

Joanne Thomas - 1403229

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Coaching and Mentoring in the Workplace

Word count: 3,479 words

Student Name: Joanne Thomas

Student Number: 1403229

CIPD Membership Number: 53274130

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:

A handwritten signature in black ink, appearing to be 'J. Thomas', written over a horizontal line.

J. Thomas

Date: 10th June 2020

Contributing to Coaching and Mentoring in the Workplace

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

To investigate the extent of coaching and mentoring at Ateb, I had a discussion with my manager exploring what Ateb offers and has done in the past; our discussion is outlined in EV1.

There is no set process or formal mentoring or coaching programmes at Ateb although mentoring and coaching does take place on an ad-hoc basis. Ateb rebranded in 2018 and has undergone a huge cultural shift from a traditional hierarchical environment to a flat-structured empowering environment; as such, a coaching culture is emerging amongst management to develop the workforce.

I achieved a Mentoring in the Workplace qualification to support my role of mentor at Ateb. I have also achieved a level 4 NVQ in Advice and Guidance plus a level 2 and 3 Counselling Skills certificate; I completed these training courses to enhance my self-awareness, empathy, questioning and listening skills and ability to reflect, which will contribute to the effectiveness of my mentoring ability. I offer mentoring to new starters providing support during their induction period, aiming to increase their confidence and skills within their new roles. I also offer mentoring to existing employees either; focusing on building skills and confidence, improving poor performance, or support to cope with workload pressures (EV1). I will often use the GROW model during mentoring as it is solutions-focused addressing specific problems (MindTools, ND) (EV2).

Ateb has participated in external mentoring, aligning with Ateb's ethos and supports our corporate social responsibility. My manager has provided mentoring to young jobseekers to enhance their employability skills, increase their confidence and self-esteem and help finding employment. Similarly, the People Team including myself, have partnered with a local mental health charity, to provide mentoring to improve confidence and employability skills to people in the community who have experienced mental ill health (EV3).

Barber (2017) notes the benefits of cross mentoring are to gain different perspectives, utilise external knowledge and gain mentors where organisations are small and have limited mentors available. This reflect Ateb as due to Ateb's small size, on occasion there is not the expertise inhouse to mentor and share knowledge especially within the smaller departments therefore, Ateb has partnered with other housing associations for mentoring.

My manager is a qualified coach and offers coaching to peer level to help managers enhance their skills and develop in their management roles. However, the coaching is on an ad-hoc basis due to my manager's workload (EV1).

The Chief Executive identified a skills gap between executive and senior management; this was the result of the previous executive team taking a 'hands-on' approach therefore, not providing opportunities for senior managers to work strategically. To close the gap, the CE appointed an external coach to provide a bespoke leadership programme to change behaviours and attitudes and to improve strategic skills in senior management; furthermore, developing a coaching ethos to encourage managers to coach their teams using skills from the leadership programme (EV1).

I recently implemented a new onboarding programme which saw the introduction of workplace mentors (EV4, EV14). The existing member of staff acts as mentor, guiding the new starter to develop into their role and integrate into the team and Ateb, being an informal source of information, a friendly face, and a source of feedback to support development. This is still in its infancy and evolving however, it has seen two successful mentoring relationships.

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

Page (2015) notes individual benefits include exposure to new ideas, professional development and advancement, and the opportunity to learn new skills and knowledge. This reflects the individual achievements from coaching and mentoring at Ateb where individuals have seen; increased performance and confidence (EV1); employability skills (EV1, EV5); learning new skills and knowledge (EV6) and workplace integration (EV17).

Ateb recently introduced a new Communications department whereby, the People Manager took on management of the department and appointed a Communications Assistant; as there was little expertise of communications inhouse, cross mentoring occurred where an external mentor from a different housing association mentored the Communications Assistant, supporting her individual objectives to enhance her skills and knowledge, and learn how other organisations operate. Furthermore, this supported the team as the Communications Assistant was able to share new knowledge and communication tactics with the People & Communications Manager, and supporting the organisation as new communications models and software were identified and implemented to develop effective communications at Ateb.

CIPD (2020) note that mentoring is where experienced colleagues share their knowledge to support and develop an inexperienced team member. I have mentored an apprentice who was on a performance improvement plan and a volunteer on a long-term work experience placement to gain confidence and employability skills to apply for a vacancy at Ateb. I used questioning and listening skills to encourage my mentees to pinpoint the issue and identify solutions themselves, supporting them to achieve the solutions during our mentoring relationship (EV1, EV5). Individually they

achieved objectives as the performance plan successfully ended and the work-experience volunteer was successfully appointed.

Teams at Ateb have benefitted from employees who have been mentored and coached as they will have increased skills and knowledge from an experienced member of staff to support the team to achieve their objectives; for example, a line manager had improved management skills which helped her to deal with existing conflict in the team (EV7). This also supports organisational objectives as one of the strategic aims is to increase corporate strength and service delivery (EV8), as positive social interaction improves team performance (Houston, 2020).

The bespoke leadership course delivered by an external coach has supported individual, team and organisational objectives. Managers are more effective with new and developed skills to work at a strategic level thus, being able to contribute to improved service delivery. All senior managers conduct away days with their teams to share the knowledge from the training such as tools and models to improve efficiency. Management behaviours and attitudes align with Ateb's values therefore, increasing corporate strength and effectively role-modelling to the workforce.

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

The workplace mentors programme for new starters is part of the new onboarding process which I have implemented, and it is expected to grow in the future. Currently, we have recruited a small network of work mentors however, as the programme evolves, I hope to see more mentors recruited and the programme expanding to all employees as opposed to new starters only, to promote knowledge and experience sharing to see development across the workforce.

The learning and development process is currently being reviewed as the budget is mostly underspent annually with little strategic decision-making to determine the required training. Executive Management are investing into a new scheme called Passport to Work which will link training requirements to role profiles; the scheme will empower individuals to take ownership of their learning and development to ensure their passports are up-to-date and 'eligible' to work. Due to increased investment and individual empowerment, coaching could be included in the scheme in the future to develop individuals further (EV9).

Ibarra and Scoular (2019) cites that effective managers will not provide answers but ask questions instead, support their team members instead of judging them and do not dictate instructions but facilitates their development. Many managers are adopting this approach especially since the introduction of the Achieve Framework which replaced annual appraisal for regular one-to-ones (EV10). The framework reviews and set targets, discusses DNA, aspirations, and achievements, but importantly conducted in a coaching style to identify support or learning and development. I envision this coaching approach to management will form day-to-day

management activities whereby, managers informally coach their team members to develop and empower them to independently identify solutions.

The Chief Executive preferred the use of the bespoke leadership programme as opposed to formal qualifications, as he felt this would align better to Ateb's values and requirements. For this reason, I envisage that Ateb utilising internal skills and knowledge instead through mentoring programmes, to allow employees to share knowledge and experience however, considerations must be made around resources and time available, confidentiality and mentoring ability to ensure it is a successful venture.

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

Coaching and mentoring opportunities at Ateb to date has been on an ad-hoc basis due to; being used as a reactive solution to a performance issue; not being widely known across the organisation; not enough trained coaches or mentors; or not having enough time to provide this. Ateb is making great progress into transforming a previously traditional and hierarchical environment into a coaching friendly culture, with managers learning and practicing coaching skills to support their teams.

Investment is being made into other learning and development initiatives such as the bespoke leadership course however, I would recommend that Ateb invests in training select employees to become qualified workplace coaches to ensure they understand the principles, best practice, and techniques to provide effective results. CIPD (2020) notes challenges surrounding coaching delivery, such as confusion about what coaching involves, managing stakeholders and identifying when coaching is not an appropriate intervention; therefore, qualified coaches will have the knowledge to tackle the challenges that occur.

Currently, internal mentoring is only provided on a small scale whereby, myself, my colleague and the small network for onboarding mentoring are work mentors. Ateb has many employees who have a long length of service, with a wealth of organisational and industry knowledge and skills; these employees would be in an excellent position to be workplace mentors sharing their knowledge and experience with less-experienced colleagues. I suspect some may feel they are not skilled to mentor therefore, workplace mentoring qualifications would be beneficial. I therefore recommend utilising in-house knowledge to develop the wider workforce, and to provide training to support new mentors.

I also recommend that coaching and mentoring benefits and opportunities are promoted through communications, management interactions and the Achieve Framework one-to-ones; employees would be more likely to request to be coached or mentored if they understand how it would benefit them and also knowing that it is accessible to them.

Lastly, I recommend that coaching and mentoring is incorporated into a learning and development strategy to spread awareness, increase understanding, buy-in and demonstrate Ateb's commitment to coaching and mentoring to develop team members; CIPD (2020) emphasises the need to link coaching and mentoring into the learning and development strategy.

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

As part of the new onboarding process I implemented, I recruited a small network of workplace mentors to mentor new starters. To create buy-in for the onboarding process and the workplace mentors, I gathered research and created a presentation, which I delivered to managers, highlighting the benefits and providing the opportunity to discuss barriers of the onboarding and mentoring programme (EV11, EV12). I successfully demonstrated the importance of onboarding and the individual and team benefits of having a workplace mentor. By doing this I was able to create a level of buy-in and support from managers and identify and discuss methods to overcome barriers therefore, removing resistance when promoting the workplace mentor programme (EV13).

I created a poster which I distributed in the office and on Yammer, promoting the programme, highlighting a few benefits, and inviting interested team members to join a meeting to discuss further (EV14). At the meeting I discussed the programme; what it was, why I was introducing it, mentor responsibilities and remits, benefits, and barriers (EV14).

The common barrier raised from managers and potential mentors were mentors and mentees will not know what to do. I had prepared a programme guidebook and tool kit which I shared with my audiences, which detailed the aim of the programme, attributes, roles and responsibilities of the mentor, and guidelines of how to conduct the first and existing meetings (EV4, EV15). These documents helped to overcome the barrier, alongside assurance that myself and managers will support the mentor.

Potential mentors highlighted concerns that their line managers would not let them have the time to conduct mentoring meetings. I explained I had already met with the managers and addressed this; whereby I informed managers that it was a small time commitment and that the meetings could be scheduled around team commitments to reduce any impact to service delivery; the managers were accepting of this and were mostly supportive of the programme (EV13).

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

I have contributed to the development of the Achieve Framework which may evolve into a formal coaching or mentoring process, as managers become more confident and trained in coaching and mentoring skills and techniques. I sought feedback from

managers and teams during the trial period of the framework to identify what was good and areas for development. I have trained wider team managers in how to deliver the framework effectively, encouraging and promoting what approaches and skills are effective in delivering this such as; effective questions, empathy, building rapport, summarising and providing feedback. I also informed them about models such as GROW and OSKAR which could be beneficial during their one-to-ones (EV7).

I contributed to the development of the workplace mentor programme; I developed the new onboarding process and mentoring programme myself. I independently researched onboarding and new starter mentoring schemes to identify the benefits to build into my proposal whilst also considering barriers which may impact roll-out. I have independently presented my proposal to management and the Chief Executive and obtained approval to roll-out both the onboarding process and mentoring programme. I created all documents myself to ensure mentor and mentee were appropriately informed about the programme, whilst also recruiting the small network of mentors myself; during this time I have occasionally sought the advice of managers and colleagues if I had queries. As the programme is in its infancy, I have completed one-to-one feedback with mentors, mentees and mentee line managers, so I can continually review the effectiveness of the programme identifying issues or areas for development (EV1).

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

I have provided support and informal training to the new workplace mentors, sharing my own knowledge and experience gained through study and practice. I explained the definition of mentoring whereby, a more experienced employee shares knowledge and provides supports to less experienced colleagues. I explained mentoring tends to be a longer-term relationship which does not involve telling them what to do, instead listening and questioning to support them to find their own solutions. I highlighted important behaviours to have as a mentor including active listening; being inspiring, encouraging, and non-judgmental; and to have empathy. From my studies, I experienced the most growth during role-play as the feedback gave me confidence and helped me to identify areas for improvement. For this reason, I offered to role-play or observe a role-play and provide feedback; only one mentor participated however, agreeing that it helped their development. I shared examples of models to use such as GROW, OSKAR and Johari Window, including a range of example questions to expand mentor knowledge and skills. I explained the benefits of self-reflection and encouraged mentors to do this regularly during the mentoring relationship to improve their own development (EV16).

Line managers will take most responsibility for delivering coaching in the workplace, with coaching also being one of the most effective methods for development; furthermore, coaching delivered by line managers is more commonly used than

external practitioners (CIPD, 2015). This reflects Ateb's approach where managers are expected to manage using a coaching approach. Previously, managers took a very traditional approach to management therefore, since adopting a more coaching friendly culture in the recent years, I have taken an active role in supporting managers to adopt coaching skills in their day-to-day management. When asked for support, if possible, I will question and promote empowerment to help guide the line manager to identify the issue and solution themselves to enhance their own development. I provide honest but professional feedback to line managers if I identify occasions where they have managed a difficult situation well, or if they are not managing in the style Ateb expects, to increase their self-awareness. I encourage managers to reflect on their experience using the Gibbs reflective cycle to identify success and what did not work well so they can identify improvement areas.

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

During the People onboarding session, I inform new starters about the workplace mentor they have been paired with, explaining why they have a mentor and highlighting the benefits; also informing them they are not obliged to continue the mentoring relationship. A new starter was apprehensive about the mentoring programme as she was shy and had not been mentored before, so she was unsure what to expect. I identified and tried to ease her concerns by explaining what to expect during the mentoring meetings; I agreed to let her mentor know that she was apprehensive so the mentor would be mindful of this during their first meeting. I provided the new starter with all the documents about the programme and arranged a quick catch-up to discuss any other questions she may have. A previous employee who has been a mentee has always been open about sharing their experience; I invited this employee to discuss their experience when I met with the new starter again to provide a first-hand perspective. I requested that the mentor arrange their first session in a relaxed environment therefore, the mentor used a local coffee shop to remove the formality of the workplace. The mentoring relationship was successful and continued for several meetings during the mentee's probationary period; the mentee felt the biggest benefit was increasing her confidence in her role and the workplace and having support to integrate within the wider organisation, which she feels she would have struggled with on her own due to her shy personality (EV17).

A similar experience occurred during external mentoring when I was providing employability mentoring in the community, as part of a partnership between Ateb and a local mental health charity. A potential mentee approached me who was looking to return to work after being unemployed for some time; the mentee was unsure how I was able to support them as other similar experiences were not useful and wasted their time. I explained how I could help such as confidence building, and application and CV skills; I explained the process and what to expect during sessions. Importantly I also explained that I could not guarantee success and it would involve us both working together to see results. The mentee returned the following week and

I mentored them for 4 weeks helping to identify their skillset, CV writing, interview skills and identifying suitable roles (EV18).

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

As the workplace mentor programme is still developing, I continually review the programme and the effectiveness of the mentoring relationships. I meet with mentors and mentees individually to discuss what is working well, what is not working well, if there are areas for improvement and if they think there is anything which could be implemented to support the programme (EV1, EV16, EV17). I have also met with mentee line managers to identify if they have seen positive impacts as this would demonstrate a link between the mentoring programme and achieving individual and team objectives; the line manager of the apprehensive mentee noted increased confidence which saw the mentee behave more independently in her role and empowered to make small-scale decisions.

I report feedback to my manager for her awareness but also for her advice and support. A line manager I met with raised if there was a support structure in place for mentors, as they were concerned there could be an impact to mentors if they had a challenging mentee or were subject to sensitive information. Merrick and Stokes (ND) note a mentor supervision network can provide; support to mentors who feel out of their depth; ethical and emotional support; prevent burn-out; and to develop the mentor's skills. I discussed this with my line manager who agreed a supervision-style network would be beneficial; we are still in discussions about this, considering who could provide supervision, the skills they would need and what support they could offer. When a supervision network has been established, I will implement this into the programme (EV1).

As the programme becomes more established, I will create a survey which will be sent to all mentors and mentees which will provide consistency of evaluation and helpful to identify trends.

Bibliography

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CIPD Candidate evidence matrix

(CEM1)

Candidate name: Joanne Thomas				CIPD Membership/registration No.: 53274130		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1403229		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ADC M – 1A100 7	Contributing to Coaching and Mentoring in the Workplace	LO1 – 1.1, 1.2; LO2 – 2.2, 2.5	Witness Testimony – Victoria Evans, People & Communications Manager.	EV1		
		LO1 – 1.1	Completed GROW model discussion completed with a previous mentee.	EV2		
		LO1 – 1.1	Evidence I participated in external mentoring scheme.	EV3		
		LO1 – 1.1	Ateb Workplace Mentor scheme – Guidebook I created.	EV4		
		LO1 – 1.2	Witness Testimony – Michael Roach, Facilities Assistant.	EV5		
		LO1 – 1.2	Witness Testimony – Poppy Kucyj, Communications Assistant.	EV6		
		LO1 – 1.2; LO2 – 2.2	Witness Testimony – Linzi Laugharne, Maintenance and Compliance Coordinator.	EV7		
		LO1 – 1.2	Ateb's 3 Strategic Aims.	EV8		
		LO1 – 1.3	Supporting statement regarding Learning & Development at Ateb – Kate Houston, People Advisor.	EV9		
		LO1 – 1.3	Overview of Achieve Framework, extract from 'Vision' document.	EV10		
		LO2 – 2.1	Overview of presentation slides regarding onboarding proposal.	EV11		
		LO2 – 2.1	Slides regarding Workplace Mentor Programme with notes, taken from onboarding presentation re EV11.	EV12		

		LO2 – 2.1	Witness Testimony – Tom Waters, Digital Support Coordinator.	EV13		
		LO2 – 2.1	Workplace Mentor Programme poster I created.	EV14		
		LO2 – 2.1	Workplace Mentor Programme Tool Kit I created.	EV15		
		LO2 – 2.3, 2.5	Witness Testimony – Lyndsey Dafoe, Service Desk Analyst.	EV16		
		LO2 – 2.4, 2.5	Witness Testimony – Philippa Tuck, Finance Assistant.	EV17		
		LO2 – 2.4	Supporting e-mail from external mentee (name removed for confidentiality).	EV18		
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:	10th June 2020

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

From: Victoria Evans
To: Joanne Thomas
Subject: Coaching and mentoring testimony
Date: 08 June 2020 16:00:08

As People Advisor at ateb, Jo provides mentoring supporting new starters, performance issues and employability skills. Jo achieved a qualification in mentoring soon after she started to develop her mentoring ability; during her time at ateb, Jo has also completed a NVQ in Advice and Guidance through the workplace. Also, Jo has furthered her skill base attending college on a weekly basis to achieve counseling qualifications. This was self-funded and completed in the evenings which demonstrated Jo's commitment to self-development.

Jo mentored a work experience placement to develop his employability skills and support him to gain employment at ateb. Jo has also mentored an apprentice who was under-performing and was placed on a performance improvement plan by the line manager. She worked with the apprentice to identify areas of poor performance and guided him to take steps to improve his performance. Jo also ensured the apprentice understood the process of the PIP, providing advice and guidance throughout.

Ateb offers external mentoring to improve employability skills, having worked with the CIPD Steps Ahead programme and supporting a local mental health charity to support people in our community. Jo is part of the mentoring programme with the mental health charity, having offered ad-hoc advice but also mentoring an individual for several weeks to increase their employability skills. Jo, alongside the other participants, have found this very rewarding.

I am a qualified coach, offering coaching to colleagues in management roles to assist them to develop their management skills and adopt a coaching approach which reflect ateb's leadership expectations.

Jo supports her lead department line managers for various issues including general advice, performance and absence management. She also continually encourages managers to adopt the expected skills in their daily management.

Over the last year, Ateb's management has completed an ongoing leadership development programme. The programme was developed to align with Ateb's culture and management expectations therefore the aim is to change behaviours and attitudes. The training has been developed and delivered by a professional coach and provides a variety of coaching tools, activities and models to support development.

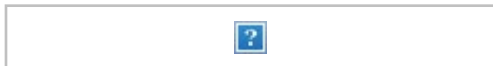
Jo recently developed a new onboarding process to suit Ateb's needs and to effectively support new employees. She independently researched to develop a strong proposal to present to the Chief Executive and management. As part of the onboarding programme, Jo has developed and implemented a workplace mentor scheme for new starters, where existing experienced team members will mentor new starters. Jo included this in her presentation to create buy-in from managers, and promoted the scheme across the workforce to recruit mentors; developing all supporting documents and hosted a meeting for potential mentors to discuss the scheme and any queries. The scheme has been in place since the beginning of the year and is still developing as we gather feedback, monitor and review.

I have been really impressed with how Jo managed the onboarding project, those who attended her presentation were very complimentary of the scheme and her presentation skills.

Thanks

Victoria Evans

People and Communications Manager



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Mae'r e-bost hwn, ac unrhyw atodiad, ar gyfer y defnyddiwr yn unig. Mae unrhyw ddosbarthiad, defnydd neu atgynhyrchiad arall heb ganiatad yr anfonwr yn flaenorol heb ei awdurdodi. Os byddwch yn derbyn y neges hon mewn gwall, rhwchch wybod i'r anfonwr ar unwaith a dileu'r neges o'ch cyfrifiadur. Mae grwp cyfyngedig ateb yn gymdeithas gofrestredig gyda'r FCA, Reg. Rhif 23308R, landlord cymdeithasol cofrestredig gyda Llywodraeth Cymru, Reg. Dim PO72 ac mae'n aelod o Gymuned Tai Cymru.

Goal What do you want?	You would like to improve your customer services skills so you are in a good position to apply for the Customer Services Advisor (CSA) role when one becomes available. You enjoy working at Ateb and would like to progress in the company; you enjoy and are comfortable with your team so would like to stay in Customer Services. You want to achieve this to better yourself, feel proud of yourself, have confidence to know you can achieve and also have a better salary to support your family.
Reality Where are you now?	You are a Customer Services Administrator now, which is a post below the CSA role so you complete some responsibilities of the CSA already but mainly focusing on heavy admin tasks. You do not feel confident on the phones talking to customers because you are worried you will do something wrong or have a challenging customer you cannot handle. You have had opportunities, alongside other staff, to go on the phones to cover for CSAs however, you have turned down the opportunities. You have not told your manager you have turned it down because you are nervous, instead claiming you are too busy with priority tasks. You have spoken to a CSA who you have a close working relationship with; she has tried to reassure you, shared experiences and said the manager always helps if the calls becomes difficult.
Options What could you do?	You said if you knew how to deal with challenging customers, you would feel more confident going on the phones – so you suggested shadowing calls to see first hand how to deal with different customers. You also suggested doing a role play with a CSA. We discussed the importance of sharing how you feel with your manager – remember your manager is there to help you develop and guide you through difficulties at work. You said you would speak to her so she is aware of your concerns but also your aspirations. Explore different training like e-learning and participating in inhouse training. You have seen a Customer Services NVQ which can be delivered in work, which is fully funded. You said you will ask for approval to sign up.
Will What will you do?	1. Immediately – speak to your manager to let her know how you are feeling 2. Immediately – request to enrol onto the NVQ. If you are unable to enrol, you will speak to your manager to discuss alternative training. 3. In the next 4 weeks – arrange at least 4 shadowing sessions between your manager and colleague. They do not have to long, observing one call a week will keep increasing your experience and knowledge. 4. 2nd month – arrange a role play with your manager or colleague. Ask for open and honest feedback to identify areas for development. 5. Continue shadowing and completing role play to increase your knowledge.

	6. 3rd month – complete a session on the phone with support. 7. End of 3rd month – complete a session on the phone independently.
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Tenants Participation Advisory Service Cymru Events

Disability Networks 2020

The popular TPAS Cymru Disability Networks are for tenants, staff, carers and anyone else interested in disability issues affecting people living in social housing in Wales. These networks are informal and give delegates a chance to share their experiences, successes and lessons learned.

Lysaght Institute Newport Gwent NP19 0HE

Thursday 19 March 2020, 10:00 - 14:30
Booking available until Wed 4 March 2020

Aberystwyth Park Lodge Hotel SY23 3TL

Wednesday 01 April 2020, 10:00 - 14:30
Booking available until Wed 18 March 2020

Speakers at both the above events will include: Helen Williams, Tenants Participation Advisory Service Cymru; Richard Lloyd, First Choice Housing Association and Dr Steffan Evans, Bevan Foundation

Tenants Network

West Wales Housing offices, Newcastle Emlyn
21 April 2020

All the above events are free to ateb customers, includes lunch and we will pay your transport costs.

For more information, click [here](#) to visit TPAS's website

To book a space, please contact
Ali Evans 01437 774766 / 07500 446611
aalinor.evans@atebgroup.co.uk

Other ateb Events

A night of Mediumship with Karen Wilson

Haverfordwest Rugby Club

28th Feb at 7:30pm, tickets are £10 and can be organised through Poppy Kucyj on 07794 990059. Money raised is to go to ateb's chosen charity this year, Get the Boys a Lift

Our Easter bingo Haverfordwest Rugby Club, 3rd April at 7pm: eyes down



ateb events

Big Day Out 2020

Big Day Out meeting to discuss initial ideas and responsibilities, all welcome;

Meyler House SA61 1QP

28 February 2020 10:30 - 12:30

Customer Forum

...where we come to YOUR area to hear YOUR points of view:

Victoria Hall Roch, SA61 6AZ

27 February 2020 10:30 - 12:30

Croft Court Pembroke, SA71 4NZ

26 March 2020 18:00 - 20:00

Marloes Hall, SA62 3AZ

23 April 2020 10:30 - 12:30

Begelly Arms Hotel, SA68 0YF

A free buffet supper is provided at this event so **please book in advance** through Ali Evans

28 May 2020 18:00 - 20:00

Co-ordination Group Sessions

...where we run a discussion group based on the Theme of the Month:

Held in Meyler House SA61 1QP on the second Tuesday of every month at 10:30 - please check our website for any last minute changes. Current themes being explored are:

- February - **Estates Management**
- April - **Household Waste**
- June - **Your individual experiences with ateb**

The above ateb events are free to ateb customers, include light refreshments and we will pay your transport costs.

Don't forget! Your voice counts!

Get Connected

ateb's digi van Dot.e/mobile office events (the ateb van that comes to your location to help you with your computer issues)

All of the below are free and everyone is welcome

February

12th - Community Lunch

Mosaic Cafe, Frederick Street, Neyland SA73 1TG 11am to 2pm. Join us and lots of local organisations for free lunch, advice and support.

17th - Williams Court Computer Club

Williams Court SA67 7DW 11am to 1pm

19th - Community Lunch

Pater Hall, Pembroke Dock, SA72 6DD 10am to 3pm. Join us and lots of local organisations for free lunch, advice and support.

24th - Williams Court Computer Club

SA67 7DW 11am to 1pm

26th - First Click Course Day 1

Croft Court SA71 4NZ, 10am to 12pm

27th - First Click Course Day 2

Croft Court SA71 4NZ 10am to 12pm.

Limited spaces on First Click courses so book your place for our complete beginners to laptops/PCs course. Please call Tom and Ania on 01437 774775 to book your place

Other ateb opportunities

Back-to-work help

Get the Boys a Lift (GTBAL) is ateb's chosen good cause for the year and we have already been busy raising funds for them. We didn't want to stop there!

Working in collaboration with GTBAL we have developed an "ateb day" at GTBAL's café in 7A Dew Street, Haverfordwest SA61 1ST. On the first Wednesday of every month members of the ateb team will be available to provide support and advice on a number of issues such as housing, rent and benefits, employment, interview and application skills.

We are really pleased to be working with GTBAL on this initiative and hope that we will be able to reach out to the communities that we serve, helping to create better living solutions.

All welcome; drop-in.



March

2nd - Williams Court Computer Club
SA67 7DW 11am to 1pm

4th - First Click Course Day 3,
Croft Court SA71 4NZ 10am to 12pm

5th - First Click Course Day 4,
Croft Court SA71 4NZ 10am to 12pm

9th - Williams Court Computer Club
Williams Court SA67 7DW 11am to 1pm

10th - Community Lunch
Coronation Hall in Dale SA62 3RB, 1.30pm to 3.30pm. Join us and lots of local organisations for free lunch, advice and support.

April

This month join Tom and Ania to spring clean your tablet or mobile phone and get money saving tips on household utilities.

1st - Dot.e's Digi Spring Clean
Princess Royal Way SA61 1PZ, 10am to 11am and Castle Square 12pm to 2pm.

8th - Dot.e's Digi Spring Clean
Patch, Milford Haven SA73 2HA, 10am to 12pm and Asda, Pembroke Dock, SA72 6DA, 1pm to 3pm.

22nd - Dot.e's Digi Spring Clean,
Saundersfoot Harbour Car Park, SA69 9HE, 11am to 1pm



Joanne Thomas (People Advisor, ateb) down at GTBAL coffee shop, offering support and advice on how to create a CV and apply for a job.

Being a Workplace Mentor for new starters

1. Why should I be a mentor?

Having a mentor at work can make a huge difference to how quickly a new team member will settle into their role, their team and Ateb. New team members will feel supported knowing there is somebody who genuinely wants to help, listen, and make a difference. All new team members at Ateb will be paired with a mentor from our network.

2. Do I have what it takes?

Ateb's mentors are:

- A friendly face
- A contact for new team members if they have questions they do not feel comfortable asking their team
- Knowledgeable about Ateb and be willing to share their knowledge and experiences
- Willing to make social introductions to help new team members get to know people in other departments

Ateb's mentors have the following skills and characteristics:

- Active listening skills
- Committed
- Comfortable providing honest and considerate feedback
- Effective questioning skills
- Time management
- Empower new starters to identify their own solutions
- Ability to identify development opportunities
- Good level of knowledge and experience to provide support

3. What do I do as mentor?

The mentor will be a friendly face and supportive team member to the new starter. The role will be varied depending on what the new team member wants to achieve and learn. Your role could include some or all of the below responsibilities:

- Help your mentee to navigate the office and informing them of other offices including schemes and Aberystwyth.
- Support them in their role – you won't know the ins and outs of their role but you can find out if they have concerns about their role and help

build transferable skills, such as customer service delivered to Ateb's expectations.

- Answering questions – likely multiple questions or the same questions. Be patient as new team members are faced with lots of information in a short space so they may ask questions again triggered by certain events.
- Introduce your mentee to other colleagues across the Group.
- Share information, knowledge and experience.
- Inform your mentee about Ateb's culture and values, always role modelling the DNA, behaviours and attitudes.
- Empower your mentee to identify solutions and think independently.
- Share the social aspect of working at Ateb – invite your mentee out for a coffee or lunch.

However, a mentor is not:

- A counsellor
- A confidante
- A new best friend

If you feel at any stage professional boundaries are being breached or your mentee is becoming too dependent on you, please visit the People Team who can help.

4. The first meeting – what should I do?

We understand that this might be a daunting experience if you are new to mentoring, alongside the mentee feeling nervous or overwhelmed. The following information will help you establish the mentoring relationship and decide what your aims will be.

- Schedule an informal meeting – this doesn't have to be in the office, go out for a coffee if you feel more comfortable.
- Tell the mentee about you, your role as mentor and how your knowledge, skills and experience will help.
- Discuss professional boundaries and ground rules i.e. confidentiality.
- Find out more about your mentee, what is their background and experience, and how they think they can benefit from the mentoring scheme.
- Listen and confirm their expectations.
- Explain and role model Ateb's DNA and culture and some positive experiences you have.

- Let your mentee know that you are available to help and they can ask you anything about Ateb – stress this to your mentee as new starters are often reluctant to ask to avoid ‘bothering’ their colleagues.
- If you can't do this on your first meeting, arrange a time to show them around the office, introducing your mentee to other colleagues, and informing them about formal and informal office knowledge i.e. door entry system, post room, car parking, where to find milk!
- Arrange a study tour taking your mentee out to see some of Ateb's estates, developments, and independent living schemes. If you can't do this, get in touch with a Housing or Development colleague who could do this.
- Arrange your next meeting!

5. I need more support

If you have any questions at any stage of your mentoring journey, please get in touch with the People Team.

Refer to 'Ateb's mentoring tool kit' for some top tips and tools

From: Michael Roach
To: Joanne Thomas
Subject: Statement about mentoring
Date: 02 June 2020 14:47:43

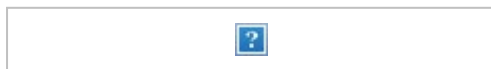
Hi Jo

I was volunteering with Pembrokeshire Housing (now ateb) on a work experience placement in the Maintenance department. I was unemployed for a long time and I wanted to refresh my old skills and maybe learn some new skills. A Facilities Assistant job in the Maintenance department was coming up so Jo approached me and offered mentoring to learn job skills as she knew I wanted to get a job at the end of my placement. Jo mentored me for several weeks helping me to build a CV, how to write a good application, interview skills and helped me be more confident. I found the mentoring very helpful and the biggest help was being more confident. I got the job and have stayed with the company ever since. I would recommend mentoring to my colleagues.

Hope this is ok.

Mike

Michael Roach
Facilities Assistant



Tel | [01437 763688](tel:01437763688)

Meyler House, St. Thomas Green,
Haverfordwest, Pembrokeshire, SA61 1QP
atebgroup.co.uk



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Mae'r e-bost hwn, ac unrhyw atodiad, ar gyfer y defnyddiwr yn unig. Mae unrhyw ddosbarthiad, defnydd neu atgynhyrchiad arall heb ganiatad yr anfonwr yn flaenorol heb ei awdurdodi. Os byddwch yn derbyn y neges hon mewn gwall, rhwch wybod i'r anfonwr ar unwaith a dileu'r neges o'ch cyfrifiadur. Mae grwp cyfyngedig ateb yn gymdeithas gofrestredig gyda'r FCA, Reg. Rhif 23308R, landlord cymdeithasol cofrestredig gyda Llywodraeth Cymru, Reg. Dim PO72 ac mae'n aelod o Gymuned Tai Cymru.

From: Poppy Kucyj
To: Joanne Thomas
Subject: Witness testimony
Date: 05 June 2020 11:17:27

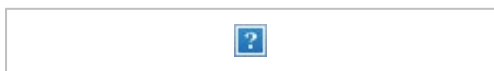
Hi Jo

I joined the Communications team at ateb in July 2019, this was a new department and I was the only member of staff other than my manager. I had some experience but no experience working in a housing association so my manager arranged for a person to mentor me from a different housing association who does a similar job to mine. The mentoring lasted for a number of months during my probationary period and we would visit each other's offices, in a mutual place or using video calling. It helped me understand the best way to communicate with ateb's audience which was extremely useful. My mentor shared useful software products and worked with me to develop some of my skills. My manager is not from a communications background so the time with my mentor was invaluable.

Happy to help, let me know if you need anything else!

Kind regards

Poppy Kucyj
Communications Assistant



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From: Linzi Laugharne
To: Joanne Thomas
Subject: Coaching and mentoring statement
Date: 05 June 2020 14:45:02
Attachments: image001.png
 image002.png
 image004.png

Afternoon Jo

Of course I will provide a statement, I completed a statement for Kate's assignment which I have included the same wording below but added extra information further to our discussion. Hope it is ok, see below.

As a Supervisor with a current team of four staff I was selected to attend the OPSIS training that ateb invested in which was developed to encourage leadership throughout the organisation. I have learned many skills during the OPSIS training which I have used in my day to day work and have also passed on to my team to ensure we are all working / leading in the same way and sharing responsibilities. We are currently planning a team away which will help me pass on my newly acquired skills to the team.

During the OPSIS training I have learned a lot about giving and receiving feedback to my team, giving recognition for a job well done and also coaching my team. I have one to one meeting with my team every 4-6 weeks where we set SMART targets and give full 360 feedback to each other. This all goes in to the achieve framework which I feel is the beginning of initiating a coaching culture with ateb.

The achieve framework has given myself and my team an opportunity for empowerment and decision making within the team and it also links to the organisational, team and individuals' objectives whilst also looking at the ateb DNA, and service delivery.

Joanne provided training for the achieve framework, informing me what the framework was designed to do, how frequent and how I should approach the one to one meetings, and using the wellbeing barometer. Joanne discussed the skills I should be using and provided some useful models I could use to support the one to one meetings, this reflected a lot of what I have learned at OPSIS.

I only acquired supervisory responsibilities in the last year and Joanne has been very helpful supporting me to improve my management skills, often providing advice and guidance during difficult situations. There was conflict in my team between two team members, Joanne supported me through the process, discussing how I should approach the conflict, and empowered me to independently tackle the conflict head on. Joanne has supported me by attending meetings regarding challenging situations however she always empowers me to take the lead and equip me with the right knowledge before meeting.

Thanks,



Linzi Laugharne
Maintenance and Compliance Coordinator



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 Haverfordwest, Pembrokeshire, SA61 1QP
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Extract from Ateb's Vision document demonstrating the 3 strategic aims



20/ Plan

The ateb group has established the 3 strategic aims that will help us to create better living solutions for more people and communities across West Wales:



From: Kate Houston
To: Joanne Thomas
Subject: Passport to Work scheme
Date: 10 June 2020 11:58:51

Hi Jo

Ateb's learning and development plan encompasses all departments learning requests and is categorised in statutory, mandatory and departmental needs. The budget is large therefore to date there has been no focus on individual requests with personal development opportunities on hold. Unfortunately, departments request training and development and regularly do not utilise monies assigned to them resulting in an underspend at year-end.

Executive Management Team have reviewed learning and development due to this continuous underspend wishing to formulate a "Passport to Work" which will be linked to role profiles.

Every employee will be given a "Passport to Work" and it will be their responsibility to undertake any training requirements listed for them to fulfill their roles. There will still be statutory, mandatory, and departmental training however it is envisaged that an employee can request personal development. In the first instance this will be identified within their Achieve which is a two-way communication between their line-manager and the employee focused on objectives and considers future work aspirations.

This system will ensure each employee takes ownership of their training ensuring they have the right learning and development in place to fulfill their roles and thus will empower employees. Employees will be able to request additional training which they deem important to conduct their roles which may not feature on the plan thus giving the employee an opportunity to develop further enhancing skill-sets and knowledge for instance completing a NVQ. It is envisaged coaching elements will be included in the scheme to broaden knowledge at relatively little cost to Ateb for instance for an employee wishing to seek a leadership qualification could first be coached by a senior position within Ateb.

Many thanks.

Kate



Achieve Framework

The Vision has established a corporate vision of what 'good' should look like for ateb, the job of delivering this vision is down to us!

The Achieve Framework – What we individually need to focus on to improve our outcomes efficiency or customer experience. It aligns our collective effort to the achievement of The Vision.

So what does good alignment look like?

- > We have a shared vision of what represents good for ateb.
- > We know where we need to improve to be good.
- > We all understand the impact we can have on each other – positively and negatively.
- > We know when good has been delivered.

We must be clear on our individual achievement targets and how achieving them will better our service to customers and strengthen our core DNA.

So how does it work?

The achieve framework has the following steps:

Step 1: Annual Business Review

Annually we will review our performance against the requirements of The Vision.

Step 2: Team Review

The teams will review their objectives in relation to The Vision.

Step 3: 121 Meeting

Everyone will meet with their managers to set what they need to achieve to help their team, ateb and ultimately its customers to achieve our vision of good i.e. The Vision.

1/ Annual Business Review

Annually the Board and teams will:

- > Review performance against The Manual and report on achievements and set priorities for improvement.

2/ Team Review

In our Team Reviews we will discuss the following:

- > DNA/Leadership Style – does our team show and receive the ateb DNA/leadership style and where do we need to improve?
- > Have we identified and prioritised the right improvement actions for the service areas we help deliver?

Service Delivery Group will coordinate the outcomes from the Team Reviews.





Achieve Framework

3/ 121 Meeting

At the 121 we will:

- > Review actions previously agreed.
- > Identify any achievements in the last period.
- > Review any special praise or thanks received.
- > Set any follow on actions that are required.
- > Set new actions.
- > Discuss DNA and leadership style.
- > Wellbeing Barometer.
- > Identify any support, learning or development required.

You and your manager will agree a schedule of the 121's (there is no set time frame) to keep an eye on whether your actions are delivering the desired outcomes.

All 121 meetings will be confidential between line management and team member. The teams overall wellbeing barometer will feed into a company wellbeing barometer i.e. teams and individual team members will be anonymised. Line management will work with HR to agree, action and record support needs, reporting of support will be anonymised.

Supporting Our Teams To Do More

On a twice yearly basis we will prioritise learning and development based on:

- > Maintaining statutory compliance for services.
- > Supporting service improvement activities.
- > Improving DNA and Leadership performance.

Learning and development will be a mixture of individual and corporate

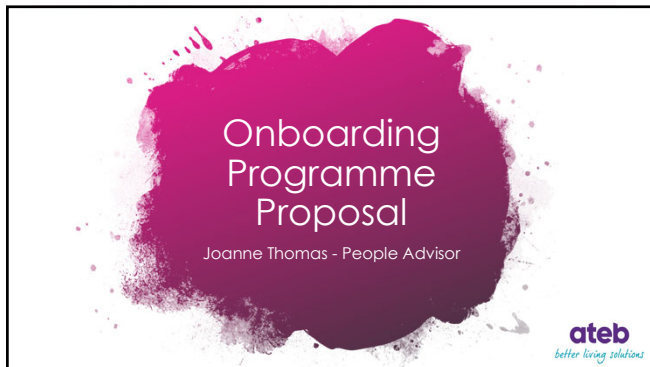
approaches and could be delivered through a range of methods e.g. internal courses, coaching and mentoring, eLearning etc. Every role profile will have a Passport to Work that states what learning and development is required for each role profile, this will mean keeping your passport up to date with the required learning and development.

Summary

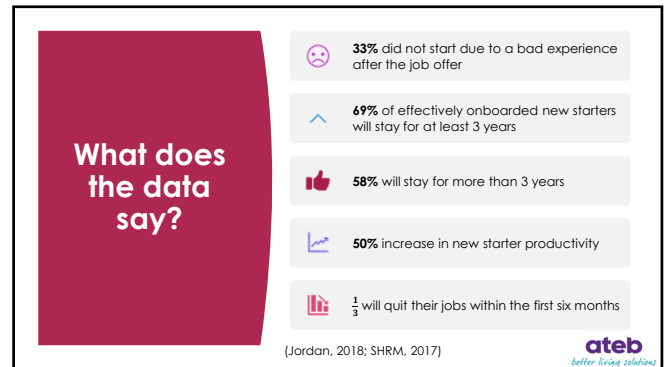
We all have our role to play in making ateb a great company to work for and be a customer of. The achieve framework establishes we must individually achieve to collectively improve our services and promote our DNA and leadership style.

By setting your improvement actions you are making a statement about your commitment to improving and growing our services for our customers, ateb in return will commit to supporting you to achieve your outcomes.

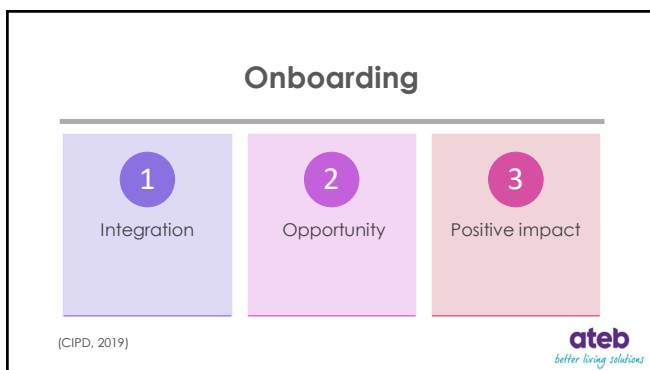
Overview of slides from onboarding presentation



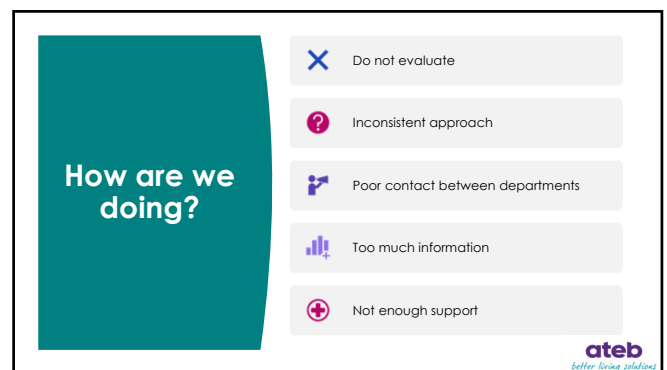
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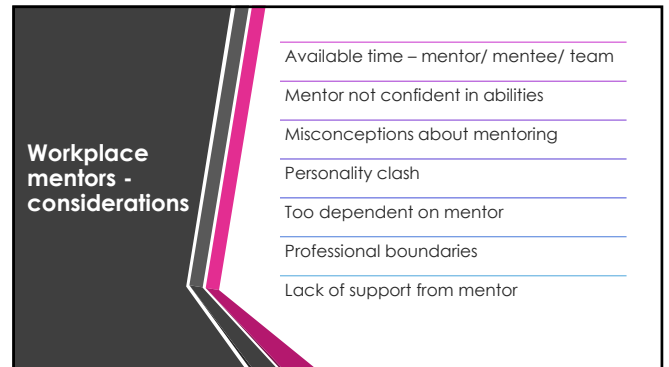
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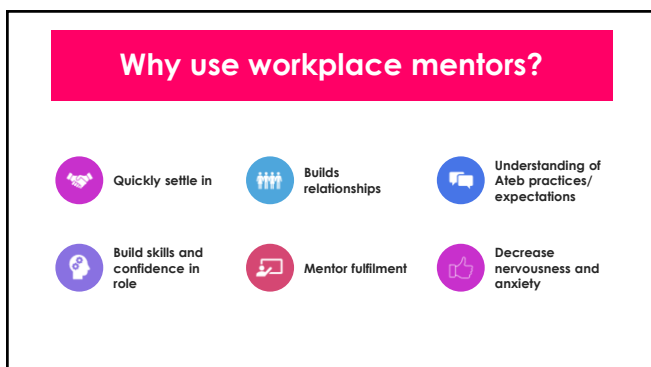
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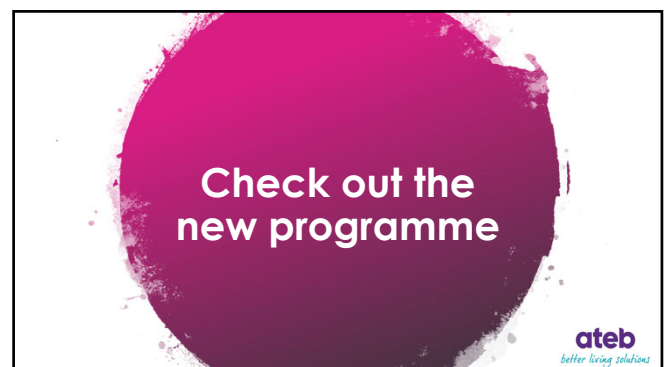
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7



6



8

What's the plan?

1
Prepare videos

2
Recruit a network of onboarding mentors

3
Provide training

4
Research a digital platform

5
Increase contact

6
Embed value and culture

ateb
better living solutions

9

Thanks for listening!

Any questions?

ateb
better living solutions

10

Slides regarding Workplace Mentor Programme
with notes, taken from onboarding presentation

Why use workplace mentors?



Quickly settle in



Builds
relationships



Understanding of
Ateb practices/
expectations



Build skills and
confidence in
role



Mentor fulfilment



Decrease
nervousness and
anxiety

- Mentees are more likely to settle into their role, team and Ateb quicker
- Builds relationships – with mentor, with other individuals across the Group. More opportunity to meet more people with mentor. Tie to strategic aim of building corporate strength
- Mentor will share informal and formal Ateb knowledge – i.e. DNA, culture, behaviours, and less corporate such as where to find the milk, park etc
- Confidence can build, mentor can help build transferable skills such as customer service by offering knowledge and experience
- The mentor will feel a sense of fulfilment and may increase own development
- Mentee may feel less nervous and anxious during the early days

Workplace mentors - considerations

Available time – mentor/ mentee/ team

Mentor not confident in abilities

Misconceptions about mentoring

Personality clash

Too dependent on mentor

Professional boundaries

Lack of support from mentor

Barriers

- Time constraints, mentor or mentee may not feel they have available time to commit if team or workload is under pressure. Managers should encourage mentor/mentee and let them know it is ok to use the time for the mentoring relationship, as it is beneficial to both parties. Aligns with Ateb's values to sharing knowledge, getting things done, empowerment
- Mentor may not feel confident however, training and support will be provided throughout.
- People may have misconceptions about mentoring such as it is too time consuming, has little value to development etc. The programme will be promoted and good news stories shared to change perceptions.
- Risk of personalities clashing, unlikely but it can happen so it is worth being aware of it. Recruitment of mentors will be a careful process ensuring volunteers meet attributes of good mentors such as listening skills, patience, honesty.
- Mentor will be informed of their boundaries, as will the mentee, so the mentee will understand the remit of mentor and what they can help with. Mentors trained to identify if dependency is increasing and will refer to line manager or relevant department when needed. Honesty with mentee if concerned about dependency.
- HR will support mentors however, line managers encouraged to also support if needed.

From: Tom Waters
To: Joanne Thomas
Subject: Witness statement
Date: 04 June 2020 20:42:54
Attachments: image001.png

Hi Jo

Please find below witness statement in respect of the onboarding workplace mentor scheme.

"I was part of an audience of mixed management where Jo presented a new onboarding proposal to change the existing process. Part of the new process would include the introduction of workplace mentors to give support to our new employees – Jo referred to the mentoring scheme several times during her presentation emphasising the link between an effective onboarding process and having a mentoring scheme in place. There were several informative slides in the presentation focusing on the mentoring scheme only, listing the benefits and potentially negative factors – Jo had prepared commentary for each point to provide a good case. Jo answered queries that was put forward to her and it appeared to me that she gained a positive response from the audience. After listening to the presentation I am excited about the mentoring scheme and I hope to see it go from strength to strength - I think this is important for new employees and to demonstrate our unique DNA and culture."

Kind regards

Tom



07885 120 086 **01437 774 775**
getconnected@atebgroup.co.uk

Prosiect a ariennir gan y Gronfa Loteri Fawr ac Ateb yw 'Get Connected', sy'n ceisio helpu ein cymunedau i fynd ar-lein.
'Get Connected' is a Big Lottery and ateb funded project aiming to help our communities get online.



Workplace Mentors

We are looking for volunteers to mentor Ateb's new team members!

Do you want to help our new team members to settle in, share your knowledge, build skills & confidence – while feeling happy and fulfilled?



Interested? Come along to the Boardroom at 10am, on the 2nd December 2019.

**#WeAreAteb #GetThingsDone
#AccessAllAreas #InYouWeTrust**

Workplace Mentor Tool Kit

What is Mentoring?

“Mentoring in the workplace tends to describe a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff. It calls on the skills of questioning, listening, clarifying and reframing that are also associated with coaching” – (CIPD, 2020)

Why should I be a mentor?

Having a mentor at work can make a huge difference to how quickly a new team member will settle into their role, their team and Ateb. New team members will feel supported knowing there is somebody who genuinely wants to help, listen, and make a difference. All new team members at Ateb will be paired with a mentor from our network.

Qualities of a mentor

- Active listening skills
- Committed
- Comfortable providing honest and considerate feedback
- Effective questioning skills
- Time management
- Empower new starters to identify their own solutions
- Ability to identify development opportunities
- Good level of knowledge and experience to provide support

Building your mentoring relationship

You will help your mentee navigate a path to reach their aims through listening, questioning, and empowering your mentee. Here are several ways to establish a good relationship:

- Be open and approachable to put your mentee at ease.
- Provide advice and support to the best of your ability.
- Empower your mentee to find their own solutions.
- Use active listening, powerful questioning and meaningful reflection.
- Encourage and suggest developmental activities for your mentee.
- Maintain a focus on professional growth; you are not a counsellor so avoid focus on personal concerns and signpost the relevant person or department instead.
- Be honest and open regarding feedback, practicality of goals, opportunities, etc.
- Assist the mentee with building working relationships.

Mentoring meetings – example

First Meeting

- Schedule an informal meeting – this doesn't have to be in the office, go out for a coffee if you feel more comfortable.
- Tell the mentee about you, your role as mentor and how your knowledge, skills and experience will help.
- Discuss professional boundaries and ground rules i.e. confidentiality.
- Find out more about your mentee, what is their background and experience, and how they think they can benefit from the mentoring scheme.
- Listen and confirm their expectations.
- Explain and role model Ateb's DNA and culture and some positive experiences you have.
- Let your mentee know that you are available to help and they can ask you anything about Ateb – stress this to your mentee as new starters are often reluctant to ask to avoid 'bothering' their colleagues.
- If you can't do this on your first meeting, arrange a time to show them around the office, introducing your mentee to other colleagues, and informing them about formal and informal office knowledge i.e. door entry system, post room, car parking, where to find milk!
- Arrange a study tour taking your mentee out to see some of Ateb's estates, developments, and independent living schemes. If you can't do this, get in touch with a Housing or Development colleague who could do this.
- Arrange your next meeting!

Second meeting

- Office tour if you haven't done this already
- Review actions from previous meeting
- What progress have they made?
- Have they experienced any challenges?
- Are there any areas for development?
- Encourage your mentee to reflect on their experience to date.

Third Meeting

- Can you make any more social introductions to individuals or teams?
- What is their experience of the DNA and culture so far?
- Introduce your mentee to groups such as i2i or Events.
- Review actions from previous meeting
- What progress have they made?

- Have they experienced any challenges?
- Are there any areas for development?
- Encourage your mentee to reflect on their experience to date.

Fourth meeting

- Review actions from previous meeting
- What progress have they made?
- Have they experienced any challenges?
- Are there any areas for development?
- The mentoring relationship may start reaching it's natural end – does your mentee need anything else?
- Has your mentee achieved their aims?
- Encourage your mentee to reflect on their experience to date.

Meeting tips

1. Encourage the mentee to come prepared and bring relevant materials and information to the meeting.
2. Discuss action items from the previous meeting. Do not judge or show disappointment if the mentee does not complete all action items.
3. Discuss challenges that have arisen and provide support. Let your mentee know it is natural for challenges to occur, not to be disheartened and look at methods to tackle challenges.
4. Establish new objectives for each meeting. Sometimes the outcomes will be about other issues that have come up. Once issues are resolved, bring the mentee back to the original goals set and how to accomplish them.
5. Explore the set objectives. Ask questions and empower the mentee to find their own solutions. You can share your ideas once the mentee has done this too.
6. Closure of meeting. Express confidence in mentee and acknowledge the progress so far. Confirm actions and next steps.
7. Set up a date for the next meeting.
8. Check in between meetings if necessary, to ask about progress or if they need support.
9. Stay focussed and on schedule to ensure everything is covered.

Powerful questions - examples

Getting started

1. What do you hope to accomplish through our mentoring relationship?
2. What characteristics are you seeking in a mentor?
3. How might I mentor you? Do you like me to be really honest and to the point, or is there another way that works for you?
4. What principles should we develop to manage confidentiality?
5. What are your expectations regarding this mentoring relationship?
6. What questions do you have about our mentoring relationship?
7. What should we do if we find we are not compatible?

Values and Vision

1. What have been the greatest achievements on your career journey and how did you achieve them?
2. What turns have you taken on your journey that you did not expect to take?
3. What would you like to achieve at Ateb?
4. How does your vision match Ateb's vision?
5. What five values – in order - are most important to you?
6. When are you most naturally, comfortably, and fully yourself?
7. What is your greatest talent?
8. How can you best be of service to others?

Goals and actions

1. What is it that makes that goal important to you?
2. What do you need to achieve your work goals?
3. What challenges are you facing right now at work?
4. What are your current work goals?
5. How do you measure your goals?
6. What is the most difficult goal for you to accomplish at work?
7. What are you currently doing to overcome this difficulty?
8. If all the problems at work magically disappeared overnight, what would you notice that was different when you walked into the office tomorrow?
9. What would you attempt to do, if you knew you could not fail?
10. What is the worst thing that could happen if you attempted that thing – and failed?
11. If you had to change one thing about the way you work, what would it be?
12. What work goals would you like to achieve in the next three to six months?
13. What is attractive about these goals?
14. How realistic are the goals?

15. What resources are needed to help you achieve your goals?
16. What kind of time-line needs to be established to help with your goals?

Life and learning

1. What worries you the most at work/ starting at Ateb?
2. How do you behave when you get worried or anxious at work?
3. What are ways that you cope with stress and deadlines?
4. In what areas would you describe yourself as highly flexible?
5. In what areas would you describe yourself as highly inflexible?
6. When has your attitude to a difficult situation helped you achieve something important and how did that happen?
7. When have you failed at something that was important to you and what was the experience like?
8. What have you learned from your own mistakes, failures, or disappointments?
9. How can you become more creative or innovative in your work?
10. When have you taken risks at work and what happened?
11. What role does learning play in your life?
12. When you are trying to learn something new, how do you typically go about it and how does that work for you?
13. What do you typically do to help another person learn something?
14. What factors affected your success in helping another person learn?

Relationships and change

1. What are five rules you have – or would like to have - for relating with your colleagues?
2. When you are in conflict with another person, how do you typically go about resolving it and how successful are you in fully resolving it?
3. What are your most important work relationships and how can you improve them?
4. What metaphor would you use to describe how you respond to change?
5. What is your most satisfying experience of being involved in a change process?
6. How do you go about managing resistance to changes you are trying to implement?
7. What would be your five principles for effective change?

Mentoring evaluation

1. To what extent are you meeting your goals through the mentoring process?
2. How would you assess the quality of our mentoring relationship?
3. In what ways can we strengthen our mentoring relationship?

4. What are three strategies that could improve our mentoring work and how can we put those strategies into practice?
5. When you consider our mentoring, what would you like us to do less or more of?
6. What insights have you gained from mentoring?
7. What things/skills/attitudes/knowledge have you gained from mentoring that will be useful to you in the future?

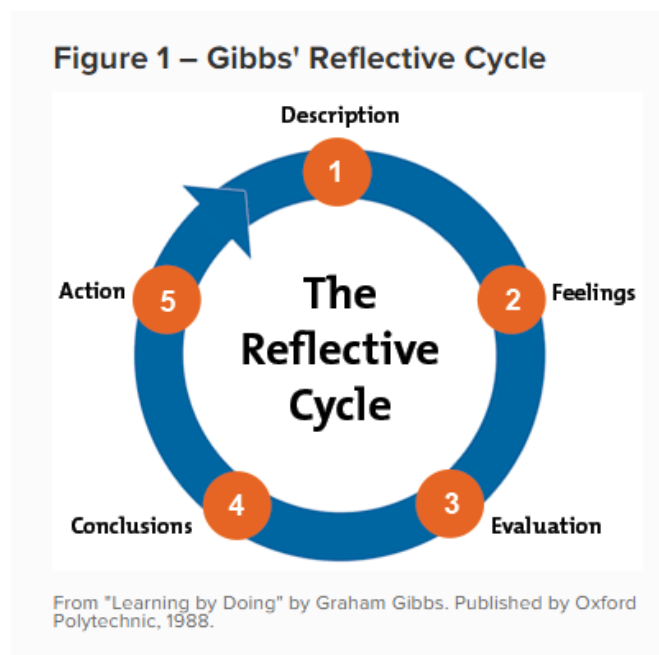
Reflection

“Reflective practice make sense of experience and transform them into insight and practical strategies for personal growth and organisational impact. For this reason the potential of reflective practice is hugely significant.

It is typically learned through conversation, writing and the use of metaphor. Both individuals, groups and teams can do reflective practice. The process involves deconstructing experience in order to externalise our thoughts, be honest with our feelings, analyse our patterns of behaviour, become aware of our values, question our assumptions and challenge our perceptions.” – (CIPD, ND)

Gibbs' Reflective Cycle

Gibb's reflective cycle help people learn from experience; without reflecting on experience and identifying what could be done better next time, it is difficult to learn anything. This cycle will help you make sense of situations, what went well and what could be one better in the future. You can use this for your own reflection and as a tool to share with your mentee.



Step 1: Description

First, consider the situation in detail. At this stage, you simply want to know what happened – you'll draw conclusions later.

Consider asking questions like these to describe the situation:

- When and where did this happen?
- Why were you there?
- Who else was there?
- What happened?
- What did you do?
- What did other people do?
- What was the result of this situation?

Step 2: Feelings

Next, think about what you thought and felt during the experience.

Use questions like these as a guide:

- What did you feel before this situation took place?
- What did you feel while this situation took place?
- What do you think other people felt during this situation?
- What did you feel after the situation?
- What do you think about the situation now?
- What do you think other people feel about the situation now?

Step 3: Evaluation

Now you need to look objectively at what approaches worked, and which ones didn't.

- What was positive about this situation?
- What was negative?
- What went well?
- What didn't go so well?
- What did you and other people do to contribute to the situation (either positively or negatively)?

Step 4: Conclusions

Once you've evaluated the situation, you can draw conclusions about what happened.

Think about the situation again, using the information that you've collected so far. Then ask questions like these:

- How could this have been a more positive experience for everyone involved?
- If you were faced with the same situation again, what would you do differently?

- What skills do you need to develop, so that you can handle this type of situation better?

Step 5: Action

You should now have some possible actions that you can take to deal with similar situations more effectively in the future.

In this last stage, you need to come up with a plan to make these changes.

(MindTools, no date)

GROW Model

This is a powerful model used in both coaching and mentoring to identify and achieve objectives.

GROW stands for:



Step 1: Goal

The first step in the GROW model is defining the goal of the coaching. This can include long term goal (end achievement) and short term goals (for each session). Goals need to be SMART: Specific, Measurable, Acceptable, Realistic and Timely.

Example questions to identify the goal:

What's important to you when it comes to [theme]? What will reaching the goal give you? What do you want to achieve in [theme]? How will you know you've reached your goal? How will you know the problem has been solved?

Step 2: Reality

Step two is becoming aware of the actual situation the mentee is in. Your role here is to stimulate self-evaluation with the mentee and identify the obstacles that have been holding them back.

It's important to keep focussed during this phase! Keep on summarising and repeating what you understand from the mentee. Often, this phase reveals underlying fears and convictions that can be worked on during or in between coaching sessions.

Example questions to discover the reality:

What's happening to you now? What, when, with whom and how often? What is the result of that? Why is this theme a problem? What are concrete examples of this problem? What's been going wrong so far? How do you manage to fail? Teach me how to do it. What went well? Is this always a problem or are there situations in which it isn't? What are the defining factors? What can make the difference? What have you done so far?

Step 3: Options

Step three is to generate ideas that can contribute to the solution of the problem. Try to start a creative brainstorming process without censure or conditionality. Generate solutions, then structure it to evaluate every option. If needed, you can also offer some suggestions.

Example questions to generate options:

What else could you do? What would you do if [obstacle] didn't stop you? Imagine you already reached your goal. How did you do it? What if this obstacle wasn't there anymore? What else do you need to reach your goal? Where can you get it? Which criteria will you use to evaluate this option? What are the pros and cons of this option?

Step 4: Will

By this fourth and final step, the mentee will have a good idea of how to achieve the goal. In this step, you get your mentee to commit to specific actions to progress towards their goal.

Example questions to maximise the will:

What exactly will you do to reach your goal, and when? Which of these options will you take? What concrete step can you take NOW? What steps come after? Are all obstacles taken into account? How will you overcome your obstacles? How motivated are you, on a scale from 1 to 10, to go for this option? What do you need to have a 10? Where can you get it? How can your surroundings support you? Will this plan get you to your goal? Will it solve the underlying problem, too?

(Warwick Centre for Lifelong Learning, ND)

OSCAR Model

This model will help your mentee achieve results by focusing on solutions, instead of the problem. This model is often used in coaching but it can be used effectively in the mentoring relationship too.

OSCAR stands for:



Outcome:

This is where you help the team member to clarify their outcomes.

Examples:

- What would you like to achieve from today's session?
- What is your long-term outcome?
- What would success look like?

Situation:

This is where you get clarity around where the team member is right now.

Examples:

- What is the current situation?
- What's actually happening?

Choices and Consequences:

This is where you help the team member to generate as many alternative choices as possible and raise awareness about the consequences of each possible choice.

Examples:

- What choices do you have?
- What options can you choose from?

- What are the consequences of each choice?
- Which choices have the best consequences?

Actions:

This is where you help the team member to clarify their next steps forward and to take responsibility for their own action plan.

Examples:

- What actions will you take?
- When will you take those actions?
- Who will support you in taking action?
- On a scale of 1 to 10 how willing are you to take those actions?

Review:

This step creates an ongoing process of review and evaluation. This is where you help the team member to continually check that they are on course.

Examples:

- What steps will you take to review your progress?
- When are we going to get together to review progress?
- Are the actions being taken?
- Are the actions moving you towards your outcome?

(Worth Consulting, 2002)

Other resources

Coaching and Mentoring Factsheet:

<https://www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet#6995>

CIPD Reflective Practice: https://www.cipd.co.uk/Images/reflective-practice-guide_tcm18-12524.pdf

CIPD CPD cycle: <https://www.cipd.co.uk/learn/cpd/cycle>

Gibbs Reflective Cycle: <https://www.mindtools.com/pages/article/reflective-cycle.htm>

GROW model: https://www.mindtools.com/pages/article/newLDR_89.htm

[https://warwick.ac.uk/study/cll/courses/professionaldevelopment/wmcett/resources/practitionerarea/mentoring/planning/grow/#:~:text=The%20GROW%20\(Goal%2C%20Reality%2C,and%20generating%20ideas%20for%20solutions.](https://warwick.ac.uk/study/cll/courses/professionaldevelopment/wmcett/resources/practitionerarea/mentoring/planning/grow/#:~:text=The%20GROW%20(Goal%2C%20Reality%2C,and%20generating%20ideas%20for%20solutions.)

OSCAR model: <https://www.mindtools.com/pages/article/oskar-coaching-framework.htm>

<https://www.toolshero.com/management/oscar-coaching-model/>

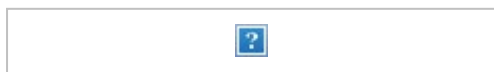
From: Lyndsey Dafoe
To: Joanne Thomas
Subject: Workplace mentor
Date: 03 June 2020 10:22:33

After attending the first mentoring scheme meeting to find out more I agreed to become a workplace mentor. I have good relationships across the Group after working here for many years so I felt I was in a good position to help the new team members meet colleagues and settle in. I haven't mentored anyone before so Jo met with me to explain what mentoring is and what my role of mentor would be. I was given a 'toolkit' which included useful information like powerful questions and different tools like 'grow'.

I mentored a new team member which recently came to an end as they felt settled and happy at Ateb. I met with Jo as she wanted to get feedback about the mentoring relationship, asking if I thought there were any improvements which could be made and asking about the successful parts. I found the mentoring relationship enjoyable and was happy that I was able to help a new colleague, I didn't pick out any improvements as I thought it went well.

Many thanks

Lyndsey Dafoe
Service Desk Analyst



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Mae'r e-bost hwn, ac unrhyw atodiad, ar gyfer y defnyddiwr yn unig. Mae unrhyw ddosbarthiad, defnydd neu atgynhyrchiad arall heb ganiatad yr anfonwr yn flaenorol heb ei awdurdodi. Os byddwch yn derbyn y neges hon mewn gwall, rhowch wybod i'r anfonwr ar unwaith a dileu'r neges o'ch cyfrifiadur. Mae grwp cyfyngedig ateb yn gymdeithas gofrestredig gyda'r FCA, Reg. Rhif 23308R, landlord cymdeithasol cofrestredig gyda Llywodraeth Cymru, Reg. Dim PO72 ac mae'n aelod o Gymuned Tai Cymru.

From: Philippa Tuck
To: Joanne Thomas
Subject: Mentoring experience
Date: 04 June 2020 12:57:46

Hiya Jo

I have done a small write up below about my mentoring experience, I hope it is suitable, let me know if it isn't.

I joined ateb in January 2020 and during my induction I was made aware that I had been given a mentor, who was another member of staff at Ateb, who would support me during my induction by meeting new people, getting settled in and learn more about ateb. I was unsure about joining the mentoring scheme as I didn't know what it would be like and felt nervous about meeting and talking with my mentor.

Jo was really encouraging and understood why I was unsure, she gave me some documents to read through about what to expect and asked me to get back in touch with queries and if I wanted to continue. At our next meeting, a colleague who was mentored before to improve skills for progression joined the meeting to tell me about their experience and how beneficial it was which gave me more confidence. I decided to give the mentoring a go and the first meeting was very casual outside the workplace and I got to know my mentor better. I kept meeting my mentor for several months to help with my confidence, as a naturally shy person I was worried about meeting new colleagues especially those outside my department but my mentor helped me get to know various people throughout Ateb – this was really helpful as I feel more socially part of the company but also know more about how different departments contribute to the service.

I was able to give feedback at the end of the mentoring which was lovely, Jo said this will help make the mentoring group better for other new people.

Kind regards

Philippa Tuck
Finance Assistant



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From: Sam [REDACTED]@gmail.com>
To: Joanne Thomas
Subject: thank you
Date: 28 February 2020 16:54:38

Hi Jo

Just wanted to say thanks for helping me make my cv and feel confident to go to a interview. I have been to a few interviews but I haven't found a job yet but I will keep trying. I will keep in touch and fingers crossed I have good news next time.

thanks again

Sam