maslow's Hierarchy of Needs

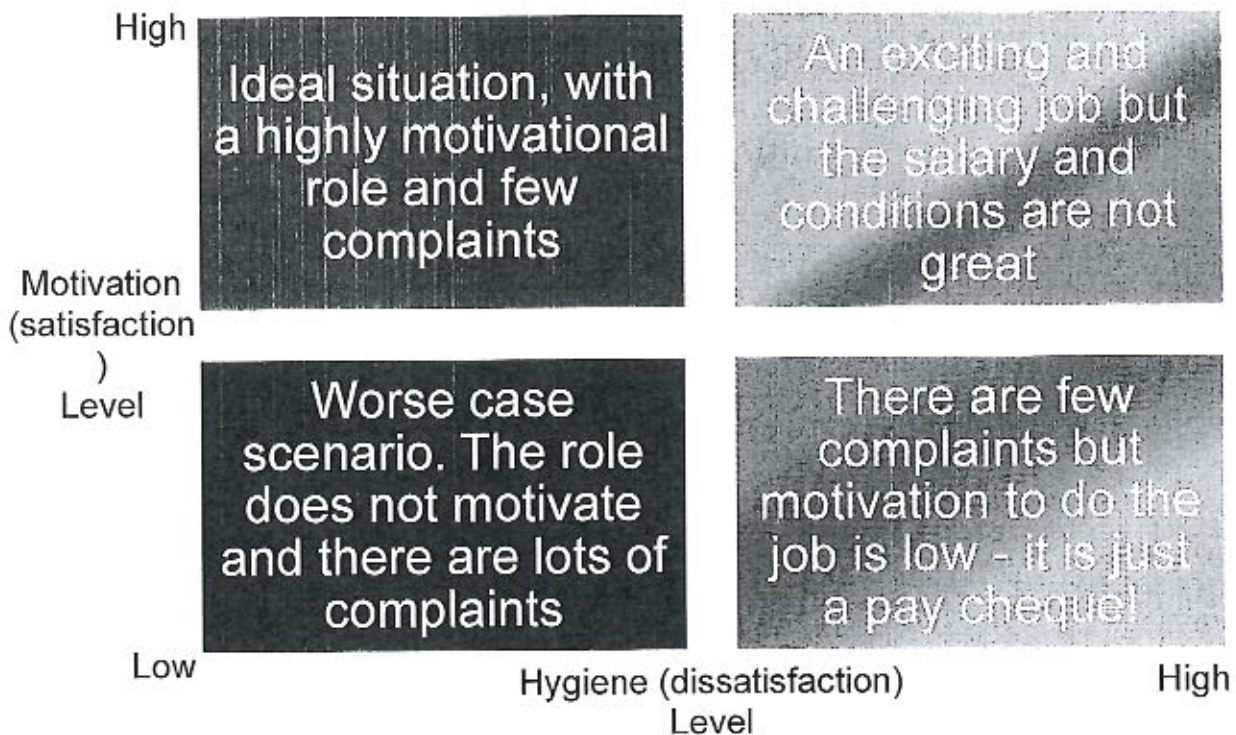
Maslow viewed motivation as being based on a hierarchy of individual needs, where a person cannot move to the next level of motivation without satisfying the previous level. Maslow's hierarchy starts at the most basic physiological needs and moves upwards towards the spiritual or holistic level of self-actualization. The key to realising the greatest potential in employees is to recognise where they presently are within the hierarchy and to support that individual need and provide opportunities, where possible for them to continue to move up the pyramid.

It is a useful model to appreciate the variety of needs that exist for individuals and to stimulate the discussion about how different levels of the hierarchy can be delivered within the work place. It is also essential to remember the concept that an individual cannot move on until their present motivation has been satisfied.



Hertzberg Motivators & Hygiene Factors

Hertzberg's Dual Factor theory (or motivator/hygiene factor theory) suggests that some factors are true motivators creating a sense of job satisfaction or drive when they are present, and others are hygiene factors that cause dissatisfaction or de-motivate when it is perceived they have been withdrawn.



Motivators or satisfaction factors increase the drive to perform well and for an organisation will lead to greater productivity. These factors are about the nature of the work and how people intrinsically feel about it. Examples of these might be; achievement, recognition, advancement, responsibility and meaningful work.

Hygiene factors impact on how dissatisfied we might feel about our role and the organisation. It is the action of withdrawing certain factors that causes this dissatisfaction. For an organisation these will lead to a decrease in productivity. These factors are about the environment in which people work and how they perceive they are being treated. Examples of these might be, salary, perceived status, security, company policy, levels of supervision and working conditions.

Greater motivation is not necessarily achieved through eliminating the causes of dissatisfaction alone. It is a two-step process:

Step 1: Eliminate hygiene factors and

Step 2: Focus on introducing and maintaining motivators.

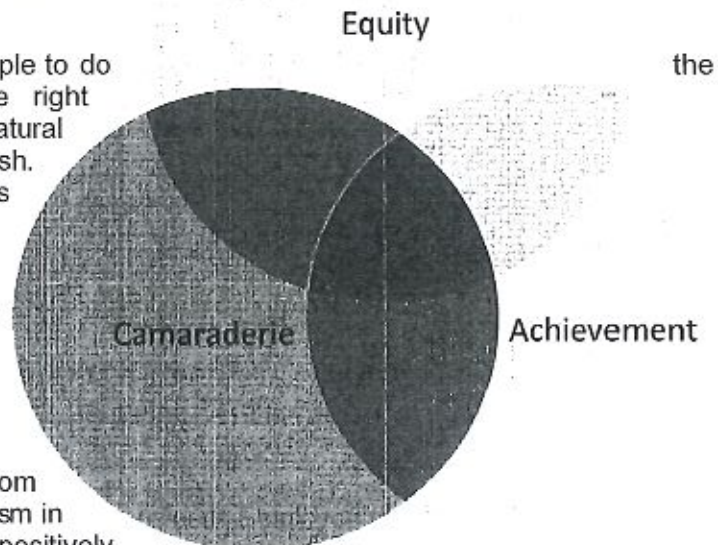
For example: creating a feeling of job security, paying the right salary for the job and providing acceptable benefits will reduce dissatisfaction. Alongside this, a leader will also need to allow people the opportunity to grow and progress, recognise their efforts and ensure they feel their work is meaningful. If a team leader can achieve both of these, then it will lead to an increase in satisfaction and thus motivation.

Sirota's Three Factor Theory

David Sirota's Three Factor theory ('The Enthusiastic Employee (2005)) suggests motivation is akin to how enthusiastic workers are about their work and their working environment. He believes all employees start a new role feeling naturally motivated.

The role of the leader is to maintain and nurture this enthusiasm to increase and sustain productivity.

So, it is not about motivating people to do work, it is about creating the right environment so that their natural motivation will continue to flourish. Strong empirical evidence suggests there are three key factors that affect the enthusiasm of workers: equity, achievement and camaraderie



These three factors are distinct from each other and to create enthusiasm in the workplace all need to be positively present. If we concentrate on one in isolation, it will not necessarily impact on the others. For example, if I feel I am not paid fairly for the job I do, telling me how important my job is won't necessarily make me feel any more motivated.

The three factors fully met = high morale + enthusiasm = high productivity

Equity	This is about how fairly a worker feels they are treated in all aspects of their working life. Such as: • A fair wage • Fair benefits • Reasonable job security • Treated with respect • Reasonable safety • Reasonable flexibility - family friendly • Credible and consistent management • Fair hearing for complaints
--------	--

Achievement	This is about being able to grow and develop and move on in the role and to be proud of doing a good job. It covers areas such as: • Clear direction • Challenging work • Ability to perform • Able to acquire new skills • Perceived importance of the job • Recognition for a job well done • Proud of the company
Camaraderie	This need is that fundamentally we need to belong and have a good relationship with fellow workers. It includes feeling that we have: • Co-operation • Congeniality • Relationships with own team, other departments, across the company

When all 3 factors are perceived to be present, the staff will be at their most motivated. Research shows that each factor being present does not just add to the satisfaction of the workers, it multiplies!

Statistics show that employees report they are 'very satisfied' working for their organisation when all factors are in place. Therefore, when:

... no factors are present = 0% respondents reported as 'very satisfied'

... one factor present = 8% of respondents reported as 'very satisfied'

... two factors present = 19% of respondents reported as 'very satisfied'

... all three factors present = 45% of respondents reported as 'very satisfied'

For our teams, this is about how we encourage their enthusiasm and make sure we pay attention to all three factors. This will mean defining what equity, achievement and camaraderie means to our teams and doing what it takes to create and maintain an environment where all are present.

For ourselves it's about finding ways to balance the three factors and the self-awareness of what gives us the natural enthusiasm to perform our role long after we have become competent at the role.

Post-Module Activity

Now we have completed our first Module of the Programme it is now time to go away and reflect on what you have learnt and how you can use this learning in your leadership role.

Before we meet again for Module 2 in March consider the following activity.

The Leadership Challenge!

"The ultimate measure of a leader is not where he stands in moments of comfort and convenience, but where he stands in times of challenge and controversy." Martin Luther King

Consider your own actions in a moment of challenge and crisis. Think of an example of when you have experienced challenge and or a crisis in your leadership role. Explore:

What you did

What leadership style behaviour you demonstrated

What the positive impact of this behaviour was on the team or others

What was the negative impact?

Bring your notes with you to the next session where we will review this.

EV 1.11

Nia Williams - Staff employment, induction and probationary period training

From: Daryl Thomas
To: Williams, Nia
Date: 04/02/2020 14:38
Subject: Staff employment, induction and probationary period training
Cc: Law, Ian; Savory, Wayne; Richards, Mary

Hi Nia,

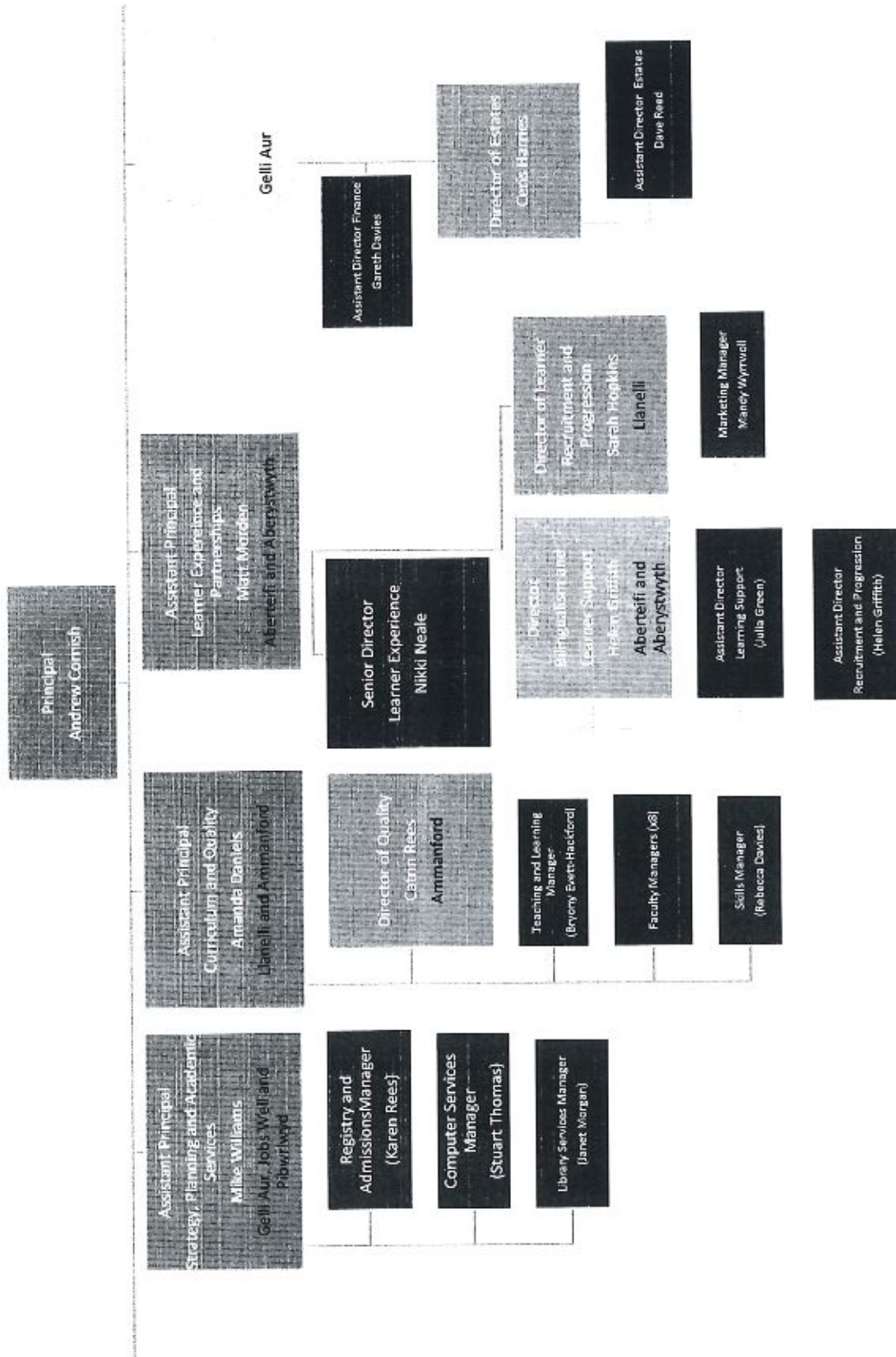
Further to our conversation this morning, Monday 10th February at 1:30pm (Ammanford campus) will be fine for employment related training for Mary, Wayne and Ian. We will most probably meet at my office.

Diolch,

Daryl

49

EV 1.12



EV 1.13

Count of Emp No.	Short Desc3	AGR_W	APT&C_1-6	APT&C_SO1+	CAS_SUP	LEC	CAS_LEC	MS	MS_TEACH	Grand Total
Leave Rsn Long			1							1
Death in Service			1			1				2
Dismissed						15		31		47
End of fixed term										1
Mutual Agreement									1	1
Resigned		2	12	1		12		3	1	41
Retirement				1				1	1	6
Retirement ill health			2							4
Voluntary Redundancy			6						3	21
Grand Total		2	22	2		28		35	6	123

Total Staff as at
01/09/2018

751

Turnover

16.4%

51

For LO2 I will support the implementation of coaching and/or mentoring programmes within Coleg Sir Gar.

2.1

Evidence 2.1 demonstrates me promoting the benefits of mentoring on the TV screens at the college along with contact names should employees wish to self refer to mentoring. The following benefits were promoted: (Clutterbuck, 2012)

- Gain valuable advice from mentors
- Develop knowledge and skills to succeed
- Improve communication skills
- Learn new perspectives
- Advance your career as a mentor can help you to stay focused
- Improve performance

2.2 Evidence 2.2 demonstrates that I am in the process of developing a coaching and mentoring policy for CSG. I have been working with the HR advisor to create a policy which will be going to the unions in March for approval.

2.3 According to Forbes (2018) the following are examples of some skills that are needed to be an effective coach:

- Listening – There are 5 different levels of listening according to Clutterbuck & Megginson (2012). These are;
 - Listening to argue – I know better
 - Listening to respond – to frame a question
 - Listening to understand – analysis and logic come in to play
 - Listening to help them understand - coachee/mentee self-awareness
 - Listening without intent – becoming aware of things in periphery such as tone, mood of the session etc.
- Questioning – There are different questioning skills. According to Clutterbuck there is a coaching spectrum skill. We start at telling individuals and work to being non directive and helping them solve their own issues through raising awareness and allowing them to reflect. From the bottom to the top of the scale is: instructing, giving advice, offering advice, making suggestions, giving feedback, asking questions to raise awareness and reflecting (Barber, 2016).
- Building rapport
- Empathising
- Summarising/reflecting
- Being open minded
- Silence

According to Carter (2016) the following are examples of some behaviours that are needed to be an effective coach:

- Communication – Take time to consider how and when to communicate
- Relationships – connect with individuals in a respectful and empathetic way, creating a positive empowering and safe environment.
- Inspiration – Encourage and support people to stay motivated and achieve
- Review – Provide relevant and constructive feedback as well as reflecting to develop own coaching practice.
- Doing – Recognise and implement adaptations to keep people safe, engaged and challenged.
- Planning – Provide clarity on how planned activities and sessions link together.
- Technical knowledge

Starr (2011) believes that in order to be an effective coach/mentor some of the following beliefs/principles need to be in place:

- I will maintain my commitment to support the individual
- My coaching relationships are built upon truth, openness and trust
- The coachee is responsible for the results they are creating

To identify the skills, knowledge and behaviours needed by coaches at CSG, I decided to distribute a coaching skills self assessment survey to those managers that attended the coaching training in academic year 18-19 to see if they need further training in certain areas (Evidence 2.3). This survey was distributed to 29 people, with only 18 people (62%) completing it. The survey consists of 20 characteristics that employees have used to describe bosses they rate as effective coaches. The line manager is asked to rate themselves in terms of what they think their employees would say about them. The scoring for each statement is as follows:

- 1 – Rarely displayed
- 2 – Sometimes displayed
- 3 – Frequently displayed
- 4 – Usually displayed
- 5 – Almost always displayed

The scoring are:

- 75 – 90+ = Excellent
- 50-74 = Fair to good
- Below 49 = Needs improvement

Managers were also asked to choose a skill, knowledge and behaviour that need the most improvement.

From the results, the following were identified in each category:

- 8 = Excellent

10=fair to good

0= Needs improvement

The majority of people were in the fair to good category with the others rating themselves as excellent in coaching. This was a positive result as nobody rated their coaching as needing further improvement. In order to move the majority of participants from the fair to good category to excellent, it is important to focus on the skills, behaviours and knowledge they have identified. The two most common skills that were identified that needed improving were questioning and listening. Behaviours identified that needed improving was giving constructive feedback and reflecting on own coaching approach.

To support the development of these, I provided training for the participants that took part in the survey. Evidence 2.4 demonstrates the PowerPoint that was delivered. This PowerPoint focuses on the different questioning and listening skills that are needed and the importance of giving constructive feedback to coachees. During the session attendees were asked to role play in order to get feedback from others in the session. The different ways of reflecting on own coaching approach was also provided.

2.4

The following factors place a responsibility on the coachee for the success of the coaching relationship (Carter, 2016):

- Willingness of the coachee to be coached (should be voluntary participation)
- Reflective ability of the coachee
- Openness of the coachee to learn and change
- Commitment of the coachee to the coaching process
- Receptiveness and willingness of the coachee to act on what comes out of the coaching
- Listening

In order to assist potential coachees to understand and participate fully in future coaching programmes, I delivered a presentation on staff development day. Evidence 2.5 demonstrates the PowerPoint that was delivered. This PowerPoint covered the benefits of participating in coaching, the responsibility placed on the coachee, the role of the coach and best practice from other organisations. Example from other organisations such as Google has also been used.

2.5

I have supported the ongoing evaluation of the coaching programme by following up with the coaches with another survey to determine whether their scores improved from previously. Evidence 2.6 demonstrates that 14 people rated themselves as excellent compared to 8 previously and 4 rated themselves as fair to good which is an improvement from 10. I will continue to use this method with the management group that are going through the coaching programme currently, so see where they would rate their coaching skills and to see whether

they identify any learning gaps in themselves. This may be followed up by a training session on those gaps identified.

I have also supported the ongoing improvement of the organisations coaching and mentoring programme by creating a coaching and mentoring policy, arranging for another staff development day to include a session on coaching and mentoring and by promoting the benefits of mentoring in the college. I have also delivered training for those people who identified skills, behaviour and knowledge gaps in their coaching.

Evidence 2.7 is confirmation from a member of staff that attended the training which demonstrates that my support was effective and met requirements.

EVIDENCE

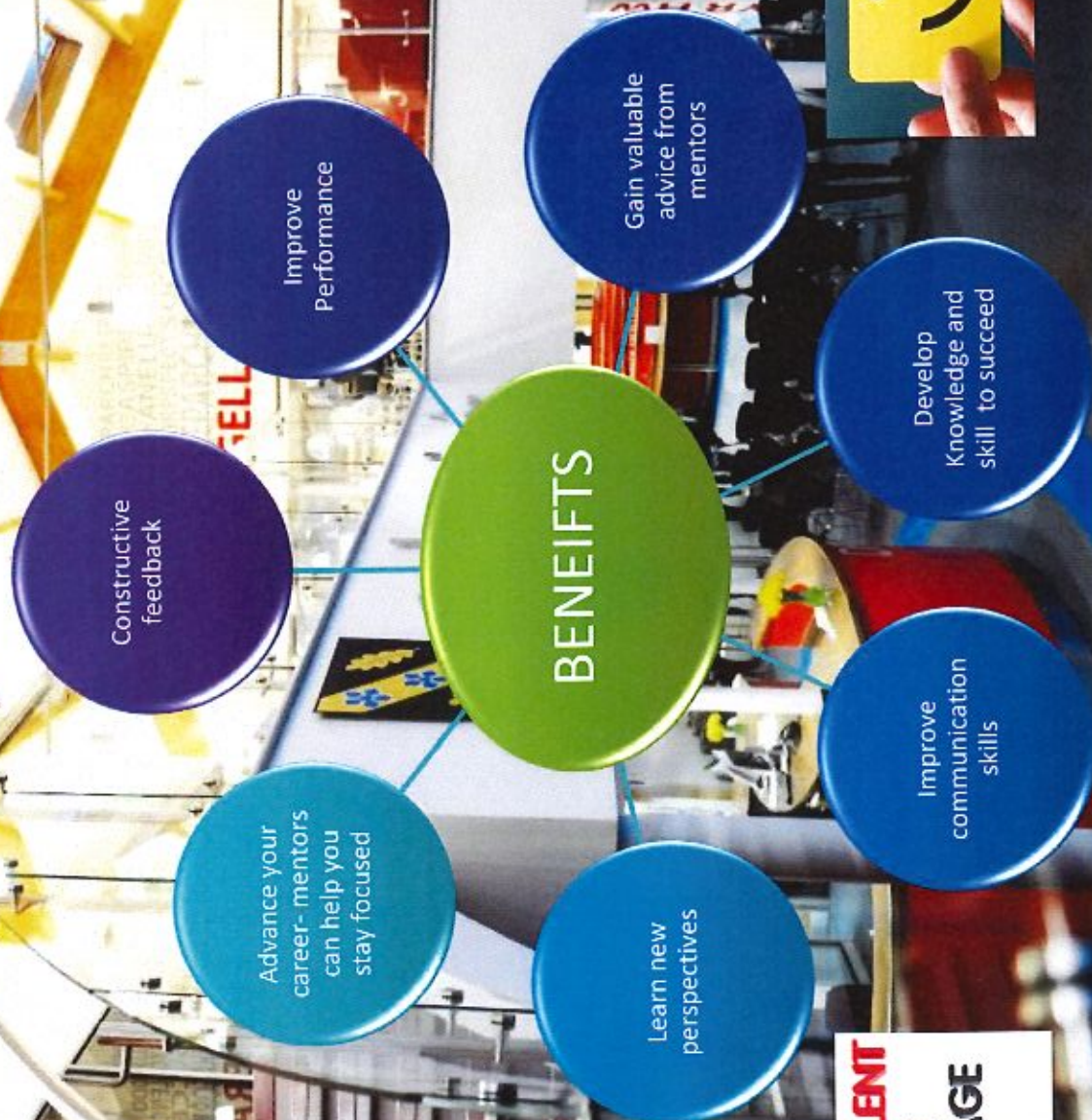
LO2

MENTORING:

FOR SE
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SPEAK TO YOU

5





COACHING AND MENTORING POLICY

1. Introduction

Mentoring and coaching are very effective development methods to assist individuals to reflect, identify and achieve their goals and support the transfer of learning into the workplace. The learning relationships that develop through coaching and mentoring help support individuals to develop their skills and knowledge and for the College, they provide powerful learning methods to support staff in a way that is timely and specific. The mentoring and coaching relationship is very powerful as they empower individuals to find solutions, manage change and develop in their roles. This policy outlines the College's policy and process regarding formal coaching and mentoring in Coleg Sir Gar.

2. Scope.

The coaching and mentoring function at CSG adopts the following 3 streams:

- Formal mentoring – for employees going through the Academic Promotions process, Research activity and SDPR Process;
- For employees, when agreed as part of the annual Staff Development and Performance Review process;
- Informal mentoring – available to all employees;
- Informal coaching – available to all employees.

3. What's the difference between a mentor and a coach?

The skills to be a mentor and a coach are very similar such as listening, effective questioning and supporting. The differences between the two are:

- Mentoring is undertaken by someone who has in-depth knowledge of the mentee's field, and is likely to be directive in terms of support and advice. Mentoring also provides more general support to build confidence and capabilities to meet current and future developmental needs. For this reason, mentoring is usually a longer term relationship than coaching and can last between six and eighteen months.
- Coaching is done by someone who is not necessarily an expert in the coachee's field and the discussions are likely to be non-directive. Coaching is also a short term intervention of a few sessions and aims to provide support to enhance performance and is usually based around a particular task or objective.

4. The Benefits of coaching and mentoring at Coleg Sir Gar.

The benefits of coaching and mentoring include:

- Providing a timely and structured learning and development opportunity based on the specific needs of the employee and delivered at their own pace;
- Improving confidence and self-esteem;
- Increased motivation to take action;
- Developing the individual's own understanding of the College's context and processes.
- Developing new insights and ways of working;
- Providing an opportunity to receive safe and supportive feedback;
- Providing an opportunity for employees to reflect on and plan their career development.

5. Formal mentoring within the context of professional development.

Mentoring can be stand-alone developmental intervention or can be very useful for supporting other developmental activity such as leadership and management programmes. Mentoring can be identified by the line-manager and / the employee and can be part of a number of outcomes from the Performance Review process. Mentors are allocated to staff who express an interest in making an application. All mentors must:

- Undertake the 'coach & mentor' Panopto training and commit to on-going development following the initial training;
- Make the initial contact with the mentee;
- Ensure a commitment to the relationship over an agreed timescale;
- Deal professionally with any conflicts that may arise.

6. Informal Coaching and Mentoring.

All line managers have a responsibility to develop their people and teams and the College expects managers to explore mentoring and/or coaching management styles as part of their day to day management responsibilities. Line managers who wish to coach or mentor staff will therefore be required to:-

- Undertake the 'coach & mentor' Panopto training and commit to on-going development following the initial training;
- Make the initial contact with the relevant coachee/mentee;
- Offer the opportunity for all their team members to explore coaching or mentoring and advise on ways in which this can be achieved either with the line manager or another member of staff who has undertaken the training.

7. Responsibilities of the mentee/coachee:

- In most situations obtain agreement to participate from the line-manager to meet with the mentor/coach;
- Set the agenda and purpose of the relationship with the mentor/coach;

- Maintain commitment to the relationship.

8. Responsibilities of the Linc-manager:

- Ensure that mentees and coachees are supported during the process;
- Respect the confidential nature of the relationship.



Coaching Skills Self Assessment

Below are 20 characteristics employees have used to describe bosses they rate as effective coaches. Rate yourself in terms of what you think your employees would say about you. Please be honest. These answers are meant for your eyes only.

SCORING KEY:

1. Rarely Displayed 2. Sometimes Displayed 3. Frequently Displayed 4. Usually Displayed 5. Almost Always Displayed

As a coach, I:

1. Capitalize on my employee's strengths

1 2 3 4 5

2. Give my employees visibility

1 2 3 4 5

3. Provide freedom to do their job

1 2 3 4 5

4. Set high standards of excellence

1 2 3 4 5

5. Orient employee to our company values and business strategies

1 2 3 4 5

5. Hold employees accountable

1 2 3 4 5

6. Protect employees from undue stress at work

1 2 3 4 5

7. Encourage employees when he/she is discouraged or about to undertake new or difficult assignments

1 2 3 4 5

9. Provide information about the company and the employee's role in the attainment of company goals

1 2 3 4 5

10. Make performance expectations and priorities clear

1 2 3 4 5

11. Take the time to build trust

1 2 3 4 5

12. Provide appropriate training and support when needed

1 2 3 4 5

13. Solicit and really listen to their ideas

1 2 3 4 5

14. View employees as partners and critical to the success of our company

1 2 3 4 5

15. Serve as a good role model

1 2 3 4 5

16. Will not let employee's give up

1 2 3 4 5

17. Do not divulge their confidences

1 2 3 4 5

18. Explain new decisions and procedures and give advance notice of changes whenever possible

1 2 3 4 5

19. Provide employees with regular feedback about their job performance

1 2 3 4 5

20. Give employees credit when they deserve it

1 2 3 4 5

TOTAL:

1 2 3 4 5

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Scoring:

A total of:

75 - 90+ = Excellent

50-74 = Fair to good

Below 49 = Needs improvement

Now choose one skill, knowledge and behaviour you need the most improvement and write them below.

1. _____

2. _____

3. _____

ACTIVE LISTENING: QUESTIONING SKILLS AND COACHING CONVERSATIONS

Nia Williams
Assistant HR Officer
Coleg Sir Gar

DEFINITION OF COACHING

- Coaching is about expanding people's capacity to create the desired future. It is NOT TELLING PEOPLE WHAT TO DO, but asking them to examine the thinking behind what they're doing so it is consistent with their goals. Coaching is about giving people the gift of your presence, asking questions and listening.

Coaching

COACHING IS EVERYTHING YOU DO TO

- Release aspirations
- Produce extraordinary results
- Build Capacity

BUILDING BLOCKS OF COACHING

- Active Listening
- Questioning Skills
- Coaching conversation Model - GROW

TODAY YOU WILL....

- Understand what active listening means, and the 4 steps + 1 to practicing it
- Understand what open, closed and probing questions are and hone your skill at when/how to best use each type
- Become aware of negative listening habits and which ones you might practice consciously or unconsciously
- Understand the GROW Coaching Model and practice using it in coaching conversations with each other.

ACTIVE LISTENING

- Active listening is listening and responding that focuses the attention on the speaker and improves mutual understanding

ACTIVE LISTENING

- ⊗ Is one of the most important skills of an emotionally intelligent leader
- ⊗ Builds trust
- ⊗ Encourages positive problem solving
- ⊗ Takes practice

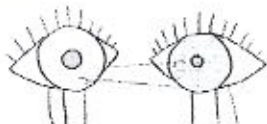


ACTIVE LISTENING

- ⊗ Confirming your understanding:
 - Step 1 - use a confirming statement
 - Step 2 - summarise key facts
 - Step 3 - Ask if your understanding is correct
 - Step 4 - Clarify misunderstandings if necessary

ACTIVE LISTENING

- ⊗ Non-verbal
- ⊗ Eye contact
- ⊗ Pause/silence
- ⊗ Facial expressions that indicate you are present and focused
- ⊗ Body Language



LISTENING TO UNDERSTAND

- ⊗ We can do this by:
 - Quieting our mind - giving 100% of our attention
 - Being non-judgemental
 - Paraphrasing - repeat what they have said in your words to demonstrate that you have understood the discussion and you have been actively listening

TIME TO THINK.....

- ⊗ Discuss barriers that get in the way of listening.... (5 minutes)



DISCOVERING YOUR NEGATIVE LISTENING HABITS

- ⊗ Purpose:
 - To help you gain self awareness regarding negative listening patterns that you may have developed over the years.
 - By being aware of them, you will be in a position to do something about them

THE FAKER..

- ⊗ All the outward signs are there, nodding, making eye contact, and giving the occasional uh huuh. However, the faker isn't concentrating on the speaker. His mind is elsewhere.

THE INTERRUPTER

- ⊗ The interrupter doesn't allow the speaker to finish and doesn't ask clarifying questions or seek more information from the speaker. He's too anxious to speak his words and shows little concern for the speaker.

THE INTELLECTUAL OR LOGISTICAL LISTENER

- ⊗ This person is always trying to interpret what the speaker is saying and why. They are judging the speaker's words and trying to fit them into the logic box. They rarely ask about the underlying feeling or emotion attached to a message.

THE REBUTTAL MAKER

- ⊗ This listener only listens long enough to form a rebuttal. Their point is to use the speakers words against them. At their worse, they are argumentative and wants to prove you wrong. At the very least the person always wants to make the speaker see the other point of view.

THE ADVICE GIVER

- ⊗ Giving advice is sometimes helpful, however, at other times this behaviour interferes with good listening, because it does not allow the speaker to fully articulate his feelings or thoughts, it doesn't help the speaker solve his own problems, it prohibits venting, it could also belittle the speaker by minimizing his or her concern with a quick solution. However, advice given too quickly and at the wrong time is a put off to the speaker.

DEVELOPING CLIENT RELATIONSHIPS

- ⊗ Questioning skills:
OPEN
PROBING
CLOSED

OPEN QUESTIONS

- Solicit more than a YES or NO or other one word response
- Aim to get someone to talk
- Are useful when you want general information
- Common lead-ins are what, how, and why



CLOSED QUESTIONS

- Solicit a YES or NO or other one word response
- Aim to limit talking or to control direction of conversation
- Are useful when you want specific information
- Common lead-ins are who, which, would, are, can, have, do, is, will and may

PROBING QUESTIONS

- Definition:
Questions that do not introduce a new topic but allow you to probe further to find out more information

Examples:

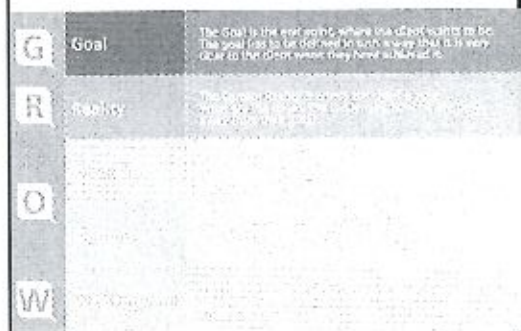
Could you tell me more?
Could you give me an example?
Why was that?
Could you expand?

A HELPFUL TOOL...

- A coaching conversation model that helps to structure the conversation and get maximum participation from people is the GROW model

GROW

- **GOAL**
Set a goal and time limit for the session
State the goal for the issue after defining the reality
- **REALITY**
Define current reality and desired reality and agree on any gaps, explore reasons
- **OPTIONS**
Explore alternative strategies/courses of action for eliminating the gaps
- **WRAP UP**
Agree on what is to be done, when and by who - set a date for review



CONSTRUCTIVE FEEDBACK

- ⊗ Feedback is information about reactions to a product or a person's performance of a task which may be used as a basis for improvement.
- ⊗ Constructive feedback is meant to help improve the performance of an individual or a team, and shouldn't be used to tear them down.

WHY GIVE CONSTRUCTIVE FEEDBACK

- ⊗ Feedback is an essential element for everyone in a workplace. It is a useful tool for indicating when things are going in the right direction, or for improving an area which is having problems.

CONSTRUCTIVE FEEDBACK

- ⊗ Some situations which require giving constructive feedback include:
- ⊗ Providing specific performance pointers.
- ⊗ Giving corrective guidance
- ⊗ Letting someone know the consequences of their behaviour
- ⊗ Encouraging positive behaviour
- ⊗ Encouraging and supporting someone who is doing well

SOME CLUES THAT CONSTRUCTIVE FEEDBACK IS NEEDED WHEN:

- ⊗ Someone asks for your opinion about how they are doing
- ⊗ Errors occur again and again
- ⊗ A peer's work habits disturb you.
- ⊗ Someone who is a high performer is doubting the level they work at
- ⊗ Someone has completed a task to high level
- ⊗ Someone has tried something new and it has gone well

TYPES:

- ⊗ Critical feedback is given when something needs to be improved
- ⊗ Positive feedback is given when something has been done well.

HOW TO GIVE GOOD CONSTRUCTIVE FEEDBACK

- ⊗ You should try to:
- ⊗ Focus on the situation, not the person
- ⊗ Focus on the behaviour, action, situation, issue
- ⊗ Comment on the issue, not the person
- ⊗ Don't make personal attacks
- ⊗ Share how a problem affects you, without going on and on about it

- When giving constructive feedback, critical or positive, you should try to do the following things:
- Be specific with your feedback as this will allow the receiver to know what needs to be changed or continued
- Break the feedback into key points.
- Vague - You tried really hard on the report but I didn't like it and you can do better
- Specific - Good effort but there are some things which can be improved. 1. formatting, your font should be the same through the whole document 2) images, images should always have a caption that explains what is being shown.

• A good way to give constructive feedback is using the sandwich method, it combines giving positive and critical feedback. It's sometimes referred to as PIP, Positive, improvement - Positive

1. Focus on some strength - what has been done well, what was positive about the situation
2. Provide the criticism - things that didn't go well, things that can be improved
3. Finish off the feedback by restating the positive comments, and the positive results that may be expected if the criticism is acted on.



Coaching in the workplace

Nia Williams

Definition of Coaching

- Clutterbuck (2016) defines coaching as "a process by which the coach, through direct discussion and guided activity helps an individual to solve a problem, or do a task better than would otherwise have been the case".
- Whitmore (2017) defines coaching as "unlocking a persons potential to maximise their own performance. It is helping them to learn rather than teaching them".

When is coaching used?

- One example of when coaching is used is when an individual/organisation wants to develop another individuals specific competencies using performance management tools.
- Coaching can help improve performance and create the desired results. Coaching is appropriate for situations such as, understanding aims/goals, improving awareness of others and building a life/work balance (Starr 2011).

Coaching would be appropriate for:

- Putting together a life plan, understanding our aims and goals.
- Finding ways to reduce stress in our lives, or free up more time.
- Building a life/work balance that fulfils us.
- Improving our ability to relate to others.
- Improving our awareness of others
- Improving our self-discipline and motivation.
- Improving our health and well-being routines, e.g. diet, exercise.

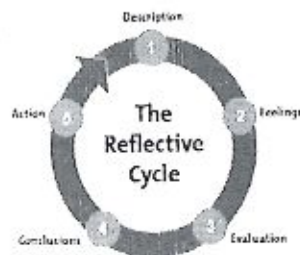
Coaching would not be appropriate for:

- On-going dependency on class 'A' drugs e.g. heroin, crack, cocaine.
- Significant alcohol issues, e.g. someone who drinks to get through the day.
- Where someone has experienced violent or sexual abuse and needs further support to deal with that.
- Where someone is abusing others, either physically or sexually.
- Mental illness e.g. extreme and violent mood swings, ongoing depression etc.

Coaching is..

- Short Term - Time Bound**
A coach can successfully be involved with a coachee for a short period of time, maybe even just a few sessions. The coaching lasts for as long as is needed, depending on the purpose of the coaching relationship.
- Task Based**
The focus is on concrete issues, such as managing more effectively, speaking more articulately, and learning how to think strategically. This requires a content expert coach who is capable of teaching the coachee how to develop these skills.
- Performance Driven - Non Directive**
The purpose of coaching is to improve the individual's performance on the job. This involves either enhancing current skills or acquiring new skills. Once the coachee successfully acquires the skills, the coach is no longer needed.

Gibbs reflective Cycle 1988



The following factors place a responsibility on the coachee for the success of the coaching relationship (Carter, 2016):

- › Willingness of the coachee to be coached (should be voluntary participation)
- › Reflective ability of the coachee
- › Openness of the coachee to learn and change
- › Commitment of the coachee to the coaching process
- › Receptiveness and willingness of the coachee to act on what comes out of the coaching
- › Listening

Best Practice examples

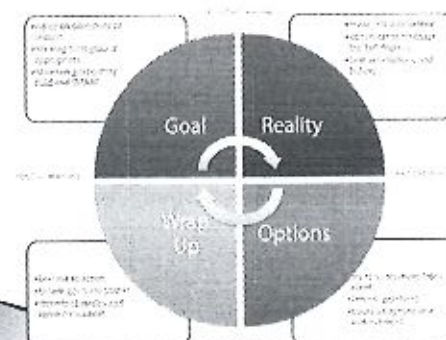
- › Coaching models help to provide a framework for the coaching discussion.
- › There are a number of well known models of coaching but the best known of them is the GROW model.

The grow model in action:

<https://www.youtube.com/watch?v=tmm3VwFX7Gg>



GROW Model



OSCAR Model



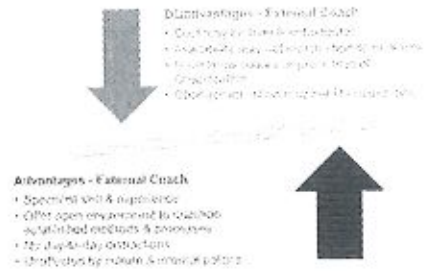
Line Manager as the coach

- › A more committed team
- › Better team performance
- › Better working relationships
- › Idea generation/creativity
- › Open communication
- › Investing time to gain time

Barriers of the line manager being a coach

- Groupthink
- Inequality in who gets coaching
- Time pressures
- The tendency for managers and direct reports to fall into "parent-child" roles in any conversation
- The sense that both parties may have hidden agendas
- Conflict between the employee's desire for some things to remain confidential and the manager's accountability for the welfare and performance of the team as a whole
- Conflict between pressure to deliver short term task objectives and the longer term development needs of team members.
- Culture
- Skill level

Internal Vs External



Internal coaching

Advantages of Internal Coach	Disadvantages of Internal Coach
No direct costs	May not be able to offer confidential advice
Opportunity to know coachee better	Coaching may be perceived as a performance tool
Already informed with coachee	Coaching may be perceived as a performance tool
Know culture & processes of organization	Coaching may be perceived as a performance tool
Build and demonstrate trust & respect	Coaching may be perceived as a performance tool

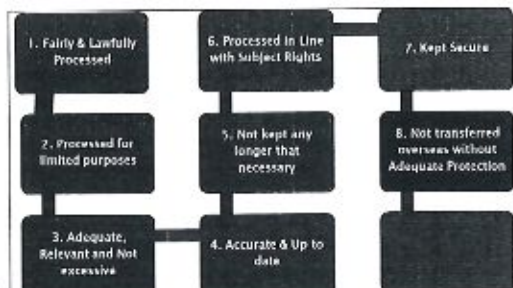
Regulations & professional practice impacting on coaching

- GDPR 2018
- Confidentiality
- Ethical practice
- Coaching contract
- Coaching/Mentoring professional bodies

GDPR

- GDPR May 2018
- Historically no teeth - Max fine of £500,000 and few at this maximum.
- Now max fine of £18 million
- No fee for subject access requests

8 principles of data protection



Confidentiality

- Confidentiality is paramount in the coaching relationship. The coach needs to ensure that the venue is appropriate for instance, quiet, not easily overheard, free from interruptions and ensure that the notes are taken and stored in line with GDPR 2018 (Cox et al, 2018). The coach also needs to be careful not to leave sensitive information on a printer, desk or on a portable memory stick. Ethical practice also needs to be taken into consideration.

Findings..

- According to CIPD (2018) report, coaching has been reported to increase workplace wellbeing and reduce depression and stress. As well as this it can also increase employee engagement as identified by Royal (2019) through a Gallup report.
- According to Sime (2019), 70% of individuals who receive coaching improved work performance, relationships and communication. 86% of companies also felt that they received back the investment they made into coaching plus more on top due to the benefits it brought for the organisations.

Google

- One company that has implemented coaching in their organisation is Google. They do so, in order to boost employee engagement (McLavin, 2019). Coaching within Google receives an employee satisfaction rating of 4.8 out of 5. In order to keep their best talent engaged and motivated is essential to Google.
- Google uses the GROW coaching model. According to Google's research, there are six components of good coaching. These are:
- Providing timely and specific feedback
- Delivering hard feedback in a motivational and thoughtful way
- Tailoring approaches to meet individual communication styles in regular one to ones
- Practicing empathetic "active" listening and being fully present
- Being cognizant of your own mindset and that of the employee
- Asking open-ended questions to discover an employee's acumen
- Implementing coaching for Google has contributed towards them being the best company to work for and achieving their organisations objectives.

Best Practice Examples



EV 2:6

	New	Previous
Excellent	14	8
Fair	4	10

EV 2.7

25/02/2020 14:39 <

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Mail Properties Discussion Thread


Coaching Training
to: Nia Williams

Hi Nia,

Just a quick email to say thank you for your training this afternoon. I found the training really beneficial in terms of the different questioning and listening skills that are needed to carry out my role as an effective coach. I know I will be confident in delivering a coaching session going forward.

Many thanks,
Lynette


Ec

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