

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring
(5ADCM)

Student Name: Victoria Evans

Student Number: 1707444

CIPD Membership Number: 48734057

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:



Original Submission Date: 07.06.2021 (EC Form completed and approved)

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CIPD Candidate evidence matrix

Candidate name: Victoria Lauren Evans				CIPD Membership/registration No.: 48734057		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1707444		
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	Email evidencing L&D Conversation from Kim, Head of L&D	EV1		
		1.2	Initial Review, Supervision and Annual Performance Policy	EV2		
		1.2	Extract of Manager's guide – mentoring	EV3		
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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:A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the right.**Date:****07.06.2021**

LO1

Coaching and mentoring can be described as “effective approaches to developing employees.” (Hayden, 2020) It is important to distinguish between the two principles as they are different but can be used interchangeably for successful enhancement of employee skills, building confidence and improve organisational performance. Many theorists have developed models to underpin the psychology and practices behind coaching and mentoring, with both coaching and mentoring being based on the belief that people can develop and grow through the support of a coach or mentor. (McCarthy, 2014)

Within my organisation, there is not a formal coaching and mentoring process or policy that includes coaching and mentoring as a practice. To discuss thoughts around coaching and mentoring, I met with the Head of L&D and L&D Manager, to see how they thought coaching and mentoring could fit within the organisation or if this was something the organisation was considering. This was evidenced with a follow up email from Kim who is the Head of L&D (EV1). From having this conversation, it could be said that even though the organisation does not have a formal policy or formal practices in place, there are elements of coaching and mentoring that could be, or are being done within supervisions, which are the organisation’s version of 1:1s held with team members by their line managers, once every 6-8 weeks. The Initial Review, Supervision and Annual Performance Policy (EV2) includes expectation around supervisions, including objectives and support for the individual from the line manager which should usually be done within a face to face meeting. However, the policy states “mentoring sessions can be effectively utilised” which eludes to more formal mentoring practices, without there being a formal policy to support with this in isolation.

There is more robust guidance around mentoring within the manager’s induction booklet (EV3), with reference to Clutterbuck’s mentoring acronym (2004), which is a good way of introducing mentoring to line managers. Again however, there is no formal procedure to encourage this across the organisation in the form of a procedure or extended training. It could therefore be lost once the initial induction period is over, as there is no ongoing encouragement of coaching and mentoring within the organisation. I also noted the guidance mentioned mentoring ‘junior’ employees, which isn’t necessarily inclusive as mentoring can be done with colleagues not only more junior, but at any level. This introduction could be built on in a more formal way, which is described in LO2. The L&D Policy (EV4) is concise and does not reference coaching and mentoring. This could be added or included within a section that covers supervision, with reference to coaching and mentoring being a practice that could support employees with objectives and growth. I suggested this as it was advised that the L&D policy is under review, as in the conversation with L&D. This was supported by the L&D team as they value the relationships that can be built with coaching and mentoring practices, however there needs to be more buy-in from the organisation to get the principles integrated within the business. The buy-in could be improved by including coaching and mentoring within the organisation’s strategic priorities, which currently do not include the practices (EV5). Coaching and mentoring could support the workforce and organisational development growth strategies, by engaging staff and encouraging employees to develop and grow with the support of the organisation. Coaching and mentoring does not currently happen at executive level in a formal way, however there is an informal ‘co-coaching’ model with other partner organisations within the sector. This was also evidenced in the conversation with L&D. If a formal process was implemented, it could also support the goal of encouraging the practices across the organisation. This could be in the form of more formal external coaching, at a cost to the business; however, the benefits could outweigh the initial cost, whilst developing the leadership team.

Even though some elements of coaching and mentoring are covered within the induction and supervision processes, I feel the organisation could go further to encourage the practices on a wider scale. I feel a coaching and mentoring policy could be introduced with the support of L&D, with practices being owned by HR and L&D from a formal perspective, but also responsibility of the processes should be owned by employees too. This would ensure integration of the practices throughout the business, and not only as a principle led by L&D and/or HR. Coaching and mentoring could form a more formal part of appraisal and performance management processes, utilising conversations and objectives to encourage growth and development of team members.

References

Hayden, D., 2020. *Coaching and mentoring factsheet*. [Online]
Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet#gref>
[Accessed 26 May 2021].

McCarthy, G. (2014). *Coaching and mentoring for business*. United Kingdom: SAGE.

LO1 Evidence

EV1

To: vevans1802@outlook.com <vevans1802@outlook.com>

Subject: Re: Favour - please :)

Hi Vikki,

In terms of senior [coaching](#) I would say there is a co coaching model which is informal among opposite number in other orgs within the sector (mainly through VODG)

I am looking into reverse mentoring with partnership organisations, but this is early days so no paperwork to support only minuted discussions so far.

Sorry it's a bit scant,

Take care,

Kim

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Initial Review, Supervision and Annual Performance Review Policy

Initial Reviews, Supervision and Annual Performance Reviews are three of the key systems which Walsingham Support has established to ensure that all employees are well supported and clear about the organisation's requirements of them both in fulfilling their particular role and in supporting the work of the organisation.

Each of these support systems are a two-way process and will only be effective if both the employee and their line manager are open and honest.

For all of these systems the input of people being supported by those under review should be included in the process.

SECTION 1 **INITIAL REVIEW**

During the first six months of employment all employees are on probation (also referred to as Initial Review (IR) period).

After the initial four months of continuous service, the new employee's line manager should consider whether there are any unsatisfactory aspects of their new employee's work, though these should have been identified during previous supervisions and a process put in place to try and correct them. If such areas are identified, these should be discussed in order that the new employee has the chance to address these areas in time for the IR meeting.

There may be some circumstances when an IR period is extended, but this should be for no longer than three months, unless there are exceptional circumstances and in such instances guidance should be sought from an appropriate member of the HR team.

It is the line manager's responsibility to ensure that the IR meeting takes place at or around six months of employment. The IR meeting is an opportunity to review performance to date, set new objectives and to identify any training and development needs. (Please also see Performance Based Annual Performance Reviews in Section 2.)

Once fully completed and signed by all parties, including 2nd line manager at senior manager level, the IR documentation must be sent to HR to be actioned as appropriate.

There may be occasions when permanent employment is not confirmed and employment is terminated during, or at the end of, the IR period or extended IR period. If non-confirmation of employment is a likely outcome, then the process for this should be as follows; first invite the employee to a meeting to discuss their performance. Secondly, hold the meeting, (having first discussed the possible outcomes with a senior manager/ELT director/HR) give the employee an opportunity to state their case, break to consider your decision, consult as appropriate and then inform the employee of the decision verbally and also confirm the outcome in writing. HR must also be informed of the eventual outcome. Copies of all the relevant paperwork should be forwarded to HR.

Individuals cannot apply for transfers or promotions during their IR period unless they fully meet the criteria of both the job description and person specification of the advertised role.

Whilst an employee remains within their Initial Review (probationary) period normal disciplinary procedures do not apply.

SECTION 2 ANNUAL PERFORMANCE REVIEWS

All employees will have their own Annual Performance Review which is a 'live' document summarising all areas of their performance to date, personal development goals, personal development plan and maintenance of skills.

Annual Performance Reviews should be carried out in person, twice a year, for all staff Annual Performance Reviews should be completed by the middle of May and the middle of November for the Annual Performance Review cycle which runs from 1 April to 31 March.

The first full Annual Performance Review should take place at the next available organisational Annual Performance Review date after the completion of an individual's Initial Review (IR). If the IR has taken place in the preceding three months to 31 March, then an Annual Performance Review will *not* be required. Therefore, if a successful IR was due and completed after 31 December, the first full Annual Performance Review will not be due at the next organisational Annual Performance Review date, but in the following Annual Performance Review cycle year. IR objectives should be set in line with normal Annual Performance Review objectives as far as possible and take account of the timeframe between the IR and next full Annual Performance Review.

During the year, the supervision process should be used to ensure the continual monitoring of the progress of objectives. The Annual Performance Reviews should be completed using the organisational guidelines, which can be found on the intranet under Learning & Development Forms.

Employees who are on maternity leave or on any other extended authorised absence from work, should have their Annual Performance Review carried out before the start of this leave wherever possible. If this is not possible and it is unreasonable to contact the employee to participate in the process, then an assessment should be carried out in their absence based on their previous year's performance and be no less favourable. Annual Performance Review objectives should be discussed and agreed on the employee's return to work.

If an individual does not agree with their Annual Performance Review content, they can appeal to their 2nd line manager within 5 days of the Annual Performance Review meeting with the first line manager. Appeals must be in writing outlining the reasons for the appeal along with evidence to support it.

All Annual Performance Reviews are confidential and paper copies should be kept in a secure location with an electronic copy uploaded onto the LMS system. Apart from the appraisee and appraiser, the portfolio can only be accessed through the line management structure or HR/L&D Department.

SECTION 3 SUPERVISION

Walsingham Support has adopted the following definition for supervision:

"Supervision is a process in which one employee is given responsibility to work with another employee in order to achieve certain professional, personal and organisational objectives. These objectives include competent, accountable practice, continuing professional development and personal support."

Walsingham Support sees the prime purposes of Supervision and Support as being:

- Maintaining the organisations values and behaviours
- Maintaining and developing the quality of practice;
- Professional development;
- Role clarity;
- Organisational objectives;
- Promoting a suitable climate for practice;
- Stress reduction;
- Communication;

- Resources.

There are four functions of Supervision and Support. These are:

- Managerial: primarily concerned with the overall performance of the employee and ensuring that this is in line with the organisation's expectations and standards.
- Education: concerned with enabling employees to assess their own level of skill and competence, and to develop these as appropriate.
- Supportive: about the personal aspect of the supervision process where the safe trusting relationship shared between the supervisor and employee enables the employee to identify and deal with the personal impact of their work.
- Mediation: concerned with the establishment of healthy feedback mechanisms from the line manager to the individual, and equally importantly, from the individual to the organisation.

Supervision can be conducted in many different formats. The usual format should be a face to face meeting between the manager and their supervisee but other methods such as group supervision, supervision via telephone, mentoring sessions etc. can also be effectively utilised.

Under this policy, all employees should have a supervision session at least every 6 – 8 weeks, or in accordance with local Regulation (or Contract if different from these timescales), with a minimum of 6 one-to-one supervision meetings each year. Supervision should allow enough time to discuss matters properly but should not be longer than a maximum of two hours and the time should be uninterrupted. Supervisory staff should also undertake observed practice of staff on a regular basis as part of the overall supervision process.

Notes of each supervision must be taken and who completes these will be decided by the supervisor following discussions in the first supervision, using the organisational template. Both supervisor and supervisee will retain a copy of finalised notes. Both parties should sign supervision notes unless it is stated otherwise in the Supervision Agreement between supervisor and supervisee. The notes should be available within 48 hours of the session – and may be hand-written, and can be further accessed through the line management structure or via HR for organisational reasons.

Before commencing supervision the second line manager must ensure that the supervisor is appropriately skilled in all aspects of supervision. Supervisors must complete relevant on the job training or attend a Walsingham Support approved course, prior to commencing supervision if not sufficiently skilled.

If an employee's supervisor changes, previous supervision notes should be forwarded to the new line manager. Supervision and the supervision notes contribute to both the initial review and Annual Performance Review processes and this should be borne in mind when planning the agendas for supervision. If the supervisee is dissatisfied with any aspects of their supervision, or lack of it, and the areas of concern cannot be resolved by the supervisor, the second line manager should be contacted in order to try and resolve the areas of concern.

Further clarification on matters concerning supervision can be sought from HR.

EV3**2. Mentoring and you**

A mentor takes interest in the professional and career development of a junior colleague by providing guidance and support. Genuine commitment on the part of both the mentor and mentee is required for a successful mentoring relationship.

Your role as a mentor is invaluable to your new team member and they will be relying on you for good knowledge and practice. It is an exciting opportunity to share your expertise and help them grow within the role. Mentoring might require time set aside but the benefits are much greater as you are investing in developing an effective team.

2.1 What makes a good mentor?

Mentoring is a long-term relationship where the focus is on supporting the growth and development of the mentee. The mentor is a source of wisdom, teaching, and support, but not someone who observes and advises on specific actions or behavioural changes in daily work.

As a mentor, you will need to challenge, encourage them to think through issues and approaches by asking stretching questions. The top tips below will help you understand your role as a mentor and demonstrate the right behaviour to succeed as one:

a) What a Mentor Does:

- ✓ A mentor takes a long-range view on your growth and development
- ✓ A mentor helps you see the destination but does not give you the detailed map to get there
- ✓ A mentor offers encouragement and cheerleading, but not "how to" advice

b) What a Mentor Does Not Do:

- ✓ A mentor is not a coach
- ✓ A mentor is not going to tell you how to do thing
- ✓ A mentor is not a counsellor - do not get involved in sensitive personal issues

c) Eight Ideas to Help You Succeed:

- ✓ Investing your time in your mentee
- ✓ Encourage sharing goals and fears openly
- ✓ Emphasise that you not going to solve short-term problems or do the work for them.
- ✓ Encourage sharing where they are struggling or failing
- ✓ Listening carefully as if your life depends on it
- ✓ Showing that you value the role.

**2.2 Remember...**

In 2004, David Clutterbuck, an academic who studied mentoring relationships, coined an acronym for what mentors do:

- ✓ **M**anage the relationship
- ✓ **E**ncourage
- ✓ **N**urture
- ✓ **T**each
- ✓ **O**ffer mutual respect
- ✓ **R**espond to the learner's needs



EV4



Learning and Development Policy

Walsingham Support is committed to ensuring that the people we support receive the highest quality of support, and firmly believes that this can only be achieved by having well trained employees who have the skills and development to work effectively. Our learning & development (L&D) programme aims to ensure that we all have the necessary skills and knowledge to achieve this aim. As an organisation committed to personalisation we seek to involve the people we support in the learning and development of all our employees.

SECTION 1 INDUCTION

Upon joining Walsingham Support all employees will be given a company induction and workplace induction relevant to the role and place of work to which they have been appointed. A workplace induction must also be given to existing employees transferring to another location or gaining promotion within the organisation. In all cases the immediate line manager is responsible for ensuring that an induction is given and all relevant induction work is completed. Induction should be completed within the first 12 weeks of employment.

The Induction currently incorporates the Care Certificate (CC) for employees working in services and the CC completion must be confirmed to L&D to be kept in employees' personal files.

Alongside the Induction programme, Walsingham Support has a training menu, which outlines a number of L&D initiatives in place to support employees within the organisation. Upon appointment the line manager is responsible for discussing with the new employee the support that is required in order for them to fully undertake their role.

In most instances this will require some L&D and this should be prioritised and completed within a year of appointment to the role. This should be monitored through Supervision, Initial Review, and then annually through individual Annual Performance Reviews. Individual employee's L&D needs should be reviewed with their line manager within the Annual Performance Review procedure every year. In addition to this, developmental needs should be reviewed following a transfer or promotion.

SECTION 2 CANCELLATION POLICY

If a delegate is unable to attend a training event, the L&D Assistant must be informed at the earliest opportunity (including sickness on the day of a training event). If a place on a training event is cancelled at least 2 weeks before the event is due to take place there will be no charge. If a place is cancelled within 2 weeks of the event a charge will be made unless the cancellation is due to a resignation, suspension, disciplinary issue or an emergency situation. Each emergency situation will be dealt with individually. If an employee arrives late for a training event the person leading that event will have the final decision as to whether the individual can join the session. A full charge will automatically be made for employees who have been refused entry to the training event due to late arrival.

SECTION 3 EVALUATION OF LEARNING & DEVELOPMENT (L&D) INITIATIVES

Evaluation of L&D initiatives is an essential part of the process. A number of methods are in place to ensure that:

- Employees know why they are attending a particular L&D event. Managers will complete a pre-training form with the staff at least 2 weeks before the training.
- Employees review the impact that the L&D event has had on their performance in the workplace. Managers will complete a post training form with the staff within two weeks after the training.

- Employees provide feedback through evaluation sheets at the end of the training session.
- Facilitators provide detailed feedback to the organisation.
- Managers will complete the Line Managers Feedback form within 2 months of the initial staff training.
- A copy of all evaluation form is to be sent to the L&D. These will be monitored and action taken if evaluation is poor.

SECTION 4 EXTERNAL COURSES

In addition to those L&D events arranged directly by Walsingham Support there are also a wide variety of externally provided training, which on occasions it may be appropriate for employees to attend. Such courses may cover specialist areas, which enable employees to meet with employees from other organisations or simply may be more accessible than courses provided by Walsingham Support.

The relevant line managers/budget holders must approve all courses. Funding for external courses will be at the discretion of the line manager and will be dependent upon development needs and budgetary constraints.

Attendance on all external training events MUST be notified to L&D to ensure the employees training history is kept up to date.

Where the cost of the event/course exceeds £100, it must be authorised by both the 1st and 2nd line managers prior to a place being booked.

Where Walsingham Support funds an employee in undertaking a course or qualification, it is important for the employee to note that by accepting funding they take on a contractual obligation to repay the money in full, should they leave the organisation within a year of completing the course. Additionally, should they fail to complete the course without prior agreement or fail because of their personal behaviour (i.e. non-attendance), they will also be liable to repay the fees in full, and could also be subject to disciplinary action.

The Repayment Undertaking form sets out this obligation in more detail, and should be signed and retained within the individual's training record, and a copy sent to HR for the employee file before any fees are paid.

In all areas where employees apply for funding for external courses, the line manager must give feedback to the employee of both the outcome and the rationale for the decision. Other than in exceptional circumstances, applications for external L&D events commencing prior to the employee's successful completion of their Initial Review period will not be considered.

EV5

EV20

Annual Strategic Priorities 2020/21 & 3 Year Rolling Strategic Priorities 2020 - 2023

Our Values	Core Strategies	2020/21 Strategic Priorities	3 Year Rolling Strategic Priorities 2020 – 2023
Passionate People are at the heart of everything we do	Quality We strive for excellence in all aspects of our work	- Embed person centred values and practice across all teams - Establishing the principles of co-production across all areas of our work and with local communities - Develop a revised quality framework in the services across Walsingham Support & Walsingham Support Community Solutions - Ensure effective systems are in place to manage risks and enhance the quality and safety of our services - Ensuring the <u>people</u> we support are integrated active citizens in their local communities through learning, volunteering and employment (WSCS)	- Ensure our culture, values and behaviours are embedded and maintained across our organisation and in communities - Through co-production with the people we support we strive for excellence in all aspects of our work - Enable people with disabilities as key influencers across society - Ensure our risk, quality and safeguarding practices are effectively embedded
Supportive Appreciating our colleagues, recognising <u>achievements</u> and developing our staff	Workforce We are passionate and committed to meeting the needs of the people we support	- Implement the pay and reward strategy in support of sustainable recruitment and retention strategies - Review existing training provision and systems to ensure organisation wide compliance and that staff are appropriately qualified - Develop and implement a volunteering strategy within Doncaster & Luton (WSCS) - Become a disability confident employer supporting employment opportunities for individuals with disabilities within the Walsingham Support Group (WSCS) - Promote champions of excellence across roles in support of careers in social care - Developing talent management and sustainable career development pathways at all levels across our organisation (to be moved to Year 2 Strategic Priorities) - Enhance our governance structures and processes	- Through innovative ways of working become the employer of choice by becoming a Sunday Times 100 Best Company - Become a well-known and inclusive employer - Retain and develop outstanding employees - Develop tomorrow's leaders <u>Become Disability</u> Confident Leader by 2022/23 - Through self-managing teams effectively problem solve - Trustee leadership skills to align with our strategies - Volunteering effectively established across Walsingham Support & Walsingham Support Community Solutions - Established links with national and local employers
Progressive Embracing innovation and positive risk taking	Growth We continue to grow and support more people with disabilities	- Stabilise our services where appropriate based on long term financial sustainability - Ensuring that our systems and processes support our sustainability through operating surplus across all budgets, improved cashflow and building reserves - Ensure business development and regional teams have a thorough understanding of market needs through intelligence, <u>research</u> and local connections - Net annualised income to be determined by England & Wales regional teams in partnership with business development through understanding and meeting market needs, <u>intelligence</u> and research - Create a strategy to access and develop alternative funding (including direct payments) and investment streams across Walsingham Support & Walsingham Support Community Solutions to build communities where we operate (WSCS)	- Through partnership and innovation creating personalised sustainable support solutions nationally for individuals with complex needs, those going through transition and younger adults - Continuing to grow nationally through local targeted collaborative opportunities - Sustainable organisation with £35M net annualised income - Become full accredited leader status in disability employment
Innovative Seeking continuous improvement in how we work by using our resources in the most efficient and effective way	Organisational Development We constantly strive to improve through learning, a desire to take risks and to be innovators	- Consolidate the restructuring across all core teams ensuring they are effective and enable staff and management to focus on their roles - Deepen the partnership between Walsingham Support Community Solutions and Walsingham Support through enhanced infrastructure to add social value and support community engagement - Review our existing controls, systems and processes and where appropriate incorporate digital technologies	- Walsingham Support Community Solutions effectively established across at least 5 geographical areas - Complement our work in local communities adding social value through appropriate strategic partnerships - Continue to challenge what we do and how we do it to be the best we can - Support individuals with disabilities throughout their lives
Genuine Always being open, honest and treat everyone with respect	Engagement We have meaningful and relevant communications with all our stakeholders	- Develop and implement our internal communications strategy - Implement our community engagement strategy with our key audiences in line with our current priorities - Develop our fundraising activities (WSCS)	- Encourage all key audiences to be active partners of the Walsingham Support Group - Successfully build on our community engagement strategy - Listen and act on those things that will make a real difference

LO2

Coaching and mentoring can benefit an organisation in many ways, and many businesses actively implement these practices as strategic principles to underpin organisational objectives, as coaching and mentoring can help employees to achieve goals and improve motivation. Creating a 'coaching culture' is prudent to ensuring the success of coaching and mentoring within the workplace as well as focussing on who would deliver the practices in more isolated ways, or if the practices would be more embedded across the business. (Hayden, 2020)

The most common way coaching and mentoring is integrated within an organisation is having line managers coach and mentor their own teams within everyday activities, such as 1:1's or appraisal conversations relating to performance. However, there can be concerns when a line manager directly coaches or mentors a team member as it can be seen as a conflict due to the close relationship between the two parties. It is also important to separate coaching and mentoring as two separate relationships, that compliment each other but differ greatly. Mentoring a direct employee therefore may be more difficult than coaching them, as mentoring involves more long-term objectives whereas coaching can be completed more informally on a day-to-day basis. (Clutterbuck, 2018)

As in LO1, coaching and mentoring within my organisation is limited and isn't part of organisational objectives in terms of strategic priorities, which could be something to be considered. However, mentoring in particular is something that is touched upon within induction and some elements of the supervision process which demonstrates that the organisation has considered it, but possibly not formally enough. As coaching and mentoring practices aren't currently implemented in a formal way, and are only mentioned at the very beginning of the employee lifecycle, I feel that promoting the principles to the organisation could be a good initiative to get more buy-in and understanding of what coaching and mentoring is from the employee base as a whole. I have created a poster outlining the benefits and how these could support employees, whilst also contributing to business objectives (EV6) Even though the organisation currently has a robust supervision process in place, with elements of mentoring included, there could be ways to improve the practices. Coaching and mentoring could therefore be formalised within the existing supervision programme by including a coaching and mentoring evaluation form, which could evaluate both coach and coachee, or mentor and mentee, in terms of effectiveness. To support me with putting together the evaluation form, I identified an example and looked at how I could adapt to suit my organisation. Landsberg (1996) ensured that during coaching, evaluation and feedback was a key part of the relationship between two parties, to ensure objectives were met and growth was achieved. I feel that by using an evaluation tool based on Landsberg's 1997 principle of the GROW Model (EV7), coaching and mentoring could be integrated within the organisation's current process of supervision. Also, by introducing this into a process that already exists, there is more likelihood of buy-in and success as it isn't creating a completely new initiative that would require a lot of work to integrate or develop.

To underpin coaching and mentoring practices and ensure they are something everyone is on board with, it could also be beneficial for the organisation to consider coaching and mentoring as part of its strategic priorities. This would mean that coaching and mentoring practices are encouraged from the 'top-down' with a focus on them from a wider organisational perspective. It could also be beneficial for more executive coaching to take place with the senior management team (as this is something that currently doesn't happen, as advised in LO1) and there may be considerations around utilising an external provider to coach and mentor individuals around the organisation in future, as a support of practices within the business. This is an idea that could be put to senior management and the board of trustees, particularly at a time where organisational culture and morale have shifted

negatively in light of both the COVID-19 pandemic and poor management structures previously. By supporting coaching and mentoring of employees, organisational processes and practices would improve as more people would more likely be engaged and have a growth mindset.

A CMI study showed that When used properly, coaching can be a cost-effective approach to development, and can reduce turnover by improving motivation. Integrating the practice can send a positive message to employees that the organisation values its staff. However, the study did advise that Coaching is most effective when conducted in an atmosphere of trust and respect. (CMI, 2021) Therefore, I feel it would be prudent for the organisation to only consider coaching and mentoring practices when improvements have been made around organisational culture, as otherwise the practices will not work effectively. The organisation is going through restructure and change, with a new People and Engagement director being put in post to direct positive culture change through better communication and management strategies. Once the organisation is in a steadier state in future, coaching and mentoring could be a positive tool to engage and motivate employees.

References

Clutterbuck, D., 2018. *Line Manager, Mentor and Coach - Managing the conflicts and capitalising on the opportunities*. [Online]

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EV6

WALSINGHAM
SUPPORT Everyone is different



EV7

Objective	Example	What can be done (what choices are available)	Actions
What are we setting out to achieve (long term or short term)	Assess what the objective is and get feedback if needed	Look at how goal can be achieved and think about what this involves	Plan how to achieve these objectives and formalise with a timeframe and review

