

Title: Contributing to Coaching and Mentoring 5ADCM

Name: Rhodri Packman

CIPD Membership Number: 4787112X

Date: 08/04/2020

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: Rhodri Packman

Date: 16/04/2020

Word count: 3351

Contents page

- Title page
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- Evidence Matrix – listing evidence for each Assessment Criteria
- Personal Statement for LO1 including reference list
- Evidence
- Personal Statement for LO2 including reference list
- Evidence

Evidence matrix

Candidate name: Rhodri Packman						
Qualification title: Contributing to Coaching and Mentoring						
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ADCM	Contributing to Coaching and mentoring	1.1	training and development policy	EV1		
		1.1	Achieve process	EV2		
		1.1	People Strategy document	EV3		
		1.1	CT survey results	EV4		
		1.1	Client mentoring support email	EV5		
		1.1	Lunch and Learn	EV6		
		1.2	Completed achieve sheet	EV7		
		1.2	Team meeting mentoring session	EV8		
		1.3	CT structure document	EV9		
		1.4	Meeting notes	EV10		
		1.4	Confirmatory email.	EV11		
		2.1	Coaching presentation to employer forum	EV12		
		2.1	Email confirming presentation	EV13		
		2.1	Employer forum follow up email	EV14		
		2.2	Focus group notes	EV15		

		2.2	Coaching support document	EV16		
		2.3	Mentor/Mentee information document	EV17		
		2.3	Email about the mentee delivery session	EV18		
		2.4	Evaluation email	EV19		

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:

Date:

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

I undertook a review of Chwarae Teg procedures and processes to identify what coaching and mentoring takes place. Researching internal documents I found the following:

1. We have a training and development policy (**Evidence 1**). This is not an in-depth policy and mentions only coaching and mentoring in passing (as an example of a low-cost training method).
2. There is also our 'Achieve' performance management tool. Accompanying this is a document provided to managers to help them through the performance and learning process, but within this, coaching and mentoring is not mentioned (**Evidence 2**).
3. Within the People Strategy, coaching is mentioned for managers. Learning and Development for staff is listed. Within this section the following statement is written; *"Encourage job shadowing/rotation to gain understanding of colleagues' roles. Mentoring with new starters. Process should be formalised"*. (**Evidence 3**).
4. Engagement Survey. The results of the most recent engagement survey show that there is confusion about mentoring and coaching (indeed it was a low scoring area) (**Evidence 4**). The inference from this is that it is not formally offered.
5. What is also pertinent at Chwarae Teg that when we work with businesses, we often work with the client to implement specific coaching and mentoring, covering equality and diversity issues within their business (**Evidence 5**). The importance of coaching and mentoring to an organisation is well known by many of the consultants working for Chwarae Teg, however, external actions are not reflected internally.

As Clutterbuck et al (2016) suggest, informal arrangements occur where the organisation does not intervene, leaving relationships and outcomes to occur more naturally. Timescales may vary and are instigated at the request of managers or the individuals concerned and may well be due to a lack of coaching/mentoring culture within the organisation. This is certainly true at Chwarae Teg, where there are many informal, loose, coaching sessions such as 'lunch and learn' (**Evidence 6**), as can be seen, these have slipped from the recent agenda.

In essence, Chwarae Teg has an informal approach to learning and development, specifically to mentoring and coaching. Little is planned, not even to new starters going through the on-boarding process. Coaching and mentoring is left to individual managers and individual employees to address, if/when, learning and development issues arise.

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

Within Chwarae Teg our achieve process (performance management process) is heavily linked to individual, team and organisational objectives. As can be seen (**Evidence 7**) every quarter an individual is assessed against how well they have performed as an individual, but also in supporting the team, the wider organisation (values of being 1 supportive team) and organisational goals. Coaching and mentoring plays a small part of this process, albeit within Chwarae Teg's overall informal approach.

Informal learning is described as unplanned (Kyndt et al, 2009) and happens within Chwarae Teg as a natural part of someone's role or within 'learning in the flow of work' (CIPD, 2020). Informal coaching often happens spontaneously and unconsciously without any objectives in terms of learning outcomes (Hart, 2003).

This happens within Chwarae Teg as can be seen from ad hoc 'lunch and learn sessions' which are mini coaching sessions over lunch (**Evidence 6**) and regular team information sessions where one person takes the lead and shares knowledge on a topic (**Evidence 8**). Working alongside others allows employees to observe and listen to and to participate in activities, and hence to learn some new practices and skills and to become aware of the knowledge/expertise there is within Chwarae Teg. Tackling challenging tasks requires on-the-job learning and, if well-supported and successful, leads to increased motivation and confidence. Such observations are sometimes recorded in Achieve meetings and therefore contribute to the different objectives within the organisation.

Chwarae Teg, whether by design or default, finds itself in a situation where a coaching culture exists, however informal this may be. A coaching culture as defined by Hawkins (2012) is:

"When a coaching approach is a key aspect of how the leaders, managers and staff engage and develop all their people and engage their stakeholders, in ways that create increased individual, team, and organisational performance and shared value for stakeholders'.

However, as with no formal approach to mentoring or coaching in place across the organisation, clearly there is no monitoring of results. This means that questions need to be asked on how effective such ad-hoc coaching and mentoring methods really are within Chwarae Teg.

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

In researching Chwarae Teg there are a number of factors that influence L&D and the future role of coaching and mentoring.

Business and HRD strategy

Looking at the wider business strategy, Chwarae Teg is making cost efficiencies and re-structuring due to changes to European funding and project closures. This impacts HRD and the financing of training in particular. This is why mentoring programmes are on hold.

Structure

Chwarae Teg, in line with Agile Working, has transitioned from an hierarchy structure to a flatter, functional structure (**Evidence 9**). There is a people team, but this functions as a HR admin and supporting role, to the management team and the project leads. Whilst a flatter structure allows for collaboration, similarly to its predecessor, it can create the risk of silo working.

Role of Managers

Managers run their functional department in Chwarae Teg and this impacts overall L&D and the future of coaching and mentoring. Within Chwarae Teg all learning and development is recognised via the 'achieve' process. Employees are encouraged to seek feedback on performance from managers, colleagues and from stakeholders. From here, unless there are major performance issues learning is encouraged to be predominantly initiated by the learner, motivated by the need to develop oneself for the better (Noe, 2013).

Individual managers have differing approaches to management, L&D and coaching. Some departments are client focused (indeed delivering coaching and mentoring as part of programme delivery) with managers well versed in its application. Other managers are from technical or research backgrounds. From first-hand experience of changing teams I know one manager had a hands-off approach to development, the other much more proactive in pushing me to learn. This has been recognised by the people team (**Evidence 3**) but more needs to be done.

Approach to L&D

Intrinsically linked to all of the above is that there is no formal organisational-led approach to learning and development. Whilst the people team have a strategy (**Evidence 3**) which highlight some of the concerns raised, again it falls on managers to implement L&D within their own departments.

Chwarae Teg, like many organisations, trying to maintain a competitive advantage, needs employees that are willing to contribute to by continuously developing their own skills and capabilities. This relies on both manager and employee to empowering, creative and motivated in order to develop innovative learning experiences (Beck, 2012). Within Chwarae Teg there's been a definite shift towards employees themselves taking greater ownership of their own development, whether by design or default.

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

From the research conducted there is a clear informal approach to coaching and mentoring within Chwarae Teg. Coaching is the responsibility of the line manager, and within Chwarae Teg it is centrally concerned with improved task performance (Garvey et al, 2014). However, to make it more effective it needs to filter throughout the organisation with an eye to creating a coaching culture. I discussed this with my manager and made notes on the discussion (**Evidence 10**). An overview is included here, following a model described by Clutterbuck and Megginson (2005) can be followed:

1. Coaching linked to business drivers.

Within Chwarae Teg coaching should be integrated into an L&D strategy, with the appropriate measures and processes in place. Coaching should be seen as a viable learning opportunity (using GROW, CIDP, 2019). All managers need training in the benefits of coaching and mentoring. On top of this I would also make sure there are clear links from coaching and mentoring to progression. This would involve the creation a career blueprint for employees.

2. Being a coachee is encouraged and supported.

The first step in this would be to list skills of employees, find out who can do what and match this with potential mentees. The costs of using external coaches and mentors would be prohibitive however, there is so much knowledge in house, this must be embraced.

3. Providing coach training.

Those who wish to be coaches and coachees need training. Internally we have the LDP team who contain qualified coaches. This should be exploited and someone should be a coaching role model for others. There should also be a manager who is a coaching role model to help apply coaching and mentoring within their teams. I would also use a buddying/shadowing scheme to start things in a less formal way.

4. Rewarding and recognising coaching

Employees should be rewarded for knowledge sharing and more cross-functional learning and sharing should be formally encouraged. Part of the training for all staff is that coaching should be promoted as an investment in excellence.

5. The move to coaching is managed.

Senior Management team need to get behind a company-wide move to coaching. From this line managers will take responsibility for a coaching culture. However, there are concerns about the role of managers – going from a tell, to a show approach, the power relationship and the need for some distance and impartiality in the coaching relationship (CIPD, 2019).

The meeting between myself and my manager was held and this was followed up and confirmed by an email exchange (**Evidence 11**).

References

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CIPD. (2019). Coaching and Mentoring. Factsheet.

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

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Hart, E.W. (2003). *Developing a coaching culture*. Centre for Creative Leadership, Johannesburg.

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Kyndt, E., Dochy, F. & Nijs, H. (2009). 'Learning conditions for non-formal and informal workplace learning', *Journal of Workplace Learning*, Vol. 21, pp. 369–83.

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Taylor, S., & Woodhams, C. (2016). *Human Resource Management: People and Organisations*. London: CIPD.

Training and Development Policy and Process

I. Introduction:

As an organisation, Chwarae Teg is committed to the development and growth of women in Wales. Similarly, the organisation is committed to the development of its own staff. This paper outlines the benefits of staff training and development, the kinds of opportunities available to Chwarae Teg staff, the process for requesting opportunities and considerations needed when determining approval of the requests.

II. Benefits of Staff Training and Development include:

For Chwarae Teg:

- The development of expertise, skills, knowledge needed for the job
- The development of expertise, skills and knowledge within the organisation
- Plugging gaps in knowledge/ skills for the department and/ or wider organisation
- Reward and retention of key staff
- Succession planning

For the employee:

- Continued personal development
- The development of expertise, skills and knowledge needed for the job

III. Training and Development Opportunities:

It is recognised that while there is sometimes a financial cost linked to training, this is not the case for all staff development opportunities. Below are a few examples of training and development that Chwarae Teg supports. The list is not conclusive:

Financial & Time cost	Time cost only
External training courses linked to requirements of the job	Buddying and shadowing
ILM	Secondments
CPD	Mentoring (either as a mentor or mentee)
Membership of governing body linked to profession	Free training courses (internal and external)
Academic course linked to requirements of the job (e.g. degree)	
Staff development days	
Leadership development days	

CT Training & Development Policy and Process							
Version: 1	Version Date: May 2019	Ownership: SMT	Approved by: Nouran Al-Jandali , Strategic Lead: People	Initialled: N AJ	Issue date: 24 th May 2019	To be reviewed: Annually	Page 1 of 6

IV. Process:

To request training/ development, the employee should:

1. Have a conversation during their Achieve meeting (as part of the Career Conversation part) with their line manager about the training/ development opportunity, including costs, timescales and benefits of the training/ development. If the training opportunity comes up between Achieve meetings, have a conversation with line manager in a timely manner.
2. If the line manager is in agreement that the opportunity would be beneficial (keeping in mind the considerations listed below) he/ she should communicate this to the employee and ask the employee to complete a training request form (Appendix A) and send it back to them. Once reviewed and happy with the request, the line manager should email it to their SMT member, copying in the Strategic Lead People.
3. The SMT member brings any training requests to the next SMT meeting for approval. SMT will also determine if funding/ part-funding for the opportunity could be requested from WEFO.
4. Following the SMT meeting, the Strategic Lead People will communicate the outcome of the request to the line manager.
5. If SMT determine that the opportunity could be eligible for WEFO funding/ part-funding, the relevant SMT member will submit the form to WEFO for approval.
6. If Chwarae Teg agrees to fund/ part fund the training, the employee will be asked to sign a training contract prior to starting the course and before any payments are made. The contract sets out any repayment required should the employee leave during/ after completing the course (to an agreed timeframe). A template Training Contract can be found on SharePoint: *Policies - People - People Forms*.

V. Considerations:

The following considerations should be given by both the line manager and SMT when determining approval of training and development opportunities:

Relevance:

- ☐ How relevant is it to the job?
- ☐ How relevant is it to the employee?
- ☐ How relevant is it to the department and wider organisation?

Wider context:

- ☐ Is rationale for accepting the request deemed fair and transparent?
- ☐ Should it be opened to other employees or only relevant to the employee that has applied?
- ☐ Does accepting this request set a precedent for other employee requests?

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Costs:

- o How much does it cost? (financial and time costs) Consider time and financial cost
- o How will it be funded?
- o How long does it take?
- o Does backfill need to be arranged?

Return on investment:

- o Is this development important to the retention of key talent?
- o What is the overall return on investment?

Priority will be given to training and development that is:

- o Business critical
- o Relevant to the job
- o Cost-effective
- o Eligible for WEFO funding
- o Fair and transparent
- o Not time-consuming
- o Important for the reward and retention of key staff

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Appendix A

Chwarae Teg

Business Case: External Training

Justification for request:

This information is required for SMT to determine

- whether or not funding can be granted and/or
- whether a request can be made to WEFO for funding

Note to SMT: Paid training that exclusively benefits the individual, but not the project, would be ineligible for WEFO funding

Staff Member:					
Line Manager requesting training:				Date of Request:	
Department Lead approved:					
SMT member date to SMT meeting:					
No of Attendees:		Course Cost £: (Per Person)		Total Course Cost £:	
		Travel Cost £ (Per Person):		Total Travel Cost £:	
		Accommodation Cost £ (per person):		Total Accommodation £:	
		Subsistence Cost £ (Per Person):		Total Subsistence £:	
				TOTAL COST:	

Are all attendees working directly on the project (required to determine whether WEFO application can be made)				Yes		No	
Course Title:			Course Date(s):				
Course Provider:			Course Location:				
Brief Description:							
Purpose of the training:							

CT Training & Development Policy and Process

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	Yes	No
Is it essential to deliver the training the full number of staff quoted? If so, why?		
Is the training necessary for and of benefit to the successful delivery of the project? If so, why?		
If 'no' to the previous question what benefit will the training bring to the organisation?		
What benefit will the training bring to you, the individual?		
How does the training link to Chwarae Teg Strategic Objective?		
How will ROI (return on investment) be measured:		

HR use only	
Submitted to SMT by:	
Date:	
Decision:	

HD/ WEFO use only	
Submitted to WEFO:	
Decision:	
Date:	

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The policy has been reviewed and revised in May 2019

It replaces the previous version.

The policy will be implemented from the **27th May 2019**

The next review date will be May 2020 in order to evaluate any changes considered necessary.

Signed by:

Nouran Al-Jandali, Strategic Lead People

May 2019

CT Training & Development Policy and Process							
Version: 1	Version Date: May 2019	Ownership: SMT	Approved by: Nouran Al-Jandali , Strategic Lead: People	Initialled: N AJ	Issue date: 24 th May 2019	To be reviewed: Annually	Page 6 of 6



HR Guidance Note: Performance/ Capability issues identified through Achieve

Related Documents:

This Guidance Note should be read in conjunction with the relevant supplementary documents, available in the HR section on SharePoint:

- Achieve Guidance Note
- Achieve sheet
- Capability and Performance Policy
- Disciplinary Policy

Introduction:

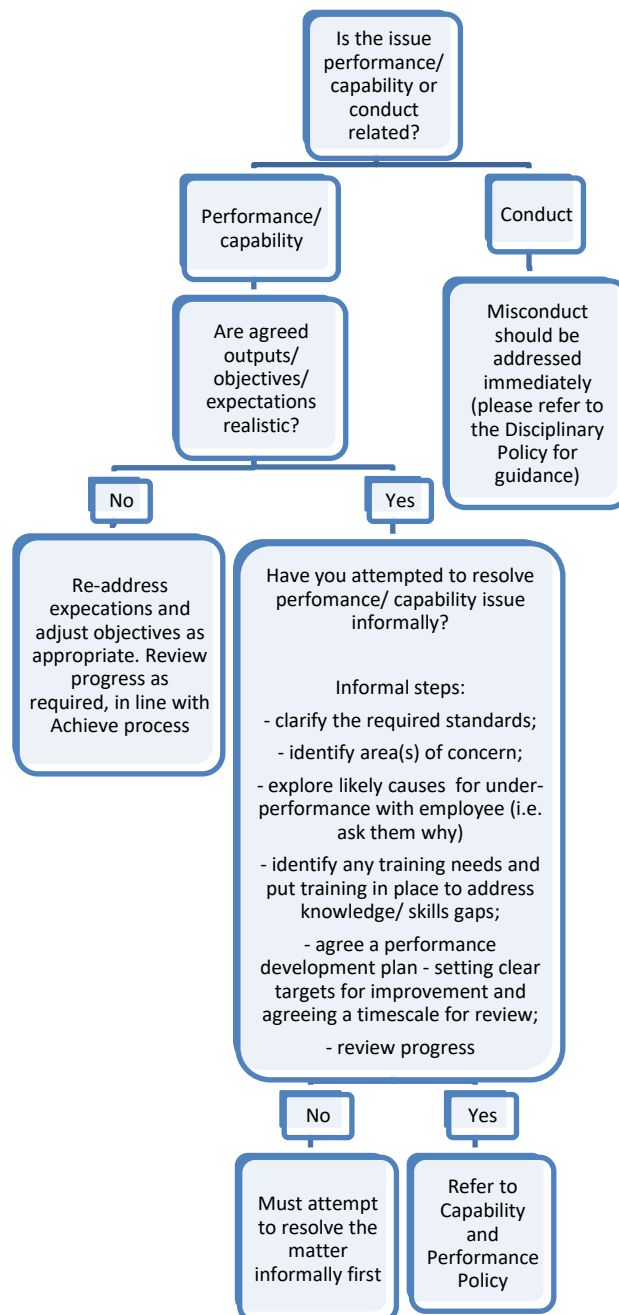
Chwarae Teg strives to be a high performance organisation and while Achieve is not a performance management tool, it helps to facilitate regular conversations between leads/ managers and employees about expectations, objectives and performance. By documenting SMART Achieve objectives and measuring output during Achieve meetings in an agreed timescale (meetings should take place at least quarterly), leads/ managers can review performance and output against objectives and identify under-performance/ capability issues.

This Guidance Note details the process from informal to formal, if performance/ capability issues are identified. In line with employment law and best practice, which inform Chwarae Teg policies, any identified issues should always be tackled informally first and the employee should be given an opportunity to improve, before proceeding to a formal process.

It goes without saying that Achieve does not replace the manager-employee relationship/ psychological contract – if a lead/ manager identifies performance/ capability issues, they should tackle this in a timely manner, rather than wait for the next Achieve meeting. It should also be noted that Achieve is not designed to address conduct issues. Misconduct should be addressed immediately (please refer to the Disciplinary Policy for guidance).

A standard process from informal to formal is detailed over-page. Matters should also be flagged to HR for advice/ support, where appropriate.

Process:



People Strategy

Key Priorities for Chwarae Teg People:
2019 - 2021



Preface

This document summarises Chwarae Teg's People Strategy: 2019 – 2021 and key projects and activities undertaken by the People Team in order to achieve set objectives.

It is a live document, reviewed and updated in line with changing business priorities.



Key Priorities

Key Priorities for Chwarae Teg People are:

- Culture
- Organisational Development
- Organisational Structure
- Reward & Recognition
- Governance

There are a number of specific elements within each of these, which will be presented over the following pages.



Culture



One Chwarae Teg

Desired outcomes:

Excellent communication, knowledge sharing and teamwork within the organisation, between SMT, Leads, employees and departments (e.g. collaboration, communication, knowledge sharing, pan-Chwarae Teg projects); Regular, consistent and meaningful feedback between managers and employees across Chwarae Teg



Activity

Focus on reduced silo working and increased knowledge (e.g. SMT meetings across all offices, People Team drop in sessions)

Internal buddying and shadowing between employees, departments, offices

Encourage staff movement (e.g. secondments, projects) – improve knowledge of business and multi-skilling

Remind of value of ongoing feedback. Create culture of trust and ability to give constructive feedback. E.g. visible response and actions in response to employee feedback, including annual *You Said, We Did*. Clear objectives for the Employee Forum and regular communication between the EF and SMT

Launch and regular review of 360 feedback

Continuous focus on strong internal communications

Values & Behaviour

Desired outcomes:

Behaviour and conduct are valued equally to performance. Line managers recognise behaviour and manage misconduct/behaviour that does not meet required standards/DNA appropriately and do not shy away from difficult conversations



Activity

Focus on company DNA at all stages of employment (e.g. recruitment, induction, development workshops, all staff days etc.)

Regular testing of our DNA to ensure that we are *living our values* – e.g. values-based interview questions, DNA focus on the Achieve sheet, 360 feedback in relation to behaviour as well as performance

Continued focus on importance of behaviour

Appropriate and consistent management of misconduct

High Performing Teams

Desired outcomes:

A high performance culture within Chwarae Teg - striving for continuous improvement as individuals, teams and as a company. Line managers take appropriate action (e.g. training, development, support, coaching, performance management) when performance is not of the required standard; Commercial mindset - managers and employees adopt a commercial mind-set based on continuous improvement and adding value



Activity

Training centred on high performance, impact, personal brand, resilience etc.

Managers taking a consistent approach to performance management

Appropriate management of underperformance

Employee Engagement

Desired outcomes:

An engaged workforce - employees enjoy working for Chwarae Teg, feel valued and motivated - measured through employee engagement survey results, positive feedback from Employee Forum, discussions with line managers, office visits, engagement workshops, all staff days etc.



Activity

Employee voice – annual review of the Employee Forum

Annual engagement survey and engagement action plans developed across the organisation

Annual All Staff Day and You Said, We Did document

Continued roll out and review of engagement initiatives (e.g. Workplace Wellbeing events, employee benefits)

Work-Life Balance

Desired Outcome:

Flexible and agile working across Chwarae Teg, with adequate tools to support this; Manageable workloads (accounting for peaks and troughs); Employees have the resilience to manage workload peaks and challenges

Activity

Review and refine Achieve process, to ensure it continues to meet business needs (reviewed annually)

Support managers to ensure that workload is manageable within all job roles and that employees have the tools they need to manage any workload peaks and challenges



Organisational Development



Attraction & Retention of Key Staff

Desired outcomes:

Attraction and appointment of strong candidates to Chwarae Teg; Recognition, reward and retention of key talent within the business

Activity

Work closely with Marketing Team to ensure Employer Brand appeals to external candidates and Chwarae Teg is regarded as an employer of choice

Review of recruitment process to ensure it supports attraction and selection

Review of talent across the business

Development of succession plans based on awareness of talent, skills and experience across the business



Management Capability

Desired outcomes:

Confident and highly capable managers, providing consistent management and support to all employees

Activity

Regular People Team coaching support for all managers – e.g. through routine meetings

Development of line manager profile, focussed on what it means to be a manager in Chwarae Teg, including set people management objectives



Training & Development

Desired outcomes:

Internal training and development is fit for purpose and meets business needs

Activity

Continuous review and improvement of staff training and development offering

Monitor training and development centrally – across the organisation and between departments

Launch of clear Training and Development policy & process

Career Development section of Achieve process – ensuring training and development is kept of the agenda during Achieve meetings and details are fed back to SMT



Reward



Total Reward

Desired outcomes:

Employee reward package remains attractive, competitive within sector and fit for purpose;
Understanding of the meaning of Total Reward within Chwarae Teg – (i.e. reward is more than salary alone)

Activity

Review of Employee Remuneration, Rewards and Benefits package

Updated Total Rewards Policy & process, in line with changing business needs

Setting of fair & transparent salaries - continued external evaluation of salary levels commensurate with role responsibilities in the job description



Organisation Structure



Workforce

Desired outcomes:

Centrally kept map (and good understanding) of Chwarae Teg workforce talent and skills

Activity

Up-to-date organisation chart, available for to all staff to view on SharePoint

Work with SMT and department leads to ensure department and wider org structures meet business needs and remain fit for purpose



Governance



Legal Compliance & Best Practice

Desired outcomes:

Company policies and processes are legally compliant and kept up-to-date. They are reflective of best practice and company needs;

Activity

People Team support managers with relevant and accurate employment law and best practise advice, to help them manage their teams and protect the organisation

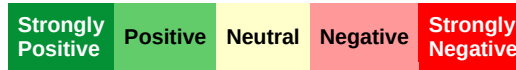
Existing policies and processes are reviewed and updated and new policies and processes are developed. Changes are communicated to employees and all policies, processes and associated forms are available on SharePoint



Key

Key

Key factor for employee engagement



Learning and Development

			2019 Overall Positive %	Traffic Light	Last Time	Third Sector Benchmark Median
	Learning and Development	23 48 20 10	70		-1	+18
Key	32. This organisation helps me acquire skills and knowledge that will benefit my future career	38 63	100		+17	+35
Key	31. This organisation provides me with good learning and development opportunities	38 50 13	88		-	+26
	30. This organisation encourages me to learn and develop my potential	25 63 13	88		+4	+22
Key	29. It is common practice for experienced colleagues to coach and mentor new starters	13 38 25 25	50		-8	-
	33. This organisation provides people with good prospects for promotion or advancement	25 50 25	25		-17	-13

Rhodri Packman

From: Nia Milcoy
Sent: 19 December 2019 10:27
To: Rhodri Packman
Subject: Cambrian Pet Foods mentoring support

Hi Rhodri,

Thanks for the mentoring support you gave me on our E&D approach; I really enjoyed the four sessions we had and gained a lot from it.

I look forward to working with you in the new year to implement the coaching and mentoring scheme here.

Catch up soon, and have a fab Christmas.

Many Thanks

Nia

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Cambrian Pet Foods Limited
Tywi Valley Food Park
Station Road
Llangadog
Carmarthenshire
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This e-mail and any attachments are confidential and intended for the named recipient Rhodri.Packman@chwaraeteg.com only. The content may contain privileged information. If you are not Rhodri.Packman@chwaraeteg.com you should not disseminate, distribute or copy this e-mail. Please notify N.Milcoy@cambrianpet.co.uk immediately by e-mail if you have received this e-mail by mistake and delete this e-mail from your system. Any content that is not pertinent to Cambrian Pet Foods Limited business is personal to the author N.Milcoy@cambrianpet.co.uk and is not necessarily the view of Cambrian Pet Foods Limited. Cambrian Pet Foods Limited accepts no responsibility once an e-mail/any attachments leave us.

Rhodri Packman

From: Amie Howell
Sent: 16 April 2020 15:46
To: All-Staff
Subject: Please share your thoughts | Lunch & Learns

Hi All - I hope you're all doing ok in these strange times.

We've had some great virtual coffee mornings and pub quizzes lately – it's been great to have the opportunity to catch up with the team.

Jo and I were talking yesterday and we'd love to get the Lunch & Learns back up and running (virtually for now). I hear that these used to be really popular! I also understand that some of you may already have a topic or two that you'd like to explore/deliver through a Lunch & Learn session. We are keen to get these up and running again as informal coaching sessions. One person will take the lead and maybe use the time to coach in an aspect of their work and their knowledge that the rest of us could learn from.

I'd love to hear your thoughts and would be grateful for your suggestions:

- What topics would you like to see at a Lunch & Learn
- Is there a topic that you'd like to deliver at a Lunch & Learn (It's a great opportunity to develop your virtual delivery skills! 😊)
- Can we set up a list then to follow up who wants coaching on a 1 2 1 basis after the initial session?

Please can you let me have your thoughts and ideas by the end of next week? If we have enough interest, I'll start scheduling in some sessions.

Many thanks
Amie

Amie Howell
People & Recruitment Partner / Partner Pobl & Recriwtio
Mobile/ Symudol: 07852 966 151

At Chwarae Teg we work flexibly – so whilst it suits me to email now, I do not expect a response or action outside of your own working hours.

Rydym yn gweithio'n hyblyg yn Chwarae Teg – felly, er ei fod yn addas i mi e-bostio nawr, nid wyf yn disgwyl ymateb na gweithred y tu allan i'ch oriau gwaith eich hun.



Achieve Sheet

Notes for use:

The Achieve sheet is to be completed in advance of and in preparation for your quarterly Achieve meeting with your line manager. Please update your Achieve sheet during and following your Achieve meeting, as required, and send the final version to your manager following the meeting.

Key:

1 – Objectives and outcomes - Please use this table to list your objectives for the quarter and outcomes against your objectives. Objectives should be linked to Chwarae Teg's Strategic Objectives and DNA (see next page).

NB. The number of rows in Table 1 is just a guide. Rows can be added to and expanded as required.

At the end of the Achieve quarter and in preparation for your next Achieve meeting: Please update the outcomes column to reflect your performance against the objectives. Please send your completed sheet, including outcomes, to your manager as well as your new Achieve sheet in preparation for your next Achieve meeting.

2 - Other objectives and outcomes – for team, for me, for Chwarae Teg - This table is for objectives not listed in table 1. Again, objectives should be linked to Chwarae Teg's Strategic Objectives and DNA (see next page).

For my team (objectives for your team members – e.g. staff that you line manage); **For me** (any personal objectives, development, CPD) and; **For Chwarae Teg** (any objectives for the wider business, not already captured).

3 – Feedback and reflection on performance and behaviour – this section should be completed by **both employee and manager**. It should summarise the conversation during the Achieve meeting around performance and behaviour during the Achieve quarter, including highlights and development areas. It also includes a section for **360 degree feedback from key stakeholders (e.g. colleagues/ clients)**. Please refer to guidance note on 360 degree feedback for information on the 360 degree feedback process.

4 – Looking forward - career and development - Please use this section to summarise your career conversation with your manager. Where training/ development needs are identified, please complete a training request form in conjunction with your manager and send to HR.

As above, please link your Achieve Objectives and outcomes to Chwarae Teg's Strategic Objectives and DNA:

Our Strategic Objectives:

Women in Economy	Women at Risk	Women Represented
• Aim: Women achieve and prosper across all sectors and at all levels in the economy	• Aim: Women are empowered to achieve their potential, regardless of background, social status or geographic location	• Aim: Women are visible & influential across all sectors of the economy, society and in public life

Our DNA:

We are **ambitious** – as individuals, as an organisation and for those we work with.

We are **pioneers** – we build and use our expertise to make Chwarae Teg and our partners more successful.

We are **dynamic** and **resilient** – we are impatient for change and we don't take no for an answer!

We are **one united team** – we help and challenge each other to do the best job possible.

We are **innovative** – we have fun being creative in getting results.

Name:

Manager Name:

Job Title: Business Partner

Achieve Quarter Dates:

from: July 2019 until: Sept 2019

1 – Objectives and outcomes:

Link to organisational objectives and/ or DNA	Objectives to be achieved this quarter <i>Should be SMART: Specific, Measurable, Achievable, Realistic, Time-bound</i>	Timeline and deadlines	Outcomes against objectives set <i>Please complete column and re-send Achieve sheet to manager ahead of next Achieve quarter. Please highlight outcomes in code RAG – Red - not met; Amber (Yellow) - in progress; Green -complete</i>												
CT - Women in the economy AN2 – Improving recruitment, retention and progression of women working in Wales	1. Contribute to the overall programme targets for sustainability, Fair Play Employer Award and Working Differently by: a) Supporting clients to source and implement compliant and best practice policies. b) Maintain accurate records on CRM to monitor progress of achievement of outcomes. c) Update SharePoint to evidence interventions and advice provided and new ways of working. d) Individual targets for this quarter: <table><tr><td>Sustainability</td><td>2</td></tr><tr><td>FPE</td><td>4</td></tr><tr><td>Impacts</td><td>Min of 2 per client that completes</td></tr></table>	Sustainability	2	FPE	4	Impacts	Min of 2 per client that completes	30/09/2019	a-c) Provide brief feedback. d) Names of clients claimed this quarter: <table><tr><td>Sustainability</td><td>Happy Days Childcare</td></tr><tr><td>FPE</td><td>Noah's Arc</td></tr><tr><td>Impacts</td><td>Golden Manor Qualitek (x2)</td></tr></table>	Sustainability	Happy Days Childcare	FPE	Noah's Arc	Impacts	Golden Manor Qualitek (x2)
Sustainability	2														
FPE	4														
Impacts	Min of 2 per client that completes														
Sustainability	Happy Days Childcare														
FPE	Noah's Arc														
Impacts	Golden Manor Qualitek (x2)														

CT - Women in the economy AN2 – Improving recruitment, retention and progression of women working in Wales	3. Provide and evidence clients at implementation stage with ongoing support by: a) Encourage clients to access Regional Workshops to make best use of BP time. b) Producing an accurate and signed timesheet for all face to face and non-face to face work for the period. c) Uploading evidence of activities listed on the timesheet onto Share Point and reporting them on CRM.	30/09/19	Brief feedback on a-c.

2 - Other Objectives and Outcomes:

Link to Organisational Objectives and DNA	Outcomes to be achieved this quarter <i>Should be SMART: Specific, Measurable, Achievable, Realistic, Time-bound</i>	Timeline and deadlines	Outcomes against objectives set <i>Please complete column and re-send Achieve sheet to manager ahead of next Achieve quarter. Please highlight outcomes in code RAG – Red - not met; Amber (Yellow) - in progress; Green -complete</i>
For my team	Support the delivery of regional workshops and/or webinars.	30/09/2019	List the regional workshops and webinars delivered.
For me <i>(personal development, CPD, holiday etc.)</i>	Take part in Business Partner information sharing skype meetings. Take all leave for year by close of year entitlement	30/03/2020 31/03/2020	 x hours remaining.
For CT <i>(how else will I contribute to CT's vision)</i>	Continue to pass on any relevant information for commercial team to Chris Yanez. Aim to refer 50% of all completers.	30/09/2019	List clients referred to Chris.

4 – Looking forward - career and development:

Please use this section to summarise your career conversation with your manager. Where training/ development needs are identified, please complete a training request form in conjunction with your manager and send to HR.

Discussed	Outcomes and next steps	Details of training/ development required	Outcome/progress to date
The Business Programme need to increase the availability of workshops available via webinar. All BPs must contribute to the delivery of webinars in order to; improve capacity within the team; improve our ability to cover for each other during periods of leave; and to improve client engagement and access to the programme.	Book in a shadowing opportunity. Book in a practice session with Gemma.	Improve knowledge of webinar system. Become familiar with the webinar version of the workshop content.	Delivered 1 practice session. Delivered 1 live session.
Identify opportunities to confirm/enhance own understanding/knowledge in areas relating to the Business Programme.	Take ownership of own CPD and feedback to team and/or SBP.		

Rhodri Packman

From: Chris Yanez
Sent: 01 April 2020 09:21
To: Business Team; Hayley Dunne
Subject: Tomorrows team meeting – coaching!

Hi all

I know tomorrow was originally an all-day face to face meeting and we changed this to a two hour Skype. I have however decided I would like to do an even shorter skype meeting of an hour but do them fairly regularly. I would like to do shorter skype meetings fortnightly aiming to last no more than an hour. I also do not intend to be the only one hosting the meetings so you don't get bored of dulcet tones 😊 Every fortnight I will ask one of you to co-host with me on a different subject; I want this to be a mini in-team coaching session on a particular topic that you are great at delivering or have in-depth knowledge of.

This week will be the Chris show so don't worry, you will have plenty of time for a heads up if I would like you to co-host. I will also be inviting different people into the meeting.

I think this would be much better way of getting regular messages across and keeping the communication rolling at times when we are physically working apart. It will also up skill us all and can lead to some informal coaching and mentoring between the more experienced HR professionals in the team and the business consultants..we can cross pollinate!

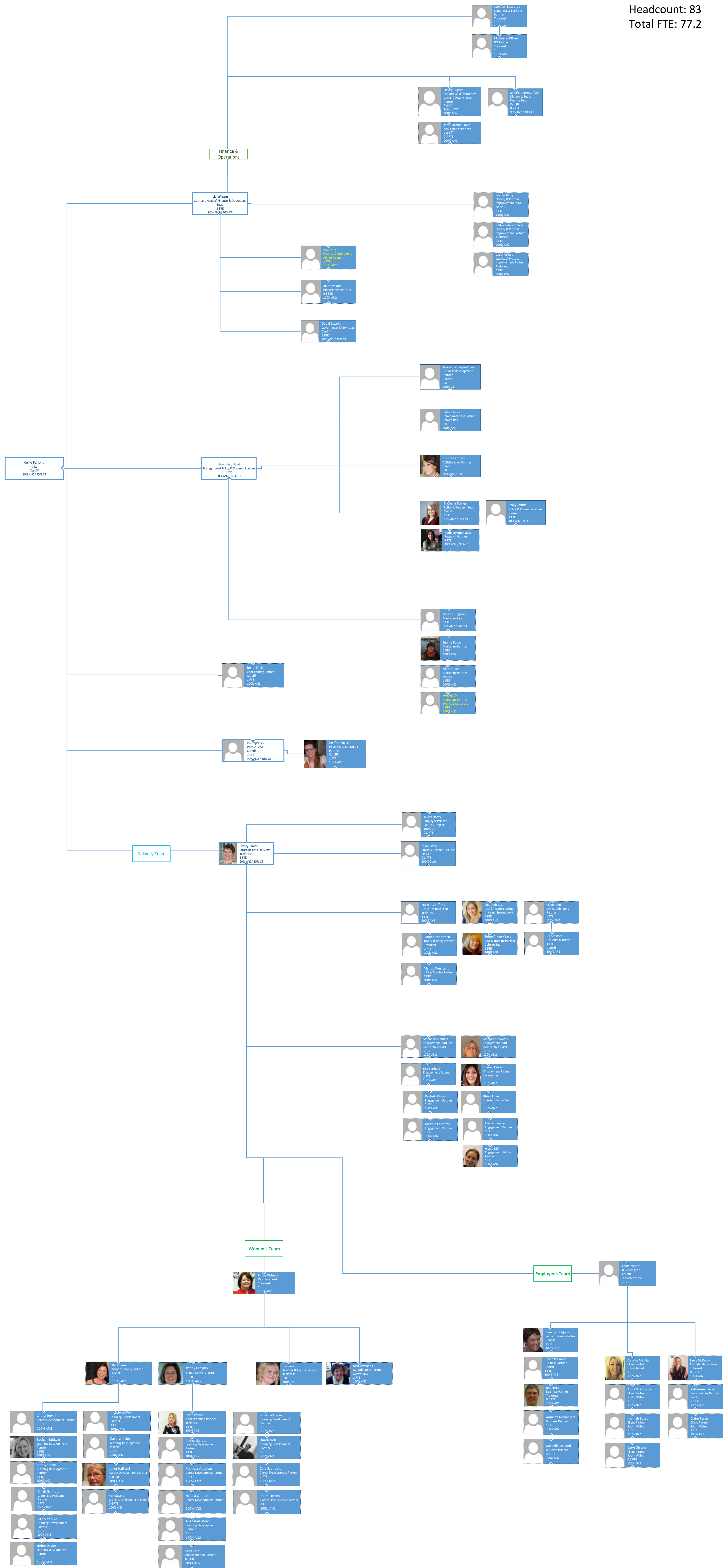
Tomorrows meeting will be 10am until 11am. No prep required. See you there!

Chris

Chris Yanez
Business Programme Lead / Arweinydd Rhaglen Fusnes
Mobile / Symudol: 07496 766843

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Rydym yn gweithio'n hyblyg yn Chwarae Teg – felly, er ei fod yn addas i mi e-bostio nawr, nid wyf yn disgwyl ymateb na gweithred y tu allan i'ch oriau gwaith eich hun.



Coaching and mentoring discussion in Chwarae Teg – meeting notes 24/01/2020

Rhodri Packman

Gemma Littlejohns

How do we put it into practice?

One approach is to set up different coaching teams for every department in CT? Can we do this in the business team?

Role of HR

HR and L&D departments have a central role to play in designing and managing coaching and mentoring within an organisation. The quality of coaching and the results it delivers depend on choosing appropriate coaches and mentors, managing relationships and evaluating success.

HR and L&D practitioners need to understand when coaching and mentoring are appropriate and effective interventions in relation to other options.

They also need to explore the relevance, appropriateness and credibility of any models (such as the GROW or COACH approaches) that are used. And they need to be clear on how to select appropriate external coaches and mentors by having a clear set of criteria to match the individual and organisational needs.

1. Shadowing placement

Spend at least half a day shadowing a colleague/ colleagues in another department(s): This is completely flexible and up to us all to arrange ourselves. You can choose to do one placement or more than one if you think it would be useful. The aim here is to better get to know our colleagues and what they do, build a network outside our own departments with people we don't work with day to day and learn something new. All placements should be completed by end of February.

Things to take into consideration when planning your shadowing include:

- Location – where possible (although not mandatory) choose a placement in a different geographical area to where you're usually based. This will also give you an opportunity to spend time in another office
- Time and date availability and resource – find a time that works best for you, your team and the colleague(s) your shadowing, in line with workload etc.
- What you want to get out of it? – make sure your objectives are clear and think about your return on investment
- Development – ideally, you'll want to pick a shadowing opportunity that will stretch/ develop you/ take you out of your comfort zone where possible
- Knowledge sharing and reflection – how will your new knowledge improve things for you personally and your department? What will you share with the colleague(s) your shadowing that will help increase their understanding of you/ your job and improve the way you work together

2. Buddy Scheme:

Identify at least one Buddy outside your own department, who you can speak to regularly, meet up with and bounce ideas off, again with the aim of improving your network, breaking down silo working, sharing knowledge and ideas and personal development. You can of course have more than

one Buddy if you like! The Buddy Scheme will run for 5 months initially (Aug – end of Dec), with the opportunity to reflect on completion of that time and continue/ choose another buddy afterwards

Consider:

- Find a Buddy who you wouldn't usually work with day to day
- That said... it might be good to work with someone who you (and your department would) benefit in getting to know better and working closer together with
- We're all friends here, but don't choose an existing buddy as a Buddy! Get to know someone new!
- Location – where possible, choose someone in a different geographical area to where you're usually based
- Remits – how will your relationship work? How often will you meet up/ speak etc. – would recommend that we book sessions in, like we would meetings, in order to ensure they happen
- What will you get out of your Buddy Scheme? Would advise that you discuss with your buddy what you would both like to get out of the opportunity

Additional opportunity:

3. Mentoring:

We offer a mentoring programme externally managed and co-ordinated by Mandy Everson), but we don't do seem to do as much of it internally. We could change this, but need to gauge levels of interest first before designing and implementing an internal mentoring programme.

There are lots of benefits of mentoring, which include:

As a mentor:

- Improve your knowledge of another area of the business
- Build on your network
- Have the satisfaction of knowing you've helped a colleague develop
- Enhance your own skills as a mentor and add to your CV

As a mentee:

- Learn new skills
- Improve your knowledge
- Develop greater confidence
- Build your network
- Add to your CV

Rhodri Packman

From: Rhodri Packman
Sent: 31 January 2020 16:25
To: Gemma Littlejohns
Subject: RE: coaching and mentoring meeting

Hi Gemma,

Thanks for this. It's really quite frustrating that we do a lot of work on coaching and mentoring with clients, but there seems such a blockage internally.

As you suggest I will set up a meeting with the people lead and see if we can influence them to roll out the shadowing across all departments.

Thanks

Rhodri

Rhodri Packman

Business Partner / Partner Busnes
Mobile / Symudol: 07852 966163

From: Gemma Littlejohns
Sent: 31 January 2020 15:38
To: Rhodri Packman
Subject: Coaching and mentoring
Attachments: Meeting notes.docx

Hi Rhodri

Thanks for the meeting last week. I know it is part of your CIPD to look and mentoring and I agree with you that the whole organisation needs to be a lot more proactive.

As we discussed I do a lot of informal learning with the whole team and this includes shadowing with new starters, learning from the experts we have in the team and doing mini coaching sessions in specific CRM or HR issues. It has been hard to get this rolled out across the organisation. I love the idea of shadowing and buddying across departments.

We should bring this up with the people team. Can you arrange a meeting with Jo, with the notes you have made we might be able to get somewhere?

Take care
Gem

Gemma Littlejohns Assoc CIPD

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

Within Chwarae Teg I carried out an exercise to promote coaching and mentoring to the employer forum. I produced an presentation and accompanying notes (**Evidence 12**) that outlined the approach the forum could take in raising with the senior management team. This was then presented to the forum members online (**Evidence 13**) and received feedback (**Evidence 14**).

I wanted to approach it from a staff point of view – how I/employer forum could persuade people that it was a good thing to do and to highlight the barriers that many employees might think about when considering being a coach/mentor or being coached or mentored. Barriers that I addressed were:

- Confidence – it is ok to ask for help
- How to get manager buy in and build it into every achieve review
- When could this be done? Did it have to be within core working hours
- Why do it? Greater skills, knowledge, potential progression

I also wanted to address what the next steps could be:

- Internal marketing of a mentoring scheme – including a brochure
- The need for a skills audit
- Identifying individuals who were interested
- Programme timescales
- Measure of success
- Developing a test programme
- Training for managers

I suggested that there should be an initial push to ‘train everybody’ (at least those that want to be involved) so this sends a signal that coaching/mentoring is a central part of the manager’s job and not something that can be delegated to anyone else (people team!) However I do recognise that sometimes the choice comes down to the functions within the organisation, the level of democracy, individualism or collectivism within Chwarae Teg, and sometimes it is a decision based on cost (Garvey et al, 2014) However, as mentioned, Chwarae Teg has an external mentoring programme run by coaching and mentoring professionals, that could turn their attention inwards for the greater good of the organisation.

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

I revisited the CIPD profession map as I realised I need to be better at supporting managers by creating content with subject to meet learning needs. In practice this means the creation of tools and documents that can be followed by managers and employees.

Following the promotional materials laid out before the employer forum I wanted to create some guidance materials that could be used internally at Chwarae Teg (should coaching and mentoring be taken up) but also to support external clients I work with.

Firstly in working with a client on a range of equality and diversity related issues we discussed the impact that coaching and mentoring could have on their business. To this end we planned a focus groups, intended to explore how coaching and mentoring could work internally (**Evidence 15**). They key points from the focus group were:

- Barriers – working hours, what is stopping progression and applying for higher graded roles.
- Where would a coach/mentor come from? – The CIPD (2019) suggest this is a key discussion, as the quality of coaching and the results it delivers depend on choosing appropriate coaches and mentors, managing relationships and evaluating success.
- How to choose a coach/mentor – working out an internal process for the selection of coach/mentor. Is this by skills, level of role?
- What's the best method of coach/coachee interaction? Do we make use of technology, set time aside in the working day?

To assist the client with this I created a support document (**Evidence 16**). The support document included:

- An overview of coaching and mentoring
- Ground rules
- A draft contract
- Feedback form
- Evaluation form

Clutterbuck et al (2016) sees ethics at the heart of the a coaching programme, describing, ethical mentoring is a confidential learning relationship between peers, aimed at helping the mentee resolve ethical dilemmas. It is important for clients and Chwarae Teg to see coaching and mentoring as a professional activity, hence ground rules, an overview of ethical considerations, a proper contract drawn up and of course to gather feedback and to evaluate success or otherwise of the coaching/mentoring intervention.

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

I worked with the client above to support them implement a coaching and mentoring programme. Following on from the focus group and once agreement had been reached on the benefits of the programme to the packing staff, we turned our attention inwards.

Documentation was provided to enable me to work with the client on ensuring that the internal coaches had the skills necessary to ensure that coaching/mentoring was successful (**Evidence 17**).

One of the key aims of this process was linking the models and the skills needed by the coaches back to why a coaching/mentoring programme was being introduced in the first place; namely to provide packers in the factory with the confidence and skills to be able to apply for supervisory positions. This was seen as a major issue internally, as progression was rarely taken up. Whilst mentoring and coaching is a good thing to do, it must meet certain SMART requirements and be beneficial to the business and not just to the individuals concerned. This was stressed at the meetings.

Bennet (2006) identified that there are few, if any accepted, identifiable and distinct skills for coaches. This is why coaching models help to provide a framework for the coaching discussion, with the best known of them being GROW and OSCAR. Both models identify the skills needed for coaching/mentoring to deliver effective outcomes. Mentoring calls on the skills of questioning, listening, clarifying and reframing (CIPD, 2019) whilst coaching skills such as listening, asking questions, setting goals, observation, and giving feedback are also required (Connor and Pokora, 2007).

I provided the client with a copy of the GROW and Oscar models and worked with the HR manager to identify the in-house skillsets of the people identified as potential coaches. This was then delivered as a session to the coaches/mentors (**Evidence 18**).

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

The support and information already provided focused on the role of the organisation (creating a culture of coaching/mentoring) and the role of mentor/coachee. However for the mentoring programme to be successful there is a huge onus on the selected coaches/mentees to fully participate in the programme.

As mentoring is a mutual relationship, the mentee has an equally important role to that of the mentor (Paris, 2010). Indeed, mentees/coachees are partners in the relationship, not just receivers of skills and knowledge.

In working with the client on their programme, time was taken to prepare information that would be useful to not only the HR manager, but also to the mentees themselves. I focused on ensuring that if selected the mentee would be willing to involve themselves in the process and maximise the opportunities to apply for future supervisory roles (hence meeting the business objectives).

From a personal point of view, the mentee themselves needs to have an acknowledgement that they too are in a relationship with the coach and need skills and the right attitude to make it work. Bozer et al (2013) found that the coachee characteristics of learning goal orientation, pre-training motivation, feedback receptivity, and developmental self-efficacy are important predictors of coaching effectiveness. With this in mind the information provided to the client/mentee focused on a number of issues:

- Having access to GROW, OSCAR models to identify the process undertaken
- Mentees and coachees should be willing to put in the same dedication as the coach and willingness to open up and be communicative (not reluctant (Clutterbuck et al, 2006)).
- Have an open minded attitude and be curious to learn from your mentor or coach
- Practice active listening and take feedback seriously
- Dedicate time to do any self-learning and homework you might receive, as the mentor or coach shouldn't be the ones to chase you for follow-up
- Let yourself be vulnerable and don't break the trust of your mentor or coach

This information was fed back to the HR manager and presented to the mentees as part of a pre-programme workshop (**Evidence 18**).

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

Coaching is a complex intervention influenced by different factors such as the client's attitude, coach's skill, coach/client relationship (de Haan & Duckworth, 2012). As with many other forms of learning and development, this makes measuring success or failure difficult to do.

Bachrikova et al (2013) identified a number of outcome studies for the evaluation of coaching and mentoring programmes:

- 1) Case studies – Can provide valuable descriptive data but do not allow generalised evaluations or the comparison of results between different coaching interventions.
- 2) Within-subject outcome research allows comparison of the impact of coaching on a group of individuals. The group is assessed before and after the coaching interventions. This is a commonly used evaluation and can provide valuable quantitative data of change, but causation cannot be attributed only to coaching.
- 3) Use of questionnaires - the questionnaire allows unique information to be elicited about the nature of changes that clients as the result of the programme related to their place of work and consequently showed improvements particularly to the aspect of self.

Working with the client on determining what needed to be evaluated a number of areas were looked at. Firstly, if possible, all three process mentioned above should be used to measure effectiveness i.e. pre and post-programme measurements, a questionnaire at the end and written case studies. Secondly the following questions would be asked in the evaluation process:

- Client satisfaction with the process?
- What elements of coaching in this programme have particularly contributed to positive outcomes? Are the changes identified by the clients sustained over a longer period?
- To what type of clients is this programme most suited?
- What difference does the matching process make?
- In what way can the changes identified by the client actually affect their performance and ability to apply for supervisory roles?
- Number of roles applied for
- Number of roles secured.

This information was provided to the client prior to the start of the programme. AT the time of writing the mentoring programme had not been finalised. However, there is confirmation from the client that the monitoring is in place and will be carried out during and after the programme has finished (**Evidence 19**).

References

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Exploring Mentoring

Employer forum

Understanding and Exploring Mentoring;

What would mentoring look like for you?

What would be helpful?

What could/has stop you?

When could mentoring take place?

How could we measure success?

How could this help you long term?

Any other thoughts?
I.e CV training/ Skills Audit

Next Steps

Interest in Mentoring, Key themes;



Working towards a higher level within current occupation



Trying something new; Training within a pre determined occupational area



Discovering new options; What is out there? What would suit me?



“If I was in a position to follow someone and find out what I need to do to be doing that, That’d be something that would really interest me”

Prohibitive factors, Key themes;

- Confidence
- Qualifications
- Cost
- Buy in from managers



“I’ve just never had the confidence to go down that road”



Mentoring styles, Key themes;



Upskilling



Shadowing and coaching



Taster sessions



Induction



“Have you got something for someone who doesn’t even know what they want to do?”

Mentoring time, Key themes;



Build it in every achieve outcome



Overcoming the fear of getting it wrong



We are in this together



Agile working in the evenings



*"I've come today with a
bit of hope "*

Measuring success, Key themes;



Person achievement



Financial/Promotion



Qualification - will CT pay for official coaching qualifications?



It is great to be a mentor/coach...looks great on the CV

Next Steps;

Internal marketing
promoting coaching/
mentoring

A skills audit

Identify interested parties

Collaborate a 'brochure'
of areas/topics

Develop a 'Test'
programme

Develop a means a
measuring achievement



Rhodri Packman

From: Jennie Forey
Sent: 17 January 2020 12:26
To: Employee Forum
Subject: Employee Forum - support for mentoring and coaching
Attachments: Coaching and mentoring.docx

Afternoon all,

Ahead of the skype meeting on Monday, I wanted to remind you that we are going to discuss the role of coaching and mentoring within Chwarae Teg. To get a better understanding of what that support can look like Rhodri has put together the attached document. Rhodri doesn't have all the answers, we see this meeting as a way of seeking whether this is something that we feel as the employee forum we should push to SMT. I know personally it would be useful but we need a consensus of opinion.

We are working on updating the Employee Forum section of SharePoint which is where you will be able to pose questions, receive announcements and review the meeting notes. There will be more on that from us towards the end of next week.

If you have any questions please email EmployeeForum@chwaraeteg.com

Kindest regards
Jennie

Employee Forum

At Chwarae Teg we work flexibly – so whilst it suits me to email now, I do not expect a response or action outside of your own working hours.

Rydym yn gweithio'n hyblyg yn Chwarae Teg – felly, er ei fod yn addas i mi e-bostio nawr, nid wyf yn disgwyl ymateb na gweithred y tu allan i'ch oriau gwaith eich hun.



Inspiring, leading and delivering
gender equality in Wales

Ysbrydoli, arwain a chyflwyno
cydraddoldeb rhywiol yng l

Safwe: chwaraeteg.com | agilenation2.org.uk/cy

Website: chwaraeteg.com | agilenation2.org.uk

Rhodri Packman

From: Rhodri Packman
Sent: 04 February 2020 07:50
To: Jennie Forey
Subject: RE: Employee Forum - follow up

Hi Jennie,

Thanks for the feedback – let's see what response we can get from SMT and the people team!

Cheers

Rhodri

Rhodri Packman

Business Partner / Partner Busnes
Mobile / Symudol: 07852 966163

From: Jennie Forey
Sent: 03 February 2020 14:38
To: Alexia Mei; Cheryl Royall; Helen Prosser; Julia Matthews; Maddy Cameron; Michaela Williams; Polly Winn
Cc: Rhodri Packman
Subject: Employee Forum - follow up
Attachments: Minutesnotes.docx

Hi All – apologies for the delay,

I just wanted to thank Rhodri for the coaching and mentoring overview. It was really useful and I'm sure we can think of ways of pushing this forward.

Attached are the minutes with action points from the meeting. PLEASE read through them and let me know if I've missed anything /misinterpreted anything etc. Please note, minutes are not verbatim and just the general gist of conversations are captured. Please let me know if this is an issue for anyone. One thing we didn't discuss was **uploading these minutes to the shared folder** so that anyone in the organisation can read them. I don't see why this can't be the case – if we do discuss something sensitive we can decide best how to minute that in the meeting – please let me know if you agree / disagree by return by next Wednesday.

Cheers
Jennie

At Chwarae Teg we work flexibly – so whilst it suits me to email now, I do not expect a response or action outside of your own working hours.

Rydym yn gweithio'n hyblyg yn Chwarae Teg – felly, er ei fod yn addas i mi e-bostio nawr, nid wyf yn disgwyl ymateb na



Focus Groups for potential Mentoring Programme Cambrian Pet Foods

Background

As part of their ongoing FairPlay Employer work Cambrian Pet Foods would like to explore how to most effectively support packing staff to feel confident to apply for supervisory roles.

The first part of this journey will be to hold a focus group with women in these packing positions to ascertain their interest in mentoring and more insight into what their aspirations are, together with what real or perceived barriers they might have. We also want to explore what kind of mentoring may work for them, what kind of mentor, etc. Essentially gathering as much base knowledge from the potential benefactors to form a basis for how any future programme would be shaped.

Suggested time

1 day – 1 x 2 hour focus group, followed by preparation of report on findings and further discussion with X to determine next steps.

Group Dynamic

- 15 packing staff chosen to represent their type of work. These staff members would be chosen by to act as ambassadors for their colleagues in those working areas.
- We would assist X at to prepare communications to the chosen participants to give an overview of what would happen on the day, confidentiality, group ethics etc.
- It would be useful for to consider any barriers to attendance on the day – non-working time, transport, time out of their workplace, line manager approval etc.
- Option – would be useful to give these ambassadors a brief outline of the focus sessions beforehand so they could garner some thoughts from their colleagues. Would that be achievable or appropriate?

Suggested Content

1. Why are we here? – what the organisation wants to achieve and why
2. What is mentoring – and what are the benefits
3. What could a coaching and mentoring programme look like – outline what we think a mentoring programme could look like, with some options within it. This is to pre-lay a foundation around which participants may want to question and agree/disagree with all or parts of it.
4. Over to you? What do you think? - this is where we'd have a series of questions to promote a discussion around key areas (see suggested focused questions below)
5. Next steps and thank you

Suggested Focused Questions

These are some suggested questions, there maybe others as we discuss options with Cambrian Pet Foods. The sub-bullet points are prompts rather than prescriptive questions.

- What do you think are barriers for women in applying for packing roles/supervisor roles?
- If you were considering applying for a higher grade role in Cambrian Pet Foods what would you want to support you?
- Do you think having a mentor would be helpful and how?
 - Considering your options and building confidence in your skills
 - Applying for a new role and preparing for interview
 - In your first few months in the new role
 - All of the above
 - You'd like a single mentor to build a relationship with
 - You'd want more than one mentor for different things
 - What would you want to achieve from having a mentor
- Where would that mentor come from, for example:
 - A person from the role you're looking to go into
 - Anyone already in supervisory/managerial roles or above role
 - Someone who's got similar traits to you regardless of their role now
 - Senior manager
 - HR or Learning Development team
- Does gender matter?
- How would you want to choose/find a mentor?
 - Listing of pre-trained mentors with their profile where you could search for who you think matches you and you would make contact
 - You would apply to have a pre-trained mentor with some background information. A third party (HR?) colleague would make a suggested match, then organise a matching meeting
 - You'd source your own mentor through your colleague networks
 - Would you want a matching meeting first, ie. initial relationship check meeting to make sure you match, or talk over the phone, email?
 - Would you want to have some guidance on how to be a mentee before starting your meetings, and how would you like that – video, training, e-learning
- How would you want to meet/interact with your mentor?
 - Face to face meeting
 - Virtual meeting (ie. via Skype, intranet messenger)
 - Telephone
 - Email exchange



- What other comments, ideas, feedback or insights could you provide us with

1. What is Coaching and Mentoring?

You may have a line manager or supervisor who uses a coaching or mentoring style already. Working with a coach or mentor allows you to have a conversation with someone who is not also responsible for allocating work to you or to whom you report directly.

What is coaching?

Coaching is a way of having conversations with someone else that are safe, supportive and challenging. It can be a thought-provoking and creative process and will help you to maximise your personal and professional potential.

Recent research points out the huge personal benefits to people who have coaching, particularly at times of change. People might see a coach to improve how they relate to their circumstances, to achieve their goals or to explore new ways of approaching situations.

Common benefits people experience from coaching include:

- Better engagement and performance
- Organisational effectiveness
- Improved sense of direction and focus
- Increased knowledge of self and self-awareness
- Enhanced ability to relate to and influence others
- Stronger motivation
- Improved performance effectiveness
- Increased resourcefulness
- More confidence

Central to the philosophy of coaching is a belief in the potential of the person being coached to improve their performance and develop their own solutions. While the coach need not be a technical expert in aspects of your work, they must have credibility in order to build an effective partnership with you.

What happens during a coaching session?

A skilled coach will use a combination of questioning, listening, observation and feedback to create a conversation with you that is rich in insight and learning. They will encourage you as you do what you need to do to move things forward.

Coaching usually lasts for a defined period and focuses on specific work related skills and goals. Goals will be set at the start of the coaching relationship, in a way that works for you, to give focus. At the end of the relationship, you will evaluate these goals together.

Is coaching confidential?

Your line manager needs to support your application for coaching, as well as give you the time and space for coaching. Coaching is based on trust and openness, and the content of your sessions is confidential unless there is a perceived risk to you or to others.

What is mentoring?

Mentoring allows more senior staff to share their knowledge and experiences, whilst supporting other staff in their development journey. It facilitates the building of new networks for both mentor and mentee.

A mentor is someone who offers you space to think who has already had experience of the area you wish to explore and has knowledge and networks which may be appropriate to share as you develop and grow as a professional and as a person.

MENTORING	COACHING
On-going relationship that might last for a long time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the employee needs advice, guidance or support	Generally more structured in nature and meetings are scheduled regularly
Will share ideas and what they have done	Will help you to identify your own solutions
More long-term and takes a broader view of the person	Short-term and focused on specific development areas/issues
Mentor is usually more experienced and qualified than the employee; often a senior person in the organisation who can pass on knowledge, experience and can open doors to otherwise out-of- reach opportunities	Coaching is a more equal relationship and generally not determined by the level of experience the coach has of the employee's formal occupational role – rather this professional distance can help to provide a thinking partnership with a different level of challenge and support

Ground Rules

Like any professional relationship, coaching and mentoring work best when trust is high and conversations they are conducted in an atmosphere of mutual respect. The following ground rules can help the relationship stay positive and focused.

Coach and Mentor

1. Make time to prepare before each session by reading through notes and reflections from previous sessions. Think about what you need to do to disconnect enough from the issues and demands of your day job to be able to listen well and to be able to think.
2. Take time after a session to record your initial reflections and document any observations you want to make. However these are confidential and should be stored securely.
3. Be punctual and make the room as welcoming as possible.
4. Avoid cancelling sessions wherever possible and give your colleagues adequate notice and reschedule at the next available opportunity. Where sessions are regularly cancelled by either person, research studies suggest that the support programme is more likely to fail.
5. Adhere to the Code of Ethics.
6. Stay in role and avoid changing hats to a role outside your agreement (e.g. counsellor, consultant etc.)
7. The purpose of this relationship is to support your coachee/mentee in their development at work. Remember to keep the responsibility with them and to encourage them to own the process and access their own resources.
8. Ask your employees to give you feedback to help you best meet their needs. There is an evaluation form that you should give out at the last session.
9. Regularly record all your coaching/ mentoring activity in shared drive to enable the HR team report on service performance and be accountable to its stakeholders.
10. Respond promptly to coachee/mentee when they contact you.

11. Ensure you undertake the required supervision.
12. Use your peers/supervisor as support to practice your skills and to gain advice.
13. Record all your CPD and supervision sessions, and actively take part in the peer support group.
14. Actively take part in supporting the ongoing development and training of coaching skills for managers where necessary.

Coachee and Mentee

1. Make time to follow up on agreed actions between sessions, including reflecting on your learning.
2. Be punctual and make best use of the time by knowing what you would like to get out of each session.
3. Avoid cancelling sessions wherever possible and give your coach/mentor the agreed notice, aiming to reschedule at the next available opportunity. Where sessions are regularly cancelled by either person, research studies suggest that the programme of support is more likely to fail.
4. Ask for feedback from your coach/mentor to support your development.
5. Challenge yourself to be open and honest and approach coaching/mentoring as an opportunity to experiment, learn and develop.
6. Accept that behaviour change can be uncomfortable and that the coach/mentor cannot do the work for you.
7. Use your colleagues and your line manager to help you embed what you are learning at work.

Information for mentors/coaches

GROW model

Goal 1. Establish the Goal	First, you and your team member need to look at the behaviour that you want to change, and then structure this change as a goal that she wants to achieve. Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Realistic, and Time-bound. Useful questions: • How will you know that your team member has achieved this goal? • How will you know that the problem or issue is solved? • Does this goal fit with the overall career objectives? • And does it fit with the team's objectives?
Reality 2. Examine the Current Reality	Next, ask your team member to describe his current reality. This is an important step. Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively. As your team member tells you about his current reality, the solution may start to emerge. Useful questions: • What is happening now (what, who, when, and how often)? • What is the effect or result of this? • Have you already taken any steps towards your goal? • Does this goal conflict with any other goals or objectives?
Options 3. Explore the Options	Once you and your team member have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching her objective. Help your team member brainstorm as many good options as possible. Then, discuss these and help them decide on the best ones. Useful questions:

	• What else could you do? • What if this or that constraint were removed? Would that change things? • What are the advantages and disadvantages of each option? • What factors or considerations will you use to weigh the options? • What do you need to stop doing in order to achieve this goal? • What obstacles stand in your way?
Will 4. Establish the Will	By examining the current reality and exploring the options, your team member will now have a good idea of how he can achieve his goal. That's great – but in itself, this may not be enough. The final step is to get your team member to commit to specific actions in order to move forward towards the goal. In doing this, you will help him establish their will and boost motivation. Useful questions: • So, what will you do now, and when? What else will you do? • What could stop you moving forward? How will you overcome this? • How can you keep yourself motivated? • When do you need to review progress? Daily, weekly, monthly?

OSCAR model

Stage 1. Outcome (Your destination)	Focus on outcomes for the mentoring session and for the issue being discussed during it. Establish what the mentee wants to achieve. Useful questions: • What do you want to achieve? • How will you know that you have achieved it? • Describe what success looks like
Stage 2. Situation (Your starting point)	This is an evaluation of the current situation. The mentee needs to identify relevant detail ready to move onto the next stages. Useful questions: • What does the current situation look like? • What factors are contributing to the current situation? • What are you doing that might be contributing to the situation?
Stage 3. Choices and Consequences (Your route options)	The mentee may have many options to explore, and these choices need to be considered alongside the likely consequences. Useful questions: • What could you do to sort out the issue? • What might be the consequences of doing that? • What would you do if you knew there would be no repercussions?
Stage 4. Actions (Your detailed plan)	The mentee needs to decide on a preferred strategy and how this will be implemented in terms of actions and timescales. Useful questions: • What will you do next? And when? • How motivated are you to do this on a scale of 1 to 10 • (If it's not 9 or 10) Why isn't it a 9 or a 10?

Stage 5. Review (Making sure you are on track)	Before the session is finished, decide with the mentee how progress will be reviewed; regular monitoring is important to help stay on track. You can also return to the issue at the next mentoring session and implement further plans as necessary to achieve the desired outcome. Useful questions: • How will you monitor your progress? • How will you measure the outcomes? • How will you know you are moving towards the results you want?
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Information for mentees/coaches

Being a great mentee or coachee

Mentors and coaches dedicate their time and energy to getting the best out of their mentees or coachees. Often they open up and become vulnerable as part of the process. Mentees and coachees should be willing to put in the same dedication and willingness to open up.

Mentees and coachees are partners in this sort of relationship, not just receivers of skills and knowledge. To foster successful mentor/mentee and coach/coachee relationships, the following practices can be adopted:

Retire the “I know it all” attitude and be curious to learn from your mentor or coach

Practice active listening and take feedback seriously

Dedicate time to do any homework you might receive, as the mentor or coach shouldn’t be the ones to chase you for follow-up

Let yourself be vulnerable and don’t break the trust of your mentor or coach

There are many clear benefits to being a great mentee or coachee. You will become more confident and feel like you are contributing to your organization, and you will likely be more inspired to stay on and grow with the company.

As well, you will have someone in your work life with whom you can be vulnerable. This will give you more trust in the organization, and make you feel like a trusted person, rather than a resource.

Whether you are a driver of engagement or being driven to engage, being part of a mentor/mentee or coach/coachee relationship is a positive step toward personal and professional growth.

Rhodri Packman

From: Nia Milcoy
Sent: 12 February 2020 09:56
To: Rhodri Packman
Subject: RE: mentoring and coaching sessions

Sorry I didn't get back to you earlier.

Thanks for the information. It looks fab and I will review it in more detail before we deliver the two sessions. Everything is ready to meet up – ive allocated an hour for each session; I can deliver most of it but your support will be great on the models.

Thanks

Nia

Nia Milcoy
HR Manager

Cambrian Pet Foods Limited
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From: Rhodri Packman
Sent: 04 February 2020 09:34
To: Nia Milcoy
Subject: mentoring and coaching sessions
Attachments: information for mentors and mentees.docx

Morning Nia,

2 areas for you to look though before we deliver the two sessions: -

1) Mentors/Coaches.

Please find attached the documentation for the mentoring programme. I have included documentation based on GROW/OSCAR models for the coaches/mentors to work through. We can go through this in more detail before we deliver the session.

2) Mentees/Coachees

This covers the information that the participants themselves need to consider - how to be open, listening skills, accepting of change, dedicating time to work on what has been discussed in the sessions.

We can discuss this in more detail when we meet up to plan the sessions themselves.

Cheers

Rhodri

Rhodri Packman

Business Partner / Partner Busnes

Mobile / Symudol: 07852 966163

At Chwarae Teg we work flexibly – so whilst it suits me to email now, I do not expect a response or action outside of your own working hours.

Rydym yn gweithio'n hyblyg yn Chwarae Teg – felly, er ei fod yn addas i mi e-bostio nawr, nid wyf yn disgwyl ymateb na gweithred y tu allan i'ch oriau gwaith eich hun.



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Rhodri Packman

From: Nia Milcoy
Sent: 23 March 2020 16:27
To: Rhodri Packman
Subject: Cambrian Pet Foods Ltd mentoring programme

Hi Rhodri,

Thanks for the email. I can confirm that the mentoring programme is still running. Thanks for all your support in helping with this.

We have selected the mentees (8) and have coaches (4) including myself! And we aim to be finished by early April.

As per your suggestion I am writing questionnaires and will ask the following:

- Client satisfaction with the process.
- What elements of coaching in this programme have particularly contributed to positive outcomes?
- Are the changes identified by the clients sustained over a longer period?
- Identify who in the organisation is this programme most suited to.
- What difference does the matching process make?
- In what way can the changes identified by the client actually affect their performance and ability to apply for supervisory roles?
- Number of roles applied for.
- Number of roles secured.

Many Thanks again for all your support.

Nia

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